

**HEUTAGOGICAL APPROACH ON ENGLISH FOR
JOURNALISM SUBJECT BY UTILIZING REMOTIVI YOUTUBE
CHANNEL AS STUDY RESOURCE ON ENGLISH EDUCATION
STUDENTS OF ISLAMIC INSTITUTE OF MUHAMMADIYAH
SINJAI**

ANDI MUAMMAR KAREBA¹

Institut Agama Islam Muhammadiyah Sinjai
andimuammar13@gmail.com

HARMILAWATI²

Institut Agama Islam Muhammadiyah Sinjai
iladilla1986@gmail.com

ANDI MUHAMAD ZULFIKAR³

Institut Agama Islam Muhammadiyah Sinjai
andimuhamadzulfiakar@gmail.com

ABSTRACT

As the students raised in the internet era, it is urged to serve them different kinds of study approach that involve the students as the core of the study, especially for those who learn in university. This research involved heutagogical approach to observe the way students explore their own learning style by using Youtube specific channel, Remotivi, that provides the students the different sides of mainstream media. This research aims to find out the application of heutagogical approach on English Education 7th-semester students who took English for Journalism subject which is an optional subject. This research is a qualitative study with a narrative descriptive approach that was conducted in English Education students of Islamic Institute of Muhammadiyah Sinjai. The data analysis technique is based on Miles and Huberman theory with observation sheets, interview guide, and documentation as instruments of collecting data. The results showed that 31 students who took English for Journalism subject and used Remotivi as their study resource could widen their perspective about journalism and encourage them to stay vigilant about stereotypes of what mainstream media have framed out. The students also found that heutagogical approach in this subject

helped them to vary their way to study because they become delighted to absorb new information in different learning styles by the enchanting visual presentation of Remotivi channel.

Keywords: *heutagogy, English students, journalism, learning approach, Remotivi*

INTRODUCTION

The education sector today cannot be separated from the influence of technological developments. The development of information and communication technology that is increasingly massive and fast today must be recognized as having a very significant influence on the education sector. The fourth industrial revolution (4.0) or known as the digital revolution provides a very attractive offer for the world of education, mainly related to access to a variety of information and the ease of sharing this information quickly anywhere, anytime and anywhere.

The use of technology in education has been accelerated by the Covid-19 pandemic which has encouraged universities to conduct blended online-offline lectures. In several universities in Indonesia, blended lectures have become part of the learning process in the form of blended learning, so that lecturers are familiar with various forms of teaching. However, the role of lecturers in blended learning is very principal to adapt the pandemic situation. While the students are people who are adults and have their own style and way when facing a problem with a solution. This causes the learning process must be modified. Lecturer learning techniques that are very rigid are increasingly keeping the distance between lecturers and students and resulting in the learning process that does not run optimally.

In the blended learning process in universities, students become a source of strength for the success or failure of a learning process. This is because blended learning has characteristics of direct and indirect face-to-face, controlled by a network, and using technological devices, requires students to follow and carry out the process independently. For this reason, in the modern learning model, students are referred as learners. This is in line with the purpose of blended learning which sees the importance of self-study skills, especially in higher education institutions that have the peculiarity of having the ability to self-regulate. The independence of students to work on assignments with personal creativity sometimes makes lecturers surprised and satisfied with the results.

To become an effective teaching style or known as pedagogy. The form of pedagogy that is suitable for use in the learning process is very dependent on the existing conditions and situations. To determine the type of pedagogy in the learning process requires the ability to teach and in it have the skills to manage or it can be said as the art of classroom management. Thus, in teaching practice, other terms appear as a form of pedagogy, namely andragogy and heutagogy. Andragogy is defined as learning based on the readiness of students to learn. This condition occurs because education assumes that all students are adults who are assumed to have active abilities in planning the direction of learning, having materials, thinking about the best way to learn, analyzing and concluding and being able to benefit from learning or from an educational process (Gaol, 2020). While heutagogy is a development of andragogy.

Heutagogical Approach

The heutagogy mission is subject's self-learning. The heutagogy goal is self-education, that puts the epistemic nature of this process at the forefront, which today is of particular importance, since it determines the realization of the education subject's self-determination. In the heutagogy format, all trainees are interdependent and able to manage their learning process. The teacher's task as a tutor is to create conditions for the subject's learning, to provide certain resources, and to supply with the learning process didactic content. The learning process in the heutagogy can be revised, i.e. it is not to be once and for all given, it does not have a constant goal, but it can be initiated by the subject, which resembles the information drift situation, so it can be stated that the learning focus in the heutagogy is rather blurred (Bykasova et al., 2021). Heutagogy still focused on the independence of students, but in a very complex atmosphere and situation, among others, controlled by a system and technological devices.

One form of heutagogy learning that is carried out at the Islamic Institute of Muhammadiyah Sinjai, especially for 7th-semester students of the English Education Study Program is the use of Remotivi. Remotivi is used as a learning resource, especially in English for Journalism subject. English for Journalism subject is an optional subject in the English Education study program which is expected to foster students' sensitivity and ability to process and receive information as a form of media literacy development. The development of media literacy is important to be taught so that students are not eroded by invalid information (hoax).

Remotivi as Study Resource

Remotivi is a media study and monitoring institute. Its scope of work includes research, advocacy, and publishing. Formed in Jakarta in 2010, Remotivi is a citizen initiative that

responds to the increasingly commercial practice of the post-New Order media industry and neglects its public responsibilities. Furthermore, Remotivi seeks to complete its responsibilities as an institution that pays attention to media developments, seeks to ensure that the public has the same frequency rights, and can see the flow of information going well. The information is suitable for public consumption, contains goodness and truth and is not a hoax (Halimah, 2020).

This study proposed a research question: How is the application of heutagogical approach on English for Journalism Subject by utilizing Remotivi Youtube Channel as study resource on English Education students of Islamic Institute of Muhammadiyah Sinjai? This question is designed to find out the application of heutagogical approach on English for Journalism subject by utilizing Remotivi Youtube Channel as study resource on English Education students of Islamic Institute of Muhammadiyah Sinjai. Addressing this area, this research seeks to fill the gaps within literature. The results of this study could inform other lecturers on how to apply heutagogical approach in teaching English for Journalism by using learning resource, especially Remotivi Youtube channel.

METHODOLOGY

The type of this research is a qualitative with narrative descriptive approach. Qualitative research is research that uses a natural setting, with the aim of describing the phenomena that occur by involving various existing methods. This researched conducted on 31 students of English Education 7th-semester who took English for Journalism subject at Islamic Institute of Muhammadiyah (IAIM) Sinjai.

The data obtained by using instruments such as observation sheet, interview guide, and documentation. Then the data analyzed based on Miles and Huberman theory. The analytical technique of Miles and Huberman are data collection, data collection, data display, and data verification

FINDINGS AND DISCUSSION

The basic principle of the heutagogical approach that can be applied to English Education 7th-semester students is that a student participant must be the center of learning for himself. However, what needs to be underlined is that in practice heutagogy places more emphasis on the level of independence (higher level of autonomy) and the maturity of learners in their learning, as explained by Blashcke that the level of the learners' maturity has an influence on the level of learning assistance, namely the more mature a person is in terms of independent

learning, then the percentage of learner control should be further reduced (Blaschke, 2012). In the application of pedagogy, the role of the learner is still very dominant compared to the role of the learner. Furthermore, the role of the learner becomes less and less in the application of andragogy and very little in heutagogy, where the learner is no longer a learning companion, but more as a learning consultant. In other words, the success of the application of heutagogy will only be maximized if the learning target has a sufficient level of independence and learning maturity, namely having a clear learning vision, having a good understanding of learning tendencies and learning styles (metacognitive skills) possessed (Ridha, 2019).

Our teaching and training programs are built on a framework developed to fulfill the demands of the industrialization. They train and maintain individuals in order for them to fit into a society's economic system. This is still, to a considerable part, the dominant political mental model that guides educational policy. Nevertheless, in light of our twenty-first-century reality and the issues mentioned above, this paradigm is no longer adequate. We are increasingly witnessing a system that places a premium on standardization and performance over learning, creativity, and innovation. Alternatively, we want a system that creates and develops skilled lifelong learners with a diverse set of abilities which allow them to deal with fast-paced change and a desire to study.

Steps of Heutagogy Application

In the learning process, the implementation of heutagogy will at least include three stages as described by Blaschke & Hase (2015):

1. Students and lecturer work together to identify learning needs and outcomes, then agree on a learning agreement contract.

In this phase, students and lecturer found out that their needs in English for Journalism subject are to acknowledge what is happening behind the media and journalists, how the media construct their news, and the critics of media and journalism products. The students eager to know the bias of each news that popped up in their daily social media timeline. After that, the students and the lecturer determined the final outcomes of English for Journalism subject. They agreed the assesment would not be given as last-term written test, but in form of essays, daily journals, or a testimonial video about what they have discovered for the whole semester about English for Journalism weekly lesson. The lecturer let the students choose their own final outcomes, and underlined that students' progress each week will be additional points by testing their comprehension of weekly lesson quiz. These activities then stated as learning agreement contract.

2. During learning, the lecturer allowed students to use various learning styles and gave a primary study resource with optional challenging assignments to be completed both autonomously and with assistance.

As a consultant in heutagogy approach, the lecturer did not limit how the students explore the theme of weekly lesson of English for Journalism subject by fitting it with their preference learning styles. For learning resource, they got various learning resource recommendation. From 16 meetings, the last four meetings, which discussing about critics in journalism, the lecturer recommend a specific Youtube channel as the basic resource, named Remotivi, because the lecturer wanted to integrate the internet product in his subject, so he involved Youtube app. The students could develop that resource and extend their learning resource to widen their knowledge about journalism each week. The lecturer also provided some optional assignments to enrich students' ability for additional points to their learning progress.

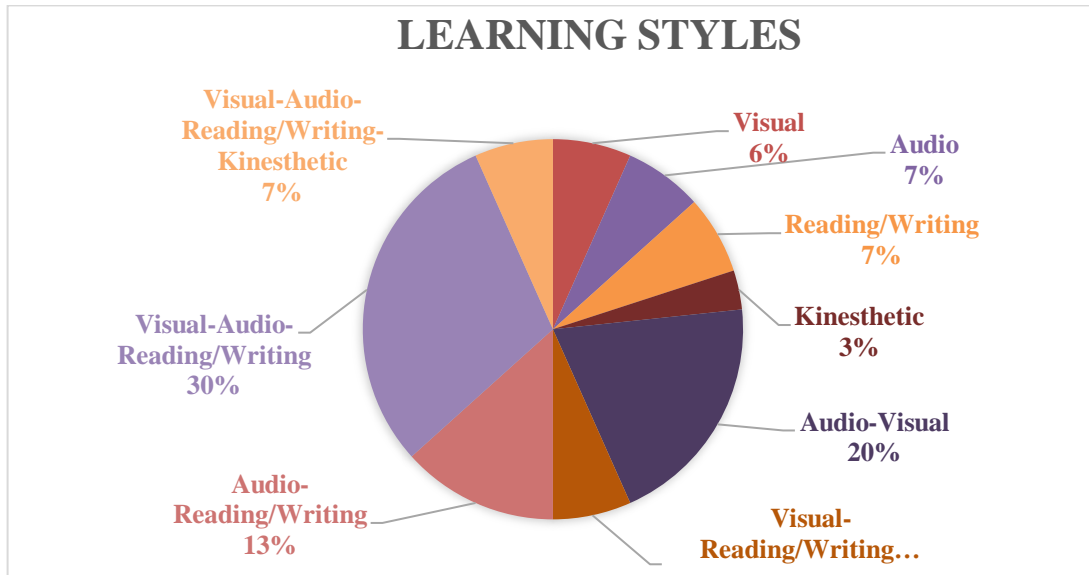
3. Learning outcomes are assessed based on agreed outcomes to see whether these outcomes have been achieved.

As stated above, the assesment has been negotiated between the students and the lecturer. The lecturer would give some advice if there were students that did not actively progress to remind them that the subject was designed to teach them independency and clear vision of learning English for Journalism so they could achieve maturity in learning too.

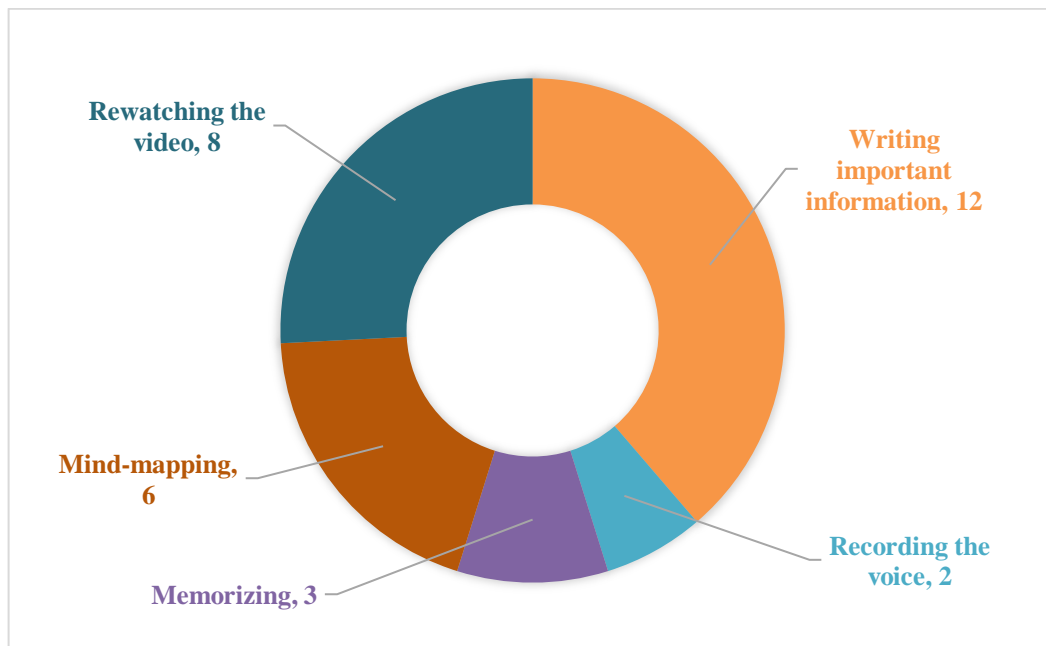
The Learning Styles

In the process, students have the freedom to actively reconstruct their knowledge by doing various learning activities, not just passively waiting to be explained by the lecturer. For instance, as each student had different learning styles, they extracted the information from the learning resource, Remotivi, in their modified styles. As we know that Youtube is an audio-visual media, so the students who were not audio-visual learners adjusted their learning theirselves.

By utilizing Neil Fleming's VARK (Visual, Audio, Reading/Wiring, and Kinesthetic) theory of learning styles who differs it into four (Widharyanto & Binawan, 2020), here is the division of each learning styles used in English for Journalism class:



From the data above, only 23% students used single type of learning styles (visual only, audio only, reading/writing only, and kinesthetic only), while 73% of them used combined styles. This following pie-chart shows how the students gain and comprehend the content of the Remotivi as learning resource:



Two of the listened the video then recorded their own voice, and six of them made mind-map. Only three of them memorized the catchy parts of the videos that attached to their brain when they watched the videos, while the students who identified themselves as audio-visual learners rewatched videos on and on, and 12 of them conclude the information they got in a list by writing. All of the students added extra information of what they have got by asking the lecturer (6 people), read some related websites (7 people), books or journals (11 people), podcast (3 people) and discussion with another student (4 people).

This showed that as independent learners, students could be more explorative about how they want to gain a lesson. They also felt comfortable to express themselves on arranging their own lesson plan, measuring their weakness and their strength, optimizing their learning time, and determining their own learning technique.

Eventhough Remotivi could not fully support their needs of information, the students felt amused with this learning resource as the lecturer recommendation. After watching Remotivi videos, the students told that they did not only get primary information for English for Journalism, but they also faced with new topics of journalism that they have not imagined before. Those topics are:

- a. Portraits of social construction
- b. Stereotype of gender and ageism
- c. The lacking of minorities exposure
- d. Taking sides in cases of sexual harassment
- e. Detecting hoax
- f. Indonesia Broadcasting Commission (KPI) disfunctionality
- g. The depravity of the media creative team in representing reality
- h. The way public frequency misused for unimportant information.

Beside the topics of the video, the students found out that they are attracted to use Remotivi as learning resource, eventhough not all of them are visual learners, because:

- a. The video editing technique is impressive
- b. The creativity of the narrator to connect each points of the topics
- c. The illustrations are neat and nice
- d. The animation shows no multiple interpretation.

CONCLUSION

Based on the result of the research above, it can be concluded that in the English for Journalism subject, the lecturer let the students choose their own final outcomes, and underlined that students' progress each week will be additional points by testing their comprehension of weekly lesson quiz. As a consultant in heutagogy approach, the lecturer did not limit how the students explore the theme of weekly lesson of English for Journalism subject by fitting it with their preference learning styles. The lecturer also provided some optional assignments to enrich students' ability for additional points to their learning progress. As stated above, the assessment has been negotiated between the students and the lecturer. In the process, students have the freedom to actively reconstruct their knowledge by doing various learning activities, not just passively waiting to be explained by the lecturer.

FURTHER RESEARCH

As for further research, it seems that there are more varied learning events that can be applied by teachers who are able to create new motivations for students. It may be worth noting to refer to the following effects:

- I. Heutagogy Approach
- II. Study Resource

Independent learning or more precisely the heutagogy approach, which we might see as one of the learning methods in addition to the pedagogic and andragogic approach. A new method that is suitable to be applied at this time in the midst of the covid-19 pandemic because it makes students the '**center**' of the teaching and learning process and becomes an '**active**' agent of the entire learning experience.

In the learning process we must know where the learning resources are taken from. Remotivi is a YouTube channel that can be used as a learning resource for users of the heutagogy method. Last but not least, you might never be sure if the Remotivi is effective for everyone. So, you might have to find other learning resources that might be more effective for students through research.

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