

Project Based Learning with an Andragogical Approach in Equality Education Package C: A Review

Zahratul Azizah¹⁾, Solfema²⁾, Hadiyanto³⁾, Nurhizrah Gistituanti⁴⁾, Mega Iswari⁵⁾, Jamaris⁶⁾

^{1,2,3,4,5,6)} Universitas Negeri Padang

Corresponding Author :

Email : zahratulazizah@fip.unp.ac.id

Abstract

Equality education of package C is part of non-formal education which provides opportunities for people who do not or have not had the opportunity to obtain high school level education in schools to be able to acquire knowledge in order to develop their knowledge and abilities. One of the successes in learning activities lies in the learning model used by educators to their students. The learning model used by educators must certainly be able to arouse enthusiasm for learning, raise critical thinking skills, develop the potential of students. Project based learning is a learning model that can be applied by educators to their students by providing projects that can be carried out together in a group that can direct them to be more active, creative in the learning process. Andragogy is a learning approach that views students as adults with all the consequences (rich experience, having a certain self-image, a certain readiness to learn, and so on). Project based learning based on the andragogy approach is a learning model in which students are given a project to solve their problems based on certain aspects of self-concept, experience, readiness to learn. This study emphasizes that the project based learning model based on the andragogy approach is good for use in learning in equality education of package C which can create students who have the ability to think critically, collaboratively, innovatively (21st century learning skills). Giving projects in learning activities in package C will be more meaningful if it is carried out with an andragogical approach which emphasizes more flexibility in implementing learning rules that are in accordance with student goals.

Keywords: *Project Based Learning, Andragogy Approach, Equality Education*

INTRODUCTION

The state has guaranteed that every citizen has the right to education, both informal, formal and non-formal education. Society with all its diversity, sometimes has limitations in obtaining formal education. Economic factors, opportunity is the main cause of someone not getting formal education. Therefore non-formal education as one of the education systems in Indonesia has a certain space for people who have these limitations, where non-formal education becomes education that replaces education that cannot be obtained by someone informal education, one of which is through equality education.

Equality education is part of non-formal education with the same graduate competency standards as formal schools, but the content, context, methodology and approaches to achieving these competency standards provide more applied, thematic, indicative concepts related to environmental issues and training work-oriented lives or trying to be independent (Suharjudin, 2012). Equality education provides opportunities for people who do not or have not had the opportunity to obtain education in schools to gain knowledge.

The presence of the package C equivalence program has reduced the percentage of dropouts, where based on data from the statistical center, information is obtained that the high school dropout rate in urban and rural areas from 2018 (3.81%) decreased in 2019 to (1.58%)

) and continued to decline in 2020 (0.44%). The reduction in dropout rates at the high school level certainly has a contribution to the presence of the package C equality program. Therefore, of course, package C equality education needs to continue to make changes in improving the quality of human resources, especially in terms of learning, because after all the results of equality education have received recognition equality with vocational subject competencies at the higher education level, and integrated with skills education and job training.

The results of research conducted (Makleat et al., 2022), it is known that there are several obstacles experienced by students of the package C equality program in participating in learning, including the constraints on meeting time or face-to-face learning in class, where the average student is a citizen people of productive age (work for a living). In line with Makleat, (Rosidah et al., 2022) said that the average package C equivalency program students lack interest in participating in learning because in terms of work and also the learning process is considered less interesting because dominant learning comes from educators, then activities learning seems patronizing, which is certainly not in accordance with their general conditions.

There are several phenomena found in the field related to the implementation of learning in equality education, namely: first, in the learning process it turns out that students are still not fully able to achieve the competencies listed in the learning tools, meaning that learning is more dominant in mastering concepts rather than practical mastery. Second, based on the results of the author's interviews with educators in equality education of package C, it is known that in the implementation of learning activities the average student is low in terms of interest and motivation to learn lessons. Third, the condition of students who are weak in analyzing learning, is less able to create solutions to problems that occur due to non-functional learning materials delivered by educators. Besides that, they are also weak in producing products from work results in learning because of difficulties in implementing the knowledge they have obtained.

Improving the quality of learning requires an appropriate teaching strategy, which is determined by the knowledge and skills of the educator, because the position and role of the educator serves as a director in the teaching and learning process which has an influence on the success of his students. In the learning process, developing an atmosphere of equality through transparent, tolerant and not arrogant dialogic communication should be realized in learning. One indicator to determine the quality of student learning achievement can be measured from the ability to understand what has been taught through the assessment of learning outcomes (Aunurrahman & Pd, 2009).

One of the successes in learning activities lies in the learning model used by educators to their students. Educators can choose the appropriate types of learning models in order to achieve the expected learning objectives. The learning model used by educators must certainly be able to arouse enthusiasm for learning, raise critical thinking skills, develop the potential of students. Therefore, there is a need for efforts that can be made by educators in package C equality education to change the learning model into a model that can create students who have the ability to think critically, collaboratively, innovatively (21st century learning skills).

Project based learning has been recognized as effective and useful in 21st century education (Thuan, 2018). Knowledge of the 21st century is not only in a cognitive context, but knowledge about how to optimally utilize the potential for a better life, in the sense of collaboration between knowledge and skills. Students must be able to solve problems, analyze and discuss interesting topics in their groups, produce works that require mobilizing and

combining various sources of information, conduct field visits to observe and help explain various phenomena (Bujanda et al., 2018). This needs adjustments made by the community in dealing with changes that occur, one of which is through non-formal education.

RESEARCH METHODS

The method used in this study is a literature review. This study comes from various readings such as reference books, several articles in several journals, and the results of previous similar studies which are useful for obtaining and gathering all kinds of information to support the writing of this article.

RESULT AND DISCUSSION

Project Based Learning

Project Based Learning is a kind of complex project or task, based on a challenging theme, which involves students in designing, solving problems, making decisions, or investigative activities; provide opportunities for students to work within a scheduled period of time in producing products (Thomas et al., 1999). *Project based learning* is a learning model that can be applied by educators to their students which can direct students to be more creatively active in the learning process because the learning is not monotonous as is the case with the lecture method.

This model can encourage students to achieve knowledge competency with a scientific approach where the emphasis on learning touches on three domains namely attitudes, knowledge and skills (Rohmaniah et al., 2021). This means that the three domains in learning will synergize to form abilities that can make students quality learners.

Project-based learning is learning that uses projects as a medium in the learning process to achieve attitudes, knowledge and skill competencies. The emphasis on learning lies in the activities of students to produce products by applying the skills of researching, analyzing, making, up to presenting learning products based on real experience.

The product in question is the result of a project in the form of goods or services in the form of designs, schemes, writings, works of art, works of technology/crafts, and others. Stoller (2006) suggests three types of projects based on the nature and sequence of activities, namely: (1) structured projects, determined and regulated by educators in terms of topics, materials, methodology, and presentation; (2) unstructured projects are defined mainly by the students themselves; (3) semi-structured projects that are defined and managed partly by educators and partly by students.

One of the characteristics of project-based learning is the formation of students' creative thinking in the environment where they learn (Alacapinar, 2008). Project-based learning is principally based on the concept of constructivism with an emphasis on scientific performance. Students construct knowledge and skills through scientific project activities that can train students' independence to gain knowledge in meaningful learning. The *Project Based Learning* model is deemed necessary to be developed into a new learning model with improvements to existing weaknesses.

Through the application of project-based learning, students will practice planning, carrying out activities according to plan and displaying or reporting the results of activities. The form of project activity consists of: (1) Production projects that involve the creation of such as newsletters, videos, radio programs, posters, written reports, essays, photographs,

letters, guidebooks, brochures, banquet menus, itineraries, and so on; (2) Performance projects such as performances, oral presentations, theatrical performances, food exhibitions or fashion shows; (3) Organizational projects such as forming clubs, discussion groups, or partner conversation programs.

Furthermore, according to (Fried-Booth, 2002) there are two types of projects, namely: (1) Small or simple projects that only spend two or three meetings. This project is only done in class; (2) Full-scale projects that require complex activities outside the classroom to complete in a longer timeframe. (Papandreou, 1994) states that every project is the result of a chain activities carried out by students are arranged in a process, which consists of several specific stages. According to Papandreou, these stages start from: 1) the preparatory stage, where the educator introduces the topic to students, and asks them to discuss and ask questions; 2) planning stage, where educators and students determine how to collect and analyze information, and different jobs to do; 3) research stage, students work individually or in groups in gathering information from various sources; 4) the conclusion stage, the students draw conclusions based on their analysis of the collected data; 5) presentation stage, para students are expected to present their final results to the whole class; 6) the evaluation stage, where educators provide comments on the efforts made by students.

Booth (1986) argues that a project actually includes three stages: starting in the classroom, moving out into the world, and returning to the classroom. According to Rais in Lestari (2015) the steps for the *project based learning* model are as follows: a) Opening the lesson with a challenging question (*start with the big question*). Learning begins with a *driving question* which can give assignments to students to carry out an activity. The topics taken should be in accordance with real world realities and begin with an in-depth investigation. b) Planning a project (*design a plan for the project*). Planning is carried out collaboratively between educators and students. Planning contains the rules of the game, the selection of activities that can support in answering essential questions by integrating various supporting subjects, as well as informing the tools and materials that can be used to complete the project. c) Develop a schedule of activities (*create a schedule*). Educators and students collaboratively arrange a schedule of activities in completing the project. The project completion time must be clear, and students are given directions to manage the time available. Projects carried out by students are projects that take a long time to complete, so educators ask students to complete their projects in groups outside of school hours. When learning is done during school hours, students only need to present the results the project in class. d) Supervise the course of the project (*monitor the students and the progress of the project*). Educators are responsible for monitoring student activities while completing the project. Monitoring is carried out by facilitating students in each process e) Assessment of the resulting product (*assess the outcome*). Assessment is carried out to assist educators in measuring standard achievement, play a role in evaluating the progress of each student, provide feedback about the level of understanding that has been achieved by students, and assist educators in developing subsequent learning strategies. f) Evaluation (*evaluate the experience*). At the end of the learning process, educators and students reflect on the activities and results of projects that have been carried out. The reflection process is carried out both individually and in groups. At this stage, students are asked to express their feelings and experiences while completing the project.

Andragogy Approach

Andragogy is a theory about how to teach adults. The term comes from the Greek *andr* which means adult and *agogos* means to lead and guide. andragogy is formulated as a science and art in helping adults learn (Arif, 2012). The andragogy approach is a learning approach that

views students as adults with all their advantages (having experience, having a self-concept, having a certain readiness to learn, and so on).

The approach (andragogical approach) is based on the assumption that: adults already have a self-concept as an independent person, meaning that they see themselves as capable of fully managing themselves. Then adults have a lot of experiences that they have gained in their lives which tend to be different from the others. In addition, adults have a certain readiness (according to their social roles) to learn, adults tend to have a perspective to quickly apply what they learn and for adults learning is a process from within themselves (not determined by others).

The *project based learning* learning model that emphasizes giving projects to students in its implementation for targets in Non-Formal Education will be different from implementation in school education which targets children. Giving *projects* in learning activities in package C will be more meaningful if it is carried out with an andragogical approach which emphasizes more flexibility in implementing learning rules that are in accordance with the goals of students (the learning community). Basleman & Mappa (2020) said that several projects adapt and even adopt student awareness techniques which present conditions or circumstances that can stimulate students to be ready to identify, inspire them to reflect according to real situations.

Equality Education of Package C

Equality education of package C is defined as education that is part of non-formal education. The package C equivalency program, which is equivalent to high school, is an education service at the vocational secondary level through non-formal channels. The package C program is one of the efforts made by the government to provide opportunities for people who, for various reasons, do not continue their education (Alamsyah et al., 2022).

Equality education is part of non-formal education with the same graduate competency standards as formal schools, but the content, context, methodology and approach to achieving these competency standards provide more concepts. applied, thematic, indicative related to environmental issues and training work-oriented lives or trying to be independent (Suharjudin, 2012). Equality education provides opportunities for people who do not or have not had the opportunity to obtain education in schools to gain knowledge. School graduates/equivalent. The package C program can be implemented in non-formal education units such as: course institutions, training institutions, study groups, Community Activity Centers (PKBM).

Package C program implementation is regulated through the National Education Standards. Currently, a new policy has been issued that regulates equality education, namely the Minister of Education and Culture of the Republic of Indonesia Number 20 concerning Competency Standards for Graduates of Elementary and Secondary Education, the Minister of Education and Culture of the Republic of Indonesia Number 21 concerning Content Standards of Elementary and Secondary Education, the Minister of Education and Culture of the Republic of Indonesia Number 22 concerning Process Standards for Elementary and Secondary Education and the Minister of Education and Culture Number 24 regarding the Assessment Standards for Elementary and Secondary Education. The emergence of several of these policies had implications for the Package C program, including: 1) The Package C program is a level of education at the competency level of secondary education; 2) Package C program graduates are directed to have competence in the dimensions of attitude, knowledge and skills; 3) the learning process is carried out interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students; 4) assessment of the learning outcomes of the package c program includes attitudes, knowledge and skills.

The process of learning equality education based on implementation guidelines is carried out through face-to-face, tutorial and independent patterns. The face-to-face pattern is learning that is carried out where educators and students meet face to face and discuss the material in its entirety. The tutorial pattern is a learning process in the form of providing guidance, assistance, instructions, directions and motivation by tutors so that students can learn efficiently and effectively and achieve optimal learning outcomes. The independent learning pattern is a learning model in which students learn according to their respective abilities and opportunities.

CONCLUSION

From the discussion above, it can be concluded that project-based learning based on the andragogy approach is good for use in learning in package C equality education which emphasizes giving projects based on self-concept, experience and certain readiness in learning that can create students who have the ability to think critically, collaboratively, innovative (21st century learning skills). Giving projects in learning activities in package C will be more meaningful if it is carried out with an andragogical approach which has more flexible abilities in implementing learning rules that are in accordance with student goals.

REFERENCES

- Alacapınar, F. (2008). Effectiveness of project-based learning. *Eurasian Journal of Educational Research*, 32(1), 17–34.
- Alamsyah, D., Pangestu, L. F., & Darusman, H. Y. (2022). Manajemen Program Pendidikan Kesetaraan Paket C. *Jurnal Sosial Humaniora Dan Pendidikan*, 1(1), 39–46.
- Arif, Z. (2012). Andragogi. *Bandung: Angkasa Bandung*.
- Aunurrahman, D., & Pd, M. (2009). Belajar dan pembelajaran. *Bandung: Alfabeta*.
- Basleman, A., & Mappa, S. (2020). *Teori belajar orang dewasa*. PT Remaja Rosdakarya.
- Bujanda, M. E., Muñoz, L., & Zúñiga, M. (2018). Initiatives and implementation of twenty-first century skills teaching and assessment in Costa Rica. In *Assessment and Teaching of 21st Century Skills* (pp. 163–178). Springer.
- Fried-Booth, D. L. (2002). *Project work*. Oxford University Press.
- Makleat, N., Syukur, A., & Dei Ndewi, A. (2022). Pengelolaan Metode Pembelajaran Mandiri bagi Warga Belajar Program Kesetaraan Kejar Paket C di PKBM Bintang Flobamora Kupang. *Jurnal Paedagogy*, 9(2), 203–210.
- Papandreou, A. (1994). An application of the projects approach to EFL. *English Teaching Forum*, 32(3), 41–42.
- Rohmaniah, N., Efgivia, M. G., & Herawati, H. (2021). *Monograf Model Pembelajaran Project Based Learning Dan Motivasi Belajar Untuk Hasil Belajar Yang Optimal Di Mts Alfurqon-Kadudampit Kabupaten Sukabumi*.
- Rosidah, I., Sauri, S., & Syaodih, C. (2022). Implementasi Pembelajaran Life Skill Pada Program Kesetaraan Paket C Untuk Membekali Warga Belajar Yang Siap Memasuki Lapangan Kerja. *Jurnal Eduscience (JES)*, 9(1), 182–194.
- Stoller, F. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. *Project-Based Second and Foreign Language Education: Past, Present, and Future*, 19–40.
- Suharjudin, S. (2012). Manajemen Pendidikan Kesetaraan Paket C Di Lembaga Pemasayarakatan. *Jurnal Manajemen Pendidikan*, 3(2).

- Thomas, J. W., Mergendoller, J. R., & Michaelson, A. (1999). *Project based learning: A handbook for middle and high school teachers*. Buck Institute for Education.
- Thuan, P. D. (2018). Project-based learning: From theory to EFL classroom practice. *Proceedings of the 6th International Open TESOL Conference*, 327.