
Implementation of heutagogy based learning on Bawean Island

Lutfiyan Nurdianah*

Institut Al Fithrah, Surabaya, Indonesia

e-mail: diana@alfithrah.ac.id

*Corresponding Author.

Received: January 10, 2025; Revised: January 15, 2025; Accepted: January 30, 2025

Abstract: Heutagogy-based learning can be a learning design solution that can accommodate the diverse potential of learners. By understanding and applying heutagogy, educators can develop learning designs that maximise the potential of each learner. This heutagogy approach is more flexible with a classroom management style that gives full rights to learners. However, the application of a theory definitely requires proof in order to be implemented globally. Therefore, this research was conducted to explore and observe the implementation of heutagogy-based learning in Merdeka Curriculum. This research uses descriptive qualitative research with the research subject of 3rd grade students of UPT SDN 347 Gresik on Bawean Island. Based on the observation results, it shows positive results and very good categories. In addition, students look very active during learning. However, despite the positive observation results, there are several challenges in implementing this heutagogy-based learning, such as the uneven ability of reflection and self-evaluation among students, which leads to the recommendation that it takes adjustments to implement heutagogy learning, especially in low grades (A Phase).

Keywords: Heutagogy based learning, merdeka curriculum, primary school.

How to Cite: Nurdianah, N. (2025). Implementation of heutagogy based learning on Bawean Island. *At-Ta'lim: Jurnal Pendidikan*, 11(1), 28-35. <https://doi.org/10.55210/attalim.v11i1.1959>

Introduction

The curriculum is a vital part of the educational process. The curriculum is a set of strategic learning tools designed to instill, teach and shape individual perceptions and behaviours related to identity awareness (Suryaman, 2020). The National Curriculum at this time is the Merdeka Curriculum. Independent learning is a curriculum concept that provides freedom, flexibility and independence for students and educational institutions, from preschool to higher education. The hope is that independent learning can minimise the administrative burden of teachers who go beyond their main responsibilities (Safitri et al., 2022). The Merdeka Curriculum has not been implemented simultaneously nationally because it is in accordance with the Ministry of Education and Culture's policy, namely giving flexibility to education units in curriculum implementation (Arifa, 2022). The flexibility of education units in developing the curriculum independently, starting from intracurricular activities, the use of elective subject groups, the project of strengthening the Pancasila learner profile (P5), and the emphasis on formative assessment in the process of assessing learning outcomes is expected to improve the quality of education by considering the circumstances and culture of the environment around the institution (Hamdi et al., 2022).

The independent curriculum will be phased in from 2022, with the hope that it will be fully implemented at primary and secondary levels by 2024 (Puskur Dikbud Ristek, 2021). Currently, the majority of primary schools on Bawean Island are still using the 2013 curriculum, with only a few public schools having implemented the independent curriculum at all levels. The independent curriculum gives teachers and students the freedom to design the teaching and learning activities that will be carried out.

“Merdeka” curriculum gives freedom to education units in implementing the curriculum is how to ensure that each learner can learn optimally according to their unique potential and the local characteristics and uniqueness of each region. “Merdeka” curriculum provides flexibility for teachers and students to design teaching and learning activities that will be carried out. The use of heutagogy-based learning is in line with the concept of “Merdeka” curriculum itself and is supported by the geographical area of Bawean Island which makes the opportunity for students to explore knowledge more broadly and contextually and it is important for teachers to determine what kind of learning tools will be used to determine the direction of learning to be carried out so that learning outcomes can be met (Diana et al., 2024).

Heutagogy-based learning can be a learning design solution that can accommodate the diverse potential of learners. By understanding and applying heutagogy, educators can develop learning designs that maximise the potential of each learner (Fauziah & Maknun, 2022). This heutagogy approach is more flexible with a classroom management style that gives full rights to learners (Ramas et al., 2023). Heutagogy-based learning tools also create new nuances in learning activities, making learning fun and active and goal-orientated and in line with its goals optimally (Nurdianah, 2019a). However, the application of a theory definitely requires proof so that it can be implemented globally. For example, a study entitled “Teaching Materials for Social Studies Content Based on Heutagogy Approach to Local Wisdom Bali Subak System” by Ni Made Arini, I Gede Wawan Sudatha, which produced teaching materials with a heutagogy approach that is integrated with the local culture of the Subak system and has been proven to improve student learning outcomes (Arini & Sudatha, 2022). It means, that theory has the opportunity to be successfully applied on Bawean Island. Therefore, research was conducted related to the implementation of heutagogy-based learning on Bawean Island.

The objective of this research is to investigate and describe in detail how heutagogy-based learning is applied in elementary schools on Bawean Island within the framework of the Independent Curriculum. This research specifically to examine the strategies, practices, and results of applying the heutagogy approach in such a specific geographical and cultural environment as Bawean Island and also to identify the benefits and challenges that emerged during its implementation. This research is expected to contribute to the development of learning innovations that are more relevant to educational needs. Thus, this research is expected to provide a comprehensive insight into the implementation of heutagogy-based learning and become a material consideration for educational actors, especially teachers, to increase the effectiveness and success of learning in the future.

Method

This research uses descriptive qualitative research with the research subject of 3rd grade students of UPT SDN 347 Gresik on Bawean Island. The subject is the source of data in this study. The data collection techniques are as follows:

a. Observation

Observation technique used to collect data on the application of heutagogy-based learning and is supported by research instruments using observation sheets.

b. Interview

The interview technique used to obtain data about the obstacles in the application of heutagogy-based learning.

c. Documentation

Documentation was conducted to obtain student data, institutional data, teaching modules and others.

The data analysis technique in this study is the process of searching for data and organising the results of observations, interviews, and other field notes. The data analysis process in this study involves data reduction, data presentation, and the drawing of conclusions (Majid, 2017). The stages

are the data that has been obtained will be analysed, reduced, summarised, sorted as needed, then presented (display data) and compiled into a descriptive report and verified to draw conclusions to answer the formulation of problems in the study.

Results and Discussion

Heutagogy is an innovative learning approach that puts learners at the centre of the learning process. In an environment that supports heutagogy, learners have the freedom to decide what, when and how they learn. In contrast to traditional authoritarian approaches, where the teacher acts as a conveyor of information, heutagogy gives learners full autonomy to explore knowledge according to their interests and needs.

This approach creates a personalised and relevant learning environment, where learners can choose topics and learning resources that suit their individual learning styles. Thus, heutagogy does not only aim to transfer knowledge, but also develop critical thinking skills, creativity and problem-solving ability.

The application of the heutagogy approach in learning requires a supportive environment and appropriate strategies. Some of the steps taken by researchers in implementing heutagogy-based learning include:

1. Exploring learners' Interests and Interests: The first step is to recognise students' interests and concerns. Teachers can apply a learner-centred approach to encourage their active involvement in the learning process
2. Building a Learning Framework: Teachers can assist learners in designing their own learning framework. This includes setting specific learning objectives, identifying relevant resources, and determining appropriate evaluation methods.
3. Promoting Independence: A key principle of heutagogy is to promote learner independence. Teachers need to provide clear directions, while providing opportunities for students to manage their time and make their own decisions in the learning process.
4. Utilising Technology as a Learning Tool: Technology becomes a useful tool in the application of heutagogy. learners can access various resources, communicate with friends, and present learning outcomes in creative ways.
5. Performance-based Evaluation: Performance evaluation is more relevant in heutagogy than standardised tests. Teachers can assess learners' progress through projects, presentations, or portfolios, according to the learning objectives set by learners.

Implementation of Heutagogy-Based Learning

The application of heutagogy-based learning in this study focuses on IPAS subjects with animal and plant conservation material. Heutagogy-based learning cycle practice starts from teaching activities, where teachers deliver teaching materials to students. Next is doing, where students carry out learning process activities in accordance with the design that has been made before. The third is discussion activities, where students are required to be able to reflect on their learning experience, strengthen the material and develop new skills as a result of reflection (Alias et al., 2021); and the last is applying, where students conduct an evaluation based on the learning material that has been obtained. The learning process is designed based on the objectives and learning outcomes of and by the learners themselves (Prathamie et al., 2022). The reflection stage in the heutagogy learning cycle allows learners to explore their abilities and develop optimal self-capacity (Febry et al., 2022). The results of learning observations are as follows.

Table 1. Result of learning observation

No.	Deskripsi	Persentase
1	Teachers apply a learner-centred approach	93,8%
2	Teachers deliver learning materials that are relevant to Students' characteristics	90,6%
3	Teacher provides instructions and material clearly and straightforwardly	81,3%
4	The teacher assists Students in design their own learning framework	87,5%
5	The learning is able to arouse Students' curiosity	93,8%
6	Students determine their own learning goals and methods	78,1%
7	Students actively participate carry out activities as directed and complete each activity with enthusiasm	96,9%
8	Students interact with each other peers, Students and teachers, Students and the environment	100%
9	Students show the ability to cooperate well with their group in solving problems	93,8%
10	Students are able to interact to get sources of knowledge from other students	96,9%
11	Students are given the opportunity to access various learning resources	88,1%
12	Students are able to reflect on their learning experience and strengthen the material obtained independently	87,5%
13	Students are able to present the results of information processing carried out	90,6%
14	Students are able to reflect on every challenge that has been done.	84,4%
15	Students are able to self-evaluate their learning outcomes	78,1%
16	Students are able to evaluate their own learning	90,6%
17	Students are able to manage the time and make their own decision during learning process	96,9%
18	Teacher using performance assessment	100%
Average		91%

Based on observations from observers, the enthusiasm of students is seen from the beginning of learning. One of the things that attracts learners' enthusiasm is learning activities using technological media such as projectors and loudspeakers. Activities carried out include singing, discussing, playing spin wheel games and even drawing and making a poster so that learning can arouse the enthusiasm for learning from students. Learners seem more involved in every activity, with greater curiosity about the material being taught. Learners no longer wait for instructions but are more willing to ask questions, discuss and find solutions together to the problems faced. In addition, students become more involved because this learning does not only focus on achieving grades but also on the self-development of learners. This means that heutagogy-based learning activities include effective and learner-centred learning activities marked by the creation of an active, creative, communicative and conducive learning atmosphere (Nurdianah, 2023).

During the lesson, the teacher also delivered the materials and instructions clearly and played an active role as a facilitator, and the learners' participation in the lesson was also very active. This heutagogy learning requires students to be more independent in learning. So it is important for teachers to have the ability to guide students, as well as being a good facilitator for students (Taufiq et al., 2024).

One of the interesting things in learning is that teachers provide explanations with examples that are around students. For example, when explaining the preservation of animals and plants, the example shown by the teacher is one of the Bawean deer, where the animal is an endemic animal native to the island of Bawean which also needs to be preserved. The teacher does not only give general examples that are famous in Indonesia but also incorporates elements of regional uniqueness in learning.

In addition, student activities that use technology and projects also greatly impact student active participation (Wibowo et al., 2023). In this case, for example, when in the process of working on the project, some students who have completed their assignments play movements and shadows using the projector beam that is in a blue screen state. Some students were active in demonstrating the shapes of animals that they recognised. Seeing this, the teacher took the initiative to relate this to the teaching material by asking several questions related to what animals they were demonstrating and how to preserve them. So it can be said that the teacher has determined approaches and strategies that are in accordance with the learning objectives, because varied learning activities can motivate them to actively participate in learning activities (Nurdianah, 2019b). This is also supported by the results of interviews with teachers, who stated among others

‘Learning using technology is also very liked by children, they will be very enthusiastic when they know that the learning is carried out using tools such as projectors, sound. Children also like it when there are projects to be done. So they can explore what they want.

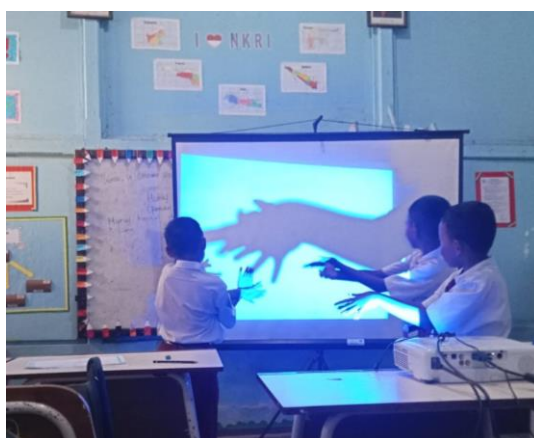


Figure 1. Learning Activities

According to constructivism theory, learning is effective when learners are at the centre of learning (Ndifon et al., 2021). Teachers as facilitators must create conditions where learners can construct their own knowledge. In line with this, Sufiani and Marzuki stated that a professional teacher also has the responsibility to create a meaningful, communicative and innovative learning atmosphere (Sufiani & Marzuki, 2021). More importantly, the learning process should be inspirational and interactive, so as to motivate students to be active during learning activities.

Learning process must be able to present interactive, fun, challenging aspects, provide more space for students (Saputra, 2022). One of solution is using project activities. In project activities, teachers provide sufficient space for students to develop creativity and independence in accordance with their talents, interests and development. In this case, teachers give freedom in determining the theme of the poster that becomes the main project in learning. In principle, heutagogy-based learning is limited heutagogy, where the freedom of decision-making by students is to decide to make posters with any concept, the most important thing is in accordance with the characteristics of the material being taught. This is done because in this phase, students' cognitive development has not yet reached a wider range of conceptual decisions.



Figure 1. Teacher Assist Students

At the end of the lesson, learners were also asked to present their work in front of the class. The use of spin wheel media increasingly attracted the attention and enthusiasm of students. Many students waited and cheered when their names or friends' names were chosen to make presentations. So it can also be concluded that during the learning process, the rhythm of students' attention and enthusiasm in carrying out each activity tends to be stable in a fairly good category. This means that the selection of the right approach and strategy can increase the effectiveness of learning (Shi, 2017).

Constraints and Challenges in implementing Heutagogy-based learning

Despite the positive observations, there are some challenges in implementing heutagogy-based learning, such as the uneven ability of reflection and self-evaluation among learners. For those who are used to more structured and direct learning, this transition can make them feel anxious or less confident in making their own decisions in the learning process (Akbari & Sahibzada, 2020). This is very natural, considering that the heutagogy approach does require deeper thinking skills and the ability to learn through experience, not just receiving information from direct teaching (Tiew & Abdullah, 2021). However, in its application, heutagogical learning is very effective on the island of bawean with learning designed with project-based learning and problem solving. As stated by the teacher who implemented the heutagogy-based learning

‘Actually, heutagogy-based learning is very good and also supports differentiated learning. But maybe because this is still grade 3, so children cannot be released immediately. There must still be guidance from the teacher. Moreover, in this class there are still children who are still not fluent in reading and writing. That is one of the crucial obstacles.’

In addition, students do not fully understand the project given. This is because students do not understand and do not have a complete picture of the poster, even though the poster material itself is material taught in grade 3 so it requires detailed instructions from the teacher regarding the project to be carried out by students. However, overall, this heutagogy-based learning shows that the learning activities are in accordance with the characteristics of students so that it can increase opportunities for students to develop their potential as well as the success and meaningfulness of learning (Eman Nataliano Busa, 2023). This learning also provides a more pleasant and less restrictive atmosphere, because students feel valued as active subjects in every learning process. In addition, heutagogy learning which is designed with interactive learning and direct experience makes students understand the material more deeply (Hm & Mulyadi, 2024).

Conclusion

Based on the research findings, the implementation of heutagogy-based learning in the Merdeka Curriculum shows positive results at SDN 347 Gresik, Bawean Island. Students seem to be very active

and involved in the learning process, which is supported by the use of technological media such as projectors and loudspeakers. This heutagogi-based learning has a significant impact on students. The increase that occurred was not only in terms of student participation, but also improved learning outcomes, through the creativity shown and the results of the given task project. In addition, students are also able to understand commands and decide on the concept of the poster that is made and in accordance with the material being taught. Then, students are able to self-evaluate their learning outcomes.

A variety of learning activities such as singing, discussion and poster making have been used to engage the pupils. In addition, the teacher plays an active role as a facilitator, helping students to design their own learning framework and creating a conducive, creative and fun learning atmosphere. This reflects the alignment of the heutagogical approach with the principles of the Merdeka Curriculum, which emphasises differentiated and project-based learning.

However, there are challenges in its implementation, such as the uneven ability of students to reflect and self-evaluate. Some students, especially those who are not yet literate, require additional guidance from the teacher. In addition, students' understanding of projects such as posters still requires detailed explanation. Overall, however, it is considered to be effective in promoting pupils' independence, creativity and collaboration and in making learning more meaningful. The interactive and contextual learning strategy is able to create an inspiring learning atmosphere and support the optimal development of students' potential.

References

- Akbari, O., & Sahibzada, J. (2020). Students' Self-Confidence and Its Impacts on Their Learning Process. *American International Journal of Social Science Research*, 5(1), 1–15. <https://doi.org/10.46281/aijssr.v5i1.462>
- Alias, M., Affero, I., Suhaizal, H., & Salsabella, M. F. (2021). Defining students' active participation in a group discussion session from different perspectives. *Academia (Greece)*, 2021(23–24), 67–84. <https://doi.org/10.26220/aca.3599>
- Arifa, F. N. (2022). Implementasi Kurikulum Merdeka. *Info Singkat*, XIV(9), 25–30.
- Arini, N. M., & Sudatha, I. G. W. (2022). Bahan Ajar Muatan IPS Berpendekatan Heutagogy Berbasis Kearifan Lokal Bali Sistem Subak. *Jurnal Ilmiah Pendidikan Profesi Guru*, 5(3), 623–635.
- Diana, R. F., Ixfina, F. D., & Nurdianah, L. (2024). *Reflections on the implementation of the merdeka curriculum at the primary level in Surabaya*. 5(2), 343–350.
- Eman Nataliano Busa. (2023). Faktor Yang Mempengaruhi Kurangnya Keaktifan Peserta Didik Dalam Kegiatan Pembelajaran Di Kelas. *Jurnal Sosial Humaniora Dan Pendidikan*, 2(2), 114–122. <https://doi.org/10.55606/inovasi.v2i2.764>
- Fauziah, R., & Maknun, L. (2022). Strategi Guru Dalam Mengoptimalkan Kecerdasan Majemuk Peserta Didik. *Tadzkirah : Jurnal Pendidikan Dasar*, 3(2), 31–41. <https://doi.org/10.55510/tadzkirah.v3i2.135>
- Febry, O., Santi, D. E., & Muhid, A. (2022). Pendekatan Pembelajaran Heutagogy untuk Meningkatkan Kreativitas Siswa: Systematic Literature Review. *Lectura: Jurnal Pendidikan*, 13(2), 206–220.
- Hamdi, S., Triatna, C., & Nurdin, N. (2022). Kurikulum Merdeka dalam Perspektif Pedagogik. *SAP (Susunan Artikel Pendidikan)*, 7(1), 10–17. <https://doi.org/10.30998/sap.v7i1.13015>
- Hm, U., & Mulyadi, D. (2024). The Concept Of Heutagogy ; The Implementation Of ‘ Kurikulum Merdeka ’ In Indonesia. *International Journal of Educational Research & Social Sciences*, 5(5), 866–873.
- Majid, A. (2017). *Analisis Data Penelitian Kualitatif*. Penerbit Aksara Timur.
- Ndifon, R. A., Edu, G. O., & Olofu, M. A. (2021). The Practice of Constructivism: An Approach to Improving Teaching and Learning in the Primary School. *European Journal of Social Sciences*, 62(1), 16–22. <http://www.europeanjournalofsocialsciences.com/>
- Nurdianah, L. (2019a). *Pengembangan Bahan Ajar Genre Science-Story berbasis Inquiry untuk meningkatkan kecakapan berpikir peserta didik Sekolah Dasar* [Universitas Negeri Surabaya].

<https://digilib.unesa.ac.id/detail/ZDBjMDEzODAtYjJlMkx0xMWU5LTgwMWItMjU3OWNkY2JlMDkx>

- Nurdianah, L. (2019b). Analisis Keterbacaan Buku Cerita Rakyat Elektronik untuk Literasi Sekolah Dasar. *Seminar Nasional Pendidikan Dasar*.
- Nurdianah, L. (2023). Penggunaan Strategi Role playing untuk Meningkatkan Pengetahuan Konseptual Peserta Didik Kelas IV Mata Pelajaran Bahasa Inggris. *ALPEN: Jurnal Pendidikan Dasar*, 7(2), 89. <https://www.alpen.web.id/index.php/alpen/article/view/229>
- Prathamie, R. R., Lustyantje, N., & Setiadi, S. (2022). Media Pembelajaran sebagai Sarana Self Determination Learning pada Konteks Pembelajaran Jarak Jauh. *Jurnal Basicedu*, 6(3), 3830–3839. <https://doi.org/10.31004/basicedu.v6i3.2755>
- Puskur Dikbud Ristek. (2021). Kurikulum Untuk Pemulihan Pembelajaran. In *Pusat Kurikulum dan Pembelajaran Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*.
- Ramas, S. R., Yasin, R. M. Y., & Adnan, N. H. A. (2023). Investigation on Heutagogy Approach in Education System: A Systematic Review. *International Journal of Academic Research in Progressive Education and Development*, 12(2). <https://doi.org/10.6007/ijarped/v12-i2/17384>
- Safitri, A., Syarifah, H., Fauziah, R., Faricha, R., & Firmandha, V. (2022). Strategi Implementasi Kurikulum Merdeka Pada Pendidikan Anak Usia Dini Menuju Indonesia Emas. *Artikel Perencanaan Pengembangan*.
- Saputra, D. S. (2022). Perception of Elementary School Teachers and Students on Digital Augmented Reality Learning Media. *EduHumaniora / Jurnal Pendidikan Dasar Kampus Cibiru*, 14(1), 95–102. <https://doi.org/10.17509/eh.v14i1.40053>
- Shi, H. (2017). Learning Strategies and Classification in Education. *Institute for Learning Styles Journal*, 1(1989), 24–36. <https://www.auburn.edu/academic/cla/ilsrj/Journal Volumes/Fall 2017 Vol 1 PDFs/Learning Strategies Hong Shi.pdf>
- Sufiani, & Marzuki. (2021). Joyful Learning: Strategi Alternatif Menuju Pembelajaran Menyenangkan. *Zawiyah: Jurnal Pemikiran Islam*, 7(1), 121–141.
- Suryaman, M. (2020). Orientasi Pengembangan Kurikulum Merdeka Belajar. *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar*, 13–28.
- Taufiq, M., Nurdianah, L., & Zuhdan, M. T. (2024). Kemampuan Konseling Mahasiswa Calon Guru Sebagai Profesional Konselor di SD/MI. *At-Ta'lim: Jurnal Pendidikan*, 10(1), 54–66.
- Tiew, C. C., & Abdullah, M. N. L. Y. (2021). Heutagogy Approach in 21st Century Teaching and Learning: Practices and Challenges in Malaysian Higher Education. *Asean Journal of Teaching and Learning in Higher Education*, 13(1), 20–40. <https://doi.org/10.17576/ajtlhe.1301.2021.02>
- Wibowo, G. A., Karim, A. A., Hasan, S. H., & Ruhimat, M. (2023). Use of Technology in Active Learning: Increasing Student Interaction and Engagement. *Al-Hijr: Journal of Adullearn World*, 2(4), 271–293. <https://doi.org/10.55849/alhijr.v2i4.539>