

Future Civic Education Learning Paradigm: A Transformation of Pedagogy to Heutagogy

Yasnita¹, Agus Munandar², Aqiq Muttaqin³, Iqbal Raihan⁴, Chanisa Putri Terttia⁵
Universitas Negeri Jakarta, Indonesia^{1,2,3,4}

Abstract: This article discusses a transformation of Civic Education Learning Approach at Junior and Senior High School Levels. This article came up from the result of preliminary study conducted on several college students, high school students and teachers of Civic Education. The preliminary study shows that students were less enthusiastic and interested in learning Civic Education because of boredom. The values and norms learned seem to be the ivory tower that exists but do not live in the society. This study used qualitative research design conducted at two Senior High Schools (State and Private) and two Junior High Schools (State and Private) in Jakarta. The informants and respondents of this study were students and teachers of Civic Education. This study shows that students were suffering from boredom of learning Civics Education. The values and norms they have learnt did not appear in their real social life. Civic Education was viewed as a dogma leading the students to think of “what and how it should be”. Therefore, Heutagogy approach could be used as one of alternative solutions of this challenge. Moreover, Independent learning atmosphere also provides a wide space for students to learn independently as their own style of learning. The finding of this study indicates that Heutagogy approach could answer the questions in building a bridge between the theory (concept) and action (real context) so that students were able to construct their knowledge based on their unique experience.

Keywords: learning, future, civic education, pedagogy, heutagogy

Introduction

Various research results on intelligence, achievement, and various factors which correlate with human success have implications on the transformation of the world of education. Learning approach which follows the principle of “what to think” (indoctrination) has slowly moved to principle of “how to think”. It is focused on the ability to think as an important aspect of the provision of human life to adapt and solve various life problems (Wahab & Sapriya, 2011). The concept of independent learning set by the Ministry of Education and Culture of the Republic of Indonesia is a tangible manifestation of this paradigm shift.

¹yasnita@unj.ac.id

²agusmunandar@yahoo.com

³aqiqmuttaqin01@gmail.com

⁴raihaniqbal491@gmail.com

⁵channissaterttia@gmail.com

Pancasila and Civics Education (PPKn) subjects are subjects which are focused on strengthening the character of students with the aim of forming smart and good citizens who are aware of their rights and obligations as citizens. Throughout the history of its existence, Civics subjects have undergone several name changes. Starting from PMP (Pancasila Moral Education), PPKn, Pkn, and return to PPKn. Azyumardi Azra (2008) stated that this subject has not developed since it tends to use a doctrinal, monologic, and non-participatory approach.

Azyumardi Azra's statement is very relevant to the results of the previous research which had conducted by the researcher. Several PPKn teachers stated that they had difficulty developing the material; especially, focusing on a process-oriented attitude since the assessment demands are cognitive and result-oriented. Normative and abstract material makes students feel bored and does not stimulate students to develop their curiosities. It is worsened by the way teachers teach students who indoctrinate students, and stigmatize right and wrong on certain behaviors, and explain "appropriate" behavior.

Normative learning is assumed to make students experience value bias. On the other hand, various acts of irregularities and violations are shown or informed every day by the mass media or social media. The monologic and indoctrinating approach is allegedly the main cause.

Thus, it is time for Civics subjects to refer to the future learning paradigm, which is free, open; besides, it provides the widest possible opportunities and learning spaces for students. Furthermore, the pedagogy of "teaching the material" is assumed to be incompatible with the characteristics of Generation Z and Alpha who have a strong curiosity and like choices according to their learning style. The contemporary learning approach which can accommodate these needs is heutagogy.

Literature Review

The heutagogical approach is based on the principle that students become catalysts of learning and can determine for themselves how to learn. This principle is very much in line with the concept of independent learning which is currently being echoed into a new perspective in education. Therefore, civics should be able to adapt to the future learning paradigm.

Boyer (2014) and Blascke (2012) state that there are 4 aspects which need to be emphasized in heutagogy learning, that are: independence, communication and collaboration skills, creativity, and positive thinking. In addition, Narayan (2014) and Hase (2016) stated that Heutagogy does not focus on what learn but focus on how to learn.

The results of research which had conducted by Kamrozzaman et al (2019) show that the heutagogy approach can facilitate students to become lifelong learners. Meanwhile, Blascke (2018) asserts that through this approach, students can make their own decisions about how to learn to understand a topic.

Methodology

This study was conducted in several junior high schools (SMP) and high schools (SMA) in Jakarta and Bekasi with public and private status. Preliminary research was conducted to

collect information related to students' perceptions of the subjects of Pancasila and Civics Education.

Furthermore, the researcher collected information related to the experiences and teaching styles of Civics teachers. Some of the questions which were asked related to the pattern of relationships, sources of knowledge, focus of discussion, how to assess, and the flexibility of communication with students. Moreover, information was collected from 23 PPKn teachers spread across Jakarta, Bekasi, Depok, Banten, Bogor and Kuningan districts, West Java. The collected information is grouped according to its category in order to make it easier to analyze. In addition to getting direct information, data collection was also conducted through observation, which was conducted at Labschool Cibubur Junior High School, Labschool Senior High School, and Senior High School 59 Jakarta in order to confirm other information. All information obtained was then analyzed and discussed with various concepts, theories, and results of previous research so that conclusions could be obtained from this study.

Findings & Discussion

Students' Perceptions of PPKn Subjects

The phenomenon of learning loss, which is an important reason for the emergence of an independent curriculum, strengthens the assumption that so far "schools" are still the ivory tower of education administration, and they seem to be the only education center. The result of the previous study which had conducted shows that generally students stated that Civics was a boring subject. The PPKn material taught by the teacher was based on textbooks and the teacher lectures students when teaching. Meanwhile, only 15% of students said that Civics was a fun subject.

The result of the questionnaire to 136 student respondents shows the following results:



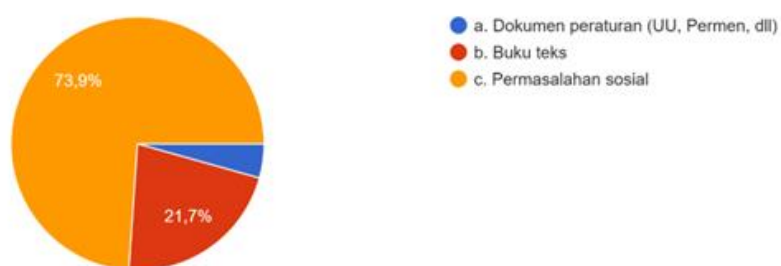
This condition is relevant to the results of research which had conducted by Winarno (2013) which shows that to date the Civics teacher has not acted as a facilitator, but as a teacher who only transfers knowledge and he has not performed a function to improve

students' thinking skills and value systems. Moreover, monologic and indoctrinative learning is considered irrelevant to the demands of current developments. Not only boring, but it can also be a barrier for Civics teachers to strengthen the character of students who are integrated in their knowledge, attitudes, and behavior (Widiatmaka, 2016).

PPKn Knowledge Sources and Learning Models

If more than 20% of students state that teachers use textbooks as a source of knowledge, it is in line with the results of research which had conducted on PPKn teachers.

3. Apa yang umumnya menjadi fokus pembelajaran...
23 jawaban



21.7% of teachers still use textbooks as the focus of learning. According to the results of an interview with a teacher, the reason is that because the test questions given are generally sourced from books. Therefore, it is assumed that students cannot work on the questions optimally if the material comes out of the textbook. These are the dilemmas faced by PPKn teachers if the learning material is not from the textbook.

The concept of material exploration still seems to be a challenge in learning Civics. The discrepancy between the learning objectives and the test model is a mission which has not been resolved. Furthermore, civics subjects are subjects that carry the mandate to strengthen the character of students who are integrated in their knowledge, attitudes and behavior. Thus, if the mastery of knowledge and test scores is the orientation, it is clearly not relevant to the learning objectives of this subject.



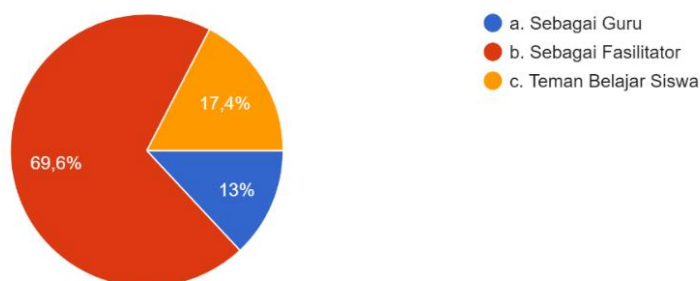
In the table above, it shows that 50% of students want the models and sources of material in Civics lessons to be more contextual, and in accordance with real life experiences in the midst of society (social reality). Learners are also more demanding of practice, freedom to explore and are more challenging so that encourage curiosity about the lesson. The things which are expected by these students are relevant to what had explained by Trilling and Hood (1999) in Wijaya, et al (2016), that currently the world is entering a period of knowledge. Learning at this time is directed at social problems, and there is a process where students explore knowledge so that they will find their own answers to various problems that require academic solutions.

According to the results of research which had conducted on teachers, 73.9% stated that they use social problems as a source of knowledge. It means that it is a good step which shows the new awareness of Civics teachers to the demands of future learning.

Teacher and Student Relationship Pattern

The pattern of relations is one of the main focuses in the age of knowledge and heutagogy. The subject-object relationship is considered no longer relevant to the demands of today's learning and the characteristics of the generation of students. Regarding this matter, PKN teachers across generations gave various answers, as shown in the following diagram:

1. Bagaimana Bapak dan Ibu memposisikan diri dalam kegiatan pembelajaran...
23 jawaban

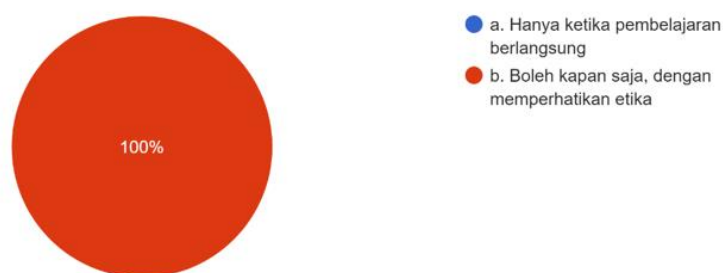


69.6% of PPKn teachers stated that they positioned themselves as facilitators in learning activities, 17.4% positioned themselves as study partners, and 13% positioned themselves as teachers. When the interview was conducted, the teacher who stated that he positioned himself as a partner of study stated that it was needed a strong emotional bond between the teacher and the student so that learning could run optimally.

In the industrial era, teachers are in full control of the learning process, and everything is teacher centered. It is different from the industrial period, where the teacher is a facilitator. Another thing to be proud of is the openness of the communication space, where 100% of the teachers state that students can communicate at any time, as long as they pay attention to communication ethics.

4. Kapan komunikasi dengan siswa dilakukan...

23 jawaban



Referring to the findings above, independence is the main focus of learning which is dreamed of by teachers and students. When students are given free space to learn and explore knowledge, at the same time, students are challenged to be independent. They are encouraged not to depend on the teacher.

Transformation of Pedagogical Approaches to Heutagogy

The various research findings above show a tendency that students' expectations about ideal learning are in line with what PPKn teachers have been doing. Slowly but surely, Civics teachers began to transform the learning approach which had been conducted to date.

The pedagogical approach which is more focused on teaching science is starting to be abandoned. It can be proven by the pattern of teacher-student relationships, sources of knowledge, and learning models used by PPKn teachers.

Heutagogy began to be a new approach to this subject. Heutagogy is an approach in learning where students can determine their own way of learning, so that they can continuously interact with their surroundings in learning activities (Hase & Kenyon, 2000).

In this interaction process, students are expected to be able to take the meaning of everything learned, and use it as a basis for living life, solving problems, and making decisions (Blascke, 2018). At this step, students are said to be independent and have creativity. It is relevant to the opinion of Boyer (2014) and Blascke (2012) which stated that there are 4 aspects which need to be emphasized in heutagogy learning, that are: independence, communication and cooperation skills, creativity, and positive thinking.

Heutagogy is an approach which is more focused on the process of how students learn something, not on what is learned (Narayan, 2014) (Hase, 2016). In addition, the free space provided by the teacher in Civics learning can be a space for students to grow and develop optimally. Through heutagogy, students can be lifelong learners (Kamrozzaman et al, 2019).

Conclusion

Pancasila and civics education are currently faced with future competency that is a period of knowledge where humans are required to be able to think critically, have innovations, solve problems, collaborate, communicate, and have literacy skills.

This demand has implications for the transformation of learning. Learning which focuses on social problems and provides flexibility for students to explore knowledge in the pattern of partner relationship, where the teacher becomes a facilitator. It has been realized by

Pancasila and Civics Education teachers. The current learning phenomenon shows a transformation of learning "pedagogy" (to teach) to "heutagogy" (learning).

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About the Author:

Chief Researcher
Yasnita <i>Universitas Negeri Jakarta, Indonesia</i>
Researcher Member
Agus Munandar <i>Universitas Negeri Jakarta, Indonesia</i>
Aqiq Muttaqin <i>Universitas Negeri Jakarta, Indonesia</i>
Iqbal Raihan <i>Universitas Negeri Jakarta, Indonesia</i>
Chanisa Putri Tertia <i>Universitas Negeri Jakarta, Indonesia</i>

