

PENDEKATAN HEUTAGOGI DALAM MENDUKUNG SISTEM PEMBELAJARAN DARING DAN MOTIVASI BELAJAR MAHASISWA

HEUTAGOGY APPROACH IN SUPPORTING ONLINE LEARNING SYSTEM AND STUDENTS' LEARNING MOTIVATION

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Abstrak

Pendidikan telah mengeksplorasi dan menggunakan berbagai pendekatan dalam upaya meningkatkan proses belajar mengajar bagi peserta didik dewasa. Pembelajaran online menuntut peserta didik untuk memotivasi diri sendiri dan disiplin karena mereka memiliki kendali lebih besar atas jadwal dan lingkungan belajar. Beberapa peserta didik mungkin kesulitan untuk tetap termotivasi, mengelola waktu mereka secara efektif, atau mempertahankan fokus tanpa struktur dan tanggung jawab seperti kelas pada umumnya. Disiplin diri dan motivasi menjadi faktor kunci dalam mencapai kesuksesan dalam pembelajaran daring. Pendekatan heutagogy diharapkan menjadi salah satu strategi untuk menumbuhkan disiplin diri dan menjaga motivasi dalam lingkungan belajar online. Heutagogy baru-baru ini menjadi metode pembelajaran untuk pelajar dewasa. Dalam pendekatan heutagogy, siswa sangat otonom dan menekankan pengembangan kemampuan siswa, dengan tujuan untuk membentuk siswa yang siap menghadapi kompleksitas dunia kerja saat ini. Metode ini menerapkan pendekatan pembelajaran dengan sistem pembelajaran online dengan menggunakan internet dan teknologi baru lainnya untuk mengembangkan dan menyediakan metode pengajaran. Hasil penelitian menunjukkan bahwa pendekatan heutagogy sesuai untuk diaplikasikan pada sistem pembelajaran daring. Hasil penelitian juga menunjukkan bahwa pendekatan heutagogy dapat meningkatkan motivasi belajar secara signifikan. Penelitian ini diharapkan dapat memotivasi para pendidik untuk menggunakan pendekatan heutagogy dalam proses pengajaran dan pembelajaran online. Hasil penelitian ini juga diharapkan dapat meningkatkan efektifitas pembelajaran online dan memotivasi siswa untuk lebih bersemangat dalam menajalani pembelajaran online.

Kata Kunci : Pembelajaran milenial, pembelajaran dewasa, kesadaran belajar mandiri, motivasi diri, disiplin belajar

Abstract

Education has explored and used a variety of approaches in an effort to increase the learning and teaching process for adult learners. Online learning requires learners to be self-motivated and disciplined since they have more control over their schedule and learning environment. Some learners may struggle with staying motivated, managing their time effectively, or maintaining focus without the structure and accountability of a traditional classroom. Self-discipline and motivation are key factors in achieving success in online learning. Here are some strategies to foster self-discipline and maintain motivation in an online learning environment. Heutagogy has recently become a learning method for adult learners. In the heutagogy approach, students are highly autonomous and emphasize the development of student's abilities, with the goal of cultivating students who are ready to face the complexities of today's work world. This method implements a learning approach to an online learning system using the internet and other new technologies to develop and provide teaching methods. The research results show that the heutagogical approach is suitable to be applied to the brave learning system. The research results also show that the heutagogical approach can significantly increase learning motivation. It is hoped that this research can motivate educators to use a heutagogical approach in the online teaching and learning process. It is also hoped

that the results of this research can increase the effectiveness of online learning and motivate students to be more enthusiastic about undergoing online learning.

Keywords : *Millennial education, Adult Education, Self Learning Aware, Self Motivation, Learning Discipline*

I. Introduction

Educators have responsibilities to increase lifelong learning among students. They should encourage students to be creative and continuously develop their competencies and capabilities. Students should be ready for the Industrial Revolution 4.0 (IR4.0) (Tiew & Abdullah, 2021). Today, pedagogy and learning strategies are not enough to put together novices for flourishing inside the workplace (Blaschke, 2021). Self-awareness learning is needed by students, especially in online learning systems (Atmojo et al., 2021). Students need a new learning approach to increase their self-awareness learning. This is due to the rapid change in the education system that is completed by the digital era (Al-Shanawani, 2019).

The idea of heutagogy provides positive concepts and is visible as a reaction to those tendencies in the better online learning system (Hainsworth et al., 2022). The heutagogical mastering surroundings promote the improvement of successful novices, and emphasize the improvement of learner capabilities and the improvement of novices' mastering capabilities and capabilities (Gillaspy & Vasilica, 2021). As a result of the availability of online media to enhance and improve the mastering process, the online mastering device has additionally regenerated a learning motivation in heutagogy (Adams, 2014). Heutagogy is referred to as the "network-centric" principle, which takes gain of the important thing availability of the internet; it's also a coaching method that may be implemented to rising technology in distance training and serves as a framework for coaching and mastering inside the virtual age

Heutagogy is, in particular, inquisitive about lifestyles lengthy mastering. It stocks positive key attributes, inclusive of students' self-direction and autonomy, and has didactic foundations in in-person coaching. Autonomous mastering is a function of distance training paperwork, including settlement mastering and pre-mastering evaluation, and it's also a characteristic of distance training. Additionally, online mastering devices and heutagogy have an identical audience: mature person novices (Jones et al., 2019). Specifically, heutagogy can also become a principle of online learning since heutagogy similarly develops the andragogy approach, and additionally due to its availability while implemented to rising technology in distance training (Green & Schlairet 2017). Based on theory and previous studies, thus, this study is heutagogy approach in supporting online learning systems and students' learning motivation. This study aims to examine the effectiveness of heutagogy approach in supporting online learning systems and its

effect on student's learning motivation. It is hoped that this research can motivate educators to use a heutagogical approach in the online teaching and learning process. It is also hoped that the results of this research can increase the effectiveness of online learning and motivate students to be more enthusiastic in undergoing online learning.

II. Methodology

This article presents an assessment of the literature on heutagogical practices and methods. In conducting research, this has a look at is attempted to set up primary expertise of the idea of heutagogy and the way it may be carried out in an online studying system. The literature assessment consists of introduces the definition of heutagogy, its relevance to the online studying system, and its implementation of heutagogy. This article presents a basis for similarly exploring and gaining knowledge of heutagogy as a brand new generation concept of online studying and exploring the adoption of heutagogy in long-distance education practice.

Further, this study implements the heutagogy method in one class. It consists of 30 first-year students of the Education Department at one university in West Sumatera. This study is a survey study using a quantitative method. Data are collected from 30 respondents by one set questionnaire Likert 5 points scale. However, before it was used in collecting data, it was addressed to the 30 students in a pilot study to determine its reliability. All items were reliable since they obtained an Alpha Cronbach of 0.83.

Data were analyzed by Statistical Package for the Social Sciences 27.0 (SPSS 27.0). Paired sample T-Test is conducted to analyse the effect of heutagogy in increasing students' learning motivation.

The level of motivation is determined by mean score (M), low level if $1.00 \leq M \leq 2.33$, moderate level if $2.34 \leq M \leq 3.66$; high level if $3.67 \leq M \leq 5.00$. Significant at $p \leq .05$.

III. Results and Discussions

A. Definition of heutagogy

Heutagogy is self in Greek. It is modified into a defined manner due to the fact a learner-centred approach to education that emphasizes self-directed learning and applies a holistic approach to develop student competency. The learning process is a proactive and novice process because the vital agent in the learning process takes vicinity due to private experiences (Blaschke, 2021; Green & Schlairet, 2017). Heutagogy makes the lecturer provide more learning resources through manner and offering guidance, but the learning path belongs to students. The lecturer and students negotiate about learning and determine what will be discovered and how it will be discovered (Ayres et al., 2016). Double-loop learning and self-study are crucial concepts of heutagogy (Nkuyubwatsi, 2016). It novices recollect hassle and following motion and outcomes, further reflecting upon the hassle-solving approach and the manner it impacts the student's self-learning awareness.

Double-loop learning takes vicinity even as novices question and looks at one's private values and assumptions as essential to improve learning a manner to learn. Novices accumulate every competency is crucial in heutagogy (Anand et al., 2021). Competency is examined in requiring understanding, at the same time as capability is characterized through students' manner of their competency. It appropriates effective motion to formulate and solve problems in every familiar and atypical setting (Nkuyubwatsi, 2016). When novices are competent, they monitor the acquisition of conceptual understanding and competency; it can be repeated and retrieved. When novices are competent, conceptual understanding can be reproduced in atypical situations (Berdida, 2023; Yao et al., 2022). Through the approach of double-looping, novices tend to be aware of their selected learning process and adapt new learning situations to their learning styles. Thus, it creates more competent novices. With its dual attention on competency, heutagogy moves educators a step closer within the route of the better-achieving objective of students' novices in complex learning surroundings (Rusli, Rahman, & Abdullah 2020).

B. Relevance to online learning system

Distance schooling is in a completely unique role for developing getting-to-know environments for helping a heutagogical coaching and getting-to-know approach, in addition to contributing to in addition studies. Specific traits of online learning that align with the heutagogy approach such as (Chamo et al., 2023; Hainsworth et al., 2022; Hase, S., & Kenyon, 2013; Lynch et al., 2021).

1. Technology

Technology is integrated with the online learning system. Heutagogy has been recognized as a capability idea for making use of rising technology in the online learning system, even though extra studies and dialogue are vital which will decide the effectiveness of heutagogy as an idea of the online learning system.

2. Demography gap of students

Traditionally, online learning has been adopted and centred on grown-up students, commonly students with enormous existence enjoy extra adulthood than university-primarily based totally students. Online learning exercise has traditionally been strongly prompted with the aid of using Knowles' andragogical idea of coaching and getting to know. Heutagogy as a development from andragogy may be taken into consideration in online learning system.

3. Autonomy of Students

Online learning as a wonderful shape of learning method provides autonomy, students are critical to a heutagogical coaching. Since the autonomy of students is a feature of and supporting in online learning getting to know environments, distance schooling inherently helps heutagogical exercise.

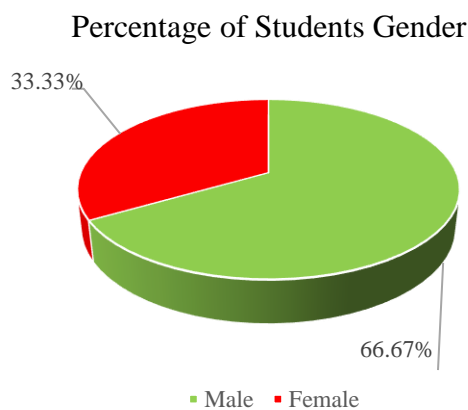
C. Implementation of heutagogy

The better learning reaction to heutagogy thus further has been certainly considered one among unwillingness, which may be due to the impracticality of enforcing an academic heutagogy framework Alghamdi et al. (2021) argue that the elimination of the lecturer brings the idea of heutagogy in a credentialing group and is affordable to enforce heutagogy of learning assessment. Thus, lecturer within vocational education has discovered heutagogy to be a reputable reaction to the vital problems that their newcomers are confronted with within feature developed in their studying environments primarily based totally on the technique. The technique has been incorporated into path design, improvement, and delivery, but now no longer within the location of summative assessment. Through using this technique, the college has recognized the subsequent benefits: advanced trainer outcomes, extra successful teachers (newcomers) who're better-organized for study surroundings expanded learner self-learning awareness, engaged newcomers in groups of exercise, peers studying processes, the advanced capabilities of the student to analyze ideas, and in addition improvement of the student's capacity to impeach interpretations of truth from their function of competence (Zhang et al., 2022). the technique helps learners manage studying, students' self-learning awareness, collaborative reflection and expert improvement, and vital questioning (Allen et al., 2023; Syal & Niefeld, 2020;

Theobald, 2021). Reflecting on the studying reports and pertaining to those reports to expert exercise helped preserve newcomers stimulated to research, to connect to different newcomers, and to preserve on with the reflective process. Students tested each competency and functionality via self-awareness, reports, and ideas, active in discussion, self-learning awareness, and self-directed study in growing impartial ideas (An et al., 2023).

D. Heutagogy on learning motivation

Respondents involved male and female students. The respondents' profile was presented in Figure 2.1.



Gambar 2.1. The Respondents' Profile

Respondents consist of 20 male students (66.67%) and 10 female students (33.33%). These results show that this study involved more male students than female students. The results of the descriptive analysis were in Table 2.1.

Table 1.1. Descriptive Analysis Between Pre-Test and Post-Test

Test	Mean scores	Std. Deviation	Motivation Level
Pre-test	3.63	.429	Moderate
Post-test	4.17	.232	High

N = 30 samples

The results of the descriptive analysis in Table 2.1 found that the mean scores for the pre-test of learning motivation of the students were 3.63 (moderate level). Meanwhile, in post-test the mean scores were 4.17 (high level). These show that there is a difference in the mean scores between the pre-test and post-test. The post-test mean score is higher than the pre-test. It shows before heutagogy is implemented, the learning motivation among students was at moderate level. After the heutagogy is implemented, the learning motivation increased at high level. From standard deviation, post-test obtains lower deviation than pre-

test which means that the post-test mean score gets a more homogeneous min score compared to the pre-test.

In order to identify the significance of the difference in mean scores, an inferential analysis of paired T-tests was carried out. The results of the paired T-test analysis are shown in Table 2.2.

Table 2.2 Paired T-Test Result Analysis

Pair	Mean scores	Std. Deviation	t	df	Sig. (p)
Pre-test-Post-Test	-.531	.474	-6.217	29	.001

*Sig at 95%, $p \leq .05$

Based on Table 2.2, the significant value (p) is .001 ($p = .001$) with a t-value of -6.217. The significant value obtained is less than .05 ($p < .05$). This shows that there is a significant difference in the pre-test and post-test mean scores of learning motivation among students ($t = -6.217$, $p < .05$). Heutagogy is effective in increasing student learning motivation. This result is supported by Bykasova et al. (2021) and Kamrozzaman, Badusah, and Ruzanna (2020). An inflexible learning approach can increase students' motivation to determine their own educational destiny. By giving students responsibility for learning, heutagogy can increase their intrinsic motivation. Students feel more influential in their own learning, which can increase their sense of ownership and curiosity. A heutagogical approach can be seen as a development from pedagogy to andragogy to heutagogy, where students also progress in maturity and autonomy (Bykasova et al., 2021). More students adults require less control from the instructor and of course, the structure and can be more independent in their learning. This will certainly increase students' learning motivation.

IV. Conclusion

The heutagogy approach is suitable to adopt in online learning systems. However, there are some limitations such as including instructional resistance to alternate worry of studying stress on students due to new generation requirements, and a endured scholar attention on evaluation and grades in preference to the studying procedure. While a better learning process is greater adoption of pedagogical and andragogical procedures in vocational education, it perspectives heutagogy as complete management of all components of studying into the arms of the scholar, from curriculum improvement and educational layout in evaluation. An attractiveness could require a shift in student mindset, a more emphasis on the direction layout procedure, and the improvement of self-

learning awareness of students.

Overall, heutagogy aligns well with the features and capabilities of online learning systems. It promotes learner autonomy, personalization, collaboration, and the development of essential skills, making it a relevant and effective approach to supporting online learning experiences.

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