Heutagogy: Implementation in civil employee competency development activities

Hengky Jemy Hailitik*, Dedi Kuswandi

Universitas Negeri Malang, Indonesia

Abstract: In the contemporary educational era, the heutagogical approach, first introduced by Stewart Hase and Chris Kenyon, offers an innovative solution for self-determined learning. This research, using a literature study method, aims to discuss three primary aspects: the principles and design of the heutagogical approach, the development of civil employee competence, and the strategy for implementing the heutagogical approach in civil employee competence development. By examining articles and related publications, this study identifies how the principles and design of heutagogy can be integrated into the context of civil employee competence development. Furthermore, the research explores how digital technology can facilitate the heutagogical approach in civil employee competence development. The findings from the literature study indicate that the heutagogical approach holds significant potential in enhancing the effectiveness and efficiency of civil employee learning, especially when supported by appropriate digital learning resources. In conclusion, the heutagogical approach, provides a robust framework for civil employee competence development, enabling civil employee to remain relevant and adaptive amidst rapid changes in professional and technological demands.

Keywords: Civil employee competencies, competency development, heutagogy

Abstrak: Dalam era pendidikan kontemporer, pendekatan heutagogi, yang pertama kali diperkenalkan oleh Stewart Hase dan Chris Kenyon, menawarkan solusi inovatif untuk pembelajaran mandiri. Penelitian ini, menggunakan metode studi literatur, bertujuan untuk membahas tiga aspek utama: prinsip dan desain pendekatan heutagogi, pengembangan kompetensi Pegawai Negeri Sipil dan strategi implementasi pendekatan heutagogi dalam pengembangan kompetensi Pegawai Negeri Sipil. Dengan memeriksa artikel dan publikasi terkait, penelitian ini mengidentifikasi bagaimana prinsip dan desain heutagogi dapat diintegrasikan dalam konteks pengembangan kompetensi Pegawai Negeri Sipil. Selain itu, penelitian ini juga mengeksplorasi bagaimana teknologi digital dapat memfasilitasi pendekatan heutagogi dalam pengembangan kompetensi Pegawai Negeri Sipil. Hasil dari studi literatur menunjukkan bahwa pendekatan heutagogi menawarkan potensi besar dalam meningkatkan efektivitas dan efisiensi pembelajaran Pegawai negeri sipil, terutama ketika didukung dengan sumber belajar digital yang tepat. Kesimpulannya, pendekatan heutagogi, menawarkan kerangka kerja yang kuat untuk pengembangan kompetensi Pegawai Negeri Sipil, memungkinkan Pegawai Negeri Sipil untuk tetap relevan dan adaptif di tengah perubahan cepat dalam tuntutan profesi dan teknologi.

Kata kunci: kompetensi pegawai negeri sipil, pengembangan kompetensi, heutagogi

*Corresponding author: hengky.hailitik@gmail.com

INTRODUCTION

The heutagogical approach was first introduced by Stewart Hase and Chris Kenyon around the 2000s. This approach is a continuation of the andragogy approach introduced by Malcolm Knowles around the 1970s. If the andragogy approach emphasizes self-directed learning (Knowles, 1970), then the heutagogical approach emphasizes self-determined learning (Hase & Kenyon, 2000). As a continuation of andragogy, the heutagogical approach shifts the focus from the teacher back to the learner and learning (Blaschke & Hase, 2016),

encouraging learners to truly determine for themselves what to learn (Hase & Kenyon, 2000; Vinayan & Harikirishanan, 2021), and is an effective teaching and learning approach to meet the needs of education 4.0 (Kim, 2022; Welerubun et al., 2022).

Heutagogy, comes from the Greek word "heutos" which means "alone" and "agogos" which means "leader". This approach is a learning paradigm that emphasizes individual freedom and responsibility in the learning process. This concept is based on humanistic theory and learner agency – learning agency that developed in the 1950s (Bandura, 2001; Maslow, 1943; Rogers, 1961). These two theories generally explain that the power to learn is entirely in the hands of the learner and not the teacher. Thus, in the contemporary educational era, where the adaptation and updating of knowledge is becoming increasingly important (Nasir et al., 2023; Kunwar et al., 2024), heutagogy offers innovative and responsive solutions.

The main principle of the heutagogical approach to teaching and learning is to convince learner to determine their own learning. Learners are given complete freedom and independence in planning, implementing and evaluating the learning carried out. Learners actively contribute to their learning through mechanisms of reflection, motivation, creativity, and independence in determining their own learning (Hase, 2016). The elements contained in the heutagogical approach are significant and relevant for increasing the competency of a civil employee teacher (Handayani et al., 2021). Furthermore, through a heutagogical approach, a person can increase their intellectual potential throughout their life (Mynbayeva & Assilbek, 2021). Thus, the heutagogical approach is relevant to be implemented in civil employee competency development activities.

Civil employee competency development carried out using the right approach will provide output and outcome the maximum. This is necessary because it is realized that the quality of human resources for civil employee is still not optimal (Nazara, 2020; Nekwek, 2022). Because competency development activities have an influence on fostering a competent and professional civil employee work culture (Tanjung, 2022; Yahya & Parela, 2022;). Apart from that, competency development is also an effort to fulfill the competency needs of civil employee in accordance with professional demands and position competency standards (Lembaga Administrasi Negara Republik Indonesia, 2018; Undang-Undang Republik Indonesia, 2023). Therefore, if civil employees are competent and professional it will have an impact on development and public services to the community running well. So that public services that are complicated and inefficient in the eyes of the public can be minimized (Tanjung, 2022). In the end, advanced and prosperous Indonesia can also be realized through the work of competent and professional civil employee.

The heutagogical approach model can be an option to improve the competency of civil employees in Indonesia (Booth et al., 2017; Diana & Santika, 2022; Hase & Davis, 2002). Through it, civil employee is given complete independence in determining the learning needed to develop their competencies. This means that civil employee actively and independently search for relevant learning sources, create resumes/elaborate exploration results according to their interests and talents, and form a learning environment/community to share the knowledge and learning experiences gained. Next, build a network for wider connections according to the discipline/competency being studied, then share knowledge and learning experiences to deepen these competencies. And in the end, through analysis and synthesis, civil employee reflect on the extent to which the

competencies learned have developed within themselves. Implementation of important principles and elements in heutagogy can maximize learning activities in civil employee competency development activities (Canning, 2010; Hase & Blaschke, 2021; Naqvi & Farhez, 2019). In order to deepen understanding of the principles and important elements of the heutagogical approach, on this occasion the authors were interested in conducting a research about the heutagogical approach and its implementation on civil employee competency development activities. The discussion begins by first discussing the principles and design of the heutagogical approach, then the concept of developing civil employee competencies. And in the end is an analysis related to the strategy for implementing the heutagogical approach in developing civil employee competencies.

METHOD

The qualitative research used in this paper focuses on an in-depth understanding of the principles and design of the heutagogical approach and how it is implemented in civil servant competency development activities. Meanwhile, the method used is literature review. Namely a study that involves collecting, analysing and synthesizing information from literature sources relevant to the research topic. Thus, the ultimate goal is to gain a deep understanding of the topic, identifying principles, designs, and models found in the literature. It is then synthesized so that it can be implemented as needed and provides a theoretical framework for future research.

Literary sources are selected in depth to understand the principles and design of the heutagogical approach to learning. This process involves searching, collecting, and analysing existing literature to obtain an overview of previous research. The selected literature comes from various credible sources to ensure the quality and relevance of the information. In this case it comes from leading journals and other publications such as books, laws, or other sources relevant to the research topic.

Data collection in this research was carried out through the platform researchrabbit and elicit. Where researchrabbit is a trusted scientific publication search tool that has been developing since 2021 (Cole & Boutet, 2023). With the help of artificial intelligence (AI), it can provide speed and ease in searching for scientific publications according to the desired topic. Apart from that, researchrabbit also helps map literature and provides visualization of related literature search results along with trends and publication patterns of similar literature (Sharma et al., 2022). The focus and aim of this literature study is to analyze strategies for implementing the heutagogical approach in developing civil employee competencies. Both platforms make it easy for researchers to access literature relevant to the research topic. Innovative search features and an extensive database, guarantee the relevance and up-to-datedness of the literature obtained. The first step is to enter specific keywords related to the research subject into each platform's search engine, which then generates a list of appropriate literature. The literature list is then filtered based on parameters such as publication period or author identity, in order to sharpen the relevance of the literature accessed. Platforms Research Rabbit, one of the superior features is its capability to visualize paper content. This helps researchers understand the interconnections between various literature more intuitively. Meanwhile, platforms Elicit with a simple display it can help researchers to find references that match the research focus.

Through Research Rabbit, researchers not only gain access to relevant literature, but also gain the ability to conduct in-depth analysis of that literature. The use of Artificial Intelligence (AI) on this platform makes it possible to identify trends and patterns in the obtained literature. This is very useful for analysing data with a large amount of literature. Besides that, the visualization feature on Research Rabbit makes it easier for researchers to understand the context and background of each piece of literature. Furthermore, it allows for rapid identification of key literature so that researchers can prioritize certain literature for further research.

One important aspect in scientific research is data validation. In this context, platform Research Rabbit and Elicit plays an important role in supporting a quality and credible literature validation process. Feature "Explorer Paper" on Research Rabbit makes it easy for researchers to find literature that is closely related to the initial literature selected. This allows researchers to better understand the context and background of the literature, as well as validate the relevance of the literature to the research topic. Meanwhile, the feature "Explorer Author" provides additional insight into the author's contributions and credibility. Platform elicit, on the other hand, makes it easier for researchers to carry out validation. A resume of abstracts of a number of literatures helps researchers quickly validate the literature relevant to the topic. Thus, by combining the features of these two platforms, researchers can ensure that the literature used in research has gone through a strict validation process. This not only improves the quality of research, but also ensures that research results can be trusted and accepted by the scientific community.

RESULTS AND DISCUSSION

Principles and design of the heutagogigal approach

In contrast to the pedagogical and andragogy approaches which focus more on instructions and guidance from educators, heutagogy gives full power to the learner to determine the direction and goals of their learning. This approach reflects the understanding that the best learning occurs when individuals have intrinsic motivation and can connect what is learned with real experiences and contexts. This is reflected in four important principles (Figure 1) of the heutagogical approach, namely *Learner Agency, Capability, Reflection,* and *Non-Linear learning and teaching* (Blaschke & Hase, 2019). These key principles are the basis for designing and developing learning designs based on a heutagogical approach.

Learner agency is a core principle that underlies and influences every aspect of the heutagogical approach. This means that each learner is encouraged to take full responsibility for the design and learning path, while the teacher's role is to facilitate learning and motivate the learner's actions and experiences persuasively. The principle of learner agency here places a heutagogical approach oriented towards learner-centered and learner-determined. The next principle is capability/self-efficacy. What is meant here is that a student must have confidence and self-confidence in his abilities. This allows learner to demonstrate their abilities in creative, unique and contextually appropriate ways.
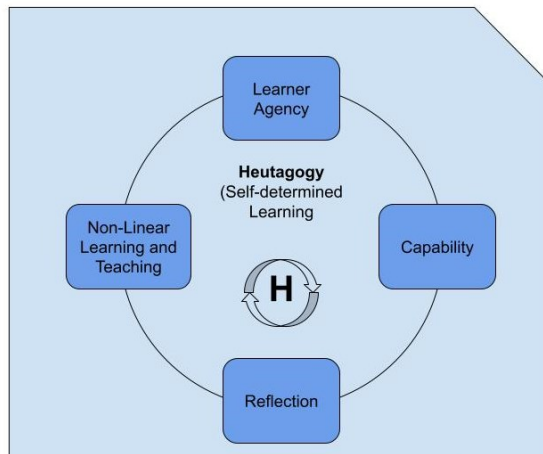
Fig. 1. Pinciple of heutagogy (Blaschke & Hase, 2019)

Another principle is reflection, which is closely related to the concept of single-loop and double-loop learning (Argyris, 2004; Blaschke & Hase, 2019). This means that in the heutagogical approach, learning is not only identifying problems and analyzing problem-solving actions to get the best results (single-loop learning). However, through personal reflection, learner apply double-loop learning, namely questioning and testing personal values and assumptions that they believe in to improve learning. This includes ways of finding and creating new alternatives, new goals and perceptions, as well as new ways of solving problems.

The fourth principle in the heutagogical approach is Non-Linear learning and teaching. The application of single and double-loop learning (Figure 2) indirectly shows that heutagogy learning design is not linear. This means that learners are given the authority to determine for themselves the learning they will undertake (self-determined learning). In this context, learner are not only consumers of information, but also producers of knowledge. The individual is empowered to determine his or her own learning goals, strategies, and evaluations, as well as creating an environment where the individual can learn from mistakes and achieve learning success. Thus, the learning that takes place is non-linear learning because learner determine their own learning.
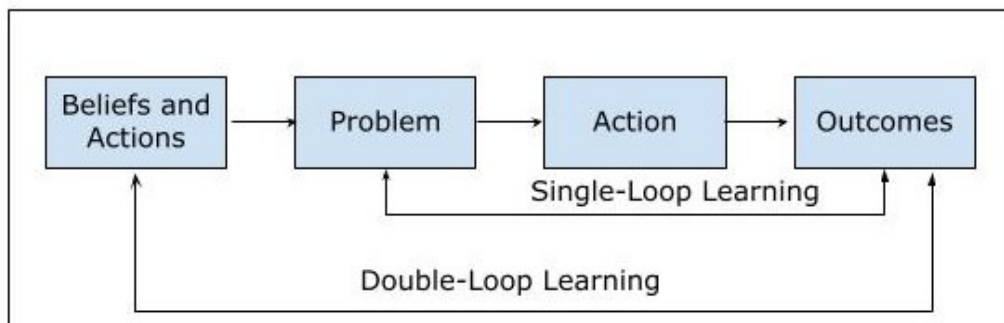

Fig. 2. Single and double-loop (Blaschke, 2012)

The design of the heutagogical approach is based on the key principles in the heutagogical approach. To apply the heutagogical approach to learning, according to (Blaschke & Hase, 2016) the first step is to understand the process design of the heutagogical approach (Figure 3). After that, understand how to develop a learning

environment in accordance with the six elements of learning design in the heutagogical approach (Figure 4).

The design process in the heutagogical approach consists of three parts. The first thing that must be done is to define the learning contract. In this section, learner and teachers collaborate to identify needs and desired learning outcomes. This includes what learner want to learn/achieve as well as what should be the end of the learning experience so that it can become the final result of the learning process. Next, learner and teachers negotiate the assessment process. How learning will be assessed and who will assess it. In this case, how to know that learning has been achieved. And furthermore, of course an adaptive curriculum is needed so that it can be adjusted to the learning outcomes and learning processes undertaken. At the end of this first part, a learning contract is created and agreed.
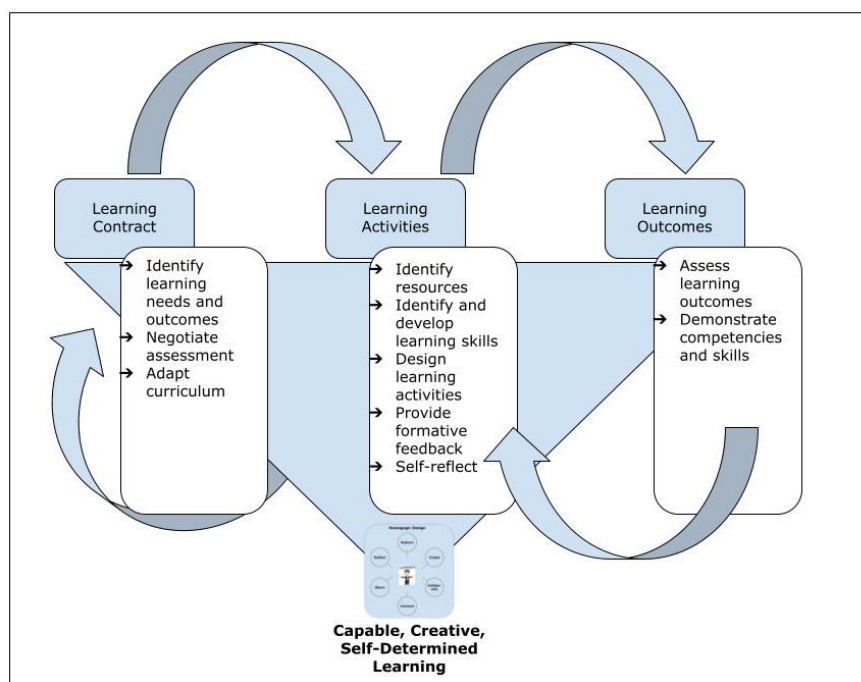

Fig. 3. The heutagogic design process (Blaschke & Hase, 2016)

The next part is developing learning activities. At this stage, the learning activities developed refer to the three aspects proposed by Bob Dick (Dick, 2013): challenge, autonomy, and support. Teachers need to create tasks that are challenging, achievable, and rewarding. Then give full freedom and independence to learner to complete the task. And finally, it opens up a space for support between fellow learner by fostering a spirit of collaboration. After reaching an agreement regarding the learning design, learner and teachers then choose any media, applications or tools to support their learning activities. The media chosen must support the desired learning activities and learning objectives. In this section, teachers must also support learner in implementing the six elements of learning design (Figure 4), provide continuous and constructive feedback, and provide opportunities for learner to reflect on the learning experiences gained from the learning process.
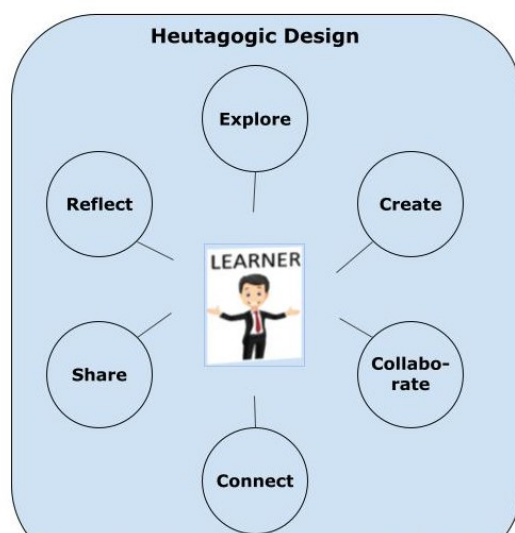
Fig. 4. Heutagogic design elements (Blaschke & Hase, 2016)

The final part of the design process in the heutagogical approach is the assessment of learning outcomes. The assessment in this section aims to evaluate the achievement of learning outcomes that have been achieved in accordance with the agreed learning contract. The learning outcomes assessed include identifying what competencies have developed in the learner. These competencies are useful for building learner capabilities in subsequent learning processes. Assessment here also gives full authority to learner as the main assessors of the learning process they are undergoing.

An important part after understanding process design is understanding the elements of design. The goal is to maximize learning activities through the right learning environment. The learning environment that is designed and developed is of course based on a mutually agreed learning contract. For example, project-based learning. Through it, learners are given the opportunity to work on real projects that are relevant to their interests and needs. This allows these learners to apply concepts and theories into practice. The following is a brief explanation of the implementation of the six design elements of the heutagogical approach into project-based learning:

1) *Explore:* in this fundamental element, learners are given the challenge and freedom to seek and explore new knowledge related to the agreed project. Learners can choose and use any search engine to search and find information. However, for some learner who experience difficulties, the teacher plays a facilitating role by providing several sources or search engines. Next, the learner independently explores the information in existing sources.

2) *Create:* after finding information that is relevant to the agreed project, in this element learner create new knowledge according to their interests, talents and abilities. Learner who likes to write can make it in written form. Meanwhile, those who are interested in designs or images can also visualize them in the form of mind maps or posters.

3) *Collaborate:* one of the important elements in heutagogy is always providing space for fellow learner to learn from each other. Learners are encouraged to collaborate with peers, share knowledge, and build mutual understanding. So that in this element, learner can collaborate to produce a quality project according to the learner' interests, talents

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and abilities. Learners' independence to share the knowledge and learning experiences gained can help them to overcome problems and complete projects with the best results. Teachers here can act as coaches to help and strengthen the results of student collaboration in teams.

4) *Connect:* the breadth of networks and connections is also a determining element in heutagogy design. In this element, learner can utilize the various social media and digital media they have to open up new spaces for learning to occur. The virtual connection that is built allows learner to connect with parties, both beginners and experts, related to the project they are working on. So that learner can gain a new breadth of perspective in completing the agreed project.

5) *Share:* after networking and connections are built, then in this element learner can start to share. Available social and digital media can be used to share information. New knowledge and learning experiences gained from project work can be shared on various digital platforms. In this way, learner will discuss each other critically regarding the same topic or project they are working on. Here the teacher can also play a role in providing reference links or appropriate media to be able to share the knowledge and experience that learner have from the results of project work.

6) *Reflect*: in the end, in this element the learner is given the freedom and independence to carry out self-reflection. This reflection on the learning that has been undertaken provides space for learner to start new learning as a result of evaluating previous learning. Learners actively analyze and synthesize the learning process so that they can improve the learner's own competence and capability. Teachers here can also provide a reflection format to guide learner to evaluate learning critically and systematically. Thus, reflection allows learners to look back at the learning process, identify what worked and what did not, and make necessary adjustments for future learning.

In the era of Industrial Revolution 4.0 and Society 5.0, where technology and innovation play an important role, the heutagogical approach offers a framework that allows individuals to continuously learn, adapt and grow. By focusing on an individual's ability to learn how to learn, heutagogy prepares learners for an ever-changing world, where the skills and knowledge needed today may be different from those needed tomorrow (Hase & Kenyon, 2000). Therefore, education focused on heutagogy is not only relevant for formal school or university contexts, but also for professional training, personal development and lifelong learning.

Heutagogy offers an innovative and relevant learning approach for the 21st century. With a focus on self-determined learning, this approach prepares individuals for success in a complex and rapidly changing world. For educators, companies, and other organizations committed to providing quality education, the heutagogical approach offers a powerful framework for supporting meaningful and impactful learning. Thus, when looking ahead to the future of education, heutagogy promises a more inclusive, adaptive and responsive approach to the needs and aspirations of learners.

Concept of developing competency of civil employee

Civil employee play an important role as planners, implementers and supervisors of government and national development tasks (Undang-Undang Republik Indonesia, 2023).

This role is carried out through the implementation of professional public policies and services, free from public intervention, and free from practices of corruption, collusion and nepotism. Indirectly, this role requires civil employee to have competency standards appropriate to their position. The competency standards referred to are technical competence, managerial competence and socio-cultural competence.

Fulfilling competency standards for civil employee will enable them to work professionally. For this reason, competency development activities for civil employee are one of the strategies in meeting the competency standards in question. The latest law on state civil employee (Undang-Undang Republik Indonesia, 2023) guarantees that competency development is part of self-development which is one of the rights of every civil employee. Apart from that, competency development must be carried out by every civil employee by carrying out continuous learning through an integrated learning system. Where integrated learning is a comprehensive approach that places the learning process for civil employee integrated with their work.

Forms of developing civil employee competencies can be done through education and/or training. Training can also be carried out both classically and non-classically as seen in Figure 5. The implementation of these forms of competency development can be maximized through a corporate university strategy that applies the 10:20:70 method (Khilukha, 2019; Suharsono, 2023). What is meant here is that 10% of the learning is formal learning, namely in the form of both classical and non-classical training and independent learning. Furthermore, 20% of learning is social learning, including through feedback processes, coaching, and mentoring. Lastly, 70% of learning is experiential learning, namely through implementation and actualization of what has been learned in formal and social learning. The learning can take the form of project assignments that are integrated with the work environment to produce new innovations both in carrying out tasks and solving problems.

The implementation of competency development for civil employees faces several problems and challenges (Hidayah et al., 2021; Nekwek, 2022). Among them are budget limitations, limited training facilities and infrastructure, and limited implementation time. Therefore, determining the right strategy in implementing competency development activities is important. In this context, the use of digital technology can be a strategic choice to optimize and minimize existing limitations. Utilizing technology in competency development activities can save budget compared to when carried out classically (face to face). Apart from that, technology-based competency development can also overcome the problem of limited facilities and infrastructure, because civil employees can carry out competency development anywhere. And the problem of limited time can also be overcome through the use of technology. Civil employees are given ample time to develop their competencies. This can be done by accessing available technology-based competency development activities in accordance with the forms of competency development contained in the competency development framework.

Basically, the framework for competency development activities for civil employees is as shown in Figure 5. Here it can be seen that the competency development process for civil employees consists of three important stages. First of all is the stage of preparing Competency Development Requirements and Plans, then Implementation of Competency Development, and finally the Evaluation stage of Competency Development itself (Lembaga

Administrasi Negara Republik Indonesia, 2018; Peraturan Pemerintah Republik Indonesia No. 17, 2020).

  To prepare competency development needs and plans (Figure 5), what is done first is to identify and analyze competency development needs. This is done by analyzing medium-term plans or strategic plans as well as job competency standards in a government organizational unit. Apart from that, it is also necessary to analyze performance gaps and competency gaps for each employee in achieving organizational goals and meeting the demands of their position. After identifying and analyzing needs, verification and validation are then carried out. The final results obtained at this stage are a requirements document and a competency development plan. The contents include, among other things, the types and forms of competencies that will be developed, steps to fulfill the right to competency development for employees, budgeting and implementation strategies for competency development. Of course, the requirements documents and competency development plans also describe the relationship with medium-term plans or strategic plans from government organizational units as well as job competency standards and talent management.
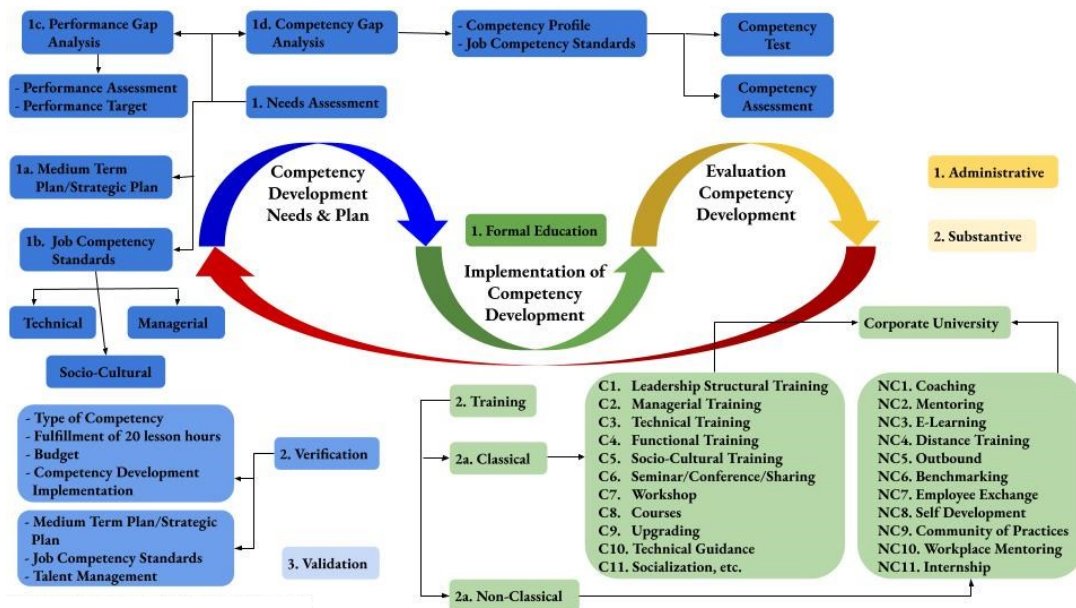

Fig. 5. Competency development framework

  The next stage is the implementation stage of competency development. The form of competency development can be carried out through two channels, namely education and training. What is meant by education here is through formal education. Meanwhile, training is a competency development activity that can be carried out classically or non-classically. What is meant by classical training is a form of competency development that uses a classroom approach. So, the types of training (C1–C11) are carried out in one or several classes according to needs. And, non-classical training (NC1–NC11) referred to here is competency development activities that can be carried out personally by employees with or without the help of information and communication technology. Training, both classical and non-classical, is implemented using an integrated learning approach or corporate university (Khilukha, 2019; Suharsono, 2023).

Final stage of framework civil employee competency development is evaluation. At this stage an evaluation is carried out both administratively and substantively. Administrative evaluation is closely related to the accountability report for the implementation of competency development, including implementation time, number of participants, type and form of competency development, and the budget used. Meanwhile, substantive evaluation is related to the quality of implementation of competency development activities. The extent to which competency development objectives can be achieved to produce competent and professional employees. The results of the administrative and substantive evaluation will be used as a basis for preparing needs and plans for further competency development.

Strategy for implementing the heutagogical approach in developing the competencies of civil servants

To support the professional development of government employees, a heutagogical approach in learning design can be applied (Lock et al., 2021). Developing the capacity and abilities of civil employee using a heutagogical approach involves developing independent learning and empowering individuals to take control of their own learning journey (Blaschke, 2021; Gillaspy & Vasilica, 2021). Through a heutagogical approach, learner (civil employee) are able to adapt to new environments, become more independent and confident, and gain a deeper understanding of how to learn (Hapsari et al., 2020; Skiba, 2020).

The strategy for implementing a heutagogical approach based on digital technology to support the development of civil employee competencies can be achieved by implementing appropriate strategies. First, needs assessment and planning. This is intended to identify the characteristics of civil employee. Identification of gaps and areas that require development (competencies and skills) of civil employee (Agonács & Matos, 2019; Stoszkowski & McCarthy, 2019). The goal is to obtain a comprehensive needs assessment to identify competencies and skills that need to be developed. Furthermore, the results of this identification will be used to develop a strategic plan for implementing heutagogy with digital technology as the main component.

Second, leadership support. What this means is the support and commitment of leaders in government organizations towards implementing a heutagogical approach in developing civil employee competencies. Supportive leadership will be able to create a learning culture and foster a culture of continuous learning (Kabugo & Kakeeto, 2019; Perchard, 2022) in government organizations. This creates a growth mindset that values learning and development. Third, design a learning framework using a heutagogical approach. Designing and developing the framework is carried out comprehensively for competency development (Budiarto et al., 2023; Lockey et al., 2020). This framework must outline the principles, guidelines and strategies for implementing independent learning. To support independent learning, a digital platform is needed that supports independent learning, collaboration and resource sharing. Options include Learning Management Systems (LMS), online courses, virtual classrooms, and other digital media. The design and development process includes the development of learning materials and learning pathways. This development, provides access to a variety of learning resources and materials, including online courses, textbooks, workshops, mentorship programs, and

digital platforms for collaboration and information sharing. Development and curation of learning resources. Fill digital platforms with a variety of high-quality learning resources, including e-learning modules, video tutorials, webinars, and relevant content from trusted sources.

Fourth, personalized Learning plans. Encourage civil employee to create personalized learning plans that are aligned with their career goals and personal development needs. This should include setting clear learning goals and timetables. To create personalized learning plans, civil employee can use digital tools, where they can set goals, track progress, and access resources tailored to their individual needs. This personalized learning helps civil employee who study to identify strengths, weaknesses, and areas that need improvement (Blaschke & Marin, 2020; Jagannath & Banerji, 2023). Personalized learning also makes the learning process in developing civil employee competencies more flexible, can be monitored and measured.

Fifth, professional learning community through mentorship, coaching and peer learning. A professional learning community connects experienced civil employee with civil employee who are looking for guidance and support on their learning journey (Murad et al., 2022). Peer learning and peer tutoring will improve the learning process and understanding in the learning journey because there is a process of mentoring, sharing understanding, feedback, suggestions and support (Carvalho & Santos, 2021). The strategies mentioned above form a sustainable, guided, collaborative learning community in solving learning problems in a heutagogical approach (Bizami et al., 2023; Snowden & Halsall, 2016).

CONCLUSION

The results of the literature review have explored the effectiveness of the heutagogical approach in the context of developing civil employee competencies. Highlights how independent learning and self-determined learning can strengthen independence and facilitate adaptation to dynamic changes in technology and the demands of the civil Service profession. The research results show that the implementation of heutagogy not only expands learning resources but also promotes collaborative and interactive learning as well as learning independence. The proposed implementation strategy includes, needs analysis, individualized learning plans, leadership support, framework learning and learning communities have proven effective in maximizing the heutagogical approach to prepare civil employee with relevant competencies for work effectiveness. The Heutagogical approach provides a strong framework for the professional growth of civil employee, supporting development and effective public service with strong institutional support and a commitment to independent and reflective learning. Besides that, to strengthen this literature study, further research needs to be carried out in the future to measure the effectiveness of the Heutagogical approach in developing civil employee competencies to improve civil employee performance.

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