

Analysis of Andragogy Approach in Aspects of Tutor Performance According to Citizens Learning Equality Education

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Abstract: The need for the application of andragogy principles in the adult learning approach is because learning efforts are different from children's learning efforts. Children's learning transmits a number of experiences, knowledge and skills in order to prepare children to face life in the future. In contrast, adult learning emphasizes more on guiding and helping adults to find knowledge, skills and attitudes in order to solve the problems of life they face. The accuracy of the approach used in organizing a learning activity will affect the success of the learning objectives. This study aims to 1) analyze the tutor's andragogy approach according to the learning community in the aspect of communication, 2) analyze the tutor's andragogy approach according to the learning community in terms of physical appearance. The method of collecting data is by distributing questionnaires to 40 residents learning equality education. The analytical method used is descriptive analysis of the quality of the results of the collection of questionnaires, it can be concluded that; 1) the andragogy approach to the performance aspect of tutors in terms of how to communicate tutors according to learning residents is still low/not yet communicative; 2) the andragogy approach in the aspect of tutor performance in terms of physical appearance according to learning residents is still low/less attractive.

Keywords: Analysis, Andragogy, Performance

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Introduction

Until now, there are so many problems that have occurred in this nation, all of these problems are like links that have no end (Puspita, 2021). Starting from the social, religious, cultural, security, legal, economic aspects, the education aspect is no exception (Dikson Silitonga, 2019). In almost all corners of the region we can see the number of unemployed due to not having life skills, thousands of people who are still illiterate, school-age children who have dropped out of school, and other educational problems that are increasingly complicated and unresolved. We should get proper education and meet educational standards. The community is expected to enjoy the right to obtain education anytime and anywhere. For this reason, the world of education is highly demanded to be able to give birth to new breakthroughs to answer all existing problems, but in reality, we can see that the breakthrough has not been fully able to overcome these problems.

Formal education which has been predicted to have not been able to answer all of the above problems, in accordance with Law number 20 of 2003 concerning SISDIKNAS, states that education in Indonesia is divided into three main lines, namely formal, non-formal, and informal. The three educational paths are expected to be able to fulfill the people's right to get a proper and proper education. Lifelong non-formal and informal education. Lifelong education is a need for everyone because lifelong education is expected to be able to answer the problems that have been developing in the community. As Kamil (2009: 5) argues, the three complement each other, especially in 1. Meeting the needs of lifelong learning (as long as the community exists), 2. Development of lifelong education through integrated formal, informal and non-formal education will facilitate the community in choosing the right education. as needed. Lifelong education is born due to the inability of the existing school system to meet basic human needs to obtain education anytime and anywhere. As stated by Burhanuddin (1996: 220) Lifelong education is the answer to the criticisms leveled against schools. School education is only limited to the level of education from childhood to adulthood will not meet the requirements needed by the developing world (Walker et al., 2018). This ever-changing world requires a flexible education system (Krupar et al., 2017). One of the efforts is the promotion of lifelong education, what is meant by lifelong education here is continuous education that is not limited by the dimension of time. A new breakthrough in the world of education is that lifelong education must be introduced and promoted to overcome the nation's multidimensional problems, especially in the field of education. In other words, lifelong education is an imperative action, lifelong education is fundamental in the totality of education, only with good lifelong education, everyone will know their rights and obligations as individuals, groups and communities as well as God's creatures. Therefore, lifelong education is a must to help human resources (HR) develop their personal potential, both intellectually, emotionally, and spiritually towards humans with perfect personalities in the midst of rapid changes in the times.

Lifelong education is a very basic thing to implement because our education today faces various challenges and problems, including; (1) the rapid increase in the population and at the same time the increasing desire of the community to obtain education, which cumulatively demands the availability of adequate educational facilities and methods; (2) the development of modern science requires solid educational foundations and continuous mastery of abilities, and thus demands a longer education in accordance with the concept of lifelong education ; (3) the development of technology that makes it easier for humans to control and utilize nature and the environment, but which is often treated as a threat to the sustainability of the human role.

Given the challenges and problems in the field of education, renewal is an absolute necessity to find solutions and enlighten with new deep and progressive thoughts (Suryadi et al., 2021). Renewal is a basic effort to improve and improve aspects of education to be more effective, efficient and productive (Syur'aini et al., 2011) . Lifelong education is a very significant factor in determining the direction of the formation of a good and bad nation from a normative perspective, realizing this, lifelong education is a deeper study for all elements of education because with a lifelong education system, it is hoped that the next generation will be born. quality, smart, superior and competitive.

Lifelong education is a must in facing the challenges and opportunities of globalization, is fundamental and comprehensive, includes cultural, political, technical, and contextual dimensions. The possibility of resistance that hinders lifelong education is very real, so this education reform needs to get support from professionals, parents and the community. Lifelong education basically has the aim of making education run more effectively and efficiently in achieving national education goals, in the application of lifelong education what needs to be done is the identification of problems that hinder the implementation of lifelong education and the formulation of strategic and practical reforms so that they can be implemented in the field. Lifelong education must be based on the reality of existing educational institutions, namely facts and valid research results, so that a complete, clear and realistic renewal program can be developed. Non-formal education provides various opportunities for the realization of lifelong education.

To achieve that goal, one of the foundations that must be strengthened is the quality of educator skills, because with k skills possessed by every actor in any educational institution will be able to improve the performance of the educational institution. These skills are very broad in their aspects, not only aspects of knowledge, attitudes but also behavior. Educators, in this case, of course, are not only educators who are in the formal education path called teachers but also educators in the non-formal education path or with other names, namely tutors for education.

Equality education aims to provide equal and quality access to education services for all Indonesian people. As we know that the opportunity to obtain a proper and appropriate education is not obtained equally for the community, resulting in a person not having the opportunity to take formal education such as elementary school (SD), junior high school (SMP), and secondary school. Upper Middle School (SMA). This happens due to various things, such as a child who is the backbone of the family, the socio-cultural of the local community, illness, access to schools that are far and difficult from where they live and various reasons that make someone in the formal school age range not have access to school. the same opportunities as other children his age. As stated by Hasibullah 2016: 16 the problem of equal distribution of education is a problem for the Indonesian nation, educational equity This refers to how many school-age children receive education services, in addition to whether the education services apply equally to all school children. In fact, not all children in Indonesia have the same opportunity to enjoy education, especially quality education. At least the education that a person goes through is able to free him from the basic shackles of illiteracy, ignorance, backwardness, weakness, oppression and other persecuting behavior caused by ignorance of the community itself. For all that, it is necessary to make efforts by education personnel to be able to free the community from the things described above, one of which is through equality education. Furthermore, Etling (in Kamil, 2009), concluded 6 aspects of non-formal education as a different system from formal education, namely 1) student-centered, 2) cafeteria curriculum, peer-to-peer relationships between learning residents and tutors, 4) linkages with local resources, 5) is used immediately and 6) the level structure is built from below. (Khairunnisa, 2010) explains, tutors have various problems including (Hidayati et al., 2018) mastery of learning strategies and techniques that are not suitable, tutors are not able to distinguish and practice between andragogy and pedagogical approaches, low reading awareness so that it has an impact on knowledge, teaching skills are what they are, tutor's low ability to adapt to technology that is developing rapidly. Tutors are one of the spearheads in achieving the goals of equality education, various forms of learning approaches are the choice of tutors in carrying out the learning process (Solfema, 2017). The andragogy approach is an approach that is in accordance with the characteristics of citizens studying equality education, considering that their age and learning experience are different from students of formal education, for this reason this article was created, to see the responses of learning citizens to the andragogy approach in the aspect of tutor performance according to citizens studying equality education.

Method

This study uses a quantitative and quantitative approach. The type of research used is descriptive research, namely research that seeks to describe, describe, describe phenomena that occur in a real, realistic, actual, systematic, factual, and accurate manner regarding the facts, properties and relationships between the phenomena being investigated (Rukajat, 2018). The indicators and aspects that are used as benchmarks to obtain data on the performance of the tutor according to the study residents are: (1) tutor communication; (2) physical appearance. This study uses a population of citizens learning equivalence education. The research sample is 40 people who study equality education. The data collection technique used in this research is a questionnaire method to find out. The data analysis technique used in this research is descriptive statistical analysis. Descriptive statistics are statistics that function to describe or provide an overview of the object under study through sample or population data obtained by the percentage formula.

Results and Discussion

Result

The application of the principle of andragogy to aspects of performance in terms of tutor communication skills according to citizens learning equality education can be seen in histogram 1 below:

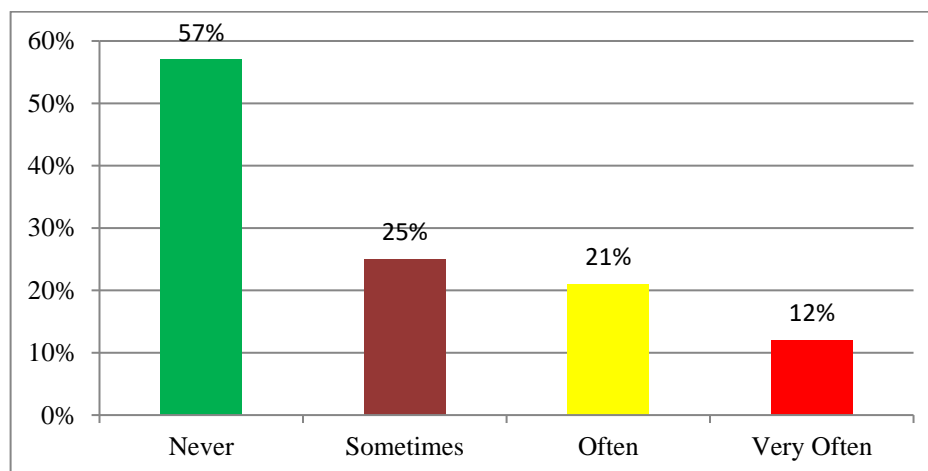


Figure. 1 Application of Andragogy Principles in Performance Aspects in Tutor's Communication Skills According to Citizens Learning Equality Education

Based on the background stated above, research was conducted through the distribution of questionnaires to find out the analysis of the application of andragogy principles in terms of performance in terms of communication according to citizens learning equality education. It can be concluded based on the diagram above that 57% of learning residents answered Never (TP), 25% answered Sometimes (KD), 21% answered Often (S) and 12% answered Very Often (SS). The data is obtained by giving statements to the learning community regarding how to communicate with tutors, from this data it can be seen that tutors still do not have good communication skills with citizens learning equivalence education. The results of the study regarding the application of the principle of andragogy to performance aspects in terms of the physical appearance of tutors according to citizens studying equality education can be seen in histogram 2 below:

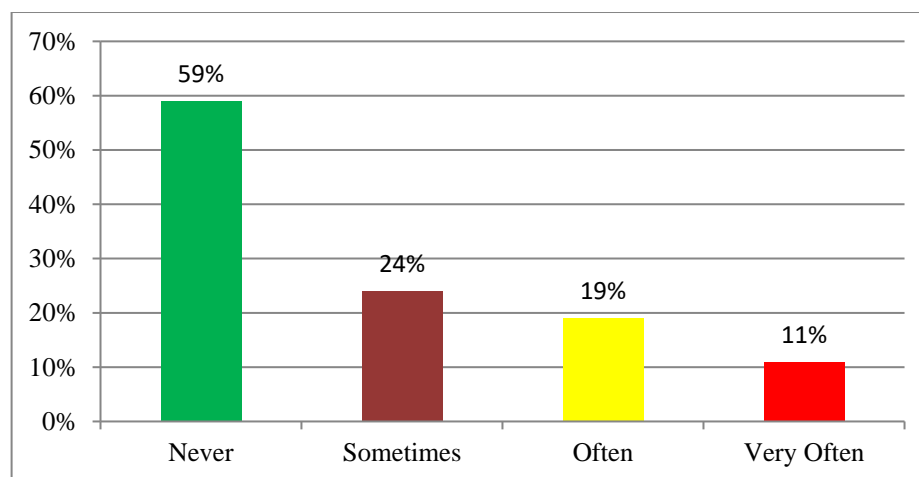


Figure. 2 Application of Andragogy Principles in Performance Aspects in the Physical Appearance of Tutors According to Citizens Learning Equality Education

Based on the background stated above, research was conducted through the distribution of questionnaires to find out the analysis of the application of andragogy principles to aspects of performance in terms of physical appearance according to citizens studying equality education. It can be concluded based on the diagram above that 59% of learning residents answered Never (TP), 24% answered Sometimes (KD), 19% answered Often (S) and 11% answered Very Often (SS). The data is obtained by giving statements to the learning residents regarding the physical appearance of the tutor, from this data it can be seen that the tutor still does not have an attractive physical appearance.

Discussion

The results of the research presented in the previous section, the next step is to analyze the data based on theoretical studies as well as other relevant theories, further as follows: Adult education is a process in which individuals already have a social position to become adults applying learning activities that are integrated and continuous with the hope of creating changes in skills, behaviors, norms and capabilities. In addition, it should be noted that the characteristics of adult learning according to (Graduated, 1985) , are; a) Learning is increasingly leading to a path of maturity; b) The main lessons are implementing experiments , deliberation, solutions to difficulties, education, simulation and realization; c) Adults will be ready to train themselves if the learning materials according to what they experience are very influential in the affairs of their lives; d) Centralized learning is oriented to the development of abilities in each of its activities.

The principles of andragogy learning According to (Jarrett, 1960) there are five principles of adult learning, namely; a) Adults are affected by learning if the learning is sufficient for their needs and desires, therefore the adult learning process is to find the needs and desires of students; b) Life-centered is an adult learning orientation. Therefore, adult learning must relate to life, not lessons; c) The most memorable source of learning for adults is experience, so the learning method uses experience and analysis; d) Adults have a need that contains to guide themselves, therefore, teachers in learning by developing knowledge is experience; e) Personal dissimilarity between adults increases often with age, therefore the learning model, time, place and pace of learning need to be tolerated.

The learning process occurs due to the interaction between educators and students and the learning environment (Akib, 2013; Munthe, 2015) . To realize this, then of course a strategy is needed in delivering teaching materials by an educator in this case a (Secara, n.d.; Zembylas, 2008). This is important to note because students or better known as learning citizens are adults who of course have had a lot of experience throughout their life journey. Teaching adults is the same as developing the competencies they already have. M. Knowles in his book entitled " The Adult Learner, A Neglected Species " describes the appropriate and appropriate learning theory for adults. The performance of educators in the classroom will affect the motivation of students in the learning activities they lead in a learning activity. While motivation itself is positively correlated with learning achievement as many adult education experts have stated, for example by Boshier and Mezirow, Miller, and Rubenson (in Soedomo , 1989) . Even though the trainees have low abilities, they will always encourage them to achieve success in the learning process, and vice versa. To be able to perform well in the learning process, educators must be able to apply the principles of andragogy in their performance. The performance of educators can be seen in the way they communicate and their physical appearance. To be able to look good in communicating with participants requires that a teacher in this case must have several abilities, namely; a) Ability to increase positive attitudes in students; b) Ability to be forthright and flexible; c) Ability to display a passionate attitude in learning activities; d) The ability of educators in managing student behavior.

With regard to the application of andragogy principles in physical appearance, several experts suggest several things that educators should do, including; 1) Perform a variety of body movements; 2) Using eye contact with all students; 3) Reflects natural hand movements; 4) Switching motion or stepping from one position to another; 5) Showing fun facial expressions; 6) Pay close attention to how to dress.

Furthermore, (Knowles, 1983; Wilson, 2012) developed the concept of andragogy on four main assumptions, namely; a) A person grows and matures with a self-concept that moves from total dependence to self-direction. Or it can be said that children's self-concept is still dependent, while in adults their self-concept is already independent, because of this self-concept, adults need respect from others as human beings who can direct themselves, if they face a situation where they do not allow themselves to be self -reliant. directing, there will be a reaction of displeasure or rejection; b) Having matured with a large amount of experience, he becomes a rich source of learning while at the same time it will provide him with a basis for learning something new. Therefore, in andragogy learning must reduce the lecture method and replace it with a method that does more. This is in line with the general learning principle which believes that learning by doing is more effective than learning by just seeing and listening; c) Their readiness to learn is not only due to academic coercion, but because of the necessities of life and to carry out their social roles. Therefore, adults learn because they need their level of development to deal with their roles whether as workers, parents, leaders of an organization and others; d) Adults have a learning orientation tendency to problem solving in life (problem centered orientation).

Tutors are very influential on the adult learning process (Zembylas, 2008) . Tutors enter the classroom armed with some knowledge and experience. This knowledge and experience should exceed that of the participants. A tutor with his knowledge and experience is not enough to make students behave in learning in class, but the attitude of the tutor is very important (Rizal, 2009) . A tutor is not a "force" for the occurrence of influence on the participants, but the influence arises because of their involvement in learning activities. To seek change, tutors should have a positive attitude towards learning citizens (Raharjo & Suminar, 2016; Suhud, 2005) . The attitude of a tutor has a very large meaning and influence on the behavior of learning citizens in learning activities. Generally, an attractive tutor will be more effective than an unattractive tutor. The pleasant attitude displayed by the tutor will be responded positively by the participants, which in turn affects the intensity of their learning behavior. On the other hand, a facilitator who displays an unpleasant attitude will be judged negatively by the participants, resulting in unpleasant learning activities.

Furthermore, if it is associated with mastery of learning materials presented by educators, (Solfema, 2013) says that high mastery can only be expected from learning citizens who take part in learning activities in passionate situations (away from boredom), full of concentration, intimacy, openness, and enthusiasm. mutual trust. The results of the research on the analysis of the andragogy approach in the aspect of tutor performance according to citizens studying equality education concluded that communication skills and physical appearance are things that tutors use in the learning process.

Conclusion

The results of the research on the previous explanation, it can be concluded that: 1) the andragogy approach of tutor performance aspects in terms of how to communicate tutors according to learning residents is still low/not yet communicative; 2) the andragogy approach in the aspect of tutor performance in terms of physical appearance according to learning residents is still low/less attractive.

Based on the results of the research, discussion and conclusions that have been concluded above, the researchers try to provide the following suggestions : 1) it is expected that tutors can improve the quality and effectiveness of communication in order to create a dialogical learning atmosphere, 2) it is expected that tutors can improve physical appearance in order to create fun learning and 3) it is hoped that the manager will be able to include tutors to attend training related to the ability to use the andragogy approach.

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