HEUTAGOGY AND INDIGENOUS KNOWLEDGE IN INTEGRATED THEMATIC INSTRUCTION AND CHARACTER EDUCATION

Nining Andriani 1
Nurul Ulfatin 2
Ali Imron 3
Raden Bambang Sumarsono 4

ABSTRACT

Objective: The purpose of this research is to investigate the feasibility and correlation between the heutagogical approach and indigenous knowledge in thematic instruction that incorporates character education in primary schools situated in Sumbawa Regency, Indonesia.

Theoretical framework: Heutagogy is a pedagogical approach that emphasizes learners’ autonomy in determining their learning strategies and assessing their learning outcomes. Using heutagogy as a theoretical framework in learning can facilitate students to take an active role in their education.

Method: The method in this study is to use qualitative methods. The data collection process involved conducting in-depth interviews followed by a survey, which was subjected to analysis using descriptive statistics. The survey respondents comprised 34 school principals and teachers from 17 primary schools located in the Sumbawa Regency.

Results and conclusion: With a significance value of 0.429, the findings indicated no relationship between thematic learning and character education. Thematic learning and indigenous knowledge did not significantly correlate with one another (significance value 0.69); thematic learning and the heutagogical approach did not significantly correlate with one another (significance value 0.586); indigenous knowledge and the heutagogical approach did not significantly correlate with one another (significance value 0.116); and character education and indigenous knowledge did not significantly correlate with one another (significance value 0.052).

Implications of the research: This research contributes to the integrated thematic learning based on indigenous knowledge in schools so that learning management is more effective.

Originality/value: The results obtained in this study are innovative and relevant for indigenous knowledge, thematic learning, character values in schools, particularly regarding the indigenous knowledge systems prevalent in the Sumbawa region.

Keywords: Heutagogy, Indigenous Knowledge, Thematic Learning, Character Values, Management.

1 Universitas Negeri Yogyakarta, Yogyakarta, Java, Indonesia. E-mail: nining.andriani.2101329@students.um.ac.id Orcid: https://orcid.org/0000-0002-0591-1116
2 Universitas Negeri Malang, Malang, Java, Indonesia. E-mail: nurul.ulfatin.fip@um.ac.id Orcid: https://orcid.org/0000-0002-3457-3689
3 Universitas Negeri Malang, Malang, Java, Indonesia. E-mail: ali.imron.fip@um.ac.id Orcid: https://orcid.org/0000-0002-0440-1050
4 Universitas Negeri Malang, Malang, Java, Indonesia. E-mail: raden.bambang.fip@um.ac.id Orcid: https://orcid.org/0000-0002-7189-9354
HEUTAGOGIA E CONHECIMENTO INDÍGENA NO ENSINO TEMÁTICO INTEGRADO E EDUCAÇÃO DE CARÁTER

RESUMO

Objetivo: O objetivo desta pesquisa é investigar a viabilidade e correlação entre a abordagem heutagógica e o conhecimento indígena em instrução temática que incorpora educação de caráter em escolas primárias situadas na Regência de Sumbawa, na Indonésia.

Estrutura teórica: A heutagogia é uma abordagem pedagógica que enfatiza a autonomia dos alunos na determinação de suas estratégias de aprendizagem e na avaliação de seus resultados de aprendizagem. Usar a heutagogia como um quadro teórico na aprendizagem pode facilitar os alunos a assumir um papel ativo em sua educação.

Método: O método neste estudo é usar métodos qualitativos. O processo de coleta de dados envolveu a realização de entrevistas aprofundadas, seguidas de uma pesquisa, que foi submetida a análise por meio de estatísticas descritivas. Os entrevistados da pesquisa compreenderam 34 diretores escolares e professores de 17 escolas primárias localizadas na Regência de Sumbawa.

Resultados e conclusão: Com valor significativo de 0,429, os achados não indicaram relação entre aprendizagem temática e formação de caráter. O aprendizado temático e o conhecimento indígena não se correlacionaram significativamente entre si (valor de significância 0,69); o aprendizado temático e a abordagem heutagógica não se correlacionaram significativamente entre si (valor de significância 0,586); o conhecimento indígena e a abordagem heutagógica não se correlacionaram significativamente entre si (valor de significância 0,116); e a educação de caráter e o conhecimento indígena não se correlacionaram significativamente entre si (valor de significância 0,052).

Implicações da pesquisa: Esta pesquisa contribui para o aprendizado temático integrado baseado no conhecimento indígena nas escolas para que a gestão do aprendizado seja mais eficaz.

Originalidade/valor: Os resultados obtidos neste estudo são inovadores e relevantes para o conhecimento indígena, aprendizagem temática, valores de caráter nas escolas, particularmente no que se refere aos sistemas de conhecimento indígena prevalentes na região de Sumbawa.

Palavras-chave: Heutagogia, Conhecimento Indígena, Aprendizagem Temática, Valores de Personagem, Gestão.

1 INTRODUCTION

Heutagogy has been present since the turn of the millennium. The first ten years of research on heutagogy were primarily limited to the academic research community. After 2010, there was a notable increase in heutagogy research conducted across various scientific and geographical domains, resulting in subsequent publications (Agonacs & Matos, 2019; Jazeel, 2016). Heutagogy refers to a learning mode motivated by learner’s self-determination. It is based on the humanistic theory and learning approach developed in the 1950s. The utilization of heutagogy in contemporary times has been tailored to meet the requirements of learners, particularly those pertaining to the enhancement of personal student competencies. The implications of heutagogy in higher education and vocational education have been extensively deliberated upon. Heutagogy has been identified as a viable theoretical framework that can facilitate the adoption of effective learning strategies. Furthermore, heutagogy presents a theoretical model that enables learners to take charge of their education by allowing them to
establish learning methodologies and assess their learning outcomes. Heutagogy, a self-determined learning approach, has been recently reintroduced as a viable learning method after a period of neglect. Scholars such as Hainsworth (2022) and Nikolovska (2019) have noted that heutagogy is based on the principles and practices of andragogy. The heutagogical approach to education prioritizes the cultivation of learners’ self-reliance and self-motivation, with a focus on enhancing their competencies and skills to equip them for the multifaceted demands of contemporary professional environments (Blaschke, 2012). Hase and Kenyon (2013) present that a comprehensive analysis of the constituent components of a heutagogical approach to learning. The text provides insights into the efficacy of heutagogy for a significant number of students and outlines the necessary measures to implement heutagogy within the framework of formal education (Hase & Kenyon, 2013).

Heutagogy has the potential to alter the pedagogical paradigm in educational institutions worldwide, as evidenced by its implementation in England, Malawi, South Africa, and other nations. According to Blaschke (2016), the United Kingdom’s higher education system has eliminated final exams as a means of assessment, opting instead to provide students with alternative forms of evaluation after completing their coursework. The central government has increased supervision efforts to implement a distinctive teaching framework called the Teaching Excellence Framework (TEF). The Teaching Excellence Framework (TEF) anticipation necessitates that higher education institutions assess their pedagogical methods and devise novel strategies to enhance student learning experiences, which has become a general approach in the higher education sector. The concept of heutagogy involves student-centered learning and learners’ ability to determine their learning themes. This methodology enables learners to implement their acquired knowledge in an academic milieu and establish a connection with the professional environment. Adopting a self-determined approach to learning is deemed the most effective method of delivering modern and competitive teaching and learning experiences in higher education, as viewed through the lens of social science (Halsall et al., 2016).

Chimpololo (2021) describes the utilization of mobile devices in teacher training programs in Malawi as a heutagogical practice. The interconnectedness of learning and community involvement in practical application distinguishes this approach. Heutagogical learning encompasses three primary principles. Msila and Setlhako (2012) assert that South African higher education institutions implement heutagogy as a pedagogical approach emphasizing self-directed learning. This approach expands the responsibilities of students and emphasizes the importance of online modules. A recent study conducted in New Zealand by Narayan et al (2019) explored the potential of mobile social media tools and capabilities to support self-determined learning experiences, also known as heutagogy, among students. The methodology entails examining and exploring principles and strategies formulated with a cohort of educators.

The University of Western Sydney, located in New South Wales, Australia, exemplifies an institution implementing a heutagogical approach to its teacher education programs. This approach involves redesigning programs to incorporate learners into the educational process. By employing this particular methodology, educational establishments can guarantee a range of advantages, such as enhanced teacher efficacy and heightened teacher competence. Furthermore, students can enhance their readiness to navigate academic complexities, exhibit greater self-confidence in their perspectives, and actively engage in learning. According to Blaschke (2012), peer learning allows students to actively participate and contribute to generating ideas and interpreting reality based on their competence. Student involvement in the learning process improves their capacity to learn and understand. According to Jazeel (2016), a notable shift in the teaching and learning process has recently occurred. The educational approach has transitioned from a teacher-centered model to a student-centered model. Hence,
the task of an educator is to address the diverse learning styles of students with varying personalities in a classroom setting. This task poses a challenge in meeting the individual needs of each student.

In contrast, scholarly investigations on heutagogy with a concentration on higher education educational establishments and vocational institutions have been extensively implemented across the globe. The body of literature associated with the heutagogical approach in elementary schools is currently limited in scope and predominantly dated. The extant literature pertains to heutagogy within the tertiary education setting. We proposed an empirical analysis to understand the heutagogical approach at the elementary school level in Indonesia. Specifically, the present study investigated the utilization of heutagogy to incorporate indigenous knowledge into thematic instruction that includes character values in primary education.

The present study evaluated how heutagogy and indigenous knowledge were used in Indonesian elementary schools’ integration of character education and thematic learning. Because prior research was done in higher institutions and vocational schools, the findings of this study will help with the implementation of learning in elementary schools, especially those that incorporate indigenous knowledge values in the Sumbawa region. Second, this study assessed how local knowledge and character traits boost students’ self-confidence. Third, this study advances how the heutagogic approach is used in an elementary school setting, especially with regard to the teacher’s role in shaping student learning satisfaction.

2 LITERATURE REVIEW

Heutagogy is a self-directed learning approach that draws upon the principles and practices of andragogy, and has the potential to drive advancements in higher education. The provision of educational material on osmosis was undertaken to enhance the efficacy of heutagogical approach integration into digital content for the benefit of students enrolled in Sri Lankan universities. In his account, Trevor Kerry delineates his exploration of self-determined learning, his subsequent engagement with it, and his implementation of this approach in a postgraduate course. Kerry presents a comprehensive summary of the various components of the curriculum and how heutagogical principles are implemented. Even though the outcomes of that particular methodology have yielded favorable results, Trevor expressed a desire to enhance the process concerning perpetual education. In their article, Ramsay et al (2013) expound upon implementing heutagogy in the clinical facet of undergraduate nursing instruction. The acquisition of clinical experience provides a platform for individualized learning for students, allowing them to apply their knowledge and skills in novel contexts. The statements mentioned above represent various viewpoints regarding the implementation of heutagogy within the context of post-secondary education.

On the other hand, Canţer (2012) presents a novel idea of heutagogy. Canţer asserts that Heutagogy is not limited to tertiary institutions and vocational schools but can be implemented across all levels of education, including elementary schools. Heutagogy has been adopted in response to the rapid pace of technological advancements and the consequent need to adapt to an open, heterogeneous, dynamic, and uncertain environment. Additionally, this pedagogical approach has incorporated indigenous knowledge and character values. Implementing heutagogy should align with the requirements of learners, given that a significant number of students can acquire knowledge autonomously, without the aid of instructors, and have the potential to develop into self-directed learners.

Barbara Brandt enumerates several reasons self-directed learning is appealing and can yield satisfaction. Barbara elucidates her experience of feeling disillusioned upon encountering a conventional educational approach after utilizing self-directed learning. Barbara, an
experienced educator, advocates for a heutagogical approach to teaching and believes that its adoption by more teachers will result in enhanced student learning outcomes. The research conducted by Natalie Canning pertains to the Early Years Professional Program Status (EYPS) in the United Kingdom (UK). It elucidates the significance of self-directed aspects of education, including intricacy, incentive, and affect, in the context of a pedagogical curriculum. Furthermore, the author posits that graduates should be able to implement the heutagogical approach in their future endeavors. According to Canning, the future implementation of heutagogy globally, including in conventional learning environments, holds significant potential for facilitating learning and making it more straightforward.

Self-determined learning offers the advantage of being unconstrained by temporal limitations (Umah et al, 2023). Students can select their preferred study schedule and, to a certain degree, the duration of their learning sessions (Subagia et al, 2023). In the realm beyond formal education, temporal constraints on the commencement of learning are often nonexistent, and the duration required to attain knowledge is similarly boundless. The heutagogical approach’s flexibility can give students more opportunities to be creative and critical than conventional approaches (Hase & Kenyon, 2013). While some research in various countries has solely relied on the heutagogical theory proposed by Hase & Kenyon (2013), the present study incorporated multiple heutagogical theories, including Cançer (2012) and Blaschke (2012) theoretical framework. Cançer (2012) elucidates the implementation of heutagogy across all educational tiers, while Blaschke (2012) explain heutagogy as a pedagogical approach wherein learners are empowered to identify and pursue their learning objectives. Besides the two theories, the present study also integrated the theoretical framework of heutagogy as proposed by Agonács & Matos (2019), Cordon (2015), and Chapnick (2005).

Although heutagogy has been predominantly implemented in higher education institutions, applying this approach in other contexts is feasible. The implementation of a heutagogic approach can be influenced by distinct cultural attributes and specific circumstances in various countries or regions. Currently, there is a lack of theoretical framework pertaining to implementing heutagogical approach in primary education institutions. The application of the heutagogical approach in elementary schools, particularly in subjects related to the indigenous knowledge of the Sumbawa region in Indonesia, presents an intriguing area of analysis. Moreover, a lack of scholarly investigation exists on heutagogy pertaining to indigenous knowledge, specifically within primary education.
If indigenous knowledge is considered, education must be based on the environment, local context, and the required competencies. Indigenous knowledge can serve as a guide for creating national educational objectives like character-rich education. In this regard, Vygotsky (1962) emphasized the importance of the relationship between individuals and the social environment in students’ cognitive development. Interpersonal interaction, in his opinion, is a crucial element that might impact someone’s cognitive development.

Figure 2: Indigenous Knowledge in a Heutagogic Design
Source: Prepared by Nining et al (2023)
The Basic Education curriculum in Indonesia has been integrating indigenous knowledge and has been presently structured in modules that align with the objectives of contemporary education in the 21st century. Incorporating indigenous knowledge into the educational curriculum is anticipated to cultivate a novel cohort of individuals with mental acumen, self-sufficiency, and sagacity that remains grounded in their cultural heritage. Teachers in elementary schools must adjust to the cultural background of their students. They are also required to acquire proficiency in technology. The Fourth Industrial Revolution (4.0), or Digital Revolution, has significantly impacted education worldwide. Thus, educating digitally proficient children requires digital literacy teachers. The primary focus pertains to the availability of copious amounts of information and the convenience of expeditiously disseminating said information from any location. The timely dissemination of a substantial amount of information presents a novel opportunity for facilitating heutagogy (self-determined learning).

Wati et al (2020) posits that integrating local wisdom into the school curriculum can facilitate contextual learning. Demonstrating indigenous knowledge within a community is of great significance in upholding and safeguarding the cultural legacy of the locality. Students need to be taught to develop an appreciation for indigenous knowledge and their respective regional customs to cultivate a sense of patriotism for the Unitary State of the Republic of Indonesia. In addition, pupils need to learn about the significance of disparities as they juxtapose their indigenous knowledge with other regions in Indonesia. Baan et al (2022) contend that a deeper comprehension of the concept of difference leads to a greater understanding of togetherness among students. The sense of difference, in turn, fosters a tolerant disposition or mindset among students, which is the ultimate goal of education (Douglas, 2022).

Non-fiction and fiction stories, including the historical account of *Tana Samawa* (formerly known as Sumbawa), the genesis of the tale “*Tanjung Munangis*”, the inception of the *Nguri* Dance, and the origins of “*Sakeco, old, bakelong*” are not incorporated into the elementary school curriculum. Furthermore, the manner and patterns of facial expressions in Sumbawa Regency (natural science), the means of subsistence of the inhabitants of Sumbawa...
Regency, namely coffee cultivators, salt producers, chilli growers, seafarers, sand miners, and livestock breeders (social science), as well as variations in personal traits (civic education), constitute educational resources for unintegrated thematic instruction grounded in indigenous knowledge. Integrated thematic learning is a pedagogical approach that leverages the unique educational opportunities presented by local economic, artistic, cultural, human resource, and linguistic contexts, drawing on the insights and knowledge derived from local wisdom. Integrated thematic learning is a pedagogical approach that familiarizes students with their immediate surroundings and facilitates knowledge acquisition by utilizing their contextual familiarity. Incorporating indigenous knowledge into the learning process enables students to gain initial insights into their immediate surroundings, facilitating their subsequent exploration of regions beyond their immediate neighborhood.

3 METHODOLOGY
The present investigation integrated qualitative and quantitative methods for gathering and scrutinizing data, focusing primarily on qualitative methods (Stopka, 2019). The data collection process involved conducting in-depth interviews followed by a survey, which was subjected to analysis using descriptive statistics. The survey respondents comprised 34 school principals and teachers from 17 primary schools located in the Sumbawa Regency. The survey questionnaire comprises statements that pertain to the execution and significance of heutagogy in thematic instruction within primary educational institutions. The data collected through a questionnaire was then analyzed using SPSS 25.0 software. The objective of the analysis was to ascertain the extent of implementation and interconnections between heutagogy and local wisdom in thematic learning incorporating character education in elementary schools.

4 RESULTS AND DISCUSSION
Based on the findings, the thematic learning implementation has received a rating of 3.1, the highest score among the criteria evaluated, with a maximum score of 4. The data presented in the following figure suggests that the integration of thematic learning into primary education has yet to be fully realized. The current independent curriculum (Kurikulum Merdeka) affords prospects for partial learning, as opposed to the 2013 curriculum, which necessitates an integration of all disciplines.

Figure 4: The basic education curriculum in Indonesia
Source: Prepared by Nining et al (2023)
Heutagogy and Indigenous Knowledge in Integrated Thematic Instruction and Character Education

Thematic instruction is an educational approach involving integrating multiple subjects into a cohesive and engaging theme. It is implemented to optimize and rationalize the time allocation within the educational process. As an illustration, the anticipated character values can be heightened per the theme of the topic being discussed on that particular day.

The study’s findings indicate that implementing thematic learning in primary schools in the Sumbawa Regency yielded a score of 3.1. Similarly, the implementation of character education has achieved a score of 3.5. In addition, indigenous knowledge attained a score of 2.2, and a heutagogical approach received a score of 1.2. These findings suggest that primary schools in Sumbawa Regency have effectively implemented thematic learning, character education, and indigenous knowledge in the classroom. Meanwhile, the implementation of the heutagogic approach yielded a low score.

The implementation of character education is already feasible in the educational system of schools in the Sumbawa Regency. The concurrent implementation of character education and integration of indigenous knowledge into local content learning is anticipated. The pedagogy of local wisdom emphasizes the ethical principles passed down by previous generations, which are deemed beneficial for cultivating the youth’s character amidst globalization. An instance of the virtuous principles of indigenous knowledge that have the potential to shape the disposition of Sumbawa pupils is “rabalas lawas”. The term “Lawas” encompasses several key concepts, including “saling beme (mutual respect), saling sadu (mutual trust), saling sakiki (mutual help), saling satingi (mutual respect). This law discusses the challenges individuals face daily and how they can be surmounted through mutual support, harm avoidance, and compassion. Lawas possesses a commendable value that has the potential to foster the development of a strong work ethic among students. It is expected that through diligent efforts, the youth of Indonesia will be able to make valuable contributions to their nation.

The primary objective of education is to equip students with the necessary skills and knowledge to attain their desired objectives (Mariam & Kausar Fiaz Khawaja et al., 2023). Thus, the decisions on designing and planning instruction must be tailored to students’ needs. Implementing thematic instruction rooted in local wisdom can enhance students’ character development, safeguard them from external cultural influences, and instill an appreciation for their indigenous culture. Incorporating indigenous knowledge into a comprehensive thematic curriculum can safeguard regional prospects and conserve traditional wisdom. The incorporation of values inherent in local wisdom can potentially contribute to the development of student’s character. Character refers to a set of mental and moral attributes that direct, motivate, and differentiate an individual from others (Critcher et al, 2020; Fasoli, 2023). The independent curriculum (Kurikulum Merdeka) stipulates that learning provides students greater autonomy in selecting their preferred study locations, including indoor, outdoor, or library settings. The above method aligns seamlessly with the concept of heutagogy. Integrating all learning subjects into thematic instruction is best achieved by implementing a heutagogic approach, which places students at the center of the learning process.

Table 1 displays the results of the SPSS 25.0 correlation test. Despite concurrent implementation within the thematic learning context, the findings indicate no correlation among thematic learning, character education, indigenous knowledge, and heutagogy.

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<th>Table 1. The Correlation Test Results</th>
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<tr>
<td>Thematic Instruction</td>
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<td>Pearson Correlation</td>
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<td>Sig. (2-tailed)</td>
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Table 1. The Correlation Test Results
The statistical analysis using SPSS shows that the p-values for all variables are more significant than zero (0). The finding suggests that there is no correlation among these variables. The relationship between two variables is explained using Pearson’s correlation coefficient and the determination of statistical significance at a two-tailed level. For instance, Table 2 presents the correlation between thematic instruction and character education in Sumbawa elementary schools.

| Table 2. The Correlation between Thematic Instruction and Character Education |
|--------------------------------------------|-------------------|
| **Thematic Instruction**                  | **Character Education** |
| Thematic Instruction                      | Pearson Correlation | -1.40 | 1.00 |
| Sig. (2-tailed)                           | .429               | .676  | .116 |
| N                                         | 34                 | 34    | 34   |
| Character Education                       | Pearson Correlation | -1.40 | 1.00 |
| Sig. (2-tailed)                           | .429               | .676  | .116 |
| N                                         | 34                 | 34    | 34   |

Source: Prepared by Nining et al (2023)

The Pearson correlation coefficient between thematic instruction and character education was -0.140, based on a 34 (N) sample size. The degrees of freedom (df) were calculated as N-2, which equals 32. The p-value was 0.3388, indicating that the correlation was not statistically significant. The analysis indicates that the r-calculated value is less than the r-table value, suggesting the absence of a statistically significant correlation between thematic instruction and character education. The significance value (2-tailed) of 0.429 exceeds the predetermined alpha level of 0.05, leading to the inference that no statistically significant correlation exists between thematic instruction and character education.

The implementation of thematic instruction in elementary schools in Sumbawa does not appear to be associated with the cultivation of character education. The present finding diverges from previous research findings by Pospíšilová & Rohlíková (2023) who found that character education exerts a favorable influence on collaborative thematic learning. They also discovered that character education is vital for students’ academic achievements. Teachers integrate amiability, pacifism, accountability, and integrity into students’ educational experiences through character education, despite not all of these values being explicitly manifested during the learning process. (Ingram, 2023) posits that character values consistently present in the classroom include religion, discipline, communication, and literacy. The current finding is consistent with the viewpoint espoused by (Dwivedi et al., 2023). However, it diverges from Narvaez & Lapsley (2008), who observed the presence of moral and character-related themes across diverse disciplines. Notwithstanding, impediments exist to imparting character and moral education as a distinct discipline in educational institutions. The challenges above may be attributed to parents’ and educators’ inadequate demonstration of positive behavior as exemplars for children.

At the micro level, national character education can be implemented through a thematic approach to learning integrated into each lesson within academic units, such as those in lower
elementary school grades. Therefore, it is imperative to create educational resources that pertain to character standards or principles, which do not necessarily have to be exclusive to national character topics. These resources should be clearly defined and connected to the circumstances of daily existence. The inculcation of character values involves cognitive instruction, internalization, and practical application. According to Hartono (2020), a student’s character can be assessed through structured evaluations that account for personal circumstances.

Table 3. The Correlation between Thematic Instruction and Indigenous Knowledge

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<th>Thematic Instruction</th>
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<tr>
<td>Pearson Correlation</td>
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<td>Sig. (2-tailed)</td>
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*Source: Prepared by Nining et al (2023)*

The Pearson correlation coefficient between thematic instruction and indigenous knowledge was 0.071, based on a 34 (N) sample size. The degrees of freedom (df) were calculated as N-2, which equals 32. The p-value was 0.3388, indicating that the correlation was not statistically significant. The analysis indicates that the r-calculated value is less than the r-table value, suggesting the absence of a statistically significant correlation between thematic instruction and indigenous knowledge. The significance value (2-tailed) of 0.690 exceeds the predetermined alpha level of 0.05, leading to the inference that no statistically significant correlation exists between thematic instruction and indigenous knowledge.

Thematic learning based on indigenous knowledge can serve as a platform for students to identify, cultivate, and conserve diverse values inherent in the surrounding ecosystem. The environment is crucial in facilitating student success in attaining their learning objectives (Brown et al, 2020; Dwivedi et al., 2023). According to Oubibi et al (2023), learning involves a deliberate attempt to impart knowledge to students to facilitate their growth in line with predetermined learning objectives. The educator’s role is paramount in learning (Yang et al., 2022). According to Nguyen et al. (2022), educators are responsible for facilitating, guiding, and motivating students towards academic progress. However, in addition to teacher involvement, the efficacy of learning activities is also contingent upon instructional sources and media (Ke et al, 2023). In short, the surrounding environment influences the achievement of learning objectives and the acquisition of indigenous knowledge.

Learning can occur outside of traditional classroom settings (Siswono et al, 2018). Geletu and Mihiretie (2023) assert that the learning process encompasses all factors that can serve as measures of worth, including instructional techniques. Acquiring knowledge can occur through intentional and incidental learning. Indigenous knowledge, ingrained through a long evolutionary process and inherent to the local community, can serve as a valuable source of knowledge for achieving a dynamic and harmonious existence. According to Addaney et al. (2022), the inculcation of character from an early age is highly beneficial. According to Thompson and Laufman (1996), an individual’s conduct and decorum can be discerned through the indigenous knowledge prevalent in their locality.

The environment plays a significant role in shaping students’ character (Chen, Tan, & Lei, 2022), because students are initially exposed to the family environment, which has a longer interaction with the surrounding environment. Students can deeply understand their local wisdom by observing environmental and human resources and recognizing their local culture. By understanding the culture, students can also execute initiatives or schemes to preserve, enhance, and advance the pre-existing components of local wisdom.
### Table 4. The Correlation between Thematic Instruction and Heutagogical Approach

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<tr>
<th>Thematic Instruction</th>
<th>Pearson Correlation</th>
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<th>Heutagogical Approach</th>
<th>Pearson Correlation</th>
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**Source:** Prepared by Nining et al (2023)

The Pearson correlation coefficient between thematic instruction and the heutagogical approach was -0.097, based on a 34 (N) sample size. The degrees of freedom (df) were calculated as N-2, which equals 32. The p-value was 0.3388, indicating that the correlation was not statistically significant. The analysis indicates that the r-calculated value is less than the r-table value, suggesting the absence of a statistically significant correlation between thematic instruction and the heutagogical approach. The significance value (2-tailed) of 0.586 exceeds the predetermined alpha level of 0.05, leading to the inference that no statistically significant correlation exists between thematic instruction and the heutagogical approach.

A heutagogical approach prioritizes student-centered and self-determined learning activities. It empowers students with complete autonomy to construct an engaging, self-directed, and proactive learning experience. According to Hase & Kenyon (2013), heutagogy refers to the exploration of self-directed learning, derived from the Greek word for “self” (Blaschke, 2012). The heutagogical approach places utmost importance on students’ independence in determining their learning outcomes, identifying their learning strategies, and creating their instructional resources autonomously (Tong et al, 2022). The heutagogical approach adopts a holistic viewpoint towards enhancing students’ competencies by engaging them in an interactive, self-directed learning process. In heutagogy, learners are the primary agents who can use personal experience to learn.

The heutagogical approach to thematic learning facilitates the development of personality, autonomy, and learning maturity. Lisa Marie Blaschke of Oldenburg University and University of Maryland University College (UMUC) explained that the central concepts of heutagogy are double-loop learning and self-reflection (Hase & Kenyon, 2013). In double-loop learning, students evaluate issues, actions, and outcomes. In addition, students contemplate the problem-solving process and its impact on their beliefs and actions. Students engage in double-loop learning when they question and examine their values, reflect on what is required during learning, and make assumptions to enhance their ability to learn how to learn. Even though thematic learning and the heutagogic approach have no significant relationship, instructors must implement both simultaneously in the classroom.

### Table 5. The Correlation between Character Education and Indigenous Knowledge

<table>
<thead>
<tr>
<th>Character_Education</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>Indigenous_Knowledge</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character_Education</td>
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<td></td>
<td></td>
<td>Indigenous_Knowledge</td>
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<td></td>
<td>-0.336</td>
<td>0.052</td>
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<tr>
<td>Sig. (2-tailed)</td>
<td></td>
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<td>34</td>
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<td></td>
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<td>0.052</td>
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<tr>
<td>Sig. (2-tailed)</td>
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</tbody>
</table>

**Source:** Prepared by Nining et al (2023)

The Pearson correlation coefficient between character education and indigenous knowledge was -0.336, based on a 34 (N) sample size. The degrees of freedom (df) were calculated as N-2, which equals 32. The p-value was 0.3388, indicating that the correlation was
not statistically significant. The analysis indicates that the r-calculated value is less than the r-table value, suggesting the absence of a statistically significant correlation between character education and indigenous knowledge. The significance value (2-tailed) of 0.052 exceeds the predetermined alpha level of 0.05, leading to the inference that no statistically significant correlation exists between character education and indigenous knowledge.

Society is a communal environment where individuals engage in social interactions with one another, as human beings are inherently social creatures who are unable to sustain themselves in isolation (Montiegel, 2023). Hence, the societal context impacts an individual’s perspective towards life, acquisition of knowledge, and adoption of diverse life strategies through activities. The values mentioned above hold significant influence and are considered indigenous knowledge. Indigenous knowledge refers to the interactive exchange between individuals and their acquired knowledge of life. It is derived from an individual’s experiences within their immediate environment. Individuals use indigenous knowledge as guidance to navigate life complexities. During its development, indigenous knowledge is not formulated in isolation but instead involves the participation of the community. Moreover, indigenous knowledge assimilates into the cultural fabric and embodies the distinctiveness and ethos of the society. Indigenous knowledge can be defined as a set of community guidelines deeply rooted in a particular region’s cultural practices.

This study’s findings are in line with those of Han et al (2021), who argue that incorporating indigenous knowledge into the classroom can enhance students’ moral principles and personal attributes. Students’ comprehension of one’s local heritage and culture may equip them with the necessary skills to withstand the progressively deteriorating influence of foreign cultures. Teachers can incorporate indigenous knowledge into elementary school learning materials, particularly those pertaining to civic education. They can also design instructional tasks or projects that draw upon the indigenous knowledge and practices of the neighboring community where their pupils reside (Jackson, 2009). Consequently, students are taught to uphold the indigenous culture and traditional knowledge to develop patriotism and unity in diversity values (Fasoli, 2023).

Table 6. The Correlation between Indigenous Knowledge and Heutagogical Approach

<table>
<thead>
<tr>
<th>Indigenous Knowledge</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heutagogical Approach</td>
<td>.275</td>
<td>.116</td>
<td>34</td>
</tr>
</tbody>
</table>

Source: Prepared by Nining et al (2023)

The Pearson correlation coefficient between indigenous knowledge and heutagogical approach was 0.275, based on a 34 (N) sample size. The degrees of freedom (df) were calculated as N-2, which equals 32. The p-value was 0.3388, indicating that the correlation was not statistically significant. The analysis indicates that the r-calculated value is less than the r-table value, suggesting the absence of a statistically significant correlation between indigenous knowledge and the heutagogical approach. The significance value (2-tailed) of 0.116 exceeds the predetermined alpha level of 0.05, leading to the inference that no statistically significant correlation exists between indigenous knowledge and the heutagogical approach.

The heutagogical approach comprises a tripartite learning process, which involves the creation of learning agreements between the teacher and the students, the identification of communal learning materials, and the assessment of learning outcomes (Agonács & Matos, 2019; Lasmawan & Budiarta, 2020). Assuming that students have completed the learning stages
mentioned above, it can be inferred that they have attained a heightened level of creativity, skill, and overall potential. Conversely, the teacher’s role is limited to a facilitator or guide in the learning process. Hence, educators must deliver efficient and optimal instruction to facilitate the acquisition of knowledge and foster student creativity related to indigenous knowledge (Zhou et al., 2023; Hou, 2015). It is imperative for educators to enhance their understanding and expand their perspectives on the heutagogical approach to facilitate self-directed learning for students within their educational setting. With a comprehensive understanding of heutagogy, educators can effectively incorporate indigenous knowledge into their pedagogical practices, such as traditional dance, folklore, local artisanal crafts, or regional cuisine.

5 CONCLUSION

Indigenous knowledge is a precious resource that is unique to Indonesia and must constantly be protected. The benefits of integrated thematic learning based on indigenous knowledge include (i) allowing students to understand concepts because learning begins with the tangible things that are closest to them; (ii) developing a love for local culture; (iii) encouraging tolerance; (iii) enhancing students’ exposure to other cultures; and (iv) molding students’ personalities. Hence, it is imperative to comprehend the significance of incorporating learning practices in primary education, particularly regarding the indigenous knowledge systems prevalent in the Sumbawa region, because prior studies have primarily focused on higher education institutions and vocational training centers. Furthermore, evaluating the correlation between indigenous knowledge and moral principles in enhancing students’ self-assurance is essential. In conclusion, it is crucial to incorporate a heutagogical approach in the classroom to enhance student satisfaction with the learning process in primary education. A heutagogical approach, which prioritizes learner autonomy and agency, integrated with character education and indigenous knowledge, may engender a generation that comprehends the essence of knowledge and can implement it in their daily existence.

REFERENCES


