Self-Directed Learning: How Effective as a Mode of Learning on Equality Education Program in Indonesia?

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Abstract— **Self-directed learning is a learning mode are applied in learning activities on equality education program, in addition to conventional and tutorial modes. As a mode of learning, self-directed learning is providing opportunities for learners to engage in independent learning through; selecting of learning resources, determining of learning time, and subject to learn. This paper examines the effectiveness of self-directed learning as a mode of learning is applied in equality education program. This research was conducted using qualitative approach. The research subjects were the managers and tutors in equality education program in Bandung City. The study found the self-directed learning mode can not be done effectively in the learning activities on equality education program, because the habit tutor in teaching in formal education, learning patterns are traditional learners and learning materials are available yet fully support the implementation of the learning mode.**

Keywords— self-directed learning; equality education program; Modes of Learning, Community Learning Center (CLC)

I. INTRODUCTION

To achieve the level of equality and equity in education, the government of Indonesia established the competence of learner from equality education program in the category which is equivalent to non-formal education. The government set competencies standards of equality education program like formal education, so that the curriculum used is the same curriculum for formal education. The curriculum for the program package A using curriculum for Primary Education, Package B using the curriculum for Junior High School, and Package C using curriculum for Senior High School. Equality education program is a non-formal education program that includes; Package an equivalent to Primary Education, Package B equivalent to Junior High School, and Package C equivalent Senior High School with an emphasis on the mastery of knowledge, functional skills, and professional attitude and personality development of learners. The results of non-formal education can be appreciated on par with the results after a formal education program through assessment of equivalency by the agency designated by the Government or Local Government with reference to the National Education Standards (National Education System Law No. 20/2003 Article 26 paragraph (6).

Equality education program serve learners aged over the age of formal education. For primary education, equality education program has done through a program package A and B which serves learners aged over 15 years, while for Package C program serving learners over the age of 18 years. Opening up opportunities for that age high enough to cause the variation seen from the aspect of age, occupation, experience, and learning needs.

Equality educational program has a learning mode which is generally different from the mode of learning undertaken in formal education. Based on Regulation No. 3 of 2008 from Ministry of Education and Culture, explained that learning in equality educational program is implemented through three modes, namely conventional (face-to-face), tutorials, and independent (self-directed learning). Conventional learning mode carried out at least 20%, at least 30% tutorial, and a maximum of 50% self-directed learning. Variations learning mode actually carried out by the consideration that learners in equality educational program has cultural diversity, background, characteristics, speed, and learning opportunities. This research conducted an assessment of one mode of learning is done on equality education program that is self-directed learning.

Self-directed learning is one of the important any part in the practice of adult education. Knowles introduces the concept of adult education as a way of learning for adults differently than children's learning [1]. The five assumptions of andragogy are that adults are self-directed learners, adult learners bring a wealth of experience to the educational setting, adults enter educational settings ready to learn, adults are problem-centered in their learning, and adults are best motivated by internal factors (Knowles, 1984)[2].

Several things are known about self-directed learning: (a) individual learners can become empowered to take increasingly more responsibility for various decisions associated with the learning endeavor; (b) self-direction is best viewed as a continuum or characteristic that exists to some degree in every person and learning situation; (c) self-direction does not necessarily mean all learning will take place in isolation from others; (d) self-directed learners appear able to transfer learning, in terms of both knowledge and study skill, from one situation to another; (e) self-directed study can involve various activities and resources, such as self-guided reading, participation in study groups, internships, electronic dialogues, and reflective writing activities; (f) effective roles for teachers

in self-directed learning are possible, such as dialogue with students, securing resources, evaluating outcomes, and promoting critical thinking; (g) some educational institutions are finding ways to support self-directed study through open-learning programs, individualized study options, non-traditional course offerings, and other innovative programs.

Equality education program is a manifestation of the expansion policy of public access to obtain educational services equivalent to formal education. Educational goals of equal that most adults require situations and different learning process. Adult have different way of learning so it requires a strategy that adults have a willingness to learn (Merriam, 2010) [3]. Nevertheless, the factual learning in equality education program is still a lot to use the traditional model learning as well as in formal education. Some of the learning conditions are found; a) adults do not feel valued as a person who has a learning experiences, b) learning is not based on the needs and problems, so the learning motivation of adult tends to be low; and c) are classical learning that individual learning independence is not well developed. However, in two of equality education program in Bandung has done a learning activities that uses self-directed mode.

Based on the background, the problem statement in this research; "how the effectiveness of the use of self-learning mode of learning in education equality?". From the problem statement above, arranged the research questions; a) how the response of adult learners to learning using self-directed learning mode? b) how the learning outcomes are achieved by adult learners to learning using self-directed learning mode?; and c) how the challenges in learning to use self-directed learning mode?.

II. THEORETICAL FRAMEWORK

Studies on self-directed learning has been done by some experts. Self-directed learning is one of the typical learning for adults. Knowles (1986) suggest that adults have some experience and become the basis for learning motivation and enable them to conduct self-directed learning [2]. To support the learning that takes into account the characteristics of adults, Knowles (1986), identifies that the study would be optimal if: (1) learners feel desire to learn (needs to learn); (2) learning by doing through practice, trial and error and others; (3) learn from the experiences, either from other people or myself ; (4) learning to solve the problems, means to make what they have learned makes sense and can be application for life[2].

Learning is an educational science component with respect to the objectives and reference materials interactions, either explicit or implicit (hidden). To capture the content and message of learning, the learning of the individual using the capability domains; a) Cognitive, namely the ability with regard to knowledge, reasoning or thought consists of categories of knowledge, comprehension, application, analysis, synthesis and evaluation; b) The ability prioritizing affective feelings, emotions, and reactions are different from the reasoning that consists of categories of acceptance, participation, attitude assessment, organization and

establishment of lifestyle; and c) Psychomotor the ability that promotes physical skills consists of perception, readiness, guided movement, accustomed movement, complex movements, the adjustment patterns of movement and creativity.

Knowless (1986) develop five assumptions of andragogy are that adults are self-directed learners, adult learners bring a wealth of experience to the educational setting, adults enter educational settings ready to learn, adults are problem-centered in their learning, and adults are best motivated by internal factors [2]. Basis on these assumptions, the learning mode with self-directed learning is a way of learning that is right for adults. Much of the literature that provides a definition of self-directed learning. Caffarella (2000) explain as self-directed learning in which learners have the primary responsibility for planning, carrying out, and evaluating their own learning experiences [4].

Self-directed learning is related to, but not synonymous with, informal and incidental learning (Marsick & Watkin, 2001)[5]. Informal and incidental learning is conducted freely, unstructured and occur throughout the human life. Although informal and incidental learning is not going to be structured, but in the process of self-awareness of learners to be the basis of the success of the learning program. Some other terms used to express the self-directed learning activities are; self-learning, social-learning, mentoring, coaching, networking, learning from mistakes, and trial and error (Cseh et al, 2000)[6].

Self-directed learning activities can be successful when learners have the independence to learn. Related to the above, Merriam & Carrela (1999) identified four variables appear to influence the extent to which learners exhibit autonomous behavior is learning situations: (a) technical skills related to the learning process, (b) familiaritywith the subjectmatter, (c) sense of personal competence as a learner, and (d) commitment to learning at that particular point in time[7].

Further Merriam & Carrela (1999) found there are 13 key steps that show the stages of the implementation of self-learning activities, namely:

- deciding what detailed knowledge and skill to learn;

- deciding the specific activities, methods, resources or equipment for learning;

- deciding where to learn;

- setting specific deadlines or intermediate targets;

- deciding when to begin a learning episode;

- deciding the pace at which to proceed during a learning episode;

- estimating the current level of his knowledge and skill or his progress in gaining the desired knowledge and skill;

- detecting any factor that has been hindering learning or discovering inef- ficient aspects of the current procedures;

- obtaining the desired resources or equipment or reaching the desired place or resource;

- preparing or adapting a room for learning or arranging certain other physical conditions in preparation for learning;

- saving or obtaining the money necessary for the use of certain human or nonhuman resources;

- finding time for the learning; and

- taking steps to increase the motivation for certain learning episodes. (Merriam & Caffarella, 1999, p. 294) [7].

III. RESEARCH METHODOLOGY

The study was conducted using a qualitative approach to the three organizers of Equal education program in Bandung. The organizers of the two institutions, namely; PKBM Sukamulya and PKBM Bina Cipta Ujung Berung. Informants in this study are Manager of Institutions, Educators, and Learners. Data collected through observation and focus group discussion. In order for research to obtain objective data, triangulation data sources involving the three groups of informan. Data analysis was performed using the steps proposed by Huberman and Miles, namely; reduction, display, and verification/conclusion (Denzin and Lincoln, 2000) [9].

IV. RESULT OF RESEARCH

Equality education program is sensed as a substitute for formal education, so that equal education providers more orients itself as formal education (schools). On the basis that the learning process in equal education more use of learning modes are used face to face. This indicates that the learning process is performed on equal education program is no different from formal educational programs at the school, although the age of the learners already beyond school age.

It is realized that equal education is more oriented towards academic education whose position is equivalent to formal education (schools). Therefore, assessing the success of the education system more equality on the mastery of academic aspects as well as in formal education (schools). Academically, the attainment of learners in literacy education by all managers and tutors equal education had not been optimal. Indicators they use is the process and outcomes of learning. Judging from the learning process, learners aged beyond school age showed a trend which is more active than the old learners outside of school. Active participation generally occurs in the learning process that is skills, while learning the nature of academic learners tend to be less active. This condition occurs in all education providers of Package A, B, or C program base on community learning center (PKBM).

A. Response of adult learners to learning using self-directed learning mode

Equality Education Program is recognized benefit to learners who are generally adults. The main motive equivalency education program is the desire to improve the quality of life through improved education. In addition, the equality of educational programs provide the opportunity to get the same recognition to graduates of formal education. However, based on that learning through educational programs equality requires independent learning of the learners.

Self-directed learning in the equality education program into learning mode most large proportion compared with learning to use other learning mode. Learners looked at several issues related to the implementation of self-directed learning mode, namely: First, the self-directed learning mode is suitable performed on equality education program considering the learners are adults. They recognize that as adults have differences in orientation and way of learning. Adults tend to want to be appreciated, to be given the opportunity to share, and wants the material being studied is directly relevant in solving the problems faced today. Second, cultivate the habit of self-directed learning requires a strong enough fight, both of learners and educators (tutors). This condition as a result of the habit of learners and educators are co-opted by the conventional learning models as long as this is done in formal education (schools).

Third, self-directed learning activities require the control of educators. Educators should be controlling periodically so that educators have data on progress that has been achieved by learners. Fourth, learners are not familiar with self-directed learning. Some learners tend to have difficulty because they are not clear about the direction and purpose of learning.

B. Learning outcomes are achieved by adult learners to learning using self-directed learning mode

Generally, learners admitted that the self-learning mode on equality education program is a learning mode is different than the learning mode is perceived, especially when his education at formal education units (schools). As a learning mode which is different of course, require a change habits that have been done. However, self-directed learning is learning most appropriate to do for adults, given the adult is a person who has a different characteristics with children

The self-learning mode on equality educational programs provide some benefit to the learners; First, learning with self-directed learning mode has been appreciated as an adult learner. Recognized that adults have different characteristics with children. In addition, the majority of learners in the equality education program have motivation to learn different learners in formal education. Learners on equality education program participated in learning more driven by the motivation to improve career, solve the problems face today, and the increasing recognition of the community. Therefore, self-direced learning mode is more appropriate than the other modes of learning though not fully learning can be done through one of these modes.

Secondly, the experience which has been owned by an important basis in self-directed learning. Through self-directed learning experiences that previously had possessed such experience working, studying in another place, or experience to discuss and solve problems with others. The learning process

not only learn the new information but also learned from experience.

Third, self-directed learning encourages cooperation and collaboration with parties related to learning. Independent learning is the ability to organize the way and learning resources so that peseta learners can obtain a valuable learning experience. According to learners, the self-directed learning, educators (tutors) to position ourselves as partners of learning and learning resources. Therefore the self-directed learning and learning process more constructive than transformative. In addition, through self-directed learning mode, students get the chance to learn a lot more with other parties outside the learner

Fourth, Self-directed learning provides an appreciation of the needs, problems, and opportunities owned by each learner. It is recognized that the majority of students who take the equality education program are adults who are working, so the opportunity to participate in learning activities on a regular program is very limited. Through self-directed learning, learners have the opportunity to develop themselves in a way that he/she liked. This means that every learner has interest and speed different of learning as a result of different learning time.

C. The challenges in learning to use self-directed learning mode

Learners have different challenges compared with educators (tutors). Although students have been placed as an adult who has the experience, needs, motivation, and self-concept, but in their own learning turns out some of the challenges they faced, namely: First, how learners are able to maintain and increase the motivation to continue learning. Low reading habits become the main obstacle for students to be able to love books as a source of learning, so that learners need to work hard to make the book as a learning resource. In addition, the family and working environment has not given good support to the development of self-learners to follow equality education program.

Second, the students generally have difficulty when organizing learning activities. Transformative learning experience that has been used more and more influence on the study habits of constructive and independent. Therefore many of the students finally asked to educators (tutors) to explain the important things that have to be learned. In addition, students often had difficulty in reaching the target of competence stipulated, because of constraints in organizing learning activities.

Third, the process of self-directed learning that has been done is not well organized, so that learners tend to not get enough of monitoring and guidance from educators (tutors). Giving a very broad opportunity for learners to learn independently defined as learning that is not clear. Monitoring and guidance are performed by educators (tutors) has not been individualized, so that the speed of learning of learners do not scale very well.

Fourth, learning resources available and accessible is still limited. The most complete source of learning in the CLC, but most learners have a limited time to always come to CLC. Learning resources study are also not packaged soft-file, so that

even if students want to learn to use a computer, the learners should find out openly in the search engines on the internet. In addition, the learning resources that exist in your neighborhood and workplace are also limited.

Fifth, learning with self-learning mode is not optimal due to various constraints that have been submitted previously. Although the learning activities conducted independently but a target of achieving mastery of competencies done strictly by educators (tutors). As a result, learners do more independent learning activities as complementary learning activities through conventional (face to face) and tutorials modes.

Sixth, the equality education program that still sees itself as a substitute for school education makes learning programs have the same orientation with school education. Among the considered quite be the toughest challenge is the duty of the students to learn the subject matter with an equivalent academic content of school education as a condition to participate and lulusa national exam. National examinations has been the main target for a person to be recognized as a graduate of equality educational program.

In addition to the challenges faced by learners, educators have also experienced challenges in implementing self-directed learning mode in the equivalency education program. Some of the challenges faced by educators: First, not all learners have a high motivation to learn. Most students who participated in the study was driven by the need to obtain recognition of a diploma which is equivalent to formal education. It is encouraging to learn that the mechanical activity that is studying to pass a national exam held by the government.

Secondly, the self-directed learning mode has not been implemented in full, but as a complementary part of other learning mode, so that the learning program has not given the widest opportunity for learners to learn about the field of study that interested him but the task as a supplement to other learning mode. In addition, educators are still experiencing difficulties in developing instruments to control the habit of independent study conducted learners. During this time educators using parameter execution of duties as an indicator of self-learning activities undertaken by learners.

Third, students with a variety of daily activities with the support of limited resources lead to self-directed learning activities do not take place effectively. Resources in the form of reading material, Internet infrastructure and other learning resources are unequally distributed on all learners, both within the family and in the workplace.

Fourth, the learning system developed by the organizing institutions for equality education programs not fully support the self-learning mode is performed. Self-directed learning mode are still deployed as a complement to other learning mode, so monitoring of the learner development in self-directed learning not optimal. However, self-directed learning has given different colors in the way of learners, where learners are given the confidence to learn to develop a variety of resources and potentials.

Fifth, equality education program is a model of substitution of formal education, so equality educational programs using academic content oriented to the graduation program as

measured by national examinations as well as formal education. This condition causes the equivalency education program is not enough to equip learners to develop themselves functionally according to the needs and problems faced in life.

The findings make it clear that self-learning mode is the mode most appropriate study conducted for adults. Self-learning is more appreciative conditions as adult learners who have a self-concept, experience, readiness to learn, and needs. [2]. In addition, students who use the independent learning have the option to set priorities in accordance with keminatan learning needs and problems faced.

Learning outcomes recognized by managers and educators have not been optimized in accordance with the expectations set earlier. Several factors are thought to cause the low learning outcomes achieved by learners, among others; limited learning time, tutor inadequate competence, motivation of learners are more oriented towards the acquisition of a diploma, rare presence of learners in the learning activities, and learning support of inadequate facilities.

V. CONCLUSION

Some conclusions are formulated from the implementation of self-learning mode on equality education program in Indonesia:

- Learners have a positive response to the self-directed learning mode are performed by educators in equality education program, even though the mode is implemented as a complement to other learning mode. Transformative learning habits and support resources the main obstacle perceived learners in implementing learning independently.

- Self-directed learning mode can not be applied optimally in equality education program given equal

education more oriented toward the interests of academic mastery equivalent to formal education that is limited by time achievement of learning targets.

- The success of equality education program acquisition diploma equivalence is equivalent to formal education after the national exam. This forced the evaluation system self-directed learning mode is done on a scheduled basis in accordance with the target set curriculum.

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