



Heutagogical Approach in Play and Games Courses of Early Childhood in Online Learning

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Abstract

This study aims to describe the use of heutagogy approaches in early childhood play and play courses during the online learning phase in the Early Childhood Islamic Education and Research Program at Sultan Taha Jambi National Islamic University. Because of the COVID-19 pandemic, the lecture process will be conducted via distance learning. This is often called online education. However, the effect of absorbing teaching materials is reduced. Due to the lack of active interaction and being limited to online screens, different learning approaches, such as the heutagogy approach, are being used to re-streamline learning in the online classroom. Has been introduced. This study uses Miles and Huberman's interactive model as a case study of data analysis techniques. Data collection from interviews with 26 students and one lecturer. This research shows that students with a bullish approach encourage more active faculty-student interaction and collaboration, exchange ideas, critical thinking, independence, and successful communication research projects. By doing so, we demonstrate that we are having a positive impact.

Keywords: Heutagogical Approach, Online Learning, Children's Play Course

Introduction

The COVID-19 pandemic in mid-March 2020 has been a catastrophe for all countries. Various efforts have been made to stop the spread of the novel coronavirus disease (Covid-19) virus. In response to the spread of COVID-19, the Ministry of Education and Culture has issued Circular No. 4 of 2020 on the Regulations on the Implementation of Education Policy in the Emergency of the Spread of COVID-19 and stipulated in the procedure from home (Permendikbud, 2020). The development of technology that has been increasingly advanced makes it very easy for people to communicate. The development of digital technology creates a connection between humans and devices as if the distance is integrated into one extensive network. Learning resources are also in the palm and can be accessed anytime and anywhere (Sulistya, 2019). This allows the wider community to access education online.

Technology development offers learning opportunities for students to explore and determine how to learn freely (Noor Muslieah et al., 2021). The early childhood Islamic education study program of Sulthan Taha Saifuddin Jambi State Islamic University also applies

online learning. Lectures have been running as usual since the learning application is done from home. This online learning does not make students passive in the classroom. This is due to the lecturers who teach using the heutagogy method, which makes the learning atmosphere fun and requires students to be active to achieve learning goals even with distance learning. Some research results show that distance training can also have advantages, as stated by (Sumarmo, 2004) and (Helmansyah et al., 2021). Online training has advantages in the budget, the flexibility of learning places, abundant learning materials, and an easy learning process. This distance learning still positively affects ordinary students and students in special education groups (Obradovic et al., 2015) and (Prawira et al., 2021, 2022).

With the changes in society caused by the explosive development of information technology, it is necessary to promote innovation in learning, where students have the right to choose what they want to learn and how they learn. In order to conclude that heutagogy is a self-determined learning doctrine, especially from the point of view of skill development, it can be regarded as a natural development of conventional teaching methods, and it is the optimal method. May provide. Learning approach 21st century (Hiryanto, 2017). In this rigorous method, the teacher imposes no special restrictions; it only facilitates the learner (Tjandra & Santoso, 2018).

Heutagogy is an approach to learning in which students learn independently to develop their skills through learning as an active process, becoming their learning and incorporating their personal experiences. Her Heutagogical approach also facilitates the learning process through guidance. In this approach, the teacher acts as a guide through the material and also guides the material derived from the student's ideas. (Muhid, 2021). Each study program must ensure that all the equipment needed is evenly available; with facilities, the distance learning process can be carried out effectively and produce maximum learning. This Heutagogical approach is one of the most appropriate approaches to be used as a learning affirmation during a pandemic because the learning process used at this time is online with communication and information technology devices that can be used to support the development of pandemic-generation student learning. This learning approach refers to a flexible curriculum, e-learning, a reflective learning approach, action-based learning, and practical learning of field experiences (Sari, 2020). As one of the methods with the same vision as the development of human resources in Era 4.0, the heutagogy method will be one of the educational methods that will later help learners to have superior competitiveness in the world of work (Tjandra & Santoso, 2018).

Specific features of distance education using a heutagogy approach such as use (Blaschke, 2012) are as follows, (1) Technology: The symbiotic relationship between technology and distance learning requires distance educators to consider the impact of technology on distance learning theory and practice when using new technologies. Thermodynamics has been identified as a theory with potential application to emerging technologies in distance learning (Anderson, 2010). However, further research and discussion are needed to establish the credibility of heitaology as a theory of distance learning (Wheeler, 2015); (2) Distance learning learner profile: distance learning has traditionally been designed,

developed and delivered for adult learners, typically working adults with more prosperous and more mature life experiences than on-campus learners. (3) learner autonomy: Distance learning, as a different form of education, demands and encourages learner autonomy. This is a skill central to the assertive approach to teaching and learning. Distance learning inherently supports nativist practices because learner autonomy is a feature and encouragement of distance learning environments (Peters, 2001).

In addition, the use of social media also plays a role in enabling students to take a persuasive approach to learning, helping students shape their learning, and engaging students in the learning process through learning in two loops. Can participate in Below is a description of her Heutaggie approach for students in mobile learning environments (Hotimah et al., 2020), (1) With mobile learning tools, learners can design how they learn; (2) Mobile learning can enable learners to form their learning communities with social networking tools suggested and formed by educators. Networks may, many with suitable applications, among others: Whatsapp, Instagram, Facebook, Twitter, Edmodo, Google Meet or Zoom, blogging sites, Youtube, and others; (3) Learners can collaborate with other members of their learning community in developing content; (4) Learners can demonstrate their learning in the way that suits them best. This could include using their mobile device to blog, create Photo Essays, do screencasts, create videos or podcasts, draw, sing, dance, and others; (5) For feedback, learners can take the initiative by asking instructors or educators and their peers. For the acquisition of this feedback, it depends on the learner himself whether it needs feedback or not.

Heutagogy allows students to freely make learning options about what they want to learn and how they can assess and achieve success in learning. This approach allows students to freely use and utilize digital technology devices as a medium and learning resource needed to improve their abilities and achieve learning success. Learning can be the teaching and student activities stages in organizing learning programs. These stages are an activity that outlines each subject matter. The existence of distance learning requires a learning model that can make students active in Zoom classrooms. For this reason, this paper aims to describe the heutagogy approach in learning to play and play in the online era.

Literature Review

They referred to previous research (Hase & Kenyon, 2000) that the heutagogy approach in learning provides experiences to improve personality, independence, and solid learning maturity. According to Lisa Marie Blaschke (Blaschke, 2012), it is also explained that the key concepts in the heutagogy approach are double-loop learning and self-reflection, where students worry about problems and how learning affects confidence in a student's actions. The learning model that uses the implementation of heutagogy supports learning happening in people's lives caused by changes and updates in science and knowledge (Muhid, 2021). Through this previous research, researchers are interested in discussing the heutagogy approach in early childhood play and play courses during online classes to see students' learning process.

Methods

This research is a case study research with a qualitative approach. Case study research is conducted to understand, examine, explain, and test the scientific background with the context of an object or event (Fitrah & Luthfiyah, 2017). The subjects in this study were 26 fourth-semester students and one lecturer at Sultan Thaha Jambi State Islamic University, precisely in the Early Childhood Islamic Education study program. Data analysis is carried out with the Miles and Huberman Interactive model, namely conducting problem analysis, reducing data, presenting data, and drawing conclusions. Data analysis is conducted by conducting interviews with research subjects, reducing data by sorting out interview results to get relevant results, presenting data by constituting things obtained with existing theories, and then drawing conclusions.

Result and Discussion

Heutagogy is a relatively new learning and teaching method. The Heutagogy approach makes educators facilitators where they only play a role in controlling the course of the learning process (Dewantara, 2021). In learning, the heutagogy approach emphasizes learning-centered. It is determined by the students themselves where students are obligated to create active and fun learning so that the Zoom classroom is not passive to create a dull atmosphere (Hotimah et al., 2020). Blaschke says Heutagogy in Greek is defined as self, which means Heutagogy is self-learning to learn self-determined learning (Blaschke, 2012). This Heutagogy approach has a primary characteristic: student independence in improving learning achievement, determining their learning strategies, and developing their teaching materials independently. This approach applies a holistic approach to developing student abilities by learning as an active and proactive process. Students, as the main object of their learning, can occur as their personal experience.

According to Narayan, V. and Herrington, J (Mohammad et al., 2019), the heutagogy approach consists of an open or flexible curriculum that recognizes the nature of natural learning and students as a mobilizer in determining the learning path. The context, activities, and journeys, not only educators and students are also involved in compiling assessments or ensuring flexibility for students to apply learning in their context (Hotimah et al., 2020). The Heutagogy method is a way of learning that supports the occurrence of Era 4.0 because, in direct practice, the heutagogy method encourages learners to interact and carry out direct activities. Learners will periodically have a more progressive mindset and innovate in doing something the teacher gives (Tjandra & Santoso, 2018). Several steps in the heutagogy approach must be considered: Diagnosing learning needs, Creating a learning atmosphere, Designing learning plans and objectives, Helping the learning process, and Evaluating learning outcomes (Muhid, 2021).

The data obtained from the interview results align with the learning objectives of playing and playing games; students are expected to be able to analyze, choose, and explain learning topics according to what has been obtained. The purpose of this is under the learning needs of

students when, after displaying the topic, they get in the form of appreciation for small research. This shows that students agree with the agreement with the basic competency learning model that will be taught in play and game courses. The learning model system is then directed at understanding to realize the expected learning needs. Students can understand the flexibility of learning in changing goals and ways of learning and need to emphasize the heutagogy approach. In this approach, students must be able to explore problem-solving, which also needs to be emphasized to improve critical thinking. The steps that students will take are defining their motivation, attitude, and learning achievements. In this case, students show high motivation to explain the topic of learning to play and play well or correctly. Students must pay attention when the lecturer gives lessons, actively discuss, and be disciplined in completing tasks. However, learning differs from motivation and attitude, meaning the lecturer only facilitates learning. This follows Stoten's opinion that managing and shaping the learning given to students according to their wishes but with the monitoring of teachers or lecturers (Stoten, 2021).

Through this learning model, lecturers hope their students can increase the intention of high motivation for student learning which is realized with increasing mini-research writing. The results of student research mini-research are submitted to the journal house of the state Islamic University of Sulthan Thaha Jambi. Therefore, in learning the heutagogy approach, third parties get the role of being the ones who apply and accept the science of what has been learned. The duties of educators include six aspects, namely as designers, bodyguards, mentors, drivers, and appraisers (Noor Muslieah et al., 2021). The role of lecturers in the learning model of the heutagogy approach facilitates students to multiply the knowledge applied in experience. Lecturers and students will learn through experience to create innovations and creativity as part of critical thinking. Lecturers will evaluate the learning outcomes presented by students by communicating to synchronize guideline cards, data collected, and mini-research submitted to publish. The results of student mini-research will get good grades at the end of learning. Ten students earned a B grade, and 16 students obtained an A. All students have studied the course well and completed the final project, which is a mini-research. From this, using the Heutagogy approach learning method makes students more creative and active even though they are learning through distance. Seeing the many positive things obtained through applying the heutagogy approach in the online learning period, researchers strongly recommend that in the future online learning always use a heutagogy approach in the learning process.

Conclusion

Learning using a Heutagogy approach to online learning positively impacts students of the Early Childhood Islamic Education study program, especially in play and game courses for early childhood. This Heutagogy approach also has an impact that directs learning to collaboration between lecturers and students to interact with each other in the learning process and share experiences even in online learning conditions.

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