

IMPLEMENTATION OF THE INDEPENDENT LEARNING CONCEPT BY KI HADJAR DEWANTARA THROUGH AN ANDRAGOGIC APPROACH AT ECONOMIC EDUCATION STUDENTS, SATYA WACANA CHRISTIAN UNIVERSITY

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Abstract. Currently the government is intensively introducing, preparing and implementing the concept of independent learning at all levels of education. This concept focuses on the freedom to learn independently and creatively, there is no compulsion in learning because true learning must bring happiness to students. The concept of independent learning has long been conveyed by the Father of National Education, Ki Hadjar Dewantara. There are two education concepts, *among* and *three educational centers*. The *among* concept explains that the teacher does not only provide knowledge to students but must provide understanding so that students are able to find their own knowledge. The concept of the *three education centers* is that education received by students occurs in the family environment, school environment, and community environment. Implementing the concept of independent learning also needs to pay attention to a suitable learning approach so that the learning process is carried out to achieve the expected learning objectives. One of the learning approaches is the andragogy approach or adult education. The purpose of this study is to implement the concept of independent learning through an andragogical approach. This research is a qualitative research by doing observation. The results of this study are andragogical approaches relevant to use in learning activities to create independent learning.

Keywords: Independent learning, Andragogy, Adult Learning.

INTRODUCTION

Education is a process of coaching students that is carried out continuously by involving all the potential intelligence they have so that students are able to be independent physically and spiritually, and freely develop their potential to be used in living their lives. Ki Hadjar Dewantara's concept of independence means that freedom is a gift from God Almighty to humans by giving them the right to regulate themselves by bearing in mind the conditions of orderly peace (*orde en vrede*) for people's lives. According to Dwiarto (2010), students must have an independent spirit, in the sense of being independent physically, mentally and physically. This independent spirit is indispensable throughout the ages so that the Indonesian nation is not dictated by other nations. The *among* system prohibits punishment and coercion on students because it will kill their independent spirit and creativity (Dwiarto, 2010: 6).

Ki Hadjar Dewantara's views on education and learning are conveyed through the concept of the three centers of education, that children do not only learn at school but also in the family and society. The creation of three education centers will give birth to prospective national leaders who have the characters *Ing Ngarsa Sung Tulodho*, *Ing Madya Mangun Karsa*, and *Tut Wuri Handayani* (Suparlan, 2015:64).

Education aims to be a guide in life, which means that education guides the natural forces of nature so that they become independent human beings who are able to develop as a whole, in harmony with human aspects, able to appreciate and respect the humanity of others (Widyastono,

2014). Ki Hadjar Dewantara's concept of independent education which has been used as a reference for national education has finally inspired government policy, that freedom of learning means that teachers are free from complicated bureaucracy and students are given the freedom to choose skills according to their potential. One of the government policies that was inspired by the thoughts of Ki Hadjar Dewantara is the free learning policy. The concept of independent learning gives freedom to schools, teachers and students in innovating, giving freedom to learn creatively and independently.

The concept of independent learning by Ki Hadjar Dewantara is also in line with the andragogical approach. Learning for adults is related to how to direct oneself to ask questions and find answers on their own, adults learn something because it requires knowledge, expertise, and also experience to carry out their roles in society (Rakhman & Elshap, 2016: 5). Their readiness to learn is not solely due to academic coercion, but because of the necessities of life and their social role. According to Malcolm Knowles, the concept of andragogy is viewing students as individuals who have matured psychologically, so that the relationship between students and teachers is a relationship of mutual assistance and reciprocity. Adult learning experience is a source of learning so that learning is a process of finding and solving problems. In this case the adult in question is a student. According to Jamilah in Gustomi (2021: 89) one form of andragogy is for example learning from lecturer to student. The process of teaching and learning between lecturers and students can be categorized as learning that uses an andragogical approach because seen from their age range, students fall into the adult category.

The purpose of this study is to find out how to implement independent learning using an andragogical approach to students of the Economics Education Study Program, Satya Wacana Christian University.

RESEARCH METHOD

This research uses a descriptive method with a qualitative approach. Researchers describe and analyze the implementation of independent learning through an andragogic approach to students of the Satya Wacana Christian University Economic Education Study Program class of 2021 in introductory courses in education and learning. Collecting data using observation techniques, interviews, and documentation.

RESULT AND ANALYSIS

Knowles in Sugiyanto and Wahyuni (2020: 5) says that adults do learning in a different way. They are not small children who are considered as empty vessels ready to be filled with knowledge, but their minds are like fires to be lit (Bagir, 2019: 127). Adults have a lot of knowledge that can be passed on to others, therefore this knowledge can be put to use in learning practices. Adults view that all living is learning. Learning is not about preparation for living the very essence of living, the very essence of living itself. They design and determine their learning interests and needs, diagnosing needs according to the demands of life. Learning can act as resource persons, directors, mentors, facilitation providers, or study partners (Hiryanto, 2017: 71).

Naturally, adults have the ability to set learning goals, allocate learning resources, design learning strategies and evaluate learning progress independently. Students may be involved in self-initiated education or self-directed, rather than in self-directed learning. The process and activities are described as self-directed learning or self-directed education. Learning is a lifelong process and not just a means to achieve the learning objectives contained in the teaching administration files. Education that is carried out is based on student needs and according to the real context (Kurniati *et al*, 2022: 50) and is carried out without coercion (Suprijanto, 2007: 13). Adult education aims to achieve changes in knowledge, attitudes, values, and skills. Conditions that can arise from the explanation above are: 1) Adults are motivated to learn according to their needs and interests; 2)

The learning orientation for adults is centered on life; 3) Experience as a source of wealth for adults to learn; 4) Individual differences between individuals develop according to age.

The learning steps taken should help increase interaction between students and lecturers and ensure that adult learners are directly involved in their own learning process. According to Tom Nesbit, Linda Leach & Griff Foley in Sujarwo (2015) there are six principles in adult learning practices so that they can be applied effectively, namely: 1) voluntary participation, 2) mutual respect, 3) enthusiasm collaboration, 4) action and reflection, 5) critical reflection, and 6) a conducive learning climate for independent learning. Experience is a very valuable learning for adults. Each student has varying experiences, maturity levels and different environments. Therefore, the learning process should pay attention to that: 1) students as learning resources, the learning techniques applied are oriented towards absorbing their experiences through group discussions, brainstorming, role playing, simulations, demonstrations, and observing the environment. 2) emphasis on practical applications, new knowledge, concepts, and new experiences can be explained through the practical experiences experienced by students. 3) learning materials are designed based on the experiences and conditions of students.

The andragogical approach is also used in the learning process in the education and learning introductory course in the economics education study program, Satya Wacana Christian University. This lecture was held in 16 meetings. At the first meeting a lecture agreement was made and discussed material topics to be studied for one semester. At the first meeting to the seventh meeting, many learning activities are carried out by means of discussions about the basic concepts of education. The aim is for students to have a general and fundamental picture of education. This meeting will be honed to prepare students for the big project they will undertake as part of their final project, namely conducting research on the concept of education and the constraints, problems, or challenges in it. Students will conduct research by choosing their own topics and also their own research locations. Lecturers and students jointly prepare for the implementation of these activities. The activity begins with conducting discussions in class regarding research topics that will be chosen by students. Why do students choose these topics, what do they want to study, and what is the urgency. At this stage, students convey their arguments based on their past experiences while studying, things they encounter in their surroundings, and compare ideal conditions with actual conditions. This activity supports the creation of students' critical abilities in finding problems by using their past experiences, being sensitive to the environment in which they live, collaborating with friends to enrich information to find solutions. This is in line with the goal of independent learning, which is to hone students to become intellectually critical (Abidin, 2015).

Furthermore, students formulate more specifically, what things they want to know from the research activity. At this meeting, students and lecturers identified the outline of the questions for further interview guidelines. Students and their teammates create interview guides and practice conducting interviews. Next they identify the sources to be met. In this activity, students practice the ability to find problems and identify questions into questions, students also practice communicating and interpreting the results of the interviews they have conducted. The process of collecting initial data, conducting research, and writing the results of this study lasted for 3 weeks. Lecturers become facilitators in this research activity, because students actively seek and find that knowledge themselves. This is in line with one of Ki Hadjar Dewantara's mottos, namely *Ing Madya Mangun Karsa*. This means that the lecturer or teacher must be able to encourage their students in the learning process so that they can complete the learning process well. Finally, students make presentations and also reflect on the research that has been done.

At the end of the lecture, a joint reflection is carried out regarding the lecture activities that have been carried out for one semester. Based on the students' answers, they agreed that learning activities where they could interact directly with the subject or learning object made the learning experience fun and also more relevant to students, besides that students also felt that such a lecture approach would make it easier for them to understand and be able to practice it instead of the lecturer only explaining and not being able to bring the knowledge gained by students closer to the surrounding environment

CONCLUSION

Implementing the concept of independent learning through an andragogical approach is not a difficult thing to do. Independent learning can be done by involving the active participation of students as adult learners through observation activities or other activities based on projects or problem solving.

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