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Heutagogy Approaches for Arabic Learning in Higher Education in Industrial Revolution 4.0

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Abstract: This article aims to address a problem formulation of the Heutagogical Approach to Learning Arabic in the Era of the industrial revolution 4.0. This research is a qualitative using a descriptive method. Whereas data collection and theoretical sampling use the Library research method. In analyzing the data, the researcher uses descriptive analysis, while the framework of this research is that if at the global level today, the world of education demands a rapid adaptation process, and one of the approaches in education is the heutagogy approach, while language learning emphasizes on skills, so far where is the compatibility of Arabic learning with the Heutagogi approach. And the conclusion is that learning Arabic at the higher education level is very possible to use a heutagogic approach.

1 INTRODUCTION

Changes that occur very quickly in this world require the world of education to be able to adapt so that they can provide the answers needed by the demands of the times, just as the drums of the industrial revolution 4.0 (RI 4.0) have changed the patterns of human thought and gave birth to new paradigms in viewing various problems of life. In the world of education, at least the approach to treating students has come to one term that is prominent, the heutagogy approach, after passing through the pedagogy and andragogy approaches. Heutagogy was defined by Hase and Kenyon "as self-determined learning studies" (Kenyon and Hase, 2001).

Heutagogy is a holistic approach to improve students' abilities, by learning as an active and proactive process, and students serving as "The main agents in their own learning, which occur as a result of personal experience" (Hiryanto, 2017).

According to (Tjandra and Santoso, 2018) the Heutagogi Method is a method of learning in which teachers and learners learn from one another. This method was created with the aim of gaining knowledge effectively and efficiently, namely obtaining as much knowledge as possible in the shortest possible time. Based on the objectives of the Heutagogi Method, this method has the same vision as the RI 4.0 Era.

The teaching of Arabic as well as the teaching of

other foreign languages, is the teaching of language skills. On the other hand, there are demands arising in the current era to optimize the abundant materials on the internet and foreign language learning applications that are also a lot of alternative choices according to the wishes of the community, so that it becomes a challenge to be investigated in Arabic language teaching the possibility of using heutagogical approach. Therefore, this article aims to address a problem formulation of the Heutagogical Approach to Learning Arabic in RI 4.0 Era. This research is a qualitative research using a descriptive approach. While data collection and theoretical sampling use the Library research method, which is a method using literature (literature), whether in the form of books, notes, or reports on the results of previous studies. (Hasan, 2002). In analyzing data, the researcher uses descriptive analysis, which is data analysis which aims to provide an explanation of the research subject based on data obtained from the subject studied systematically, actual and accurate. (Brata, 1991). Data analysis in this research was carried out before entering the field, while in the field, and after being in the field. (Sugiyono, 2014).

While the framework of this research is that if at the global level related to the emergence of the RI 4.0 requires the world of education to make a process of rapid adaptation to meet the demands of change that occurs and one of the approaches to treating students who become the continuation of the andragogical

approach is the heutagogy approach, then it needs formulate the compatibility of Arabic learning with the Heutagogy approach.

2 CHARACTERISTICS OF HEUTAGOGY AS AN APPROACH IN EDUCATION

RI 4.0 has changed the pattern of human thought and gave birth to new paradigms in looking at various life problems. The Heutagogy Method is a learning method in which teachers and learners learn from one another. This method was created with the aim of gaining knowledge effectively and efficiently, namely obtaining as much knowledge as possible in the shortest possible time. Based on the objectives of the Heutagogy Method, this method has the same vision as RI 4.0, which is to improve human resources. (Tjandra&Santoso, 2018)

The heutagogy method is a method in which the instructor and learner are reciprocal in the learning process carried out, so that with the same period of time, the ideas obtained will be two times more than the learning methods in general. In this method, the teacher does not provide certain restrictions, the instructor only facilitates the learner. (Ridha, 2018)

In this case (Halsall et al., 2016) confirms deeper about the heutagogy that it has been concluded that learning is determined solely by students, the shift of paradigm towards self-determined learning, heutagogy will largely determine learning experiences for students, it will be able to contribute to the improvisation of the quality and skills demanded of a graduate in today's society. using a self-determined approach to learning and teaching provides a transformative curriculum that will enhance students' abilities.

Before that (Canter, 2012) has also been detailed by saying "Taking into account that heutagogy meets the needs of learners but learners are the most of their life without their teachers and a big part of them are in fact e-learners, a heutagogical approach to e-learning is desirable. The new concept e-heutagogy fills this gap. Meanwhile (Rachel et al., 2017) reinforces by saying that Heutagogy is able to empower students to be able to come up with a project that is more productive in the real world today.

More precisely, the heutagogical method is one of the missions to achieve the vision of the RI 4.0 Era (Tjandra & Santoso, 2018) and is highly compatible with 21st century learning characters (Banerjee, 2019).

Chris and Hase (2001) revealed that the heutagogical approach can be used to look into the future where we are able to know how learning will become a fundamental skill, this is in view of the rapid movement of innovation and changes in the structure of society and the workplace which are increasingly becoming a reality that we witness.

Meanwhile, according to Anderson and Wheeler in (Blaschke, 2012) that Heutagogy has been referred to as a "net-centric" theory, meaning that it greatly optimizes the main advantages of the Internet. and serves as a framework for teaching and learning of digital age.

Heutagogy on the other hand is very compatible also with the character of students who have the maturity of thinking and breadth of insight that makes them ready to do distance education (Blaschke, 2012). And further, according to Kenyon and Hase (2010) in (Blaschke, 2012) asserted that by combining heutagogic practices, educators have the opportunity to better prepare students who are qualified in the workplace and most importantly to become lifelong learners, as well as to foster student motivation by fostering them to be fully involved in topics they learn themselves, because they make choices that are most relevant or interesting to them own.

According to Canning & Callan, Kenyon & Hase in (Hiryanto, 2017) that the heutagogical approach can be seen as the development of the pedagogical approach to the andragogical approach to the heutagogic approach, which ultimately demands maturity and autonomy for students. It can be said that older students need less control from instructors compared to less mature students, because they need more instructor guidance.

As has been mentioned by (Naqvi et al., 2019) that Heutagogy is a study of independent learning, students are treated as important and primary agents in their own learning process, born of their own personal experiences. this approach applies a holistic approach to developing students' abilities, with learning as an active and proactive process. (Ridha, 2019) added that Learners and teachers exchange ideas about what is appropriate for learners to learn and how to learn them or the steps of learning and what learning resources are used to achieve the specified learning goals. In other words, the learner's position is more as a facilitator or learning consultant.

In a study conducted by (Glassner, 2019) of prospective educator students, the results showed that most students in all programs experienced a sense of autonomy and capacity, learning as wandering, and more symmetrical (non-hierarchical) interaction and dialogues with lecturers and peers their group

colleagues. Heutagogy approaches increase students' intrinsic motivation for learning and reduce the gap between formal learning in the education system and natural learning in the real world.

3 TEACHING ARABIC AT THE HIGHER EDUCATION LEVEL

Since the 1970s there has been a paradigm shift in language learning. Language learning activities (more precisely teaching) which initially focused on the instructor and the teaching activities gradually shifted the focus towards students and their learning activities (Wenden and Rubin, 1987; Lessard-Clouston, 1997 and Shmais, 2003). Starting from that decade, attention to the existence of students with all its variables, including learning strategy variables (Asrori, 2012).

According to ArdaArikan in (Wahab, 2015) In this post-method era, many things have changed and require proactive and creative teachers to find a good approach and strategy, according to the goals and needs of students in learning Arabic. It can be said that this post-method era was recognized by the abandonment of "only method arguments" in determining language learning strategies. In this case, language teachers are expected to be able to produce techniques and strategies as well as to create an effective learning atmosphere in enriching the teaching process. So, not the method is more important than Arabic material, but the professionalism and understanding of the teacher's role and function as transformative intellectuals is more important than the method itself. Basically teaching Arabic as other foreign languages, teaches about the four abilities (maharaat) that consists of *alkalaam* (speaking), *al istima* (listening), *alqira'ah* (reading) and *al kitaabah* (writing).

Asrori (2012) in her inaugural teacher's oration stated that Arabic learning needs to be directed to the formation of situations that allow students to learn. It was intended that their Arabic learning activities did not depend much on the presence and design of lecturers. Moreover, by balancing the role of lecturers and students in learning Arabic, student independence is increasingly formed so that they continue to learn in a directed manner, even though it is outside the learning context.

According to Muslims (2016) The process of learning Arabic must be directed to encourage, guide, develop and foster students' Arabic language skills, both productive and receptive, as well as foster a positive attitude towards the language. The ability to

Speak Arabic and a positive attitude towards Arabic is very important, because it can help students to be more motivated to do more productive, creative, and innovative language activities in order to develop their Arabic language skills. For this reason, the ability of lecturers to manage the learning process through creative, innovative and fun models is a solution that can be applied to Arabic learning today.

4 CHARACTERISTICS OF STUDENTS IN THE RI 4.0 ERA

According to a World Bank report, there are 13 main qualifications of abilities needed as workers, that is; communication, positive work habits, mathematics, problem solving, English, writing teamwork, curiosity, creativity, grit, digital awareness, contextual thinking (Kemenristekdikti, 2018). Departing from the above, that as human beings who are competing in the RI 4.0 era, we need to ensure that students must have the following soft skills, namely the ability to solve problems, adaptability, collaboration, leadership and creativity and innovation.

This is reinforced by (Ridha, 2018) that the output to be produced from the implementation of this heutagogy are generations who have certain competencies 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 or in other terms generation of lifelong learners life is always evolving. Therefore, if our education today is directed at the application of heutagogy, then the metacognitive abilities, the ability to understand and formulate a vision going forward must begin to be taught from the early education level.

However, what needs to be underlined is that in practice heutagogy places more emphasis on the level of autonomy and the maturity of learners in their learning, as Blashcke (2012) points out that the learners' maturity level influences the learning needs of the learner, that is, the more mature a person is in terms of the independence of their learning, the percentage of learner control must be further reduced.

In other words, although it is very promising, successful implementation of heutagogy will only be maximized if the target of learning has sufficient level of independence and maturity of learning, namely having a clear vision of learning, having a good understanding of learning trends and learning styles (metacognitive skills) possessed. (Ridha, 2018)

Lack of ability and awareness to understand life goals, learning tendencies and learning styles that

are owned indirectly impedes efforts in personal development, both personality, competence and personal capacity and capability.

Furthermore Asrori (2012) emphasized that learning independence is a prerequisite for successful students. Independent students will be responsible for their abilities, results and learning process. Creative independent students try to develop ways, actions, techniques, and learning activities without waiting for instructions from the instructor.

5 CONCLUSION

There is no doubt that heutagogy is a very compatible approach to the RI 4.0 era. where Educators today are required to develop the concept of lifelong learners who can develop and survive in the era of the global economy, namely Students where they have the ability to creatively and effectively apply their competencies and skills to new situations in a constantly changing and complex world. forming competent students is essential for life in a culture and economy that is rapidly changing, characterizing the postmodern era. In addition to, the development of Arabic learning has reached the gate of the post-method era, where methods are no longer seen as the main factors determining the success of the language learning process on the one hand, and on the other hand, language teachers are given greater freedom and space to determine learning strategies and techniques, without being bound by certain methods whose philosophical assumptions have already been established in the language teacher or teacher before teaching language in the classroom. So based on the characteristics of each of the heutagogical approaches, the characteristics of the demands of the RI 4.0 era and the characteristics of Arabic teaching in tertiary institutions, it can be concluded that the heutagogic approach for learning Arabic at the university level in the era of the RI 4.0 era is a necessity.

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