

IMPACT OF THE HEUTAGOGY APPROACH ON RESPONSIBILITY FOR ONLINE LEARNING IN COURSE OF STATISTICS

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ABSTRACT

This study aims to determine: (1) learning responsibilities and; (2) positive, negative and accompaniment impacts that occur after learning statistics using a heutagogical approach. This study uses an impact evaluation method with a goal free evaluation model. The population of this study was 104 students who took the Statistics course in the Odd Semester 2020. The sample selected using systematic techniques was 82 students. The research data were collected from grades and assignments documents, interviews and learning responsibility questionnaires. The quality of the instrument was controlled using item validity and internal consistency. The validity of the data qualitative was controlled by document and interviews of triangulation. The results showed: (1) students have learning responsibilities that can be seen from the effort to learn, discipline, motivation and honesty; (2) the positive impact on upper group students is that they are more successful in learning; (3) the negative impact on the lower group is opening up opportunities for dishonesty; (4) The impact of accompaniment: students work together in facing difficulties

Kata Kunci: *heutagogy, motivation, academic discipline and honesty*