

## Exploring Heutagogy in Indonesian Higher Education: Cultural Challenges and Advantages in Mobile-Based English as a Foreign Language (EFL) Teaching

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### Abstract

This study explores the integration of heutagogy in mobile-based English as a Foreign Language (EFL) teaching within Indonesian higher education, examining its challenges and benefits. Emphasizing learner autonomy, engagement, and motivation, the research employs a qualitative design involving semi-structured interviews with EFL instructors and students from two Indonesian universities. Thematic analysis reveals cultural barriers to heutagogy, such as traditional teacher-centered methods, hierarchical structures, cultural norms, and language proficiency issues. Despite these challenges, notable advantages include enhanced learner autonomy, engagement, collaboration, communication skills, critical thinking, and the promotion of lifelong learning attitudes. The findings suggest that heutagogical approaches in mobile-based EFL teaching hold promise for Indonesian higher education. The study advocates for the adoption of heutagogical principles, alongside comprehensive training for educators, to foster more learner-centered environments. It also underscores the need for further research to develop strategies to address the challenges and evaluate the long-term effects on student learning outcomes, thereby advancing EFL teaching practices in the region.

**Keywords:** Heutagogy, mobile-based EFL teaching, learner autonomy, engagement, Indonesian higher education

### INTRODUCTION

Heutagogy, emphasizing self-directed learning and critical thinking, has become increasingly relevant in education. This learner-centered approach, as discussed in studies like Blaschke (2021) and Tiew and Abdullah (2021), highlights its potential to foster independent learning skills. In Indonesian higher education, integrating heutagogy within mobile-based English as a Foreign Language (EFL) teaching, as Harunasari (2020) notes, offers promising benefits in enhancing language proficiency and student autonomy.

Supporting this, [Gillaspy and Vasilica \(2021\)](#) and [Kukulska-Hulme et al. \(2017\)](#) emphasize the advantages of mobile learning in facilitating personalized and collaborative learning experiences. However, the successful adoption of heutagogy in Indonesia is not without challenges. Cultural considerations unique to the Indonesian context, explored by researchers like [Aburub and Alnawas \(2019\)](#) and [Lestari et al. \(2019\)](#), are crucial in shaping its implementation and effectiveness in mobile-based EFL teaching.

Culture profoundly shapes educational practices, as it encompasses the values, beliefs, customs, and social norms of a community, as outlined by [Shiraev and Levy \(2020\)](#). This cultural framework influences learning styles and interactions within educational settings. Recognizing this, it's essential to understand the cultural challenges and opportunities in implementing heutagogy, particularly in mobile-based EFL teaching in Indonesian higher education. Research, including studies by [Sari et al. \(2019\)](#) and [Nikolovska et al. \(2019\)](#), has begun to explore how cultural factors impact the adoption of learner-centered approaches like heutagogy. These studies reveal key insights into the cultural dynamics within Indonesian education, highlighting potential barriers to integrating heutagogy effectively. Additional literature from [Munandar and Newton \(2021\)](#) and [Rahman and Alwi \(2018\)](#) contributes further to our understanding of the cultural underpinnings in Indonesian education, examining traditional teaching methods and educational policies.

Despite these contributions, there remains a significant gap in the literature regarding the specific challenges and benefits of integrating heutagogy within the Indonesian higher education context, particularly in the domain of mobile-based EFL teaching. This gap is critical, considering Indonesia's diverse cultural norms and values, which could present unique challenges in adopting heutagogical approaches. Factors like collectivism, deference to authority, and exam-oriented education systems may affect students' receptivity to self-directed learning ([Chao, 2019](#)). Additionally, issues such as the digital divide, varying levels of technology literacy, and access to reliable internet connections ([Pasaribu & Wulandari, 2021](#)) are vital in considering the practical implementation of mobile-based EFL teaching.

Incorporating heutagogy into mobile-based EFL teaching in Indonesian higher education offers significant benefits, including enhanced language proficiency and learner autonomy. This integration, as explored in studies by [Munandar and Newton \(2021\)](#) and [Rahman and Alwi \(2018\)](#), aligns with contemporary educational needs by promoting self-directed learning and critical thinking. Key research has shown that heutagogical approaches in mobile-based EFL teaching foster learner autonomy, allowing students to set their learning goals and take responsibility for their outcomes ([Blaschke & Hase, 2019](#); [Moore, 2020](#)). This sense of ownership enhances motivation and engagement. Additionally, the development of critical thinking skills is facilitated through self-directed learning, as students learn to analyze information and evaluate their progress ([De Vega & Nur, 2022](#); [Ghanizadeh et al., 2020](#)).

Additionally, language proficiency also benefits from heutagogical methods. Engaging with language materials in a self-determined manner allows students to practice communication skills and deepen their understanding of linguistic concepts ([Kukulska-Hulme et al., 2017](#)). Moreover, heutagogy supports lifelong learning skills, preparing students to adapt to new contexts and continue learning independently. However, debates

and contrasting theories highlight the potential limitations of heutagogy and mobile-based learning. Some scholars argue for a balanced approach, integrating heutagogy with structured guidance to ensure comprehensive learning outcomes (Perchard, 2022; Wismaningrum et al., 2020). Concerns about the digital divide and potential distractions also call for careful consideration in implementing mobile-based learning (Nazari & Xodabande, 2022; Zammit, 2022).

Designing effective educational procedures in Indonesian higher education, especially in the context of mobile-based English as a Foreign Language (EFL) teaching, requires a deep understanding of students' perspectives. This study aims to delve into the challenges and benefits of heutagogy as perceived by students, drawing on existing research to gain comprehensive insights (AlRahmi et al., 2021; Munandar & Newton, 2021). A thorough review of relevant literature will form the core of this exploration. The focus will be on studies that investigate students' experiences, perceptions, and attitudes toward heutagogy in mobile-based EFL teaching. By analyzing these studies, common themes and patterns related to the challenges and benefits experienced by students will be identified.

The literature review indicates that students may face various challenges when engaging in heutagogical approaches. For instance, some students struggle with the self-directed nature of heutagogy, finding it difficult to set goals, manage time, and stay motivated without teacher guidance (Maphalala et al., 2021). Technological barriers, such as limited access to devices or unreliable internet, can also hinder the effectiveness of mobile-based learning (Maphalala et al., 2021). Furthermore, cultural factors, including traditional teaching methods and hierarchical classroom dynamics, may challenge the shift in roles that heutagogy demands (Chander et al., 2020). Conversely, students also recognize several benefits of heutagogy in mobile-based EFL teaching. Many appreciate the increased autonomy and self-regulation, enjoying the freedom to tailor their learning to their individual needs (Vega & Arifin, 2016).

Heutagogy empowers students to become active participants in their education. Additionally, the flexibility and convenience of mobile-based learning platforms are valued for their ability to fit into students' schedules. Heutagogy also enhances collaborative learning and communication skills as students engage in interactive activities through online platforms (Nur et al., 2022). The primary aim of this research is to explore students' perspectives on the challenges and benefits of heutagogy in mobile-based EFL teaching. Addressing the challenges and leveraging the benefits of heutagogy in mobile-based EFL teaching can lead to tailored educational strategies that better meet the needs and expectations of students in Indonesian higher education, ultimately enhancing their learning experiences and outcomes. Furthermore, this research aimed to address three key questions: 1). What cultural factors hinder the successful implementation of heutagogy in mobile-based EFL teaching in Indonesian higher education? 2). What are the benefits of incorporating heutagogy in this context? And 3). How do students perceive the challenges and benefits of heutagogy in mobile-based EFL teaching?

## **METHOD**

This study employed a qualitative research methodology to investigate the challenges and benefits of integrating heutagogy in mobile-based English as a Foreign Language (EFL) teaching within the context of Indonesian higher education. This study utilized semi-

structured interviews as the primary data collection method. Participants included four lecturers (two from Universitas Negeri Makassar and two from Universitas Borneo Tarakan) and ten students (five from each university). These participants were selected based on their direct experience and expertise in mobile-based EFL teaching and/or heutagogy. Interviews were conducted either in person or via online platforms, accommodating the preferences of the participants. Each interview was audio-recorded with the consent of the participants, ensuring the accuracy of data capture. Additionally, detailed field notes were taken during the interviews to document non-verbal cues and contextual observations. Prior to conducting the interviews, informed consent was obtained from all participants, ensuring ethical compliance and respect for participant privacy and autonomy. This approach aimed to provide a comprehensive understanding of the multifaceted nature of heutagogy in mobile-based EFL teaching and its implications in the Indonesian higher education context.

The data collected from the semi-structured interviews were subjected to a detailed thematic analysis, following the methodology outlined by [Braun and Clarke \(2019\)](#). This analysis began with the transcription of the interview recordings, followed by the importation of these transcripts, along with relevant document extracts, into NVivo. This qualitative data analysis software was instrumental in streamlining the coding and organizational process. The coding of the data was carried out using a combination of deductive and inductive approaches. Initially, codes were assigned to specific segments of the data. These codes were then meticulously grouped to form categories that represented emerging themes, ensuring a systematic and comprehensive analysis. In the next phase, the categorized data were thoroughly examined to identify relationships, connections, and patterns between the various themes. NVivo's data matrices were employed for this deeper exploration, facilitating a more nuanced understanding of the data.

The interpretation of the findings was conducted in relation to the research questions and the context of existing literature. Selected extracts from the interviews were used to substantiate and illustrate the identified themes, providing concrete examples to support the study's conclusions. This qualitative research, which involved semi-structured interviews with four lecturers and ten students from two Indonesian institutions, leveraged NVivo software for a multifaceted data analysis. This analysis encompassed coding, categorization, data exploration, interpretation, and triangulation.

## **FINDING AND DISCUSSION**

### ***RQ1: What cultural factors hindered the successful implementation of heutagogy in mobile-based EFL teaching in Indonesian higher education?***

The first research question aimed to investigate the cultural factors that hinder the successful implementation of heutagogy in mobile-based EFL teaching in Indonesian higher education. Through thematic analysis of the semi-structured interviews conducted with four lecturers and ten students from Universitas Negeri Makassar and Universitas Borneo Tarakan, several key cultural factors were identified as significant barriers. One prominent cultural factor hindering the implementation of heutagogy was the strong emphasis on teacher-centered pedagogy and traditional instructional methods. A lecturer from Universitas Negeri Makassar stated,

*"In our educational system, teachers are often seen as the sole source of knowledge, and students are expected to passively receive information." (L2, Cultural Factor, 29 May 2023)*

This cultural norm above also made it challenging for educators to adopt heutagogical principles that promote learner autonomy and self-directed learning. Students echoed this sentiment, with one student from Universitas Borneo Tarakan remarking,

*"We are used to being told what to do and how to learn. It's difficult to take charge of our own learning." (S7, Cultural Factor, 31 May 2023)*

Another cultural factor identified was the hierarchical nature of the educational system in Indonesia. Lecturers mentioned that the traditional power dynamic between teachers and students hindered students' willingness to take ownership of their learning. As one lecturer from Universitas Borneo Tarakan explained,

*"Students are often hesitant to express their opinions openly because they fear challenging the authority of their teachers." (L3, Cultural Factor, 29 May 2023)*

The comment above refers to the hierarchical structure that is limited opportunities for active participation, critical thinking, and self-directed learning, essential aspects of heutagogy. Furthermore, cultural expectations surrounding "face" and respect hindered the implementation of heutagogy. Lecturers noted that students were often reluctant to engage in open dialogue or question their instructors due to cultural norms emphasizing respect for authority figures. A lecturer from Universitas Negeri Makassar shared,

*"Students may hesitate to challenge their teachers openly because it is seen as disrespectful. They are more likely to conform and avoid conflict." (L1, Cultural Factor, 29 May 2023)*

The comment above shows the cultural expectation that is limited students' ability to engage in self-directed learning or express their opinions freely and fully. Language proficiency also emerged as a significant cultural challenge in implementing heutagogy. Many students and even some lecturers faced difficulties due to limited English language skills, as English is a foreign language in Indonesia. It could have improved the students' confidence in engaging in self-directed learning activities and expressing themselves effectively in English. A student from Universitas Negeri Makassar expressed,

*"I feel less confident to explore my own learning because I worry about making mistakes in English." (S2, Cultural Factor, 31 May 2023)*

In summary, the thematic analysis revealed specific cultural factors that hindered the successful implementation of heutagogy in mobile-based EFL teaching in Indonesian higher education. These include the dominance of teacher-centered pedagogy, hierarchical educational structures, cultural expectations surrounding respect and deference, and language proficiency challenges. The quotations provided by the participants illustrate these cultural barriers, highlighting the need for educators and policymakers to address these challenges to create an environment conducive to implementing heutagogy effectively.

Furthermore, the complex web of cultural factors hinders the successful implementation of heutagogy in mobile-based EFL teaching in Indonesian higher education. These factors can be grouped into four main categories: Teacher-Centered Pedagogy and Traditional Instructional Methods, Hierarchical Educational Structures, Cultural Expectations Surrounding "Face" and Respect, and Language Proficiency Challenges. Additional categories include Standardized Testing Culture and Grades-Driven Education System, Inadequate Teacher Training in Heutagogical Approaches, Digital Divide, and Limited Access to Technology.

The first category, Teacher-Centered Pedagogy and Traditional Instructional Methods encompasses the lack of learner autonomy, self-directed learning, and rigid curriculum and assessment restrictions. It indicates a prevailing approach where students are passive recipients of knowledge rather than active participants in their education. The emphasis on standardized testing and grades further hampers innovative teaching methods that promote heutagogy. The second category, Hierarchical Educational Structures, highlights power dynamics that limit student participation and impede critical and creative thinking opportunities. Time constraints and overcrowded classrooms exacerbate these challenges, making it difficult for teachers to implement heutagogical practices effectively. The Cultural Expectations Surrounding the "Face" and Respect categories emphasize the reluctance of students to challenge authority figures due to cultural norms. It inhibits open dialogue and questioning, which are essential components of heutagogy. Additionally, the fear of losing face or respect by challenging traditional teaching methods further contributes to the resistance to adopting heutagogical approaches.

On the other part, Language Proficiency Challenges play a significant role in hindering the implementation of heutagogy. Limited English language proficiency impacts students' engagement in self-directed learning activities and their ability to express themselves effectively. More English language support and resources and a lack of exposure to authentic English language use and cultural context further exacerbate these challenges. Other categories highlighted in the diagram include the detrimental effects of a Standardized Testing Culture and Grades-Driven Education System, better teacher training in heutagogical approaches, and the impact of the Digital Divide and limited access to technology on mobile-based EFL teaching.

This perspective also emphasizes the complexities of cultural elements, which provide considerable hurdles to efficiently applying heutagogy. Addressing these factors requires a multifaceted approach that involves transforming pedagogical practices, reshaping educational structures, challenging cultural norms, improving language proficiency support, reevaluating assessment systems, providing adequate professional development, and bridging technological gaps. Such interventions enable educators and policymakers to create an environment conducive to learner autonomy, self-directed learning, critical thinking, and effective integration of mobile technology in EFL education.

***RQ2: What were the benefits of incorporating heutagogy in mobile-based EFL teaching in Indonesian higher education?***

The complex themes identified in the table highlighted the benefits of incorporating heutagogy in mobile-based EFL teaching in Indonesian higher education. The themes

derived from quotations obtained during the interviews are summarized in the table below:

Table 1. Benefits of Heutagogy in Mobile-Based EFL Teaching in Indonesian Higher Education

<b>Themes</b>	<b>Description</b>
<b>Increased Engagement</b>	Participants consistently reported increased student engagement when heutagogical principles were integrated into mobile-based EFL teaching. They mentioned that students actively participated, asked questions, and showed genuine interest in the learning material.
<b>Enhanced Autonomy</b>	The incorporation of heutagogy provided students with greater autonomy in their learning journey. They could choose their topics, set goals, and decide how to approach assignments. This empowerment fostered the students' independence, critical thinking, and decision-making skills.
<b>Promoted Collaboration</b>	Participants observed the promotion of collaboration through mobile-based EFL teaching with heutagogical principles. Students had the chance to collaborate on projects, share ideas, and learn from the diverse perspectives of their peers. This collaborative environment facilitated teamwork skills and enhanced the overall learning experience.
<b>Improved Communication</b>	Mobile-based EFL teaching combined with heutagogy improved students' communication skills. They engaged in discussions through online platforms, practiced expressing themselves in English, and developed effective communication strategies. This improvement in communication abilities positively impacted their language proficiency and overall language learning experience.
<b>Cultivated Critical Thinking</b>	Incorporating heutagogy in mobile-based EFL teaching cultivated critical thinking skills among students. They were encouraged to think critically, analyze information independently, and evaluate different perspectives. It sharpened their ability to solve problems, apply knowledge in real-life situations, and develop a deeper understanding of English.
<b>Fostered Lifelong Learning</b>	Heutagogy in mobile-based EFL teaching fostered a mindset of lifelong learning among students. Participants noticed that students developed a curiosity for continuous learning beyond the classroom. They sought out additional resources, engaged in self-directed learning, and demonstrated a genuine interest in personal growth and improved English language skills.

Incorporating heutagogy in mobile-based EFL teaching in Indonesian higher education yielded several notable benefits, supported by participant quotations and the summarized complex themes. Participants reported increased student engagement, with one lecturer noting,

*"I noticed a significant improvement in student engagement when we incorporated heutagogy. They actively participated, asked questions, and were genuinely interested in the learning material."* (L4, Benefits of Heutagogy, 29 May 2023)

The comment above indicates that heutagogical approaches fostered a more engaging learning environment. Furthermore, the integration of heutagogy promoted enhanced autonomy among students. As one lecturer explained,

*"With heutagogy, students had more control over their learning. They could choose their own topics, set goals, and decide how to approach their assignments. It empowered them to take ownership of their education."* (L2, Benefits of Heutagogy, 29 May 2023)

This autonomy nurtured independence, critical thinking, and decision-making skills. Participants also highlighted the benefits of collaboration facilitated by mobile-based EFL teaching with heutagogical principles. A student expressed,

*"Through mobile-based EFL teaching with heutagogical principles, students had the opportunity to collaborate on projects and share ideas. They learned from each other and developed teamwork skills."* (S4, Benefits of Heutagogy, 29 May 2023)

Heutagogy encourages cooperation and the exchange of diverse perspectives. Improved communication skills were another positive outcome, as stated by a student:

*"Using online platforms for discussions and activities allowed students to practice expressing themselves in English. They became more confident in their communication skills."* (S10, Benefits of Heutagogy, 29 May 2023)

Incorporating heutagogy in mobile-based EFL teaching thus contributed to language proficiency and practical communication abilities. Moreover, heutagogy cultivated critical thinking skills among students. A lecturer observed,

*"Heutagogy encouraged students to think critically and analyze information independently. They learned to evaluate different perspectives and apply their knowledge in real-life situations."* (L3, Benefits of Heutagogy, 29 May 2023)

It indicates that heutagogical approaches fostered analytical thinking, problem-solving, and practical application of knowledge. Lastly, integrating heutagogy in mobile-based EFL teaching fostered a lifelong learning mindset. A lecturer noted,

*"I noticed that students developed a curiosity for learning beyond just passing exams. They sought out additional resources, engaged in selfdirected learning, and showed a genuine interest in continuous improvement."* (L1, Benefits of Heutagogy, 29 May 2023)

Heutagogy encourages a love for learning and a proactive approach to personal growth. Overall, the interpretations from the table, combined with participant quotations, provide compelling evidence of the benefits of incorporating heutagogy in mobile-based EFL teaching in Indonesian higher education. These advantages encompass increased engagement, enhanced autonomy, promoted collaboration, improved communication, cultivated critical thinking skills, and fostered lifelong learning attitudes among students.



**RQ3: What were the benefits of incorporating heutagogy in mobile-based EFL teaching in Indonesian higher education?**

The students' perspectives on the challenges and benefits of incorporating heutagogy in mobile-based EFL teaching in Indonesian higher education provided valuable insights into the experiences and perceptions of learners in this context. As students navigated the dynamic landscape of technology-enhanced language learning, it was essential to understand their viewpoints regarding the obstacles they faced and the advantages they reaped. These perspectives examine the challenges related to limited technological access and self-discipline/time management and the benefits encompassing flexibility, personalization, motivation, engagement, and collaborative opportunities.



Figure 1. Students' Perspectives on the Challenges and Benefits of Heutagogy in Mobile-Based EFL

Students' perspectives on the challenges and benefits of heutagogy in mobile-based EFL teaching in Indonesian higher education can be summarized as follows. One student expressed concerns about limited technological access, stating,

*"Not all students have smartphones or laptops to access online materials consistently."* (S3&S8, Students' Perspectives, 29 May 2023)

It highlights the issue of unequal technological resources. Additionally, students recognized the importance of self-discipline and effective time management when pursuing mobile-based learning. Another student emphasized the need for discipline and good time management skills, saying,

*"Being responsible for managing our own learning requires discipline and good time management skills."* (S9, Students' Perspectives, 29 May 2023)

However, students also identified several benefits of incorporating heutagogy in mobile-based EFL teaching. They appreciated the flexibility and convenience offered by learning through mobile devices. As one student explained,

*"Learning through mobile devices allowed us to study at our own pace and convenience, fitting it into our busy schedules."* (S1, Students' Perspectives, 29 May 2023)

The personalized learning experiences provided through heutagogical approaches were highly valued. Another student shared their perspective, stating,

*"Choosing our own topics and setting learning goals helped me focus on areas that interested me the most."* (S6, Students' Perspectives, 29 May 2023)

Furthermore, students highlighted the collaborative opportunities facilitated by mobile-based EFL teaching with heutagogical principles. As one student described,

*"Working on group projects through online platforms enabled us to collaborate effectively and learn from different perspectives."* (S5, Students' Perspectives, 29 May 2023)

The challenges and benefits mentioned by students underscore the importance of addressing technological access issues and supporting self-discipline and time management. On the other hand, the flexibility, personalization, and collaboration associated with heutagogical approaches align with the desired outcomes of a student-centered and interactive learning environment. These perspectives offer valuable insights, supported by quotations, for educators and policymakers seeking to enhance the mobile-based EFL teaching experience in Indonesian higher education.

## **Discussions**

The findings of the study shed light on the specific cultural factors that hinder the successful implementation of heutagogy in mobile-based EFL teaching in Indonesian higher education. These factors align with previous research that has examined the challenges faced in educational contexts with similar cultural characteristics. One key factor identified in this study is the dominance of teacher-centered pedagogy and traditional instructional methods. This finding resonates with previous research highlighting the prevalence of teacher-centered approaches in Indonesian education (Munandar & Newton, 2021). The emphasis on teachers as the sole source of knowledge and students' passive role in receiving information creates barriers to implementing heutagogical principles that promote learner autonomy and self-directed learning. The hierarchical nature of the educational system in Indonesia also emerged as a significant barrier. This finding is consistent with previous research highlighting the power dynamics between teachers and students in Indonesian classrooms (Harunasari, 2020).

The hierarchical structure limits opportunities for active participation, critical thinking, and self-directed learning, which are fundamental aspects of heutagogy. Cultural expectations surrounding respect and deference, often referred to as "face," were found to hinder the implementation of heutagogy. This finding aligns with previous research that has explored cultural norms in Indonesian society emphasizing respect for authority figures (Wismaningrum et al., 2020). The fear of challenging teachers openly and the

preference for conformity over conflict impact students' ability to engage in self-directed learning and express their opinions freely. Language proficiency challenges, particularly in English, were identified as significant cultural challenges in implementing heutagogy. This finding is supported by previous research highlighting Indonesian students' limited English language skills (Vega & Nur, 2022). Insufficient English language support, resources, and exposure to authentic English language use further contribute to students' difficulties in engaging in self-directed learning activities and expressing themselves effectively.

These findings underline the interconnectedness of cultural factors and their influence on implementing heutagogy in mobile-based EFL teaching. The study's findings align with previous research, providing further evidence of the complex challenges faced by educators in Indonesian higher education. Understanding and addressing these cultural factors is crucial for developing effective strategies to promote learner autonomy, self-directed learning, critical thinking, and the successful integration of mobile technology in EFL education. Further research could explore potential interventions and strategies to overcome these cultural barriers and facilitate the implementation of heutagogy in Indonesian higher education. Additionally, investigating the perspectives of administrators, policymakers, and other stakeholders in the education system could provide a comprehensive understanding of the cultural dynamics that impact educational practices.

The findings regarding the benefits of incorporating heutagogy in mobile-based EFL teaching in Indonesian higher education align with previous research conducted in similar contexts. The identified advantages of increased engagement, enhanced autonomy, promoted collaboration, improved communication, cultivated critical thinking, and fostering lifelong learning attitudes among students resonate with previous studies exploring the benefits of learner-centered approaches and technology integration in language education. Previous research has highlighted how learner-centered approaches, such as heutagogy, can enhance student engagement. Studies have shown that students become more motivated and engaged when they have an active role in their learning process and feel empowered to make choices (Tian & Wu, 2019). The findings from this study support these claims, as participants reported increased student engagement when heutagogical principles were integrated into mobile-based EFL teaching. Enhancing autonomy through heutagogy aligns with previous research on learner autonomy in language education. Studies have emphasized the importance of empowering students to take ownership of their learning and make decisions about their educational journey (Blaschke, 2021). By enabling students to choose their topics, set goals, and approach assignments independently, heutagogy promotes autonomy and fosters skills essential for lifelong learning.

The promotion of collaboration in mobile-based EFL teaching with heutagogical principles is consistent with previous research on the benefits of collaborative learning. Collaborative learning has been found to enhance critical thinking, problem-solving skills, and intercultural competence (Anas et al., 2021). The findings from this study indicate that heutagogy encourages collaboration, allowing students to learn from diverse perspectives, develop teamwork skills, and create a supportive learning community.

Improved communication skills resulting from mobile-based EFL teaching with heutagogy align with previous research on the use of technology in language learning. Technology-enhanced language learning has provided opportunities for communication

practice, authentic language use, and increased language proficiency (Nazari & Xodabande, 2022). The findings from this study suggest that integrating heutagogy into mobile-based EFL teaching enhances students' communication abilities, positively impacting their language skills. The cultivation of critical thinking skills through heutagogy is consistent with previous research emphasizing the importance of critical thinking in language education. Critical thinking is associated with higher-order cognitive skills, such as analysis, evaluation, and problem-solving (Shiraev & Levy, 2020). By encouraging students to think critically, analyze information independently, and evaluate different perspectives, heutagogy fosters these essential skills. Fostering a lifelong learning mindset through heutagogy aligns with previous research on learner-centered approaches and the promotion of lifelong learning. Studies have highlighted the importance of nurturing a love for learning and a proactive approach to personal growth (Sawir, 2005). The findings from this study suggest that heutagogy encourages students to engage in self-directed learning, seek additional resources, and demonstrate a genuine interest in continuous improvement.

Finally, the findings from this study support and extend previous research on learner-centered approaches, technology integration, and the benefits of heutagogy in language education. They highlight the potential of incorporating heutagogy in mobile-based EFL teaching to enhance student engagement, autonomy, collaboration, communication skills, and critical thinking and foster a lifelong learning mindset among students in Indonesian higher education. These findings contribute to the growing body of literature on innovative teaching practices that promote learner-centeredness, technology integration, and the development of 21st-century skills in language education contexts.

## CONCLUSION

This research aimed to investigate the cultural barriers to implementing heutagogy in mobile-based English as a Foreign Language (EFL) teaching within Indonesian higher education and to identify the benefits of integrating this approach. The study revealed key challenges stemming from cultural factors, including the prevalence of teacher-centered pedagogy, hierarchical structures in education, societal norms emphasizing respect and deference, and limitations in language proficiency. These factors were found to impede the effective application of heutagogical principles, which are crucial for fostering learner autonomy and self-directed learning. The distinctiveness of this research lies in its focus on the specific cultural factors within the Indonesian higher education system and their influence on the adoption of heutagogy in mobile-based EFL teaching. By delineating these barriers, this study makes a significant contribution to the broader discourse on educational challenges within similar cultural contexts.

In terms of positive outcomes, the study highlights several benefits of incorporating heutagogy in mobile-based EFL teaching. These include increased student engagement, enhanced learner autonomy, promotion of collaboration, improvement in communication skills, development of critical thinking abilities, and the fostering of a lifelong learning mindset. These findings not only align with the study's objectives and hypotheses but also confirm the beneficial impact of heutagogy in the context of Indonesian higher education. The importance of this research extends to its practical implications for educators and policymakers. Understanding and addressing the identified cultural challenges can inform the development of pedagogical strategies that are more aligned with the demands of 21st-

century education. Future research should focus on devising interventions to surmount these cultural barriers, thereby facilitating the effective implementation of heutagogy in Indonesian higher education. Additionally, examining the perspectives of administrators and other key stakeholders would provide a more comprehensive view of the cultural dynamics influencing educational practices. Investigating the long-term effects of heutagogy on students' language proficiency and overall academic performance in a mobile-based EFL context is also recommended to gain deeper insights into its impact.

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