
APPLICATION OF THE ANDRAGOGY PRINCIPLE IN THE LIFE SKILLS EDUCATION PROGRAM IN INCREASING THE SELF-RELIENCE OF ENTREPRENEURS

Adang Danial¹, Syaefuddin², Adjid Madjid³, Ahmad Hamdan⁴

Universitas Siliwangi, Tasikmalaya, Jawa Barat, Indonesia

¹adang.danial58@gmail.com, ²syaefuddin55@yahoo.com, ³adjidmadjid@gmail.com, ⁴hmdn.25@gmail.com**ABSTRACT**

One of the learning objectives of non-formal education is adults who have low education to be able to develop potential, knowledge, skills and life skills. The purpose of this study was to find out / see the application of the principle of andragogy in the life skills education program at LKP Anugrah Pratama, Tasikmalaya City. This study uses descriptive research methods with qualitative approaches with data collection techniques in-depth interviews, observation and documentation studies. The results of the study show that adults have knowledge and experience that can be used as a reference for the learning process. Adults have their own needs in the learning process, in this case the students want to improve their knowledge and skills in the form of sewing to improve their quality of life. So the conclusion is that the application of the principle of andragogy can make the learning process comfortable for students, because students can develop themselves according to their experiences and problems. The benefits of this research can be used for the development of adult learning especially in life skills education programs.

Keywords: Andragogy, entrepreneurship, independently, life skill

INTRODUCTION

Indonesia is a large country with a history of extraordinary developments in which it contains a lot of natural resources and human resources. Entering the 21st century we are faced with challenging global competition, and quality human resources (HR) needs are demands that must be realized quickly. Human resources are the main subject in nation building.

According to Emil Salim (1996: 62) the quality of human resources can be grouped into two. First, the quality of increasing physical human resources which includes health and physical fitness. Second, the quality of non-physical enhancements that include productivity, education and skills, mental and spiritual development and increased work ethic. Therefore, efforts to improve human resources need to be carried out in a comprehensive and holistic manner.

According to Ginanjar Kartasasmita (1997: 293) that efforts to improve the quality of human resources are carried out through four lines of wisdom, namely (1) improving the quality of life which includes human qualities such as physical, spiritual and financial, (2) improving the quality of productive resources and efforts to spread them, (3) improving the quality of human resources capable of utilizing, developing and mastering science and technology, (4) as well as development which includes institutions and devices that support the improvement of the quality of human resources. Efforts to achieve quality human resources as expected above cannot be separated from the role of education.

Education is one way of developing human resources that cannot be ignored. This is because, the human resource development process requires the development of knowledge, attitudes and skills in various dimensions. In essence education aims to create an atmosphere of learning and learning process by providing provisions for students to have various life skills. according to Law number 20 years 2003 (the national education system) that the education path consists of formal, non-formal and informal education channels that can complement and enrich each other.

One of the targets of non-formal education is adults who have low education. Non-formal education exists so that low-educated adults can develop their own potential, knowledge, and life skills. Life skills education program for adults as one of the non-formal education programs seeks to enable students to be able to live independently.

The Ministry of National Education PLS Directorate General in the Life Skills Program Guidelines (2004: 2) illustrates that this life skills education program specifically aims to provide services to students: 1) having the knowledge, skills and attitudes needed to enter the workforce either working independently (entrepreneur) and / or working for a production / service company with income that is increasingly feasible to fulfill their daily needs, 2) have high motivation and work ethic and can produce superior works and are able to compete in the global market, 3) have a high awareness of the importance of education for themselves and for their family members, 4) have equal opportunity to obtain education in order to realize educational justice in every level of society.

Life skills education for adults is an alternative solution to poverty problems in Indonesia. Life skills education programs provide skills that can be used to support their lives to be more independent and ready to face global competition.

THEORITICAL BASIS**Andragogy**

The process of adult learning is unique, because learning will take place if he is directly involved, his ideas are valued, and the teaching material is needed which is related to his profession and something new for him. To distinguish from pedagogy, learning for adults who have unique characteristics is known as andragogy, namely "andros" which means adults and "agogos" which means leading or guiding. Thus, andragogy is formulated as a science and art in helping adults learn (Arif, 1990, p. 2).

Adults according to Malik (2008) are not only seen in terms of biology, but the main thing is seen in terms of social and psychological. Adults are viewed biologically when individuals can reproduce. Adults are seen from a social perspective, seen when they have carried out social roles that are charged or done to adults. Adults are seen from a psychological point of view, if adults are given responsibility for life and decision making. Arif (1990, pp. 2-7) explains some of the following assumptions:

a. Self Concept

Self-concept is the sincerity and maturity of a person moving from dependence towards self-development so that they are able to direct themselves and independently. Independence in adults requires appreciation from other people as humans who are able to determine themselves (self determination), able to direct themselves (self direction).

b. Role of Experience

The assumption is that according to the passage of time an individual grows and develops toward maturity through a variety of different life experiences. In his journey, an individual experiences and collects various bitter experiences of life, where this makes an individual a rich source of learning, and at the same time these individuals provide a broad basis for learning and gaining new experiences.

c. Readiness to Learn

The assumption is that each individual is increasingly mature in accordance with the passage of time, readiness to learn is not determined by academic or biological needs or coercion, but more is determined by the demands of development and changes in tasks and social roles.

d. Learning Orientation

The assumption is that in children the learning orientation is as if it has been determined and conditioned to have an orientation centered on learning material. Whereas in adults have a tendency to have a learning orientation that is centered on solving problems faced (problem centered oriented).

In the andragogical teaching and learning process according to Arief (1990: 10) it involves steps taken in the implementation:

- a) Creating a learning climate that is suitable for adults
- b) Creating an organizational structure for participating planning
- c) Diagnose learning needs

- d) Formulating learning goals
- e) Developing design learning activities
- f) Implement the learning activities
- g) Re-diagnose learning needs (evaluations).

The application stated above is actually more of a principle or signs as an action control to teach adults. Therefore, the success will be more dependent on each implementation and of course also depends on the conditions faced. So, the implications of technology development or the andragogical approach can be attributed to the preparation of curricula or ways of teaching the learning population. However, because of the attachment to the institutional system that usually takes place, the preparation of programs or curricula using andragogy will be more developed using this approach.

Life Skill Education

Life skill education (life skill) is a skill that is given to prepare to face life's problems so that we can work and try independently. Life skills are interpreted as skills possessed by someone to want and dare to face problems of life and livelihood naturally without feeling pressured, then proactively and creatively looking for and finding solutions so that they can finally overcome them (Director General of PLSP, Directorate of Technical Work, 2003).

The purpose of life skills education according to Kamil et al. (2014: 15) that is to improve the skills, knowledge, and attitudes of the learning population in certain fields of work according to their talents, interests, physical and mental development and environmental potential, so that they have the ability to work or try independently to improve their quality of life.

Characteristics of life skill learning according to the Ministry of Education (2003) in Anwar (2012: 21), namely: (1) the process of identifying needs; (2) there is an awareness process to learn together; (3) alignment of learning activities to develop themselves; (4) there is a process of mastering personal, social vocational, academic, managerial and entrepreneurial skills; (5) there is a process of giving experience in doing work properly, producing quality products; (6) there is a process of mutual learning from experts; (7) a competency assessment process occurs; (8) technical assistance occurs to work or form joint ventures.

The Concept of Self-Reliance

Independence will not be separated from discussion about yourself. According to Caplin in Desmita (2011; 185) self-reliance or autonomy is the freedom of individuals to choose, to be a unity that can govern, control and determine themselves. It can be concluded that self-reliance is the attitude of individuals who try to overcome their own problems without the help of others but do not close themselves to the possibility of cooperation with others for success in their lives.

Independence referred to here is the independence of the learning community in entrepreneurship, independent emotionally and financially and independently mentally. Independence in entrepreneurship can be seen from entrepreneurial

behaviors such as business management skill, skill in mastering market share, finding the best raw materials, ability to manage businesses, and skills in marketing products.

Entrepreneurial Concept

Entrepreneurship according to Hendro (2011: 29) comes from various equivalent words. Entrepreneur word comes from the French, meaning that entrepreneur adventurous, risk takers, contractors, entrepreneurs (those who seek a job), and creators who sell their creations. The basic essence of entrepreneurship is creating added value in the market through the process of combining resources with new and different ways to compete.

According to Marbun in Alma (2009; 52) revealed that the characteristics that must be possessed by an entrepreneur are as follows:

Table 1. Characteristics of Entrepreneurship

No.	Characteristic Features	Nature
1.	Confidence	<ul style="list-style-type: none"> ➤ Trust (firmness) ➤ Dependency, great personality ➤ Optimistic
2.	Oriented tasks and results	<ul style="list-style-type: none"> ➤ Needs or thirst for achievement ➤ Profit oriented or results ➤ Persistent and resilient ➤ Determination, hard work, motivation ➤ Energetic ➤ Full of initiative
3.	Risk taking	<ul style="list-style-type: none"> ➤ Able to take risk ➤ Like the challenge
4.	Leadership	<ul style="list-style-type: none"> ➤ Able to lead ➤ To get along with others ➤ Responding to suggestion and criticism
5.	Originality	<ul style="list-style-type: none"> ➤ Inovative ➤ Creative ➤ Flexible ➤ Many sources ➤ Versatility ➤ Know a lot
6.	Oriented to the future	<ul style="list-style-type: none"> ➤ Looking forward ➤ Perspective

Entrepreneurial ability is a skill that must be possessed by entrepreneurs to conduct business activities. Entrepreneurial success in developing its business depends on the intelligence, imagination, and strength of the desire of the individual concerned. A little luck is needed, but it can be argued that there is no luck changing the vision into reality in the form of hard work, in addition to imagination and ability that can turn an individual career into a success.

METHOD

The approach used in this study uses a qualitative research approach. This research method uses a descriptive case study method, because this method will dig deeper into the research problem so that it will reveal the uniqueness and distinctiveness of this study. Descriptive research according to Subana and Sudrajat (2005; 89) is to say and interpret data relating to facts, circumstances, variables and phenomena that occur when the study takes place and present it as is.

This qualitative approach is expected to produce a picture of the object that is fully researched as revealed by Taylor in Moleong (1993: 3) that qualitative methodology is a research procedure that produces descriptive data in the form of written or oral words from people and observed behavior. The data collection techniques used in this study were observation, interviews, and documentation studies and triangulation.

This research was conducted at LKP Anugrah Pratama, having its address at Cipawitra Sub-District, Mangkubumi District, Tasikmalaya City. The subject of the study in this study was the manager, instructor and citizens of learning at LKP Anugrah Pratama. Data analysis techniques used in this study include: (1) Reduction of data; (2) Display of data; and (3) Conclusion Withdrawal.

RESULTS AND DISCUSSION**Results****Application of the Andragogy Principle in the Life Skills Education Program in Increasing the Independence of Entrepreneurs in Learning Citizens LKP Anugrah Pratama****1. Step to PKH Learning Based on Andragogy**

Based on the results of interviews with the manager of Anugrah Pratama LKP, the learning carried out on the sewing life skills program begins with the identification of the learning community so that the curriculum is designed according to what is needed and the experience of the learning community so that it can be directly applied to daily life.

The learning curriculum used in life skills education programs is in accordance with the guidelines that have been designed by the government, but the implementation is adjusted to the characteristics and experience of the learning community so that the learning outcomes they learn are in accordance with what is expected by the learning citizens.

In addition to learning design the main thing in learning resources here is the existence of tutors or instructors who guide and provide material in accordance with existing curriculum references. Instructors must have specific competencies and requirements

so that graduates of this program also have good quality. Competence must be owned by the instructor among which already passed the course at least level 2 in tailoring life skills program, and has the capability of skilled and can guide in delivering learning materials for adults to understand and also have good sewing skills.

2. The Application of the Principles of Andragogy

The learning process between children and adults as students certainly requires different ways or treatments in the learning process. Learning in adults conducted by LKP is designed by creating a conducive learning climate so that the learning citizens feel comfortable and not bored during the learning activities. Residents of learning can freely express in accordance with learning needs that can be applied in daily life.

The curriculum is emphasized, namely using references to experience everyday problems from the citizens of learning. At the beginning of the lesson, the general knowledge that must be accepted by the learning citizens is given first. After the residents learn to practice the knowledge that has been received and experience difficulties, it can be solved in the learning process in LKP, so that the learning done is centered on the problem of learning citizens in order to be able to directly apply the problems they face.

The pattern of learning in adults is a life skills education program that emphasizes practice more than theory, which is the practice of 70% while the theory is only 30%. Learning in the life skills education program in the form of sewing skills is carried out for 2 months for level 1 or elementary level. Learning is done from Monday - Friday with the duration of learning 4-5 hours a day.

The adult learning process also needs evaluations to measure the ability of citizens to learn from their learning outcomes. at the end of the meeting a competency test was conducted by the assessment team appointed by the competency certification body (LSK) in West Java. In each level the residents learn only 1 (one) time an evaluation or competency test is carried out with a minimum rule of participants who take 20 competency tests.

3. Self-Reliance of the Learning Community

One of the objectives of the Life Skills education program is so that citizens learn to be more confident with the skills they have. Most of the residents in LKP Anugrah Pratama have better self-confidence with the new skills they have. At the beginning of the life skills education program desired destination very diverse, there are who want to work in a factory garment or anyone wants to have a boutique, there are who want to become professional seamstresses and others.

One of the confidence that was conveyed by the learning community was that they had begun to dare to accept sewing orders from neighbors around their homes, after approximately 3 weeks of learning meetings. To further build the confidence of the learners, they continue to practice improving their skills and discussing with instructors when experiencing problems.

Some learning residents have slowly begun designing to realize their ideals by participating in life skills training in sewing skills, which is to have their own hijab brand, have a boutique and so on from the skills they have.

Discussion

1. Step to PKH Learning Based on Andragogy

Adult education programs according to Arif (1990: 11) if grouped, spectrums will be found that differ in groups, that is, managers based their programs must be studied by students and managers base their programs on the needs and interests of people who will learn.

Based on the results of research, managers and instructors first identify the needs of students. Identification of needs carried out by managers and instructors to prospective students aims to find out what the learning objectives are and target students to take life skills education programs in the form of sewing skills. The results of identification of these needs can later be used as a reference for the implementation of learning.

Identification of needs is needed to search, discover, register and record data and information needed by the learning population in the implementation of life skills education programs. Arif (1990; 11) said that in the implementation of adult learning it is necessary to diagnose learning needs. Identification of needs is very necessary to plan approaches and problem solving, both when learning takes place or problem solving when students experience difficulties.

Formulate learning goals for students and program objectives for managers or instructors to give direction to a program and distinguish it from other programs (Arif, 1990; 35). The program's objectives can provide direction and guidelines and focus on various types of activities in Anugrah Pratama LKP more comprehensively.

2. The Application of the Principles of Andragogy

Adults according to Sudjana (2004; 233) are people who always develop their own potential and try to achieve self satisfaction in a good and meaningful life for themselves and their environment. The application of the principle of andragogy in learning life skills education programs refers to what was revealed by Knowles in Kamil (2010; 19), namely: 1) Creating a conducive learning climate; 2) compile a form of planning together and help each other; 3) assess or identify interests, needs, and values; 4)

formulating learning objectives; 5) designing learning activities; 6) implement learning activities; and 7) evaluating learning outcomes.

Creating a comfortable learning atmosphere is one of the settings for the psychological environment, this is done by conditioning the learning space as comfortable as possible. The Instructor and Manager of LKP Anugrah Pratama fully utilizes the conditions of students as adults who have motivation, self-concept, experience, learning goals and readiness to learn.

The andragogy approach allows students to express their experiences about sewing and can be used as material for reviewing problem solving at each meeting. The experience of students in sewing is one of the learning resources used by instructors.

Evaluations carried out on Life Skills education programs, namely by the existence of a competency test after the students have finished taking each level. Competency tests can be carried out by the testing team from the province if they have a minimum of 20 training participants. In line with what was revealed by Arif (1990; 83): Evaluation is not the final stage of the learning process, but is a phase or stage to widen the learning cycle itself. Learning is seen as a cycle, which can be repeated with increasing speed. Every cycle is complete, what we hope for is to broaden and deepen the experience of the participants.

Evaluation is carried out to determine the development of the knowledge and skills of the trainees. Before the training participants carry out the competency test, the institute looks at the participants' abilities from the theories that have been delivered and practices in the form of cloth cutting, fabric sewing and also the treatment of the machines.

3. Self-Relience of the Learning Community

Entrepreneurship according to Alma (2000; 3) is a process of creating something different, by devoting all time and energy, bearing financial, psychological and social risks, and getting results in the form of money and personal satisfaction. Entrepreneurship is a skilled person utilizing opportunities in developing his business with the aim of improving his life.

High self confidence will influence ideas, initiative, creativity, courage, perseverance, work spirit and enthusiasm to always work. One of the keys to success in entrepreneurship is understanding yourself. Another feature of entrepreneurs is taking risks. students who carry out business activities such as receiving sewing orders certainly have risks faced, one of which is customer dissatisfaction. in achieving their goals, students experience various obstacles or risks.

An entrepreneur must have new ideas that result from creativity. Creativity is what will bring entrepreneurs to innovate their business. According to Alma (2000: 30) originality in entrepreneurship is creativity and innovation with the following characteristics: 1) never satisfied with the methods carried out today even though the method is good; 2) always pouring imagination into his work; 3) always want to be

different or always take advantage of differences; 4) entrepreneurship is thinking and acting something new or thinking something old in new ways.

The ability obtained by students at LKP Anugrah Pratama is obtained from the results of their learning and self-development of each student. Learning outcomes are expected to be able to make students can continue to learn to hone skills, empower, and plan and manage their business well to be more developed. The knowledge and skills possessed are not the ultimate goal of the learning process, but furthermore that students can utilize and apply the knowledge and skills they have acquired can be truly applied in the development and improvement of their quality of life.

CONCLUSION

Life skills education is a skill that is given to deal with life problems in order to be able to work and become independent entrepreneurs. Life skills are defined as skills possessed by someone to want and dare to face life's problems without feeling pressured, then proactively and creatively looking for and finding solutions so that they are finally able to overcome them.

Based on the results of research conducted on the application of the principle of andragogy in life skills education programs in increasing self-reliance on entrepreneurship, it can be concluded that the learning conducted by LKP Anugrah Pratama in the life skills education program in the form of sewing training uses the andragogical approach. before learning activities begin, beginning with the identification of learning needs for students and also the application of the principles of other andragogy learning.

the purpose of students participating in the Life Skills education program at LKP Anugrah Pratama is for entrepreneurship and also working in a garment company. some students after attending a basic level program have started to dare to open a business and receive sewing orders from their customers.

BIBLIOGRAPHY

- Alma, B. (2000). *Kewirausahaan*. Bandung: Alfabeta.
- Anwar. (2012). *Pendidikan Kecakapan Hidup*. Bandung: Alfabeta.
- Arif, Z. (1990). *Andragogi*. Bandung: Angkasan.
- Desmita. (2011). *Psikologi Perkembangan Peserta Didik*. Bandung: Rosda Karya.
- Dirjen PLSP. (2004). *Pedoman Penyelenggaraan Program Kecakapan Hidup (Life Skills) Pendidikan Non Formal*. Jakarta: Ditjen PLSP.
- Hendro. (2011). *Dasar-dasar Kewirausahaan*. Jakarta: Erlangga.
- Kamil, M. (2010). *Model Pendidikan dan Pelatihan Konsep dan Aplikasi*. Bandung: Alfabeta.

Kamil, M. dkk. (2014). Pendidikan Kecakapan Hidup (*Life Skill*) dalam Pemberdayaan Perempuan Kepala Keluarga (PEKKA) untuk Peningkatan Pendapatan dan Kemandirian Berwirausaha.

Malik, Halim. K (2008). *Teori Belajar Andragogi dan Aplikasinya dalam Pembelajaran*. Jurnal Inovasi 5 (2): 1-16. <http://ejurnal.ung.ac.id/index.php/JIN>.

Moleong, J.L. (1993). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.

Salim Emil, (1996). *Perencanaan Pembangunan dan Pemerataan Pendapatan.*, Jakarta: Yayasan Idayu.

Subana, M. dan Sudrajat (2005). *Dasar-dasar Penelitian Ilmiah*. Bandung: CV Pustaka Setia.

Sudjana D. (2004). *Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Asas Pendidikan Nonformal*. Bandung: Falah Production.

Undang-undang No 20 Tahun 2003 tentang Sisdiknas.