

# Heutagogy Approach: The Implementation of New Normal Era Learning

Yogianti dwi Rahayu Wismaningrum<sup>1\*</sup>, Harun Joko Prayitno<sup>2</sup>, Eko Supriyanto<sup>3</sup>

<sup>1,2,3</sup>Postgraduate, Universitas Muhammadiyah Surakartay

\*Corresponding author. Email: [rarayogi2018@gmail.com](mailto:rarayogi2018@gmail.com)

## ABSTRACT

This research looks at the Heutagogy Approach, a form of self-determined learning in the New Normal Era. The method used was literatu observation and review. For the heutagogical approach carried out with learning and teaching, in this case students are very independent because of the emphasis on determining their own learners who function for the development of students' capacities and abilities with the aim of producing students who can prepare themselves for today's world of work. Research uses more technology that can be useful for distance education to guide, develop and provide digital instruction. This makes the Heutagogy approach a more appropriate educational process, because this approach all aspects of learning activities are fully controlled by students from curriculum development and assessment frameworks to teaching.

**Keywords:** *Heutagogy approach, technology, New Normal Era*

## 1. INTRODUCTION

We have been living for a few months in the Corona Virus Disease 2019 (COVID-19) pandemic which requires us to work, study and worship from home. Now we will enter the new order of life in the COVID-19 pandemic, that is, adaptation of new habits (new normal). According to Bramasta (what year), New Normal is a change in behavior to continue to carry out normal activities but with the addition of applying health protocols to prevent transmission of COVID-19. The new lifestyle is focused on the application of health protocols, namely physical distancing, diligently washing hands with methamphetamine or hand sanitizer, wearing masks and nutritious eating patterns. This happens in all aspects of community life in Indonesia, including in the implementation of learning.

Education cannot be separated from the influence of the "New Normal" so that the educational system is much different from before. The Covid 19 outbreak that hit 118 countries [1] requires modifying the learning system from before which makes the autonomy portion of students wider and more flexible. A different approach to learning is needed, namely the Heutagogy approach because the pedagogical approach is no longer appropriate to the conditions of the era. Based on the demands of this pandemic, the learning that occurred during the COVID-19 pandemic, in which the picture of education will focus more on self-development for

survival and a developing economy, global knowledge, and the ability of students who can adapt the situation in this world in a complex manner. with competency skills and competencies effectively and creatively [2]. Pedagogical, even andragogical, educational methods are no longer completely adequate in preparing learners to thrive in the workplace, and a more independent and self-determined approach is needed, in which students reflect on what is learned and how it is learned and where the educator teaches. learners how to teach themselves [3]. The existence of an educational process with new technology creates a new ecosystem in the learning process by considering the pendagogia approach to andragogy which is not widely liked by education, which considers this approach to be out of date because of the rapid development of making the education process with digital media a new teaching method [4] with the concept of a heutagogic approach can be a solution in capturing a better response to the education process. Heutagogical learning conditions can provide facilities for the development of students from the aspects of competence, ability development and capacity for learning activities [5]. The heutagogical approach creates new interest in the educational process with technology as an illustration of the affordability of digital media which is a support for carrying out the learning process. The Heutagogy approach has been reviewed in the net-centric theory which states that the learning

process that takes advantage of distance education with digital media on the internet and also the role of the pedagogical approach with the application of technology is a function of the framework in digital era learning [4].

The Heutagogical approach is a distance education process that takes special interest as a key aspect such as self-directed and self-directed learning, and takes pedagogical roots for learning and teaching. Self-defined learning structures have a distance education framework such as contract learning, and previously conducted research. For the equality of the educational process to mature students. In particular, the heutagogical approach poses potential in distance education theory. Further proposed ways to extend the andragogical approach with new emerging technologies for distance education (eg. Zoom, Schoology).

## 2. RESEARCH METHODOLOGY

This article provides a broad overview of previous research and research currently carried out with the practice of the heutagogical approach in which the author tries to build heutagogical concepts and heutagogical practices in the educational process. The first research framework with a research review presents the definition of heutagogy, the depiction of heutagogy in the concept of education according to the established education. The second research framework combines discussions on the reasons for emerging heutagogical practices as examples of aspects in designing learning

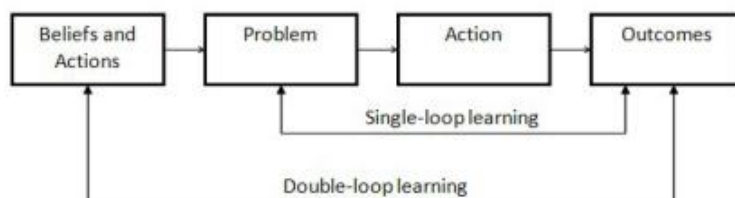
with digital media that support the heutagogical approach. Thus the research forms a further basis in the heutagogical approach research as a distance education theory and explores the feasibility of adopting heutagogy in the use of new technologies.

## 3. RESULTS AND DISCUSSION

### 3.1 Heutagogy (Self Study)

Heutagogy (according to Greek, namely self), said [6] is defined as a learning process that is determined by students. The heutagogical approach is an approach that emphasizes holistic development of students' abilities based on active and proactive processes with students acting as the main agents in the learning process and the results of personal experiences [6]. The heutagogical process involves instructors in providing facilities for the learning process through the given guidance and knowledge resources by fully releasing it to students in negotiating learning including determining and how the learning process is carried out [7].

The main concept in the heutagogical approach is the double loop learning process and self-reflection [6]. In the two-track learning process where students consider the problems and actions that are produced, in addition to reflecting on problem solving and also how the process can convince and produce students' own level. The dual path learning process starts with students questioning and testing the values and assumptions that appear central in providing an increase in effective learning methods [8].



Gambar 1. Pembelajaran loop ganda (dalam Eberle, 2009).

In determining learning independently it is important that students can gain competence and ability. Competence can be understood as a proven ability to acquire knowledge and skills, while ability is characterized by the student's confidence in his competence and, as a result and ability to take action. Menerut [9] Capable people exhibit the following qualities:

- Self-efficacy is a learning process that is carried out continuously by reflecting.
- Communication skills and teamwork is a process that is done by doing a good job with others and open communication
- Creativity is an action that arises because of self-competence for new or unfamiliar situations with an adaptive and flexible approach.
- Positive value (Kenyon & Hase, 2010).

When students have competencies marked by knowledge and skills, skills are acquired through knowledge and repetition. When students have the ability, skills and sufficient knowledge can be re-created in unfamiliar situations. For capability, it is a competency possessed by students so that when there is no competency, there is no ability that is owned. With a repeated learning process, students will be more aware of learning styles that can adapt to learning situations so that learning is created better. With a heutagogical approach, the focus is on the competence and ability to move educators towards a better answer to the needs of students in a complex and changing work environment [5].

### 3.2 Distance education process linkages

The distance education process makes learning the latest in creating a learning environment to support heutagogical learning, and has the potential for further

research into heutagogy. The characteristics of the distance education process that balance the heutagogy include:

**Technology** is a technology symbiotic relationship in the use of distance education processes that arise due to technological developments. Educators in carrying out the distance education process must consider the implications of technology both in theory and practice. Heutagogy has been indicated as a potential approach to the application of emerging technologies in the distance education process [4].

The entry of technology is actually due to the prohibition of face to face so that conventional classes become IT-based, although the success rate is still doubtful because of the poor culture of independent study in our student environment. This is a widespread experiment in the world because it involves 1,579,599,850 students worldwide [10]. this is where an analysis is needed to review whether the approach that has existed for distance character learning is still in accordance with the ongoing conditions.

**The profile of students in the distance education process** is a distance education process that has been designed, developed, delivered and has targets for students, where students who have started working have a wider and more mature life experience than campus-based [11]. The distance education process is carried out based on history starting from Knowles' andragogy theory which is teaching and learning from advanced andragogy, namely heutagogy which is considered a distance education relationship..

**Student autonomy** is a distance education process that is carried out as a different form of education which both requires and promotes the autonomy of student skills primarily in a heutagogical approach [12]. Due to the existence of learner autonomy can be characterized and promoted in the environment of distance learning processes inherently to support the practice of heutagogy.

### 3.3 How Digital Media Enables Heutagogy

Digital media (Schoolology, Zoom etc.) have played an important role in generating new discussions about heutagogy in higher education. Digital Media Design (Schoolology, Zoom etc.) supports the heutagogical approach by enabling students to direct and determine their learning pathways and by enabling them to take an active rather than passive role in their individual learning experiences. The main costs of Digital Media (Schoolology, Zoom etc.), connectivity with others, discovery and sharing of information (individually and as a group), and personal collection and adaptation of information as needed, are also costs that support self-determined learning activities [13]. In addition, Digital Media (Schoolology, Zoom etc.) encourages interaction, reflection in dialogue, collaboration, and information sharing, as well as promoting autonomy and supporting the creation of content produced by students [14]. With Digital Media (Schoolology, Zoom, etc.) as a supporting technology framework, heutagogy can now be seen as further development of pedagogy (as defined by [13]: students are directed to continue learning independently

independently digitally and "can personalize learning pathways them in the way they want " [2].

Recent research also shows that the use of digital media can support self-determined learning.

**Cellular learning:** [15] research shows that cellular learning supports collaboration, data collection and sharing, and reflective practices. The use of mobile learning has also been found to enhance learners and study external interactions, as well as reflective practices (learning journals).

**Virtual Philosopher:** [16] report asynchronous learning tools intended to build learners' skills in developing, reflecting, and changing thinking processes and logic. This online tool provides active learning activities built around various scenarios used by students in the self-discovery process. Through this scenario and the responses given by students, the Virtual Philosopher identifies deficiencies in the learner's thought process, forcing the learner to evaluate and re-evaluate why he thinks in a certain way. According to [16], the asynchronous environment "seems to strengthen deeper learning" and promote problem solving and critical analysis.

**Student-generated content (use of active media):** Active use of social media in creating content produced by students seems to contribute to the development of self-direction skills. Early research findings by [17] show that active use of social media, for example, the development of student-generated content, supports the development of cognitive and metacognitive skills, whereas passive use (consumption) is less effective in supporting the development of these skills.

These examples illustrate how digital media has the potential to support elements of a heutagogical approach, such as content creation produced by students, active involvement in the learning process and with other instructors and students, group collaboration, and reflective practice through two rounds of learning. . However, research on the use of social media and its role in supporting heutagogy is limited, showing that this is an area for further investigation.

### 3.4 Heutagogy Practice in the new Normal Era

After the issuance of Minister of Health Decree Number HK.01.07 / MENKES / 328/2020 dated May 20, 2020 concerning Covid-19 Prevention and Control Guidelines in Office and Industrial Workplaces in Supporting Business Continuity in Pandemic Situations, as the beginning of the new normal period (new normalcy ), a number of State Ministries / Institutions have followed it up with a number of regulations that apply to their working areas and work environment, including for economic, religious and State Civil Apparatus activities..

While for the world of education, it seems that similar regulations have not yet been issued. In fact, when is the time to return to school has not yet been decided. This, as stated by President Joko Widodo, should not be decided on a "basis" for aspects of education. The Coordinating Minister for Human Development and Culture, Muhadjir

Effendy, finally stated that the decision in the field of education will be made at the last round, after other fields have been carefully decided.

The government decision plan related to education is very precise. Therefore, the world of education has a long-term bet, which will affect the sustainability of human resources and the future of Indonesia itself. If without careful observation and seriousness of the right plan for the impact of co-19, then it is likely that the nation's educated generation will be the victims and the massive cluster of co-19 transmission. In this position, the physical loss generation of future human resources becomes a bitter reality for this nation. Therefore, we should look at the dynamics of implementing new normal policies and their impact on the continuity of education.

The implementation of social distancing as the main factor of New Normal itself however creates its own challenges for those working in the world of education, which usually bring teachers and students together as an effort to carry out a pleasant learning process. Therefore, education practitioners must find solutions related to how the teaching and learning process in the new normal era can continue, without ignoring the role of teachers as instructors.

In other words, it takes the media to facilitate teachers so they can continue to carry out their duties as teachers. While students, fulfill their obligations to study well. Even without the teacher present before him, and only from home.

This is why a distance learning platform should ideally not replace the role of each stakeholder in the school ecosystem, be it teachers, parents and the school itself. Because in fact, education is more than just a literacy library. Education needs a system that will not only make students academically smart, but also have character. And more than that, students need interaction to get guidance, so that the learning process is more directed.

The real implication that must be prepared in applying distance learning models is that the teacher must be able to provide an individual learning environment because the emergence of the Covid 19 pandemic has demanded the emergence of new ways of learning that adopt a heutagogy approach called individual epistemological space in students. Such a learning environment demands highly individualized services and gives students high autonomy space because of the loosening of direct control from the teacher.

Basing on data presented by the Director General of Primary and Secondary Education on 4 July 2020 shows that nationally the readiness of teachers is still low so that the subject matter is only filled with up to 86%, while the ability of teachers to make learning using networks is still low at around 32.89%. This shows that the practice of using the heutagogy approach is not ready and has implications for the non-implementation of schools [18].

So, if we talk about New Normal in the world of education, then the ideal is how formal educational institutions such as schools can continue to function with all the limitations that exist. So even if the circumstances

require that students continue to learn from home, then the main umbrella must remain in school. Students must still be able to learn with their teachers at school, learn according to the curriculum and standards of their respective schools, to get an evaluation of learning (report card).

The response of higher education to heutagogy so far is very high because Pandemic Covid 19 has forced all components of education in Indonesia to implement learning with heutagogy, which could be as practicality in implementing a comprehensive distance education framework. While educators in the nursing, engineering and education professions have found heutagogy as a credible response to the critical problems faced by their students in the workplace and have designed their learning environment based on an approach [5]. For example, in the nursing profession, [5] reported that heutagogy provides a learning framework that addresses the needs of nursing students, who must learn in an ever-changing environment that is complex and unpredictable; Heutagogical approaches to learning help them become lifelong learners, as well as "understanding the necessary uncertainties that define nursing.

According to [19] report three higher education institutions in the UK that have used the heutagogical approach. Findings from their research show that the approach supports student learning control, collaborative reflection, student self-perception and professional development, and critical thinking and reflection. Reflective practice is found to help students gain more control over learning, as well as understand and apply what they have learned in practical situations. Reflecting learning experiences and linking these experiences with professional practice helps make students motivated to learn, to connect with other students, and to continue the reflective process [19].

### 3.5 Research Findings

This research found that the Covid 19 pandemic has forced all components of education in Indonesia to implement distance learning. With the heutagogic approach in the construction of this study, for example the examination of the means in which digital media supports a self-determined teaching and learning approach, and the investigation of effectiveness. about approaches in higher education and in creating lifelong learners who are able to effectively and successfully translate competencies into abilities in complex real-world situations. educational institutions must redesign learning, if necessary curriculum content that will be carried out during the new normal period. If all this time the learning design has been carried out offline, it is time to combine it with online (virtual) design. For this reason, it is necessary to sort and select materials that are effectively adjusted by using online and offline methods. To some extent, curriculum content also allows for review, of course it is expected that the level reduces the quality of learning outcomes.

#### 4. CONCLUSIONS

In the New Normal Era in the distance learning process plays a very important role because of normal activities but with the addition of implementing health protocols to prevent transmission of COVID-19, this makes the education process with the Heutagogy approach more appropriate, because heutagogy puts full control all aspects of learning into students' hands, from curriculum development and teaching formats to assessment.

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