TEACHERS' PERCEPTIONS TOWARD HEUTAGOGY AS THE NEW PARADIGM IN THE 21ST CENTURY EDUCATION

Khalif Rahma Riesty F. *(mskhalifrahma@gmail.com)[1]*
Yulianto Sabat *(sabatkeren@gmail.com)[2]*

ABSTRACT

Heutagogy is an educational approach that focuses on self-determined learning and the development of learner capabilities. It places the learners as the primary agent in their own learning process, emphasizing personal experience and independent exploration. In spite of the close relationship between heutagogy and Merdeka curriculum, not many Indonesian teachers are aware of heutagogy. Therefore, this study was addressing specifically how the teachers in Indonesia perceived heutagogy in teaching and learning process. The study involved collecting and analyzing non-numerical data. The respondents of this study were twenty teachers of one of private junior high schools in Sidoarjo. The survey results showed that most of the teachers as the participants in the study were not really aware of heutagogy terminology although they had ideas about self-determinism, life-long learning, capability, double-loop learning, and self-reflection. Moreover, the survey results revealed that the respondents were very interested in the concept of heutagogy. Hence, this study focused on the teacher's perceptions of heutagogy in learning practices.

Keywords*: Pedagogy, Andragogy, Heutagogy*

INTRODUCTION

The most recent curriculum used in Indonesia is called Merdeka Curriculum. The Ministry of Education, Culture, Research, and Technology strongly supports the adoption of this curriculum in order to raise the standard of education in Indonesia, particularly in the wake of COVID-19, which has made learning loss a global phenomenon. Since meaningfulness is the most significant aspect stressed, it is anticipated that this curriculum will be able to boost the students' competency. The curriculum focuses on the crucial subjects in order to give students enough time for in-depth learning. As a result, teachers can more easily conduct differentiated learning by incorporating local context and material, which may vary from school to school. Additionally, the curriculum's emphasis shifts from teachers to students as the focal point of the teaching and learning process (Kemendikbudristek, 2023).

From the perspective of the educational approach, Merdeka Curriculum is trying to carry the concept of heutagogy. Heutagogy places a strong emphasis on self-determined and self-directed learning. It entails learners actively shaping their own learning experiences, establishing their own learning objectives, and deciding on the

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[1] *Student, STKIP PGRI Sidoarjo*
[2] *Lecturer, STKIP PGRI Sidoarjo*

most efficient methods and tools for accomplishing those objectives. According to Hase and Kenyon (2000), heutagogy focuses a high emphasis on the learner's autonomy, critical thinking, and lifelong learning abilities.

Stewart Hase and Chris Kenyon first used the term "heutagogy" in their influential book "From Andragogy to Heutagogy" (Akyildiz, 2019). To emphasize the self-determined nature of learning in the contemporary knowledge era, they developed heutagogy as an extension of andragogy, which concentrates on adult learning. Heutagogy sees students as active participants in their own education, able to direct their own education and adjust to the evolving needs of the information age. In other words, students must be able to explore or deepen what material they want to learn according to what is needed, not just receive material from the teacher. The teacher's function has also changed from teaching to learning consultant so students' dependence on the teacher is also decreasing and they are able to learn independently.

The basic concept of Merdeka curriculum in which it promotes the freedom to learn and teach is basically in line with the principles of heutagogy. The heutagogic method places students in the perspective of Merdeka (independent) persons who create engaging, active learning for themselves (Muryanto, 2022). Consequently, it is important for both educators and students to adopt new ideas with an open mind. To deal with the rapid change in the 21st century, it is necessary to be a lifelong and capable learner (Blaschke, 2012).

However, heutagogy is a concept that many Indonesian teachers were not taught in their formal education or professional development courses. Heutagogy may not be a major focus of teacher training programs, which frequently concentrate on conventional pedagogical methods. That is why not many teachers are aware of heutagogy. For that reason, the study triggers the writers' curiosity to write this article. This article is addressing specifically how the teachers in Indonesia perceive heutagogy in their teaching and learning process.

The writers believe that the issue is much needed to reveal because education must be always progressive. That is why, as one of the keys to the success of education, teachers should always update their way of teaching. The writers expect that the article will contribute positively to the shape of the heutagogy mindset of the teachers since it is in line with the idea of the teaching and learning process in the Merdeka curriculum.

Pedagogy

Pedagogy is the theory and practice of teaching children. It focuses on the methods, strategies, and techniques teachers use to facilitate learning in formal educational settings such as schools and classrooms. The term "pedagogy" is composed of the Greek words "phaidos" (child) and "agogos" (leader or leader) and reflects the idea that teachers are leaders or mentors for young learners (Knowles, 1980).

Pedagogy includes a variety of activities and considerations such as lesson planning, lesson design, classroom management, assessment, and creating a positive learning environment. This includes a variety of educational approaches such as direct instruction, collaborative learning, inquiry-based learning, and problem-solving. The goal of pedagogy is to support the intellectual, social, emotional, and physical development of students and help them acquire knowledge, skills, and values.

In educational practice, teachers usually assume the role of authority figures with knowledge and expertise. They design and deliver lessons, set learning goals, implement instruction, and assess student progress. Pedagogy often involves a structured and organized learning experience. In this case, the teacher leads the way and the students follow directions, participate in activities and actively participate in the learning process.

Pedagogical approaches vary according to educational philosophies, cultural backgrounds, and themes. Effective pedagogy considers the individual needs, interests, and abilities of students and uses a variety of teaching methods, resources, and assessments to support student learning. We also encourage student participation, critical thinking, and collaboration, and aim to create an inclusive and stimulating learning environment.

Andragogy

Andragogy is an educational approach that focuses on teaching and learning methods and principles specifically tailored for adult learners. The term "andragogy" was coined by educator Knowles (1980) and has since come to be recognized as a discipline in its own right.

Andragogy is based on the understanding that adult learners have unique characteristics and needs that differ from children. Unlike children, adults are independent, have extensive life experience, and approach learning with specific goals and motivations. Andragogy recognizes the importance of these factors in designing effective adult education experiences. Some of the key principles of Andragogy are:

1) Self-directed learning:

Adult learners are responsible for their learning. They are actively involved in setting learning goals, identifying relevant resources, and determining strategies and pacing of learning.

2) Hands-on orientation:

Adult learners are motivated by practical application. They strive for knowledge and skills that they can immediately apply to real-world situations. The learning experience should be relevant and tied to the personal and professional life.

3) Experiential learning:

Adult learners use their experiences as valuable learning resources. They benefit from activities that facilitate the reflection, analysis, and application of existing knowledge and skills.

4) Problem-solving approach:

Adult learners are often driven by the need to solve problems and deal with the challenges they encounter in life. Classes are designed to promote critical thinking, problem-solving, and decision-making skills.

5) Collaborative learning:

Through joint activities and discussions, adults learn from each other. Peer interaction and group work can enhance the learning experience by providing multiple perspectives and opportunities for reflection and feedback.

In Andragogy, the teacher's role shifts from the traditional authority role to that of a facilitator or guide. Teachers support adult learners by providing guidance, resources, and opportunities for reflection while recognizing learner autonomy and encouraging self-directed learning. Andragogy is commonly applied in settings such as higher education, professional development programs, and adult learning settings where learners have specific goals and need flexibility and relevance in their learning experiences.

Heutagogy

The Greek word heuristic is where heutagogia (pronounce "Hyotougoji") derives from the Greek word "Hulescaine" meaning "to discover," which is the root of the word "heuristic" and a teaching strategy that enables students to make their own discoveries. The phrase was created by Hase and Kenyon (2000) to describe independent self-study.

The main goal of education-focused education is to lay the groundwork for future experience by imparting fundamental abilities. The creation of a system that permits learners to be autonomous is the aim of andragogy-focused education. However, heutagogy-oriented education strives to establish a setting where students can identify their own objectives, learning paths, methods, and deliverables. The learner, not the teacher or the curriculum, is at the core of the learning process. Heutagogical methods help students transition from being passive receivers to analysts and synthesizers. The most important talents for students to have are some of these.

The idea of double-loop learning is crucial to heutagogy (Paul & Kumar, 2020). In this method of instruction, students engage in more than just in-depth problem-solving and deep thought. It also considers the

nature of problem-solving, challenging students to re-evaluate their presumptions and develop understanding of what and how they are learning.

A learner-centered setting that helps pupils chart their own learning paths is important to heutagogy. Additionally, it gives students abilities that ease their move into the workforce. In their employees, employers search for a variety of cognitive and metacognitive abilities. Employers place a high emphasis on employees' capacity for innovation, creativity, self-reliance, and learnability. All of these concepts underpin the defensive strategy.

There are four basic principles of heutagogy (Glassner & Back, 2020). They are explained as follows:

1) Learner agency:

Learner agency means that the student is in charge of his own education (Canning, 2010).

2) Self-efficacy:

Self-efficacy is a key heutagogical idea that focuses on students' confidence in their ability to achieve in their academic activities. It is a theory put forth by psychologist Albert Bandura and relates to a person's belief in their capacity to carry out a certain job or realize a particular goal (Bandura, 1978). In the context of heutagogy, learners' attitudes toward self-directed learning and their readiness to assume control over their educational path are greatly influenced by their level of self-efficacy.

3) Reflection and metacognition:

Because of reflection and metacognition, a significant portion of the learning process is spent figuring out how to learn. Reflecting on the learning process helps one learn how to learn. The process of reflecting entails giving one's learning experiences, behaviors, and results conscious thought (Schön, 1983). Additionally, metacognition is the process of reflecting on one's own cognition or thinking (Flavell, 1979).

4) Nonlinear learning:

The networked structure of today's disorganized web of knowledge is referred to as nonlinear learning. Learning is like stumbling around in a mesh network; its purpose, arc, and substance cannot be predetermined and dictated.

The differences between pedagogy, andragogy, and heutagogy

The followings are the differences between pedagogy, andragogy, and heutagogy based on some criteria:

1) Dependency:

Learners depend on their personalities in pedagogy. What, how, and when students learn anything is decided by the teacher. However, the learners are independent in andragogy. They aim to learn independently and with self-direction. Meanwhile in heutagogy, students are also interdependent. They recognize the possibility of learning from unique encounters as a given. They have the capacity to control their own learning.

2) Resources for learning:

In pedagogy, the teacher creates transmission mechanisms to help students retain knowledge because they have minimal resources. But in andragogy, students draw on both their own and others' experiences. Meanwhile, in heutagogy, students draw on their own and others' experiences.

3) Reasons for learning:

4) In pedagogy, students pick up new skills in order to move on to the next level. In andragogy, students gain when they feel the desire to learn something new or improve their performance. Heutagogy does not always require planned or sequential learning. It is not always founded on a need, but rather on the recognition of the capacity to learn in unfamiliar circumstances.Focus of learning:

According to pedagogy, instruction is subject-specific, concentrated on the required curriculum, and organized into structured sequences that follow the logic of the subject matter. Meanwhile, according to

andragogy, learning is task- or problem-centered. Heutagogy, on the other hand, encourages proactivity so that students can go beyond problem solving. The internal processes that learners use include introspection, environmental scanning, experience, engagement with others, and proactive as well as problem-solving behavior. They also draw on their own and others' experiences.

5) Motivation:

In pedagogy, motivation typically originates from outside sources like parents, teachers, and a competitive spirit. But in andragogy, inspiration comes from within, from the elevated sense of worth, assurance, and approval that comes from a job well done. Self-efficacy, the capacity to learn, creativity, the ability to use these traits in both familiar and unfamiliar contexts, and teamwork are also important in heutagogy.

6) Role of the teacher:

The teacher creates the learning process, imposes the subject, and is considered to be the most knowledgeable person. In andragogy, the teacher acts as a catalyst or facilitator to create an environment that values cooperation, respect, and openness. The teacher builds the learner's capacity in heutagogy. People who are capable are those that can learn quickly, are imaginative, have a high level of self-efficacy, use their skills in both unfamiliar and familiar circumstances, and collaborate effectively with others.

7) The explanation above can be used to explain the difference between these three, but heutagogy is often misunderstood. Heutagogy is not an extension of Andragogy, so it is suitable for use in education beyond school age. But for the writers, heutagogy is the ultimate goal in the learning process.

Since more real-world knowledge is gained outside of school than in school, those who have completed a formal education must be able to further develop what they have learned in formal institutions. In other words, heutagogy continues to learn people throughout life. Heutagogy is no easy task. It needs to start at an early age and we need to support it in many ways to help make it happen.

Based on the issue mentioned before, this study focuses on the teacher's perceptions of heutagogy, especially on the following research questions:

1) What are the teachers' overall opinions of Heutagogy?
2) What are the benefits that the teachers feel related to implementing heutagogical practices?
3) What are the main challenges when adopting heutagogy in learning practices?
4) What are the teachers' suggestions for learning using a heutagogy approach?

RESEARCH METHODS

This study uses a qualitative method. To get better ideas on the teacher perceptions on heutagogy, the study involves collecting and analyzing non-numerical data that is the results of the survey in the Google form distributed by the writers.

Respondents

The respondents of this study are twenty teachers of one of private junior high schools in Sidoarjo. 71.4 % of them have less than five years of teaching experiences, while 28.6 % have more than five years' experiences. 65 % are female and 35 % are male. Six of them are science teachers, seven are teaching English, two are teaching Bahasa Indonesia, two are teaching P. E., and three are teaching arts.

Instruments

The main instrument used to reveal the teacher perceptions on heutagogy is a survey using Google form. There were eleven questions in the survey. Four of them asked about the teachers' personal information about their teaching experience and the rest asked about how they perceive heutagogy.

Procedures

The writers designed the survey questions after reading a lot of literature on perceptions and heutagogy. Afterward, the writers inputted those in the google form. Before distributing the link to the google form, the writers made sure that the teachers had comprehensive ideas on heutagogy. Therefore, a forum discussion was held to discuss the concept of heutagogy. From there on, the link was given to the teachers to fill in.

Data analysis

Soon after the data was collected, they were analyzed using the qualitative method. The writers analysed the answers of the teachers in the survey one by one. To ensure privacy, the writers gave codes to cover the teachers' names. The code will look like P1M5 or P3L5. P (number) is to address the participant, M5 is for the teachers who have more than five years of teaching experience and L5 is for those who have less than five years' experience of teaching. The direct quotation was used to make sure that the data is valid. Furthermore, the writer is also concerned about the reliability of using Bahasa Indonesia in the heutagogy discussion forum and the survey questions.

FINDINGS AND DISCUSSION

Findings

The result of the survey revealed that all of the participants believe that they have integrated 21st-century skills in their teaching and learning process. Critical thinking is 81% integrated, creativity is 76.2%, collaboration is 85.7%, communication is 90.5%, character is 38.1%, and citizenship is 28.6%. In addition, 81% of the participants have made the students their center of teaching and learning while 19% of them still think that teachers should be the center. From those results, it can be concluded that most of the participants are aware of the importance of integrating 21st-century skills in the process of teaching and learning, however, all of them have never heard the term "Heutagogy".

To analyze how the participants perceived Heutagogy, the writers provided the result of each research question as follows.

RQ1. What are the teachers' overall opinions of Heutagogy?

Based on the result of the first research question, the writers found out that all of the participants had a positive opinion towards heutagogical teaching and learning. 55% of them agreed that heutagogy is a teaching approach that can create independent, active, responsible, and life-long learners as stated by P1M5 "Heutagogy means that every individual who learns is aware of his own needs, regarding individual learning discipline, the most appropriate way of learning, and what material he wants to learn." In addition, 20% of them were very optimistic that heutagogy is a very good approach that needs to implement although good preparation is still needed. It is following P9L5's statement that heutagogy is "interesting but takes time to learn and practice." Furthermore, 15% of them considered that heutagogy is a brilliant approach but only suitable for fast learners as reported by P6M5 that heutagogy is "good but more suitable for students who are fast learners," while 10% of them thought that heutagogy is good because it makes the students the center of the teaching and learning process as mentioned by P5L5. He said that heutagogy is an approach that places "students as the centre of the teaching and learning."

RQ2. What are the benefits that the teachers feel related to implementing heutagogical practices?

Considering the result of the second research question, it can be seen that 60% of the participants believed that heutagogy is very beneficial for teachers. This is because teachers are facilitated in carrying out the learning process. According to P4L5, in implementing heutagogy, "teachers will be easier to supervise students in learning

because students already understand what is needed and learned and concluded." Meanwhile, 35% of the participants thought that implementing heutagogy will encourage the students to become independent, active, creative, and innovative since there is no limitation they have to decide what and how to learn a certain subject by themselves as what is written by P18L5 "The adoption of heutagogical practices can provide teachers with benefits and advantages, including increasing creativity and innovation in teaching, developing better connections with students, encouraging independent learning responsibility, and facilitating their professional development as lifelong learners." Moreover, 0.05% of them stated that heutagogy is very beneficial to implement because the teaching and learning process will be always relevant to the development of time. This is in line with P19L5 which wrote "heutagogy provides a learning experience that is appropriate for the time."

RQ3. What are the main challenges when adopting heutagogy in learning practices?

The result of the third research question showed that despite the benefits, all the participants were also concerned about the challenges of implementing heutagogy. 55% agreed that students' awareness and motivation will become the main challenge. P15L5 stated, "intention and awareness of students in seeking knowledge is the challenge in conducting heutagogy." Furthermore, 30% admitted that teachers themselves can become the threat in applying heutagogy, specifically in their ability to cope with the student's progress, conduct the assessment, control the students, and provide varieties of resources. P9L5 is worried about her "own abilities and knowledge as well as the assessments used." Furthermore, 5% are worried that in carrying out heutagogy, students would get the misleading concept as stated by P6M5 "Sometimes the children find the wrong concept." Meanwhile, 5% believed that sometimes it's a bit difficult to give full trust to students in exploring what and how they learn as written by P5L5 "Giving full trust to students to explore student interests is challenging." And the rest 5% the shift from the old paradigm would be a certain challenge to implement heutagogy, the curriculum, the role of teachers, etc. P18L5 mentioned "Some of the main challenges and obstacles in adopting heutagogy in learning practice are the paradigm shifts required in the roles of teachers and students. Teachers should play a facilitator and support role, while students need to take responsibility for their learning. In addition, structured curricula and teacher-centered learning may not be compatible with heutagogical approaches that emphasize independent and exploratory learning. Adequate resources, including technology, are also needed to support independent learning. In addition, the lack of awareness and understanding of heutagogy among educators and students can also be a barrier in adopting this approach."

RQ4. What are the teachers' suggestions for learning using a heutagogy approach?

Regarding the fourth research question, a lot of suggestions were proposed by the participants. 15% suggested that heutagogy needs habituation as stated by P10L5 "It starts with andragogy, then continues with heutagogy because it takes habituation first." 5% proposed that to be successfully implementing heutagogy, interesting and relevant resources had to be taken into account as written by P2M5 "Heutagogy will be successful if teachers encourage students' curiosity by providing interesting and relevant phenomenon with the topics in the teaching and learning process. 5% other suggested that heutagogy can be implemented only for adult learners as stated by P6M5 "It seems more suitable to be applied to university students," while 5% agreed that heutagogy was not suitable for slow learners. 5% recommended the limitation for students to explore what and how they learn. 5% urged on the existence of the teachers in the class. 15% questioned the assessment format as what P16L5 said "The suggestion is that the assessment or assessment for the heutagogic approach needs to be simplified" but 20% encouraged the implementation of heutagogy because it would give a lot of advantages for the students as mentioned by P13M5 "Along with the development of the times, this approach must be immediately applied by the demands of the times." 5% summed up completely by saying "Give students the freedom to organize and

direct their learning. Facilitate collaboration and discussion between students to learn from each other and share knowledge. Use technology as a tool to support independent and exploratory learning. Pay attention to students' interests and interests in selecting learning topics and projects. Support student reflection and self-evaluation for the development of metacognition and deep understanding." Meanwhile, 5% gave irrelevant answers toward the question.

Discussion

Due to their importance in enabling students to succeed in the modern world, 21st-century skills are an essential component of teaching and learning. To survive and succeed in a world that is changing quickly, students need to develop abilities like adaptation, flexibility, and agility. With the help of these abilities, they may readily learn new information and adapt to changing conditions. Students today need to learn how to think critically and solve problems in order to examine complicated problems, assess the evidence, and come up with novel solutions in an era of information overload (Trilling & Fadel, 2009).

Incorporating 21st-century skills into the teaching and learning process equips students to become active participants in society, equips them with the tools they need to succeed in their professional lives, and prepares them to tackle the complex challenges of the future. These skills go beyond academic knowledge and are essential for developing well-rounded human resources who can play an active role in the 21st century.

One of the best approaches to mastering 21st-century skills is using heutagogy. Heutagogy is a learner-centered educational approach that emphasizes self-directed learning and personal autonomy. It encourages learners to take ownership of their learning process, set learning goals, and actively seek out resources and experiences that help them achieve those goals. This is consistent with the 21st- century skills such as critical thinking, problem-solving, and adaptability, allowing learners to explore different perspectives, challenge assumptions and seek innovative solutions for themselves. In addition, Heutagogy recognizes the importance of technology in the modern world and encourages learners to use digital tools and resources which is in line with 21st-century skills such as curiosity, adaptability, and passion for learning as it develops the learner's ability to continuously acquire new knowledge and skills throughout their life. Moreover, heutagogy recognizes that individuals have their learning preferences, interests, and strengths which it is aligns with her 21st-century skills such as creativity, innovation, and collaboration as the learner is free to explore her interests, pursue her passions and participate in her projects in a community that fits her personal goals. Besides, Heutagogy emphasizes introspection and metacognition, encouraging learners to think critically about the learning process, assess progress, and adjust as necessary.

Despite the very close relationship between heutagogy and 21st-century skills, heutagogy is not well known by teachers in one of private junior high schools in Sidoarjo as the participants of this study. Regarding the result of the study, all of the participants have never heard the term "Heutagogy" before although 100% of them admitted that they always integrate 21st-century skills in their teaching and learning process.

Furthermore, after a forum discussion on heutagogy and a survey via Google form have been done, the study revealed that all the participants agreed that heutagogy is a very good approach to implement since 100% of them shared positive views towards heutagogy. They believed that implementing heutagogy could encourage the students to become independent, creative, and innovative. This is in line with the study by Febri(2022) entitled "Pendekatan Pembelajaran Heutagogy untuk Meningkatkan Kreativitas Siswa: Systematic Literature Review" which says that the Heutagogy approach provides material for thought and possibly innovative thinking about changing the direction of effective learning for students. Student-centered learning has a meaningful effect on students and will be carried throughout their lives so that it becomes a provision for socializing in society and

their careers. Despite the good impact of heutagogy, some participants stated that they needed to learn more about heutagogy before applying it.

The findings of the first research question (RQ1) showed that all participants had a favourable impression of heutagogical practices on teachers' general opinions about heutagogy. For instance, heutagogy fosters independent, active, responsible, and lifelong learners, according to 55% of participants. That aligns with what Hase and Kenyon (2000) stated that heutagogy promotes learner autonomy and self-directed learning.

Moreover, the findings indicated that the majority of participants believed heutagogy to be extremely advantageous in respect to the second research question's (RQ2) that focused on the advantages that teachers perceived when putting heutagogical practices into practice. For instance, according to 60% of participants, heutagogy helps teachers carry out the learning process. This is consistent with the hypothesis advanced by Hase and Kenyon(2000) that heutagogy can increase teachers' facilitation abilities and boost student achievements.

Regarding the third research question (RQ3) on the primary difficulties encountered when implementing heutagogy in instructional practices, the results showed that despite the benefits that participants perceived, they were concerned about the difficulties posed by heutagogy. For instance, students' awareness and motivation were cited by 55% of participants as a major issue. This supports the idea that it can be difficult to promote intrinsic motivation and student involvement in self-directed learning (Deci, E. L., & Ryan, 1985).

Participants offered a variety of proposals in response to the fourth research question (RQ4) on instructors' recommendations for teaching utilizing a heutagogy approach. For instance, some participants advocated habituation as a heutagogy starting point, while others emphasized the significance of materials that are engaging and pertinent. According to Hase and Kenyon (2000), heutagogy necessitates a helpful learning environment and the right tools. These recommendations support that view.

CONCLUSION

To sum up, the Merdeka curriculum, which the government has proposed as a way to raise the standard of education in Indonesia, places an emphasis on student performance and meaning. It also requires teachers to change from being the center of instruction to facilitators, which is consistent with the idea of heutagogy. Heutagogy, the study of self-determined learning, offers a thorough strategy for developing learner skills, with the learner serving as the primary director of their learning based on personal experience. Nevertheless, heutagogy is not widely known among Indonesian teachers. Therefore, the writers were motivated to study more about how Indonesian teachers, in particular those at one of private junior high schools in Sidoarjo approach heutagogy in relation to their teaching and learning processes as a result.

The result found that the participants had no idea of heutagogy terminology while they had inserted the 21st-century skills in their daily teaching. However, after getting an insight into heutagogy, all of them shared positive thoughts about heutagogy. They admitted that it was a valuable approach that can benefit both teachers and students. Nevertheless, they didn't neglect that it might have some challenges to apply such as mindset and role changes, preparation and support, time management, assessment, resource availability, and classroom management. Besides the challenges, the teachers suggested brilliant ideas to implement heutagogy, such as providing professional development, step-by-step preparation, creating a supportive classroom environment, developing goal-setting and self-assessment skills, promoting digital literacy, etc.

One thing to keep in mind is that successful implementation of heutagogy requires a concerted effort by teachers, students, and other stakeholders. Flexibility, ongoing support, and a commitment to learner-centered education are key to creating a rich and meaningful learning environment.

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