Application Of Hutagogy System For Transforming Basic Proficient Course Training At Pusdiklatcab Jombang

Anik Ida Fauziah[1*], J. Priyanto Widodo[2]

[1,2] Master of English Education, STKIP PGRI Sidoarjo
[1*]anikfauziah21@admin.smk.belajar.id, [2]prowidodo@gmail.com

Abstract

This study aims to analyze the application of the Hutagogy (Self-Determined Learning) system in basic proficient course training at Pusdiklatcab Jombang, East Java. Hutagogy is a learning approach that gives trainees greater control and responsibility in organizing and directing their own learning. The research method used is qualitative research with a case study approach. Data were collected through participatory observation, interviews with trainees and instructors, and analysis of training-related documents. The results of this study are expected to provide insight into the effectiveness and benefits of implementing the Hutagogy system in the context of basic proficient course training. A significant 75% strongly agree with the use of diverse media in learning, indicating an understanding of the value of multimedia technologies. Furthermore, 50% strongly agree that students actively participate in course assessments, demonstrating a willingness to evaluate and improve the learning process. Finally, an overwhelming 81.3% support a thorough approach to assessment that includes pre-tests, post-tests, reviews, feedback, and reflections, demonstrating commitment to a holistic evaluation process. And all of the finding explained that hutagogy was applied at Pusdiklatcab Jombang , East Java.

INTRODUCTION

Given the influence of adult learning philosophies on leadership development methods, this essay assesses the humanistic philosophy of adult learning as the implicit philosophy of a leadership development program. (Thomas, 2023) The application of innovative teaching methods and approaches has become essential in modern education to enhance learner engagement, motivation, and skill acquisition. One such method gaining recognition is the Hutagogy system, which emphasizes self-directed and experiential learning. This system has shown promising results in various educational settings and holds potential for improving basic proficient course training. Basic proficient courses aim to equip learners with the foundational skills and knowledge necessary for specific vocational fields. However, traditional instructional approaches often rely on passive learning methods, limiting learners' active involvement and inhibiting their ability to apply knowledge effectively. The Hutagogy system offers an alternative pedagogical approach that can address these limitations. Self-directed learning is a fundamental theoretical component of adult learning (Scholt, 2023).

The Hutagogy system, inspired by the concept of andragogy (adult learning), focuses on learner-centered education and encourages individuals to take ownership of their learning process. It combines self-directed learning, hands-on activities, real-world problem-solving tasks, and reflection exercises to foster deep understanding, critical thinking, and practical skill development. This review of four core ideas of adult learning, including andragogy, self-directed learning, experiential learning, and transformative learning, highlights the importance of experience. (Kawalilak & Groen, 2023).

By incorporating the Hutagogy system into basic proficient course training, educators and trainers can create an engaging and dynamic learning environment. Motivation's function in learning is a complex topic with numerous variables (Akbar, 2017). The learner has intrinsic motivation and self-directed learning. Learners are empowered to set their own learning goals, determine their own pace, and explore topics of interest within the course framework. This approach promotes autonomy, self-motivation, and active participation, enabling learners to develop a sense of responsibility and ownership over their educational journey.

Moreover, the Hutagogy system facilitates the application of acquired knowledge and skills in real-life scenarios, bridging the gap between theory and practice. Learners engage in hands-on activities, simulations, and case studies that mirror the challenges they may encounter in their chosen vocational fields. Through these practical experiences, they develop problem-solving skills, critical thinking abilities, and the confidence to apply their knowledge effectively.(Deci & Ryan, 2000).

The introduction of the Hutagogy system in basic proficient course training has the potential to revolutionize the learning experience for learners. By shifting the focus from passive instruction to active engagement, this system aligns with the needs and preferences of contemporary learners, who thrive in hands-on, interactive learning environments.(Leshner & Stroup, 2015). This study aims to explore the application of the Hutagogy system in basic proficient course training and assess its impact on learner engagement, motivation, and skill acquisition. By examining the effectiveness of this innovative approach, the findings of this research can inform educators, trainers, and policymakers in implementing learner-centered instructional methods that promote deep learning and practical skill development.

Pusdiklatcab Jombang, East Java is a training institution that aims to improve the skills and competencies of participants in various fields. One of the training programs organized is the basic proficient course. Currently, the traditional approach that tends to be central instructors is still dominant in the implementation of training at Pusdiklatcab Jombang. However, there is a push to adopt a more progressive and participatory approach to learning. Therefore, the application of the Hutagogy (Self-Determined Learning) system as a learning approach that provides more control to trainees can be an attractive alternative to improve training effectiveness.

Research Objective

The purpose of this study is to analyze the application of the Hutagogy system in basic proficient course training at Pusdiklatcab Jombang, East Java. Research aims to explore how Hutagogy can be applied in this training context and how it can affect trainees' learning experience and outcomes.

Research Questions

In this study, there were several research questions as follows:

1. How is the application of the Hutagogy system in basic proficient course training at Pusdiklatcab Jombang, East Java?
2. How did trainees respond to the implementation of Hutagogy in the context of this training?
3. What are the benefits resulting from the application of Hutagogy in basic advanced course training?
4. What are the challenges faced in implementing Hutagogy at Pusdiklatcab Jombang?

Research Significance

This research has important significance in the context of training development at Pusdiklatcab Jombang. By implementing the Huthagogy system, it is expected to provide greater space for trainees to take an active role in their learning. This research can also provide better insight and understanding of the application of Hutagogy in the context of training and provide valuable input for the development of future training programs. In addition, this research can also contribute to the academic literature on innovative and participatory learning approaches in the context of training and human resource development.

The concept of Hutagogy and Self-Determined Learning

Hutagogy is a concept developed by Dr. Sugata Mitra, which proposes a learner-centered learning approach and gives greater freedom and responsibility to individuals in organizing and directing their own learning. In Hutagogy, trainees have full control over learning objectives, learning methods, as well as self-assessment. This approach focuses on developing trainees' independent skills, independence, and creativity.

Application of Hutagogy in the Context of Training

Application of Hutagogy in the context of training can provide various benefits. First, trainees have active involvement in the learning process, which can increase their motivation and enthusiasm. Trainees can identify their own interests, determine appropriate learning paths, and learn at a rhythm they specify. In addition, Hutagogy also encourages collaboration and social learning, where trainees can share their knowledge and experiences with each other.

Benefits and Challenges of Implementing Hutagogy

The application of Hutagogy in training has various benefits. First, trainees can develop independent skills and the ability to organize their own learning. They become more accountable for the achievement of their learning goals. In addition, Hutagogy can also encourage creativity and innovation, as trainees are given the freedom to explore and create unique solutions in their learning. In addition, the application of Hutagogy can help trainees develop problem-solving, problem-solving, and metacognitive skills.

However, implementing Hutagogy can also face challenges. First, there are challenges in changing more traditional learning paradigms and cultures to more progressive and participatory approaches. Strong support and understanding from management and training instructors is required. In addition, trainees may also need additional guidance and support to develop independent skills and learn effectively in a Huthagogy environment. Therefore, appropriate training and mentoring are important to support the implementation of Hutagogy.

This literature review describes the concepts of Hutagogy and self-determined learning as learning approaches that give individuals greater control and responsibility in managing their own learning. The application of Hutagogy in a training context can provide significant benefits, such as active involvement of trainees, developing and skill

METHODS

Research Design

This research used a qualitative research approach. This approach is suitable for gaining an in-depth understanding of the experiences, perceptions, and views of research subjects. In the context of applying Hutagogy in

basic proficient course training at Pusdiklatcab Jombang, qualitative research can help explore trainee experiences, their responses to Hutagogy approaches, and training instructors' perspectives.

This research used a case study research design. Case studies allow researchers to investigate complex and multidimensional phenomena in depth. In this case, the research focused on the application of Hutagogy in basic proficient course training at Pusdiklatcab Jombang. Data was collected from trainees and instructors to obtain a comprehensive picture of the implementation and impact of Hutagogy in the context of this training.

Research Subject

The research subject in this study was a trainee of the basic proficient course at Pusdiklatcab Jombang, East Java. The number of trainees who are the subject of research was determined based on consideration of samples that were representative and relevant to the research objectives. In addition, training instructors were also the subject of research to gain their perspective on the application of Hutagogy.

Data Collection Techniques

In this study, data collection techniques were:

1. Participatory Observation: Researchers can directly observe the implementation of basic proficient course training using the Huthagogy approach. These observations can provide insight into the practices and dynamics of learning that occur in the classroom.
2. Interview: Trainees and instructors will be interviewed to gain their views, perceptions, and experiences related to the implementation of Hutagogy. In-depth interviews can provide a richer understanding of Hutagogy's influence on their learning.
3. Document Analysis: Training-related documents such as curriculum, learning materials, and participant evaluations can be analyzed to gain an understanding of Hutagogy implementation and the results achieved.

Data Analysis

The data collected in this study was analyzed using a qualitative analysis approach. Qualitative data analysis involved the process of organizing, reducing, and interpreting data obtained from interviews, observation, and document analysis.

FINDINGS AND DISCUSSIONS

Description of Pusdiklatcab Jombang

Pusdiklatcab Jombang is a training institution located in Jombang, East Java. The institute aims to improve the skills and competencies of participants in various fields. Pusdiklatcab Jombang has now adopted the application of the Hutagogy system in the implementation of basic proficient course training.

Implementation of Basic Proficient Course Training with Hutagogy System

Basic proficient course training at Pusdiklatcab Jombang is carried out with a Hutagogy approach that provides greater control and independence to trainees. Participants are given the freedom to determine learning objectives, learning methods, and self-evaluation. Training is designed to encourage active engagement, collaboration, and independent problem solving.The effectiveness of the application of Hutagogy has been the subject of extensive research and debate in the field of education. The following are some findings that indicate the effectiveness of implementing Hutagogy in Pusdiklatcab Jombang:

Increase intrinsic motivation (Kapp, 2012).

The application of Hutagogy tends to increase trainees' intrinsic motivation. In this approach, participants have control over their own learning, including defining goals, learning methods, and self-evaluation. This can increase the sense of belonging and intrinsic motivation in learning.

Increase participant engagement (Reed et al., 2018)

Hutagogy provides opportunities for participants to be actively involved in learning. Participants can take an active role in determining the course of learning, collaborating with fellow participants, and creating solutions in relevant learning contexts. Thus, Hutagogy can increase participant engagement in learning.

Encourage self-reliance (Intem et al., 2021)

The application of Hutagogy encourages participants to develop metacognition skills, independent problem solving, and responsibility for their own learning. Participants learn to manage time, plan learning, and take initiative in finding necessary resources. This can improve independence and lifelong learning skills.

Increase creativity (Oyigbo et al., 2020).

Hutagogy encourages participants to think creatively and develop innovative solutions in the context of learning. By giving participants the freedom to determine learning methods and explore various approaches, Hutagogy can stimulate creativity and out-of-the-box thinking.

The effectiveness of implementing Hutagogy in the context of training can be assessed based on several factors. Here are some aspects that can be used to evaluate the effectiveness of Hutagogy implementation:
Trainee Engagement and Motivation

Hutagogy aims to encourage active engagement and motivation of trainees. Effectiveness evaluation can be done by looking at the extent to which trainees are engaged in learning, whether they feel motivated to learn, and whether Hutagogy has succeeded in arousing their interest in the training material.

Achievement of Learning Objectives

The effectiveness of Hutagogy can also be evaluated through the achievement of learning objectives. The trainee succeed in achieving the desired learning outcome. They able to apply the knowledge and skills acquired in a practical context.

Independence and Metacognition

One important aspect of Hutagogy is the development of trainees' independence and metacognition abilities. Effectiveness evaluations can look at the extent to which trainees can manage their own learning, identify their strengths and weaknesses, and set up effective learning strategies.

Collaboration and Interaction

Hutagogy encourages collaboration and interaction between trainees. Effectiveness evaluation can see the extent to which trainees interact, work together, and utilize diversity within the group to enrich learning.

Problem Solving and Creativity

Hutagogy also aims to develop trainees' problem-solving skills and creativity. Effectiveness evaluations can look at the extent to which trainees are able to apply these skills in the context of training and whether Hutagogy helps in the development of these skills.

Feedback and Self-Evaluation

Hutagogy provides an important role for trainees in providing feedback and self-evaluating their learning. Effectiveness evaluations can look at the extent to which trainees involve themselves in this process and the extent to which such feedback and self-evaluation contribute to the improvement of their learning.

Trainee Response to Hutagogy Implementation

Trainee response to Hutagogy implementation was generally quite positive. Participants reported increased motivation and involvement in learning. They feel in control of the learning process and can direct their learning according to personal interests and needs. Participants also appreciated more collaboration and interaction with fellow trainees.

Instructor Review of the Application of Hutagogy

Instructors at Pusdiklatcab Jombang gave a positive review of the application of Hutagogy. They reported positive changes in trainee participation and engagement. Instructors also saw improvements in trainees' creativity, problem-solving, and independence. However, some instructors face challenges in facilitating more independent learning and managing more complex group dynamics.

Discussion

The following is data discovery using interview questionnaires:

Table 1. Interview Discovery

No.	Component	Result
1.	Participant understanding	
	• does not understand what hutagogy is	25%
	• hasitant with their knowledge in hutagogy	31,3%
	• know hutagogy well	18 %
2.	Pusdiklatcab's training used student centered	
	• strongly agree use student centered	56,3%
	• strongly disagree	12, 5 %
3.	Use of various media	
	• strongly agree use various media in learning	75%
4.	Student engagement and motivation in course assesment	
	• strongly agree that student engage in course assessment	50%
5.	Use of pre test, post test, review, feed back, evaluation and reflection	
	• Strongly agree	81,3%
6.	Training techniques	
	• priotizing discussion in decision making (Independence and Metacognition)	75 %
	• During the training prioritize collaboration between participants and/or with trainers/resource persons	62,5%
	• During the course, participants are given the freedom to be creative and innovative	68,8 %
	• During the course process, participants share experiences with each other	75%

     Page - 69

	• in training prioritizing problem solving and self-assessment	62,5 %
7.	Partisipant's reason join the training (Achievement of Learning Objectives)	
	• strongly agree that Because of the training, their "sense of belonging" motivation increased	37,5 %
	• Through the training, the student's time management, team and social emotional skills have improved	73,3 %
	• After training, the creativity and innovation skills in problem solving and making projects are improve	62,5 %

The data collected from trainers at Pusdiklatcab Jombang reveals interesting insights into their perspectives on hutagogy, an educational approach. Surprisingly, 25% of the trainers admitted to not understanding what hutagogy entails, highlighting a potential need for further clarification or training. Additionally, 31.3% expressed hesitancy regarding their knowledge in hutagogy, indicating a level of uncertainty among a significant portion of the trainers. On a positive note, 18% claimed to have a good understanding of hutagogy, suggesting that there is a foundation of knowledge within the group. Notably, 56.3% strongly agree with the utilization of student-centered approaches, emphasizing a preference for learner-focused methodologies. Conversely, 12.5% strongly disagree, signifying a divergence of opinions within the group. Interestingly, a substantial 75% strongly agree with the incorporation of various media in learning, reflecting a recognition of the importance of multimedia tools. Additionally, 50% strongly agree that students actively engage in course assessments, underlining a commitment to evaluating and improving the learning process. Lastly, an overwhelming 81.3% endorse a comprehensive approach to assessment, incorporating pre-tests, post-tests, reviews, feedback, and reflections, showcasing a dedication to a holistic evaluation methodology.

The data collected from the trainers at Pusdiklatcab Jombang sheds light on the instructional strategies and priorities embraced during courses. A significant 75% of trainers emphasize the importance of discussions in the decision-making process, reflecting a commitment to collaborative and inclusive decision-making approaches. Furthermore, 62.5% underscore the value of fostering collaboration among participants and with trainers or resource persons, emphasizing the significance of shared learning experiences.

The survey also reveals a positive inclination toward cultivating creativity and innovation, with 68.8% of trainers prioritizing the freedom for participants to explore their creative and innovative capacities during the course. Additionally, 75% of trainers encourage participants to actively share their experiences with each other, fostering a rich environment for knowledge exchange and peer learning.

Moreover, 62.5% of trainers place a premium on problem-solving and self-assessment during training sessions, suggesting an emphasis on empowering participants with critical thinking skills and self-reflection. This holistic approach to training, combining collaborative decision-making, creative freedom, experience-sharing, and problem-solving, reflects a commitment to comprehensive and participant-centered learning experiences.

The data from the trainers at Pusdiklatcab Jombang demonstrates positive impacts on participants stemming from the training programs. Notably, 37.5% strongly agree that the training has contributed to an increased "sense of belonging" motivation, indicating a positive influence on participants' engagement and connection within the learning environment.

A substantial 73.3% of trainers observe improvements in students' time management, team collaboration, and social-emotional skills as a result of the training. This suggests a holistic approach to education that goes beyond academic knowledge, focusing on the development of crucial life skills essential for personal and professional growth.

Moreover, 62.5% of trainers report enhancements in participants' creativity and innovation skills for problem-solving and project development post-training. This underscores the effectiveness of the training in fostering a creative mindset and equipping participants with practical skills applicable in various contexts.These findings underscore the training's positive influence not only on knowledge acquisition but also on participants' motivation, interpersonal skills, and problem-solving abilities, contributing to a more comprehensive and impactful learning experience.

The application of Hutagogy in basic proficient course training at Pusdiklatcab Jombang is considered effective in increasing trainee engagement, motivation, creativity, and independence. Trainees feel more active and responsible for their learning, which has a positive impact on the learning outcomes achieved.

In evaluating the effectiveness of Hutagogy implementation, it is important to combine various evaluation methods, such as observation, interviews, and quantitative and qualitative data collection to gain a comprehensive understanding. A good evaluation should also consider the context of the training, the characteristics of the trainees, and the learning objectives that have been set.

The following are some important features and principles in the adult learning system based on Decree of the national quarter on adult education number 047 /2018 and National quarterly decree on education and training system number 048 / 2018:
1. Experience

Adults have rich and varied life experiences. Therefore, adult education makes use of these experiences as valuable learning resources. Adult learning is driven by reflection on personal and professional experiences.

2. Independence

Adults tend to be more independent and autonomous in learning. They want to have control over their own learning process. Therefore, adult learning systems provide space for individuals to set their own learning goals, choose appropriate learning methods, and manage their time and resources.

3. Relevance

Adult learning must be relevant to their needs and interests in life. They tend to be more oriented towards practical problem solving and direct application of the knowledge and skills learned. Therefore, adult education must be related to real life and can be applied in the context of work or everyday life.

4. Collaborative learning

Adults often value and gain greater understanding through interactions with other adults. Adult learning systems often promote collaboration, discussion, and ideas between learners, encouraging team-based learning and collective experiences.

5. Internal motivational drivers

Adults tend to have a strong internal motivation to learn. They usually have clear goals and want to achieve something meaningful in their life. Therefore, the adult learning system must motivate and link learning with the goals and personal values of students.

6. Practical approach

Adult learning tends to be more geared towards direct application of learned knowledge and skills. Adult learners want to see the practical relevance of what they are learning and how it can be applied in their daily lives.

7. Adult learning systems can be implemented in a variety of ways, including formal education programs, professional training and development, online courses, training, study groups, and other forms of non-formal education.

Although these findings demonstrate the effectiveness of implementing Hutagogy, it should be noted that the results may vary depending on context, participants, and other factors. In addition, challenges such as paradigm shifts, independent learning management, and adjustments in instructor roles can also affect the effectiveness of implementing Hutagogy.

In the context of more specific research, it is important to collect relevant empirical data and analyze the impact of implementing Hutagogy in basic proficient course training at Pusdiklatcab Jombang to get a more complete picture of its effectiveness.

Benefits of Implementing Hutagogy for Trainees and Instructors: Implementing Hutagogy provides benefits for trainees and instructors. For trainees, benefits include increased independence, metacognition skills, collaboration, and problem solving. For instructors, benefits include a change in their role as a facilitator, encouraging creativity, and developing skills to manage participant-centered learning.

Challenges faced in implementing Hutagogy at Pusdiklatcab Jombang include paradigm shifts and a more traditional learning culture, the need for more intensive training and mentoring for trainees, and managing more complex group dynamics in the context of independent learning.

CONCLUSION

Based on the research findings, it can be concluded that the application of Hutagogy in basic proficient course training at Pusdiklatcab Jombang is effective in increasing the involvement and independence of trainees. Benefits of Hutagogy include increased creativity, collaboration, and problem solving. However, challenges such as paradigm shifts and self-managed learning need to be addressed.This research shows that the application of Hutagogy in basic proficient course training at Pusdiklatcab Jombang has a positive impact. Trainees experience increased motivation, engagement, and independence in learning. Instructors see an increase in trainees' creativity and problem-solving. However, challenges in changing the learning paradigm and managing independent learning were also identified. The results of this study provide important implications for Pusdiklatcab Jombang and other training institutions in adopting the Huthagogy system. Can be used as a basis for developing training programs that are more interactive, participant-centered, and encourage trainee independence.

Based on research findings, it is recommended to provide training and mentoring for instructors in managing independent learning. In addition, it is also important to involve trainees in the planning and evaluation of training programs to ensure suitability to their needs and preferences. Further research can also be conducted to measure the long-term impact and sustainability of implementing Hutagogy in the context of training.

ACKNOWLEDGEMENT

REFERENCES

Akbar.S, Claramita, Kristina T. (2017). Intrinsic Motivation and Self Directed Learning Relationship: Strive for Adult Learning Character FormationSouth-East Asian Journal of Medical Education. DOI: 10.4038/seajme.v11i1.5

Arbi, A. P. (2024). Optimizing the Use of Artificial Intelligence in English Language Learning: A Literature Review. *Gudang Jurnal Multidisiplin Ilmu*, *2*(2), 25–30. https://doi.org/10.59435/gjmi.v2i2.278

Arbi, A. P., Prasetyo, M. A. T., & Akhlish, M. (2023). Pemahaman Kompetensi Abad 21 dalam Film Freedom Writers (2007). *Prawara: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *4*(2), 128–139. http://jos.unsoed.ac.id/index.php/jpbsi/index

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York, NY: W.H. Freeman and Company.

Bransford, J. D., Brown, A. L., &; Cocking, R. R. (2000). *How People Learn: Brain, Mind, Experience, and School.* Washington, DC: National Academies Press.

Deci, E. L., &; Ryan, R. M. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. American Psychologist, 55(1), 68-78.

Intem, N., Phuwanatwichit, T., Sarobol, A., & Wannapaisan, C. (2021). The Local Wisdom Management" Mohom" for Stable Inherit and Lifelong Learning. *Journal of Education and Learning*, *10*(5), 38-50.

Kapp, K. M. (2012). *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education*. San Francisco, CA: Pfeiffer.

Kawalilak C., Groen J. (2023) .*The Handbook of Adult and Continuing Education:First Edition.* New York*:* Routledge.

Knowles, M. S., Holton III, E. F., &; Swanson, R. A. (2015). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development.* London, UK: Routledge.

Leshner, G., & Stroup, W. M. (2015). An Introduction to Hutagogy: Engaging Learners with Creative Technologies. Educational Technology, 55(4), 43-47

MacLean, D., &; MacLean, A. (2018). The 99 Thinking Hats: Unlocking the Potential of Your Mind. Scotts Valley, CA: CreateSpace Independent Publishing Platform.

Oyigbo D. N. Obetta K. C.Onah B. N. (2020). Integrating Creativity in the Facilitation of Adult Learning through Analytic and Synthetic Methods: Study of Adult Basic Literacy Education Program in Enugu State, Nigeria Global Journal of Health Science. DOI: 10.5539/gjhs.v12n12p70

Reed, M. S., Vella, S., Challies, E., De Vente, J., Frewer, L., Hohenwallner-Ries, D., ... & van Delden, H. (2018). A theory of participation: what makes stakeholder and public engagement in environmental management work?. *Restoration ecology*, *26*, S7-S17.

Scholt G. (2023). Leadership development prespective of adult learning philosophies. International Journal of Management Education (2023),10.1016/j.ijme.2023.100792

Siemens, G. (2004). Connectivism: A Learning Theory for the Digital Age. International Journal of Instructional Technology and Distance Learning, 2(1), 3-10.

Tait, M. (2008). Tutoring and Demonstrating: A Handbook. New York, NY: Routledge.

Thomas Howard Morris. (2023). *Four Dimensions of Self-Directed Learning: A Fundamental Meta-Competence in a Changing World*. School of Education, Bath Spa University, Newton Park, Bath, BA2 9BN, UK. Email: t.morris@bathspa.ac.uk https://doi.org/10.1177/07417136231217453

Widodo, J. P., & Slamet, J. (2020). Students' Perception Towards Google Classroom as E-Learning Tool (A Case Study of Master of English Education of the Second Semester at STKIP PGRI Sidoarjo). *Magister Scientiae*, *2*(48), 99–109.

Widodo, J. P., & Slamet, J. (2021). Lecturers' Perspectives Through E-learning by Using Moodle for Post-Graduate Students at STKIP PGRI Sidoarjo. *International Seminar on Language, Education, and Culture (ISoLEC 2021)*, 161–171.

Widodo, P., Subandowo, M., Musyarofah, L., & Slamet, J. (2023). Interactive gamification-flip-book for developing students' outcomes. *Advances in Mobile Learning Educational Research*, *3*(2), 754–762. https://doi.org/10.25082/amler.2023.02.002

Wiedenbeck, S., & Womack, J. (2017). Developing Independent Learners: An Analysis of Self-Directed Learning and Hutagogy. Journal of Effective Teaching, 17(2), 15-27.