

LEARNING EFFECTIVENESS MODEL INTEGRATION PEDAGOGY-ANDRAGOGY IN LIFE SKILLS EDUCATION IN NON-FORMAL EDUCATION INSTITUTIONS

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The purpose of this study was to determine the effectiveness of learning models Integration Pedagogy-Andragogy Life Skills Education in non-formal education institutions focussing on competence knowledge and skills and participation of students in learning process. This study uses experimental R & D approach with apparent on a sample population and 10 people in a group learning activity carried out in Studio Learning Kabupeten Wajo. Indicators of this study was the achievement of competencies of knowledge and skills in learning life skills. The results showed there is an increased knowledge and skills of learners life skills education after the application of the model, this means that there is a significant difference between the results of the initial test with the results of the final tests of learning life skills education for students. Results of this study are effective and can be implemented in the organization of the learning of life skills education in non-formal education institutions which have the characteristics of diverse learners.

Keywords: Andragogy-pedagogy, the effectiveness of learning, life skills.

Introduction

Non-formal and Informal Education is a sub-system of the national education system that has different characteristics with formal education. Organized non-formal education for citizens who require educational service that serves as a substitute, enhancer, and/or complement formal education in order to support lifelong education. Moreover, Under Article 26 of Law N0. 20 of 2003 on National Education System explained that the non-formal education organized for citizens who require educational services and serves as a replacement, enhancer, and / or complement formal education in order to support lifelong education. Furthermore, in paragraph 2 stated that “non-formal education serves to develop the potential of learners with an emphasis on the mastery of knowledge and functional skills and the development of professional attitude and personality.

In the implementation of life skills education programs with pedagogical integration model approach and andragogy, the success of students can be seen through the level of understanding of training materials and mastery of the skills learned and the level of participation of learners in the learning.

Implementation of life skills education program that aims to improve the knowledge and skills of students still experiencing various problems in its implementation, among others, the lack of synergy with the elements involved in

the implementation of the program and charge less life skills education program tailored to the needs of business and industry, (Hasbi; 2012 and Sujanto; 2013). The process of learning, curriculum and teaching materials are not yet fully based on competency. Standard content only refers to professional competence/vocational proportions theory by practice. Curriculum personal competence, social competence and academic competence have not looked. "The training activities based solely on the practice and mastery of skills relating to the type of professional competence/vocational learning method Andragogy". (Suryono et.al .; Situmorang, 2009 and 2010).

Learning pedagogical approach and andragogy constructed based on the theory of convergence. Louis William Stern in (Sarlito at. Al, 2009: 168) states that the formation or development of one's personality is determined by innate factors and also factors in the surrounding environment. Andragogy is a model that other assumptions about learning that can be used in addition to the assumption of the model of pedagogy, it is useful if it is not seen as a dichotomy, but as the two ends of a spectrum, where a realistic assumption in the situation that lies between the two ends. (Knowles, 1984: 35), pedagogical learning approach can be applied to students who lack the learning experience and the lack of readiness of learning so that learners are in need of guidance. While adragogi learning approach is to give freedom to the students to organize and develop learning needs. Because students were considered to have had a clear self-concept, have a learning experience and have the readiness to learn so that appropriate learning approach is andragogy, which facilitate the learning process.

Andragogy learning approach on life skills education has not been able to improve the knowledge and skills of students in non-formal education institutions, requiring the integration of pedagogy and andragogy. Therefore formulation of the problem in this research is how the effectiveness of the integration model andragogy pedagogy in teaching life skills education. The purpose of this study was to determine the effectiveness of the integration model andragogy pedagogy in learning life skills education in non-formal educational institutions.

Research Method

This study was designed with a "research development" (Research and development), according to (Borg & Gall, 1989) is the research development are: "a process used develop and validate educational products". The population was students life skills education with vocational manufacture of shredded fish on SKB (lokal learning class) Wajo the number of participants is 10 people which is also the saturated sample.

Research indicators measured by the level of knowledge and skills of students before and after treatment using pretest and posttest namely: cognitive knowledge about the learning materials and the ability to practice. Knowledge and skills early

on before learning of life skills education can be seen in the results of the initial test, while learning effectiveness is measured from the beginning of the test results by comparing the test results after learning improvement. In line with that Sugiyono (2007: 307), to prove the difference of the old and new actions, need to be tested statistically by t-test correlated (related).



Figure 1: Design Field Test
(Sugiono. 2007: 112)

Specification:
 O1 = *pretest value* (before being given training)
 O2 = *posttest value* (after being given training)
 X = *treatment*.

Integration pedagogy-andragogy on may Learning Life Skills Learners are applied based on the characteristics Diversified non-formal education in terms of age, formal education qualifications, experience learning, readiness to learn and Self-Concept. Learners Who has the heterogeneous characteristics demanding instructor/Teachers checklists Verify Integration Learning pedagogy and andragogy model as Learning Steps That starts with delivery of learning objectives, identifying learning readiness, presentation materials, facilitating group learning Frame mutual inter Learners and Evaluation of Learning. Integration pedagogy Life Skills Learning andragogy on may increase knowledge and skills Learners on nonformal Education Institute. Here initials can seen pictures Framework Research.

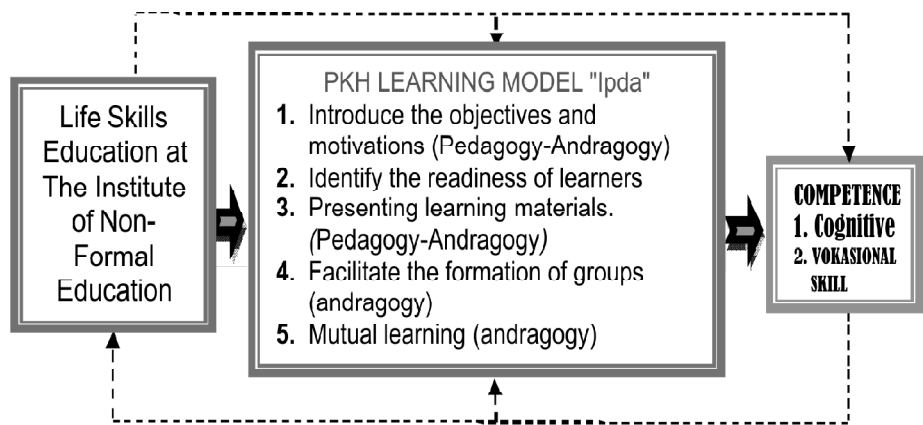


Figure 2: Conceptual Framework Research

Research Result

After taking a experimen in a classroom, the result of this research can be shoun belou

TABLE 1: RESULTS OF PRETEST AND POSTTEST KNOWLEDGE

No	Scale	Value	Pretest	Posttest
1	low	0-5	0	0
2	enough	6-10	4	0
3	moderate	11-15	6	4
4	high	16-20	0	6

Table 1 shows that of the 10 respondents, there are 4 respondents who acquire knowledge pretest results in the category enough and 6 respondents in moderate category. While the knowledge posttest results showed that only 4 respondents in moderate category and 6 respondents who are at a high category. To more clearly seen in Figure 3 below:

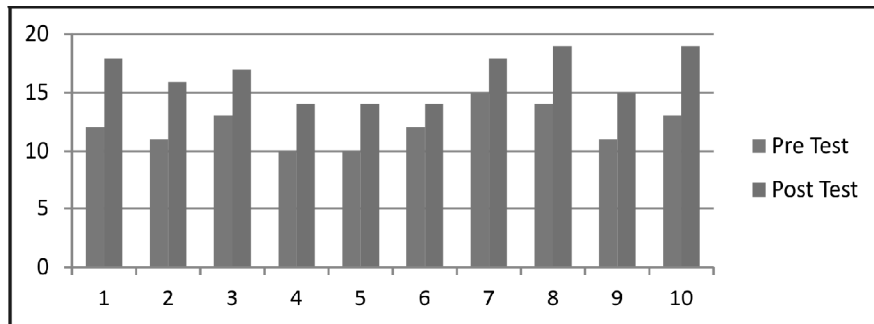


Figure 3: The results of pretest and posttest Students Knowledge

By looking at figure 3. The results of the study showed that the pre test and post test showed an increased knowledge of students in life skills education before and after the implementation of the integration model of pedagogy andorogogi. This research shoos that the integration model shou significatet impact or learning proccass and improve the students knowledge.

TABLE 2: RESULTS OF PRETEST AND POSTTEST OF SKILLS

No	Scale	Value	Pretest	Posttest
1	low	5-15	0	0
2	enough	16-27	5	0
3	moderate	28-39	5	10
4	high	40-50	0	0

Table 2 shows that of the 10 respondents, there were 5 respondents who acquire skills pretest results in the category fairly and 5 respondents in middle category. While the knowledge posttest results showed that all respondents are in the medium category. This can be seen in Figure 4 below:

This improvement shows the implementation of integration model can increase significantly the student skills in working experiences.

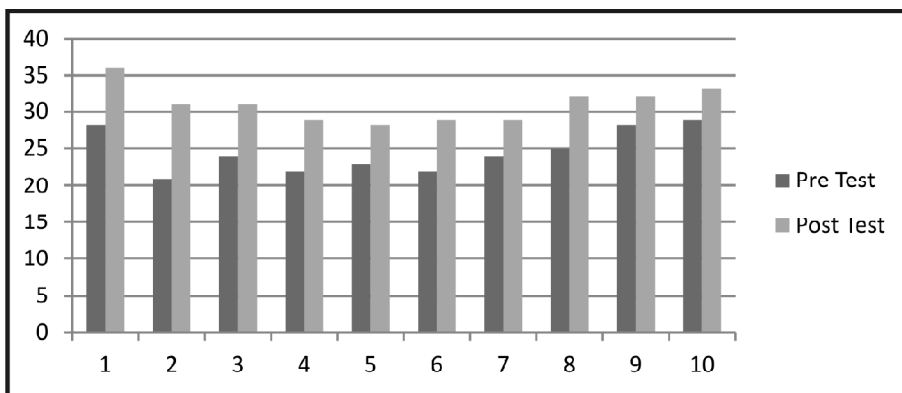


Figure 4: The results of pretest and posttest Skills of Students

Figure 4 illustrates that the pre test and post test showed an increase in the skills of students in life skills education before and after the implementation of the integration model of pedagogy-andorogogy.

TABLE 3: DESCRIPTIVE STATISTICS

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Pretest of knowledge	10	10	15	12,10	1,663
Postest of knowledge	10	14	19	16,40	2,066
Pretest of skill	10	21	29	24,60	2,836
Postest of skill	10	28	36	31,00	2,404
Valid N (listwise)	10				

Based on Table descriptive statistics on the pretest and posttest knowledge and skills of students on life skills education by using a model of integration pedagogy andorogogi showed an increase in the value of knowledge and skills, ie from the pretest to posttest for knowledge, the maximum value of 15 to 19 and the value of minimum 10 to 14 with an average rating of 12.10 increased to 16.40, and a standard deviation of 1,663 into 2,066. Similarly, the pretest and posttest on aspects of skills also increased the value of pretest to posttest to its maximum value by 29 to 36 and the minimum value of 21 to 28 with an average rating of 24.60 increased to 31.00, as well as the standard deviation of 2.836 into 2.404.

TABLE 4: PAIRED SAMPLES STATISTICS

		<i>Mean</i>	<i>N</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Pair 1	Pretest of knowledge	12,10	10	1,663	,526
	Posttest of knowledge	16,40	10	2,066	,653
Pair 2	Pretest of skill	24,60	10	2,836	,897
	Posttest of skill	31,00	10	2,404	,760

Table paired samples shows summary statistics mean and standard deviation of the pretest and posttest knowledge and skills in the use model of pedagogy integration androgogi on life skills education. Pretest knowledge and skills (before using the model) the average value is 12.10 and 24.60. while the post-test knowledge and skills (after the model) with respective average values of 16.40 and 31.00.

TABLE 5: PAIRED SAMPLES CORRELATIONS

			<i>N</i>	<i>Correlation</i>	<i>Sig.</i>
Pair 1	Pretest of knowledge	Posttest of knowledge	10	,796	,006
Pair 2	Pretest of skill	Posttest of skill	10	,750	,013

Table 5. above, shows the correlation between the results of the integration model of pedagogy androgogi in improving the knowledge and skills of students life skills education in non-formal education institutions have adequate characteristics diverse learners. Correlations for knowledge indicators are shown with a rate of 0.796. Furthermore, the correlation of the indicators shown skill with a rate of 0.750 or are in the strong category.

Discussion

Effectiveness research results andragogy-pedagogy integration model development of life skills education in non-formal education institutions with indicators of knowledge and skills as follows; (1) That there is a change or an increase in the knowledge of students after participating in teaching life skills education by using a model of integration pedagogy adragogi by comparing the results of pretest and posttest. (2) Vocational education life skills after learning by using a model of integration pedagogy-andragogy, all respondents increased and in middle category.

The test results showed differences in pretest and posttest correlation between the results of the integration model of pedagogy-androgogi in improving the knowledge and skills of students life skills education in NFE. Correlations for knowledge indicators are shown with a rate of 0.796 or are in the strong category, which means that there is a strong relationship between the pretest to post-test on the skills indicators. Furthermore, the correlation of the indicators shown skill with a rate of 0.750 or are in the strong category, which means that there is a strong

relationship between the pretest to post-test on the indicator of knowledge. As the index table strong relationship (Sugiyono 2000: 149).

Conclusion

There are changes in knowledge learners who follow the non-formal education programs life skills after learning by using a model of integration pedagogy-andragogy. Furthermore there is a change in the knowledge that non-formal education learners education program life skills after learning by using a model of integration pedagogy-andragogy. Based on the results of model development integration andragogy pedagogy of life skills education in non-formal educational institutions can be declared effective.

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