

Implementation of Andragogy Approaches in Training Tourism to Develop Tourist Village

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Abstract: The Andragogy approach in training for adults is one way to achieve the maximum objectives. Adult education is more directed towards guiding activities in learning citizens in solving problems encountered in everyday life so that learning objectives are deliberately created and involve personal experience, a collective experience that was previously owned by learning citizens. Educational services for adults we are familiar with training services to improve abilities and skills related to real life. The purpose of this paper is to analyze the implementation of the andragogy approach in training guides to develop tourist villages. The assessment in the tour guide training program is carried out in the learning process, especially as seen from the results of the study in the form of changes in the ability to learn citizens. The method used in adult learning in this training program uses practical methods, although at the beginning of learning instructors provide material in theory. The implementation of the andragogy approach in the tour guides in Maspati Lawas Village, Surabaya, Indonesia is by the principles of andragogy education and the tourism villages in the Maspati Lawas Village look more developed after the tour guides.

Keywords: training, andragogy, learning methods, tourism village

1. INTRODUCTION

Education is one of the efforts to prepare students to gain knowledge of skills and attitudes as provisions in facing life. In the andragogy approach, learning is seen as a process of solving real problems rather than as a process of delivering certain subjects that are not following the needs of the target. Kareen Lawson stated that learning experiences are a process in which participants learn inductively, which is learning through direct experience during activities [1]. This means that the learning process focuses on attention and utilization of the ability or understanding that adults have to be taken into consideration in conducting an educational program.

Referring to the formulation it can be said that the adult education process is very different from the education process carried out for children, so a different strategy is needed. Adult education is more directed towards guiding activities in learning citizens in solving problems encountered in everyday life so that learning objectives are deliberately created and involve personal experience, a collective experience that was previously owned by learning citizens.

The Andragogy approach in training for adults is one way to achieve the maximum objectives. Andragogy approach that is carried out in a training is divided into two parts, namely narrow and broad. This statement is in line with the expression which states learning for adults is

divided into two parts. First, the learning approach is narrowly similar to the way to achieve a pre-determined learning or practice goal. Second, the approach is broadly interpreted in the same way as the determination of all aspects, which are related to the achievement of learning or training goals which include the preparation, planning, implementation, and assessment of the process of learning or practicing and the results [2].

Educational services for adults we are familiar with training services to improve abilities and skills related to real life, for example, the work they do. Training that caters to adults usually further optimizes the characteristics of the training target, namely the adults themselves, so an andragogy approach is necessary. The adult learning process as one of the educational strategies that use the andragogy approach is a very appropriate approach applied for adults, given the uniqueness of the training target.

Kampung Lawas Maspati (KLM) which is located on Jl. Lathe Maspati Gg. V and Gg. VI Bubutan Sub-District Bubutan Sub-District Surabaya is one of the tourism villages that was recently inaugurated by Tri Risma Harini together with PELINDO III on January 22, 2016. This tourism village is a community-based tourism destination managed by the residents themselves. Maspati Lawas Village, which is located about 50 meters from the hero monument, still leaves historic buildings, including the former bakery building which was used as a public kitchen during the 10 November 1945 battle in Surabaya.

However, the building has now been converted into Asri Inn. Besides that, in Maspati Lawas Village there is also a historical building in the form of ongko loro school, the school was used for teaching and learning activities carried out for three years to eradicate illiteracy and numbers. Furthermore, there is the Raden Sumomiharjo house building, he is a descendant of a solo palace that was born in the land of splash (tax-free land) in Karang Gebang Ponorogo, East Java, Indonesia.

In Maspati Lawas Village there is also a historic building named 1907 house because the house was built in 1907. The 1907 house was used as a shoe factory to fulfill orders from the Dutch East Indies, during the war of independence the 1907 house was used as an army base that served to regulate strategy before fighting against invaders. Until now the 1907 house building is still well maintained and opened as one of the tourist destinations in Kampung Lawas Maspati. In addition to the historic buildings in Maspati Lawas Village, there is also cultural preservation in the form of two graves of husband and wife Raden Karyo Sentono and Mbah Buyut Suruh, they are Joko Berek's grandfather and grandmother. In the era of mataram kerajan in Maspati was the place of settlement of the Tumenggung palace and at that time Joko Berek was chosen to be Tumenggung. Joko Berek brought his grandparents to Maspati to live with him until they both died and were buried in Maspati. Because during his life Raden Karyo Sentono and Mbah Buyut Suruh became role models of the citizens and had a high sense of social concern by the residents as pioneers who founded Maspati.

Maspati Lawas Village is now beginning to be known to the Asian level and even some of its visitors also come from European countries. This village has many national and international achievements. Among them are the Green and Clean champion in 2015, Surabaya Yel-Yel Champion, Surabaya Patrol Music Champion, Safety Riding Champion, Friendly Kampung Champion And become Un Habitat delegation in 2016. This is inseparable from the participation of residents of Maspati Lawas Maspati. In addition to the harmonious community and cooperation are also known for their creativity and innovation in developing the potential of their village. They jointly make superior products in their respective RT areas to add value to tourism from Maspati Lawas Village. Some excellent products found in every region of RT Maspati are:

- a. RT 1 has superior jelly products. They designed an empty house that had been left by the owner to plant grass jelly and used as a vehicle for interesting photo spots. From the grass jelly garden, residents of RT 1 provided training and materials on grass jelly leaves.
- b. In RT 2, residents have superior products in the form of aloe vera sticks and syrup made from Belimbim Wuluh. Just like in RT 1, residents also provided training and material on aloe vera sticks and starfruit syrup.

- c. Residents of RT 3 have superior products in the form of clothes made from recycled designs that follow the development of current fashion clothing.
- d. RT 4 residents make family medicinal plants their superior products. What more often attracts visitors is the processing of leaves as a drink.
- e. Whereas residents of RT 5 make various kinds of traditional games to be introduced to visitors as an effort to preserve local wisdom.

Maspati Lawas Village is highly committed to empowering the community through the concept of a tourist village so that the local community can drive an independent economy. KLM as one of the institutions engaged in tourism provides tour guide training services. This training was considered appropriate because the target of the training was the majority of local people who had low incomes.

Maspati Lawas Village is following its general mission, empowering the community and maintaining local cultural wisdom and providing services to improve the quality of human resources especially the surrounding community, especially guides, by providing support services in the form of training. Efforts to improve the quality of human resources through training conducted by Maspati Lawas Village, have been able to have a positive impact on improving the quality and competency of guides in Maspati.

Guides in Maspati Lawas Village are already classified as adults. Even though they are categorized as adults who already have a job, they still need to increase their knowledge and skills that can be obtained through education, both formal and informal, in the form of training. This training will be useful to increase the competency they have and increase their experience and understanding of the work they do because it is not impossible that experience and knowledge that were not enough before or even did not support their work. As an adult who returns to the education process, of course, the education process is not the same as the education process for children. Because the majority of these adults, the education process is also with andragogy education.

The needs of tourism institutions for tour guides are felt increasingly larger and more important because tourism is a sector that can improve the country's economy, many countries are dependent on the tourism sector. Because the tourism industry is a source of tax and income. In 2016 the tourism sector became one of the largest foreign exchange earners in Indonesia. Tourism is ranked fourth as a national foreign exchange contributor of 9.3 percent compared to other industries. The highest growth of tourism foreign exchange revenue was 13 percent, compared to the oil, coal and palm oil industries which had negative growth. Besides, the tourism industry also contributed 9.8 million jobs or 8.4 percent nationally (indobisnis.indopos.co.id). Therefore, many regions in Indonesia are competing to build tourist attractions to

increase their regional income. From this phenomenon, the author wants to write an article on "Implementation of the Andragogy Approach in Tour Guide Training to Develop Tourism Villages", with a case study in the central tourist area of Kampung Lawas Maspati, Surabaya.

The purpose of this paper is to analyze the Implementation of the Andragogy Approach in Tour Guide Training to Develop Tourism Villages. The concept of andragogy arises and is used in learning activities after the concept of pedagogy. The concept of andragogy is very different from pedagogy which places students or students as objects in education, they must receive an education that is set by the education system, governed by their teacher or instructor. What is learned, the material that will be received, the method of delivery, etc., all depend on the instructor and depend on the system. Thus, said students as objects of education.

Understanding andragogy according to is the science and art of helping adults learn (andragogy is the art and science of helping an adult learn). Involvement is key in adult education. Therefore, in the learning process, citizens learn to determine their own needs, formulate their goals, participate in planning and implementing learning experiences and evaluate their programs [3].

Andragogy comes from the Greek *Andros*, which means adult, and *agogos* which means to guide or foster. Another term that is often used as a comparison is pedagogy, which is drawn from the word *paid*, meaning child and *agogos*, meaning to guide or lead.

Andragogy learning theory views that adults are seen as people who already have self-concepts, abilities, interests, and learning needs, experience, and knowledge, however, the interests and needs of adults are generally different from the interests and needs of children. Adults live in a community environment, each of which has a social role and a variety of work activities. Adults who are involved in certain social roles are committed to learning, making a living, developing their careers, and improving themselves and their environment. These conditions encourage and differentiate between the needs and interests of learning for children. Adult education is seen as a systematic and continuous learning process, as revealed by Darkenwald and Meriam which reveals the understanding of adults: is a process whereby persons who have major roles characteristic of adult status undertake systematic and sustained learning activities for bringing about changes in knowledge, attitude, values or skills [4].

Clearly, states that if students are 17 years old, the application of the principle of andragogy in their learning activities has become feasibility. The average age of people studying in PNF program learning groups is over 17 years, so automatically the application of andragogy principles to activities should be applied [3].

Training according to Max Foster is a process that creates conditions and stimuli to cause responses to others, develop knowledge and skills or skills and attitudes. Create behavioral changes and to achieve specific goals.

Training is a learning process that allows one to carry out work that is now following standards. Training is expected to improve employee performance. Training is needed to improve the quality of human resources following the needs of the organization or individuals within the scope of the institution [5]. Thus, training is a short-term educational process that uses systematic and organized procedures, which contain a series of activities related to improving knowledge, skills, technical skills, and attitudes to achieve specific goals according to the needs of the organization or individuals within the scope of the institution. The success in achieving the formulated training program is one indicator of the success and effectiveness of organizing training. Therefore, the higher the achievement of training objectives, the greater the value of its effectiveness (the more effective a training is).

The general objectives of the training are as follows: (1) to develop skills, so that work can be completed faster and more effectively, (2) to develop knowledge, so that work can be completed rationally, and (3) to develop attitudes, so as to create a willingness to cooperate with friends of employees and with management (leaders).

Understanding tour guides when viewed from its function of carrying out activities, then from the point of view of the interests of tourists, he is the first person met by tourists, then will be a friend on the trip, who can provide information, explanations and instructions about everything, especially those concerning tourist objects and attractions according with travel plans that are being held.

From the travel agency where the guide works, then a tour guide is none other than an employee representing the company, namely in the context of providing services and at the same time acting as an officer 'after-sales services' of tour packages that have been sold to tourists. From the point of view of being an Indonesian citizen, especially those engaged in tourism activities, he is like acting as a national ambassador who is expected to provide information and explanations on what and how Indonesia as a country, especially regarding its philosophy, internal and external politics his country, its inhabitants, its tourist attractions.

Because of his job, a tour guide is said to be a special officer whose profession gives explanations, instructions, and guides to tourists who are traveling. In the International Travel Dictionary published by The Academic International du Tourism of Monte Carlo Principality of Monaco, the notion of guides is explained as follows: "From the tourist point of view, a tour guide is a person employed. Either directly, by the traveler, an official or private tourist organization or Travel Agent to inform directly and advise the tourist before and during his journey.

Following the above restrictions, the duties of a tour guide include the following activities, guiding, leading, giving explanations and information, guidance or advice to members of the tourist group during the tour. Because of the tourists who will be given services, then the tour guide

is a friend on a trip that is considered all-knowing and to whom his fate was handed over during the tour. For tourists, a tour guide is considered as a professor who is an expert in his field to provide an explanation of Indonesia in general, including population, history, economic potential, politics, culture, and philosophy of the Pancasila and the national flag used. That is why a guide is also called an ambassador of the nation who can explain what, who, and how Indonesia.

In terms of the interests of the tourism industry, guides must provide a mirror of the life of the nation itself with all its personalities and always can and want to work with Degala types of people who come to Indonesia. In providing his services, a guide is not permitted to distinguish between providing services to the tourists he serves. For a tour guide, all humans are the same regardless of race, nation, and religion, because in tourism people are only universally known.

According to the Tourism Core of the people (KIR) referred to as a tourist village is a village area that offers a whole atmosphere that reflects the authenticity of the countryside both from socio-economic life, socio-culture, customs, daily life, has a unique architectural building and village spatial structure, or economic activities that are unique and interesting and have the potential to develop various components of tourism, for example: attractions, accommodation, food-drinks, and other tourism needs.

Inskeep (1991) says that village tourism is a form of tourism, where a small group of tourists lives in or near traditional life or remote villages and study village life and the local environment. Nuryanti [6] defines a tourist village as a form of integration between attractions, accommodation and supporting facilities that are presented in a community life structure that integrates with applicable procedures and traditions.

Village tourism is a tourism product that involves members of the village community with all the tools they have. The tourism village not only affects its economy but also at the same time can preserve the natural and socio-cultural environment of the community, especially about shared values. Family, cooperation, etc. thus, the preservation of nature and socio-cultural society will be an attraction for tourists who travel [7]. According to the Tourism Core of the people (KIR) referred to as a tourist village is a village area that offers a whole atmosphere that reflects the authenticity of the countryside both from socio-economic life, socio-culture, customs, daily life, has a unique architectural building and village spatial structure, or economic activities that are unique and interesting and have the potential to develop various components of tourism, for example: attractions, accommodation, food-drinks, and other tourism needs.

2. METHOD

The method used in adult learning in the tour guide training program in Maspati Lawas Village uses a practical

method, although at the beginning of the instructor's learning provides material in theory. The instructor explains the material taught then after finishing delivering the material followed by questions and answers, learning citizens who do not understand the material can ask questions to the instructor, then the instructor tries to explain clearly so that residents learn to understand what has been explained by the instructor. Learning with practical methods is carried out if the theory has been given to learning citizens and has been correctly understood. The practice was carried out in the hall which was guided directly by the instructor.

In the tour guide training that was carried out in Kampung Lawas Maspati, the media used were books and projectors. In this study the learning media used are quite complete, learning citizens get complete practices for each learning citizen so that it is expected that with the completeness of this facility the learning outcomes of learning citizens are satisfactory.

Evaluation in the tour guide training in Maspati Lawas Village is divided into two, namely the final evaluation of theory and final evaluation of practice. The results showed that each submission of the material was carried out formative tests to determine the extent to which trainees understood the material presented, then conducted a summative test that is a written test and practices directly based on the material provided.

3. RESULTS AND DISCUSSION

Disclosure of the principles adopted by the instructor in the tour guide is intended as a prediction of trends in the application of adult learning principles in the tour guide program in Kampung Lawas Maspati seems to have been sufficiently applied. Some aspects of the learning steps of the gods that were successfully revealed include the learning planning stage, the implementation of learning consists of learning time, place and means of learning, learning material, learning media, and assessment wherein all communities participating in the tour guide activities are directly involved.

The assessment in the tour guide training program is carried out in the learning process, especially as seen from the results of the study in the form of changes in the ability to learn citizens. One way is through observation of how to work, and the results of work. This assessment relates to the aims and objectives of the tour guide. Citizens learn will be assessed through practical tests whose results are expected to reflect students' mastery through the material provided. Assessment of learning outcomes is based on the things that have been achieved by students for each unit of competency that is followed, the abilities seen are based on the standard competency of guides.

The instructor's understanding of the principles of adult learning in Maspati Lawas Sub-Village has not been fully revealed yet, most of the instructors understand it partially and practically. However, instructors training

program guides in Maspati Lawas Maspati have shown conceptual indications related to the characteristics of adult learning, namely absorption in understanding learning, learning motivation must come from within itself, learning orientation for the benefit of work, adults have a burden family life, can live independently, can support the family, perspective or mindset about the importance of education is more practical for the benefit of today, citizens learn in adult education. The learning approach for adults must be more empathetic for citizens to learn, adults have more experience, adults must be directed to how citizens learn to find out who they are because they have potentials that they do not know.

Referring to the research objectives, namely the application of andragogy principles in the tour guide training in Maspati Lawas Village, based on the research objectives, the following results were obtained:

Learning planning in the tour guide training program which orientation is in the application of adult learning principles, the planning stages become strategic key in adult learning. The basics in planning a tour guide training program that begins with the assessment process or identification process are the application of strategic adult education principles.

The assessment process or identification process is very important to do, this is intended to find out all the training needs needed before the training process is carried out. In the tour guide training held in Maspati Lawas Village, the identification process is intended to ensure that the training process runs smoothly so that nothings happen that can harm both the learning residents and the management instructor.

In the context of the implementation of tour guides in Maspati Lawas Village emphasizes communication skills and social skills which equip citizens to learn to motivate citizens to have the attitude and courage to present themselves confidently in the world of work. The pattern of delivery of material provided in the implementation of adult learning in a tour guide training program in Maspati Lawas Village by using a combination of methods namely lecture method. The lecture method is given at the beginning of learning. The instructor explains the material taught then after finishing delivering the material followed by question and answer, learning citizens who do not understand the material can ask questions to the instructor, then the instructor tries to explain correctly so that residents learn to understand what has been explained by the instructor.

In terms of the development of tourist villages in Kampung Lawas Maspati with the andragogy approach through tour guides seems to be quite developed. This is following the collaboration between the Maspati Lawas Village and the Surabaya City Government where after the tour guide training, the Maspati Lawas Village has now been recognized as one of the tourist destinations in the City of Surabaya. Supported by cooperation with PELINDO so that every time there is a visit by foreign tourists, residents of Kampung Lawas Maspati have been able to communicate with these tourists by using a foreign language when

introducing products from each RT that can be used as souvenirs. This can certainly increase the economic income of the people in particular and for the City Government of Surabaya in general. Besides that, supported by the advancement of communication and information technology as well as knowledge about guides that are owned by residents of Kampung Lawas Maspati, the development of existing tourist villages is increasingly known by the wider community.

4. CONCLUSION

Based on several things expressed by the author, the following conclusions can be drawn the implementation of the andragogy approach in the existing tour guide training in Maspati Lawas Village is following the principles of andragogy education. This is consistent with the findings that in the preparation of tour guides training such as planning, implementation, and evaluation of community members directly involved in these stages. The tourism village in Maspati Lawas Village looks more developed after the tour guide. This can be seen from the ability of the Maspati.

Based on these conclusions, some suggestions/recommendations the authors submit to: (1) Surabaya City Government to provide training guides with the application of andragogy approach for tourist villages or other tourist destinations in Surabaya; and (2) the management of the Maspati Lawas Village to provide other training aimed at the development of the Maspati Lawas Village.

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