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Actualization of Heutagogy Learning in Islamic Religious Education Learning

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A B S T R A C T

Islamic Religious Education (PAI) is an integral part of the education system in many countries with a Muslim majority. To ensure a deep and relevant understanding of religion, effective and contemporary learning methods need to be implemented. An approach gaining attention is heutagogy which promotes independent learning and self-development. This article reviews the concept of heutagogy and its application in the context of PAI learning. Heutagogy teaches students to become independent learners, enabling them to identify their learning needs, plan, initiate, and take full responsibility. This research employs the Systematic Literature Review method, utilizing the Watase Uake tool, EBSCO, Google Scholar, and the Preferred Reporting Item for Systematic Reviews and Meta-Analyses (PRISMA) technique. Initial research results show that the heutagogical approach can increase students' motivation, promote a better understanding of the Islamic religion, and prepare them to become moral leaders in society. Focusing on the actualization of heutagogy in PAI learning, this article provides a view on the development of more modern Islamic education, relevant, and attractive to the current students. Incorporating heutagogical elements into PAI learning, schools and educators can help students develop a deeper understanding of their religion, as well as prepare them to face the challenge.

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INTRODUCTION

One of the current trending educational concepts is heutagogy (Hase & Kenyon, 2013). Heutagogy emphasizes a learning approach that empowers learners to independently plan, manage, and evaluate their own learning (Bykasova et al., 2021). This concept highlights the importance of individual abilities to adapt, where learners take control of their learning process and decide what and how they want to learn (Gupta, 2017; Tukiyo et al., 2022).

The term "heutagogy" was first introduced by Stewart Hase and Chris Kenyon (Hase, S., & Kenyon, C. (2007) in the early 2000s. Since then, the concept of heutagogy has become an increasingly discussed topic in the field of education (Blaschke, L. M. (2016)). In heutagogy, learners not only acquire knowledge but are also actively involved in the process of building a deeper understanding, developing critical thinking skills, and exploring their intrinsic interests and motivations (Hase & Kenyon, 2013). With the advancement of technology and broader access to educational resources, heutagogy has become more feasible to implement in learning practices.

With the shift in the learning paradigm towards heutagogy, it is expected that learners will be able to develop better skills in managing their own knowledge and learning (Musthofa & Fauzi, 2021). Thus, it will contribute to the creation of a more knowledgeable and adaptive society in the future (Tiara & Danu, 2023). This paradigm shift clearly distinguishes itself from the conventional approach that has been ingrained since childhood, emphasizing that the learning process can only occur with the presence of education, course materials, and learners (Trisna et al., 2022).

Heutagogy differs from traditional approaches such as pedagogy in several aspects of learning (Exter & Ashby, 2022). First, in traditional approaches like pedagogy, learners rely on educators and have little responsibility for their own learning (Blaschke & Hase, 2019). The educator's role is to design learning, identify materials and resources, and guide learners. In contrast, heutagogy enables learners to determine what they want to learn and how they want to learn it (Musthofa & Fauzi, 2021; Santoso et al., 2023). They become more independent and take control of their own learning process. Second, pedagogical learning approaches are often linear and sequential, following a specific curriculum. The focus is on the material that needs to be covered. In heutagogy, the focus shifts to what and how learners want to learn, not what will be taught. This allows for more flexibility and adaptation in the learning process (Canţer, 2012). Third, pedagogical learning approaches often rely on extrinsic motivation, such as rewards or external pressure. In heutagogy, learning motivation is more intrinsic, originating from the learners themselves. They are encouraged to direct themselves and take initiative in their learning. Overall, heutagogy provides a learner-centered and independent learning approach, allowing learners to have more autonomy and control over their own education (Agonács & Matos, 2019).

In the context of Islamic Religious Education, the concept of heutagogy needs to be applied and adapted by both learners and teachers to collectively enhance their intellectual capacities and broaden their perspectives. Islamic Religious Education is a field that can support the heutagogy concept by allowing learners to become more autonomous in exploring and understanding Islam's teachings, history, culture, and values (Blaschke & Hase, 2016). Heutagogy in the context of Islamic education can assist learners in developing a deeper and sustainable understanding of Islamic teachings, providing them with tools to become critical and independent thinkers in facing the challenges of the modern era (Hase & Kenyon, 2007).

One of the challenges in implementing heutagogy in Islamic Religious Education is the lack of clear learning structures and well-defined guidance (Smith, J, 2020; Tang, 2022). This approach places greater learning

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responsibility on learners, which can be challenging in the context of religious learning that often requires structured pedagogy (Smith, J, 2020). Additionally, some learners may face difficulties in effectively managing their time and resources without direct guidance. Islamic Religious Education often involves a profound understanding of classical texts and religious practices, and without sufficient guidance, learners may struggle to navigate this complexity on their own. However, it is worth noting that heutagogy also has potential benefits, such as the development of critical thinking skills and learners' autonomy in delving deeper into religious materials.

The essence of previous research findings is that researchers have explored the effectiveness of heutagogy in various educational contexts and how this approach can enhance learners' understanding, motivation, and self-directed learning. The results include findings on the teacher's role in a heutagogical environment, effective learning strategies, and their impact on academic achievement and skill development. The actualization of heutagogy in Malaysia is implemented through curriculum development, teacher training, educational technology, measurement, and evaluation (Santos, A. 2021). In Singapore, heutagogy is implemented by emphasizing the development of independent skills, initiative, and problem-solving (Candi Lee, 2014). In Vietnam, the application of heutagogy learning involves a combination of government initiatives, educational institutions, and individuals (Hase, S, & Kenyon, C. 2000). With heutagogy learning, individuals are expected to develop better skills in managing their own knowledge and learning (Musthofa & Fauzi, 2021). Thus, it aims to create a more knowledgeable and adaptive society in the future (Tiara & Danu, 2023). This paradigm shift significantly distinguishes itself from the conventional approach ingrained since childhood, emphasizing that the learning process can only occur with the presence of educators, lesson materials, and learners (Trisna et al., 2022).

From the previous research that researchers have explored, there are interesting aspects that have not been examined regarding the actualization of heutagogy learning in Islamic Religious Education. Therefore, further research is needed.

METHODS

This research employs the systematic Literatur Review (SLR) method involving several stages, namely identification, screening, eligibility assessment, and inclusion (Ma'arif et al., 2023; Purnama et al., 2023), based on data found in recent articles related to the predetermined topic.

1). Identification: In this stage, articles related to the actualization of Heutagogy Learning in Islamic Religious Education are sought through Google Scholar, EBSCO, and the assistance of the Watase Uake tool. Watase Uake is chosen as the primary tool because it provides features that can automatically identify articles indexed in Scopus (Q1, Q2, Q3, Q4).

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Table 1. Search Results for Articles on the Actualization of Heutagogy in Islamic Education Using the Publish or Perish App 8 (published years 2015-2023).

No.	Keyword	Quantity
1	Heutagogy education	112 articles
2	Heutagogy learning	146 articles
3	Heutagogy approach	98 articles
4	Heutagogy activities	10 articles
5	Heutagogy practices	23 articles
6	Heutagogy design	25 articles
Total		414 articles

2). Out of the 414 articles found, duplicated articles were removed. Then, the articles underwent the inclusion and exclusion stages: first, articles published between 2015-2023; second, articles categorized as Q1, Q2, Q3, and Q4; third, abstracts accessible for the screening process; and fourth, articles related to the specified keywords, heutagogy education, heutagogy learning, heutagogy approach, heutagogy activities, heutagogy practises, and heutagogy design, as shown in Table 1 above.

3). Screening and Eligibility: After removing duplicated articles and those not meeting the first to third criteria, the articles were then screened based on titles and abstracts. Articles irrelevant to the keywords were filtered out. In this stage, the remaining articles were reviewed again to ensure they met the inclusion criteria and were accessible in full text. Meanwhile, articles with restricted access were not included.

4. Inclusion: The articles that passed the previous stages were then included in the systematic analysis to elucidate the research objectives. The details of these stages are summarized using the PRISMA flow diagram in Figure 1.

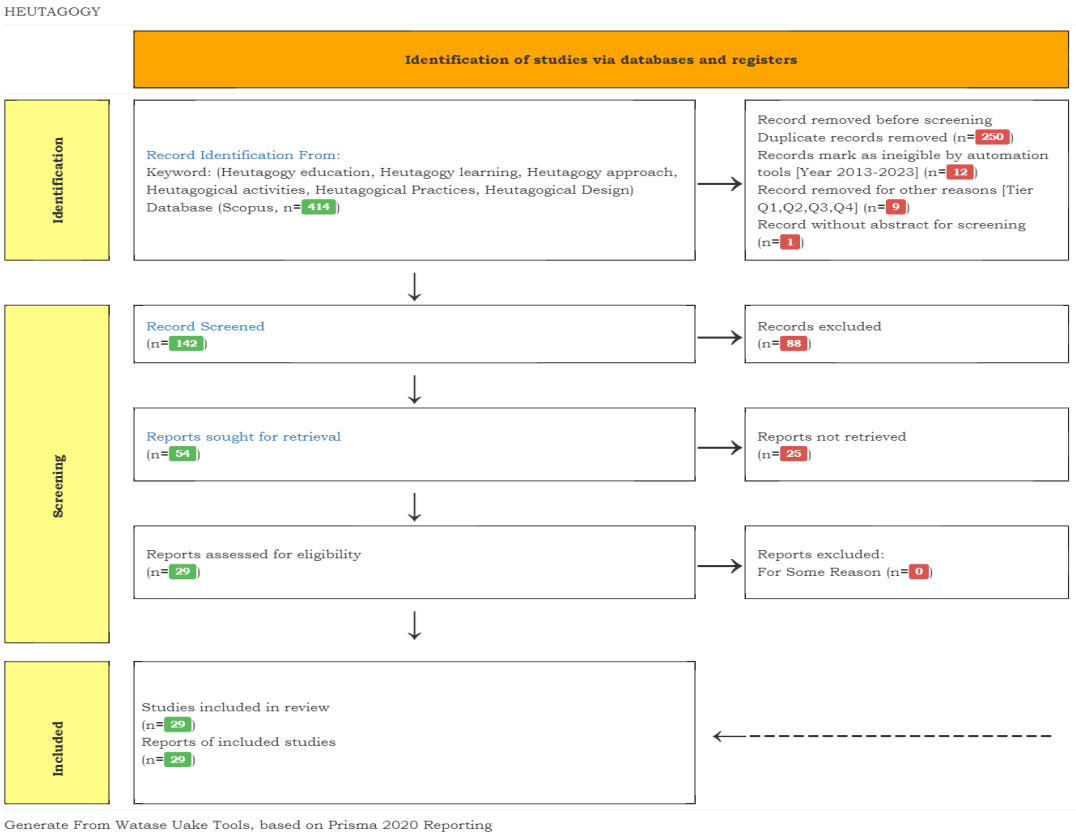

Figure 1. Diagram Flow PRISMA

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Out of the 414 articles that underwent the screening, eligibility, and inclusion processes, 29 selected articles were then imported into the Mendeley application and saved in RIS format. Subsequently, they were imported into VOSviewers version 1.6.17 to map the network of related themes. The steps for inputting article data into VOSviewers were as follows: (1) opening the application and selecting the create menu; (2) choosing the create a map based on text data menu; (3) reading data from the reference manager file; selecting the RIS file from the folder; (4) choosing the term data extraction source; title and abstract fields, (5) selecting the term data calculation method: full counting; (6) verifying the selected terms. In the diagram generated, as shown in Figure 2, networks connecting the actualization of heutagogy learning in Islamic Religious Education were widely used in learning, including self-determined learning, higher education, online learning, and andragogy.

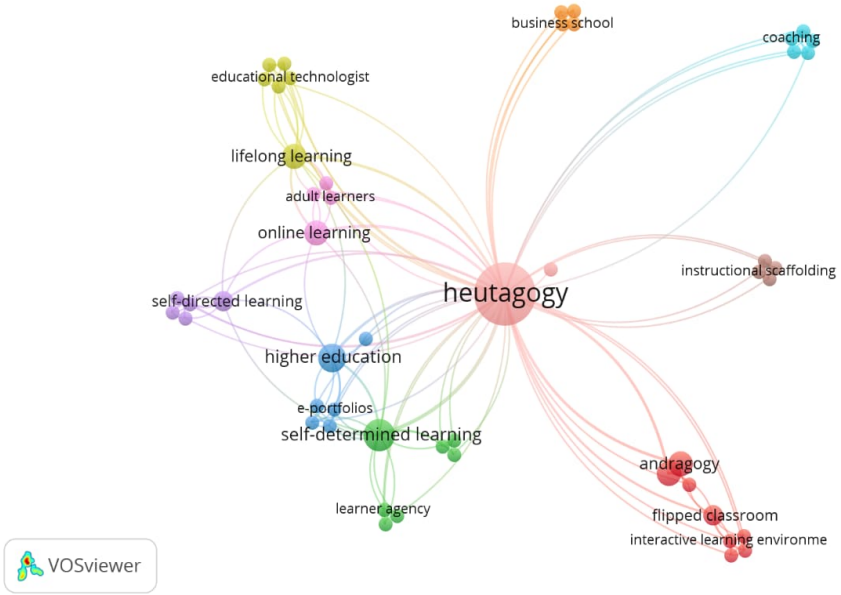

Figure 2. Initial Network Visualisation VOSviewers

RESULTS AND DISCUSSION

There are 414 articles found. Out of them that went through the inclusion process, 29 of them are researches related to the actualization of heutagogy in learning; Learn, Education, Approach, Principle, Student, Perspective, Teacher Education, Learner, heutagogy approach, heutagogy principles (Chamo, N.; Biberman-Shalev, L.; Broza, O, Israel, 2021), Education, Learn, higher education, Higher, Technology, Society, Educator, Student, Focus, South Africa (Warschauer & Matuchniak, South Africa, 2010), Learn, Technology, Education, Skill, Integration, Curriculum, Context, Research, IJET, Student (Santo André, Finland, 2020), Education, Experience, Heutagogy, Student, Learning theories, Nurse, Approach, Midwifery education, Midwifery Continuity, learning approach (Nicole Hainsworth a,1, Eileen Dowse a, Allison Cummins b,2, Lyn Ebert c, Australia, 2022), LECTURE, STUDENT, LEARNING, CONCEPT, flipped classroom, RADIOLOGY, CLASSROOM, JENA (Hans-Joachim Mentzel2, Rene Aschenbach2, Rotraud Neumann2, Tobias

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Franiel2, Aimée Barbara Herzog2, Joachim Böttcher2, Alexander Pfeil3, Birger Mensel4, Christian Kühnel5, Martin Freesmeyer5, Martin R. Fischer6, Germany 2020), Assessment, Digital, Learn, digital education, Practice, Technology, authentic assessment design practices, assessment design practices (Michelle Cheong2 - Jun Wei Ng1 - Christopher Pang1, Germany 2022), Student, Learn, Tutorial, Group, India, Conduct, Brainstorming, interactive tutorial, Education, Teaching (Nirmala Anand a, Somashekhar Pujar b, Sakshi Rao c Kaher, JNMC, Belagavi, Karnataka, India, 2020), Flip, Education, Student, Learn, Model, nurse education, experiences in a flipped, clinical education, flipped classroom model, students' experiences (Fourteen Bachelors of Science of Nursing from a regional university in the United States, Southeast, 2016), Learning, Mixed, immersive mixed, Abilities, learning environment, Education, Pedagogical, learning experience, learning tools, technology tools (Najwa Amanina Bizami1 - Zaidatun Tasir1, Malaysia), Education, Learning, Students, Development, Heutagogy, Lifelong, Technology, Creating, Elements, Development Goals (Nurul Aisyah Kamrozzaman1 & Jamaludin Badusah1 & Wan Muna Ruzanna1 Malaysia), Bbelajar, Heutagogy, Learning, Framework, Curriculum Design, Approach, Civil Engineering Curriculum, Structural Framework, Structural Heutagogy Framework (Shahrin Mohammad, Tan Cher Siang, Sharifah Osman, Nurdiana Yasmin Jamaluddin, Nur Afiqah Mohamed Alfu Universiti Teknologi Malaysia, 2022), Approach, Students, Elements, Education, Heutagogical, Instrument, heutagogical elements, Technical Education, learning approach, Technical Learning (Mimi Mohaffyza Mohamad1, Alias Masek1, Jailani Md Yunos1, Maizam Alias1, Nor Hidayah Hamdan1, Andika Bagus Nur Rahma Putra2 Faculty of Engineering and Vocational Education, Universiti Tun Hussein Onn Malaysia, 2021), Teacher, Learn, Mobile, Practice, Technology, Education, Model, Teaching, Malaysia, M-Heutagogy (Mastura binti Muhammad Sultan Idris Education University, Perak, Malaysia), Learn, Education, Acceptance, Heutagogy, Higher Education, Review, Student, Article, M-Heutagogy, Literature Review (Hamdan, Kung-Teck Wong(*), Nor Syazwani Mat Salleh, Hafizul Fahri Hanafi Sultan Idris Education University, Perak, Malaysia, 2021).

In the first study, the actualization of heutagogy through the "flipped classroom" concept is deemed highly representative of future professional needs. The "flipped classroom" concept is considered more suitable for future professional demands compared to traditional lectures. Students are required to prepare for lectures by watching instructional videos (Lock et al., 2021). During the lectures, students must answer key feature questions in small groups and collectively submit their answers through the audience response system. The overall impression of students regarding the "flipped classroom" concept, and their exam scores, outperformed the historical control. Students concluded that the overall benefits of the heutagogical "flipped classroom" concept are increasingly significant (Hans-Joachim Mentzel2, Rene Aschenbach2, Rotraud Neumann2, Tobias Franiel2, Aimée Barbara Herzog2, Joachim Böttcher2, Alexander Pfeil3, Birger Mensel4, Christian Kühnel5, Martin Freesmeyer5, Martin R. Fischer6, Germany 2020).

The actualization of heutagogy through the Interactive Tutorial approach is the second study, involving learning styles that facilitate self-determined, interdependent, equally represented, and group dynamics as

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adult learners, transforming them into lifelong critical thinkers (Gillaspy & Vasilica, 2021). In the context of medical education in India, it is crucial to emphasize the integration of various heutagogical principles to stimulate learning for young minds. By combining two differential group learning styles in the format of interactive tutorials, namely Fishbowl with Fish Battle and Round Robin Brainstorming, among learners in the field of physiology, the study aims to analyze feedback from learners and identify complexities in this process to facilitate learning (Nirmala Anand a,*, Somashekhar Pujar b, Sakshi Rao c Kaher, JNMC, Belagavi, Karnataka, India, 2020).

In the third study, the heutagogy approach in teacher education reflects five general principles: (1) learner agency—individuals' ability to construct their own meaning through experiences (Lock et al., 2021); (2) self-efficacy and capability; (Perguna et al., 2021) (3) meta-cognition and reflection; (Anand et al., 2021) (4) non-linear learning; (Blaschke, 2021) and (5) long-term learning (Friedman & Nash-Luckenbach, 2024) [15]. From a broader and holistic perspective, these principles can be derived from four perspectives: learners, learning, teachers, and teaching. Proficiency in core concepts and the heutagogical approach that promotes learners' abilities, and the call to demonstrate competencies or skills acquired in new and unique environments (Lynch et al., 2021). The heutagogy principles of meta-cognition, reflection, and non-linear learning are central in addressing significant questions: What is learning? How are learning principles applied in various educational contexts? (Chamo, N.; Biberman-Shalev, L.; Broza, O, Israel, 2021).

Furthermore, in the fourth study, the self-determined learning process can be facilitated by the application of these elements, and a crucial step is the reliability to measure teaching and learning feedback (Shpeizer & Glassner, 2020). The heutagogical approach focuses on lifelong learning and self-determined learning methods. The heutagogy approach can be a significant learning style to produce learners ready to face the complexities of the current workforce (Heilala et al., 2023). The heutagogy learning approach, or the study of self-determined learning, has gained interest in the field of engineering education aimed at meeting 21st-century skill requirements and industry needs. Heutagogy is a credible response to the critical issues faced by learners in the workplace and has designed their learning environment based on this approach (Rahmi, 2020). Heutagogy provides a learning framework that addresses the needs of vocational learners, who must learn in a constantly changing and complex environment, and helps them become lifelong learners (Abdullah & Mohamad Said, 2022). At the initial level, the learning approach, heutagogy primarily focuses on teacher-led learning, where the teacher must decide the entire content and learning process (i.e., what learners will learn and how they will learn). It encourages learners to fully master the learning environment, where learners solve their learning problems with their own decisions (Mimi Mohaffyza Mohamad1, Alias Masek1, Jailani Md Yunos1, Maizam Alias1, Nor Hidayah Hamdan1, Andika Bagus Nur Rahma Putra2 Faculty of Engineering and Vocational Education, Universiti Tun Hussein Onn Malaysia, 2021).

In the fifth study, an assessment approach oriented towards skills, where learners set their own goals and create individual multimodal artifacts, involves cognitive challenges through structured complex cognitive tasks in a gamified non-linear learning path, while reflecting on

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personal growth through personalized feedback derived from learning analysis with Authentic Assessment Design - Digital Education - Case Study - Gamified Heutagogical Multi-modal AI-driven Approach (Michelle Cheong2 - Jun Wei Ng1 - Christopher Pang1, Germany 2022).

In the last study, heutagogy provides a potentially congruent educational learning approach to support the continuity of care experiences compared to traditional pedagogical and andragogical learning theories. Heutagogy offers a theoretical framework that is suitable for supporting strategies, including the proposed conceptual framework, which can empower learners to participate in their own education by giving them the ability to determine their own fate in both learning approaches and self-assessment. Heutagogy aligns with Women-Centered Care (Nicole Hainsworth a,*,1, Eileen Dowse a, Allison Cummins b,2, Lyn Ebert c, Australia, 2022).

From these studies; the ability of individuals to construct their own meaning through experience; meta-cognition and reflection; non-linear learning; and long-term learning? (Chamo, N.; Biberman-Shalev, L.; Broza, O, Israel, 2021). In Warschauer & Matuchniak, South Africa, 2010; learners should evolve into lifelong learners who can effectively use technology and community network opportunities, manage their own learning to enhance their knowledge, skills, and abilities to adapt to expected and unexpected changes and challenges in their academic and career lives beyond formal education. The transition from structured, fast-paced, controlled, and mass education providing a workforce for the industrial era towards an education system aligned with a technology-driven networked society and the current learners' individual needs lacks momentum and encouragement. It emphasizes that higher education in South Africa must address existing barriers, embrace challenges and opportunities, and develop higher education that is suitable for use in the African context.

While Santo André, Finland, 2020; the specific utilization of AI in education and learning has not been directly generalized but addressed in transdisciplinary research fields, while STEAM indicates its potential to equip learners with comprehensive skills, including collaborative work development in a policy context, considering discussed changes with the assumption that AI can be effectively used in education and learning.

The actualization of Heutagogy is a potentially congruent educational learning approach to support the continuity of care experiences, compared to pedagogical and andragogical learning theories. Heutagogy provides a theoretical framework suitable for supporting strategies, including the proposed conceptual framework, which can help empower learners to participate in their own education by giving them the ability to determine their own fate in both learning approaches and self-assessment; as heutagogy aligns with women-centered care. (Nicole Hainsworth a,1, Eileen Dowse a, Allison Cummins b,2, Lyn Ebert c, Australia, 2022).

The actualization of heutagogy in Islamic religious education encompasses the following aspects (Tiara & Danu, 2023): 1). Problem-based learning: Teachers can design learning experiences that engage learners in problem-solving related to contemporary Islamic issues such as radicalism, religious pluralism, or social issues. In this process, learners will develop the skills of research and in-depth understanding of these issues. 2). Use of technology: Technologies like the internet, digital resources, and e-learning platforms can be employed to enable learners to explore various information sources about Islam, such as the Quran, hadiths, and other

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Islamic literature. This can help them develop digital literacy skills and take control of their own learning process. 3). Discussion and collaboration: Encouraging learners to participate in discussions, group studies, and collaboration with their peers in understanding Islam. This can aid in the development of communication and social skills while appreciating different perspectives on religion. 4). Lifelong learning: Heutagogy in Islamic religious education also acknowledges that learning does not end after graduation. Learners should be directed to continue learning and developing their understanding of religion throughout their lives.

CONCLUSION

The actualization of Heutagogy Learning in Islamic religious education is a self-directed learning approach that allows individuals to take full control of their learning processes. Learners are not merely passive recipients but actively engage in designing and directing their own learning experiences in the context of Islamic religious education (PAI). This approach emphasizes the development of critical, reflective, and analytical skills. Participants are encouraged to explore religious knowledge independently, delve into Islamic concepts more deeply, and connect them to the current social and cultural context. This not only enhances their understanding of religious teachings but also shapes the critical thinking necessary to face complex challenges in modern life. Implementing Heutagogy Learning requires a combination of curriculum changes, teacher skill development, and the support of educational technology infrastructure with a focus on self-determined learning, higher education, online learning, and andragogy.

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AUTHORS' NOTE

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