A Model of Heutagogy Training to Promote Learning Facilitators' Competency in Developing Non-formal Education Programs

M. Djauzi Moedzakir and Endang Sri Rejeki,
Senior lecturers at Department of Non-formal Education, Graduate Program, State University of Malang, Indonesia

Abstract

Globalization era and science, technology and arts revolution nowadays bear extremely many complex and unpredictable problems to everyone. It requires him or her to be a more highly autonomous one, not simply stop thinking after having his or her problems overcome, and think all the time with full creativity and dynamics in a certain way of thinking. Learning facilitators (LFs) are functional staffs in charge of developing learning and management models for non-formal education (NFE) program at every House of Non-formal Education Program Development in Indonesia. So, their position is very strategic to increase the quality of NFE programs in Indonesia. However, research showed that their heutagogy competencies were low, whereas the kind of competency is prerequisite for all professionals. This research was aimed at developing a heutagogy training model to promote LFs competency in developing NFE programs. It was conducted through four steps: identifying LFs' heutagogy competency, developing the training model, validating the model by experts and users, and revising. The model was developed as one with conceptual and procedural components. Conceptual components consisted of four principles: (1) self-determined learning, (2) double-loop learning and self-reflection, (3) course design elements supporting learner-center, and (4) developing competency capabilities in problem-solving. Procedural components consisted of six phases: (a) learning need identification, (b) orientation meeting, (c) best practice visits, (d) individual assignment of developing NFE model, (e) experience sharing, and (f) assistance. The result showed that this model was valid. In summary, the training model is promising and recommended to be implemented in short.

Key words: heutagogy, teaching facilitator, non-formal education, life-long learning

Introduction

In globalization era and science, technology and arts revolution today, the world is faced with an increasingly complex, complicated situation, constantly changing to the difficult and unpredictable direction. It requires everyone, especially adults, to learn lifelongly to improve their independence (Jarvis, 2004). Thus educators are also required to renew their instructional concept, strategy, and approach so that the learning need of community could be always served professionally.

LFs are functional staffs at each Development Hall of Earlier Childhood, Non-formal and Informal Education (BP PAUDNI) all over Indonesia who are in charge of developing NFE programs. Thus, their position is very strategic to enhance the quality of NFE programs in Indonesia. Nevertheless, the result of previous study indicates that their heutagogical competence was low

(Redjeki, Moedzakir, and Sopingi, 2001), whereas the competence is conceptually a prerequisite for any professional.

Heutagogy is a new approach in adult learning initiated by Hase and Kenyon in 2000 in Australia and constructed back more systematically by Blaschke (2012). The learning approach is rooted from the theory of andragogy, recognized as the latest learning approach, and being promoted to become a new theory for long-distance learning by applying certain technology devices. The key word of the learning approach is "*self-determined learning*", in which the learners are

in very autonomous position, so they can be expected to have readiness to enter into a very complex work world today and in the future.

Material and Method

Regarding the strategic position of LFs in Indonesia, the decree of the Minister of State Apparatus number 25/KEP/MK.Waspan/6/1999 stated that the basic tasks and functions of LFs covers 3 things: (1) developing models for NFE, youth, and sports programs; (2) carrying out teaching and learning activities in terms of developing models and making a pilot project for NFE, youth, and sports; and (3) carrying out assessment to control the quality and impact of the implementation for NFE programs, youth, and sports. Furthermore, the regulation of Minister of State Apparatus number 15/2010 section 26 mentioned that LFs are placed at PPPAUDNIs, BPPAUDNIs, BPKBs, and SKBs (a kind of Early Childhood, Non-formal and Informal Education Development Hall has already mentioned) all over Indonesia. They are not on the duty of handling NFE

programs directly in community, but functionally they act as pioneers in innovating quality NFE programs.

As a new learning approach, in the first decade of development, heutagogy got less positive responses from university collegeous. But it has bounced back both theoretically and practically now (Blaschke, 2012a). In line with this, Wikipedia (2015) mentioned that:

In education, heutagogy, is a term coined by Stewart Hase and Chris Kenyon of Southern Cross University in Australia, and is also called self-determined learning.... Since the theory was first launched in 2000 it has become accepted as a practical proposition with its approach being particularly suitable in e-learning environments. Recent (post-2010) research into brain plasticity indicates that the approach can be useful in increasing learning capability.

According to Blaschke (2012a), the research on heutagogy is much done at several colleges, including *University of Western Sydney in Australia*. At Colleges, heutagogy approach was implemented on the teacher education training program. The approach was integrated into the design, development and delivery of the courses. Some advantages gained from the implementation of the heutagogy approach among others are better student learning, greater ability to deal with complex learning environment, student's involvement in the community, the openness of students in learning process, better ability in exploring ideas, and better ability to question about a life reality.

Besides, the research on heutagogy was also implemented in three colleges in United Kingdom. The results of the research showed that heutagogy

approach supported learning control, reflection on collaboration, self-perception and the professional growth of students, as well as their ability to think critically. The practice of self-reflection also helps students gaining a better learning control as well as the understanding and implementation of what they have learned into real life. Self-reflection of learning experience and connecting it with professional practices also boost their motivation to learn more, give convenience in having communication with others, and follow up other reflection activities.

Heutagogy is the latest approach in adult education, an extension of andragogy theory. The study is etymologically derived from the Latin *"andr"* (adult) and *"agogos"* (lead) and subsequently defined as an art to help adults learn (Marzuki,2009). How adult learn is something really different from those of child. Adult's learning occurs over the adult's willing and consciousness, whereas child's learning activities have not been based on consciousness yet. This is in accordance with their respective developmental stages. Adults have already arrived at the period of independence, while children were still in the period of dependence. Adults'

willing and awareness to learn is understandable. The requirements of life motivate every adult to do everything to fulfill their needs. When there is a constraint on their capability in attempting to meet those needs, they are motivated by themselves to learn.

In the study of learning, andragogy produces the key concept of *self-directed learning* (learning driven by someone's self). The concept is defined by Knowles (in Blaschke, 2012a) as:

a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learner goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes

Every adult is believed to have an initiative to do something and motivates him or herself to learn it, either with or without the help of others. In terms of emerging theories, pedagogy is the first. The second is andragogy and the last is heutagogy. All of the three theories have a certain level of learning autonomy. When they are compared, they will look like the following image.

(Adopted from Canning, 2010 in Blaschke, 2012b)

Thus, the more mature participants, the less they need for instructor's control and organize learning course in their learning systematically. In addition, more mature participants are more enthusiastic to learn autonomously.

Heutagogy comes from the Latin *self*. Hase and Kenyon (2000) have defined it as *the study of self-determined learning* (learning in a process conducted by ourselves). In a more thorough, the concept of heutagogy there are 4 substances, namely (a) self-determined learning, (b) double-loop learning and self-reflectivity, (c) course design elements supporting learner-center, and (d) developing competency capabilities in problem-solving (Blaschke, 2012a).

Self-determined learning is the process of a very proactive learning in which participants act as determinant even owners of all the affairs and needs of their learning. Participants determine what they will learn and how it will be learned better.Tutors facilitate the learning process by giving their learners guidance and learning resource needed while boost them optimally that the determination process and learning strategies are entirely on the trainees (Blaschke, 2012a). *Double-loop learning* and *self-reflection* is the keyword of heutagogy (Hase and Kenyon, 2000). *Double- loop learning* (learning process that goes through two-way thoughts) is essentially a learning process where *"...th learners consider the problem and the resulting action and outcomes, in addition to reflecting upon the problem-solving process and how it influences the learner's own limiting beliefs and actions"* (Blaschke, 2012a). It is more

emphasized that the double-loop is characterized by *self-reflectivity*. Self-reflection is someone's ability to reflect entirely things in his or her problem-solving process. Anybody is questioning them selves if the problem has been solved properly, why it has not been appropriate, and what beyond valuable lessons that can be taken, and so on. It is recognized as a the core of everyone's awareness.It is also driving force towards sustainable self-development to be a professional in any field.

Self-reflectionis the most substantial component of heutagogy. It differentiates a heutagogical problem-solving from usual trouble shooting. In heutagogy, someone besides thinking of the problem-solving processes, which substantially consists of problem component and action component as a one-way thought *(single-loop)* also thinking back of the point of view underlying the problem-solving they have done as two-way thoughts *(double-loop)*. Here, there is a step to the overall reflection on problem-solving process that includes problem, action, results, and basic mindset beyond it. Visually, the whole process is described in the below figure:.

The diagram above shows that if someone is always in the process of problem-solving, then they are still in *single-loop learning*. But if someone has already stepped into some actual self-questions about series of actions he or she has done, the results of the actions, even beliefs, presupposition or point of view underlying the process of problem-solving, then he or she has been learning in *double-loop*.
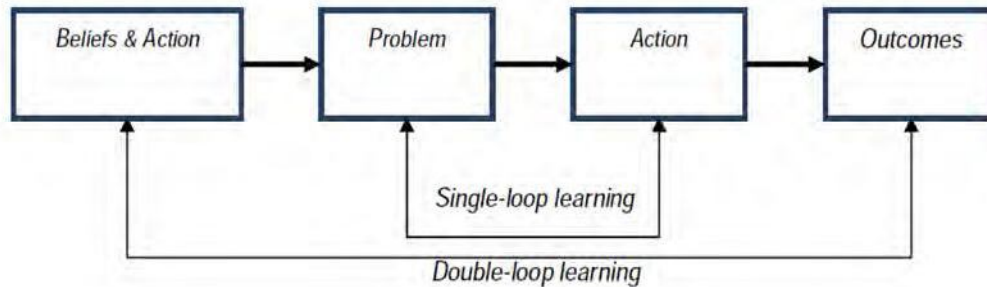
Course
design elements supporting learner-center is a guide to design a training in which all elements of learning process are directed to serve learners' learning needs. There are 4 elements categorized this design. They are: (a) learner-defined learning contracts, (b) a flexible curriculum, (c) learner-directed questions, and flexible and (d) negotiated assessment (Blaschke, 2012a).

Developing competency capabilities in problem-solving is the competence of heutagogy itself. So, it is positioned as the principle of result. It is characterized by the ability to precisely determine the knowledge, skills or attitudes required to get solutions for the problems being faced and the criteria of success. The indicators of the result are as follows: (a) able to encourage productivity of themselves *(self-efficacy)*, (b) skillful in communication and team work skills, (c) capable of creating *(creativity)*, and (d) capable of strengthen positive values.

Self-determined learning is the main characteristic of heutagogy. This learning characterizes someone's competence. Anyone who can perform this learning can essentially be categorized as competence and the competence will be as capability.
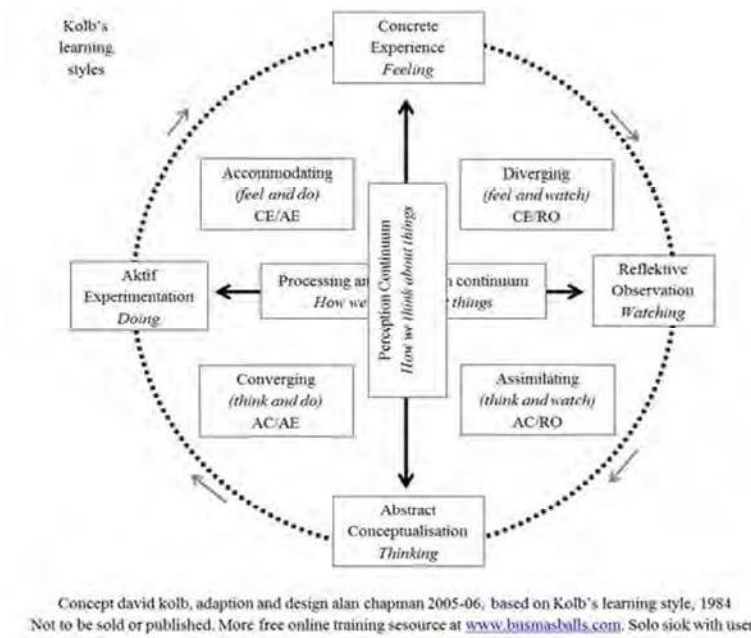
The competence is characterized with the ability to determine accurately the knowledge, skills and attitudes required to get solution for the problems they are facing, how to learn it, and determine its success. Furthermore, the specified capabilities characterized by the presence of at least: (a) *self-efficacy* (capable of boosting productivity), (b) *communication and team work skills* (the skills to communicate and work in a team), (c) *creativity* (capable of creating), and (d) *positive values* (capable of strengthen positive values). So, the competence is the potential, whereas the capability is the manifestation.

The effort of implementing this heutagogy approach, there must be a way of identifying learners' needs for heutagogical competence. It has been mentioned that heutagogy competence includes *self-efficacy, communication and team work skills, creativity,* and *strengthen positive values.* The competences are basically about learning style or the way of learners will likely act in their learning and philosophical orientation or a kind of independence pattern. So far there are "theory of learning styles" or experiencial learning theory developed by Kolb (1984) and "theory of philosophical orientation" developed by Elias and Merriam (2005).

In theory of learning styles there are 4 different learning styles. They are (a) Watching, (b) Doing, (c) Feeling, and (d) Thinking. Watching is a learning style that emphasizes observation of examples in considering the implementation of a task. Doing is a learning style that precedes action than thinking. It means that if something done is wrong, there will always be a time to fix it. Feeling is a learning style that precedes feelings than others. It means that participants are more likely excited in completing an easy or interesting task

Concept david kolb, adaption and design alan chapman 2005-06, based on Kolb's learning style, 1984
Not to be sold or published. More free online training sesource at www.busmasballs.com. Solo siok with user.

Thinking is a learning style that is more interested in a more challenging task. It means that every task requires forethought. Moreover, the four different learning styles can be associated with a learning cycle consisting of 4 stages as shown in the diagram above: *"concrete experience"*, *"experience"*, *"abstract reflective observation"* and *"active experimentation"*. The 4 stages are followed further by the concept of a more complete learning styles as follows: feeling leads to a *"concrete experience"*, thinking resulted in the *"abstract experience"*, watching resulted in *"reflective observation"* and doing leads to *"active experimentation".* Thus, all learning styles can essentially result active and reflective learning process. Each of the participants certainly has its own learning style. This should be used as the starting point for designing a more suitable training pattern for each participant.

The philosophy orientation, a person's philosophy, according to Elias and Merriam (2005) consists of 5 kinds: liberal, behavioral, progressive, humanistic and radical. The philosophy

orientations underlied all aspects of psychological and behavior of each person's beliefs. it can be concluded that the liberal emphasizes on more consideration, behavioral prioritizes the work, progressive accentuates the progress, humanist is forward in terms of humanity, whereas radical accentuates the changes.

This research was aimed at developing a heutagogy training model to improve the LFs' heutagogy competence. It was carried out in four stages, began with the exploration of LFs' heutagogical competence, continued to the development of draft models, validation by experts and users, and doing final revision. This study was considered as a developmental research (Borg and Gall, 1983) with the primary pro-duct of a heutagogy training model. The specification of the product consists of: (1) Conceptual Model; (2) Procedural Model; and (3) Implementation Guide.

Basically the result of this research is validation result scores from experts and users as well as their suggestions for revisions. The data sources consist of 3 experts of training model, 2 experts of NFE, and 30 LFs as users in the field.

Variables and variables of this research are as follows.

| Variable	Sub Variable	Validator
Heutagogy training conceptual models	a. The accuracy of substance b. The level of clarity	Experts of NFE
Heutagogy training procedural model	a. Precision training model b. The level of practicality	Experts of training model
Heutagogy training implementation guide	a. The level of readability b. The level of capability	Users in the field

Results
A. The Draft of Training Model
1. The Conceptual Model of Heutagogy Training

Conceptually, heutagogy training model for LFs was developed based on the 4 principles of thoughts as follows: (1) Learning-based self-determination *(self-deter-mined learning)*, (2) Learning through two cycles and self-reflection *(double-loop learning & self-reflection)*, (3) design study based on participant *(course design elements supporting learner-center)*, and (4) the development of competence over problem-solving *(developing capabilities in addition to competencies in problem-solving)*. The next four principles of thoughts were strung together in a pattern of relationships as follows.
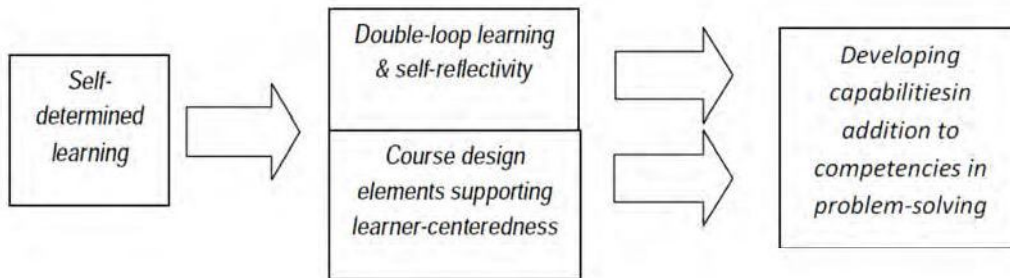
The thinking underlined the development of patterns of relationships in the conceptual training model above is as follows. *Self-determined learning* as the major characteristic of learning heutagogy is used as the basic principle that animates all other principles. Then the principle of *double-loop elements* and *self-reflection* on it as the fundamental core of heutagogy that should rely on developing alldesigned training activity needs. Next, put also the principles of *course design elements supporting learner-center learning design* as the fine characteristic of heutagogy training will be held. These principles ensure the learners as a service center in the entire training activities. From implementation of all principles can be expected to turn up the principle of *developing capabilities in addition to competencies in problem-solving* that is accomplishing the capability of heutagogy as expected.

The meaning of *course design elements supporting learner-center learning design* is the training must be designed as a program that really leads to a learning process based on the trainee. 4 elements that characterize the learning process in question are: (a) *learner-defined learning contracts*, (b) *a flexible curriculum*. (c) *learner-directed questions*, and (d) *flexible and negotiated assessment* (Blaschke, 2012a),

The principle of *developing capabilities in addition to competencies in problem-solving* is the competence of heutagogy itself. Competence is characterized by the ability to determine precisely the knowledge, skills or attitudes that are required to get the solution for the problems that are being faced, and also determine exactly how to study and determine its success. Furthermore the competence expected achieving or realizing the capabilities is the ability of problem-solving competencies beyond the ordinary. Learners or trainees should be improved to be more capabilities than just a work around. These capabilities are characterized by the presence of:

(a) *self-efficacy* (capable of pushing productivity),
(b) *communication and team work skills* (the skills to communicate and work in a team),
(c) *creativity* (capable of creating), and
(d) *positive values* (capable of strengthen positive values).Thus, the four elements can be used as indicators to measure the achievement level of heutagogical capability for the trainees.

2. The Procedural Model of Heutagogy Training

The conceptual model needs above can be implemented. Therefore, researcher developed a procedural model. The procedural model out lined several steps that must be followed in order to produce a product (Setyosari,2013). The model is composed of 5 components, namely: (i) syntax, (ii) social system, (iii) the principlesof reaction, (iv) supporting system, and (v) instructional and nurturant effects. In this regards, syntax includes several stages of learning that must be implemented. Social system is the atmosphere of social relationship between learners and facilitators developed on the basis of social norms. The principles of reaction are needed to guide learnersand facilitators to behave

properly in the training. Instructional effects are direct outcomes which should be obtained after the training, while nurturant effects are indirect outcomes

might be obtained in a certain time after the training.

2.1. Syntax

Syntax training procedures or heutagogy consists of 6 steps, namely: (a) Identification of learning/training needs, (b) Orientation, (c) Best practice visits, (d) independent assignment, (e) Experience sharing, and (f) Assistance.
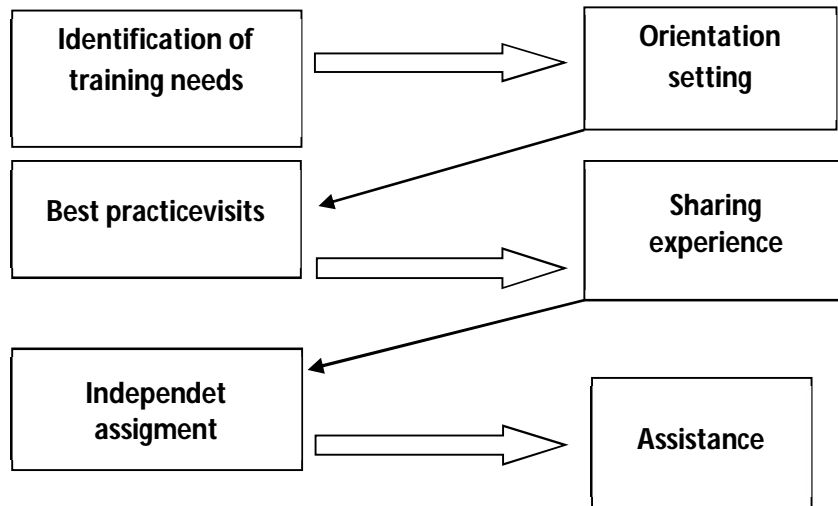
2.1.1. The Identification of Learning Needs

The first step to carry out the training is identifying learning/training needs. As has mentioned that the NFE is essentially an educational service organized out of school system to meet a short term of individual, group or community learning needs. The learning needs of heutagogy training for LFs here starts from the ability level of the heutagogical LFs which is reflected from the learning style and philosophical orientation of them.

2.1.1.1. Learning Style

The goal of developing a training model of heutagogy in this research is to provide a training event based model oriented to cope with suboptimal

ability of LFs in the management program NFE. To be able to develop the right training model of heutagogy and in accordance with the characteristics of the LFs as target implementation model, then the required data on the trend of the range of learning styles (learning style) owned by LFs. It needs to be done to identify *the learning style* most favored by LFs. As having mentioned before, the classification of the learning style in this study refer to the concept of learning styles Kolb (1984). Data collection of *learning style* LFs is done by "questionnaire form of learning style" developed by researcher. The tendency of this learning style is needed to determine learning strategies for the

training model developed in this research.

2.1.1.2. The Philosophical Orientation

Identification of the philosophical orientation was aimed of knowing the philosophical framework which belonged prospective trainees. The orientation of one's philosophy strongly influenced the variety or type of activity or program activities that are selected and done. There are five types of orientation of a personal philosophy, according to Elias and Merriam (2005), which is liberal, behavioral, progressive, radical and humanist. Identification of the personal philosophical orientation of trainees is carried out using instruments IFPOD (identification of the personal philosophy of adult education) developed by Elias and Merriam. The tendency of this learning orientation is needed as a basis for determining program assigned to or selected by participants in the model development program. Each participant will be expected to develop a model program of NFE who aligned with the orientation of his philosophy. In this way, trainees can develop a NFE model program more optimally.

2.1.2. The Orientation

The second step is to organize a face-to-face meeting. This activity is intended for orientation training or equalization of perception, not to give a subject matter. Therefore its contents especially are an explanation of the purpose of the training and its implementation. This information is very important in order to the learners have no wrong perceptions, for example considering the same training such as training generally so long as only passive participants attending training, because just simply accept it and do what the coach ordered.

2.1.3. Visiting to Best Practice

A visit to a best practice example of organizing NFE or who have successfully is an activity that is very beneficial, especially for LFsstyle study "concrete". By doing these activities, knowledge of LFs will be more open and can get inspiration about various things.

2.1.4. The Assignment

The assignment is the fourth step. Here the learners are asked to resolve an issue related to the authentic orientation of profession. For LFs, his duties include developing models of learning or management for a NFE program worked independently from planning to evaluation. Learners are directed to design a model, review, revise, modify evaluation and redefining task starting from the preparation stage of draft proposals to the final proposal.

2.1.5. Experience Sharing

This stage is held as a medium to provide an opportunity to exchange experiences among the learners. An analysis of best practice is also included at this stage. Through this stage learners are expected to acquire a lot of lessons learned (lessons and valuable experience).

2.1.6. Assistance

Assistance activities can actually occur throughout the training process, but mainly are indeed started on stage sharing. Facilitator position is to only give guidance or provide the required learning resources. He always sought so that the learning process is entirely on the part of the learners and is determined by the learners. In stages or activities, this is the facilitator mentoring official implementation the directive to the students about the concepts of self-determined learning and *double-loop learning* and *self-reflection* so

that the purpose of this training really can come true.

2.2. Social System

The social system here is the relationship system between facilitator and learners. As the pattern of educational relationship in NFE, facilitator here in training should be able to put the linier portion (parallel line) with the participants and be open, so that the relationship of the two sides becomes familiar. The pattern of this kind of relationship is necessary to smooth the process of education, particularly adult education. Thus the expected goal and purpose of heutagogy training is optimally achieved.

2.3. The Principle of Reaction

The principle of reaction describes more specifically as the patterns of relation-ships used in the educational process. In this regards, the training facilitator uses a variety of approaches or strategies that are appropriate to the situation and the growing conditions, such as behavioristic or humanistic approaches, participatory strategies, facilitative, experiential, socratic even transformative.

2.4. Supporting System

The supporting system here is the preparation of everything needed to support training activities. This started from the means, infrastructure, fees, partnership, legal regulations itself.

2.5. Instructional and Nurturant Effects

The impact meaning of (the original term *"effects"*) here is actually the result, either directly (usually called *instructional effects*) or indirectly (commonly

called *nurturing effect*). In heutagogy training, the direct impact was expected instead of mastery learning materials such as learning or training in general, but rather the ability heutagogy itself. Course mastery actually is positioned as an indirect impact. Therefore, its pattern is very different from training generally.

3. Implementation Guide

3.1. Implementation Principles

There are a few principles requiring much attention from the team before implementing the training as follows.

3.1.1. The Concept of the Task

There are 4 important task elements in this training: (a) *learner-defined learning contracts* (contract of learning by pattern learning based on its own decision), (b) flexible curriculum (using a *flexible curriculum*, in this case the participants themselves who determine what material needs to learn, how to study it, how long it takes, and how the determination of achievement target education), (c) *learner-directed questions* (participants develop their own things that need to be questioned during the process of their learning progress) and (d) *flexible and negotiated assessment* (assessment that is flexible and negotiable, which means that participants are free to use their assessment strategy, either their own or the result of their consultation with the facilitator). This rule needs to be delivered by a team to organizers as a reminder before giving assignment to participants.

3.1.2. The Capability

Target training is the mastery of the heutagogy capabilities by the participants. This capability is

indicated by the following 4 elements: (a) self-efficacy (capable of pushing productivity), (b) communication and team work skills (the skills to communicate and work in a team), (c) creativity (the capacity of being creative), and (d) positive values (the need of strengthen positive values). This indicator is assessed by the facilitator assisting the training.

3.1.3. The Learning Style and Philosophical Orientation

Each participant is given the opportunity to fill out the question form of learning styles and philosophical orientation. Question form provided training providers, provided to participants and is returned to the team after completed. The results were used as a material consideration option task package.

3.2. Technical Implementation

In addition there are some technical issues that also need to note the following training providers.

3.2.1. The Package of Tasks

Each participant was given the task of developing a learning package or program management NFE is efficient, effective and attractive to the context of a specific problem. The design task is made as the learning styles of the participants. Tasks are individually and can be selected. Each participant is given time to alleviation. Each task package accompanied by a statement of the selected task, time

V-ah = Tse---x 100
TSh
V-pg = Tse---x 100
TSh

A description of formula:

V-ah = Experts validation
V-pg = User validation

required, the form of a report, format the fields themselves, and the feedback form.

3.2.2. Self-Reflection

After completeng any task, the participants were asked do self-reflection. Participants are directed to answer a few questions self-reflection. Participants are also given an opportunity to write down questions and develop the self-reflection of the other appearing in her mind during the process of completion of the tasks. Self-reflection questions and answers typed and submitted to the facilitator.

3.2.3. Feed Back

After doing self-reflection, participants were given feedback. The facilitators assessed a selective task, process and result of the participants' tasks each of them. Facilitator informed the final results to participants and appreciate the good participants by rewards.

B. Validation Result

As mentioned before, expert validator consists of 3 learning or training model expert and 2 NFE experts, whereas user validator consists of 30 LFs. The expert validators are given 17 question items, whereas the user validators are given 13 question items. The score ranges for two parties were the same, namely 1-4, beginning from extremely less poor/good enough/valid enough to very valid/valid enough/good enough/valid. Next, data validation was in the form of scores that were analyzed by the following formula (Akbar, 2013):

TSE   =   Total score achieved empherically (from experts and users)
TSh   =   Expected total score

Subsequently the determination of eligibility/validity criteria used was as follow.

a. Criteria for Validity of the Expert Level

The determination of the criteria of eligibility/validity levels for each expert was counted by making 3 class intervals. In this regard, the maximum score was reduced by the minimum score and then divided by 3. The total = (1x17x4 = 68)-(1x17x1 = 5)/3 = 17. The account result was as follows:

No	Achievement Score	Category Validity	Description
1	53 – 70	Valid	Very good for use
2	35 – 52	Valid enough	Enough to be used with the revision
3	17 – 34	Not valid	Invalid should not be used

b. Criteria for Validity of the User Level

Determination of eligibility criteria/validity for users was also done in similar way. The maximum socer was reduced by the minimum score and then divided by 3. It was as follows: (30x13x4=1560)-(30x13x1=390)/3 = 1,170/3 = 390. The result was as follows:

No	Achievement Score	Category Validity	Description
1	1172 – 1562	Valid	Very good for use
2	781 – 1171	Valid enough	Quite valid to be used with the revision
3	390 – 780	Not valid	Invalid should not be used

The overall validation results then showed the following data.

Validator	Score	Category	Description
Training expert 1	56	Valid	Very good for use
Training expert 2	57	Valid	Very good for use
Training expert 3	53	Valid	Very good for use
NFE experts 1	57	Valid	Very good for use
NFE experts 2	50	Quite valid	Quite valid to be used with the revision
Users in the field	957	Quite valid	Quite valid used with the revision

The validation results above show that most validators categorized the guide books as valid, very good for use and do not need any revision. Only some stated that the guide book was quite valid and still needs revision.

With regard to the revision, there are some notes as follows.

1. From the experts
a. Generally the model is complete, but it still needs to elaborate more detail in the social system, the principle of reaction and the supporting system

b. It needs to set criteria for the resources

c. There is aneed of a development strategy for the model

2. From the users

a. Since the beginning, the participants should be invited to evaluate their own shortcomings and strengths and asked about competence that they want to get or be much strengthened

b. The steps of the training would be more easily understood if described in the form of diagram or flow chart.

c. The needs of criteria for participants

d. The needs of a description of the task/resource companion

e. Training schedule is not more than 5 days

f. Participants should be prioritized for someone interested in this training

g. Training time can not be unified for every learner since LFs' learning tasks vary.

Conclusions and Suggestions

A. Conclusions

This research concludes that:

1. This heutagogy training model consisting of conceptual and procedural ones has been validated by learning model experts, NFE experts, and field users.

2. The training model is not just applicable to LFs but also to other adults since it was developed based on general principles of heutagogy.

B. Suggestions

A few things that need to be considered before implementing the heutagogy training model are as follows.

a. Understanding fully the primary concept of heutagogy training model before implementation and consulting with the training team when facing something dubious.

b. Making sure who will be appointed as the resources. A resource person should be someone with rich, relevant experience.

c. Preparing tools and materials in accordance with the training topic.

d. Conducting the training efficiently.

References

Akbar. S & Sriwiyana. H, 2010. *Pengembangan Kurikulum dan Pembelajaran Ilmu Pengetahuan Sosial (IPS).* Yogyakarta: Cipta Media

Blaschke, Lisa Marie. 2012a. *Heutagogy and Lifelong Learning: A Review of Heutagogical Practice as Self-Determined Learning.* The International Review of Research in Open and Distance Learning. Vol. 13 No.1

Blaschke, Lisa Marie. 2012b. *Sustaining Lifelong Learning; A Review of Heutagogical Practice and Self-Determined Learning.* Germany: Oldenburg University. Internet. Downloaded in 2012.

Borg, Walter R dan Gall, Meredith Damien. 1983. *Educational Research: An Introduction.* Third edition. New York: Longman.

CANNING, N. (2010). Playing with Heutagogy: Exploring Strategies to Empower Mature Learners in Higher Education. In *Journal of Further and Higher Education, 34*(1), 59-71.

Elias, John L & Meriam, Sharan B. 2005. *Philosophical Foundations of Adult Education.* Third Edition. Malabar, Florida: Krieger Publishing Company.

HASE, S. & KENYON, C. (2007). Heutagogy: A Child of Complexity

Theory. In *Complicity: An International Journal of Complexity and Education, 4*(1), 111-119.

HASE, S. (2009).Heutagogy and E-learning in the Workplace: Some Challenges and Opportunities. In *Impact: Journal of Applied Research in Workplace E-learning, 1*(1), 43-52. DOI: 10.5043/impact.13

HASE, S., & KENYON, C. (2000).From Andragogy to Heutagogy. In *Ulti Base Articles*. Retrieved from http://ultibase.rmit.edu.au/Articles/dec00/ hase2.htm

Jarvis, Peter. 2004. *Adult Education and Lifelong Learning, Theory and Practice.* Third edition. London: RoutledgeFalmer.

KENYON, C., & HASE, S. (2001). Moving from Andragogy to Heutagogy in Vocational Education. Retrieved from:http://www.avetra.org.au/abstracts and papers 2001/ Hase-Kenyon_full.pdf

Kolb, David A. 1984. *Experiencial Learning: Experience as the Source of Learning and Development.* Englewood Cliffs, NJ: Prentice-Hall

Marzuki, M. Saleh. 2009. *Dimensi-dimensi Pendidikan Non-formal*. Malang: FIP UM.

Rejeki, Endang Sri; Moedzakir, M. Djauzi; dan Sopingi. 2014. *Pengembangan Model Pelatihan Heutagogy Untuk Pamong Belajar Dalam Rangka Peningkatan Kualitas Pengelolaan Program Pendidikan Luar Sekolah*. Laporan Akhir Penelitian Hibah Bersaing Tahun I.

Tidak diterbitkan. Malang: LP2M UM.

Setyosari, P. 2013. *Metode Penelitian Pendidikan dan Pengembangan.* Kencana Prena Media Group: Jakarta

Wikipedia, the Free Encyclopedia. *Heutagogy.* Https://en.m.wikipedia.org. Downloaded from Google. com. 2015.