



## Relationship on Three Factors Self Efficacy, Self-Actualization, and Working Environment with Heutagogy

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### Abstract

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Training for adults requires different ways and techniques in the application of special techniques that involve learning facilitators. An effective facilitator must have knowledge and competence about the content they teach, as well as skills to control the group. This leads to the need that the facilitator needs personal qualities that not only reflect the professionalism and character of the facilitator but also be able to overcome problems that occur in adult learning. This also happened at the Balai Besar Pemerintahan Desa Kementerian Dalam Negeri (BBPD) in Indonesia, which has the task and responsibility of conducting learning and training for village officials throughout Indonesia. Officials who are generally adult learners and have busy schedules need a reliable facilitator in the learning process. One of the things is to apply heutagogy as an alternative solution to maintain the facilitator's ability in adult learning. The application of heutagogy is expected to make the learning process lead to a sustainable system because they can return to their hometown with the expected application of knowledge. Based on the results of the preliminary analysis from the initial survey include the need for correct self-efficacy and the existence of a well-considered working environment also self-actualization in order to work more optimally in the learning process of adult learning using heutagogy. However, this needs to be proven empirically by quantitative research in more depth in the scope of BBPD so that the research result can state the validity of these three variable factors to the adult learning process carried out by BBPD. This research is explanatory research, which is research that seeks to explain the causal relationship that occurs between research variables and test hypotheses that have been formulated with quantitative research methods. There were 97 participants of facilitators from three BBPD locations, namely Malang (26), Lampung (34), and Yogyakarta (37). The result shows that self-efficacy has the most significant factor among other aspects.

**Keywords:** self-efficacy, self-actualization, working environment, heutagogy, facilitator

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## INTRODUCTION

Training for adults requires different ways and techniques in the application of special techniques that involve learning facilitators (Merriam & Kee, 2014; Wilson, 2012; Zagir & Mandel, 2020). However, learning facilitators require a larger budget and involve many workers. Therefore, effective and efficient ways to improve the competence of learning facilitators must be implemented (Sichula & Genis, 2019). This is because an effective facilitator must have knowledge and



competence about the content they teach, as well as skills to control the group (Delisle et al., 2016; Kolb et al., 2008).

This leads to the need that the facilitator needs personal qualities that not only reflect the professionalism and character of the facilitator but also be able to overcome problems that occur in adult learning which is generally carried out in groups (Imel, 1999). These qualities are not necessarily inherent but require constant training in order to be fully formed and then put to good use by the facilitator. So learning facilitators in this scope play a strategic role in improving the quality and service of adult learning.

This also happened at the Balai Besar Pemerintahan Desa Kementerian Dalam Negeri (BBPD) in Indonesia, which has the task and responsibility of conducting learning and training for village officials throughout Indonesia (Kementerian Dalam Negeri, 2016). Officials who are generally adult learners and have a busy schedule need a reliable facilitator in the learning process. Therefore, it is important to have a professional and competent learning facilitator who maintains communication with this dynamic and evolving development (Rasyad et al., 2020).

BBPD, which seeks to apply adult learning, continuously strives to find the best method so that its tasks can run as effectively as possible. One of the things is to apply heutagogy as an alternative solution to maintain the facilitator's ability in adult learning (Blaschake, 2021; Chacko, 2018). Heutagogy applies a holistic approach to developing learner abilities, with learning as an active and proactive process and learners functioning as "the main agents in their own learning, which occurs as a result of personal experience (Blaschke, 2012). The application of heutagogy is expected to make the learning process lead to a sustainable system because the training run by BBPD has the aim that the participants, namely village officials, can return to their hometown with the expected application of knowledge.

When the implementation of heutagogy was carried out, it turned out that there were several problems faced by the facilitators available at BBPD. Facilitators who feel that they are limitations often less proactive about learning conditions and are not confident in carrying out the tasks assigned to become facilitators in the training group provided. Preliminary surveys show that facilitators also feel that the work environment they occupy is less supportive of the training. Although basically, the work environment available in the BBPD falls into the good category, some facilitators state the opposite.

This is a problem that is quite worrying for the higher-ups official at BBPD because facilitators play an important role in the learning process. Self-distrust in the work environment brings the application of self-efficacy popularized by Bandura (Bandura et al., 1999), and is important to be overcome by facilitators in order to be better at conducting training. Self-efficacy, which has the main elements, namely: (1) Magnitude, (2) Generality, (3) Strength, and (4) Magnitude (Flammer, 2018), is expected to help to explore problems that occur within the facilitators (according to the initial survey) in carrying out training.

Another problem that arose in the initial survey was complaints about the work environment in the implementation of training within the scope of BBPD. This is because BBPD is only found in three locations in Indonesia (Lampung, Yogyakarta, and Malang) to accommodate all official village training held

simultaneously. So that the trainees are required to stay at the location provided for a long time. This causes the facilitators to also become distracted by non-technical disturbances from participants, which results in the ceaselessness of the training process. However, the work environment is still controversial because a conducive work environment has many factors that can be said to be worthy of a learning process (Shabbir et al., 2020).

The last thing that emerged from the preliminary survey was the lack of motivation from the facilitators to establish themselves as a teacher who benefited the village officials they trained. Facilitators still feel that what they are doing has not become self-actualization as a motivation that can encourage more optimal work results. The self-actualization of the facilitators should be able to make them agents of change in the learning process, which in the end is able to encourage the trainees to be more enthusiastic in the process (Palak & Papuda-Dolińska, 2015). The self-actualization of these facilitators (who are also teachers indirectly) should be able to increase motivation at the highest level (Dodd, 2001), because self-actualization is the culmination of motivation based on Maslow's motivation theory (Akpan & Kennedy, 2012).

Based on the results of the preliminary analysis from the initial survey, it can be concluded temporarily that there are several problems that need to be identified and sought for relationships so that the facilitators in the BBPD can ultimately carry out their duties more optimally. These problems include the need for correct self-efficacy and the existence of a well-considered work environment. In addition, the motivation of the facilitators needs to be further researched, whether it is true that the facilitators need a level of motivation up to self-actualization in order to work more optimally in the learning process. However, this needs to be proven empirically by quantitative research in more depth in the scope of BBPD, as well as proving whether there is a strong relationship between self-efficacy factors, work environment, and also self-actualization to the success of learning for adults with a heutagogy process in it so that the research result can state the validity of these three variable factors to the adult learning process carried out by BBPD.

## **METHODS**

This research is explanatory research, which is research that seeks to explain the causal relationship that occurs between research variables and test hypotheses that have been formulated with quantitative research methods. There were 97 participant of facilitators from three BBPD locations, namely Malang (26), Lampung (34), and Yogyakarta (37). Data collection was carried out in September-October 2023. All participants were facilitators who were given questions to understand the relationships and contributions of the three factors that had been previously disclosed with the application of heutagogy in BBPD. The depiction of the relationship diagram can be reviewed in the following figure:

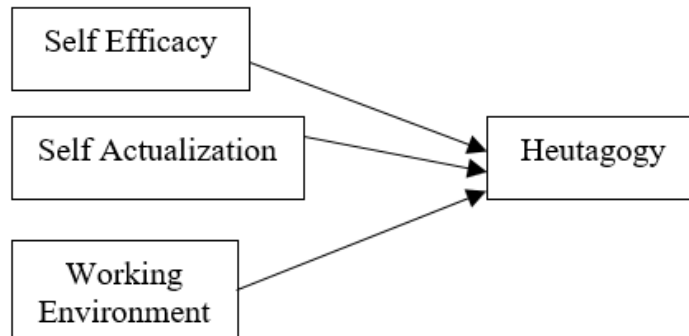


Figure 1. Variable Relationship Diagram

## RESULTS & DISCUSSION

### Sociodemographic Profile of the Participants

Out of 128 population, 97 facilitators participated as a sample. Based on the consequences of the study, of the 97 people who were sampled in this study, seven people (7.2%) of them were aged 20-40 years, 34 people (35.1%) were aged 31-40 years, 32 people (33%) were aged 41-50 years old and 24 people (24.7%) aged 51-60 years. Forty-two people (43.3%) of them were men, and 55 people (56.7%) were women. Based on education level, 97 respondents consisted of 1 person (1%) of whom the latest education was at D3 level, 54 people (55.7%) had the latest education at D4/S1, 40 people (41.2%) had the latest education at S2 level and 2 people (2.1%) have the latest education at S3 level. The working period of the 97 people sampled in this study, 13 people (13.4%) of whom had worked for 0-5 years, 16 people (16.5%) had worked for 6-10 years, 29 people (29,9%) have worked for 11-15 years, 8 people (8.2%) have worked for 21-25 years and the remaining 16 people (16.5%) have worked for more than 25 years. 7 people (7.2%) of them were aged 20-40 years, 34 people (35.1%) were aged 31-40 years, 32 people (33%) were aged 41-50 years old and 24 people (24.7%) aged 51-60 years. 42 people (43.3%) of them were men and 55 people (56.7%) were women. Based on education level, 97 respondents consisted of 1 person (1%) of whom the latest education was at D3 level, 54 people (55.7%) had the latest education at D4/S1, 40 people (41.2%) had the latest education at S2 level and 2 people (2.1%) have the latest education at S3 level. The working period of the 97 people sampled in this study, 13 people (13.4%) of whom had worked for 0-5 years, 16 people (16.5%) had worked for 6-10 years, 29 people (29,9%) have worked for 11-15 years, 8 people (8.2%) have worked for 21-25 years and the remaining 16 people (16.5%) have worked for more than 25 years.

### Descriptive Data at the Variables Measured

Research rankings at the variables heutagogy, self-efficacy, self-actualization and paintings surroundings for all of the samples have been offered in Table 1 below. Overall, the suggested price of those variables suggests that the facilitator agrees (4) with the statements contained in the questionnaire instrument.

Heutagogy showed an average of 4.130, self-efficacy showed an average of 4.234, self-actualization showed an average of 4.168 and work environment with an average of 4.022.

**Table 1.** Means and widespread deviations of the variables

Variables	Min	Max	Mean	SD
Self Efficacy		1	4.	0
	.231		234	,589
Self Actualization		1	4.	0
	.667		168	,681
Working Environment		1	4.	0
	.769		022	,642
Heutagogy		1	4.	0
	.154		130	,621

### Relationship between Heutagogy, Self-Efficacy, Self-Actualization and Working Environment

The F statistical check essentially suggests whether or not all impartial or impartial variables covered within the version have a joint impact at the based/sure variable. If the calculated F fee is more than the F desk, then Ho may be rejected at a 5% self-belief diploma that the impartial variables concurrently and substantially have an effect on the based variable. And if the calculated F is more than the desk F fee, then Ho is rejected and Ha is accepted. Simultaneous regression version checking out may be visible in Table 2. Based on the outcomes of the calculations in Table 1, the following results are obtained: In the hypothesis whether efficacy has an effect on heutagogy, Fount is 295.762 (Sig F = 0.000). Fable on the 5% importance degree with stages of freedom 1 and ninety six of 3.94. Because Fount > Ftable (>3.94) and Sig F <5% (0.000 <0.05) then Ho is rejected, which means there is a direct influence between self-efficacy on the facilitator's heutagological ability.

In the hypothesis whether self-actualization has an effect on heutagogy, Fount is 84.038 (Sig F = 0.000). Table at the 5% significance level with degrees of freedom 1 and 96 of 3.94. Because Fount > Ftable (>3.94) and Sig F <5% (0.000 <0.05) then Ho is rejected, which means there is a direct influence between self-actualization on the facilitator's heutagogy ability.

In the hypothesis of whether or not the environment of working surroundings has an impact on heutagogy, it is obtained that the F count is 91.251 (Sig F = 0.000). Table at the 5% significance level with degrees of freedom 1 and 96 of 3.94. Because Fount > Ftable (>3.94) and Sig F <5% (0.000 <0.05) then Ho is rejected, because of this that there's an immediate affect among the paintings surroundings at the facilitator's heutagological ability. In the hypothesis of whether self-efficacy, self-actualization, and work environment together affect heutagogy, Fount is 62,908 (Sig F = 0.000). Table at 5% significance level with 1 and 96 degrees of freedom of 2.70. Because Fount > Ftable (> 2.70) and Sig F < 5% (0.000 < 0.05) then Ho is rejected, which means that there is a joint influence of self-

efficacy factors, self-actualization and work environment on the facilitator's heutagogical ability.

Partial Regression Model t Test (take a look at) is a partial regression version take a look at this is used to decide whether or not every unbiased variable forming the regression version personally has enormous impact at the established variable or not. The unbiased variable forming the regression version is stated to have a enormous impact if  $t_{count} > t_{desk}$  or enormous  $\leq 0.05$ . Partial regression version checking out may be visible in Table 2. In testing the hypothesis whether self-efficacy affects the facilitator's heutagogy, the t-count is 17.198 With a importance fee of 0.000. The statistical fee of the t-check is more than t table ( $17,198 > 1.66$ ) or the significance value is less than  $= 0.05$ , so it can be concluded that the self-efficacy variable partially has a significant influence on the facilitator's heutagogy ability.

In trying out whether or not self-actualization has an impact on heutagogy, the count is 9.167 with a importance fee of 0.000. The statistical fee of the t-check is more than t-table ( $9.167 > 1.66$ ) or the importance fee is much less than  $= 0.05$ , so it may be concluded that the self-actualization variable partly has a large impact on heutagogy. In trying out whether or not the paintings surroundings have an impact on heutagogy, the count is 9.553 with a importance fee of 0.000. The statistical fee of the tcount check is more than ttable ( $9.553 > 1.66$ ) or the importance fee is smaller than  $= 0.05$ , so it's miles concluded that the paintings surroundings variable partly has a large have an impact on at the heutagogy variable. In trying out the speculation whether or not self-efficacy, self-actualization and paintings surroundings collectively have an effect on heutagogy, the t-rely fee suggests that the t-rely for the self-efficacy variable is 9.419 with a importance fee of 0.000. The statistical fee of the t-check is more than t-table ( $9.419 > 1.66$ ) or the importance fee is smaller than  $= 0.05$ , so it may be concluded that the self-efficacy variable partly has a large impact at the heutagogy variable. The self-actualization variable acquired t rely of 0.594 with a importance fee of 0.554. The statistical fee of the t-check is smaller than t-table ( $0.594 < 1.66$ ) or the importance fee is more than  $= 0.05$ , so it may be concluded that the self-actualization variable partly does now no longer have a large impact at the heutagogy variable. Work surroundings variable received t depend of 3.024 with a importance cost of 0.003. The statistical cost of the t-take a look at is extra than t-table ( $3.024 > 1.66$ ) or the importance cost is much less than  $= 0.05$ , so it may be concluded that the variable the paintings surroundings partly has a tremendous have an impact on at the heutagogy variable. The coefficient of dedication essentially measures how some distance the version's capacity to provide an explanation for versions withinside the based variable is, at the same time as the relaxation is defined with the aid of using different variables out of doors the version as proven in Table 2. This has a look at makes use of the adjusted R Square cost to assess the excellent regression version.

Based on the analysis that has been carried out on the hypothesis of whether self-efficacy has an effect on heutagogy, it is obtained a value of 0.754 or 75.4%. That is, the magnitude of the effect of the self-efficacy variable on heutagogy is 75.4%. While the final impact of 24.6% is defined via way of means of different variables out of doors this regression equation.

## Discussion

The results showed a positive influence of self-efficacy on the facilitator's heutagogy ability. This is evidenced by a count of 17.198 with a significance value of 0.000. The statistical value of the calculated t test is greater than the tablet ( $17.198 > 1.66$ ) or the significance value is less than  $\alpha = 0.05$ , so it is concluded that the self-efficacy variable partially exerts a significant influence on the heutagogy variable.

Heutagogy has been built on the concept of ability in which people apply competencies to and have a high level of self-efficacy to learn and know how to learn [25]. Capable people exhibit the following traits: self-efficacy, in knowing how to learn and constantly reflecting on the learning process, communication and teamwork skills, working well with others and communicating openly, creativity, especially in applying competencies to new and unfamiliar situations and not known openly. By being able to adapt and be flexible in approaches, positive values (Maykut RN, BScN, MN, DNP et al., 2019; Ivtzan et al., 2013)

Heutagogy is a new paradigm in education that emphasizes aspects of student leadership. Some of the special features of the heutagogy approach are self-efficacy, knowing how to learn, creativity, and giving students the ability to be able to flexibly implement their competencies in various situations (Chawla & Singh, 2019). The origins of heutagogy (being in pedagogy that lies the theory of complexity and the development of abilities, and extends the idea of lifelong and lifelong learning in presenting an approach that makes use of self-determined learning. Ability implies, is the utilization of self-efficacy competencies that respond to the theory of complexity (Maykut RN, BScN, MN, DNP et al., 2019). Self-efficacy is assessed as an individual's assessment of specific abilities based on past successes or failures this has implications for the importance of self-efficacy in motivational mediation, since it does not have a significant impact on procrastination, which is inconsistent with the literature and suggests more research is needed to determine the impact of self-efficacy (Kamaruddin & Rasdi, 2021). The reasons for engagement are covered in the theory of self-determination, in which the individual is driven by a desire for competence, autonomy and interrelationship, a theory of motivation that integrates expectations and values depending on the self-efficacy of the individual and the perceived impact on the individual's self-concept, intrinsic value, perceived usefulness for future circumstances or consideration of the impact of success or failure (Elstad & Christophersen, 2017).

The results showed a positive influence of self-actualization on the facilitator's heutagogy ability. This is evidenced by a count of 9.167 with a significance value of 0.000. The statistical value of the calculated t test is greater than the tablet ( $9.167 > 1.66$ ) or the significance value is less than  $\alpha = 0.05$ , so it is concluded that the self-actualization variable partially exerts a significant influence on the heutagogy variable.

The results showed a positive influence of the work environment on the heutagogy ability of the facilitator. This is evidenced by a calculated t of 9.553 with a significance value of 0.000. The statistical value of the calculated t test is greater than the tablet ( $9.167 > 1.66$ ) or the significance value is less than  $\alpha = 0.05$ , so it is concluded that the work environment variable is quite significant in effect.

Self-efficacy, self-actualization, work environment in this study simultaneously had a significant positive effect on the facilitator's heutagogy. F count of 113.126 (Sig F = 0.000). The fable at a real level of 5% with free degrees 1 and 96 is 2.47. Because Fount > Ftablel (>2.47) and Sig F < 5% (0.000 < 0.05) this means that there is a joint influence of self-efficacy, self-actualization and work environment on the facilitator's heutagogy ability. Based on the analysis that has been carried out, the value of R Square is obtained by 0.785 or 78.5%. That is, the magnitude of the influence of variables of self-efficacy, self-actualization and work environment on heutagogy is 78.5%. Meanwhile, the remaining influence of 21.5% is explained by other variables outside the equation or that were not studied in this study.

Individuals who have the ability to learn independently, one of which is able to show the following characteristics, including having self-efficacy, namely in knowing how to learn and continuously reflecting on the learning process. (Grizhev & Iliev, 2020). This learning agency is the basic premise of heutagogy, which contributes and is incorporated into other principles of the theory, for example, self-efficacy and learner abilities. Once the learner becomes an active agent of his learning, he begins to develop self-efficacy, which then has the impact of promoting cognitive development and positive self-perception, and strengthening the learner's sense of accomplishment and ability while learning (Flammer, 2018).

State-dependent learning conditions have been recognized as having an important role in retention and memory, this suggests that we tend to remember parts of learning under the same conditions when we get them. If you want someone to learn and transfer skills effectively, then they need conditions similar to the conditions under which they will apply them. The simulator is very cleverly designed to recreate real-life conditions. It makes sense that if we want people to be problem solvers, creative, innovative, independent, confident, and active as learners, then we need to design our learning experience accordingly. Teacher-centered approaches tend to develop dependent learners (Blaschke, 2012). Heutagogy has also been built on the concept of capability in which people apply competencies to new situations as well as familiar situations, have a high level of self-efficacy to learn and know how to learn (Blaschke, 2012). Deeper learning, with a heutagogy interest, involves self-reflection, action learning, and two-round learning (Blaschke, 2012) in which core values and assumptions are challenged. Heutagogy is focused on learning that facilitates the capacity to learn throughout life (Gros et al., 2016).

This change in our cognitive schemes about how we learn needs to be based on available science that tells us clearly about how people learn well rather than the outdated models built for the industrial revolution. Learners, learning practitioners, policymakers and politicians, and managers of organizations need to be prepared to use this science and to adjust their thinking about learning in the twenty-first century. Heutagogy, or self-determined learning, gave them a framework for thinking about learning in a revolutionary way (Gros et al., 2016).



## CONCLUSION

Aspects of self-efficacy, self-actualization and, the work environment partially have a significant and positive direct effect on the heutagogy ability of facilitators in BBPD. The higher the level of self-efficacy, self-actualization and, work environment, the higher the level of heutagogy ability of facilitators at the Village Government Hall. Among the 3 factors, the highest number is indicated by the self-efficacy factor.

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