The Implementation of Andragogy Approach in Learning Interaction

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Abstract - In learning activity there must be an interaction between learning resources and target learner. The term interaction in this paper is a reciprocal relationship and it is influence each others. Andragogy is the science which deals with the approach in the learning interaction between the source of learning and adults target learner. Initially, andragogy used in systematic non-formal education units, but now this approach is often applied in formal education units, especially in secondary and higher education. Andragogy is the science and art of helping adults learner. While pedagogy is the science and art of teaching children. In the early eighties, learning continuum approach or known as cycle and sustainable approach of learning were developed. This approach can be started from pedagogy continued to andragogy or vice versa. The discussion focus on the interaction of learning activities, the role of a source of learning and objectives in learning. While the focus of andragogy discussion is on the principles, strategies, methods, techniques and learning media in accordance with the learning needs and its potential for self-learners and the environment in systemic education units.

Keywords: andragogy, adults, learning interaction

INTRODUCTION

The comprehension that learning is a process of becoming a person and not a process of beings shaped according to others will, bring awareness that learning activities should involve individual or client in the process of thinking: what they want, what will be done and determine, plan and perform whatever actions are necessary to fulfill that desire. The essence of education is to help people learn how to think for themselves, regulate the affairs of their own lives to grow and mature by taking into account that they are also social beings.

Learning activities that involve individuals in the process of determining what they want, what will be done, are follow the principles of andragogy learning theory. Andragogy learning theory is often called as an adult learning theory. According to Knowles (1977) andragogy is the science and arts of helping adults learn. Currently, Henscke (2015) propose that there are some definition concerning term andragogy. One said that andragogy is a code word for identifying the education and learning of adults. For others,

term andragogy means different strategy and methods that are used in helping adults learn. Even there is one definition that andragogy implies a scientific discipline that examines dimensions and processess of anything that would bring people to their full degree of humaneness.

THE STUDY
The Principles and Strategies of Andragogy learning.

According to Knowles (1977), the learning approach is considered as opposed to paedagogy (the science and arts of teaching children). Since the early eighties learning continuum approach or cycle and sustainable learning approach were developed (Knowles, 1980; Cross, 1982). This approach can be started from pedagogy continued to andragogy or vice versa.

Continuum approach is based on the assumption that the adult learners: a). need self involvement in the process of planning, implementing, and evaluating learning process, b). increase their self concept that change from dependence on educators to the attitudes and behavior directed oneself and learn from others, c). have readiness on learning and master the ability to perform the duties of real life, and d). accumulate their experience of learning that can be used as learning resources and e). Change learning orientation from control of the material to problem-solving ability.

Adults as an andragogy stakeholders

Generaly, learners in andragogy approach are adults. Adults here not only in terms of biological, but also in terms of social, psychological, and functional. Biologically, someone is called as an adult if they are able to reproduce, and physically different from the characteristics of children and adolescents. Socially one's considered as an adults when s/he is able to perform social roles performed by adults. Psychologically adults are thought to have responsibility for the decisions taken for their future life. Functionally someone considered as an adults concerning with their functions in the family, workplace, and community. Adults have a major role in the development of society, both as leader of the organization or community leaders, as well as a participant in the development of society and the nation. Students of higher education are within adults category. As a learner adults has

their own learn readiness period and this period is a result of their social role. Havighurst in Sudjana (2004) devides adulthood period into:

a. early adulthood (ages 18-30 years)
b. middle adulthood (ages 30-55 years)
c. adolescence (55 years)

From the distribution above, then the student of senior high school and higher education are classified into early adulthood period (ages 18-30 years).

In implementing andragogy based approach, some principles must be considered, among others:

1. Adults have a self-concept. Adults has perception that they are able to make decisions, can face risk condition as a result of the decisions they take, and can manage their lives independently. Self-esteem is very important for adults. Behaviors that seem patronizing, govern, or degrading likely to be taken negatively by adults. The practical implications of the study is that if adults are rewarded and facilitated by educators, they will involve themselves in learning activity optimally. Adult learning activities will evolve towards learning anticipatory (future oriented) and participatory learning (along with others) to think and act in the world and towards life.

2. Adults have accumulated experience. Every adult has experience situation and interaction, and each experience are different one another according to their life backgrounds and the environment. Experience of situation is series of situation experienced by adults in the past that can be used to respond to the current situation. The experience of interaction causes the increase proficiency of adults in integrating consciousness to see themselves in terms of the views of others. Self experience is today adults skill as a result of past experience in various situations. The practical implications in learning is adults will be able to discuss based on the experiences they had. Their experience can be used as learning resources. Adults who learn new things will tend to interpreted it based on past experience. In line adults as a learners need to be involved as a source of learning. The introduction and implementation of new concepts will be easier if it departs from their experience as an adults.

3. Adults have the readiness to learn. Adult readiness of learning will be in line with the role that they carries both in society and in everyday work. The implication is the sequence of learning programs need to be developed based on adults' tasks sequence and not based on a logical sequence of subjects. Materials adjustments and learning activities need to be relevanced with learning needs and tasks of adult learners and their life environment.

4. Adults want to immediately implement the results study. Adults participate in learning activity because they give respond towards material and the learning process that associated with a role in their life. Adult learning activities always oriented to reality. Therefore, learning should lead to increase ability to solve problems encountered in life. The practical implication, learning needs to be oriented to solve issues that relevant to the role of adults in their life. Learning experience should be designed based on the needs and problems faced by adults, such as the needs and problems in the work, the role of socio-cultural, and economic. Learning that oriented to skill mastery can become strong motivation in adult learning.

5. Adults have the ability to learn. Basic ability to learn are owned by everyone, especially adults, throughout his life. The decreasing learning ability in old age is not with the intensity and intellectual capacity, but at the speed of learning. The practical implication is that educators need to encourage adults as learners to learn according to their learning needs and learning styles. Objectives, materials, and the learning process could be chosen and set by and with adults as learners.

6. Adults can learn effectively if it involves mental and physical activity. Adults can determine what he will learn, where and how to learn, and when learning activities. Adult do learning activities by involving thoughts, feelings, and actions. The practical implication, adults will learn effectively by involving the function of the left and right brain, using the of intellectual and emotionional ability, and maximizing the use of media, methods, techniques and experiential learning.

Method, Technique, and Learning Media based on Andragogy Approach

According to Knowles (1977) teaching methods is a way of organizing students to achieve educational goals. Methods included individualized learning method, group learning method, and community learning method or community development method. Learning techniques are learning ways that selected in accordance with the teaching methods used. While learning media is devices to help learning activity such as video tape, over head projector, computer, and the likes. Here are some examples of learning method and learning technique

Learning Method	Learning Technique
Individual Learning Method	Tutorial Supervising Apprentice
Group Learning Method	Diad/Triad Variation of speech Disscusion Simulation Role play Demonstration
Community Development	Demonstration Social contact Partisipative action

Learning method is one element of the curriculum and is used in the learning process. The characteristics of the learning method is flexible, open, and participatory. Flexible means its use can be modified. Open means able to receive input for its change and development. Participatory means learners are included in process of planning, implementing, and evaluating. Learning model that considered suitable with the characteristic of learning method is participatory learning model.

In andragogy, participatory learning is an attempt from educators to engage learners in the planning, implementing, and assessing learning. Participatory learning is based on the following principles: 1). Learning-needs-based, 2). Goals and objectives oriented, 3). Participants centered, and 4). Learning experiential learning.

Learning behavior, as a product of learning, can be vary. Based on taxonomy, types and levels of learning are: learning how to know, learning how to do, learning how to learn, relearn or unlearn, learning how to solve problems, learning to live together, and learning how to be. Learning activities may include counseling, information delivery, and training. Educators are not the only source of learning, so learners can also learn from mass media, successful resource persons and experience from their selves others.

There are some steps to implement andragogy approach. As learning facilitator, educator can follow several steps below:

a. Phase of familiarity development, that aim to establish condition of the learner so that they can know each other and to grow familiar atmosphere among learners and between learners and educators. Closeness atmosphere is very important to foster democratic attitudes and behavior, mutual respect, and mutual help in learning activities. Activities that can be implemented among others: dyads, triads, love birds card, filling expectations, team formation, or broken square.

b. Phase of needs, resources, and possible barriers identification. This phase aims to motivate learners so that learning activities could be perceived in togetherness. Needs identification is done by gathering information through a statement filled by the students about the knowledge, skills, attitudes and values that they want to get in learning. Learners recognize and declare the sources in their environment that can be used as a source of valuable information and potential in learning. Similarly, learners can identify obstacles that may arise in the implementation of learning, both possible obstacles that come from inside and outside of learning activities. Activities that can be implemented in this phase among others: share opinion, group discussion, nominal group process, sheets stuffing needs, resources and supplies learning community, interview, and the like.

c. Phase of learning objectives formulation. This stage aims to help learners to prepare and establish learning objectives. Learning objectives are formulated based on the diagnosis of learning needs, sources and possible barriers to learning. The purpose of learning can be consists of general purpose and special purpose. Both of these objectives serves as guideline towards learning activity and as benchmarks to assess the extent of the effectiveness of learning. The techniques used include: groups discussion, nominal group process, Delphi, share opinions, task analysis tasks, and Q-sort.

d. Phase of preparation learning programme. This phase aims to enggage learners to state, select, prepare, and set learning program they will do. These learning programmes covers material that will be studied, method technique and learning media, education staff, facilities and devices, leeaning time and other carrying capacity. Activities that can be implemented in this phase among other model behavior, group discussion, task analysis, and simulation.

e. Phase of implementation learning programme. This phase aims to enggage learners in learning process in accordance with the agreement in learning programme. In its implementation learner were assigned to conduct learning activities whereas the role of educators is to assist learners to do learning activities. In the learning process, guidance and training are need to be designed since educators intensity will decrease gradually, whereas on the contrary learners activity will increase gradually. Activities that can be implemented in this phase among others itemized response, cup fish, discussion, analysis of critical issues, hypothetical situations, case studies, study visits, role playing, and simulation.

f. Phase of assessment learning programme. This phase aims to enggage learners in the assessment process, outcomes, and learning effect. Asseessment is an effort of collecting, processing, analysing, and presenting data or information as an input for decision making about the learning programme. The assessment of learning process is in commection with the interaction between the components, processes, and learning objectives. The assessment of learning outcomes will be used to analyze learners changes in term of cognitive, affective, and psychomotor. Assessment towards the effect is to identify the impact of learning to improve the learners welfare, others learning, and participation, in social activities, and community development. Activities that can be implemented among others detail answer, fish grail, opinion sheet, focus discussion, questionnaire, interview, and observation.

CONCLUSION

Andragogy approach is seen as a science and an art to assist adults in learning. Therefore, the process of adult learning or andragogy are emphasis more on guiding and helping adults to find the knowledge, skills and attitude in order to solve their life problems. The accuracy of the approach used in the implementation of the learning process will affect the efficiency and effectiveness of the learning activity itself.

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