

## Heutagogy in Speaking: Exploration and Mapping of Self-Learning in Social Organizations Community

**Baharman Baharman**<sup>1,2\*</sup>, **Andoyo Satromiharjo**<sup>1</sup>, **Vismaia S. Damaianti**<sup>1</sup>, dan **Yeti Mulyati**<sup>1</sup>  
<sup>1</sup>Universitas Pendidikan Indonesia, Bandung, Indonesia, <sup>2</sup>Universitas Negeri Makassar, Makassar, Indonesia  
\*Email: [baharman@upi.edu](mailto:baharman@upi.edu)

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### Abstract

The heutagogical approach is a self-determined learning model that can encourage independent learner development. The model's design with a heutagogical approach is integrated with language skills in aspects of speaking skills that can be taught or trained to students based on heutagogical principles. This type of research is classified as qualitative research. Collecting research data by distributing questionnaires and conducting interviews with community members spread across three social organizations. The goal was to obtain data as a form of information related to the heutagogical approach to speaking skills. The method used in this research is descriptive-qualitative. Based on the results of the study, self-learning mapping as part of a heutagogical approach in the implementation of learning/training speaking skills refers to identifying the variety/type of speaking skills that each student wants to learn, determining the method/learning process, and negotiating the type of evaluation of the selected speaking skills material. In conclusion, in this study, students are responsible for their learning and determine and control themselves what, when, and how they will learn it.

**Keywords:** Heutagogical Approach, Speaking Skills, Independent Learning

### Introduction

Speaking skills are essential aspects of communication skills that need to be mastered by someone (Tarigan, 1986). Speaking skills as a communication activity are needed in various daily activities. Human life cannot be separated from language activities, including communicating (Hermansyah, 2017). Language is a means of communication between humans. Language as a communication tool is considered a perfect tool and can convey thoughts and feelings about concrete and abstract things (Hermansyah, 2017). No individual can live everyday life without the process of communicating or talking to other people (Rakhmat, 2008). Humans have done various events of speech. Humans will not be able to recall the conversation done five days earlier. It is because speaking activities are free and sometimes unplanned expressions. Humans have limitations in recalling what has been said because the situation, conditions, and expressions and the interlocutor are different (Setyonegoro, 2020).

The importance of speaking skills in communication is also expressed by Supriyadi (2005:178) that if someone has good speaking skills, they will get social and professional benefits. Social benefits are related to the activities of social interaction between individuals. Meanwhile, professional advantages are obtained when using language to make questions, convey facts and knowledge, and explain and describe. By speaking, it is also expected to be able to provide benefits to oneself and others, such as inviting people to do valuable things in social life, providing motivation, and even becoming a profession for oneself.

Someone who has good language skills can easily absorb and convey information both orally and in writing. It can be done by developing speaking skills. Speaking skills are not a skill that can be passed down from generation to generation, although naturally, every human being can speak. However, speaking skills require practice and direction formally. Therefore, it is necessary to develop speaking skills for each individual by participating in speaking training. Speaking skills must be trained in order to speak well. Many people can speak, but not all dare to speak in public and can communicate or convey ideas, concepts, or opinions well.

For communities in social organizations, serious attention needs to be given to things that can improve speaking abilities and skills. One of the efforts that can be taken is to create or seek the implementation of learning by empowering effective and conducive speaking skills. For this reason, applying speaking skills with a heutagogical approach can equip and maximize a person's potential to independently provide various information and knowledge based on the needs and goals of the organization.

Speaking skills with a heutagogical approach in social organization communities need to be trained. The activity of speaking is an essential ingredient in a successful, productive, and exciting conversation. Speaking is the best, easiest, and most effective way to show someone's thoughts, understanding, knowledge, and ideas on a particular issue. It is also inseparable from activities or interactions in the social organization community. With the ability to speak, everyone can build a quality relationship, be able to solve problems, create mutual understanding, and get high accuracy of information. Thus, the existence of this training/learning is expected to create a good, effective communication relationship and result in organizational success.

## **Materials and Methods**

### ***Heutagogical Approach***

Hase and Kenyon first introduced Heutagogy in 2000. The concept of heutagogy can be considered a learning theory. Students are encouraged to learn independently through the discovery process. Heutagogy has theories and concepts of learner-centered learning. Heutagogy is defined as the study of self-determined learning by the learner himself (Hase & Kenyon, 2000). Learners autonomously take responsibility for learning and control what they will learn, when they will learn it and how they will learn it (Stoszkowski & Collins, 2017). Heutagogy, in its implementation, requires technical guidance, primarily to support the implementation of learning outside the formal classroom, where students are conditioned to be able to learn independently, be creative and think ahead, and have adequate technological and information literacy (Blaschke, 2012).

In heutagogy, students and teachers must have creative and innovative thinking during the teaching and learning process (Blaschke, 2016). The results of creative and innovative thinking can produce skills that can be accounted for logically (Agonács & Matos, 2017). Heutagogy emphasizes developing oneself into a complete individual with various rich potentials. In heutagogy, the identification of learning potential is highly valued, and what is unique in heutagogy is that the learning process does not depend on identifying learning needs.

From the description above, it can be concluded that heutagogy is a learning approach in which learning is determined independently by the learners themselves (self-determined). The learner more triggers learning due to dynamic developments around it than triggered by learning prepared by the teacher/instructor. Learners are responsible for learning, determining, and controlling what, when, and how they learn it. In general, the principles in heutagogy learning are: (a) feel learning in harmony with self-existence. In harmony with self-existence means that it will be easier to feel

learning when the experience is felt to be in harmony with self-existence; (b) filtering experiences that are not in harmony, experiences that are felt to be not in harmony with the state of the self will be filtered so that they are not easily influenced by themselves, and are not easily captured as learning. In particular, the emphasis is on the principles of heutagogy, namely ability development, self-reflection and metacognition or understanding of the self-learning process, multiple-loop learning, and non-linear learning and teaching processes (Blaschke & Hase, 2016).

### ***Research Design and Methods***

This type of research is classified as qualitative research. The research data were collected by distributing questionnaires and conducting interviews with community members spread across three social organizations, namely: Indonesian Red Cross Volunteer Corps (KSR-PMI), Contributive Active Youth Community (Kompak), and Islamic Public Speaking (IPS). These three social organization communities are located in Makassar City, South Sulawesi Province, Indonesia. When the research was conducted, the population of these three communities was 30 people. The sample taken as respondents in describing the problems and needs of this study was 15 people. Sampling was carried out randomly to conduct in-depth interviews on the answers given through a questionnaire that the previous respondent had filled out.

The goal was to obtain data as a form of information related to the heutagogical approach to speaking skills. The method used in this research is descriptive-qualitative method. The concept of heutagogy was the object under study. The concept was elaborated from previous studies regarding the heutagogical approach to independent learning in speaking skills training. Heutagogy data is processed and analyzed and then linked to speaking skills. Thus, several new concepts were obtained to be implemented in speaking skills learning/training activities.

### **Results and Discussion**

In improving speaking skills, it is necessary to have training/learning speaking skills with a heutagogical approach for the social organization community. This training aimed to improve the competence of students (trainees) in several ways, such as the following: (1) increase the competence of students in utilizing and integrating a heutagogical approach to speaking skills; (2) encouraging students to be exploratory, creative, collaborative, connected, reflective, and distributive, especially for students in social organizations in self-development in speaking skills; (3) improve the competence of using information and communication technology for students in self-development in speaking skills; and (4) providing learning content on speaking skills according to the wishes of students to improve their competence and performance, including: (a) skilled in one-way (monologue) speaking, (b) skilled in two-way (dialogue) speaking, (c) mastery of techniques speaking, (d) mental mastery when speaking, (e) mastery of aspects of non-verbal communication, (f) use of technology in speaking, and (g) mastery of topic ideas.

From the several elements of speaking skills above, the students determined which element would be the choice to be studied in part or whole with the principle of implementing heutagogy. The principle of heutagogy is based on three things, namely: (a) jointly determining what is needed and what is to be learned, (b) jointly determining how the learning process will be, and (c) jointly determining how the learning assessment process will be. Elements of speaking skills are divided into two types, namely (1) one-way (monologue) speech and (2) two-way (dialogue) speech. The variety of one-way speaking includes: (a) speeches and orations, (b) lectures and sermons, (c) presentations, (d) counseling, (e) public speaking (motivator), (f) master of ceremonies (mc), and (g) storytelling. Variety of two-way speaking including: (a) debate, (b) discussion, (c) interviews/questions and answers, (d) leading meetings/trials, and (e) teaching/training (classical).

Based on the data provided by the respondents both through questionnaires and interviews, the mapping of independent learning as part of the heutagogical approach in the implementation of learning/training speaking skills is described in the tables below.

**Table 1. Selected Speaking Skills Material for Independent Study**

Respondent	Selected Material	Reasons/Responses
01.	One-way speaking (monologue): telling a story (story telling)	Learn and develop these skills can explore himself/herself anywhere and anytime. Has quite a lot of experience in storytelling since school. Very happy to be able to learn and redevelop their speaking skills (storytelling).
02.	One-way speaking (monologue): presentation	Presentation is a speaking/communication activity that requires the study of a topic as an implementation of providing science and technology to the audience/participants which is often done in the academic and non-academic worlds. To be able to provide understanding to others through presentations that are easily and quickly understood.
03.	One-way speaking (monologue): public speaking	Want to learn to beat the fear of speaking in front of crowds by adjusting the intonation of the voice well. Want to expedite and be skilled in public speaking.
04.	One-way speaking (monologue): speech	Indispensable in preparing to become a leader. Indispensable in social life or social activities.
05.	One-way speaking (monologue): counseling	It is suitable to the scientific field studied in college at the Department of Islamic Guidance and Counseling. Provide a positive impact on the progress of other people's knowledge by providing counseling materials.
06.	One-way speaking (monologue): lectures and sermons	It was always trained at Madrasah Aliyah school to speak in front of the class and public. Want to improve public speaking technique.
07.	Two-way speaking (dialogic): teaching/training	Inspired by lecturers while teaching with stunning performances. As a provision to become a teacher and trainer at the Indonesian Red Cross organization.
08.	Two-way talk (dialogic): discussion	To reach a better quality of discussion and convince others to accept and believe in the arguments expressed. Can exchange ideas with others during discussions in a more relaxed and calmer way to deliver information more effectively.
09.	Two-way talk (dialogic): debate	Exploring information and knowledge of polite and quality debate, Train critical thinking skills and agile to respond to an issue or problem.

Respondent	Selected Material	Reasons/Responses
10.	One-way speaking (monologue): master of ceremony(mc)	Wants to improve how to present events in public, especially in MC, because the respondent is often involved in various indoor and outdoor activities with the role of MC. -Want to direct him/herself to be a professional presenter.
11.	One-way talk (monologue): motivator	Expecting self-improvement to motivate others to act and achieve success. Motivating others has its own meaning and pride.
12.	One-way speaking (monologue): telling a story (story telling)	Enjoys traveling, which is ultimately enthusiastic about sharing the experience with others. Telling stories, especially about one's own experiences, can share information with others and get to know the surrounding conditions better with the experiences experienced.
13.	Two-way talk (dialogue): interview	Can better know the gestures and the direction of the intended conversation towards the interviewee with the questions given personally. It is suitable for the discipline of lectures in the Counseling Guidance Department.
14.	Two-way speaking (dialogic): teaching	Able to teach in the future or be a directive for students properly and correctly through directed and communicative speaking skills. Teaching conveys knowledge and insight, instilling values and changing the students' attitudes being taught
15.	One-way speaking (monologue): counseling	Counseling is a form of speaking that is difficult to do in front of an audience because reinforcement is needed to convince someone and follow what is conveyed. Make other people understand what is conveyed in the counseling material to make yourself a helpful person to others.

**Table 2. The Process of Learning Speaking Skills Independently**

Respondents	Independent Learning Resources and Media	Description
01.	Internet, Youtube, WhatsApp, Facebook, Twitter, Instagram, Telegram, Slide-share, E-book, Book-Chapter, Paper, Video, and Voice-Note (Audio Recording).	Using the internet to find story telling materials, such as Slide-shares, E-books, papers, and book-chapters. Watch storytelling videos via Youtube, Instagram, TikTok, and Facebook. Listen to material that is shared via audio recordings (Voice-notes). Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing.

Respondents	Independent Learning Resources and Media	Description
02.	Webinar, Zoom, Google Meet, Internet, Youtube, WhatsApp, Facebook, Twitter, Instagram, Telegram, Slide-share, Video, E-book, Book-Chapter, Paper, and Voice-Note (Audio Recording).	Attend seminars held on campus. Participate in webinars via Zoom Meeting, Google Meet, and other online applications. Using the internet to search for presentation materials such as Slide-shares, E-Books, Papers, and Book-Chapters. Watching presentation videos via Youtube, Instagram, TikTok, and Facebook. Listen to material that is shared via audio recordings (Voice-notes). Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing.
03.	Public Speaking Community, Online Class, Zoom, Google Meet, Internet, Youtube, WhatsApp, Facebook, Twitter, Instagram, Telegram, Slide-share, E-book, Book-Chapter, Paper, Video, and Voice-Note (Audio Recording).	Join the public speaking community Take online public speaking training classes via Zoom and Google Meet. Watching public speaking videos via Youtube, Instagram, Tiktok, and Facebook. Listen to material that is shared via audio recordings (Voice-notes). Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing.
04.	Video, Internet, Youtube, WhatsApp, Facebook, Twitter, Telegram, Instagram, Tiktok, Slide-share, E-book, Book-Chapter, Paper, and Voice-Note (Audio Recording).	Watch videos of speeches and orations via Youtube, Instagram, TikTok, and Facebook. Listen to material that is shared via audio recordings (Voice-notes). Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing. Using the internet to search for speech/oration materials such as Slide-shares, E-books, papers, and book-chapters.
05.	Lecture material books, paper counseling institutions, videos, internet, Youtube, WhatsApp, Facebook, Instagram, Slide-share, E-books, Voice-notes, and (audio recordings).	Read lecture material both from books and papers material. Visiting counseling institutions to gain knowledge and discussion about counseling. Watching counseling videos via Youtube, Instagram, and Facebook. Listen to material that is shared via Audio recordings (Voice-notes). Using WhatsApp, Telegram, and Twitter as a

Respondents	Independent Learning Resources and Media	Description
		medium of communication and sharing. Using the internet to search for extension materials such as Slide-share, E-book, Paper, and Book-chapter.
06.	Material books, school/campus da'wah communities, videos, internet, Youtube, WhatsApp, Facebook, Instagram, Slide-share, E-book, and audio recordings.	Read books lecture material / sermons. Visiting school/campus da'wah institutions for surveys and observations as a form of comparative study and sharing knowledge by discussing how to give lectures/sermons on religious topics. Watching lecture videos on television, Youtube, Instagram, and Facebook. Listen to material that is shared via audio recordings (Voice-notes). Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing. Using the internet to find lecture/sermon material such as Slide-share, E-book, paper, and book-chapter.
07.	Lecture halls, cadre organizations, lecture books, lecture papers, internet, Youtube, WhatsApp, Facebook, Twitter, Instagram, Telegram, Slide-share, E-book, video, and Voice-note (audio recording).	Read lecture material both from books and papers material. Survey and observation of cadre organization training. Following lecture materials that are educational and teacher-friendly. Watching videos on how to teach via Youtube, Instagram, and Facebook. Listen to material that is shared via audio recordings (Voice-notes). Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing. Using the internet to find teaching/training materials such as Slide-share, E-book, paper, and book-chapter.
08.	Organizational community, lecture halls, seminars/ webinars, Zoom, Google Meet, internet, Youtube, what-shap, Facebook, Twitter, Instagram, Telegram, Slide-share, E-book, book-chapter, paper,	Involved in organizational meetings that are followed. Engage in class discussions during lectures. Attend seminars held on campus. Participate in webinars via zoom meeting, google meet, and other online applications.

Respondents	Independent Learning Resources and Media	Description
	video, voice -notes (audio recordings), and podcasts.	<p>Using the internet to find discussion materials such as Slide-shares, E-books, papers, and Book-chapters.</p> <p>Watching videos of people discussing through Youtube, Instagram, TikTok, and Facebook.</p> <p>Listen to material that is shared via audio recordings (Voice-notes).</p> <p>Listen to podcasts in various discussions.</p> <p>Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing.</p>
09.	Television, internet, Youtube videos, WhatsApp, debate books, internet, E-books, audio recording, book-chapters, Facebook, slides/power points of debate material, and podcasts.	<p>Watching debate videos both on television and on Youtube.</p> <p>Read books related to debate.</p> <p>Using the internet to find debate material such as power points/slides, E-books, papers, and book-chapters.</p> <p>Listen to material that is shared via audio recordings (Voice-notes).</p> <p>Listen to debate podcasts.</p> <p>Using WhatsApp as a medium of communication and sharing.</p>
10.	MC (master of ceremony) course institute, internet, Youtube, WhatsApp, Facebook, Twitter, Instagram, Telegram, Slide-share, E-book, book-chapter, paper, video, and voice-note (audio recording).	<p>Survey and observation of MC course/training institutions.</p> <p>Using the internet to find MC material such as Slide-share, E-book, paper, and book-chapter.</p> <p>Watching videos of people doing MC activities via Youtube, Instagram, Tiktok, and Facebook.</p> <p>Listen to material that is shared via audio recordings (Voice-notes).</p> <p>Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing.</p>
11.	Television, videos, Youtube, internet, Twitter, WhatsApp, audio recordings, E-book/printed books on motivators, papers, book-chapters, seminars/webinars, and talk shows.	<p>Watch videos of a motivator in talkshow activities both on television and on Youtube.</p> <p>Read books related to how to be a motivator.</p> <p>Using the internet to find material to become a motivator such as power points/slides, E-books, papers, and book-chapters.</p> <p>Listen to material that is shared via audio recordings (Voice-notes).</p>



Respondents	Independent Learning Resources and Media	Description
12.	Internet, Youtube, WhatsApp, Facebook, Twitter, Instagram, Telegram, Slide-share, E-book, book-chapter, paper, video, and voice-note (audio recording).	<p>Using the internet to find story telling materials, such as Slide-shares, E-books, papers, and book-chapters.</p> <p>Watch storytelling videos via Youtube, Instagram, TikTok, and Facebook.</p> <p>Listen to material that is shared via audio recordings (Voice-notes).</p> <p>Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing.</p>
13.	Radio, television, internet, Youtube videos, WhatsApp, interview books, internet, E-books, book-chapters of audio recordings, Facebook, Telegram, Twitter, slides/power points, podcasts, and talk shows.	<p>Watching talk shows/interviews on television</p> <p>Listen to radio broadcasts of talk programs or interviews.</p> <p>View videos of an interviewer on Youtube.</p> <p>Using the internet to find interview materials such as power points/slides, E-books, papers, and book-chapters.</p> <p>Listen to material that is shared via audio recordings (Voice-notes).</p> <p>Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing.</p>
14.	Lecture books, papers, zoom lectures, google meet, internet, Youtube, WhatsApp, Facebook, twitter, Instagram, Telegram, Slide-share, E-book, video, and audio recording.	<p>Attend online lectures via zoom meeting or google meet.</p> <p>Following lecture materials that are educational and teacher-friendly.</p> <p>Read lecture material both from material books and papers.</p> <p>Watching videos on how to teach via Youtube, Instagram, and Facebook.</p> <p>Listen to material that is shared via audio recordings (Voice-notes).</p> <p>Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing.</p> <p>Using the internet to find teaching/training materials such as Slide-share, E-book, paper, and book-chapter.</p>
15.	Videos, Youtube, internet, Twitter, WhatsApp, Facebook, audio recordings, printed books/books on counseling materials, papers,	<p>Watching counseling videos via Youtube, Instagram, and Facebook.</p> <p>Using the internet to search for extension materials such as Slide-share, E-book, paper, and book-chapter.</p>

<b>Respondents</b>	<b>Independent Learning Resources and Media</b>	<b>Description</b>
	book-chapters, and Slide-shares.	Listen to material that is shared via audio recordings (Voice-notes). Using WhatsApp, Telegram, and Twitter as a medium of communication and sharing. Read books related to methods and techniques for conducting counseling.

**Table 3. Expected and Jointly Determined Speaking Test Evaluation Method**

<b>Respondents</b>	<b>Evaluation Method</b>	<b>Description</b>
01.	Online; make videos	The practice was not done directly but through a video recorded and then sent to the instructor/trainer to be assessed.
02.	Offline; hands-on practice	Practiced directly by involving other people as an audience. Instructors/trainers as examiners are invited to see and assess. Trainers were also asked to provide input on deficiencies that need to be addressed.
03.	Offline; hands-on practice	Practiced directly in front of the audience or public. Instructors/trainers as examiners are invited to see and assess.
04.	Offline; hands-on practice	Practiced directly in front of the instructor/trainer as an examiner and seen by friends or other participants in training meetings.
05.	Online; make videos	The practice is not done directly but through a video recorded and then sent to the instructor/trainer to be assessed
06.	Online; make videos	The practice was not done directly but through a video recorded and then sent to the instructor/trainer to be assessed. Participants expect input related to deficiencies in the practice process and convey things that need to be maintained and improved.
07.	Online; make videos	The practice was not done directly but through a video recorded and then sent to the instructor/trainer to be assessed. Videos are shown to others as evaluation material to get feedback or input on their performance.
08.	Offline; hands-on practice	Practiced directly in front of the instructor/trainer as an examiner and seen by friends or other participants in training meetings.

Respondents	Evaluation Method	Description
09.	Offline; hands-on practice	Practiced directly in front of the instructor/trainer as an examiner and seen by friends or other participants in training meetings. The practice was inviting friends to debate positive concepts and predetermined topics.
10.	Offline; hands-on practice	Practiced directly in front of the instructor/trainer as an examiner and seen by friends or other participants in training meetings.
11.	Online; make videos	The practice was not done directly but through a video recorded and then sent to the instructor/trainer to be assessed.
12.	Online; make videos	The practice was not done directly but through a video recorded and then sent to the instructor/trainer to be assessed.
13.	Online; make videos	The practice was not done directly but through a video recorded and then sent to the instructor/trainer to be assessed.
14.	Online; make videos	The practice was not done directly but through a video recorded and then sent to the instructor/trainer to be assessed.
15.	Offline; hands-on practice	Practiced directly in front of the instructor/trainer and expect suggestions and criticism of the performance when the practice has been carried out.

### Discussion

The tables described in the presentation of these results describe three heutagogical principles related to speaking skills: what is needed and what is wanted to be learned, the learning process, and the assessment process. According to Blaschke and Hase (2015), there are three stages of the heutagogical design process: learning contracts, learning activities, and learning outcomes. In the learning contract activity, there are three things to do, namely: identification of learning, negotiation of assessment, and adaptation of curriculum.

The selected speaking skill material to be studied independently in table 1 and the process of learning speaking skills carried out independently in table 2 is at the level of identification learning. At this stage, the learner will identify his learning needs. Learners will also determine their learning goals. The expected speaking test evaluation method in table 3 is at the negotiation assessment level. At this stage, the learner will negotiate with the teacher regarding evaluating his learning outcomes from the types and materials of speaking skills that he has learned independently. The negotiation is in the form of what can be tested and how to test it. The stages of curriculum adaptation occur after students determine everything, as can be seen from the mapping. Furthermore, students will adapt to the curriculum that has been made in the mapping.

It can be said that the heutagogical approach emphasizes the development of abilities/capabilities in addition to competence in students' speaking skills. This heutagogical approach is essential to emphasize learning determined by the learner. Thus, students will be able to develop and

acquire competencies and capabilities (Hase & Kenyon, 2000, 2007), developing speaking skills. In addition, heutagogy also moves teachers/educators one step closer to better meeting the needs of more mature learners in a complex and constantly changing work environment (Bhoryrub et al., 2010). The ability to learn in this approach is proactive, and learners act as the leading agents in their learning, which is a process known as heutagogy (Canning & Callan, 2010).

### **Conclusion**

Heutagogy is a learning approach determined independently by the learners themselves (self-determined). The learner more triggers learning due to dynamic developments around it rather than being triggered by learning prepared by the teacher/educator. Learners are responsible for learning and determining and controlling what they will learn, when, and how they will learn it.

Exploration and mapping of independent learning in the social organization community in speaking skills learning/training activities refers to three things that need to be done, namely: (a) identifying the variety/type of speaking skills that each student wants to learn and determining the learning method/process; (b) negotiate the type of evaluation of the selected speaking skills material; and (c) determine their curriculum from the selected speaking skills material and try to adapt it to the curriculum. After the learning contract is completed and the participants have determined everything, they will start learning activities according to the training scenario.

The selected speaking skill material to be studied independently were speaking in one direction (monologue), including storytelling, presentations, public speaking, speeches and orations, counseling, lectures and sermons, teaching/training, master of ceremonies (MC), and motivators; speaking in two directions (dialogic) including discussion, debate, and interview. The process of learning speaking skills was carried out independently based on media and learning resources, including seminars/webinars, the internet, Youtube, lecture hall, WhatsApp, Facebook, Twitter, Instagram, Telegram, Slide-share, E-book, book-chapter, paper, email, videos, Voice-notes (audio recordings), and podcast. These things can be involved directly or in the form of the recordings as learning media, such as zoom, google meet videos, and other media packaged in an audio-visual form that can be listened to/heard and seen/watched. The method of evaluating the speaking test is expected and determined together offline in the form of direct practice and online in the form of making videos.

### **Recommendations**

A more comprehensive study is needed so that training or learning with a heutagogy approach can be carried out according to existing conditions. Training or learning with a heutagogy approach must have a good impact on increasing learners' competence (teachers/lecturers, instructors/trainers) and improving the quality of learning for learners (students/students, training participants). The training or learning of speaking skills with a heutagogy approach must also create an atmosphere of awareness of lifelong learning to increase self-capacity, not forced learning.

This study only looks at the mapping of independent learning with andragogy approaches in speaking skills training. Therefore, future researchers interested in researching the application of the heutagogy approach can conduct it in formal learning in the classroom or on campus with students or college students. The limitation of this research was only looking at the heutagogy principle aspect in the form of self-study mapping exploration. It is recommended for further research to look for research subjects that are following heutagogy principles.

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