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Learner Autonomy and Heutagogical Readiness: A Study of English Language Learning in Islamic Higher Education Institutions

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Abstract

This study examined the linkage between learner autonomy and heutagogical readiness among English language students at Institut Agama Islam Negeri (IAIN) Palopo. A mixed-methods approach examines 60 undergraduate students from the second through fourth years of study in the English language program. Quantitative data were collected through the Learner Autonomy Profile (LAP) and Heutagogical Readiness Scale for English Language Learning (HRS-ELL). At the same time, Semi-structured interviews and classroom observations were used to collect qualitative data over a semester of study. The findings revealed that participants demonstrated moderate levels of learner autonomy ($M=3.24$, $SD=0.76$) but lower readiness for fully heutagogical approaches ($M=2.87$, $SD=0.92$). Statistical analysis indicated a significant positive correlation between prior English learning experiences and current autonomy levels ($r=0.68$, $p<0.01$). Students from districts with limited secondary education resources showed more significant challenges in self-directed learning strategies, particularly in goal-setting ($M=2.45$) and self-assessment ($M=2.33$) compared to their urban counterparts. Despite these challenges, participants exhibited strong intrinsic motivation to improve their English proficiency ($M=4.12$, $SD=0.54$), suggesting potential for developing autonomous learning

capacities. Qualitative data revealed that institutional factors, including curriculum design, assessment methods, and technological infrastructure, substantially influenced students' ability to engage in self-determined learning. The Islamic educational context provided unique opportunities and constraints for heutagogical approaches, with religious self-discipline emerging as a potential bridge between traditional pedagogical practices and more autonomous learning models. This research contributes to understanding learner autonomy in culturally specific educational settings. It offers practical recommendations for developing appropriately scaffolded approaches to foster greater self-determination in English language learning within Islamic higher education institutions.

Keywords: English Language Learning; Heutagogical Approach; Islamic Higher Education; Learner Autonomy; Self-Directed Learning

INTRODUCTION

In recent decades, the paradigm of higher education has shifted from teacher-centred instruction to learner-centred education, a transformation driven by the demands of the 21st-century knowledge economy and the increasing complexity of global (Altbach et al., 2009; Barnett & Coate, 2005). This shift is not merely pedagogical but epistemological, emphasizing the development of autonomous, lifelong learners capable of adapting to changing circumstances, critically evaluating information, and solving complex problems independently. Central to this transformation are two interrelated constructs: learner autonomy and heutagogical readiness.

Learner autonomy, as defined initially by Holec (1981) and expanded by Little (1991), refers to the ability of learners to take control of their learning. This ability includes setting learning goals, selecting appropriate strategies, monitoring progress, and evaluating outcomes. More recent perspectives consider autonomy as a social and contextual phenomenon rather than

solely an individual attribute (Benson, 2011; Little, 2007). Research has consistently demonstrated that learner autonomy enhances motivation, engagement, and language acquisition, particularly in English language learning (Ahmadi, 2018; Ushioda, 2011). Learners with higher autonomy levels are often more proactive, reflective, and better equipped to navigate diverse learning environments.

Heutagogy, or self-determined learning, builds on the foundation of autonomy by positioning learners as agents and architects of their learning processes. Introduced by Hase and Kenyon (2000), heutagogy encourages learners to define their learning needs, identify suitable resources, and determine the criteria for success. It emphasizes capability development, reflective practice, and flexible learning pathways (Blaschke, 2012, 2021). In heutagogical environments, educators act as facilitators and mentors rather than knowledge transmitters. Integrating digital technologies has further enabled the practical implementation of heutagogical models, allowing for personalized and context-sensitive learning experiences.

Recent studies have explored the application of heutagogical principles in Islamic higher education contexts. For instance, Salsabila et al. (2022) found that blended learning approaches grounded in heutagogy significantly enhance student engagement in Islamic education settings. Similarly, Kadafi and Ulpah (2023) emphasized incorporating student-centred learning methods, such as storytelling and critical dialogue, into Islamic higher education curricula to foster learner autonomy. However, challenges persist, including rigid curricular structures and traditional pedagogical practices that may impede the full realization of self-determined learning (Samin, 2019; Sholihah et al., 2024). Despite these obstacles, integrating mobile-based EFL teaching strategies has shown promise in enhancing

learner autonomy and engagement, even amidst cultural barriers (Halim et al., 2023).

Islamic Higher Education Institutions (Islamic Higher Education Institutions) in Indonesia, including Institut Agama Islam Negeri (IAIN) Palopo, present a compelling context for examining the intersection of autonomy and heutagogy. These institutions aim to harmonize religious and secular knowledge, producing graduates who are intellectually competent and morally grounded. Islamic epistemology promotes independent reasoning (ijtihad), deep understanding (tafaqquh), and continuous reflection (tadabbur), which align closely with the principles of learner autonomy and heutagogy (Abuzar et al., 2024).

However, despite these philosophical alignments, various structural and cultural challenges persist. The prevalence of teacher-centred instruction, rigid assessment frameworks, limited technological infrastructure, and sociocultural norms that discourage questioning and critical inquiry can inhibit the full realization of learner autonomy and heutagogical readiness (Daflizar, 2021). These constraints are particularly pronounced in rural or under-resourced areas, where students may lack access to diverse learning tools and opportunities for independent exploration.

Nevertheless, opportunities exist within the Islamic educational framework to cultivate self-determined learners. The values of religious self-discipline, intrinsic motivation rooted in spiritual obligations, and a commitment to lifelong knowledge-seeking may serve as powerful internal motivators for autonomous learning. Students' strong intrinsic motivation—often shaped by their faith and ethical values—can be leveraged to develop autonomy and heutagogical readiness, bridging the gap between traditional and contemporary pedagogical paradigms.

Despite this increased interest, there is still a great deal of study to be done on the intersection of heutagogical preparation and learner autonomy in Islamic higher education, particularly in English language learning situations. Although heutagogy has been tried in several Islamic educational systems, the results of this research also highlight the difficulties in achieving complete integration. In Arabic language classrooms, for instance, Safroni (2019) discovered that while the heutagogical spirit might be promoted, its full implementation was restricted by institutional factors like strict curriculum objectives. Rasit et al. (2024) also showed that Muslim Gen-Z students reacted favourably to heutagogical learning in an Islamic media course, whereas students used to traditional instruction first resisted and had trouble adjusting.

Crucially, these studies have not specifically looked at English language instruction in Islamic institutions and have instead been limited to subject-specific contexts (such as Arabic or Islamic media). Furthermore, little research has examined how heutagogical preparation and learner autonomy are influenced by a variety of factors, including student's past educational experiences, sociocultural norms, institutional practices, and access to digital resources. In underrepresented areas like Eastern Indonesia, where digital access and educational infrastructure differ greatly, this dearth of targeted research is especially urgent.

This study addresses this gap by investigating the relationship between learner autonomy and heutagogical readiness among English language learners at IAIN Palopo. The research focuses on understanding how English learners in this context perceive and enact autonomy, how their previous learning experiences influence current self-directed behaviours, and what institutional and cultural factors support or hinder the

adoption of heutagogical practices. Specifically, this study seeks to:

1. Determine the levels of learner autonomy and heutagogical readiness among English language learners at IAIN Palopo;
2. Examine the relationship between prior English learning experiences and current levels of learner autonomy;
3. Identify the institutional, pedagogical, and cultural factors influencing self-determined learning in this Islamic higher education setting; and
4. Propose pedagogical recommendations for fostering learner autonomy and heutagogical readiness at Islamic Higher Education Institutions in English language education.

METHODS

Research Design

This study employed a mixed-methods research design, combining quantitative and qualitative data collection and analysis techniques to comprehensively understand the research problem (Creswell & Clark, 2018). The quantitative phase involved administering questionnaires to measure learner autonomy and heutagogical readiness. The qualitative phase consisted of semi-structured interviews and classroom observations to explore students' experiences and perceptions of self-determined learning. This approach allowed for data triangulation, providing a more robust and nuanced understanding of the research questions (Patton, 2002).

The mixed-methods design followed a sequential explanatory approach, where the quantitative data were collected and analyzed first, followed by the qualitative data collection and analysis (Creswell & Clark, 2018). The qualitative data were used to explain and interpret the

quantitative findings, providing a deeper understanding of the underlying processes and mechanisms.

Participants

The study involved 60 undergraduate students who were enrolled English Language Education Program in IAIN Palopo. In order to ensure a representation of a range of academic experiences and English proficiency levels, the sample was composed of students in their second through fourth years of study. Due to participant accessibility and the viability of data collection inside the institutional setting, a convenience sample strategy was used. In order to increase the sample's variety, the researchers worked with instructors who instructed classes that included students from both urban and rural areas. It was requested of these instructors to assist in locating and inviting students from their lectures who satisfied the year-level requirements. This sampling approach, while not probabilistic, provided useful access to a diverse set of students whose experiences with heutagogical preparedness and learner autonomy were predicted to vary depending on their academic year and geographic location.

Instruments

1. Short Form of Learner Autonomy Profile (LAP)

In this study, a short form of the Learner Autonomy Profile (LAP) was used to assess students' levels of learner autonomy. The instrument consists of 20 items adapted from the original LAP framework developed by Confessore (1992), which conceptualizes learner autonomy through four core conative constructs: desire, resourcefulness, initiative, and persistence. These dimensions reflect the behavioural intentions and actions associated with self-directed learning. The short form was developed by selecting and refining key items from the original inventories: the Inventory of Learner Desire (Meyer,

2001), the Inventory of Learner Resourcefulness (Carr, 1999), the Inventory of Learner Initiative (Ponton, 1999), and the Inventory of Learner Persistence (Derrick, 2001). Each subscale in the short form includes five items, and all items are rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument was pilot-tested for clarity and reliability among a group of English language learners in higher education, and the results indicated acceptable internal consistency for all subscales, with Cronbach's alpha values exceeding 0.70. This adapted version of the LAP provides a concise yet theoretically grounded tool for measuring learner autonomy in the context of English language learning.

2. Heutagogy Readiness Scale for English Language Learning (HRS-ELL)

To assess students' readiness for heutagogical learning in the context of English language learning, the researcher developed a self-report questionnaire titled the Heutagogy Readiness Scale for English Language Learning (HRS-ELL). The scale was constructed based on the theoretical framework proposed by Blaschke (2012), who identified six core characteristics of heutagogical learners: self-determined learning, capability, reflection, double-loop learning, non-linear learning, and metacognition.

The HRS-ELL consists of 30 items divided into six subscales, with each subscale comprising five statements. Items were specifically contextualized for English language learning in higher education. Respondents rate each item using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing for the measurement of both individual and composite levels of heutagogical readiness.

To ensure content validity, the initial version of the instrument was reviewed by three experts in English

language teaching and educational psychology. Their feedback was used to revise and refine item clarity, relevance, and theoretical alignment. The instrument was subsequently piloted with a group of 30 undergraduate English language learners to assess its internal consistency. Reliability analysis using Cronbach's alpha revealed acceptable to high reliability for all six subscales ($\alpha = .78$ to $.88$), indicating that the instrument is suitable for measuring the intended constructs.

The HRS-ELL is a researcher-developed instrument and has not been previously published. It offers a context-specific tool for evaluating the extent to which students are prepared for learner-centred, self-determined approaches within English language education in higher education settings.

Semi-Structured Interviews

Semi-structured interviews were conducted with a subset of 20 students to gather in-depth qualitative data about their experiences with learner autonomy and heutagogical readiness. The interview participants were selected based on their scores on the LAP and HRS-ELL, with the aim of including students with a range of autonomy and readiness levels. The interviews were guided by open-ended questions, allowing participants to share their perspectives, insights, and challenges related to self-determined learning. The interviews were audio-recorded and transcribed verbatim for analysis.

Classroom Observations

Classroom observations were conducted in four English language classes at IAIN Palopo to examine how instructors promoted learner autonomy and heutagogical practices. The classes were selected based on the instructors' willingness to participate and their reputation for using innovative teaching methods. A

structured observation protocol was used to record instances of student-centred activities, opportunities for self-directed learning, and instructor feedback strategies. Example observation items included "Students are given choices in learning activities" and "The instructor provides feedback that encourages self-reflection." Field notes were also taken to capture contextual information and observations about the classroom environment.

Data Analysis

Quantitative data collected through the LAP and HRS-ELL were analyzed using descriptive and inferential statistics. Descriptive statistics (means and standard deviations) were used to summarize the levels of learner autonomy and heutagogical readiness among the participants. Correlation analysis examined the relationships between prior English learning experiences and current autonomy levels. Prior English learning experience was measured by asking students to indicate the number of years they had studied English before entering IAIN Palopo. Independent samples t-tests were used to compare the autonomy levels of students from urban and rural districts.

Qualitative data collected through semi-structured interviews and classroom observations were analyzed using thematic analysis (Braun & Clarke, 2006). The thematic analysis involved identifying recurring patterns, themes, and meanings within the data to provide insights into students' self-determined learning experiences and perceptions. The analysis followed a six-step process: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. The themes were identified inductively, based on the content of the data, rather than deductively, based on pre-existing theories.

RESULTS

Quantitative Findings

1. Levels of Learner Autonomy and Heutagical Readiness

The study assessed learner autonomy and heutagological readiness levels among English language learners at IAIN Palopo. Table 1 presents an overview of these levels, providing descriptive statistics that shed light on the overall self-directed learning tendencies within the sample.

Table 1. Descriptive Statistics for Learner Autonomy and Heutagological Readiness

Variable	Mean	SD	Min	Max
Learner Autonomy (LAP)	3.24	0.76	1.5	5
Heutagological Readiness (HRS-ELL)	2.87	0.92	1	4.8

As shown in Table 1, the mean score for learner autonomy ($M = 3.24$, $SD = 0.76$) indicates that, on average, students perceive themselves as having a moderate capacity to take responsibility for their learning. The range of scores, from a minimum of 1.5 to a maximum of 5, suggests that while some students demonstrate high levels of autonomy, others struggle with self-direction. In contrast, the mean score for heutagological readiness ($M = 2.87$, $SD = 0.92$) was notably lower, and the range of scores is also spread ($Min=1$, $Max=4.8$). This finding suggests that while students may be willing to take on some responsibility for their learning, they might need further development to fully

embrace self-determined learning approaches where they define their learning path and goals. This difference between autonomy and heutagogical readiness scores may reflect institutional or pedagogical factors that encourage some degree of learner independence but do not fully empower students to take complete control over their learning processes.

2. Correlation between Prior English Learning Experiences and Autonomy

The study also explored the relationship between the extent of prior English learning experiences and the participants' current levels of learner autonomy. Table 2 examines this relationship.

Table 2. Correlation between Prior English Learning Experiences and Learner Autonomy

Variables	r	p	N
Prior English Experience & Learner Autonomy	0.68	<0.01	127

Table 2 reports the Pearson correlation coefficient ($r = 0.68$), the significance level ($p < 0.01$), and the sample size ($N = 127$). The significant positive correlation suggests a strong relationship between prior English learning experience and learner autonomy. Students with more extensive prior English learning experiences tend to exhibit higher levels of learner autonomy. This finding indicates that early and consistent exposure to English language learning fosters autonomy. A possible explanation is that prolonged exposure provides more opportunities to develop learning strategies, build confidence, and become comfortable with self-directed learning activities (Benson, 2011). The strength of this

correlation highlights the importance of early interventions and support to foster a foundation for autonomous learning.

3. Urban vs. Rural Differences

The study further investigated whether there were differences in learner autonomy based on the students' geographical backgrounds, comparing students from urban and rural districts. Table 3 illustrates these differences, focusing on goal-setting and self-assessment - two key components of learner autonomy.

Table 3. Means, Standard Deviations, and T-Test Results for Goal-Setting and Self-Assessment by District Type

Dimension	District Type	Mean	SD	t	df	p
Goal-Setting	Urban	2.90	0.85	2.56	125	0.012
	Rural	2.45	0.70			
Self-Assessment	Urban	2.75	0.92	2.21	125	0.029
	Rural	2.33	0.68			

Table 3 presents a comparative analysis of goal-setting and self-assessment skills among students from urban and rural districts. The t-test results revealed statistically significant differences between the two groups. Students from urban districts exhibited higher means in both goal-setting (M = 2.90, SD = 0.85, p = 0.012) and self-assessment (M = 2.75, SD = 0.92, p = 0.029) compared to their rural counterparts (Goal-Setting: M = 2.45, SD = 0.70; Self-Assessment: M = 2.33,

SD = 0.68). These findings suggest that students from rural areas, who often have limited access to quality education resources, may face additional challenges in developing essential self-directed learning skills. The lower scores in goal-setting and self-assessment could hinder their ability to take ownership of their learning and effectively monitor their progress.

4. Intrinsic Motivation

Finally, the study examined the level of intrinsic motivation among the participants. Table 4 displays the descriptive statistics for intrinsic motivation.

Table 4. Descriptive Statistics for Intrinsic Motivation

Variable	Mean	SD	Min	Max
Intrinsic Motivation	4.12	0.54	2.8	5

Table 4 summarizes the intrinsic motivation levels among the study participants. The high mean score (M = 4.12, SD = 0.54) indicates the sample's strong drive and enthusiasm for English language learning. The range of scores, from a minimum of 2.8 to a maximum of 5, suggests that while most students are highly motivated, there is some variability in the level of intrinsic motivation. This strong intrinsic motivation could be leveraged to promote greater learner autonomy and self-directed learning among the students, as intrinsically motivated learners are more likely to engage actively in their learning and take responsibility for their progress (Gardner, 2001)

Qualitative Findings

The qualitative data analysis revealed several key themes related to learner autonomy and heutagogical readiness:

1. Institutional Factors

Institutional factors, including curriculum design, assessment methods, and technological infrastructure, substantially influenced students' ability to engage in self-determined learning. Many students reported that the rigid curriculum and traditional assessment methods limited their self-directed inquiry and personalized learning opportunities. For example, one student noted, "The curriculum is very fixed. We don't have much choice in what we learn or how we learn it." Limited access to technology, particularly for students from rural areas, also posed a significant barrier to self-determined learning. Another student explained, "It's hard to research or access online resources when you don't have a good internet connection."

2. Islamic Educational Context

The Islamic educational context provided unique opportunities and constraints for heutagogical approaches. On the one hand, the emphasis on religious self-discipline and lifelong learning created a supportive environment for self-directed learning. One student stated, "Islam encourages us to seek knowledge throughout our lives, so I feel motivated to learn independently." On the other hand, traditional pedagogical practices and cultural norms sometimes limit opportunities for learner autonomy. Some students expressed that they hesitated to question their instructors or challenge conventional ideas, which could hinder their ability to think critically and independently.

3. Religious Self-Discipline as a Bridge

Religious self-discipline emerged as a potential bridge between traditional pedagogical practices and more autonomous learning models. Many students reported that their religious values, such as perseverance, reflection, and a commitment to seeking knowledge, helped them overcome challenges and take greater responsibility for their learning. For instance, one student shared, "My faith teaches me to be patient and work hard, even when difficult. This spirit helps me to stay focused on my learning goals."

DISCUSSION

The findings of this study illuminate the nuanced relationship between learner autonomy, heutagogical readiness, and the unique sociocultural and institutional context of Islamic Higher Education Institutions (Islamic Higher Education Institutions). The moderate levels of learner autonomy observed among English language learners at IAIN Palopo align with established research indicating that autonomy develops incrementally and is shaped significantly by contextual factors such as educational culture, prior learning experiences, and institutional support (Ahmadi, 2018; Benson, 2011; Little, 1991).

The study revealed that while many students possess foundational skills in self-regulated learning, their heutagogical readiness—defined as their ability to take full control of the learning process—remains limited. This disparity echoes findings from Blaschke (2012, 2021) and Hase and Kenyon (2007), who argue that heutagogical learning environments require not only internal learner dispositions but also structural and pedagogical support systems, such as access to digital tools, flexible curricula, and mentoring relationships. Students from rural backgrounds, in particular, face additional barriers in developing goal-setting and self-

assessment capabilities due to historical inequities in educational access and resources.

Our findings are further supported by Safroni (2019), who investigated the applicability of heutagogy in Arabic language instruction within an Islamic education program. Safroni concluded that although the spirit of heutagogy could be incorporated, the fixed learning objectives determined by the study program restricted full implementation. Similarly, our study found that structural rigidity—particularly curriculum-bound assessments and teacher-centred instruction—limits students' capacity to take charge of their learning, even when they show personal motivation.

In contrast, Rasit et al. (2024) explored heutagogical approaches in an Islamic Media course for Gen-Z Muslim students and reported higher levels of student engagement, creativity, and self-reflection when supported by flexible instructional design and digital tools. Their participants, however, encountered initial resistance—especially those from more traditional Islamic academic backgrounds—indicating that heutagogy's success is contingent upon both learner readiness and institutional willingness to shift pedagogical roles. This partially contrasts with our findings, where despite moderate levels of learner autonomy, students at IAIN Palopo lacked consistent exposure to project-based or inquiry-driven tasks that would build heutagogical competencies.

Institutional culture in Islamic higher education also plays a dual role—as both a constraint and a potential enabler. Our qualitative data suggest that exam-oriented pedagogies, hierarchical classroom relationships, and limited student agency impede heutagogical integration, echoing critiques raised by Kadafi & Ulpah (2023) and Salsabila et al. (2022). At the same time, religious and cultural values embedded within Islamic education—such as *ijtihad* (independent

reasoning), tadabbur (reflection), and tafaqquh (deep understanding)—align naturally with self-directed and reflective learning principles. This congruence suggests that heutagogical frameworks, when designed within Islamic epistemological traditions, may gain deeper acceptance and efficacy.

Consistent with the findings by Rasit et al. (2024), this study affirms that spiritual motivation and values-driven learning can serve as powerful internal drivers for autonomy and heutagogy. Many participants cited religious self-discipline, intrinsic motivation to seek knowledge, and ethical accountability as sources of perseverance—attributes essential for self-determined learning. These findings support arguments by Abuzar et al. (2024), who advocate for leveraging Islamic values as a foundation for learner-centred education.

Furthermore, this study found that mobile-based and blended learning strategies, when culturally and contextually appropriate, can enhance learner engagement and autonomy, even in under-resourced environments. This observation aligns with Halim et al. (2023), who demonstrated that mobile-assisted language learning can support learner autonomy in culturally constrained settings.

In sum, while heutagogical readiness among students at IAIN Palopo remains at a nascent stage, there is clear growth potential. The strong intrinsic motivation observed, echoing Ushioda (2011), represents a foundational asset that institutions can cultivate. Strategic reforms such as integrating reflective learning journals, student-led inquiry, and collaborative problem-solving projects can bridge the gap between moderate autonomy and higher heutagogical readiness. Importantly, these reforms must be supported by faculty development programs that reposition instructors as facilitators, mentors, and co-learners.

This study contributes to the growing literature on educational innovation in Islamic contexts by demonstrating that heutagogy is culturally compatible and pedagogically feasible provided that institutions address structural barriers and design learner-centred models rooted in both technological relevance and spiritual authenticity.

CONCLUSION

This study addressed the critical need to understand and promote learner autonomy and heutagogical readiness among English language learners within the unique context of Islamic Higher Education Institutions (Islamic Higher Education Institutions). Despite the growing emphasis on learner-centred approaches in language education, limited research has explored the intersection of learner autonomy and heutagogy within Islamic Higher Education Institutions' specific cultural and institutional dynamics, presenting a significant gap in the existing literature.

The key findings of this study revealed that while students at IAIN Palopo possess moderate levels of learner autonomy, their readiness for fully heutagogical learning remains limited. A significant positive correlation was found between prior English learning experiences and current autonomy levels, underscoring the importance of early and consistent exposure to English language learning. Furthermore, disparities were observed between students from urban and rural districts regarding goal-setting and self-assessment skills, highlighting the influence of socioeconomic factors on the development of self-directed learning competencies. Qualitative data revealed that institutional factors, such as rigid curricula and limited technological infrastructure, pose substantial barriers to learner autonomy. At the same time, religious self-discipline emerges as a potential bridge between traditional

pedagogical practices and more autonomous learning models.

The implications of these findings are significant for Islamic Higher Education Institutions seeking to promote effective English language learning and to prepare students for success in a rapidly changing world. By fostering greater learner autonomy and heutagogical readiness, Islamic Higher Education Institutions can empower students to become active participants in their learning, to engage critically with Islamic teachings, and to contribute meaningfully to their communities. This change, in turn, can contribute to developing more vibrant and innovative Islamic societies. The study suggests that Islamic Higher Education Institutions need to consider reforms in curriculum, assessment, faculty development, and the provision of technological resources.

This study was limited by its focus on a single Islamic Higher Education Institution, which may restrict the generalizability of the findings to other contexts. Future research could explore learner autonomy and heutagogical readiness in a broader range of Islamic Higher Education Institutions, examining the influence of different institutional and cultural factors. Longitudinal studies could also provide valuable insights into the development of self-directed learning skills over time. Furthermore, future research could explore the effectiveness of interventions designed to promote learner autonomy and heutagogical readiness in Islamic Higher Education Institutions, providing evidence-based guidance for educators and policymakers.

In conclusion, this study provides valuable insights into the complex interplay between learner autonomy, heutagogical readiness, and the Islamic educational context. By addressing the challenges and leveraging the opportunities identified in this research, Islamic Higher Education Institutions can cultivate a new generation of

autonomous, self-directed, and critically engaged English language learners equipped to navigate the complexities of the modern world while remaining firmly grounded in their faith and values.

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