



## Heutagogy-Based Training Management: Self-Determined Learning for Adult Learners

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**Abstract:** Heutagogy-based training management emphasizes learner autonomy, adaptability, and self-motivation—making it especially relevant for adult learners in non-formal educational settings. This study explores how self-determined learning is implemented in a heutagogical framework at the Course and Training Institute (LKP) in Jember Regency. Guided by four core principles—self-efficacy, self-determination, self-directed learning, and self-regulated learning—heutagogy enables participants to engage more meaningfully with learning content, develop real-world competencies, and cultivate lifelong learning skills. Using a qualitative approach, this research employed observation, in-depth interviews, and documentation studies to gain a comprehensive understanding of the training experience. The study was conducted at LKP in Sumpersari District, selected through purposive sampling. Data analysis followed an interactive model consisting of data collection, reduction, display, and verification. Data validity was ensured through prolonged engagement, persistent observation, and triangulation of sources and methods. The findings show that participants demonstrate strong autonomy in determining their learning goals and strategies, competence through hands-on practice and feedback, and relatedness through collaborative peer interaction. These findings reinforce the importance of heutagogy-based training in promoting independent, motivated, and socially connected adult learners.

**Keywords:** heutagogy, self-determined learning, training management

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### INTRODUCTION

This Heutagogy approach has become one of the learning approaches that has attracted the attention of many educators. This approach places learners as the primary controllers in the learning process, allowing them to take responsibility for their learning, as it combines the principles of andragogy (adult learning) with a focus on independence. This heutagogical learning plays a central role in learners' taking responsibility for their learning by encouraging independence, creativity, and student motivation (Eka, 2023). Heutagogy can create meaningful and relevant learning experiences by applying four principles: self-efficacy, self-determination, self-directed, and self-regulated learning (Setyawati, 2016). These four principles are expected to enhance life skills, especially among trainees at the course and training institutions (LKP) in Jember Regency.



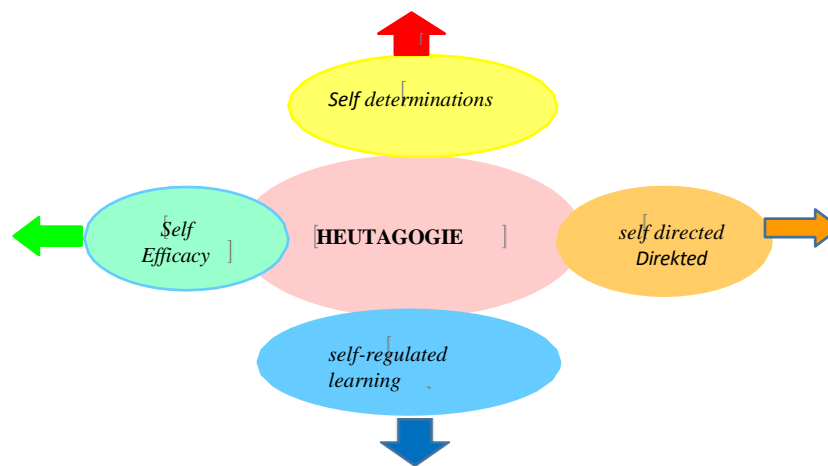


Figure 1. Principles of Heutagogy

The image illustrates the principles of heutagogy, a self-determined learning approach that emphasizes learner autonomy and adaptability. At its core, heutagogy integrates four key principles: self-determination, self-efficacy, self-directed learning, and self-regulated learning. Self-determination represents the learner's ability to take control of their own learning journey, fostering independence, motivation, and initiative. Self-efficacy refers to the learner's belief in their capability to achieve learning goals, which influences confidence and persistence. Meanwhile, self-directed learning involves the responsibility of learners in planning, monitoring, and evaluating their own progress, encouraging active participation in setting learning objectives. Lastly, self-regulated learning focuses on managing learning strategies, tracking progress, and adapting to challenges, helping learners develop metacognitive skills (Wehmeyer & Schwartz, 1998). Together, these principles form the foundation of heutagogy, promoting lifelong learning and a flexible, learner-centered education model.

Heutagogy learning within the Self-Determination principle focuses on what and how learners learn, not what is being learned. One example is that learners must be able to explore or delve deeper into the material they want to study according to their needs, not just accept what the teacher provides. High self-determination indicates the attitude and ability of learners to complete tasks and the ability to control thoughts and behavior to achieve learning goals (Wehmeyer & Schwartz, 1998). The characteristics of self-determination can be seen through attitudes of Autonomy, Competence, and Relatedness. Autonomy plays a role in how learners decide their needs, including seeking other learning resources besides those provided in class. Competence is a person's need to have experience interacting effectively in their environment. This is also correlated with Relatedness, which is the learners' need to support each other in relationships with other learners.

Rusli et al., (2020) emphasize the growing acceptance of heutagogy-based online learning in higher education, demonstrating that students perceive it as beneficial for enhancing creativity, motivation, and adaptability in the era of Industrial Revolution 4.0. Similarly, Majid et al., (2023) explore how heutagogy aligns with Society 5.0, underscoring its role in promoting proactive, metacognitive, and reflective learning—critical for navigating a highly digitalized and automated world. Beyond theoretical discussions, empirical studies further validate the efficacy of heutagogy in skill development and professional education. Gillaspay & Vasilica, (2021) illustrate how heutagogical design fosters self-determined learners in nursing education, reinforcing key principles such as non-linear learning, learner agency, and double-loop learning. Additionally, Febry et al., (2022) provide a systematic review

demonstrating that heutagogy enhances student creativity through self-regulation, motivation, and digital learning platforms, highlighting its effectiveness even for students with special needs. In management education, Stoten (2020) argues for heutagogy as a means of personalizing learning experiences, equipping learners with the capability to adapt in dynamic professional settings.

Based on preliminary studies conducted by the researcher, there are several Course and Training Institutions (LKP) in Jember Regency, such as LKP bridal makeup, LKP hair beauty, and LKP sewing, where the educators or instructors apply an approach that leads to heutagogy learning, as the learning objectives are aimed at enhancing the independence of the learners. However, although the application of heutagogy appears in these institutions, there is still limited understanding of how deeply the principles of Self-Determination—specifically Autonomy, Competence, and Relatedness—are being implemented and experienced by the participants.

The problem that arises is the lack of clarity regarding whether trainees truly exercise autonomy in choosing the type of training that suits their needs, how effectively they interact with peers and instructors to build competence, and the extent to which they support each other to meet learning challenges (relatedness). This gap in understanding becomes crucial, especially considering that heutagogy aims to prepare learners to become independent and lifelong learners, which requires more than just exposure to materials but active engagement and self-direction in the learning process.

Therefore, the aim of this study is to describe the implementation of heutagogy-based learning through the lens of Self-Determination Theory for training participants at the Course and Training Institutes (LKP) in Jember Regency. Specifically, the research seeks to explore how the dimensions of Autonomy, Competence, and Relatedness are applied and experienced by trainees at the Hair Beauty Training Center. By examining these dimensions, the study intends to provide a comprehensive understanding of how heutagogical learning principles are integrated into the vocational training process, and how they contribute to fostering independent, self-directed, and collaborative learning among participants.

## **METHOD**

This research adopts a qualitative approach to describe the implementation of self-determined heutagogy learning among participants at the Course and Training Institute (LKP) in Jember Regency. According to Bogdan and Taylor (1978), qualitative research generates descriptive data in the form of speech, writing, and observable behavior. By employing this approach, the researcher directly engages with the subjects and settings, allowing for a detailed portrayal of the situations, conditions, and events related to heutagogical learning and participants' self-determination.

In qualitative research, the researcher serves as the primary instrument, utilizing their full social capital to collect data effectively. The researcher's active presence is crucial, especially in exploring the implementation of heutagogy learning at LKP. Intensive involvement helps build rapport with both instructors and trainees, fostering an environment conducive to open communication and accurate data collection.

The research was conducted at an LKP in Summersari District, Jember Regency. The site was selected using purposive sampling, as recommended by Sugiyono (2015), to meet specific research objectives. The selection criteria included: (1) the LKP is an accredited institution and a competency testing center; (2) preliminary studies indicated the presence of heutagogy-based learning aimed at enhancing participants' life skills; and (3) initial observations revealed a strong sense of learner independence among the trainees.

Primary data for this study consists of verbal accounts, behaviors, and activities of observed and interviewed participants, gathered through interviews and direct observation. Supplementary data, such as documents, photographs, recordings, and literature, support the primary findings.

Informants were identified using the snowball sampling technique, starting with initial key informants (instructors) and expanding to other participants based on referrals and emerging insights. This method ensured comprehensive coverage of perspectives relevant to the research focus.

Data collection techniques are the most crucial step in research because the primary goal is to obtain data. With knowing data collection techniques, researchers will obtain data that meets the established data standards. In qualitative research, the data collected in this study consists of written or spoken words from people and observable behaviors, so the Technique used for the data collection process in this study is:

1. Observation technique, where observation is an evaluation technique for nonformal education programs used by examining a phenomenon and event through efforts to observe and systematically record data (Sudjana, 2004). Observation compares the information obtained through interviews to ensure greater validity. Through participatory observation, it is expected that researchers will obtain findings related to the focus in-depth. In this study, participatory observation examined how instructors implement heutagogy principles in training sessions. Observation serves as an evaluation method to assess real-time interactions, instructional strategies, and trainees' engagement in independent learning.
2. In-depth interviews; in this study, interviews are used as the dominant data collection method but are often complemented by other methods such as participatory observation, documentation analysis, or other techniques. With this interview, the researcher hopes to obtain data extensively and in-depth. Therefore, the interview is conducted openly to gain the perspective of the research subjects. The researcher conducted open-ended interviews with instructors, trainees, and program coordinators to explore their perceptions, challenges, and successes in implementing heutagogy-based learning. Interviews are often complemented by participatory observations and documentation analysis to provide a comprehensive view of the learning environment.
3. Documentation study, according to Arikunto (2010), is the search for data regarding matters or variables in the form of records, transcripts, books, office letters, magazines, inscriptions, meeting minutes, ledgers, agendas, and so on. The documentation technique is used to collect data from non-human sources. These sources can be in the form of documents. Next, data analysis in qualitative research is conducted before entering the field, during the fieldwork, and after completing the field research. Data analysis serves as a reference for future research.

For data analysis, the research employed Miles and Huberman's (1992) Interactive Model, which includes four interconnected steps: data collection, data reduction, data display, and conclusion drawing/verification. Preliminary conclusions were continually tested against the data collected, ensuring credibility and consistency. For clarity, the interaction of each component of data analysis can be seen in the interactive data analysis model diagram by Milles and Huberman (1992) as follows:

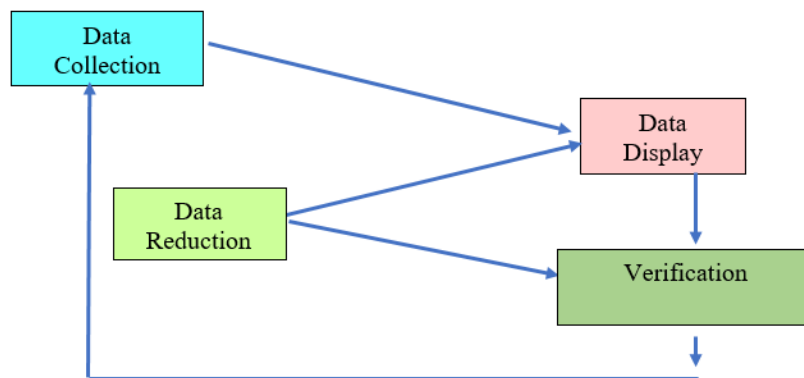


Figure 2. Components of the interactive model data analysis

To strengthen data validity, the study followed Moleong's (2017) criteria: credibility, transferability, dependability, and confirmability. Specific validation strategies included:

1. Prolonged Engagement — extended interaction with the research setting allowed the researcher to build trust, understand the context deeply, and capture authentic data.
2. Persistent Observation — the researcher repeatedly reviewed data, consulted relevant literature, and cross-checked findings to ensure thoroughness and accuracy.
3. Triangulation — both source triangulation (interviewing multiple informants like instructors and trainees) and technique triangulation (combining observation, interviews, and document analysis) were applied to enhance data reliability and validity.

Through this structured yet flexible methodology, the research aims to provide a rich, credible portrayal of heutagogy-based self-determined learning among LKP participants in Jember Regency.

## RESULTS AND DISCUSSION

Based on data collection through interviews, observations, and documentation, the results/findings of the research on the Implementation of Heutagogy Self-Determination Learning for Training Participants at the Hair Beauty Course and Training Institute (LKP) in Jember Regency. In heutagogical learning, the teacher is a facilitator, guiding students to identify their learning goals, plan the learning process, and manage the available resources. This approach emphasizes lifelong learning, developing metacognitive skills, and encouraging students to take full responsibility for their learning achievements. One of the principles of heutagogy is self-determination, which involves three attitudes: Autonomy, Competence, and Relatedness.

### 1. Autonomy Attitude

The participants of the hair beauty training at LKP Kabupaten Jember showed that the trainees were enthusiastic and eager during the instructor's theoretical and practical learning activities. This enthusiasm was driven by their desire and interest in attending the hair beauty training, as expected by the participants. This aligns with the opinion of Blaschke and Hase (2019) that self-determined learning is related to understanding how people learn best and how the methods derived from this understanding can be applied to the education system. Therefore, in this attitude of Autonomy, participants determine their learning independently and allow their instincts for exploration and curiosity to have complete control. In this case, the participants appear to be preparing materials obtained through Google and YouTube, so the learning sources are obtained from the instructor, and the participants are also exporting materials from the internet. Furthermore, Wehmeyer and Shogren (1998) stated that self-

determination is an important aspect that needs to be trained in every individual, and some of the impacts of self-determination are:

- a) **Feeling Satisfied at Work:** One of the positive impacts of self-determination is feeling satisfied at the workplace and being able to play a key role in achieving the success of a group. In addition, someone with self-determination skills can also provide support and positive encouragement to their colleagues. This aligns with the research findings in the field, where hair beauty trainees who demonstrated autonomy in learning also exhibited a strong sense of fulfillment and confidence in their skills. Additionally, they actively supported and encouraged their peers, reinforcing a collaborative learning environment.
- b) **Motivated to Achieve:** Another positive impact of self-determination is being more motivated to become an accomplished individual. This is because he has complete control over himself. Thus, the person becomes more mentally resilient, able to achieve goals, and overcome challenges more effectively. This is reflected in the training participants at LKP Kabupaten Jember, who showed resilience in mastering new techniques and demonstrated persistence in overcoming challenges during practical sessions.
- c) **Able to Adapt** The last positive impact of self-determination is becoming more capable of adapting to new environments and building good relationships with others. Also, someone with good self-determination skills will be more selective in choosing positive relationships that suit them. Field data from the training sessions confirm that participants who actively engage in self-directed learning are more adaptable to industry trends and better at networking with peers and instructors.

Based on the above description, when training participants, they have self-determination, especially in the attitude of an individual's Autonomy in making choices and managing their own life. It means that every individual can have control over themselves. This shows that participants have control over their learning process through the principle of self-determination in heutagogy, where learners can direct themselves in acquiring knowledge. For example, hair beauty training participants show great curiosity by exploring the latest techniques found online. This is to what Eka (2023) stated, that there are several significant advantages related to the implementation of heutagogy, among others:

- 1) **High Motivation.** By giving students responsibility for their learning, heutagogy can enhance their intrinsic motivation. Students feel more influential in their learning, which can increase their sense of ownership and curiosity. This was observed in the training participants, who displayed a strong sense of ownership and curiosity in exploring new hairstyling methods.
- 2) **Relevant Learning.** In heutagogy, students can choose topics or learning projects relevant to their interests and lives. This makes learning more meaningful and relatable to real-life contexts. The field results confirm that participants benefit from learning projects directly applicable to their future work in the beauty industry.
- 3) **Development of Independent Skills.** Heutagogy helps students develop metacognitive skills, problem-solving abilities, and independent decision-making. They learn to manage their time, manage resources, and evaluate their progress. Observations at LKP Kabupaten Jember support this, as trainees demonstrate time management skills and resourcefulness in acquiring new techniques.

According to Eka (2023), the challenges in implementing heutagogical learning are as follows:

- 1) **Teacher Readiness.** The application of heutagogy requires a different role for teachers as facilitators. Teachers need to understand the concept of heutagogy and develop

practical facilitation skills. This challenge was noted in the training sessions, where some instructors struggled to adapt to a learner-centered approach.

- 2) Student Abilities. Not all students have the same metacognitive skills and independence. Some students may need help taking responsibility for their learning and additional guidance. Field observations show that while some participants thrive in a self-directed learning environment, others require additional guidance.
- 3) Resource Limitations. The practical implementation of heutagogy requires access to relevant resources, such as a comprehensive library, adequate Technology, and a supportive learning environment. Similarly, the training participants at LKP Kabupaten Jember faced challenges in accessing high-quality learning materials, limiting their ability to fully engage in heutagogical learning.
- 4) Comprehensive Evaluation. Evaluation in heutagogy can be more complex than traditional evaluation methods. Teachers must develop a comprehensive evaluation approach that includes aspects relevant to self-directed learning. Similarly, the training participants at LKP Kabupaten Jember faced challenges in accessing high-quality learning materials, limiting their ability to fully engage in heutagogical learning.

## **2. Attitude Competence**

The research findings indicate that the attitude of Competence in the training implementation, after 2-3 sessions, participants become familiar with each other, leading to communication among them. When participants encounter difficulties related to the material, they initially hesitate to ask the instructor but eventually muster the courage to ask the instructor/trainer to deepen their understanding of the required material, such as Blow Dry and Blow Curly. The instructor initially guided the participants during practice, but later could practice independently. This aligns with the opinion expressed by Eka (2023) that students have developed themselves, as well as their creativity, thinking processes, behavioral processes, emotional control processes, and so on, while educators only guide or direct in a collaborative process. It becomes meaningful because there has been an optimal development process of the participants' abilities based on their strengths, potential, creative thinking, and skills. Therefore, every educator must understand each participant's uniqueness and help them discover it. Competence attitude essentially refers to an individual's need to have compelling interaction experiences in their environment, specifically in how trainees can interact with other participants and communicate with instructors to deepen the necessary material.

The attitude of Competence in self-determination is reflected in the participants' ability to feel more skilled and competent over time, as well as their desire to manage themselves and their environment effectively, (Rhadiatullah & Sinulingga, 2017). After several training sessions, the participants felt more confident interacting with the instructor. At first, some participants might feel shy or reluctant to ask questions when they encounter difficulties. However, as time passed, they showed the courage to ask questions and clarify material that had yet to be understood. For example, in hair beauty practices such as Blow Curly, some participants found it challenging to master specific techniques. However, they eventually dared to ask the instructor for help understanding the material better. This attitude demonstrates the participants' competency development, as they can overcome learning obstacles and deepen their understanding through independent efforts.

Here are the researcher's observations during the participants' practice of the Blow Curly hair beauty training. Initially, the participants faced difficulties, but after practicing under the instructor's guidance, they could finally perform the practice.



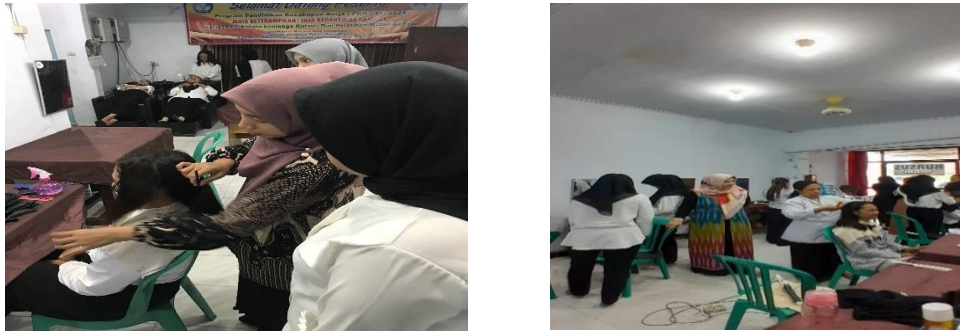


Figure 3. The instructor demonstrated the Blow Curly technique

Based on the documented observations above, in heutagogy Self-Determination learning, the attitude of Competence allows trainees to interact well with each other. Additionally, trainees can communicate with the instructor when they encounter difficulties in practice, and the instructor promptly guides them on the techniques that need to be performed by the trainees. This aligns with Legault's (2018) opinion that a competence attitude triggers perseverance, sustained effort and attention, and a determination to improve. In other words, this need for Competence drives the desire to seek optimal challenges. When individuals engage in optimal challenges and complex activities, their talents and skills are stimulated at a developmentally appropriate level. This will result in a highly satisfying perception of Competence, generating interest and energy for subsequent actions and can enhance creativity for the trainees.

### **3. Attitude Relatedness**

Field findings regarding implementing heutagogy learning on the attitude of Relatedness indicate that participants help each other, whereas those who do not understand ask those who do understand about the material provided. During the learning process, especially during the hair beauty training practice, several participants experienced difficulties in practice, so they were assisted by the instructor/trainer. In the end, they were able to complete the practical tasks well. This is supported by the opinion of Mamahit and Situmorang (2017), who state that the attitude of Relatedness focuses on social relationships among participants in learning. In the LKP hair beauty training in Jember Regency, the training participants show a supportive attitude towards each other, both among fellow participants and with the instructors. When a participant has difficulty practicing the material, other, more experienced participants are happy to explain or demonstrate the correct way. The relationships formed among the participants create a conducive and mutually supportive learning environment. This can be seen in the training practices at the Course and Training Institute (LKP), where instructors focus on creating mutually respectful and understanding relationships between trainers and participants. According to the instructor with the initials DS, creating a conducive atmosphere starts with friendly initial interactions, such as getting to know each other through introductions and games that build familiarity. This is important to eliminate awkwardness and comfort the participants so they can focus on the learning process without feeling pressured. Thus, it will create a familial atmosphere that supports this learning process. Relatedness strengthens the sense of togetherness among participants and provides the emotional and social support needed to enhance learning success.

The findings are supported by the opinion of Baharuddin et al., (2022) that in the self-directed learning method, the arrangement of the learning environment supports students to adapt to their learning styles by creating a comfortable atmosphere. The learning



environment setting also plays an important role in encouraging participants' enthusiasm, such as the instructor's friendly, patient, and attentive atmosphere, which helps participants feel more comfortable attending the training without awkwardness. The training participants will feel more confident to ask questions if they encounter difficulties. When participants feel valued and understood, they will be more motivated to learn and take the initiative to deepen their understanding. This reflects that the training participants can better identify their needs and control their learning process.

Here is the learning atmosphere at the Institute and course (LKP) in Jember Regency:



The learning atmosphere at LKP



Practice after the theory lesson

Implementing the self-determination principle in training at the LKP Jember Regency shows how learning focusing on independence and participants' needs can enhance their engagement and learning outcomes. By providing the freedom to choose the material they want to learn, encouraging deep interactions with instructors and fellow participants, and supporting the development of their competencies, this training offers a more meaningful and practical experience. Through applying this principle, participants not only learn to master technical skills but also learn to self-regulate in the learning process, which is the core of the heutagogical approach.

The application of heutagogy, or self-determined learning, in educational settings demands not only a supportive environment but also the implementation of well-planned strategies (Eka, 2023). Heutagogy emphasizes learner autonomy, capability development, and reflective practice. Based on the findings in our study, learners at the training centers demonstrated varying levels of readiness for independent learning, indicating that tailored strategies are essential to ensure effective heutagogical practice. Here are some steps that can be taken to implement heutagogy:

- 1) Exploring Students' Interests and Needs. This aligns with the findings that many participants express higher engagement when learning materials resonate with their personal or professional goals. Observations revealed that participants actively seek hairstyling techniques that align with their personal goals, utilizing online resources and instructor guidance. Therefore, teachers or facilitators must adopt a student-centered approach, encouraging open dialogue to understand individual motivations and expectations. Tools like initial surveys, interviews, or reflective journals can help capture this information. By doing so, learners feel valued and are more likely to take ownership of their learning journey, which is at the core of heutagogy.
- 2) Building a Learning Framework. Findings show that participants demonstrated autonomy by structuring their own learning paths, selecting materials, and engaging in hands-on practice based on real-world applications. After students' interests and needs are identified, teachers can help students build their learning framework. In this stage, teachers act as facilitators, helping learners set specific and achievable learning objectives. They also assist in mapping out relevant resources — such as academic articles, videos, or expert talks —

and co-developing evaluation methods that reflect learners' goals. This co-creation process enhances learners' sense of responsibility and commitment to their progress. This involves the development of specific learning objectives, identifying relevant resources, and determining appropriate evaluation methods.

- 3) Encouraging Independence. One of the main principles of heutagogy is to encourage student independence. Teachers need to provide clear guidance and appropriate support and give students space to make decisions and manage their own time in learning. Field data shows that trainees develop self-discipline and problem-solving skills as they navigate through practical learning experiences with minimal instructor intervention. Teachers should provide clear guidelines and act as mentors rather than traditional instructors. This empowers learners to make informed decisions, self-assess their progress, and adjust their strategies as needed. Such independence nurtures problem-solving skills and adaptability, preparing learners for real-world challenges.
- 4) Using Technology as a Learning Tool. Technology can be a handy tool in applying heutagogy. Based on our findings, many participants used digital platforms like YouTube tutorials and beauty industry blogs to supplement their learning, supporting heutagogical methods. Online platforms, such as learning management systems and virtual discussion forums, enable learners to access diverse resources anytime and anywhere. Additionally, multimedia tools allow learners to present their outcomes in innovative formats, such as podcasts, videos, or digital portfolios, further enhancing engagement and personal expression.
- 5) Performance-Based Evaluation. Unlike standardized tests, which often fail to capture holistic learning, performance-based assessments such as projects, presentations, and portfolios allow learners to demonstrate their understanding and skills in practical contexts. These methods offer a more authentic measurement of learning progress, enabling facilitators to provide meaningful feedback and learners to reflect on their achievements and areas for improvement. Field data shows that the training program incorporated project-based assessments where participants showcased their hairstyling techniques through practical demonstrations, reinforcing their learning achievements.

In conclusion, integrating heutagogical strategies in learning environments requires thoughtful planning and a responsive approach. By aligning these strategies with learners' interests, providing flexible frameworks, fostering independence, leveraging technology, and employing performance-based evaluations, educators can create enriching learning experiences that not only enhance life skills but also prepare learners to become lifelong, self-determined learners.

## CONCLUSION

The application of heutagogy-based training management at LKP in Jember Regency reflects a significant shift in adult education—placing learners at the center of their educational journey. Through the integration of self-efficacy, self-determination, self-directed, and self-regulated learning, instructors encourage participants to take control of their learning pathways. This approach not only supports content mastery but also nurtures essential life skills such as autonomy, critical thinking, emotional intelligence, and resilience.

Participants demonstrate autonomy by independently selecting learning materials and pacing their learning according to personal preferences and goals. Competence is strengthened as they engage in practical tasks, receive constructive feedback, and refine their abilities based on real-world applications. Relatedness is also evident, as peer interactions, group discussions, and collaborative projects foster a sense of community and mutual support within the learning environment.

Heutagogy-based learning empowers adult learners to be proactive, reflective, and resourceful—qualities that are critical for lifelong learning and professional development. Instructors act not merely as knowledge transmitters but as facilitators who guide, inspire, and adapt to the diverse needs of learners. The flexibility and learner-centered nature of this approach create opportunities for more meaningful and lasting learning experiences.

Recommendations:

1. For participants: Cultivate a proactive attitude toward learning by leveraging personal interests and building self-awareness to enhance creativity, motivation, and autonomy.
2. For instructors: Understand the unique learning styles, talents, and goals of each participant. Offer flexible guidance, individualized support, and consistent feedback to foster growth and confidence.

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