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Research Article

Impact Of Self-Actualization And Curiosity In Heutagogy Implementation (Case Study: BBPD Indonesia)

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ABSTRACT

Adults have different learning goals than children. Same thing happened in Indonesia's Balai Besar Pemerintahan Desa Kementerian Dalam Negeri (BBPD), which trains village and sub-district authorities. The BBPD modifies its position as a facilitator so learners have a work-based learning process. Many challenges arose during installation. According to the poll, facilitators may lack learning process knowledge. Lack of knowledge motivation and self-actualization are factors. Based on this description, two research questions can be determined to improve the learning process: (1) whether facilitators really lack motivation in adding new knowledge, especially as a self-actualization they must fulfill to catch up with the trainees, and (2) whether facilitators must increase curiosity level so they can always carry out independent learning. 128 institute facilitators were studied in three sites. According to these findings, facilitators need to enhance their enthusiasm in the workplace. Concerning the second study question, enhancing knowledge based on curiosity and self-actualization motivation would allow facilitators to deliver accessible content and design classroom material so it is always relevant to events and occurrences around them. Both variables are tremendously influential, but not fully supported in their work environment. This can arise due to the upper party's lack of motivational knowledge. The facilitators' routine and hectic schedules may also be a cause in why these two crucial characteristics are underdeveloped in their work environment.

Keywords: Heutagogy,Self-Actualization ,Curiosity ,Work Environment

Introduction:

Adult learning is different from the lea rning process in school-age children (1,2). This is because adults have different goals in undergoing the learning process, so they need more concrete goals in starting the learning process (3). In addition, the function of the teacher in adult learning has changed to be the role of a facilitator compared to the role of the central teacher who teaches all materials, especially for informal learning processes or out-of-school learning (4,5). So that in the learning process in this scope, a reliable facilitator is needed.
The same thing happened also at the *Balai Besar Pemerintahan Desa Kementerian Dalam Negeri* (BBPD) in Indonesia , which has the task of conducting training for village and sub-district officials throughout Indonesia. This makes BBPD, which is located in three areas throughout Indonesia, has a mission to carry out learning for adults regularly and continuously. The learning that occurs in the BBPD is learning that is no longer teacher-centered or that changes its role as a facilitator, so that learners have a learning process that is in accordance with their work experience. This makes the learning process in that place can be categorized in the *heutagogy process*.
BBPD, which aims to apply adult learning, is constantly looking for the best approach to ensure that its activities can be completed as efficiently as possible. Heutagogy can be used as an alternate strategy to preserve the facilitator's expertise in adult learning (6,7). With learning as an active and proactive process and students acting as "the major actors in their own learning, which comes as a result of personal experience (6,8), heutagogy adopts a holistic approach to building learner competencies. Because the training provided by BBPD is intended to prepare the participants—specifically, village officials—to return to their hometowns with the knowledge they are expected to apply, the use of heutagogy is anticipated to make the learning process lead to a sustainable system.

When the implementation of heutagogy was carried out, it was discovered that the BBPD facilitators experienced a number of obstacles. Facilitators who believe they have limitations are typically less aggressive about learning conditions and lack confidence in carrying out the tasks entrusted to them as facilitators in the offered training group. Based on the preliminary survey, the facilitators are also suspected to be lacking in developing the knowledge used in the learning process. This incorrect perception makes the facilitators more passive than the trainees they face. Meanwhile, the trainees who are village officials are basically practitioners who need solutions in daily practice so that they need material that always develops from time to time.

This is a phenomenon that needs to be studied further so that the obstacles experienced by the facilitators at BBPD can be overcome. Based on the results of the initial study and the results of the preliminary survey, there are several factors that can be considered, namely the lack of motivation from the facilitators to be able to increase knowledge or the desire to find out in order to develop their knowledge. In addition, the initial results also show that some facilitators apparently have the motivation to continue to develop even though external factors or the surrounding environment are not very supportive of it. The motivation that makes them stronger in self-actualization, especially in actualizing themselves so that they can be more exposed in their communities. The motivation to be able to produce self-actualization can be a determining factor so that the facilitators can be stronger so that the learning process becomes better.

The final finding of the preliminary survey was the facilitators' lack of motivation to promote themselves as beneficial teachers to the local leaders they educated. Facilitators continue to believe that their work has not yet evolved into a source of self-actualization that can inspire more productive work outcomes. Facilitators' self-actualization should enable them to serve as agents of change in the learning process, which, in turn, can inspire trainees to be more enthusiastic about the process (9). Self-actualization is the climax of motivation, according to Maslow's motivation theory (10), thus the self-actualization of these facilitators (who are also teachers indirectly) should be able to boost motivation at the maximum level (11).

Based on this description, several research questions can be determined to improve the learning process at BBPD, namely: (1) whether the facilitators really experience a lack of motivation in adding new knowledge, especially as a self-actualization that they must fulfill in order to catch up with the trainees, (2) whether the facilitators must be increased curiosity level so that they can always carry out an independent learning process so that Their level of knowledge can always be up to date with the needs of the training material. In the process of solving the problem, an in-depth survey was carried out on sampling facilitators in three BBPD branches, namely Lampung, Yogyakarta and Malang. Furthermore, the results of the interviews and surveys are analyzed to find the solution that is considered the most optimal for the research question asked

Theoretical Background:

Heutagogy

Heutagogy, which derives its name from the Greek word for "self," is the study of how to educate oneself. Learners take on the role of "the main agents in their own learning, which occurs as a result of personal experience" (12), in heutagogy's approach to developing learner abilities, which emphasizes learning as an active and proactive process and sees students as "the main agents in their own learning." Heutagogy is a learning approach that is similar to andragogy in that the instructor helps to facilitate the learning process by providing direction and resources. However, in heutagogy, the instructor completely releases ownership of the learning path and process to the learner. The learner is the one who negotiates the learning and decides what will be learned and how it will be learned (13). Heutagogy is a holistic approach to the learning and instruction of adults that presupposes a fundamental shift in the manner in which learning and instruction are carried out. Learners who develop skills for learning that will last a lifetime through an active and proactive learning process are the focus of the heutagogy instructional method. This method places the learner in the role of the primary agent in his or her own learning, which occurs as a direct result of one's own experiences (14).

Heutagogy is, without a doubt, a very compatible approach in the modern era, where it is required to develop the concept of lifelong learners who can develop and survive in the era of the global economy, emphasizing the ability to creatively and effectively apply their competencies and skills in new situations that are constantly changing and complex. It is necessary to build the concept of lifelong learners who can thrive in the period of the global economy in the present day. The postmodern age is marked by its continually fluctuating economy (15). Thus, the heutagogy approach challenges conventional pedagogical practices and ideas by promoting a rise in student autonomy about where, when, and how learning occurs (16). Moreover, it emphasizes the role of the facilitator who "relinquishes control of the learning path and process to the learner, who negotiates the learning and selects what will be learnt and how it will be learned (17). The key concepts of heutagogy are double-loop learning and self-reflection. In double-loop learning, students analyze problems, the results of actions and outcomes, as well as the problem-solving process and how it affects their own beliefs and actions. (18). Double-loop learning occurs when learners "question and test one's personal values and assumptions as central to improving learning how to learn" (19).

The Heutagogy method works best for professionals who have grown up and become independent learners. These professionals are self-motivated to improve their professional skills and can choose what to learn, how to learn it, and how to test themselves to see if they are getting better. Even in the early stages of professional education, this method makes learning fun by breaking up the usual monotony of teacher-led lessons (20).

Heutagogy, a form of self-directed learning, is a holistic, learner-centered approach to formal and informal teaching and learning. (Stoten, 2021). This theory is founded on humanistic and constructivist ideas and synthesizes numerous strands of early learning theory into a picture of learning that is fit for and desperately needed by the educational system of today. With a learner-centered approach, heutagogy moves the emphasis from the teacher to the student and his or her learning.. Change is no longer an exception in the world we inhabit today. This is a normal and intermittent state. The ability to learn, both for individuals and institutions, is essential for survival. Despite the always, adaptations in the past can take place comfortably over a long period of time. Now, it's no longer possible. And we have the tools to be able to learn quickly and effectively: whenever and wherever we are. What needs to happen now is a shift along with our thinking about education and training systems that are in line with the need to learn effectively and the technology that makes it possible.

Self-Actualization

Self-actualization means being independent of your culture and environment. People who are self-actualized have a lot of direction in their lives. They think of themselves as independent, active, and responsible agents who are also self-disciplined (22). Self-actualizing people are creative because they act in a way that is original, naive, and spontaneous, like a child who is still honest and innocent. This kind of creativity is often used in art and science (23). Here are a few ideas about self-actualization: 1) Self-actualization is the need of a person to be able to become what they want based on what they are capable of (24). For instance, a musician must perform music, a professor must instruct, etc. "A man must be what he can be," remarked Maslow. 2) Self-actualization is the process of developing one's own abilities, characteristics, and psychological potentials. Self-actualization is the process through which an individual strives to realize his entire potential, abilities, and qualities. (25). We can say that the need for self-actualization is the need for a person to be able to become what he desires based on what he can do. Self-actualization is the utilization of all of a person's talents and the maturation of all of their abilities. (26).

The principle of Maslow's hierarchy of needs is applicable to organizations and businesses. Self-actualization is the stage at which a person achieves what he learns to recognize resides within him (27). The following are signs of Self-Actualization Needs: 1) Growth requirements. Growth demands are the need for knowledge and comprehension in order to grow and develop with others' regard. 2) The need to realize one's potential is a person's desire to fully utilize his inherent potential, abilities, and talents. 3) Self-fulfillment desires, i.e., the urge to satisfy one's existence by maximizing the utilization of his abilities and potential. 4) The need for encouragement is the individual's desire to maintain his existence in accordance with his potential (28).

Curiosity

Curiosity fosters mobility in terms of knowledge, the development of attitudes and abilities in the application of knowledge. Curiosity is the driving force behind all knowledge and advancement (29,30). Humans look for solutions to their issues in the surrounding environment, namely from those that support human behavior and deeds. Curiosity is characterized by the presence of questions; man constantly questions everything, including his own existence in the world. The dialectic of self-existence continues throughout the duration of a person's life (30).

Man questions what, why, and how about everything, and if he manages to overcome one difficulty, new obstacles will appear. This is the nature of human life: to constantly solve issues and seek solutions to better their lives(31). Blaschke emphasizes that heutagogi students must be extremely skilled students (32). They must be able to find the information they need, whether it's through a network, the Internet, or a physical library, if they don't know something or don't have the right skills. They have to be good researchers who know how to use computers. Given how much information is on the internet right now, the learner needs to be able to tell the good information from the bad information as soon as possible. This can be done by looking at data from reliable sources, analyzing and synthesizing information, recognizing good arguments, and telling the difference between correlational and causal relationships. Gerstein says that modern learners need to be flexible and able to change, good at speaking and writing, able to communicate across networks, curious, creative, and hopeful. (33).

Methodology:

This study used explanatory research, which aims to explain the causal relationship between quantitatively specified research variables and test hypotheses. This is done in order to determine the effect of self-actualization factors and curiosity on the facilitator's heutagogical skill. Participants are facilitators in the Malang Village Government Center, the Lampung Village Government Hall, and the Yogyakarta Village Government Hall in this study. While the research was conducted between September and October of 2021. The research venues are the Malang Village Government Center, the Lampung Village Government Center, and the Yogyakarta Village Government Hall. The three halls house the Technical Implementation Unit of the Ministry of Home Affairs' Directorate General of Village Government Development. The total population at the study site was 128 facilitators in the institute and spread across three different locations. The data was collected using an instrument in the form of a list of statements submitted to research respondents to be answered by choosing one alternative answer that was deemed most appropriate on the assessment scale provided.

Discussion:

Based on the results of the study, of the 97 people sampled in this study, 7 people (7.2%) of them were aged 20-40 years, 34 people (35.1%) aged 31-40 years, 32 people (33%) aged 41-50 years and 24 people (24.7%) aged 51-60 years. 42 people (43.3 %) of them were men and 55 people (56.7 %) were women. Based on education level, 97 respondents consisted of1 person (1%) including the last educated at the D3 level, 54 people (55.7%) with the last education at the D4 / S1 level, 40 people (41.2%) with the last education at the S2 level and 2 people (2.1%) with the last education at the S3 level. The working period of the 97 people sampled in this study, 13 people (13.4%) of whom have worked for 0-5 years, 16 people (16.5%) have worked for 6-10 years, 29 people (29.9%) have worked for 11-15 years, 8 people (8.2%) have worked for 21-25 years and the remaining 16 people (16.5%) have worked for more than 25 years.
The distribution of respondents' answers for each variable can be seen in Table 21 Variable Answer Distribution. The answer to the self-actualization variable, obtained the minimum answer is 1.667, the maximum answer is 5 and the average is 4.168 with a standard deviation of 0.681. The answer to the curiosity variable , obtained the minimum answer is 1.1 answers maximum 5 and the average is 4.1824 with a standard deviation of 0.641. The answer to the heutagogy variable, obtained the minimum answer is 1.154, the maximum answer is 5 and the average is 4.130 with a standard deviation of 0.621.

Table 1. *Variable's Distribution*

Variables	**Mean**	**SD**
Self Actualization	4.168	0.681
Curiositas	4.1824	0.641
Heutagogy	4.130	0.621

The statistical test F demonstrates whether or not all the independent or free variables included in the model have a joint effect on the dependent or bound variables. If the estimated F value is bigger than the table F, then Ho can be rejected with a 5% degree of confidence if the independent variable impacts the dependent variable simultaneously and significantly. Moreover, if the estimated F is greater than the F value in the table, Ho is rejected and Ha is selected. Table 3 displays simultaneous testing of regression models. The following findings are produced based on the calculation results in table 2:

Table 2. *Multiple regression analysis for prediction of self actualization, curiousity by heutagogy*

Variables	**t**	**Result**	**F hitung**	**F tabel**	**Result**	**R**	**R Square**	**Adjusted R Square**
Self Actualization	9,167	Sig	84,038	3,94	Sig	0,685	0,496	0,464
Curiosity	10,948	Sig	119,864	3,94	Sig	0,747	0,558	0,553
Self Actualization and Curiosity	6,149 3,979	Sig	77,205	3,94	Sig	0,788	0,622	0,614

On the hypothesis of whether self-actualization influences heutagogy, Fcount = 84,038 (Sig F = 0.000) was achieved. Ftabel at a real rate of 5% with free degrees of 1.96 and 96. Since Fhitung > Ftabel (>3.94) and Sig F 5% (0.000 0.05), Ho is rejected, indicating that self-actualization has a direct effect on the facilitator's heutagogy skill. On the hypothesis of whether curiosity influences heutaogi, the F count was 119,864 (Sig F = 0.000) Ftabel at a real rate of 5% with free degrees of 1.96 and 96. Since Fhitung > Ftabel (>3.94) and Sig F 5% (0.000 0.05), Ho is rejected, indicating that curiosity has a direct effect on the facilitator's heutagogy skill. On the assumption that self-actualization and curiosity jointly influence heutagogy, the Fcount was 77.205 (Sig F = 0.000). Ftabel with a real rate of 5% and free degrees of 1.96 and 96 of 2.70. Since Fhitung > Ftabel (>2.70) and Sig F 5% (0.000 0.05), Ho is rejected, indicating that self-actualization and curiosity elements jointly influence the facilitator's heutagogy skill.
In the test of whether self-actualization has an effect on heutagogy, a calculation of 9.167 with a significance value of 0.000 was obtained. The statistical value of the calculated test is greater than the ttabel (9.167 > 1.66) or the significance value is less than α = 0.05, so it is concluded that the self-actualization variable partially has a significant influence on heutagogy. In the test whether curiosity has an effect on heutagogy, a calculation of 10.948 with a significance value of 0.000 was obtained. The statistical value of the calculated test is greater than the ttabel (10.948 > 1.66) or the significance value is smaller than α = 0.05 then it is concluded that the curiosity variable partially has a significant influence on the heutagogy variable. In hypothesis testing whether self-actualization and curiosity together affect heutagogy, from the calculated t value shows that a t count for the self-actualization variable of 6.148 is obtained with a significance value of 0.000. The statistical value of the calculated test is greater than the table t (6.148> 1.66) or a significance value smaller than α = 0.05. The curiosity

variable obtained a calculated t of 3.979 with a significance value of 0.000. The statistical value of the calculated test is greater than t table (3.979 > 1.66) or the significance value is smaller than α = 0.05 then it is concluded that the self-actualization and curiosity variables partially have a significant influence on the heutagogy variable. On the hypothesis of whether self-actualization affects heutagogy, an R Square value of 0.464 or 46.4% is obtained. That is, the magnitude of the influence of self-actualization variables on heutagogy is 46.4%. Meanwhile, the influence of the remaining 53.4% is explained by other variables outside this regression equation. On the hypothesis whether curiosity has an effect on heutagogy, an R Square value of 0.58 or 58% is obtained. That is, the magnitude of the influence of the curiosity variable on heutagogy is 58%. While the influence of the remainder of 42% is explained by other variables outside this regression equation. On the hypothesis of whether self-actualization and curiosity together affect heutagogy obtained an R Square value of 0.622 or 62.2%. That is, the magnitude of the influence of self-actualization and curiosity variables on heutagogy is 62.2%. Meanwhile, the residual influence of 37.8% is explained by other variables outside this regression equation.

The results of multiple linear regression calculations are used to predict the magnitude of the relationship between the dependent variable that is heutagogy and the independent variables that are self-actualization and curiosity . The result of the calculation is shown in table 3.

Table 3. *Multiple Linear Regression Test Results*

Variables	**Unstandardized B**
(Constanta)	0,732
Self Actualization (X1)	0,308
Curiosity (X2)	0,505

Determining the independent variables that have the most influence on variable Y, can be done by comparing the regression coefficient (Beta) between one variable and another. The independent variable that has the most dominant influence on variable Y is the variable that has the greatest regression coefficient (beta). Here is a ranking table comparing the regression coefficients of each independent variable:

Table 4. *Coefficients*

Independent Variables	**Standardized Coefficients Beta**
Self Actualization	0,338
Curiosity	0,522

Based on table 4, it can be seen that the curiosity variable is the variable that has the largest beta coefficient. That is, heutatogi variables are more influenced by curiosity. The coefficient possessed by the curiosity variable is positively marked, this means that the better the curiosity, the more the heutagogy will tend to increase and vice versa the worse the curiosity will result in a decrease in heutagogy.

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily (34), (35). The discussion can be made in several sub-sections.

Discussion

The results showed a positive influence of self-actualization on the facilitator's heutagogy ability. This is evidenced by a $_{t\ count}$ of 9.167 with a significance value of 0.000. The statistical value of the $_{calculated}$ t test is greater than the table t (9.167 > 1.66) or the significance value is less than α = 0.05 then it is concluded that the self-actualization variable partially exerts a significant influence on the heutagogy variable.

results of previous studies also explain the existence of a significant positive relationship between self-actualization and learning methods that prioritize independent learning, learner-centered, self-directed, and reflective (GOPINATH, 2020). The individual will show self-actualization in the learning process and as a result of learning, it is meant not only to show the presence and participation in the learning process but also to realize it through actions that are carried out continuously and regularly with the potential that exists in him (37) . In the heutagogy approach, the learning process must produce a writing as feedback from what it gains during the learning process called reflection (Blaschke, 2012). This is also supported by the results that hasil research shows the presence of a positive influence of curiosity on the ability of the facilitator's heutagogy . This is evidenced by a $_{t\ count}$ of 10.948 with a significance value of 0.000. The statistical value of the $_{calculated}$ t test is greater than the table t (10.948> 1.66) or the significance value is less than α = 0.05 then it is concluded that the work environment variable.

Self-actualization, curiosity in this study simultaneously had a significant positive effect on the facilitator's heutagogy. Fcount of 77.205 (Sig F = 0.000). Ftabel at a real rate of 5% with free degrees 1 and 96 of 2.47. Since Fhitung > Ftabel (>2.47) and Sig F < 5% (0.000 < 0.05) then this means that there is a joint influence of self-actualization and curiousity factors on the facilitator's heutagogy ability. Based on the analysis that has been

carried out, the R Square value of 0.622 or 62.2% was obtained. That is, the magnitude of the influence of variables of self-efficacy, self-actualization and work environment on heutagogy is 62.2%. Meanwhile, the influence of the remaining 37.8% was explained by other variables outside the equation or those not studied in this study.

The Heutagogical method is more suitable for professionals who become mature independent learners who are internally motivated to improve professional skills and thus determine and choose what to learn and how to learn and how to assess oneself to measure improvement in practice (38), the exposure of this methodology even in the early phases of professional education makes learning interesting, breaking the monotony of pedagogy that the us has become accustomed to (39).

Answering Research Questions

Based on these findings, the first study question may be answered, namely if facilitators lack motivation to pursue self-actualization, and the outcome is that facilitators do need to boost their motivation within the context of their work environment. So that the facilitator can eventually catch up to the training participants' level of expertise. Therefore, the work environment, specifically BBPD, is required to hold a variety of activities that might ultimately improve the motivation of facilitators to increase their knowledge as part of their daily self-actualization.

Regarding the second research question, namely if the facilitator should boost their degree of curiosity, it can be concluded, based on the results of the study, that it is essential. It is anticipated that increasing knowledge based on curiosity and self-actualization motivation will enable facilitators to not only give accessible content, but also build material in the classroom so that it is always relevant to events and instances occurring around them.

This means that both variables are essentially very significantly influential, but in reality are still not fully supported in their work environment. This can happen because of possible ignorance from the upper party about how to increase their motivation. On the other hand, the routine and busy schedule of the facilitators can also be a factor in why these two variables which, although influential, are still poorly developed in their work environment.

Conclusion:

Self-actualization and curiosity have a favorable and large direct effect on the heutagogy skills of facilitators at BBPD. The level of heutagogy capacity of BBPD's facilitators is proportional to the level of self-actualization and curiosity. The curiousity factor indicates the greatest number among the two elements.

The results of the study also showed that the two variables set at the beginning were actually very influential for facilitators in BBPD, especially when they carried out the learning process to adults using heutagogy. However, strong and consistent support is still needed from the BBPD management so that these two factors are really things that can help in the learning process in the future

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