

# Education 4.0 with the Application of Heutagogical Approaches to the Learning of Hindu Religion

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**Abstract:** *The progress of a nation and state is inseparable from human resources and educational patterns, and educational progress is inseparable from the central role of educators who have a very decisive role because they deal directly with the nation's best generations by applying various relevant approaches, namely pedagogy, andragogy, and heutagogy. Learning Hindu religious education switches to a heutagogic approach, the role of Hindu religious teachers is only limited to providing learning resources in the form of both electronic documents and electronic information that students can access online. Learning with a heutagogic approach, the teacher's role as a guide or consultant. In fact, regarding managing the transition from isolated classrooms to connected classrooms, teachers must be willing to let go of traditional strategies by having to learn new skills before students. When technology tools are used in the real world by students, students can see themselves as problem solvers and can better communicate it in the wider world community. However, with the rapid development of technology, technology cannot replace the central role of the teacher, but rather expands the role of the teacher to challenge students to exceed their expectations. One manifestation of determining the importance of the teacher's role is having students who are able to apply the Hindu religious education material they have learned in class in order to add insight and value to the world.*

**Keywords:** Education 4.0, Heutagogical Approach, Hindu Religious Education Learning

## I. Introduction

The central role of the progress of a nation and state cannot be separated from its human resources, therefore, it cannot be separated from the pattern of education which is the initial foundation for a nation to become great. The progress of an education depends on the central role of educators who have a very decisive role because they are dealing directly with the nation's best generation. The learning process involving students and teaching staff must produce clear objectives, therefore in this learning approach pedagogical, andragogical, and finally heutagogical approaches are born. Pedagogical and andragogical approaches have been successfully applied in learning activities to achieve learning objectives. Along with the existence of natural phenomena that have changed the pattern of learning which initially used pedagogical and andragogical approaches which were considered successful. Along with this, the newest method in learning emerged, namely the Heutagogy method. Heutagogy applies a holistic approach to developing learner abilities, with learning as an active and proactive process, and students function as "the main agent in their own learning, which occurs as a result of personal experience". Heutagogy as a learning practice approach where students study independently, learning materials have been prepared in advance by the teacher, both in video form and in the form of electronic information and electronic documents". 19, students can determine the desired learning materials themselves, can learn by themselves, and the role of the passive teacher is more as a learning facilitator. However, reality shows that distance learning with online systems in the form of electronic information and electronic documents, the teacher's role cannot be released, so that the role of the teacher cannot be replaced.

## II. Method

This type of research is descriptive qualitative. Collecting data through literature review and observing phenomena that occur in implementing education contextually supported by local culture. Muhajir (1990:64) explains that literature study is a way to obtain data through library research, such as through reading, writing, citing material related to manuscripts or references. How to write and quote material from the literature is called literature study. Literature study is one way of collecting data from non-human sources such as: reading books, magazines, letters, photographs, diaries, looking at social phenomena.

Conducting research with literature studies aims to find out more in detail and provide a framework, especially relevant references derived from theories, provide a complete picture using sources or literature searches to obtain complete information; to determine the follow-up in taking important steps in scientific activities including the main book and supporting books.

## III. Discussion

### 3.1 Heutagogical Approach in Learning

Information and communication technology in the 4.0 era makes it easy to access learning materials, because the ease of accessing and sharing various kinds of information indirectly offers an offer for the ease of implementing heutagogy learning. Heutagogy learning offers students the freedom to determine their own learning, which includes the material to be studied, the learning strategies and evaluations to be used. The development of information and communication technology is increasingly massive and fast, giving a very significant influence on the world of education, especially with regard to access to various information and the ease of sharing various information quickly almost anywhere, anytime and anywhere (<https://geotimes.co.id/opinion/heutagogy-and-direction-education-4.0/> on 16 March 2018).

(Kenyon, 2007) explains that Heutagogy as a study of independent learning, applies a holistic approach to developing learner abilities, with learning as an active and proactive process, and students function as the main agents in their learning, which occurs as a result of personal experience. As in the andragogical approach, in heutagogy, the instructor also facilitates the learning process by providing guidance and resources, but completely relinquishes ownership of the learning path and process to the learner, who discusses the lesson and determines what material to learn and how to learn it.

According to Kenyon (2000) that the main concept of heutagogy is double-loop learning and self-reflection. In double-loop learning, the learner considers the problem and the results of the action, in addition to reflecting on the problem-solving process and how it affects the learner's own beliefs and actions. (Kenyon, Heutagogy and learning in the workplace, 2009) double-loop learning occurs when students question and test one's personal values and assumptions as central to improving learning how to learn.

There are several things that must be understood in implementing the learning model using the Heutagogy approach, including: First, learning resources, the teacher is no longer the main source in the learning process as is generally face to face in class with participants, no longer on duty like the sun shining on students. the lecture, but on the contrary the teacher's role is limited to providing learning resources, both in the form of electronic documents and electronic information that students can access online, and students are free to decide and study the media that has been prepared by the teacher. This practice has been put to good use by an application company, namely Ruang Guru; Second, Learning Focus, namely how to solve a problem in which students use all their potential to actively learn, reflect on the various experiences they have and learn from the natural surroundings, so that later creates an interesting process of interaction between students. In essence, the focus of learning on the heutagogic model remains focused on students by utilizing the various abilities they have. On the other hand, from the teacher/teaching staff side, of course, they must have the ability, namely the ability to really understand how to be a fun, innovative, communicative, creative, and collaborative teaching technique, that is, have the ability to cooperate well with other teaching staff, and most importantly must be aware that the students being confronted are no longer empty flasks that must be filled with water, but students who have different abilities and uniqueness.

The heutagogical approach is different from the pedagogical and andragogical approaches to learning. Pedagogy traditionally means a study of how to be a teacher, the way a teacher teaches or the art of teaching. However, in general it is given a broader meaning, namely referring to learning strategies, the emphasis is on the teacher's style of teaching. That is, Pedagogy is the study of teaching, especially teaching in formal education, namely science and art regarding how to teach in schools.

Anggita Windy (2014) The pedagogical approach can be viewed from two sides, namely the traditional view is the art of teaching or parenting. Fun, innovative, communicative, creative, and collaborative teachers always use alternative learning strategies, because there is no single approach that is universal for all teaching materials and situations. Using different strategies in different conditions for different groups of students, hoping to improve learning outcomes. Therefore, using strategies to teach specific knowledge and skills is different for each student and the context. When viewed from a modern point of view it is very strong and consistent to develop a useful dialectical relationship between pedagogy as a science and pedagogy as an art (Salvatori, 1996). Looking at pedagogy from these two perspectives seems most ideal, if one views pedagogy as a science and is defined specifically, of course that definition will also incorporate the dimensions of art, theory, and teaching and learning practice. In fact, both viewpoints have the same focus. Based on this, according to Cropley and Dave (1978) (in Anggita) there are several definitions related to pedagogy, as follows.

- A) Teaching (teaching), namely the techniques and methods of teacher work in transforming knowledge content, motivating, supervising, and facilitating student development to achieve learning goals. In this case, placing the teacher in a central position.
- B) Learning, namely the process of students learning to develop independence and initiative to acquire and improve knowledge and skills (investigation, critical thinking, teamwork, organizing, and solving problems). In this case the principle of effectiveness, namely the more effective and qualified teaching teachers can result in students achieving high-level thinking and deep understanding, knowing about the learning process, metacognition, the ability to transfer what has been learned

to new situations, and the general capacity to live a full life. broader and lifelong learning. Lifelong learning is a continuum that applies to teachers.

- C) Teaching and learning are two related activities. This relationship can mean that students are guided by the teacher or student-centered learning activities, but still under the guidance of the teacher. Whatever the form, the relationship is still related to teaching and learning activities.
- D) The relationship between teaching and learning relates to all settings and at all stages of age, namely in formal, non-formal, informal education, as well as in working life.

Effective pedagogical practice by combining alternative learning strategies that support intellectual engagement, macro-connectedness, a conducive classroom environment, and recognition of differences in their application to all subjects, promotes the well-being of students, teachers, and the school community. In addition, it also increases student and teacher confidence, contributes to achieving school goals, and builds public trust in the quality of teaching and learning in schools. Malcom Knowles in 1970 (in Sunhaji, 2013:5)

Meanwhile, the andragogy approach is the art and science of teaching adults, namely psychological maturity rather than "adult" in a chronological sense. The term andragogy comes from the Greek word "anere" which means mature and "agogus" which means to educate or teach. As both an art and a science, andragogy is essentially helping adults to learn and become learners. Malcolm Knowles is the Father of Andragogy. This title was labelled for him because he is very concerned about developing and campaigning for andragogy. Of course, there is the grandmother of andragogy, Alexander Kapp, because he was the first to coin the term. Knowles formulates a focus that must be considered on adult learning strategies, bearing in mind the characteristics of adult learners are different from children, so learning designers must include the following elements.

1. Metacognition. Mature students prefer to learn through self-assessment and self-correction.
2. Reflection. Adult students reflect on what is learned and the acquisition of learning.
3. Previous experience. Adult students learn a lot using previous experience as a provision for learning.
4. Conversational or dialogic. Adult students prefer a dialogical approach to learning, rather than monological.
5. Authentic experience. Adult students are more interested in authentic experiences than abstract ones.
6. Motivation. Adult students rely more on self-motivation or internal motivation than external.
7. Generative learning strategy. Activities that help build knowledge of adult students by themselves.

Knowles' theory of andragogy is an attempt to develop a theory specific to teaching or teaching adults, emphasizing that adults can be independent and expect to take responsibility for their own decisions.

In learning from pedagogical and andragogical approaches to heutagogical approaches. During the Covid 19 pandemic, learning could not be carried out using a pedagogical approach, so they switched to a heutagogical approach. The field of education heutagogy (heutagogy), is the study of learning that is determined by the learner himself which is an extension of andragogy reinterpretation. The emphasis on heutagogy is specifically on improving learning how to learn, the two loops of learning, universal learning opportunities, non-linear processes, and the learner's true self-direction. Whereas andragogy focuses on the best way for adults to learn, heutagogy also requires that educational initiatives include skills upgrading. In fact, it is the community that learns, learns how to learn and also learns the subjects given. In andragogy the focus of education is structured, whereas in heutagogy all learning contexts are considered to combine formal and informal dimensions.

Malcom S. Knowles (1970) has suggested important changes in the way in which educational experiences for adults should be designed. This approach is known as andragogy, which is contrasted sharply and sharply with pedagogy. According to Stewart Hase and Chris Kenyon, the problem, both in pedagogy and andragogy, is that it is not clear enough whether students are actually learning. The self-concept that determines a person actually learns is called heutagogy. Heutagogy is built on humanistic theory and learning approaches initiated in the 1950s. This shows that heutagogy is in accordance with the needs of students in the twenty-first century, especially in the development of individual abilities. A number of implications of heutagogy for education, including higher and vocational education, are discussed quite intensively.

So, the rapid rate of change in society which is referred to as the information explosion era, must see an educational approach in which students can determine what and how learning should be done. Because Heutagogy is a study of independent learning through electronic documents and electronic information that can be accessed online.

The current condition of the world is facing the covid-19 pandemic which is very influential in the world of education which requires a revolution in thinking to change the world, where people live their lives. Pedagogical learning cannot be carried out due to the conditions of the Covid-19 pandemic, so that it is necessary to switch to a heutagogical approach by utilizing information and communication technology. Life is now in a world where information is cheap and easily accessible, changes are so rapid, that traditional methods of education and training are completely inadequate; the appropriateness of preparing oneself for life in a modern

society and in a discipline-based workplace; learn to be more in tune with what is done; modern organizational structures require flexible learning practices; and there is a need for accelerated learning.

Rogers (1969) suggests that human beings essentially have a passion for learning, want to learn and have a natural tendency to do so throughout their lives. Teacher-centered learning has been around for far too long. The emphasis on learning is based on a student-centered approach with five key hypotheses.

- a. Teachers cannot teach others directly, they can only facilitate learning.
- b. People learn significantly only for things that are thought to involve maintaining or enhancing self-structure.
- c. Experiences that, if assimilated, would involve changes in self-organization tend to be resisted through rejection or distortion of symbolization, and self-organization and structure appear to become more rigid under threat.
- d. Experiences that are considered inconsistent with oneself can only be assimilated if the current self-organization is relaxed and with an expanded scope.
- e. The education system that is most effective in improving learning outcomes significantly is one that is self-threatening, because learning is reduced to achieving a minimum goal.

Argyris and Schon (1996) in their conceptualization recognize the conclusion of multiple learning. Learning is an active process in which individuals receive experience or obtain feedback and evaluate through life experiences. As a new concept in learning and learning, the heutagogical approach offers ways to learn to be creative, have a high level of self-effectiveness, be able to apply competencies in everyday life situations, and be able to work well with others in a holistic collaborative manner, by integrating aspects knowledge, skills and attitudes. Developing abilities holistically in order to become capable requires an innovative approach to learning consistent with the concept of heutagogy, which needs to be work-based. Learning and learning contracts are two processes designed to enable people to become competent with a focus on learning how to learn and learning for what, where learning is done not teacher-centred, but learning-centred. Teachers as learning centres are generally tasked with assisting in learning, helping people to become capable, thus requiring a new approach to learning management.

The heutagogical approach used in education and training emphasizes the human nature of human resources, self-worth, abilities, and recognizes natural systems between environments and learning activities as opposed to teaching. Heutagogy addresses the problems of human adaptation in order to enter a new era, challenges ways of thinking more than process rather than content, allows learning to be carried out to better understand the world of students than the world of their teachers, forces teachers to move into the world of learners, and allows teachers to see beyond own discipline and favourite theories.

Heutagogy places students to be truly responsible for what they learn and when they learn it, by providing a framework for learning that places adults who are responsible for more progress. Heutagogy is the study of learning to withdraw from and together with some of the ideas presented. In addition, it is an attempt to challenge some of the prevailing ideas about teaching and learning centred on the needs of students and teachers, so that heutagogy looks to the future as knowing how to learn that can provide basic skills and speed innovation, as well as changes in the structure of society and places. Work.

### **3.2 The Role of the Teacher in Learning Hindu Religious Education with the Heutagogical Approach**

The development of Science, Technology and Communication has an impact on all fields, one of which is the world of education, so it has to make various ways/efforts to keep education going by changing learning patterns to switch to technology, both in the form of electronic documents and electronic information that can be accessed. online learners. It seems that the world of education cannot be separated from the influence of technological developments. The development of increasingly massive and fast information and communication technology today has had a very significant influence on the world of education. The fourth industrial revolution (4.0) as a digital revolution provides a very attractive offer for the world of education, especially with regard to access to various information and the convenience of sharing various information quickly anywhere, anywhere and anytime.

The ease of accessing and sharing various information indirectly provides a fresh offer for the ease of implementing learning heutagogy. Stewart Hase & Chris Kenyon (2013) that heutagogy provides an opportunity for students to make free choices about what to learn and how to learn it. Heutagogy can be analogized as a way of serving food in a buffet form, where people who will enjoy the dish have the freedom to choose what to eat, what media is right to use and how to eat it.

Heutagogy offers active collaboration to determine learning, including what content is right to learn, how to learn it and how the form of assessment will be used to prove that a competency has been mastered properly. Students and teachers can exchange ideas about what is right for students to learn and how to teach it or learning steps and learning resources used to achieve the specified learning goals. In this case, the position/role of the teacher is as a facilitator or learning consultant.

Based on this description and given the current developmental situation that has switched to digital, Heutagogy is very interesting to implement, given the perspective it puts forward about students as active learning agents having the freedom to determine their own learning.

Blashcke (2012) in practice, heutagogy places more emphasis on the level of independence and maturity of students in their learning, the level of learning maturity of students influences the level of learning assistance, that is, the more mature a person is in terms of learning independence, the teacher's control percentage must be further reduced. In the application of pedagogy, the role of the teacher is still very dominant compared to the role of students. On the contrary, the role of the teacher is decreasing in the application of andragogy and becomes very little in the application of heutagogy, where the teacher no longer acts as a learning companion, but rather acts as a learning consultant. In other words, the success of implementing heutagogy is only maximal, if the learning target has a sufficient level of independence and learning maturity, that is, has a clear learning vision, has a good understanding of learning tendencies and learning styles. If not, then students have difficulty determining what should be learned and how to learn it and how to prove that students have mastered it.

Therefore, if education 4.0 wants the application of heutagogy as a guide for movement, then metacognitive abilities, the ability to understand and formulate a vision for the future must be taught from the early education level. Many young people in the digital era still have not decided what they want to achieve in the future or do not know at all about what they should achieve and do in the future. With a lack of ability and awareness to understand life goals, learning tendencies and learning styles possessed by the younger generation or students indirectly hinder efforts in self-development, both personality, competence and personal capacities and capabilities. Heutagogy learning is not only oriented towards efforts to master a particular competency, but also at the level of increasing the capacity and capability of that competency.

So, the output to be produced from the application of heutagogy in learning is students as generations who have certain competencies with the capacity to develop and the capability to apply them to various situations and conditions in the field in everyday life that are always changing and developing or in terms of lifelong learning generation. .

In the era of globalization and revolution 4.0 there are still many efforts made in education and learning, even though using electronic documents and electronic information that students can access online, using a heutagogical learning approach, the role of the teacher cannot be reduced or eliminated, but the percentage can be reduced. In heutagogy learning, the teacher's position is emphasized as a companion and consultant, but the role as a motivator, facilitator, and evaluator continues to function for the progress of students. For a teaching staff in Heutagogy learning, of course, they must have the ability, namely the ability to really understand how to be a fun and creative teacher, and have good collaboration skills, must realize that the students they face have different abilities and uniqueness.

According to Alan November (2013: 68) in many ways, teachers are similar to digital immigrants, because teachers are not born in the world of technology compared to today's students, especially elementary school students, similar to second-generation immigrants who view technology as a fruit. new toys, while adults view technology as a challenge. The real obstacle to the creative use of technology lies in development, because there are many exciting technologies such as the web, digital video editing, presentation tools, applications in carrying out learning and so on. This causes a lack of time for teachers to learn everything considering the many workloads that must be carried out. In fact, regarding managing the transition from isolated classrooms to connected classrooms, teachers must be willing to let go of traditional strategies by having to learn new skills before students.

As a teacher, you have to have a lot of ideas, so you don't need to have a lot of technical skills, but you need the ability to manage the use of a lot of technology in the classroom, without having to know technical details in a way that manages students' brain power as one of the most important defense skills for teachers. Teachers should maintain their role as publisher and content editor-in-chief of the classroom website. That is, by asking for the help of students who are considered capable of improving to run reverse mentors who can work as teacher mentors. The development of technology, information and communication into the classroom, teachers are faced with a challenge and opportunity to surrender to the traditional version of learning/teaching dynamics (coronavirus, industrial revolution, industrial revolution era education, covid 19, world class university (Tuesday, 31 /03/2020, Shintya Gugah Asih Theffidy).

During the 4.0 revolution, learning was carried out online, so that more and more teachers took part in creating websites to assist learning, parents of students easily got access to the progress of their children, so collegiality would become more practical and important. Carrying out learning during a pandemic, parents as a real source of support for teachers, one of the strongest technologies to support collaboration between formal education and informal education is using video. When technology tools are used in the real world by students, students can see themselves as problem solvers and can better communicate it in the wider world community. However, with the rapid development of technology, technology cannot replace the central role of the teacher, but rather expands the role of the teacher to challenge students to exceed their expectations. One form of determining the importance of the teacher's role

is having students who are able to apply the material they have learned in class in order to add insight and value to the world (Ade Koesnandar, PTP Associate Expert of Pusdatin Ministry of Education and Culture).

Teachers and students collaborate actively, exchanging ideas about the material being studied, how to teach it or the learning steps and learning resources used to achieve the planned goals, so that the teacher's position in learning is more as a facilitator or learning consultant. In the process, students are given more freedom to actively reconstruct their knowledge by carrying out various learning activities independently, not passively waiting for an explanation from the teacher. The emphasis is on student independence and maturity in learning. Therefore, Education 4.0 with the application of heutagogy, metacognitive abilities, the ability to understand and formulate a vision for the future begins to be taught at the initial level, although heutagogy has not yet found the right formula and has not been widely applied at the initial level. This is a challenge for future education, namely by finding and ensuring an appropriate formula to be applied at all levels of education and all fields of study. Especially during the current pandemic, the teacher's role in finding the right formula is highly expected, so that the output to be produced is a generation that has competence with the capacity to develop and the capability to apply it to various situations and conditions in the field that are always changing and developing.

#### IV. Closing

The development of science, technology and communication has an impact on all fields, one of which is the world of education, requires a revolution of thinking to change the world in which people live their lives, so they have to make various ways/efforts to keep education going by changing the pattern of learning to switch on technology, both in the form of electronic documents and electronic information that students can access online. It seems that the world of education cannot be separated from the influence of technological developments. The development of increasingly massive and fast information and communication technology today has had a very significant influence on the world of education.

Therefore, if education 4.0 wants the application of heutagogy as a guide for movement, then metacognitive abilities, the ability to understand and formulate a vision for the future must be taught from the early education level. There are still many young people in the digital era who have not yet determined what they want to achieve in the future or do not know at all about what they should achieve and do in the future. With a lack of ability and awareness to understand life goals, learning tendencies and learning styles possessed by the younger generation or students indirectly hinder efforts in self-development, both personality, competence and personal capacities and capabilities. Heutagogy learning is not only oriented towards efforts to master a particular competency, but also at the level of increasing the capacity and capability of that competency.

When technology tools are used in the real world by students, students can see themselves as problem solvers and can better communicate it in the wider world community. However, with the rapid development of technology, technology cannot replace the central role of the teacher, but rather expands the role of the teacher to challenge students to exceed their expectations. One form of determining the importance of the teacher's role is having students who are able to apply the material they have learned in class in order to add insight and value to the world.

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