

THE INFLUENCE OF HEUTAGOGY IN MEASURING THE EFFECTIVENESS OF STUDENT LEARNING

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ABSTRAK

Abstrak: Pentingnya pendidikan yang efektif kian meningkat dalam era globalisasi dan teknologi maju. Heutagogi, sebagai pendekatan pembelajaran mandiri, menawarkan solusi untuk meningkatkan kemandirian dan kapabilitas belajar mahasiswa. Latar belakang pendekatan ini didasarkan pada kebutuhan akan model pendidikan yang lebih adaptif dan responsif terhadap kebutuhan individu dalam masyarakat yang berubah cepat. Tujuan dari studi ini adalah untuk mengukur efektivitas heutagogi dalam meningkatkan hasil belajar mahasiswa di STEBIS Bina Mandiri. Penelitian ini mengidentifikasi gap yang ada dalam literatur, yaitu kurangnya penelitian empiris yang mengkaji efektivitas heutagogi di institusi pendidikan Indonesia. Penerapan heutagogi dalam konteks pendidikan Indonesia, yang belum banyak diteliti. Metode yang digunakan meliputi survei dan analisis kualitatif dari data yang dikumpulkan melalui wawancara dan observasi. Studi ini mengungkapkan bahwa heutagogi membantu mahasiswa mengembangkan keterampilan kritis dan reflektif yang penting untuk pembelajaran seumur hidup. Selain itu, pendekatan ini meningkatkan motivasi belajar mahasiswa melalui pengalaman belajar yang lebih personal dan berpusat pada mahasiswa. Penelitian ini menunjukkan bahwa heutagogi efektif dalam meningkatkan kualitas pembelajaran di STEBIS Bina Mandiri. Implementasi heutagogi tidak hanya mendukung pencapaian akademik yang lebih baik, tetapi juga membina kemandirian belajar yang merupakan kompetensi penting di abad ke-21.

Kata Kunci: Heutagogi, Efektivitas Pembelajaran, Kemandirian Mahasiswa.

Abstract: The importance of effective education is increasing in the era of globalization and advanced technology. Heutagogy, as an independent learning approach, offers solutions to increase student independence and learning capabilities. The background to this approach is based on the need for an educational model that is more adaptive and responsive to individual needs in a rapidly changing society. The aim of this study is to measure the effectiveness of heutagogy in improving student learning outcomes at STEBIS Bina Mandiri. This research identifies a gap in the literature, namely the lack of empirical research examining the effectiveness of heutagogy in Indonesian educational institutions. The application of heutagogy in the context of Indonesian education, which has not been widely researched. The methods used include surveys and qualitative analysis of data collected through interviews and observations. This study reveals that heutagogy helps students develop critical and reflective skills that are important for lifelong learning. In addition, this approach increases student learning motivation through a more personalized and student-centered learning experience. This research shows that heutagogy is effective in improving the quality of learning at STEBIS Bina Mandiri. The implementation of heutagogy not only supports better academic achievement, but also fosters learning independence which is an important competency in the 21st century.

Keywords: Heutagogy, Learning Effectiveness, Student Independence.

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A. INTRODUCTION

Heutagogy, a concept that emphasizes independent learning and self-determination, plays an important role in measuring the effectiveness of student learning. According to (Blaschke, 2021), heutagogy emphasizes the active role of students in managing their own learning, which involves processes of critical thinking, reflection, and problem solving. In this context, the use of heutagogy in higher education has attracted the

attention of many educational researchers and practitioners because of its potential to improve student learning outcomes.

In responding to the challenges of 21st century education and ensuring the relevance of educational content to future needs, heutagogy offers an innovative and adaptive learning approach. This approach, which focuses on independent learning and student empowerment, strengthens independence and critical skills, which are critical in a dynamic and ever-changing environment.

Heutagogy deconstructs traditional approaches to education that often focus more on teacher-centered teaching and rigid curricula (Parker et al, 2021). By promoting self-directed learning, heutagogy demands a paradigm shift in curriculum design and teaching methods, where students are empowered to take greater control over their own learning. This is a relatively new approach in the Indonesian educational context, where a more hierarchical and paternalistic educational structure still dominates.

Research shows that heutagogy not only facilitates effective learning, but also mediates the relationship between various factors that influence student learning. According to (Chun, 2023), heutagogical activities can act as a mediator between the social learning environment, students' psychological needs, independent learning awareness, and conceptual understanding. Thus, the use of a heutagogical approach in the learning process can make a significant contribution to the development of lifelong learning skills and student independence.

Through this research, heutagogy is introduced as a potential solution to increase student independence and learning outcomes in Indonesia. In practice, heutagogy can support the development of learning that is more adaptive and responsive to individual needs. This is especially relevant in Indonesia, where there is an urgent need for education that not only produces graduates who are ready to work but also individuals who are able to think critically and be adaptive in the face of change.

Besides that, (Stoten, 2020) the application of heutagogy in education encourages the development of learning that is more independent, innovative and responsive to student needs. Thus, through a heutagogical approach, students not only become consumers of information, but also become active knowledge creators who are involved in the formation and management of their learning process (Nikolovska et al, 2019).

Previous research on heutagogy has focused on the context of Western education with systems and challenges that are different from Indonesia. Heutagogy, meaning "learning for oneself," is an educational concept that allows students to become more active in their own learning process (Jacobs, 2020). In the context of Western education, heutagogy is often applied in the form of self-directed learning, which allows students to choose topics and learning methods that suit their own needs. In the context of Indonesian education, heutagogy is still relatively new and has not been widely applied, although several studies have been carried out to develop heutagogical models that are appropriate to Indonesian culture and education system.

Through this research, the application of heutagogy in the context of higher education in Indonesia is explored, providing empirical data and analysis on how this approach can be adapted and implemented at local universities such as STEBIS Bina Mandiri.

The lack of research on the application of heutagogy in Indonesia provides space for this research to explore how the principles of heutagogy can be adapted in very different contexts. This research also evaluates the unique challenges and opportunities that arise

from implementing heutagogy in institutions that have different cultural and educational backgrounds.

In facing increasingly complex and diverse educational challenges, the use of heutagogy can be an effective strategy for improving the quality of learning and student learning outcomes. According to (Moore, 2020), the heutagogical approach allows educators to create learning environments that are adaptive, dynamic, and relevant to student needs. Thus, through the application of heutagogical principles, educators can promote independence, intrinsic motivation, and active involvement of students in the learning process, which in turn can increase the overall effectiveness of learning.

Previous research has consistently highlighted the effectiveness of the heutagogical approach in improving students' reflective and critical abilities, as well as encouraging independent learning in various global educational contexts (Handayani et al, 2021), (Levy-Feldman, 2018), (Lock et al, 2021). Nevertheless, there is a lack of literature on the application of heutagogy in the Indonesian educational context, especially in institutions such as STEBIS Bina Mandiri.

This study was initiated to fill this gap by contributing to the understanding of how heutagogy can be adapted and applied in the educational context at STEBIS Bina Mandiri. By identifying unique challenges and opportunities in the local educational environment, this research aims to provide valuable insight into the effectiveness and relevance of heutagogy in improving student learning at STEBIS Bina Mandiri.

By involving various research methods, including literature studies, interviews with lecturers and students, as well as direct observation in learning contexts, this research aims to produce an in-depth understanding of how the principles of heutagogy can be applied effectively in the STEBIS Bina Mandiri educational setting. Through this research approach, it is hoped that practical models or guidelines can be developed for educators to implement heutagogy in their teaching, thereby strengthening student independence and learning motivation.

Thus, this research not only contributes to the literature on heutagogy in the context of Indonesian education, but also provides practical and applicable insights for educators and educational practitioners at STEBIS Bina Mandiri, as well as other educational institutions in Indonesia. By strengthening student centered learning approaches and encouraging learning independence, it is hoped that this research can help improve the quality and relevance of higher education in Indonesia.

The main aim of this research is to investigate and measure the effectiveness of heutagogy in improving learning outcomes and learning independence at STEBIS Bina Mandiri.

The problem studied is: "How can heutagogy increase learning independence and student learning outcomes at STEBIS Bina Mandiri and what are the supporting and inhibiting factors in its implementation?"

Heutagogy is very relevant to 21st century learning issues which emphasize the importance of student independence in learning (Abd Hakim et al, 2019). In an era where access to information is very easy and technological change continues to develop rapidly, students need to be equipped with independent learning skills that enable them to continue learning and developing throughout their lives.

The study of heutagogy adds an important dimension to the discussion of how education can be adapted to support ongoing professional and personal development

(Kamrozzaman et al, 2020). By adopting a heutagogical approach, education can shift the focus from conveying information by educators to empowering students to manage their own learning. This creates a learning environment that allows students to identify their own interests, needs, and goals, as well as develop independent learning skills relevant to their professional and personal contexts.

In addition, the study of heutagogy also helps direct attention to the importance of developing skills such as critical, reflective, and independent thinking, which are very important in facing complex challenges and opportunities in the 21st century (Chacko, 2018). Thus, this research provides a valuable contribution in designing learning strategies that are effective and relevant to the needs of current and future students.

Through a heutagogical approach, education can serve as a catalyst for lifelong learning and ongoing professional and personal development (Roy et al, 2019). By empowering students to take control of their own learning, education can be a powerful tool for preparing individuals to face the ever-changing challenges in an ever-evolving world.

This research is based on the heutagogical theory introduced by Hase and Kenyon, which describes a learning approach where students have more control over what, how, when, and why they learn. This theory emphasizes the importance of student independence in the learning process and provides a framework for developing a learning environment that promotes independence, reflection, and knowledge discovery.

In the context of this research, the heutagogical model will be used as a basis for evaluating educational interventions at STEBIS Bina Mandiri. By applying a heutagogical approach, this research aims to empower students to take an active role in their learning, identify their own learning needs, and manage their learning process more effectively.

It is important to acknowledge that this study has several limitations that need to be addressed. First, this research is limited to one institution, namely STEBIS Bina Mandiri, so the results may not be directly generalizable to other educational institutions without further adjustments. Each institution has a unique context and characteristics that can influence the implementation and effectiveness of a heutagogical approach.

Second, the heutagogical approach requires active involvement and high motivation from students. However, not all students may have the same level of motivation, and some may face challenges in taking control of their own learning. Therefore, the results of this study need to be considered by considering individual variability in student participation and response to the heutagogical approach.

Adapting heutagogy in higher education in Indonesia involves integrating student-centered learning approaches with existing learning technology (Amiruddin et al, 2023). This includes the use of online platforms to facilitate independent and collaborative learning as well as curriculum adjustments to allow for research-based projects and independent exploration.

With these limitations in mind, the research still provides valuable insight into the potential and challenges of applying heutagogical approaches in higher education contexts. Through a better understanding of the effectiveness and obstacles to adopting heutagogy, we can develop more effective strategies for increasing student independence and learning outcomes in various educational institutions. It is hoped that this research will provide a valuable contribution in enriching the literature on the application of

heutagogy in Indonesia. By focusing on the higher education context, specifically at STEBIS Bina Mandiri, this research will provide in-depth insight into best practices and challenges in implementing a heutagogy approach.

In the Indonesian context, developing learning independence not only increases individual capacity in managing their learning but also supports the formation of greater social capital where individuals are able to contribute to sustainable economic and social growth.

Through a comprehensive analysis of student experiences and lecturers' opinions, this research aims to identify the factors that influence the success or failure of implementing heutagogy at STEBIS Bina Mandiri. Thus, this research will provide a better understanding of the conditions that support or hinder the application of heutagogy in the Indonesian educational context.

Apart from that, this research will also provide practical recommendations for other educational institutions who wish to adopt a heutagogy approach. By analyzing the findings and lessons learned from this research, other educational institutions can take concrete steps to implement the heutagogy approach more effectively and successfully.

By focusing on heutagogy as a method for increasing learning independence, this research aims to provide concrete and practical evidence that supports the effectiveness of this approach in the Indonesian educational context. It is hoped that the results of this research will become an important reference for the development of innovative and adaptive learning methods in the future, as well as making a significant contribution to improving the quality of higher education in Indonesia.

B. RESEARCH METHOD

According to Rahardjo quoted (Arifudin, 2023) that the research method is one way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is a truth that is open to being continuously tested, criticized, and even revised. Therefore, there is no best method for seeking truth, but what exists is the right method for a particular purpose according to the existing phenomenon. Budiharto quoted (Kartika, 2021) that the selection of research methods must be adjusted to the research being conducted so that the results are optimal.

Mixed method or combination research method according to Sugiyono in (Kartika, 2022) explains that a research method that combines or combines quantitative methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable, and objective data is obtained. Meanwhile, according to Creswell in (Kusmawan, 2025) states that the mix method is a research approach that combines or connects quantitative and qualitative research methods. Meanwhile, according to Johnson at all in (Lahiya, 2025) explains that the mixed research method is a type of research in which a researcher or research team combines elements of qualitative and quantitative research approaches for broader purposes and depth of understanding and for proof. Seeing this, the combination method is a research method that combines elements of qualitative and quantitative approaches so that researchers will understand broadly and deeply about what they are researching.

The research method used in this research is a mixed approach, which combines quantitative and qualitative elements. This approach was chosen to obtain a comprehensive understanding of the effectiveness of heutagogy in the educational context

at STEBIS Bina Mandiri. Research participants consisted of students and lecturers at STEBIS Bina Mandiri, who were selected through purposive sampling techniques by considering the diversity of academic backgrounds and learning experiences. Data collection instruments include online surveys with students, semi-structured interviews with lecturers, and direct observations in classes that apply heutagogy. Survey data will be analyzed quantitatively using statistical analysis techniques such as regression and analysis of variance, while qualitative data from interviews and observations will be analyzed thematically to identify patterns, themes, and important findings. This research pays attention to research ethics, including obtaining permission from the competent authorities at STEBIS Bina Mandiri and ensuring the confidentiality and anonymity of participants. To ensure the trustworthiness and validity of the data, triangulation techniques were used by comparing and confirming findings from various data sources, while continuously interacting with participants to clarify and clarify research results.

According to Miles and Huberman in (Arifudin, 2025) that activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated. Activities in the data analysis are: 1) data collection, 2) data reduction, 3) data display, 4) conclusion drawing verification. So, in this study the data analysis used is the Miles and Huberman model.

Sugiyono in (Kartika, 2020) explains that "testing the credibility of data or trust in qualitative research data is carried out by extending observations, increasing perseverance in research, triangulation, discussions with colleagues, negative case analysis, and member checks". Based on the data sources in this study, the data credibility test is carried out by triangulating sources. Testing is carried out by checking data obtained through several sources.

Study This quantitative research is the second stage of research in the mix method research design. Sugiyono in (Judijanto, 2025) explains that in this research the researcher uses a survey method with a quantitative research approach. Survey research is quantitative research. In survey research, researchers ask several people (called respondents) about beliefs, opinions, characteristics of an object and past or present behavior. Survey research is related to questions about one's own beliefs and behavior.

The factor analysis that will be used in this study is confirmatory factor analysis with second order confirmatory factor analysis using SMARTPLS software. In factor analysis using the second order confirmatory factor analysis method, there are two stages of analysis. The first stage is carried out by testing the latent dimension construct against its indicators. In this first stage, it is possible to improve the latent dimension construct against its indicators if there are parameters that do not meet the required criteria. The second stage is to test exogenous latent variables to endogenous latent variables. According to Ghazali in (Rismawati, 2024) explains that the second order testing will go through two levels, first the analysis is carried out from the latent dimension construct to its indicators and second from the latent dimension construct to its dimension construct.

C. RESULT AND DISCUSSION

RESULT

The results of this research include findings from analysis of survey data, interviews and observations conducted on students and lecturers at STEBIS Bina Mandiri who were

involved in using the heutagogical approach. The following is a detailed description of the research results:

1. Student Perceptions of the Effectiveness of Heutagogy

Surveys conducted on students produced data about their perceptions of the effectiveness of heutagogy in increasing learning independence and learning outcomes. The survey results showed that most students stated that the heutagogical approach had helped them to develop independent learning skills and increase understanding of the concepts being taught.

Table 1. Evaluation of the Effectiveness of Heutagogy in Increasing Learning Independence and Understanding of Concepts among Students

No.	Rated aspect	Number of Positive Responses	Percentage of Students Who Respond Positively	Student Comments (example)
1	Increased learning independence	40	80%	"The heutagogical method gives me more control over my learning."
2	Improved understanding of concepts	37	74%	"I feel like I understand the concept better after studying heutagogy."

2. Lecturer Experience in Applying Heutagogy

Interviews with lecturers yielded in-depth insight into their experiences in applying the heutagogical approach to classroom learning. Lecturers highlighted the benefits of this approach in stimulating students' active engagement, strengthening critical thinking skills, and increasing their learning motivation. However, several lecturers also expressed challenges in adapting heutagogy in their learning context.

Table 2. Benefits and Challenges of Implementing Heutagogy According to Lecturers

Benefits of Heutagogy	Number of Lecturers Who Agree	Heutagogical Challenges	Number of Lecturers Who Agree
Stimulate active student involvement	15	Difficulty adapting heutagogy in a specific learning context	8
Strengthen critical thinking skills	14	Requires more preparation time	6
Increase student learning motivation	12	Increase lecturer workload	5

3.
Effective Practices in Implementing Heutagogy

Direct observations in classroom learning situations that apply heutagogy reveal several effective practices. These practices include the use of problem-based discussions, collaborative projects, and independent learning assignments that provide opportunities for students to develop their own understanding.

Table 3. Table of Effective Practices in Applying Heutagogy to Improve Independent and Collaborative Learning

Effective Practices in Heutagogy	Practice Description
Use of problem-based discussions	Use real questions or problems to encourage discussion and critical analysis by students. This helps in building problem solving skills and increases their engagement.
Collaborative project	Facilitate learning through group work where students can collaborate to complete assignments or projects. This strengthens teamwork and communication skills.
Independent learning tasks	Provide assignments that allow students to explore and learn at their own pace. This is very useful in supporting student-guided learning and developing learning independence.

4.
Supporting and Inhibiting Factors for Implementing Heutagogy

Analysis of data from interviews and observations also identifies factors that support or hinder the implementation of heutagogy. Supporting factors include institutional support, lecturer training, and curriculum flexibility. On the other hand, inhibiting factors include resistance to change, lack of resources, and time constraints.

Table 4. Table of Supporting and Inhibiting Factors in the Implementation of Heutagogy

Supporting Factors for Implementing Heutagogy	Description
Institutional support	Commitment from the university or school in providing resources and policies that support the application of heutagogy.
Lecturer training	The training program is provided to help lecturers understand and apply the heutagogy method effectively.
Curriculum flexibility	The curriculum is designed to be adaptive and provide space for initiative and independent exploration by students.

Factors Inhibiting the Implementation of Heutagogy	Description
Resistance to change	The reluctance of lecturers or administrative staff to accept and adopt new methods, often due to comfort with old methods.
Lack of resources	Lack of resources such as technology, learning materials, or funds can limit the ability to apply heutagogy effectively.
Limited time	Busy schedules and other time demand make it difficult to implement approaches that require more preparation and flexible learning time.

5. Understanding the Effectiveness of Heutagogy at STEBIS Bina Mandiri

Overall, the research results show that the heutagogical approach is effective in increasing learning independence and student learning outcomes at STEBIS Bina Mandiri. The implementation of heutagogy not only supports better academic achievement, but also fosters learning independence which is an important competency in the 21st century.

Table 5. Table of the Effectiveness of Heutagogy in Improving Aspects of Independence and Learning Outcomes

Aspects of Heutagogical Effectiveness	Description of Effectiveness
Increasing Learning Independence	Heutagogy helps students become more independent in their learning process, enabling them to organize and direct their own learning.
Improved Learning Outcomes	Students at STEBIS Bina Mandiri demonstrated improvements in their academic results, indicating that this approach is effective in supporting better academic achievement.
21st Century Competency Development	The heutagogical approach supports the development of important skills such as critical thinking, collaboration, and creativity, which are highly valued in the global and professional context of the 21st century.

The results of this research provide an in-depth understanding of the effectiveness and relevance of heutagogy in the context of higher education at STEBIS Bina Mandiri. These findings can be the basis for developing strategies and practical guidelines for educators to implement heutagogy more effectively, thereby strengthening students' learning independence and motivation in the future.

DISCUSSION

Effective education has become an important focus in the context of globalization and technological progress. During these demands, the heutagogical approach emerged as an attractive alternative to increase student independence and learning outcomes. Heutagogy emphasizes the active role of students in managing their own learning, by combining critical thinking, reflection, and problem solving. In this context, this research aims to evaluate the effectiveness of heutagogy at STEBIS Bina Mandiri, filling the gap in literature related to empirical research in the Indonesian educational context.

This study uses a mixed approach which combines quantitative and qualitative elements. Research participants consisted of students and lecturers at STEBIS Bina Mandiri, selected through purposive sampling techniques to cover a diversity of academic backgrounds and learning experiences. Data collection instruments include online surveys with students, semi-structured interviews with lecturers, and direct observations in classes that apply heutagogy.

Data analysis was carried out quantitatively and qualitatively. Survey results show that many students see heutagogy as an approach that helps them develop learning independence and improve understanding of concepts. Interviews with lecturers provide an in-depth understanding of the benefits and challenges of implementing heutagogy. Observations revealed effective practices such as problem-based discussions and collaborative projects.

In the context of increasing the effectiveness of student learning at STEBIS Bina Mandiri, heutagogy has been implemented as an innovative approach that supports independent learning and student empowerment. This research has explored the influence of heutagogy in facilitating independent learning and improving learning outcomes through methods involving surveys, interviews, and observations.

1. The Influence of Heutagogy on Student Learning Independence

Heutagogy, which emphasizes autonomous learning, has allowed students to take greater control over their learning process. With a focus on independent learning, students at STEBIS Bina Mandiri develop skills to manage their own learning, which not only improves understanding of the material but also prepares them for lifelong learning. This is confirmed through survey data which shows that most students feel more independent in learning after taking courses that apply heutagogy.

2. The Impact of Heutagogy on Improving Learning Outcomes

Through a heutagogical approach, students are involved in activities that require critical thinking, reflection, and complex problem solving, all of which are important components for deep learning. Data from interviews with lecturers and classroom observations indicate that students involved in the heutagogical approach show improvements in conceptual understanding and analytical abilities. This indicates that heutagogy not only supports long-term retention of knowledge but also enriches the learning process by integrating practical and theoretical applications.

3. Curriculum Responsiveness and Adaptation

One of the important findings from this research is the need for curriculum adaptation to better support heutagogy. A flexible and adaptive curriculum allows lecturers to incorporate elements of heutagogy more effectively, such as research-based projects and assignments that spark student initiative. This supports more

independent learning and gives students the freedom to explore topics they are interested in, which in turn increases motivation and engagement in learning.

4. Challenges in Implementing Heutagogy

Although heutagogy provides many benefits, its implementation also encounters several challenges. Resistance to change from faculty and administration sometimes hinders adoption of this approach. In addition, limited resources and the need for additional training for lecturers to effectively implement heutagogical learning strategies are also recognized as major barriers. These limitations demonstrate the importance of institutional support and ongoing professional development for lecturers.

5. Recommendations for Better Practices

Based on the results of this research, it is suggested that STEBIS Bina Mandiri and other similar institutions in Indonesia may need to consider several strategic steps to optimize the implementation of heutagogy:

- a. Professional Development: Conduct workshops and training sessions for lecturers on heutagogy methodology and how to effectively integrate it in teaching.
- b. Curriculum Evaluation and Adaptation: Review and modify the curriculum to ensure flexibility and support for independent learning and student initiative.
- c. Increasing Resources: Allocation of adequate resources to support heutagogy-based projects and activities, including educational technology that supports independent learning.

Overall, this research shows that heutagogy is effective in increasing learning independence and learning outcomes at STEBIS Bina Mandiri. These results provide a basis for developing strategies and practical guidelines for educators in implementing heutagogy more effectively, as well as contributing to the literature on the application of heutagogy in Indonesia.

D. CONCLUSION

The conclusion of this research is that the heutagogical approach is effective in increasing learning independence and student learning outcomes at STEBIS Bina Mandiri. Using mixed methods that combine quantitative and qualitative elements, this research succeeded in collecting data from various perspectives, including student perceptions, lecturer experiences, and direct practice in the classroom. Survey results show that most students see heutagogy as an approach that helps them develop learning independence and improve understanding of concepts. Interviews with lecturers provide insight into the benefits and challenges of implementing heutagogy, while observations reveal effective practices such as problem-based discussions and collaborative projects. Supporting factors in implementing heutagogy include institutional support, lecturer training, and curriculum flexibility, while resistance to change and limited resources are inhibiting factors.

Overall, this research provides an in-depth understanding of the effectiveness and relevance of heutagogy in the context of higher education in Indonesia. These findings can be the basis for developing strategies and practical guidelines for educators in implementing heutagogy more effectively, as well as contributing to the literature on the application of heutagogy in Indonesia.

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