

Analysis of Andragogy Theory and Practice

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Abstract. Andragogy is the art and science of teaching adults to learn, how to help adults learn according to their needs or to motivate adults to learn to use their experiences to achieve new learning experiences. Adult education (andragogy) is different from children's education (pedagogy). Children's education will take place in the form of assimilation, identification, and imitation, while adult education focuses on improving their lives, providing skills and abilities to solve problems they experience in their lives and in society. Andragogy can be applied in tutor performance, organizing study materials, and in learning methods. The steps to apply andragogy in learning and teaching activities are 1) formulation of program objectives, 2) development of evaluation tools and evaluation of learning outcomes, 3) analysis of learning tasks and identification of learning abilities of citizens, 4) preparation of learning-learning strategies, 5) implementation of activities learning and teaching, 6) monitoring of learning outcomes.

Keywords: *andragogy, andragogy application, andragogy principle*

1. INTRODUCTION

Currently, andragogy education is becoming a study that is increasingly being discussed and proclaimed through various patterns and approaches. This term has become an interesting phenomenon since it was introduced by UNESCO (United Nations Educational, Scientific and Cultural Organization) in 1970. This is marked by the emergence of various learning activities that carry andragogy as a mind set in the pattern of its implementation, both in the form of life skills training, courses and institutions. The success of a nation's education is largely determined by the approach used by educators or teachers in conveying the material to students. Educational approach is divided into two types, namely teacher-centered approach and student-centered approach. In andragogy education there are behavioristic and constructivist approaches. The differences between these two approaches will be discussed in this article.

2. METHOD

The research method used is library research. Library research or often also called literature study is a series of activities related to the methods of collecting library data, reading and taking notes and processing research materials. The research process was carried out by researching and analyzing references from baboon books, supporting books,

websites, youtube, and group discussions related to the theory and application of andragogy.

3. RESULT AND DISCUSSION

The principles and assumptions in andragogy are almost the same as pedagogy or children's education. However, adult education emphasizes how to guide adults to find knowledge, hone problem solving skills or how to solve problems in their lives.

Epistemologically andragogy comes from the ancient Greek language, namely *aner* which means adult and *agogus* which means to guide or foster. So, andragogy can be defined as a way of guiding or fostering adults. Andragogy education can be interpreted as a conscious effort to educate adults.

This is in accordance with the opinion of Zainudin Arif (2012) which states that andragogy is the art and science of teaching adults to learn, how to help adults learn according to their needs or an effort to motivate adults to learn to use their experiences to achieve new learning experiences.

There is a difference between adult education (andragogy) and children's education (pedagogy). Children's education takes place in the form of assimilation (cognitive processes that locate and classify existing schema events). Meanwhile, adult education focuses more on improving lives, providing skills and abilities to solve problems that exist in their lives and in society.

Andragogy actually serves to help individuals to meet their needs and develop their knowledge through lifelong learning. The learning process for adults requires the presence of other people who are able to act as learning mentors, not patronizing.

3.1. Andragogy Theory According to Malcolm Knowles

Malcolm Shepherd Knowles (Montana, August 24, 1913–Fayetteville, Arkansas, November 27, 1997 due to stroke). Knowles is famous for applying the theory of Andragogy although he was not the first to use the term. Initially the term andragogy was coined by the German teacher Alexander Kapp. The father of Andragogy although he was not the first to use the term.

Knowles is considered a fundamental influence in the development of the Humanist Learning Theory and the use of contracts or plans that learners construct to guide learning experiences. Knowles (1970) developed the concept of andragogy on four main assumptions that are different from pedagogy, namely self-concept, experience, direction of learning and readiness to learn. According to Knowles there are four principles of adult learning:

- ✓ Adults need to be involved in designing and setting learning objectives. They must understand the extent to which the results have been achieved.
- ✓ Experience is the principle of learning activity. It is the responsibility of students to accept the experience as meaningful
- ✓ Adults are more interested in learning things that are directly related to their work and life.
- ✓ Learning is more focused on problems (problem-centered) and requires encouragement and motivation.

3.2. Characteristics of Adult Learning

The adult learning process is unique. This uniqueness is a characteristic of adult learning. Characteristics of adult learning, among others:

- ✓ Adults have different experiences.
- ✓ Poor adults have a tendency to feel that they cannot determine their own lives.
- ✓ Adults prefer to receive suggestions than to be tutored.
- ✓ Adults pay more attention to the things that interest him and become his needs.
- ✓ Adults prefer to be rewarded than punished or blamed.
- ✓ Adults who have experienced dropping out of school, have a tendency to lower their learning abilities.
- ✓ What adults usually do, shows the stage of understanding.

- ✓ Adults intentionally repeat the same thing.
- ✓ Adults like to be treated in good faith, fair and reasonable.
- ✓ Adults have learned from childhood about how to organize their lives. Therefore he prefers to do it himself as much as possible.
- ✓ Adults like practical things.
- ✓ Adults take longer to get to know each other and form close relationships with new friends.

3.3 Characteristics of Adult Teachers

An adult teacher must meet the following requirements:

- ✓ Become a member of the group being taught.
- ✓ Able to create a climate for teaching and learning.
- ✓ Have a high sense of responsibility, a sense of devotion and idealism for his work
- ✓ Imitating/learning the abilities of others.
- ✓ Recognizing their weaknesses, their level of openness, their strengths and knowing that one of their strengths can be a weakness in certain situations.
- ✓ Can see problems and determine solutions.
- ✓ Be sensitive and understand the feelings of others, through observation.
- ✓ Knowing how to convince and treat people.
- ✓ Always optimistic and have good faith towards people.
- ✓ Realizing that “its role is not to teach, but to create a climate for learning”.
- ✓ Realize that everything has a negative and a positive side.

3.4. The main steps in Andragogy

The main steps for practicing Andragogy are as follows: Create a climate for learning. Develop a form of planning activities together and help each other, Assess or identify interests, needs and values, Formulate learning objectives, Designing learning activities, Carry out learning activities and Evaluating learning outcomes (reassessing the fulfillment of interests, needs and achievement of values).

3.5 Andragogy App

Adult learning (andragogy) emphasizes more on guiding and helping adults to find knowledge, skills, and attitudes in order to solve the life problems they face. The accuracy of the approach used in the implementation of a learning activity will certainly affect the learning outcomes of learning citizens.

3.5.1. Pendekatan Desain Instruksional

We have learned the theory of adult learning now we will learn about the instructional design approach. The instructional design approach is divided into two, namely the behavioral or objectivist approach and the constructivist or cognitive approach.

3.5.2. Aplikasi Andragogi dalam performansi Tutor

Tutors are very influential on the adult learning process. Tutors enter the classroom armed with some knowledge and experience. This knowledge and experience should exceed that of the participants. There are several things that are considered important by tutors in the process of learning interactions that allow the growth and development of learning citizens, namely:

- ✓ Be human and do not react mechanically or understand students' problems only intellectually; share what people and things mean to them; be and unite with students; allow oneself to experience or be integrated into the experiences of students; reflect on the meaning of the experience while suppressing self-assessment,
- ✓ Be fair: honest, candid, consistent, open; open up; respond sincerely
- ✓ Be respectful: have a positive view of the participants; communicate warmth, concern, understanding, receive others with full appreciation; value their feelings and experiences, and
- ✓ Self-disclosure: accepting the openness of others without judging by the size, concept and experience of oneself; actively disclose themselves to others and are willing to take risks if they make a mistake.

3.5.3. Application of Andragogy in Organizing Learning Materials

Organizing learning materials in such a way, makes it easier for students to learn them. Organizing learning materials can affect the success rate of learning. Each learning material to be conveyed must be seen from the interest of the learning community in the material presented, the suitability of the material to the needs of the learning community, and the similarity in the level and scope of experience between tutors and learning residents Learning materials containing knowledge, skills and or values will be delivered by tutors to learning residents.

3.5.4. Application of Andragogy in Learning Methods

The use of learning methods in adult education has implications for the use of learning techniques that are considered suitable for use in growing the behavior of learning citizens. Knowles classifies learning techniques in achieving learning objectives based on the type of learning activity, namely; attitudes, knowledge and skills. The adult learning method is a way of organizing participants so that they carry out learning activities, both in the form of theoretical and practical activities (Anonymous: 2006).

Learning methods that can be used in learning activities are as follows, Problem centered, Demand and encourage participants to be active, Encourage participants to share their daily experiences, Fostering cooperation, both between fellow participants, and between participants and tutors and More experience giving, not a transformation or absorption of material.

3.5.5. Steps to Apply Andragogy in Learning Methods

Learning and learning activities can be broadly distinguished into stages:

- ✓ Formulation of Program Objectives
- ✓ Development of Learning Outcome Evaluation and Evaluation Tools
- ✓ Analysis of Learning Tasks and Identification of Learning Citizens' Capabilities
- ✓ Preparation of Learning-Learning Strategies
- ✓ Implementation of Learning and Teaching Activities
- ✓ Monitoring Learning Outcomes

4. CONCLUSION

Andragogy is the art and science of teaching adults to learn, how to help adults learn according to their needs. Andragogy can be applied in tutor performance, organizing study materials, and in learning methods. The steps to apply andragogy in learning and teaching activities are 1) formulation of program objectives, 2) development of evaluation tools and evaluation of learning outcomes, 3) analysis of learning tasks and identification of learning abilities of citizens, 4) preparation of learning-learning strategies, 5) implementation of activities learning and teaching, 6) monitoring learning outcomes.

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