

The Concept Of Heutagogy; The Implementation Of 'Kurikulum Merdeka' In Indonesia

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Abstract.

When the past learning methods were carried out with traditional concepts where the teacher was the center of information, the independent curriculum offers a learner-centered learning concept. However, the quality of teachers in implementing the concept of an independent curriculum is not yet fully capable, especially by applying the concept of heutagogy. This research aims to explore the potential application of the concept of heutagogy in the context of an independent curriculum in Indonesia. This research uses the Systematic Literature Review (SLR) method, regularly collecting, critically analyzing, and presenting data and findings from various other studies. This approach is expected to make education more inclusive, relevant, competitive and improve problem-solving skills. Another objective is to evaluate the effectiveness of heutagogy in increasing learning motivation, learner engagement, preparing individuals for complex challenges in a changing society, and academic achievement in the context of an independent curriculum. The results show that the implementation of the heutagogy concept in the independent curriculum gives learners more control over the learning process, and fosters greater independence, creativity and engagement. Thus, the concept of heutagogy is not only a valuable addition in the context of an independent curriculum, but also a strong foundation for creating a more inclusive and competitive education system in Indonesia. Through the heutagogy approach, individuals are expected to develop lifelong learning skills and become active agents of change in building a brighter and more sustainable future. *Book Antiqua 10, single space.*

Keywords : *Heutagogy Concept, Independent Curriculum, Problem solving, Complex challenges (Book Antiqua 10, italic).*

I. INTRODUCTION

Education is the main stage where the future of a nation is at stake. In Indonesia, the spirit to continue to innovate in strengthening the education system is increasingly urgent, especially in the context of implementing the new independent curriculum, in accordance with *Permendikbudristek* Number 12 of 2024 concerning curriculum in early childhood, basic education, and secondary education. To address this challenge, the concept of heutagogy emerges as an attractive alternative and has great potential to become a strong foundation for the implementation of an independent curriculum. Heutagogy, or learner-centered learning, emphasizes the ability of individuals to direct their own learning, manage the learning process and develop a deep understanding of the learning material (Blaschke, 2021). Today society is undergoing a major transformation in the way it learns and accesses information. Digital technology has changed patterns of social interaction, creating an open and diverse learning environment (Muhid, 2021). With the advancement of communication and information technology, individuals have greater access to learning resources, learning communities, and educational content, thus encouraging the growth of self-directed learning practices and the adoption of the concept of heutagogy (Marcut & Chisiu, 2018).

Heutagogy is learner-centered learning and promotes self-directed learning. In this context, the independent curriculum comes as a revolutionary step to develop education that is more relevant and responsive to the needs of the times. One way to prepare learners for this evolving environment is to help them see learning as a continuous process, not a static one (Sumarsono, 2019). The concept of heutagogy is growing along with the advancement of digital technology. Research by educational experts such as Stewart Hase and Chris Kenyon emphasizes the importance of heutagogy in promoting student-centered learning, enabling individuals to take an active role in their learning process and develop relevant skills to deal with the complexities of the modern world (Amiruddinami & Baharuddin, 2023). By placing learners at the center of the learning process, heutagogy emphasizes independent, reflective and experiential learning. In the heutagogical approach, the instructor acts as a guide for learners on their learning journey. Heutagogy is not a learning theory like constructivism or behaviorism, but rather a learner-centered learning strategy (Moore,

2020). This approach not only strengthens learners' independence and creativity, but also prepares them to be lifelong learners who are adaptive and responsive to change (Mann et al., 2017).

II. METHODS

This research adopts a literature review approach, which is an analysis that involves a critical evaluation of research that has been conducted previously on a particular topic in a particular scientific field. This literature review includes a discussion or explanation of the theories that underlie various findings or research topics (Lame, 2019). The theories described can be a relevant theoretical basis for use in writing scientific papers or conducting research. In this study, researchers applied the Systematic Literature Review (SLR) model. Systematic literature review is a systematic approach to collecting data and critically analyzing findings from various other studies (Nursalam et al., 2020). Preparation of literature reviews with a systematic literature review approach is generally carried out in a structured and systematic manner.

The process starts with understanding the most basic aspects before exploring more complex topics (Triandini et al., 2019). The stages carried out by the researcher are as follows: After determining the topic, the researcher identifies sources relevant to the topic being studied, namely the concept of heutagogy in the implementation of an independent curriculum in Indonesia, which comes from various national journal articles and international journals. Furthermore, the researcher selected the sources in more detail and sorted them based on the quality of the journal and the novelty of the publication, so that they were more relevant to the research being conducted. The researcher then analyzes and synthesizes the findings from these sources in detail and accurately, so that the data can be accounted for. Finally, researchers convey gaps with the topic being studied (Suherman et al., 2018).

III. FINDINGS AND DISCUSSION

Heutagogy was first introduced by Garrison (2009) as a learning approach that focuses on learner independence. The term comes from the Greek word "heutos" which means self. The concept was later developed by Stewart Hase of Southern Cross University and Chris Kenyon in Australia in the early 2000s as self-determined theory (Agonács & Matos, 2019), to help adults learn more effectively in increasingly complex and fast-changing environments. Heutagogy is a learning method that promotes students' independence, emphasizing their potential and abilities, while educators act as facilitators or supporters (Arifin, 2023). The heutagogy approach emphasizes that students have a role as agents of change in developing proactive learning abilities for themselves (Rahmi, 2020). Schools create a student-centered environment, allowing them to determine their own learning direction so that they can develop their potential, thinking creativity, skills (Febry et al., 2022).

Education should seek to enhance students' strengths, so that they are able to pursue life goals according to their strengths (Rumi, 2022) In the education sector, the heutagogy approach is considered relevant to the current times. Thus, heutagogy is a self-education approach that emerged in the era of the industrial revolution 4.0 which emphasizes self-development and is supported by advances in information and communication technology (Malek, 2017). From various views, it can be concluded that the heutagogy approach gives students the freedom to develop their potential, thinking creativity and skills, and allows them to become agents of change for themselves. This approach creates a student-centered learning environment, which allows them to pursue life goals according to their strengths. Heutagogy is rooted in several learning theories, such as constructivism, self-directed learning, and experiential learning.

Constructivism

In constructivism learners develop knowledge as they move from what they already know to what they do not know (Febry et al., 2022). This process involves building new knowledge based on their past experiences and knowledge, with learning being unique, active, individualized and contextualized (Maksum, 2021). The main objectives are to provide meaning to learners through the integration of contextual elements in learning, encourage the construction of knowledge from multiple perspectives, and support collaboration, conversation, and inquiry (Malek, 2017). The learner-centered approach of constructivism and open learning

also reflects the principles of heutagogy, where the instructor acts as a guide to the learning process, assisting learners in exploration and deeper understanding. In this situation the focus is placed on the proactive role of students in constructing knowledge through interaction with the learning environment (Muhid, 2021). The principle of constructivism, students are directly involved in the learning process through exploration, experimentation, and discussion.

Self-Directed Learning

Heutagogy distinguishes itself from pedagogy (teacher-centered) and andragogy (adult-centered) by emphasizing the ability of individuals to organize and direct their own learning (Halupa, 2015). It is a process where individuals independently take steps to diagnose their learning needs, identify necessary resources, select learning strategies, and evaluate learning outcomes (Rusli et al., 2020). Independent learning, also known as self-regulated learning, is an active learning activity carried out consciously by learners according to their abilities, with or without the help of others, to master certain competencies (Lasmawan & Budiarta, 2020). Self-learning strategies, also known as self-regulated learning, involve students' ability to regulate their own learning process metacognitively, motivationally, and behaviorally. This includes planning, organization, instruction, monitoring, and self-evaluation in the learning process, as well as developing a sense of competence, self-confidence, and independence, and adjusting the learning environment for optimal learning (Stoten, 2020). It can be concluded that independent learning or self-regulated learning is an active learning activity carried out consciously by students, either with or without the help of others, to master the material. This activity includes the ability to regulate the learning process metacognitively, motivationally, and behaviorally, including planning, organization, monitoring, self-evaluation, as well as developing a sense of competence, self-confidence, and independence, as well as adjusting the learning environment to achieve optimal learning.

The importance of hands-on experience in learning is emphasized, where learners are given the freedom to determine the focus of the experience, the skills they want to improve, and how they conceptualize their experience (Salamah & Sumarsilah, 2018). Experiential learning helps teachers relate learning materials to the real world, allowing students to better understand learning through experience, thus improving the overall quality of education (Halsall et al., 2016). According to (Jones et al., 2019), experiential learning focuses on two interrelated approaches: abstract conceptualization and concrete experience, as well as reflective observation and active experimentation in creating understanding from an experience. In contrast to traditional teacher-centered pedagogy and adult-focused andragogy approaches, heutagogy positions learners as active agents in their own learning process, incorporating elements of self-actualization, self-efficacy, self-monitoring, self-instruction, and self-evaluation (Sulistya, 2019). In heutagogy, learners are encouraged to take initiative and responsibility for their own learning, set learning goals according to their needs and interests, choose learning strategies that are most effective for them, use various learning resources, collaborate with other learners, and seek help when needed (Lynch et al., 2021). From these views, it can be concluded that the experiential learning approach in heutagogy emphasizes the importance of direct experience in the learning process. In this approach, students are given the freedom to determine the focus of the experience, the skills they want to improve, and the way they conceptualize their experience. They set learning goals according to their personal needs and interests, and apply various effective learning strategies.

Effectiveness of Heutagogy

Several studies have demonstrated the effectiveness of heutagogy in improving learning outcomes and learner independence. A study by (Blaschke, 2021) found that heutagogy can: 1) increase motivation and learning responsibility in learners related to the development of various subjects, such as the ability of reflection, self-learning, innovation, personal flexibility, and tolerance for ambiguity; 2) effective in developing critical thinking and problem-solving skills; 3) help improve social and organizational skills, such as cooperation and communication. Implementing heutagogy requires adequate technological infrastructure, learners' readiness to learn independently, and the role of facilitators who must adapt from the role of teacher to learning facilitator (Shogren et al., 2021). In the Heutagogy model, students are encouraged

to take control of their own learning process. They are encouraged to formulate questions, explore resources, collaborate with fellow learners, and make meaning of their own learning experiences (Lynch et al., 2021).

The instructor's role is that of a facilitator who provides guidance, advice and necessary resources, without strictly regulating the learning process (Gillaspy & Vasilica, 2021). Other studies have shown that heutagogical design can promote the development of digital self-learning skills, involving both students and teachers in adjusting to technological change (Marcut & Chisui, 2018). The use of technology in learning is done with a combination of digital tools and face-to-face learning in schools. Digital tools such as email, Google Drive, and presentation tools are used to support communication, collaboration, and learning, as well as the organization of meetings and various necessary information (Gillaspy & Vasilica, 2021). It can be concluded that heutagogy is a learning approach that gives learners control over their learning process, with an emphasis on developing motivation, responsibility for learning, critical thinking skills and independence. In the heutagogy model, learners are encouraged to formulate questions, explore resources, collaborate, and create meaning from their own learning experiences.

Heutagogy Implemented to Support the Principles of the 'Kurikulum Merdeka'

The *Kurikulum Merdeka*, which emphasizes the Pancasila learner profile, is in line with the concept of heutagogy, which places student-centered independent learning (Rumi, 2022). This curriculum provides opportunities for the application of heutagogy through various initiatives, such as:

Constructivism: An approach that emphasizes that students actively construct knowledge through interaction with the environment, in accordance with the concept of an *Kurikulum Merdeka* in Indonesia. In the *Kurikulum Merdeka*, students are given the freedom to choose projects according to their own interests. Teachers as facilitators help students find learning resources, overcome challenges, and reflect on learning. Thus, the *Kurikulum Merdeka* supports the principles of heutagogy where students have control over their learning, while teachers play a supporting role in achieving learning goals.

Self Learning: The process of taking the initiative to plan, implement and evaluate their own learning in accordance with the principles of an independent curriculum. The concept of self-directed learning is in line with the curriculum objectives which emphasize students' independence in the learning process. The link between independent learning and the independent curriculum creates a learning environment that encourages independence, development of lifelong learning skills, exploration, collaboration and personal development. Through this approach, students not only acquire knowledge, but also become individuals who are skilled in learning, able to adapt and develop in the midst of ongoing changes. In this context, students are encouraged to identify problems, formulate questions, find solutions, and present the results of their learning, which aims to increase their learning independence.

Experiential Learning: This approach, which emphasizes learning through direct experience, reflection, and practical application of learned concepts, has a strong fit with the objectives of the independent curriculum. Both emphasize relevance, independence and student experience in learning. Through this approach, students can develop a deep understanding of the learning material and the life skills needed in a changing society. It also encourages personal responsibility and a deeper understanding of learning. Through the heutagogy approach, students are encouraged to become independent learners who are active, creative, and have global insights in accordance with the Pancasila learner profile (Akyildiz, 2019). The learning differentiation in the independent curriculum, as described by (Arifin, 2023), are as follows: a) Changing the role of the teacher: from a teacher to a facilitator, trainer, and mentor. b) Setting learning goals: together with students to create ownership of learning. c) Providing choices: students are given the freedom to choose learning resources, learning activities, and ways to demonstrate understanding. d) Skills development: students are equipped with critical thinking, problem solving, collaboration, and communication to learn independently. e) Reflecting: students are encouraged to reflect on their learning, evaluate progress and set further goals. By implementing these steps, the independent curriculum can create a learning environment that supports students' development as active individuals and takes responsibility for their own learning.

Application of Heutagogy in Learning

The application of heutagogy in the learning process requires a supportive environment and appropriate strategies (Sulistya, 2019). The availability of abundant information requires students to have emotional intelligence to be wise in managing the information they receive (Salamah & Sumarsilah, 2018). Heutagogy emphasizes students' responsibility to seek knowledge, both inside and outside the classroom, which helps improve their critical thinking skills and creativity to overcome challenges in the real world (Hotimah & Raihan, 2020). The application of heutagogy in learning varies, including using various apps in online learning, implementing flipped classrooms, combining storytelling with digital literacy, using self-defined Learning Instruction Models, and so on (Shogren et al., 2021). Although learning methods vary, all focus on the importance of lifelong learning. The digital era brings diverse opportunities and challenges to learning. On the one hand, digital technology provides easy access to learning resources such as MOOC (Massive Open Online Courses) platforms, digital journals, and social media, facilitating more flexible self-directed learning (Akyildiz, 2019). However, on the other hand, the digital era also brings distractions and unverified information, which can hinder self-directed learning. Heutagogy can help learners optimize opportunities and overcome challenges in the digital era (Amiruddinami & Baharuddin, 2023), the application of heutagogy in learning is as follows: Learners need to be empowered to self-organize, plan their learning and manage their time effectively. Learners can benefit from collaboration and knowledge sharing with other learners through online learning communities.

Challenges of implementing heutagogy

The implementation of heutagogy in the independent curriculum brings a number of challenges that need to be considered by teachers and other stakeholders (Sulistya, 2019). Some of the challenges that arise are as follows:

Teacher Readiness

Many teachers do not have a deep understanding of heutagogy and how to apply it in learning. Teachers may need training and professional development to design lessons that support students' learning independence. The implementation of heutagogy requires teachers to move from the traditional teaching role to become learning facilitators and coaches.

Student Readiness:

Not all students have sufficient self-learning skills to succeed in heutagogical learning. Students may need to be encouraged to take their own responsibility. Students in remote areas may not have adequate access to learning resources needed for heutagogy learning.

Infrastructure and Policy Support:

Schools may lack the necessary resources to support heutagogical learning, such as technology, books and learning materials. School policies that focus too much on assessment and testing may hinder the implementation of heutagogy. Lack of collaboration between teachers, parents and other stakeholders may hinder the effective implementation of heutagogy.

Learning Assessment:

Measuring students' learning independence and heutagogic skills can be challenging. Traditional assessments that focus on memorization and repetition may not be compatible with heutagogic approaches. Despite these challenges, implementing heutagogy in an independent curriculum offers many benefits for students and teachers. By addressing these challenges through ongoing training, professional development and collaboration, heutagogy can be an effective approach to improving student learning outcomes and preparing them for the future (Fauzi, 2021).

Solutions for Implementing Heutagogy in the Independent Curriculum for Teachers

The “*Kurikulum Merdeka*” allows teachers to develop various innovative learning methods, such as heutagogy (Hiryanto, 2017). This approach focuses on students' learning independence, motivating them to become responsible learners. Here are some solutions for teachers in implementing heutagogy in the independent curriculum:

Creating a Conducive Learning Environment

Prepare a wide variety of learning resources that are interesting and easily accessible to students, such as books, articles, videos, and websites. Establish a cooperative classroom environment where students can work together on projects and assignments. This will help them learn from each other and develop communication and cooperation skills. Provide constructive feedback on students' progress. This helps them to recognize their strengths and weaknesses and make necessary adjustments in their learning strategies.

Design Learning Tasks and Activities that Encourage Learning Independence

Utilize open-ended questions that stimulate students to think critically and explore their own ideas. Give students choices regarding the learning topics, learning methods and projects they want to work on. This helps students feel in control of their own learning process and increases their motivation. Use projects and simulations to give students the opportunity to apply their knowledge in real situations.

Support Students in Developing Heutagogy Skills

Teach students essential skills for self-learning, such as research techniques, time management, and information management. Help students build confidence in their ability to learn independently. Provide assistance to students who need additional support in developing their heutagogy skills, such as through individual tutoring, study groups, or providing additional resources. Implementing heutagogy in the Merdeka Curriculum requires commitment and effort from teachers. However, with careful planning and effective implementation, heutagogy can support students to become independent, creative, and critical learners, and be ready to face challenges in the 21st century (Hotimah & Raihan, 2020). Not many studies have explored the results or responses to the implementation of the heutagogy concept in the independent curriculum. An understanding of the heutagogy approach needs to be owned by all elements of the school, so that its implementation can be done collaboratively.

Thus, all parties can move in harmony towards the expected goal. Heutagogy is a learner-centered learning approach, promoting self-directed learning. In the context of an independent curriculum in Indonesia, Heutagogy can be a solid foundation for the implementation of a more inclusive, relevant and competitive curriculum. Through the Heutagogy approach, individuals are expected to develop lifelong learning abilities and become active agents of change in building a brighter future. Heutagogy can increase students' motivation, critical thinking skills and independence. Heutagogy offers a learning approach that is relevant to the times and the needs of the digital era. Implementing heutagogy in an independent curriculum can help students develop independence and lifelong learning skills. Despite some challenges, this approach has proven effective in developing important skills for students, including independence, creativity, and critical thinking skills. The application of heutagogy in independent curriculum and for students with special needs shows great potential in creating a student-centered learning environment and supporting lifelong learning. Recent research shows that students who learn with the heutagogy approach experience positive development in their learning skills.

IV. CONCLUSION

Despite some challenges, this approach has proven effective in developing important skills for students, including independence, creativity, and critical thinking skills. The application of heutagogy in independent curriculum and for students with special needs shows great potential in creating a student-centered learning environment and supporting lifelong learning. Recent research shows that students who learn with the heutagogy approach experience positive development in their learning skills.

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