

ICER 2013



The 6th International Conference
on Educational Research:
Challenging Education for Future Change



13-14
September, 2013

Faculty of Education, Khon Kaen University, Thailand



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The 6th International Conference on Educational Research: *Challenging Education for Future Change*

Faculty of Education, Khon Kaen University, THAILAND

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The Application of Soft skills Learning Model Based Andragogy to Improve Students' Social and Personal Competencies (A Study on Education Program of Undergraduate in Jombang, East Java, Indonesia)

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Abstract

This study aims to (1) obtain an empirical overview of the application of learning soft skills-based andragogy to improve student's social and personal competencies teacher training program on undergraduate of education program in Jombang, East Java, Indonesia; and (2) describe the constraints which is faced by the lecturer in implementing the model.

This study is a descriptive research, which was done on two private universities in Jombang, East Java, Indonesia, which has the educational program, they are STKIP PGRI Jombang (6 departments), and Universitas Pesantren Tinggi Darul Ulum (2 departments). The sample was taken in purposive cluster sampling. Questionnaire in the form of self evaluation was used as data collection technique. Meanwhile, statistical descriptive analysis was used as the technique of analysis.

The result of the study shows that the majority of lecturers have not yet applied the soft skills learning model based andragogy to improve the students' social and personal competencies. But most of them were applying SCL (Student Centre Learning). It can be seen from the result of analysis that the lecturers apply Self-Directed Learning (39%), Problem-Based learning (40%), Project-Based Learning (41%), Case Study (51%), Contextual learning (67%), Collaborative Learning (76%), and Cooperative Learning (79%). Whereas the constraint which appears was the culture of learning/atmosphere of learning (36%), students' learning motivation factor (37%), students autonomy factor (39%), Students' creativity factor (40%), and the lecturer's perception toward students' maturity factor (42%).

Keywords: *application, learning model, soft skills, andragogy, personal competencies.*

Introduction

21st century is the century of science and technology. Here, the workplace has been demanding its worker not only to have sufficient academic competencies (hard skills) but also the soft skills. As consequences the lecturers at universities are faced a high demand, in order that graduates are ready for the workplace. A survey conducted by the Graduate Management Admission Council found that although MBAs were strong in analytical aptitude, quantitative expertise, and information-gathering ability, they were sorely lacking in other critical areas that employers find equally attractive: strategic thinking, written and oral communication, leadership, and adaptability. Increasing workplace and customer diversity across age, gender, racial, and ethnic lines, along with business globalization and virtual offices, have only heightened the need for strengthening soft skills competency (Klaus, 2008). In Indonesia, in 2007 Tempo Magazine has selected 10 universities for their graduates of character. Some important characters in the workplace he has put forward, namely: willing to work hard, having high confidence, having a vision for the future, be able to work in a team, have a mature faith, having analytical thinking, adaptable, able to work under pressure, proficient in English, and able to organize job (Sailah, 2008). Some of them are non-academic, or soft skills which is defined as a person's ability to relate to others (interpersonal skill) and the ability to manage their self (intrapersonal skill) (Sailah, 2008; Listyani, 2011). Whereas Klaus

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(2008), defines that soft skills encompass personal, social, communication, and self-management behaviors. They cover a wide spectrum of abilities and traits: being self-aware, trustworthiness, conscientiousness, adaptability, critical thinking, attitude, initiative, empathy, confidence, integrity, self-control, organizational awareness, likability, influence, risk taking, problem solving, leadership, time management, and then some.

Soft skills is really needed in the work and business place. Astra HR research and other researchers from various countries concluded that the success of a learner to apply the learning outcomes in the workplace 80% due to soft skills, while learning acquired through lecture (hard skills) accounted only for 20% on the success (Sailah (ed), 2012). While in the universities, soft skills portion in the curriculum only gets an average of 10% only, is not counted if the student during his studies have never participated in the organization, which make the student weaker in the soft skills (Sailah, 2008). Therefore, university should move their paradigm for not only focus on academically (hard skills) but also to integrate hard skills with soft skills. Hard skills is still important, in which soft skills grow through the well planned study of hard skills.

If it is analogized extremely, there is no space under the table (soft skills) to relax foot comfortably while working without a table (hard skills) which is ergonomically designed. So, no one gets space under the table (soft skills) in the absence of a table (hard skills) separately (Sailah (ed), 2012). The need to change the paradigm is urgent, especially the development and preparation of the competency-based curriculum (CBC), which allows the student center learning (SCL) with a psychological condition as adult learner (student above 19 years old, according to the UU RI No. 1. 1974 about marital, are considered as adult). Hence, adult education is as different from ordinary schooling as adult life, with its individual and social responsibilities, is different from the protected life of the child (Knowles, 2005). Therefore the learning approach should be distinguished. According to Knowles (2005), that pedagogy is for children and andragogy is for adults. Although she also said that concepts of andragogy are beginning to make an impact on the theory and practice of elementary, secondary, and collegiate education.

He reasoned that a distinction between the concepts of pedagogy and andragogy is required to fully grasp the concept of andragogy. The pedagogical model, designed for teaching children, assigns to the teacher full responsibility for all decision making about the learning content, method, timing, and evaluation. Learners play a submissive role in the educational dynamics. In contrast, the andragogical model focuses on the education of adults and is based on the following precepts: adults need to know why they need to learn something; adults maintain the concept of responsibility for their own decisions, their own lives; adults enter the educational activity with a greater volume and more varied experiences than do children; adults have a readiness to learn those things that they need to know in order to cope effectively with real-life situations; adults are life-centered in their orientation to learning; and adults are more responsive to internal motivators than external motivators. The pedagogical model is an ideological model that excludes the andragogical assumptions. The andragogical model is a system of assumptions that includes that pedagogical assumptions.

Knowles propotes six andragogy approaches in the learning soft skills for students (adult learner), they are; (1) the learner's need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn (Knowles, 2005).

Application of the principle of andragogy as a base in soft skills learning model with considerations on the Knowles model (2004) states that (1) the andragogical model is a system of elements that can be adopted or adapted in whole or in part. It is not an ideology that must be applied totally and without modification. In fact, an essential feature of andragogy is flexibility; and (2) the appropriate starting point and strategies for applying the

andragogical model depend on the situation. Beside that Andragogy approach is based on assumptions that allow students to develop and enrich themselves with soft skills abilities. Key assumptions about adult learners, according to Knowles (2004, 2005) are: (1) Adults are motivated to learn as they experience needs and interests that learning will satisfy; (2) adults' orientation to learning is life-centered; (3) experience is the richest source for adult's learning; (4) adults have a deep need to be self-directing; and (5) individual differences among people increase with age.

In other hand, teacher competencies which should be taught to the students of teacher college as stated in Government Regulation RI No. 19, 2005 on National Education Standards, includes four competencies, namely (1) pedagogic competence, (2) personal competence, (3) professional competence, and (4) social competence. While the curriculum and the learning system tends to be on the mastery of pedagogic competence and professional competence, while two other competencies, ie personal competence and social competence are rarely be emphasized.

Due to the condition as a background of the study, this research investigate how is the application of soft skills-based learning model Andragogy to improve social and personal competence the student of teacher training college? Whereas this study aims to (1) obtain an empirical overview of the application of learning soft skills-based andragogy to improve student's social and personal comptencies teacher training program on undergraduate of education program in Jombang, East Java, Indonesia; and (2) describe the constrains which is faced by the lecturer in implementing the model.

Design

This study is a descriptive research. The descriptive research attempts to describe, explain and interpret conditions of the present i.e. "what is". The purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place(s) and time. A descriptive research is concerned with conditions, practices, structures, differences or relationships that exist, opinions held, processes that are going on or trends that are evident (Anonymous. tth.).

In education, descriptive research has function more for solving practical problems rather than the development of science. Therefore, researchers are just trying to capture the events and happenings at the center of attention then describe it as it is, so the utilization of research findings are only valid at the time anyway. Because it does not require any hypothesis, no need to manipulate a single variable and may be variable, because the symptoms and events have been there and lived to describe it.(sugiyono, 2010; Sudjana & Ibrahim, 1989).

This study was done on two private universities in Jombang, East Java, Indonesia, which has the educational program, they are STKIP PGRI Jombang (6 departments), and Universitas Pesantren Tinggi Darul Ulum (2 departments). The sample was taken in purposive cluster sampling, the combination of the type of probability sampling and non-probability sampling. In this sampling technique the researcher selects a "typical group" of individuals which is regarded more representative to represent the larger population, the number of samples is determined by 100 people, but the sample units drawn at random, and then perform data collection from all units in the group. The respondent of this study is lectures who have a minimum of two years teaching experience, in all areas of expertise. Questionnaire in the form of self evaluation was used as data collection technique. The instrument of the study was developed after through validity and relebialitas. Meanwhile, statistical descriptive analysis was used as the technique of analysis.

This research procedure are (1) formulating the research problem, (2) planning data collection, (3) drafting the questionnaire that will be in-tray out-right, (4) conducting tray out questionnaires; (5) measuring the validity and releabilitas , (6) revising the draft questionnaire; (7) sending questionnaires to respondents and collecting; (8) determining the data collection procedures, (9) processing the data collected (the data checking, data classification, scoring and tabulation of data,; (10) analyzing the data by percentage technique, and (11) drawing the conclusion.

Finding

The result of the study shows that the majority of lecturers have not yet applied the soft skills learning model based andragogy to improve the students' social and personal competencies. They state that they have not completed the training / workshop (1) model of learning soft skills 82%, (2) learning model Andragogy 86%, (3) learning model based soft skills Andragogy 98%. While an understanding of soft skills, 76% claimed to have understood, but 51% did not control any attribute soft skills. Similarly, an understanding of andragogy (adult education), only 26% have the ability of Andragogy, but 74% said that they had attended training on other fields that apply andragogy method.

The hand book of curriculum development and competency-based higher education (CBC) published in 2012, has mandated that the higher education curriculum should be aligned with the Indonesian Qualification Framework. This mandate implicitly contains an obligation for the university to give their graduates a soft skills, resulting in the development and curriculum development should take into account opportunities for mastery of soft skills for the learners. Curriculum that empower and facilitate the acquisition of soft skills include the charge in favor of the formation of national character positive, entrepreneurial, intelligent and diligent work ethic, lifelong learning, as well as social care and concern for a sustainable environment. Special concern for the environment is manifested in EfSD (Education for Sustainable Development) or better known as ESD, in the absence of *for*. EfSD education started to be developed in line with the program of the United Nations Commission on Sustainable Development (CSD) since 1998 (Sailah, 2012). Following up on the mandate, the university has conducted a series of activities to adjust the curriculum, and also introducing the development of soft skills through lectures.

Therefore the lecturers who were respondents in this study expressed their enthusiasm if there is a training/workshop on soft skills learning model, Andragogy, and soft skills-based learning model andragogy. 78% of respondents expressed readiness to attend training/workshop on soft skills learning, andragogy 73%, and 79% soft skills-based learning model andragogy. This proves that the lecturers awareness of the importance of soft skills for student teachers deserve a positive response. In line with Fullan (2007) statement that "Educational change depends on what teachers do and think –it's as simple and as complex as that. It would all be so easy if we could legislate changes in thinking. Classrooms and schools become effective when (1) quality people are recruited to teaching, and (2) the workplace is organized to energize teachers and reward accomplishments. The two are intimately related. Professionally rewarding workplace conditions attract and retain good people."

However, it must be admitted that most of the respondents had applying SCL (Student Centre Learning). It can be seen from he result of analysis that the lecturers apply Self-Directed Learning (39%), Problem-Based learning (40%), Project-Based Learning (41), Case Study (51%), Contextual learning (67%), Collaborative Learning (76%), and Cooperative Learning (79%). The data shows that most of the responden has been working on the improvement of the student by some soft skills attributes, although it is not explicitly stated that what he did was a learning model of soft skills. Because the basic concept of student-centered learning (SCL) that is learning to apply the principles that (1) learning is an active

process, (2) learning requires mental reflection, (3) learning is a social activity, (4) learning is built upon the knowledge that have held the learner (prior knowledge), (5) learning takes time; (6) learning requires motivation; (7) learning is a quantitative increase in knowledge; (8) learning as a process of remembering (learning an activity store information that can be reproduced) , (9) is a learning process to acquire facts, skills, and methods that can be stored and used when needed; (10) learning in essence create and develop meaning, and (11) it is a process of learning and understanding a reality in ways that different (Rahayu (ed), 2005).

Whereas the constraint which appear was the culture of learning/atmosphere of learning (36%), students' learning motivation factor (37%), students autonomy factor (39%), Students' creativity factor (40%), and the lecturer's perception toward students' maturity factor (42%). The problems will be solved as long as respondents and universities have "passion" which is the in the first place in "ten common traits of the best business leaders" as stated aldo in the book of Neff & Citrin, tahun 1999, entitled "Lesson From The Top" (Sailah, 2008).

Recommendation

- (1) Expectations and the spirit of the lecturers to have the ability of learning and andragogy soft skills need to be appreciated by the university to conduct training / workshop or other forms as a form of tribute to them.
- (2) The results of the research could be used as the initial research or study materials to perform Research and Development that aims to produce a learning model based soft skills Andragogy to improve social and personal competence of students.
- (3) The results of this study can be used as a basis for consideration by the university to take the policy in order to develop faculty, improve the quality of lectures, graduates competency development, etc.
- (4) For university, expectations and the lecturers favor to have the ability of soft skills learning and andragogy need to be appreciated by conducting workshop or other forms as a form of tribute to them.

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