Students ' Perception of The Implementation of Heutagogical Approach in Online Teaching and Learning by Islamic Education Teachers

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ABSTRACT

The temporary closure of all schools in Malaysia to curb the spread of the COVID-19 epidemic has caused the MOE to implement online teaching and learning at home methods to replace face-to-face learning in schools. This situation has presented new challenges to teachers, parents, and especially students. Therefore, a Heutagogical approach that emphasizes self-learning is essential to ensure the sustainability of education among students. Therefore, this article analyses students' perceptions on the implementation of the Heutagogical approach during online teaching and learning at home (PdPR) in the MCO (Movement Control Order) phase. Seven Selangor secondary school students participated in semi-structured interviews and document analysis for this qualitative study. A thematic analysis of the interview transcripts was followed by a triangulation with document analysis. The results of the interviews showed that students' perceptions of the implementation of Heutagogical approaches in online teaching and learning can encourage involvement, increase curiosity, set goals in learning, ability to access information, collaborate, and always share knowledge. Heutagogical approaches in online teaching and learning can encourage involvement, increase curiosity, set goals in learning; the ability to access information, collaborate with each other, share knowledge; and the ability to collaborate and always share knowledge.

Keywords: *Heutagogical approach; self-learning; Islamic Education teachers; online learning*

Introduction

For nearly two years, the Covid-19 pandemic has been a topic of discussion both locally and globally. The World Health Organization declared Covid-19 a global epidemic on March 11, 2020 and urged all parties to take it seriously. Daily life undergoes dramatic changes on a social, economic, and political level. The world of education is not immune to the announcement's impact. The educational landscape has shifted away from face-to-face instruction and toward online instruction. These changes necessitate progressive planning and strategy on the part of policymakers, implementers, and students themselves. All parties must quickly adapt to avoid being left behind by the current changes in the world of education. (Ghebreyesus, 2020).

According to a recent UNESCO study (2020), the Covid-19 pandemic affected nearly 80% of the world's student population, which totals nearly 1.37 billion students in 138 countries and 60.2 million schools. Due to the closure of schools and universities, teachers have shifted their focus away from face-to-face lessons and toward online classes. Malaysia is not an exception when it comes to school closures and educational institution closures. The closure is necessary to stop the growth of a growing Covid-19 outbreak. Following the closure, the Malaysian Ministry of Education (MOE) took the initiative to switch from face-to-face education in the classroom to online education. All schools authorised by the MOE should refer to the MOE's special module on Home Learning and Teaching (PdPR) to provide teachers and students with clearer guidelines for attaining better success in online classes.

Apart from these substantial change challenges, we cannot deny that online learning is capable of developing individuals with lifelong learning skills (Munirah et al. 2020). These abilities can help a person improve his or her ability to identify what needs to be learned, users to discover necessary information or materials, demonstrate self-learning abilities and self-reliance, be motivated, and reflect on his or her learning through self-assessment.

Online education is one approach that heavily relies on digital technology to ensure educational communication between teachers and students who are unable to interact face to face in the classroom. The primary tools required are access to the internet and a

computer or other device such as a smartphone or tablet. This online learning approach is essential in ensuring that education remains uninterrupted even as the country grapples with a difficult pandemic now. Cisco WebEx, Zoom, Skype, Microsoft Team, and Google Meet are just a few of the popular video conferencing applications (Zhu, 2020).

However, research indicates that Malaysia is still unable to compete with other developed countries in terms of efficiently managing online learning (Muniroh, 2020). Apart from less stable internet access, the attitude of teachers who are unwilling to change their teaching patterns (Anuar, 2020, Carr et al. 2018) and the attitude of students who remain overly dependent on teachers (Kapasi & Grekova, 2018, Azman, 2021) also influence the implementation of online learning objectives. Blaschke & Hase (2019) also questioned whether teachers who cling to traditional teacher-centred techniques are incapable of developing students who are proactive and capable of self-directed learning. What's concerning is that online learning will fail if teachers continue to be hesitant to allow students to choose the learning pattern that best suits their psyche in the twenty-first century (Secil, 2019).

The novelty of this study is that it focuses on student perception concerning the Heutagogical approach applied by Islamic Education (IE) teachers during online learning. The objective of this study was to explore the activities and review the importance of the implementation of Heutagogical approaches in the teaching of. Specifically, this study sought to address two research questions:

i) How are IE teachers teaching activities with a Heutagogical approach implemented?

ii) What is the importance of implementing a Heutagogical approach into IE teachers teaching and learning?

Literature Review

Educational reform is necessary to remain competitive in an era of globalisation. This competition requires teachers or students to use technology in education. Historically, education relied heavily on behaviour modification, but now there is a revolutionary shift in human education (Seçil, 2019). Numerous novel approaches have been implemented in the education field in response to student's desire freedom in their exploration of knowledge and the ability to design the learning pattern that best suits their souls and desires. Education in the twenty-first century will now succeed if students take the lead in their own learning. Education should not be based solely on pedagogy or andragogy; rather, education should foster students' self-learning to facilitate lifelong learning (Patel, 2019). Kenyon and Hase (2000) introduced a new educational approach called heutagogy. The heutagogical approach is a holistic perspective that emphasizes the importance of students learning to learn as well as self-improvement through self-directed learning techniques (Blaschke & Hase, 2019).

Heutagogy is a term that refers to Hase and Kenyon's self-determined learning (2000). Heutagogy is a method of teaching that considers students' experiences, knowledge, desires, and creativity to determine the best learning patterns for them. While traditional learning theories typically focus exclusively on how a person acquires knowledge, heutagogy emphasizes both the acquisition of knowledge and the honing of skills. Heutagogy alters the pattern of teaching because traditional methods of instruction cause the human capital that is born to be unable to compete on a broader level in the world of work.

Heutagogy is a style of active learning that places a premium on students resolving their own problems. Teachers' role is to encourage students to choose their preferred method of learning to discover their own strengths and abilities, thereby cultivating a lifelong interest in learning (Blaschke & Hase, 2019). Students can direct their own learning by determining what and how they will learn. What makes assessment and evaluation interesting is that the students will also determine the form of assessment, ensuring that it is appropriate for their level, abilities, and interests.

According to Hase and Kenyon (2013), Heutagogical teaching can take the following forms:

1- Students participate in the content and learning process design.

2- Provide a negotiable and adaptable evaluation.

3- Collaborative and active learning.

4- Resources for open learning that promote exploration.

5- Reduce control of the learning process.

Heutagogy is flexible and does not require students to meet a predetermined learning objective. Pupils will have more time to explore knowledge and will be more engaged in the process. Heutagogy's emphasis on students fosters self-confidence, independence, and makes learning more enjoyable. Allowing students to choose the techniques and content they wish to learn can promote intrinsic motivation, increasing students' self-efficacy (Moore, 2020).

Technical ability enable elements of heutagogical approaches such as exploring, creating, collaborating, connecting, sharing, and reflecting to evolve. For instance, students will be able to expand their interactions and knowledge resources using social media networks (Blaschke & Marn, 2020). This relationship enables information sharing while also allowing students to learn from one another and develop a sense of community. Additionally, technology can be used to motivate students to create new content, connect and collaborate with others both inside and outside the classroom, share learning outcomes, and provide opportunities for peer learning (Blaschke, 2018). Thus, students can re-evaluate the lesson's content and learning process to improve their self-learning in the future.

The teacher's role will also shift away from being a traditional mentor who is the repository of knowledge and toward being a mentor who require the involvement and learning patterns determined by students. This aspect is consistent with the Heutagogical approach, which emphasizes the students' role in directing their own learning. The Heutagogical approach enables teachers to develop a direct relationship with students while guiding them toward a teaching objective. Teachers will gain a wealth of new knowledge as they investigate novel methods of teaching and learning implemented by students (Blaschke & Hase, 2019). Additionally, teachers' roles must shift from that of a leader to that of a facilitator. As a result, Islamic Education teachers are expected to be change agents in terms of teaching in accordance with the educational needs of the twenty-first century.

Methodology

This is a qualitative study that employs a case study design. The design of this study was chosen to enable researchers to conduct in-depth interviews (Yin, 2011). This design is appropriate for examining data and information about students' perceptions of how Heutagogical approaches are implemented in the teaching and learning of IE teachers. Seven secondary school students in Selangor were interviewed, four boys and three girls. The researcher used purposive sampling techniques to select study participants based on the following criteria: a) students selected to take Islamic Education subjects, b) students in form four, c) have experience with online learning, and d) voluntarily interested in participating in the study. This study collected data through structured interviews and document analysis. These interviews are used to address the research questions because they provide information effectively. Since movement restrictions were still in effect during data collection, interviews with study participants were conducted online via the Google Meet apps. With the permission of the study participants, interview recordings were uploaded to Google Drive. Additionally, this study employs document analysis to support the interview data by examining photographs of teaching materials and student work. The data from the interviews were categorised, subcategorized, and analysed using coding to generate themes (Miles & Huberman, 2014).

Result

Students' perceptions were found to be more specific to their experiences with the implementation of Heutagogical approaches in IE teachers' teaching during online learning in the context of this study. Due to their direct experience with online learning, the students in this study can provide an overview of the cases studied.

Objective 1: Islamic Education Teachers Teaching Activities with Heutagogy Approach

The interview findings show three themes for IE teachers activities utilising a Heutagogical approach during online learning. IE teachers employs a variety of teaching methods, including problem solving activities, project creation and group work.

Problem Solving Activities

According to IES4, IE teachers develops problem-solving activities by assigning quiz based on specified topics. All study participants acknowledged that the GPI assigned numerous problem-solving tasks. IES7 says that most of these problem-solving activities take the form of KBAT questions. Even IES5 agrees that this activity helps to stimulate their thinking.

"Teachers constantly ask questions that involve situations, and we must resolve issues. This is, in fact, HOTS (High Order Thinking Skill). You've got a lot to think. That is why, at times, the internet is so quick that we can find answers to questions."

(IES5/IV5)

Project Creation

IE teachers also conducts project creation activities to diversify student learning activities. Individual or group activities are possible. They have created notes in the form of slides and posters, according to IES1. Additionally, IES4 and IES5 stated that they took

photographs and videos. Producing such a project enables students to collaborate with others. As evidenced by the following passage:

"I really like creating projects, videos, and photographs. Usually, the teacher provides the topic, and you complete it on your own; occasionally, there is a group. There are numerous projects, but I recall sharing one video on YouTube and Instagram. There are comments from friends; it's enjoyable to participate in this."

(IES5/IV5)

Group Work

IE teachers prefer students participate in group activities. Participants in the study admitted that they felt more comfortable engaging in such activities. For IES1, group activities instil leadership qualities in all students, particularly during task division. Indeed, IES2 and IES3 acknowledge that it is crucial to distribute tasks according to the skills possessed by group members to ensure that the work is produced well. According to one of the participants, this is explained as follows:

"It is more efficient. Additionally, we can demonstrate our abilities when working in a group. Some can design, while others can converse and locate materials. When all of this is combined, we can produce excellent work."

(IES3/IV3)

Additionally, participants expressed delight at seeing their classmates' work when teachers arrange group activities. "*The most interesting part is when we have to give a presentation*," IES4 stated. *I enjoy it because it allows me to view the work of other groups. Typically, a class will have seven such groups. My friends' work is quite distinctive and one-of-a-kind.*"

Objective 2: The Importance of Heutagogy in Islamic Education Teachers Teaching and Learning

The interview findings show five themes for implementing a Heutagogical approach to teaching, namely encouraging student involvement, increasing curiosity, setting learning goals, being able to access information, and knowledge sharing.

Encouraging Student Involvement

According to the study's findings, the heutagogy approach used in the teaching of IE teachers is capable of increasing student engagement in learning. Even IES4, IES5, IES6, and IES7 agreed that class attendance exceeded half of the total class population. When IE teachers were frequently seen introducing exciting new applications or activities, participants were excited to participate in learning activities. As IES1 stated, "*Teacher is constantly adding new activities and apps to use. I'd love to join once. I have the feeling that if I want to do anything new, I must first learn. There are always new activities to pursue; isn't Islamic Education boring?*"

Additionally, as agreed upon by all participants, IE teachers engaged in group activities as a means of encouraging student involvement. The way the IE teachers is implemented demonstrates that they care about and are concerned about student presence in the classroom. "*Our teacher prefers to do activities in groups, occasionally in pairs, until there is nothing left*," IES1 explained.

Enhances Curiosity

The Heutagogical approach used in IE teachers teaching and learning has resulted in an increase in students' curiosity. At times, the IE teachers held a surprise online quiz competition for students. As a result, IES3 stated that they are motivated to prepare for the learning session in advance. "*There must be a quiz*," he stated. "*There are few questions, but I don't want to fail, which motivates me to read and prepare.*"

IE teachers was also characterised as a creative educator by participants. Prior to the learning session, IE teachers will provide an introduction related to the topic to be studied in the form of posters, pictures, or videos. Indirectly, this strategy may entice students to pursue additional education. "*I enjoy it when I see the class group because there is a teaser of the teacher*," IES5 explains. *I'm*

going to open because I'm curious about what I'm going to learn next week. Occasionally, the title is straightforward, but the teacher teaser is quite inventive."

Students' high level of curiosity has led them to attempt to replicate the actions of their teachers. They open chat rooms, post YouTube video links, take notes, and participate in online presentation sessions, among other things. IES1, IES3, IES4, and IES6 also admitted to being exposed to a variety of applications and information following online learning session. IES6 states as follows: "*Now I've begun searching for lesson materials on the internet, and there are plenty. Each time I do something, I discover something new.*"

Capability to Gain Information

Following that, the participants explained how the IE teachers teaching approach used during online learning enabled them to freely access information. Furthermore, study participants had immediate access to an internet connection, allowing them to search for information. IES1 reported that online learning had forced him to seek information on his own rather than relying solely on the teacher. This is demonstrated by the following passage:

"*Before this, everyone wanted to wait for the teacher. I don't think I study if the teacher doesn't teach. However, because of online learning, I am forced to find out a lot on my own. When I don't understand something, I just Google it.*"

(IES1/IV1)

Furthermore, participants discovered a variety of learning resources that can be accessed via the internet. Although the IE teachers provided several links to websites and applications that students felt were appropriate, this did not prevent students from performing additional research. "*My teacher gave me a YouTube link for me to watch and learn, but there are also suggestions for other videos that I can watch,*" IES4 stated. "*It's not as if I only saw one piece of material from the teacher.*"

Access to information also makes information exploration activities easier and more enjoyable. When the descriptions in the textbook are quite limited, IES2 and IES3 explained that they need to look for additional information. They also admitted that they needed more explanation to fully comprehend the content of the textbook. One of the students explained, "*Because a title in a textbook is quite basic, we need to find a little more to hone our thinking skills. There are numerous websites that can assist in displaying videos and other media.*"

Sharing of Information

Following that, online learning that the participants experienced was successful in making them enjoy sharing notes with classmates. For example, IES5 says, "*If there is a learning session in Google Meet, we exchange our notes in the form of slides. It's simple now if you take pictures and share them.* "

Furthermore, group discussion activities allow students to share their viewpoints with one another. During the discussion, students are given the opportunity to express their opinions, make comparisons, and learn to accept the opinions of others to complete the assigned task. IES7 agrees that discussion encourages students to share with one another more frequently. IES4 can understand something more thoroughly when the group discussion is conducted as follows:

"*When we talk in groups, we can share (share) our ideas.*" We can hear people conversing. We will provide as much information as we can to complete the assignment. We can also use Google to search. The further we travel, the more we realise what we're doing. As a result, we became something of an expert... "

(IES4/IV4)

Student partnership networks aren't just for their classmates, either. Participants were also observed forming cooperative relationships with peers from different classes and schools. According to IES3, the ability to communicate with one another via the internet has allowed the work created to be shared with others. IES5 and IES6 display their TikTok video link, which contains their group's work. IES1 stated that he had taken part in discussions about hygiene awareness with members of the outside community. IES4 students shared an interesting experience they had when they joined the Telegram group, stating:

"I enjoy sharing with strangers, not my classmates or the teachers who teach me. Because I can learn a lot of new things and see how vast my knowledge is. When I tell what I know, we change the way we want to respond to questions. That is why I like to join the Malaysian Telegram group. Relationships with strangers are stronger."

<div align="right">(IES4/IV4)</div>

Discussion

The study discovered that IE teachers employs a Heutagogical approach when conducting online learning. Students' needs in 21st century skill is continued through problem solving activities (Jamilah & Siti Noor, 2020). To meet this need, IE teachers provides students with stimuli in stages, beginning with topical problem-solving questions. Additionally, IE teachers provides HOTS questions. This type of questioning encourages students to think critically (Tuan Rahayu, Mohd Aderi & Mohd Isa, 2017).

In addition, IE teachers also implements project production activities. Projects created by participants in the form of photo and video recordings uploaded to the YouTube and Instagram applications demonstrated that students had the ability to create their own work (Feng, Fen, Liang & Shin, 2021). Students can openly share lesson materials with others in an indirect manner. The findings also demonstrate that IE teachers prioritises group work because it can encourage students to collaborate with one another (Abdull Sukor, Mohd Izam, Nurahimah & Mohd Isha, 2017). Indeed, group activities such as reminding students of class schedules, assignments, and lesson announcements foster a sense of responsibility and concern for one another.

Next, the findings of the study indicate the importance of the implementation of Heutagogical approach in IE teachers teaching. In online learning, student attendance is a challenge. Nonetheless, IE teachers can encourage student participation in learning. This is because, in line with research of Feng, Fen, Liang, and Shin, IE teachers introduces interesting new applications or activities to motivate students (2021). At the same time, IE teachers are frequently observed to be concerned about the presence of students in the classroom. This method provides social support to students who are experiencing stress while studying, particularly during MCO (Abdul Rashid, Amin Al Haadi, Umi Hamidaton & Raja Nur Syafiqah, 2020).

The study also found that the Heutagogical approach used in IE teachers teaching increased students' curiosity. This criterion is detected when students prepare for class because IE teachers introduce the topic through posters, pictures, and videos. This method is one of the factors that can motivate students to learn (Fenny et al, 2021). Students' strong curiosity drives them to try new things, starting with activities like opening chat rooms, posting YouTube video links, making notes, and online presentation sessions. Because students easily imitate the behaviour or morals of someone they admire, consciously or unconsciously (Raihan, 2019).

This Heutagogical approach to teaching IE teachers develops students' ability to access information freely. Students can find information on their own without relying solely on the teacher. This aligns with the goals of 21st century skills, which emphasises student-centred learning (Salleh & Abdul Manaf, 2017). As a result, the teacher's role as a mentor is critical in ensuring that students go through the learning process properly. This is evident when the IE teachers suggests some links to websites and applications deemed appropriate for the student. Teachers' efforts have further encouraged students' exploration of additional information, as textbook material is quite limited.

Following that, IE teachers encourages students to share notes with classmates via social media networks. This means that students will be able to broaden their associations and sources of knowledge using technology (Blaschke & Marn, 2020). Discussions between students during GPI group activities allow students to share their opinions with one another. During the discussion, students are given the opportunity to express their opinions, make comparisons, and learn to accept the opinions of others to complete the assigned task. This approach can indirectly improve communication skills, which are one of the elements of the Heutagogical approach (Blaschke, 2016). At the same time, the student partnership network among students from the same school is more open and unrestricted. This is consistent with the viewpoint of Blaschke (2016), who claims that sharing information with the outside community exposes students to the real world.

The study's findings are summarised in the diagram below:
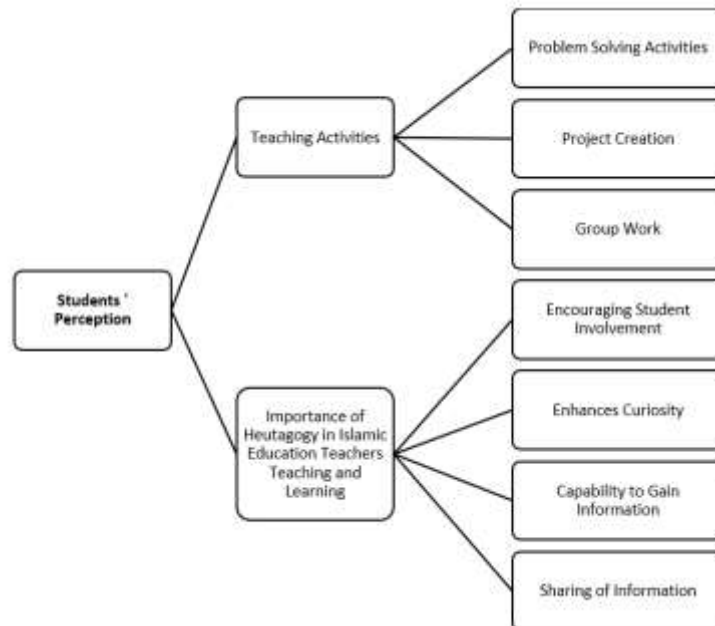
According to the research, the Heutagogical approach in the teaching of IE teachers has a positive effect on student learning, particularly in the subject of Islamic Education. Researchers advise IE teachers to be creative by diversifying its teaching activities. The focus on students must be emphasised in all teaching activities. Furthermore, the IE teachers must provide opportunities for students to learn and develop skills. In fact, IE teachers should encourage students to improve 21st century skills like communication and collaboration to better prepare them for future employment. As a result, IE teachers should be open-minded and strive to improve their knowledge and skills in teaching instruction in accordance with current developments.

Conclusion

In conclusion, this study demonstrates a Heutagogical approach in the teaching of IE teachers based on students' perceptions, with positive implications. This study is significant because the effectiveness of online learning experienced by students is dependent on the teachers' own teaching abilities. According to the findings of this study, teachers need to improve their knowledge and skills to diversify their teaching strategies.

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