

HEUTAGOGY THEORY AS AN APPROACH TO IMPLEMENTING INCLUSIVE EDUCATION IN HIGHER EDUCATION: A BIBLIOMETRIC ANALYSIS

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Abstract

Explorations in the implementation of learning models in inclusive education settings continue to be studied. However, many approaches remain under-examined, including heutagogy theory. The purpose of this study is to examine heutagogy theory as it relates to inclusive education in higher education. This study is a preliminary study for needs analysis. The method used was bibliometric analysis. The procedures used in conducting bibliometric analysis are: defining the purpose and scope of the bibliometric study, selecting techniques for bibliometric analysis, collecting data for bibliometric analysis, and conducting bibliometric analysis and reporting results. The study results show that there is not much research on the application of heutagogy theory in inclusive education in higher education. Therefore, there are still many opportunities to analyze the theoretical basis of heutagogy to inclusion in higher education. So, further research is needed on the strategies to be undertaken to apply heutagogy theory to implement academic inclusion in higher education through the design of learning models.

Keywords heutagogy, inclusive education, children with special needs, bibliometric analysis

INTRODUCTION

Inclusive education is currently one of the concerns around the world, due to the existence of various human diversity, especially related to disability. In the Sustainable Development Goal project designed by the United Nations, there is one goal related to inclusive education, namely Goal 4 Quality Education which aims to ensure quality education that is inclusive and equitable and supports lifelong learning opportunities for all people. One of the targets in Goal 4 that relate to disability and inclusiveness is target 4.a, build and improve child-, disability- and gender- friendly education facilities, and provide safe, violence-free, inclusive and effective learning environments for all. In its implementation, inclusive education has been implemented at every level of education, one of which is in the scope of higher education. Some of the support factors for disabilities are the provision of free tuition and international mobility programs (Moriña & Perera, 2020), family support (Riddell, Tinklin, & Wilson, 2005), friendship (Gibson, 2012), service assistance from faculty (Feni & Henning, 2006), and personal support/individual strategies to overcome difficulties (Moriña, 2017). Inclusive education in its implementation also still needs improvement, because this adjustment takes a long time. A study by Moriña & Perera (2020) explains that many factors challenge and support the implementation of inclusive education in higher education in Spain, such as lack of awareness of disability rights, lack of information, delays in providing assistance requested by disabilities, and inadequate infrastructure. Another study conducted by Bunbury (2020) in London showed that while some participants took advantage of the training, others did not prioritize it. The interview results did not indicate that participants' perspectives were influenced by the training.

In Indonesia, several laws support inclusive education. Law No. 20 of 2003 explains that the education system should be democratic, equitable and non-discriminatory (Indonesia, 2003). There is also Minister of National Education Regulation No. 70/2009 on Inclusive Education for Learners with Disabilities and Potential for Special Intelligence and/or Talent (Peraturan Menteri, 2009). In its implementation in Indonesia, inclusive education has also experienced many challenges and support. A study by Amnesti et al (2023) explains that only a few people with disabilities graduate from higher education with an estimate of only 1.48% of universities being disability-friendly. Then another study by Muhibbin (2021) explains that there are several challenges in the implementation of inclusive education in Indonesia, namely the wrong public perception of people with disabilities, lack of campus management and manpower, and campuses that do not apply the principles of inclusion are some of the challenges to inclusive education.

Learning models and approaches in inclusive higher education are quite diverse. The study by Rasmitadila et al (2020) explains that learning in inclusive classes in higher education in their study uses an instructional strategy model. Then, the study by Anthony et al (2022) explains that the blended learning model can be adapted to be implemented in higher education. Another study by Al-Samarraie, Shamsuddin, & Alzahrani, (2020) explained the utilization of flipped classrooms in various disciplines is suggested to improve students' performance, understanding, achievement, engagement, metacognition, and attitude. Exploration of the implementation of learning models is usually based on a theoretical approach. One of the theories in education is heutagogy theory. Heutagogy is a learner-centered educational approach that emphasizes how students can improve their abilities (Vinayan & Harikirishanan, 2021). Heutagogy theory was introduced by Hase & Kenyon (2001), who explained that heutagogy is more about helping students learn faster by allowing them to find out their interests in learning. Until now, there is still little literature that examines the application of heutagogy theory in learning in higher education in inclusive settings. So there is a great opportunity to study this theory more deeply related to learning models in higher education in inclusive settings.

Explorations in the implementation of learning models in inclusive education settings continue to be studied. However, many approaches remain under-researched, including heutagogy theory. Hase & Kenyon popularized heutagogy theory a long time ago. However, this theory can still be used in the 21st century, due to the concept of self-directed learning from heutagogy. The application of heutagogy theory in inclusive education in higher education does not seem to have been studied much. So, there are still many opportunities to study the principles of heutagogy theory to be associated with inclusive education in higher education. The more studies on this, the more diverse the approaches to inclusive education practice in higher education, and the more reliable the theory will be. The purpose of this study is to examine the theory of heutagogy as it relates to inclusive education in higher education. This study is a preliminary study for needs analysis.

METHOD

The method used is bibliometric analysis. Bibliometrics is the analysis of published information along with associated metadata to show or describe the relationship between published works (Ninkov, Frank, & Maggio, 2022). Bibliometric studies can build a strong foundation to advance a field in a new and meaningful way, researchers can obtain a thorough review, find knowledge gaps, get new ideas to investigate and position the desired contribution to the field (Donthu et al., 2021). The procedure used in conducting bibliometric analysis is (Donthu et al., 2021):

1. Define the purpose and scope of a bibliometric study

Since this analysis is intended to manage a very large amount of bibliometric data, the scope of the study is usually sufficient to justify the bibliometric analysis (Ramos- Rodríguez & Ruíz-Navarro, 2004). In this study, the scope of the study is the heutagogy theory approach in inclusive education.

2. Selecting techniques for bibliometric analysis

The choice of bibliometric analysis technique will depend on the purpose of the research (Donthu et al., 2021). In this study, there are two types of analysis techniques used, namely main techniques and reinforcement techniques. The main technique is performed in two ways, namely performance analysis and science mapping (Donthu et al., 2021). Performance analysis examines the contribution of research components to a particular field (Cobo, Lopez- Herrera, Herrera-Viedma, & Herrera, 2011; Ramos- Rodríguez & Ruíz-Navarro, 2004). Meanwhile, science mapping examines the relationship between research components (Baker, Kumar, & Pandey, 2021; Cobo et al., 2011). In the analysis through performance analysis, analysis is carried out through citation-related metrics, which look at relationships in citations. The analysis focuses on total citation (TC) and average citation (AC). In the analysis through science mapping, the main technique used is co-word analysis. Co-word analysis assumes that words that co-occur frequently have thematic relationships with each other (Baker, Kumar, & Pandey, 2020; Donthu, Gremler, Kumar, & Pattnaik, 2020; Liu, Mai, & MacDonald, 2019). The words in co-word analysis often come from "keywords", if they do not exist, important words can also be extracted from "article title", "abstract", and "full text" for analysis. Then the enrichment technique uses visualization through VOSviewer software.

3. Collecting data for bibliometric analysis

Data is collected based on the scope of the study selected in Step 1. Then select a database to search for the required data and retrieve the required bibliometric data. The last step is to eliminate errors in the data such as data duplication, input errors, or inaccessible data (Donthu et al., 2021). In this study, literature was collected through Publish or Perish (PoP) software. Then choose a place to search for articles in Google Scholar. The keyword used was 'heutagogy "inclusive education"'. The range of years taken is 0-2024 because if you take the last 5 years, only a little literature is found and related to the topic under study. 238 articles were found in the range of 2012-2024. Then filtering was done through Mendeley desktop software. The first filter that was done was using the keyword "inclusive/inclusion", 117 articles were found. The second filter used the keyword "heutagogy", 67 articles were found. Then the third filter with the keyword "education" found 65 articles. So 65 articles will be reviewed in this study.

4. Conduct bibliometric analysis and report results

Bibliometric analysis is carried out according to the data found in step 3 using the techniques selected in step 2. In this study, there are two types of analysis techniques used, namely the main technique and the reinforcement technique. The main technique is done in two ways, namely performance analysis and science mapping (Donthu et al., 2021). In the analysis through performance analysis, analysis is carried out through citation-related metrics, namely looking at the relationship in citations. The analysis focuses on total citation (TC) and average citation (AC). In the analysis through science mapping, the main technique used is co-word analysis. Then the enrichment technique uses visualization through VOSviewer software. Then the result report is carried out according to the existing results.

RESULTS

Performance Analysis

Citation metrics		Help
Publication years:	2012-2024	
Citation years:	12 (2012-2024)	
Papers:	65	
Citations:	240	
Cites/year:	20.00	
Cites/paper:	3.69	
Cites/author:	156.25	
Papers/author:	44.12	
Authors/paper:	1.98	
h-index:	8	
g-index:	14	
hI,norm:	6	
hI,annual:	0.50	
hA-index:	4	
Papers with ACC >= 1,2,5,10,20:	17,10,3,0,0	

Figure 1. Citation metrics

The metrics in Figure 1 are obtained from Publish or Perish (PoP), showing that the total citation (CT) on 65 articles in the period 2012-2024 is 240 citations. Then the average citation (AC) based on per year is 20.00, based on per paper/article 3.69, and based per author/author 156.25.

	Cites	Per year	Rank	Authors	Title	Year	Publication	Publisher
<input checked="" type="checkbox"/> h	46	9.20	2	B L Jinot	An evaluation of a key innovation: mobile learni...	2019	Academic Journal of Interd...	archive.sciendo.com
<input checked="" type="checkbox"/> h	29	9.67	25	R Maryanti, A Hufa...	Analysis of curriculum for science education for ...	2021	â€¦ Technical Education â€¦	penerbit.uthm.edu.my
<input checked="" type="checkbox"/> h	26	3.71	3	J Challinor, V I Mar...	The development of the reflective practitioner th...	2017	International Journal of â€¦	inderscienceonline.com
<input checked="" type="checkbox"/> h	23	3.29	4	J A Malek	The impact of heutagogy education through tel...	2017	e-Bangi	search.proquest.com
<input checked="" type="checkbox"/> h	19	6.33	26	B L Slade, N Dickson	Adult education and migration in Scotland: Polic...	2021	â€¦ of adult and continuing...	journals.sagepub.com
<input checked="" type="checkbox"/> h	10	0.83	5	G Frankl, S Bitter	Student perspectives on elearning in a blended l...	2012	International Conference o...	search.proquest.com
<input checked="" type="checkbox"/> h	9	0.75	7	K Mutua, C S Sunal	Advances in Special Education Research and Pra...	2012		books.google.com
<input checked="" type="checkbox"/> h	9	1.29	6	I H Amzat, N Padill...	Teacher professional knowledge and developme...	2017		books.google.com
<input checked="" type="checkbox"/>	7	1.75	36	V Msila	Developing Teaching and Learning in Africa: Dec...	2020		books.google.com
<input checked="" type="checkbox"/>	7	3.50	61	A Tlili, J Zhao, K Yan...	Going beyond books to using e-books in educa...	2022	Interactive Learning â€¦	Taylor & Francis
<input checked="" type="checkbox"/>	6	3.00	32	A El-Amin	Implementing Diversity, Equity, Inclusion, and Be...	2022		books.google.com
<input checked="" type="checkbox"/>	5	1.25	22	N Jackson, C Lassig	Exploring and extending the 4C model of creativ...	2020	Creative Academic Magazine	eprints.qut.edu.au
<input checked="" type="checkbox"/>	5	2.50	49	C Themelis	Pedagogy of tele-proximity for eLearning: Bridgi...	2022		books.google.com
<input checked="" type="checkbox"/>	5	0.71	8	N AgonÃ¡cs, J F Ma...	Perspectives on MOOCs as Heutagogy Instances	2017	INTED2017 Proceedings	library.iated.org
<input checked="" type="checkbox"/>	5	0.83	9	P Kapranos	The interdisciplinary future of engineering educa...	2018		books.google.com
<input checked="" type="checkbox"/>	4	4.00	11	D F Al Husaeni, D ...	How technology can change educational researc...	2024	ASEAN Journal of â€¦	ejournal.upi.edu
<input checked="" type="checkbox"/>	4	0.67	10	V Agosto	Molding curriculum leadership theory	2018	National Forum of Educati...	researchgate.net
<input checked="" type="checkbox"/>	3	0.75	62	E Meral, D Teke, M ...	General Trends of Studies on Flipped Classroom ...	2020	â€¦ Online Journal of Educa...	ERIC

Figure 2. The number of citations sorted from the highest

Figure 2 shows a screenshot of Publish or Perish (PoP) after sorting by the number of citations of each article. Based on the highest order, the highest number of citations is 46 in the article by Jinot (2019). Then 29 citations in the article by Maryanti et al (2021). A total of 26 citations in the article by Challinor, Marín, & Tur, (2017). A total of 23 citations in the article by Malek (2017). 19 citations in the article by Slade & Dickson (2021). A total of 10 citations in the article by Frankl & Bitter, (2012). Then a total of 59 other articles have citations below 10.

Science Mapping

Selected	Keyword	Occurrences	Total link strength
<input checked="" type="checkbox"/>	heutagogy	14	14
<input checked="" type="checkbox"/>	education	12	31
<input checked="" type="checkbox"/>	inclusive education	7	8
<input checked="" type="checkbox"/>	higher education	6	33
<input checked="" type="checkbox"/>	inclusion	6	10
<input checked="" type="checkbox"/>	pedagogy	3	17
<input checked="" type="checkbox"/>	curriculum	3	16
<input checked="" type="checkbox"/>	science education	2	25
<input checked="" type="checkbox"/>	learning	2	13
<input checked="" type="checkbox"/>	teaching	2	12
<input checked="" type="checkbox"/>	distance education	2	10
<input checked="" type="checkbox"/>	students	2	10
<input checked="" type="checkbox"/>	technology	2	10
<input checked="" type="checkbox"/>	academic achievement	1	21
<input checked="" type="checkbox"/>	achievement tests	1	21
<input checked="" type="checkbox"/>	active learning	1	21
<input checked="" type="checkbox"/>	bibliometrics	1	21
<input checked="" type="checkbox"/>	biology	1	21
<input checked="" type="checkbox"/>	chemistry	1	21
<input checked="" type="checkbox"/>	content analysis	1	21

Figure 3. The number of occurrences of each keyword sorted from the highest

The analysis in science mapping uses co-word analysis. In this study, the analyzed keywords are contained in 65 articles. Figure 3 shows the number of occurrences of each keyword sorted from the highest based on the results of data processing through VOSViewer. Table 1 shows the important keywords discussed, namely "heutagogy", "inclusive education/inclusion", "higher education", "disabilities", "students with special needs", and "disabled students". The keyword "heutagogy" appeared 14 times in 65 articles, "education" 12 times, "inclusive education" 7 times, "inclusion" 6 times, and "higher education" 6 times. Other keywords appeared less than 5 times.

Table 1. Number of important keywords appearing in the article

Keywords	Total
Heutagogy	14
Inclusive education	7
Inclusion	6
Higher education	6
Disabilities	1
Students with special needs	1
Disabled students	1

Visualization

Through the method, 65 articles were found related to the keywords searched, then visualized using VOSviewer software. Visualization was done to identify trends, gaps, and research opportunities. In addition, it also specifically aims to see the number of articles that discuss heutagogy theory in inclusive education.

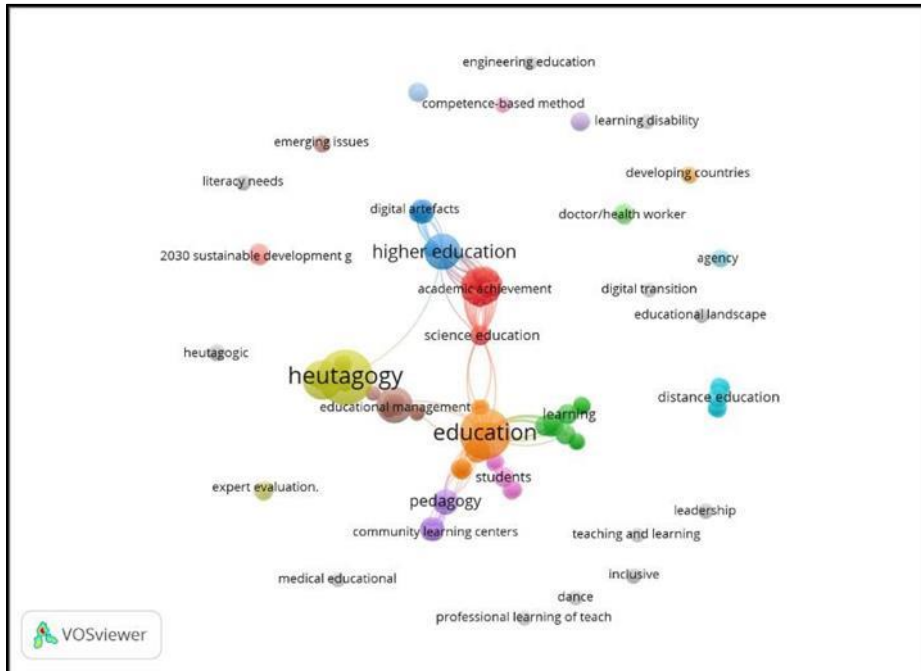


Figure 4. VOSviewer results

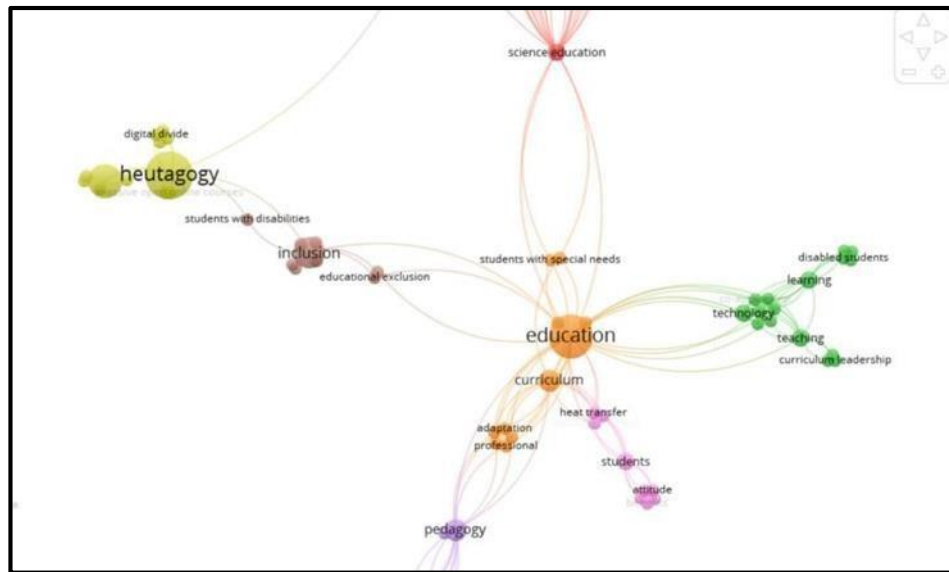


Figure 5. Zoomed in of the heutagogy section in inclusive education

Figure 4 shows the full visualization in VOSViewer. It shows that the keywords "heutagogy", "education", "higher education", and "academic achievement" have been widely studied and are trending in research, indicated by the size of the circles. The smaller the circle, the less studies have been conducted. Zooming in on the VOSViewer (Figure 5), the keywords "heutagogy" and "education" will show the keywords "inclusion" and "students with disability" in brown clusters, "students with special needs" in orange clusters, and "disabled students" in green clusters. It can be seen that the circles in each of these keywords are small, so there are still relatively few studies on them. The brown cluster is the only set of keywords that shows an associated relationship with the keywords "heutagogy" and "education". This shows that there are still relatively few studies on heutagogy in education, including even fewer studies on inclusive education. So more studies related to this can be studied.

DISCUSSION

Heutagogy theory approach to inclusive education in higher education

The study results show that the application of heutagogy theory in inclusive education in higher education has not been widely studied. From the literature that has been collected, there is only one article that discusses the implementation of heutagogy theory in inclusive education in higher education through learning models. Model Of Technology-Supported Learning For Special Educational Needs Learners (Motsel) developed by Alias (2016) is a comprehensive model of technology-supported learning assistance in Malaysia. The model covers all aspects of the lives of people with disabilities, such as learning and teaching, disability-friendly higher education facilities, and the relationship between people with disabilities and non-disabled peers (Alias et al., 2019). Some other studies that discuss the implementation of the heutagogy theory approach are still in the scope of education in general, not in inclusive education, such as the study by Bakar, Baharun, & Hasanah (2022) which analyzed the heutagogical approach in improving students' metacognitive intelligence in Ma'had Aly. Another study by Malek (2017) examined the formation of smart villages through heutagogy education. Malek explained that the impact of heutagogy education through telecommunication centers for the progress of smart villages (SV) can be successful if smart village communities have been realized (Malek, 2017). Another study by Kisahwan, Tanuwijaya, & Hermana (2022) examined the heutagogy approach in medical studies. The use of heutagogy in corporate education and training programs increases the capacity of medical representatives to self-learn, which in turn increases output (Kisahwan, Tanuwijaya, & Hermana, 2022). Based on these previous studies, there are still many opportunities to examine the principles of heutagogy theory to inclusive education in higher education.

The practice of inclusive education in higher education in Indonesia still faces many challenges and supports. A study by Amnesti et al (2023) explains that only a few people with disabilities graduate from higher education with an estimate of only 1.48% of universities being disability- friendly. Another study by Muhibbin (2021) explains that there are several challenges in the implementation of inclusive education in Indonesia, namely the wrong public perception of people with disabilities, lack of campus management and workforce, and campuses that do not apply the principles of inclusion. Approaching the implementation of inclusive education through other strategies or theories can help reduce the challenges.

Studies should continue how learning models can be applied in inclusive education settings. However, many approaches remain under-researched, including heutagogy theory, which was introduced long ago by Hase and Kenyon (2001). However, due to the self-directed learning concept of heutagogy theory, it can still be used in the current century. Therefore, there are still many opportunities to examine the principles of heutagogy theory to relate to inclusive learning in higher education institutions. With more research conducted on this issue, the theory will become more valid as the approaches to inclusive education practices in higher education will become more diverse.

Heutagogy is necessary because the current paradigm of higher education does not suit students and does not fit the information-age society (Glassner & Back, 2020). The revolution of technology has changed the concept of knowledge. Knowledge is now dispersed and stored online. Knowledge is no longer dependent on teachers and is available to everyone. Moreover, this knowledge is growing all the time and varies almost daily. Formal education can happen anywhere and anytime (Glassner & Back, 2020). There are 5 main principles of heutagogy, namely learner agency, self-efficacy & capability, metacognition & reflection, non-linear learning and teaching, and knowing how to learn.

First, learner agency, the learner is at the core of all heutagogy practices because of the role of the human agent in learning. In addition to having their independence and motivation, learners are responsible for the decision of what they will learn, as well as the methods that will be used to learn it and assess it (Hase & Kenyon, 2013). Second, self-efficacy & capability, self-efficacy focuses on how a person believes in their ability to carry out a plan to be carried out. Capability is defined as the ability to use one's skills in familiar and unfamiliar situations, learner independence, communication, creativity, collaboration (teamwork), and positive values (Hase & Kenyon, 2007). Third, metacognition & reflection, thorough reflection is very important. This suggests that students not only reflect on what they have learned but also learn the learning process (metacognition) (Blaschke & Brindley, 2011). Metacognition is defined as "thinking about thinking" or the ability to monitor and control one's cognitive processes (Dunlosky & Metcalfe, 2009). Fourth, non-linear learning and teaching, learning is self-determined, so the learning path is determined by the learner and not by the teacher. Students choose what to teach and how, so the learning path is guided by them and not predetermined or sequential (Blaschke & Hase, 2016). Fifth, knowing how to learn is an indispensable skill (Winter et al., 2009). The development of abilities necessary for lifelong learning in students is a fundamental goal of many curricula and education in general (Fukuda, Lander, & Pope, 2022).

Inclusive education also has several principles, including: (1) diversity in the classroom enriches and strengthens education: it is an opportunity to improve relationships to enhance academic, social and personal skills; (2) strengths-based and individualized curriculum: Curriculum planning and implementation should consider learners' strengths and special needs, especially during the learning process; (3) learner engagement and student organization: The role of students affects the success of inclusive education in schools, so teachers should listen to students' opinions so that they can make significant contributions in the classroom; (4) engaging with the involvement of all stakeholders: Positive feedback methods are used by schools in student progress reports to foster positive community perceptions and raise awareness of positive school culture; and (5) teachers in inclusive education host schools need commitment, knowledge and practical skills: In inclusive education schools, teachers must use the three Hs: heart (commitment), head (critical knowledge) and hand (practical strategies) (Kemdikbud, 2021).

From the principles of heutagogy and inclusive education that have been examined, there is only one intersection of similar principles, the first principle of heutagogy, learner agency, with the third principle of inclusive education, learner involvement. So, the principles of heutagogy that do not intersect with inclusive education can be tried to be inputted into inclusive education, especially in higher education. Thus, further studies are needed regarding the strategies that must be carried out to

realize the implementation of heutagogy theory as an approach to the implementation of inclusive education in higher education through the design of learning models.

CONCLUSION

The study results show that there is not much research on the application of heutagogy theory in inclusive education in higher education. Therefore, there are still many opportunities to analyze the theoretical basis of heutagogy for inclusion in higher education. Among the principles of heutagogy and inclusive education discussed, there is only one that overlaps, namely the first principle of heutagogy, learner agency, with the third principle of inclusive education, learner involvement. So, the principles of heutagogy that do not overlap with inclusive education can be tried to be inputted into inclusive education, especially in higher education. Thus, further research is needed on the strategies to apply heutagogy theory to implement academic inclusion in higher education through learning model design.

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