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STUDENTS' PERCEPTION ON LEARNING HEUTAGOGY IN THE ENGLISH FOR YOUNG LEARNER

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Abstract

To attract the attention of students as learners, teachers should use an approach that is in accordance with the characteristics of students. Students as generation z or digital natives, have a great interest in the digital world. Therefore, the process of learning and teaching can get out of the traditional zone by using the heutagogy method. This heutagogy method is applied to students who take English for Young learners. The results obtained from 85 students' answers to the questionnaire about students' perceptions of learning using heutagogy showed positive results. Students respond well to heutagogy learning. Heutagogy is expected to be a teaching choice for students later.

Keywords: students perception heutagogy, English for young learner

The Covid-19 pandemic in the world, including Indonesia, made a new government policy to carry out social distancing according to WHO recommendations. With the enactment of this policy, the teaching and learning process both formal and non-formal is carried out online or online by utilizing applications that can be installed on laptops and cellphones such as Schoology, Google Classroom, Edmodo, and other applications (Pratiwi, 2020). Through this media, it is hoped that the teaching and learning process can run optimally. Ghavifekr, & Rosdy, 2015 in Lolita, Boeriswati, & Lustyantie, 2020, p. 208 explained that effective teachers have to be able to create a teaching and learning environment that could guide achievement inside the learning procedure, one in every of that's by the use of technology in studying, growing the capacity to use technology, integrating with the learning process and require to create learning environment which supporting the learning process that is using technology in learning, enable to develop the technology skill and integrate it with computers in learning process in class which is adjusted by the students' necessity. Moreover, Ismail et al. 2013 in Chan, Embi, & Hashim, 2019, p. 12 identified that the technology brings a substantial bearing on educational development. Learning with technology can also be called e-learning. With e-learning, educators and students get the opportunity to share information and learn widely and collaboratively without being hindered by space and time (Chaeruman, Wibawa, & Syahril, 2018, p. 188). The results of research conducted by Reginasari and Annisa in 2018 stated that the challenge for the University is connecting digital literacy in the education system (Hapsari & Pamungkas, 2019). Good literacy skills are needed especially when the learning process is carried out with minimal face to face.

One way to apply digital literacy in teaching and learning is by applying heutagogy.

Students who do not longer grasp digital competence can be excluded from acquiring work and social interaction (Siagian & Iskandar, 2020, p. 11). Students are expected to be able to apply digital devices well and use the ability to use technology in their learning process and work. Students in the English for Young Learner (EYL) class are students who will be given a test about teaching EYL in the classroom. Some of the respondents who were given the questionnaire had taught English courses for elementary school students. The use of heutagogy in the EYL class is expected to help students in learning and become a reference for further learning

Heutagogy based on Greek means for "self". Kenyon & Hase, 2010 in Marcut & Chisiu, 2018, p. 205 defines heutagogy as the learning is an active and proactive process and learners are "the major agent in their own learning, which occurs as a result of personal experiences". Based on Lustyantje and Arung (20: 2020) heutagogy is heuristic and emphasizes how individuals learn as a form of basic skills and considers the development of innovation and changes in communication structures in the environment. Anderson, 2010; Blaschke, 2012 in Marcut & Chisiu, 2018, p. 205 defines Heutagogy as a "net-centric" theory because it uses the power of the Internet and the new technologies with applications in distance education, as well as it serves as "a framework for digital age teaching and learning". Furthermore, Blaschke, 2012, p. 60, & Canning, 2010, p. 63 & Moore, 2020, p. 390 describes the levels of learner autonomy as follows:

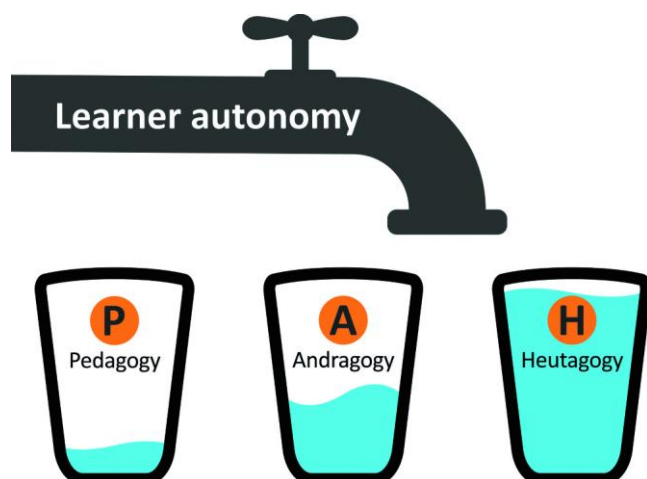


Figure 1.

In Figure 1, it can be concluded that students have freedom in learning. Students have a learning autonomy in determining learning and giving input and reflection on learning. Whether it's spoken or written. In heutagogy students are also taught to be democratic.

In the research entitled "Understanding heutagogy during a pandemic: A case of Universitas Indonesia" the steps of heutagogy in Universitas Indonesia (UI) as follows (Rahmi, 2020, p. 2):

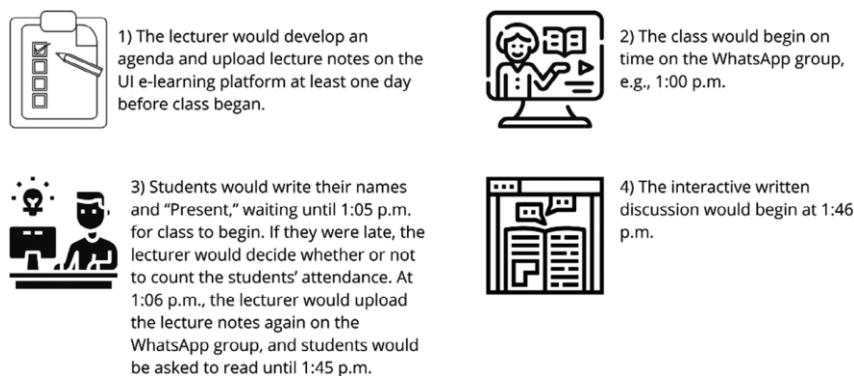


Figure 2.

Based on figure 2, educators and students have the same rights and obligations. Educators continue to uphold discipline while participants follow the rules and play an active role in the teaching and learning process.

In the research entitled "Students' perceptions of the learner attributes required for (and resulting from) heutagogical learning" (Stoszowski & McCarthy, 2018, pp. 8–9) it can be concluded that the students in the current case study appear to recognize that the heutagogical approach that teacher employed on the module has the potential to develop a range of attributes. The researcher as educators aspired to develop. However, it also appears that to be successful (i.e. engage in and pass the module), students might need a foundational level of many of those attributes in place prior to starting. Nevertheless, to facilitate effective heutagogical learning, educators need to carefully consider the timescale over which they intend to utilize approaches of this type, as well as the educational and intrapersonal background of their students and the existing knowledge, skills and attitude they bring to the table. At the very least, it appears that there is a need for the carefully staged and deliberate introduction of such approaches over time –heutagogy is not a quick fix.

METHOD

This study presents an exploratory review from Student Perspective on Learning Heutagogy in the English for Young Learner. An exploratory review tries to examine a phenomenon in reality figuring out constraints, the responses were situation and describe it in statistical processing (Lassoued, Alhendawi, & Bashitialshaer, 2020, p. 6). Moreover Zagir & Dorner (2021, p. 45) claimed the exploratory review is carried out to synthesize findings from current empirical research.

This study engaged a survey method taken from 85 students in the EYL class. The questionnaire for students involved 8 items on a Likert scale with five levels, varying from very frequently, frequently, occasionally, rarely, never. The questionnaire distributed by using google form. The question as follows (Marcut & Chisiu, 2018, p. 212):

- (1) How often did you explore the virtual environment to find resources?
- (2) How much the tasks solicited your creativity?
- (3) Did you frequently collaborate with the colleagues during the learning process?
- (4) Did you make connections with other domains to accomplish the tasks?
- (5) How much did you share experience or did you learn from the colleagues' experience?
- (6) Did you reflect later on the assimilated competences or the learning process?
- (7) How much did you apply or intend to apply in the didactic activity the appropriated skills?
- (8) How much the new abilities will be useful in other domains or in your daily life?

RESULTS AND DISCUSSION

The writer received 85 answers of the questionnaire. The result of the questionnaire could be depict in table 1, as follows:

Questions	Very Frequentl y	Frequentl y	Occasiona lly	Rarely	Never
How often did you explore the virtual environment to find resources?	55 64.7%	25 29.41%	5 5.88%	0	0
How much the tasks solicited your creativity?	60 70.58%	20 23.52%	0	0	0
Did you frequently collaborate with the colleagues during the learning process?	70 82.35%	5 5.88%	5 5.88%	0	0
Did you make connections with other domains to accomplish the tasks?	75 88.23%	5 5.88%	5 5.88%	0	0
How much did you share experience or did you learn from the colleagues' experience?	45 52.94%	20 23.52%	20 23.52%	0	0
Did you reflect later on the assimilated competences or the learning process?	25 29.41%	25 29.41%	20 23.52%	15 17.64%	0
How much did you apply or intend to apply in the didactic activity the appropriated skills?	65 76.47%	10 11.76%	10 11.76%	0	0
How much the new abilities will be useful in other domains or in your daily life?	70 82.35%	10 11.76%	5 5.88%	0	0

The explanation of table as bellow:

1. The answer of the students for question number 1 stated that 75 (88.23%) students use technology to get learning materials. Technological developments have contributed to changes in learning styles in this case is the use of learning media (Budiyono, 2020, p. 302). Digital technology offers easy and interesting learning media. As a result entitled "*Hubungan Media Internet, Membaca, dan Menulis dalam Literasi Digital Mahasiswa*" stated that learning activities should emphasize the use of digital information in the form of assignments or academic projects (Buwono & Dewantara, 2020, p. 1192). This will grow students' ability to explore the classroom using ideas from the digital world. This is in line with the statement the challenge for teachers is to integrate technology effectively (Shopia & Iskandar, 2019, p. 56).
2. The answer of the students for question number 2 claimed that 70 (82.35%) students given task requires creativity for its completion. Creativity can be defined as the ability to develop ideas, or problem solutions (Chun & Ho, 2018, p. 21). In teaching EYL, creativity is needed

to avoid student boredom, avoid monotonous tasks and attract students' attention. A creative teacher must pay more attention to the right syntax so that learning activities can be directed and controlled (Astutik & Aulina, 2017, p. 31). Familiarizing pre-service EYL teachers to create creative materials, props, and supporting media for EYL classes will help them when teaching digital natives (Setyaningrum & Sabilah, 2020, p. 623).

3. The answer of the students for question number 3 showed that 75 (88.23%) frequently collaborate with the colleagues during the learning process. Hesse et al. in Jaleniauskienė, Leščinskij, & Jucevičienė (2019, p. 315) states that collaboration as activities carried out together to achieve a common goal. It can be concluded that most students realize the need to collaborate to achieve maximum results.
4. The answer of the students for question number 4 stated that 80 (94.11%) students make connections with other domains to accomplish the tasks. The percentage of students' answers illustrates that they feel free to explore in various ways. There is no learning without teaching (Khusnaini, 2019, p. 167). For example they can apply the theory they get in class and then ask about the perspectives of teachers and students.
5. The answer of the students for question number 5 claimed that 65 (76.47%) students shared the experience or learnt from the colleagues' experience. This provides additional insight into when students are asked to do peer teaching or teach in a real class. Sharing experiences with colleagues can increase the teacher's expertise in bringing up aspects of unlocking lessons (attract students' attention, motivate students, provide references or limitations and connecting with the previous material) as well as aspects of closing the lesson (reviewing, evaluating, and informing the next material) (Maman, 2020, p. 103).
6. The answer of the students for question number 6 showed 50 (58.82%) students reflect on the assimilated competencies or their learning process. They can continue to develop their abilities in the learning process. Sabgini & Khoiriyah (2020, p. 319) in their article reveals that pre-service teachers can develop their abilities substantially through reflection. They learn many things through reflection that are not taught in the classroom. However, the following problem must be addressed is the extent to which videotape is used for self-reflection. Pre-service teachers must be able to reflect on themselves in the future as a way of acquiring lifelong knowledge. Preservice teachers must understand that they need to strive for teaching excellence and continuously develop their teaching skills.
7. The answer of the students for question number 7 stated that 75 (88.23%) apply or intend to apply in the didactic activity the appropriated skills. Science is dynamic with change. From the students' answers, it can be seen that students are interested in applying skills in applying EYL theory. It is hoped that students will later carry out community service activities in the EYL field or conduct research with findings in class or in the community. Research with the topic of EYL includes "An Exploration of Potential Rewards in English for Young Learner (EYL) Classroom" written by Prawiro & Anggrarini (2019), "Analysis the Use of Instructional Media on Teaching English to Young Learner at Elementary School in Bandung" written by Resti & Rachmijati (2020) and "Home Literacy Environment to Support the Teaching English to Young Learner (TEYL)" written by Juliah, Musthafa, & Wirza, (2021)

8. The answer of the students for question number 8 claimed that 80 (94.11%) students felt the new abilities will be useful in other domains or in their daily life. The abilities that students gain after taking EYL classes can be applied not only in teaching students at the young learner age, teaching theory on campus or teaching families. Students can share knowledge in community service. Three journals written based on community service regarding EYL are “Pelatihan Pengajaran *English for Young Learners* Bagi Guru-Guru SDN 7 Muara Satu Kecamatan Muara Satu Kota Lhokseumawe” written by As’ari, Iswadi, & Afrizal, (2019), “Pelatihan *English for Young Learners* di “Kampoeng Batara”, Kalipuro, Banyuwangi” written by Wangi & Napisah (2020), and “Sosialisasi English for Young Learners (EYL) bagi Guru Sekolah Dasar di Gugus II Kecamatan Ciamis” written by (Hakim & Solihati, 2021)

CONCLUSION

Recently, students as digital native need improvement in their learning environment. They need novelty to help them achieve the goal in learning beside get out of boredom. Heutagogy, offer changes in learning that are able to attract students' interests as learners. from the questionnaire given to students, the results showed students' enthusiasm in learning using heutagogy. Heutagogy is expected to be a teaching choice for students later.

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