Lifelong Education for Adult Based on the Andragogy in Indonesian Language Learning

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ABSTRACT
This research aims to describe lifelong education for adults using andragogy. The method used in this research is a qualitative descriptive method using literature study techniques. Lifelong education based on using the principles of andragogy in Indonesian language learning is essentially learning that empowers potential and competence in the form of knowledge, skills and experience already possessed by an adult who is assumed to already have knowledge, skills and experience related to the learning material. Empowering the knowledge, skills and experience that they already have facilitates adults to participate, analyze, criticize, evaluate the texts they are studying or reflect and evaluate their own abilities. Thus, the learning that is carried out is essentially to confirm, clarify the knowledge, skills and experience that one already has. If knowledge, skills and experience are not yet available, learning tries to complement and enrich them according to their needs. Thus, in its realization the learning synchronizes the principles of andragogy, namely (1) there is voluntary participation, (2) there is a feeling of reciprocal respect, (3) there is a spirit of collaboration and cooperation, (4) there is action and reflection, (5)) the availability of opportunities for critical reflection, and (6) the existence of a learning climate that is conducive to learning independently with the stages of the Indonesian language learning approach, namely the genre pedagogy approach, the scientific approach, and Content Language Integrated Learning (CLIL)

KEY WORDS: lifelong education, andragogy, Indonesian language learning

INTRODUCTION

Issues related to realistic conditions in life regarding rapid technological progress, socio-cultural shifts, changes in the living environment, and differences in the future world of work in the field of education at every level and cultural field are matters that are considered in determining education policies.

Quality of Human Resources in the XXI Century which includes (a) Critical-Thinking and Problem-Solving Skills, (b) Communication and Collaboration Skills, (c) Critical-Thinking and Problem-Solving Skills, (d) Communication and Collaboration Skills, (e) Creativity and Innovation Skills, (f) Information and Communications Technology Literacy (g) Contextual Learning Skills (h) Information and Media Literacy Skills and also have the character of (a) Leadership, (b) Personal Responsibility, (c) Ethics, (d) People Skills, (e) Adaptability, (f) Self-Direction, (g) Accountability, (h) Social Responsibility, (i) Personal Productivity. Industrial Revolution 4.0 with 4C (Creativity, Critical Thinking, Collaboration, and Communication), and Social Revolution 5.0 with Artificial Intelligence, Internet on Things (IoT), and Big Data are other considerations in implementing education.

The statement above indicates that education must always be adaptive to developments in all matters so that the Golden Generation 2045 which demands a young generation of Indonesians who are qualified, competent and competitive in the global world can be realized. This means that ongoing education should be able to explore, develop its potential and competencies to the maximum so that humans can improve their quality, both knowledge, skills, moral values, attitudes and functional

understanding (Yulianingsih et al., 2018). This is in line in the opinion of (Margiyanti, 2023) Education is an investment for the creation of high quality Human Resources (HR). Through education, a person can easily increase their potential so that they can improve the quality of their life in a better direction. In fact, it is not only related to improving personal human quality, but also contributes to improving the quality of the nation. Improving the quality of a nation actually relies on improving the quality of human resources (Muhardi, 2004)

Based on these interests as a realization of the amendment UUD 1945 BAB XIII, Pasal 31 ayat 1 which states "Every citizen has the right to education" government organizes various programs, one of which is 12 years of compulsory education. However, realistic conditions still show that the 12 year compulsory education program in Indonesia is not running optimally. There are still areas that cannot implement the 12-year compulsory education program because access to education is not supported (Margiyanti, 2023).

This also shows that opportunities for school-aged children to receive formal education at the age they should be are not evenly distributed. This means that there are still many Indonesian citizens who are of school age or beyond the mandatory age limit for studying, but who have not yet received an education. This situation of course demands that various interested parties, including families, schools and the community, as parties who are obliged to provide education, must provide services so that education can still be obtained by all members of the community, whether through formal, informal or non-formal education as an educational pathway that has been established in Undang-undan No. 20 Tahun 2023 tentang Sistem Pendidikan Nasional through a long life education program. Lifelong learning is the concept of continuous learning (continuing-learning) from the cradle to the end of life, in line with the phases of human development (Hoerniasih, 2019).

This is in line with the opinion of Redja Mudyahardjo (Isa & Napu, 2020)that long life education is needed because of the following things.

1) Limited School Education Capacity
   School education apparently does not meet society's expectations. This can be seen, among other things, in the following things. (a) Many graduates cannot be absorbed into the world of work, which is partly due to their low quality (b) The average absorption capacity of school graduates is still low because they cannot learn optimally (c) The implementation of school education is inefficient resulting in wastage of education (educational waste). School education needs to be complemented by out-of-school education.

2) Changes in Society and Social Role
   Globalization and development result in rapid changes in society, including changes in social roles.

3) Utilization of Resources is Still Not Optimal
   One of our educational problems today is the scarcity of resources that support the implementation of education. What needs to be done is to save and optimize the use of available resources, as well as explore new sources that are still hidden in society. This can be used to expedite and improve the educational process. Comprehensive utilization of resources for education requires extensive cross-sector collaboration so that extensive education is needed.

4) Rapid development of out-of-school education
   Out-of-school education is developing rapidly in modern times because it provides benefits to society so it needs to have a reasonable place in the overall implementation of education.

The implementation of long life education in various types of educational pathways requires an appropriate learning model so that learning can run effectively and achieve the goals that have been set. Especially for adults, the learning model that is assumed to be effective is andragogy. The term andragogy is often encountered in the adult learning process, both in formal learning processes and non-formal learning processes (Hiryanto, 2017). What is meant by the andragogy model, how is it implemented, and what are its strengths and weaknesses. This article attempts to answer these questions.

The effectiveness of andragogy as a learning model in adult education has been proven through several studies, both in formal education and non-formal education research. Rosania et al., (2019) research

on the influence of the andragogical learning theory approach on students' ability to solve mathematics problems in terms of gender in class mathematics, (2) there is an influence of gender on students' ability to solve mathematical problems, (3) there is no interaction between the andragogy learning theory approach and gender on students' ability to solve mathematical problems. Fatayana & Riyanto (2022) research on online learning at PKBM Homeschooling Pena Surabaya Package B (2022) shows that the use of the Andragogy encourages students to actively participate in learning so that learning is successful.

These studies were carried out in mathematics subjects and in online learning. In this article. Andragogy is used in Indonesian language learning, for high school or college students in the adult category.

METHOD

The qualitative descriptive method is the method used in this research. Literature studies are used as a data collection technique. According to (Creswell, 2012) literature study is a summary of articles, books and other documents that describe past and present knowledge about a topic, organizing literature into topics and documenting it according to study needs.

DISCUSSION
Lifelong Education

Lifelong education is an education system carried out by humans from birth until death. Through lifelong education, humans always learn through events that occur in daily life or experiences that have been experienced (Isa & Napu, 2020). Long life education is a process that continues from birth until death. This concept hopes that humans will always develop throughout their lives (Azis, 2013). (Jannah, 2013) explains that long life education is an education system that explains all teaching and learning activities throughout human life. The lifelong education process takes place continuously and is not limited by time and place throughout the course of human life from birth to death, whether formal, informal or non-formal. (Isa & Napu, 2020) Lifelong education is every individual's continuous efforts to equip themselves through education (increasing knowledge). This means that a person is continuously prepared to fill every available opportunity by learning from various available sources.

The above suggests that families, communities and governments must facilitate situations that stimulate learning activities. Apart from that, this also shows that school is not the only place to learn, but only a small part of the learning process that will last a lifetime.

The importance of lifelong education can be viewed from various aspects, namely ideological, economic, sociological, political, technological, as well as psychological and pedagogical (Isa & Napu, 2020).

1) Ideological review, namely lifelong education will enable a person to develop their potential continuously throughout their life, providing skills to be able to adapt to society, because basically humans are born into the world with the same right to receive education and increase their knowledge and skills.

2) Economic review, namely lifelong education is the most effective way to get out of ignorance which causes poverty, because lifelong education can increase productivity, maintain & develop existing resources, make it possible to live in a pleasant and healthy atmosphere, have motivation in caring & educate children appropriately.

3) Sociological review, namely that in developing countries there are still many parents who are less aware of the importance of formal education for their children. Lifelong education is a solution for children who lack formal education, or do not attend school at all.

4) Political review, namely the state wants all people to realize the importance of private property rights and understand the function of government.

5) Technological review, namely the world is currently hit by the exploitation of science and technology with the various products it produces, which requires people to always develop and update their knowledge and skills so that, as is the case in developed countries, they are able to not only be spectators in the midst of rapid development. progress in science and technology.

6) Philosophical review, namely that the nature of human dignity is an integral unity of potential which includes humans as personal beings, social beings and moral beings

7) Psychological review is the psychological and physical basis, that is, humans are a unity of spiritual awareness, both in terms of thought, taste, intention, creativity and reason. Physical awareness (five senses)

8) Pedagogical review, namely the rapid development of science and technology which has a big influence on educational concepts, techniques and methods.

Andragogy in Indonesian Language Learning

The implementation of lifelong education should refer to the general steps in learning, namely (1) motivation, (2) attention to lessons, (3) receiving and remembering, (4) reproduction and generalization, (5) applying what has been taught, and (6) feedback (Isa & Napu, 2020). This means that the learning model used in learning should integrate these steps.

The characteristics of adults are different from the characteristics of children. Therefore, apart from paying attention to learning for adults, it is different from learning for children. This was emphasized by Knowles (Sujarwo, 2015) that there are differences between learning for adults and learning for children, namely as follows.

1) Differences in self-concept, adults have a self-concept that is independent and independent, self-directed.

2) Differences in experience, adults accumulate increasingly extensive experience, which becomes a rich resource in learning conditions.

3) Readiness to learn, adults want to learn about problem areas that they currently face and consider relevant.

4) Differences in orientation towards learning activities, adults' orientation is problem-centered and less likely to be subject-centered.

Therefore, the learning model used by adults is different from the learning model for children. One model that can be used for adult learning is Andragogy.

Etymologically andragogy Andragogy comes from the Greek words "aner" or "andr" and agogi. "aner" or "andr" means person mature. Agogi comes from the Greek word "Agogus" which means "leading/guiding" or "art and the science of leading/guiding", or "the art and science of influencing other people" (Sujarwo, 2015).

In terms of andragogy, it is a set of concepts or principles on how to help adults learn effectively in adding or clarifying, deepening and developing the knowledge, attitudes and skills needed in life so as to improve the quality of life. (Sujarwo, 2015). Andragogy is guiding or educating humans. In andragogy, the involvement of adults in the learning process is much greater, because from the start there must be a diagnosis of needs, formulating goals, and evaluating learning outcomes and implementing them together (Kurniati et al., 2022).

In implementing learning using andragogy, it is necessary to pay attention to the six principles of adult learning practice, namely as follows

1) there is voluntary participation,

2) there is a feeling of reciprocal respect,

3) there is a spirit of collaboration and cooperation

4) there is action and reflection,

5) availability of opportunities for critical reflection, and

6) there is a learning climate that is conducive to independent learning
    (Tom Nesbit, Linda Leach & Griff Foley in (Sujarwo, 2015)

Based on these principles, Indonesian language learning can synchronize the learning models recommended in Indonesian language learning with the principles of andragogy. The current learning can be seen in the following pictures. The aim of learning Indonesian is that students can communicate verbally and in writing in various contexts, both in the role of listener, reader, viewer in receptive activities (listening,

reading, viewing) and in the role of speaker, presenter, or writer in productive activities (speaking, writing, presenting). This learning objective forms and demands students' literacy abilities, both literacy related to reading and writing as basic literacy, but also demands media literacy, digital/technology literacy, information literacy, and so on. An overview of language skills (listening, viewing, speaking, reading, writing, presenting) in learning Indonesian can be seen in the following picture.

Figure 1
Language Skills
and Scope of Indonesian Language Learning Materials
(Kemendikbud 2016)
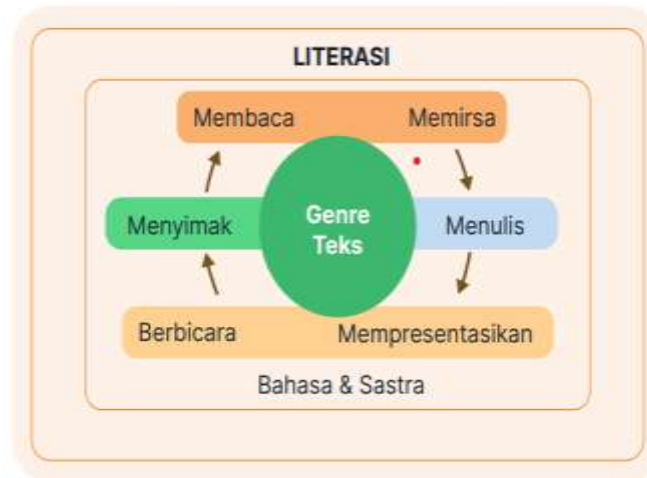
These language skills are achieved by using the learning model used in language learning. The Indonesian language learning model currently used can be seen in the following picture.

Figure 1
Indonesian Language Learning Model
(Kemendikbud, 2016)

Indonesian language learning currently underway uses a genre-based approach. The approaches in question include genre-based, genre pedagogy, and content language integrated learning (CLIL). Genre is a grouping of communication events or language events that are goal-oriented. Each

communication/language event has a unique communicative purpose which is also different (Kemendikbud, 2016).

There ar(Kemendikbud, 2016)e several principles that are referred to, namely (1) texts are formed because of the demands of social activities; (2) the text has a social purpose; (3) the form of the text is the result of conven

tion; (4) the language of a text is functional according to social purposes; and (5) linguistic aspects of the text (such as vocabulary, grammar, or other characteristics) are studied in an integrated manner, and should not be studied separately from consideration of the structure of the text.

Text genre is the social meaning and purpose, text type is its physical form. For this reason, genre-based approaches are also sometimes called text-based. Text in a genre-based approach is not defined - in general terms - as writing in the form of an article. Text is an embodiment of social activities and social aims, both oral and written. There are 7 types of texts for social purposes, namely: report, recount, explanation, exposition: discussion, response or review, description, procedure, and narrative.

The synchronization between andragogy principles and the Indonesian language learning model can be seen in the following table.

Table 1
Synchronization of Andragogy and Indonesian Language Learning Model

No.	Principles of Andragogy	Pedagogy-Genre	CLIL
1	there is voluntary participation	Building context	Content orientation – exploration of potential, student competence (text content, text structure, linguistic rules)
2	there is a feeling of reciprocal respect	Examining the model	Content analysis (text content, text structure, linguistic rules) of texts studied individually
3	there is a spirit of collaboration and cooperation	Guided construction	Analysis, evaluation, synthesis, content (text content, text structure, linguistic rules) in groups, working together, collaborating, discussing
4	there is action and reflection	Guided construction	Communicate/present the content (text content, text structure, linguistic rules) of the discussion results
5	availability of opportunities for critical reflection, and	Guided construction	Communicate content (text content, text structure, linguistic rules) analysis results, evaluation of other presentations
6	there is a learning climate that is conducive to independent learnin	Construct independently	Composing text/applying and creating text according to its context (cognition and culture)

From table 1, it can be explained in more detail the use of andragogy principles in Indonesian language learning as follows. At the context building stage, so that pupils or students participate, they are given the opportunity to express knowledge, skills, experiences related to the text to be studied. Another form can be by providing a stimulus in the form of showing a video or listening to a tape recorder of one of the texts that will be taught and continuing with observing, analyzing, criticizing, commenting and asking and answering questions about things in the broadcast. With this activity, students are oriented to certain texts which are the learning material that will be discussed.

At the stage of studying the model, students are given the opportunity to observe and analyze the text individually. Text analysis essentially means empowering the knowledge, skills and experience they have to investigate, criticize and evaluate the texts they study individually so that pupils or students become aware of the material they have or have not mastered, ask questions about things they do not yet understand, and solve problems in the form of creating conclusion of the results of the analysis (feelings of mutual respect). This is in accordance with the characteristics of andragogy, namely that andragogy is a form of learning that is capable of producing learning targets (graduates) who can direct themselves and are able to become their own teachers (Hiryanto, 2017).

Whether the individual study results are correct or not, complete or not, will be clarified and confirmed in group discussions. In discussions, students get the opportunity to work together, collaborate with other group members to collect information that will be reported when communicating. This is done at the guided construction stage. At this stage, students also get the opportunity to present/communicate the results of the discussion; reflect on the results of their group discussions based on responses from their friends or other groups; also comment on or respond to other group presentations. This activity gives pupils or students the opportunity to reason.

After they master the content (content, structure, linguistic rules of the text), students are given the opportunity to be creative in making texts independently. In this case, students apply knowledge about content according to the text they create.

Based on the description above, it can be explained that learning Indonesian using the principles of andragogy is essentially empowering potential and competence in the form of knowledge, skills, experience that students already have because adults are people who are assumed to already have knowledge, skills and experience related to the learning material. . Empowering the knowledge, skills, and experience that they already have facilitates pupils or students to participate, analyze, criticize the text being studied or reflect and evaluate their own abilities. Thus, the learning that is carried out is essentially to confirm, clarify the knowledge, skills and experience that one has. If students do not yet have knowledge, skills or experience, learning tries to complement and enrich them according to their needs.

CONCLUSION

Based on the previous description, it can be concluded that lifelong education for adults is education carried out from birth until death which is carried out continuously and sustainably by adults. Lifelong education is carried out through formal, non-formal or informal education.

Andragogy is a theory or learning model for adults which has the principles of (1) voluntary participation, (2) a feeling of reciprocal respect, (3) a spirit of collaboration and cooperation, (4) action and reflection, (5) the availability of opportunities for critical reflection, and (6) the existence of a learning climate that is conducive to independent learning.

Andragogy-based Indonesian language learning is learning that is carried out through synchronizing the principles of andragogy with the stages of the genre pedagogical approach, scientific approach, and Content Language Integrated Learning (CLIL)

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