

# Andragogy Training Model in Advanced Level Training by Early Childhood Educators to Improve Learning

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**Abstract.** The andragogy training model in advanced level training is designed to help early childhood educators improve the quality of learning. With this approach, training focuses more on the experiences, needs, and characteristics of adult learners, thereby increasing professional competence in managing learning in early childhood that is effective and relevant. The purpose of the research conducted was to describe the Andragogy training model in advanced level training. This research uses a qualitative approach with descriptive methods. The data collection techniques used are observation, interviews, and documentation with 7 participants. The findings of this study indicate that the implementation of training in Advanced Level Training is in accordance with the Andragogy approach, the results of the study include: Training is planned with a learning design suitable for adults, especially preschool educators, learning activities are carried out with methods and techniques that are in accordance with adult learning, the evaluation process is carried out to assess learning outcomes and diagnose the learning needs of participants, the learning atmosphere is created so that participants can learn independently and participatively, the training programme is formulated according to the learning needs of participants. The research concluded that the application of the andragogy training model in advanced level training significantly improved the competence of preschool educators. Through this approach, educators are better able to understand the characteristics of adult learning, design relevant strategies, and apply innovative early childhood learning methods. These improved skills have a positive impact on the quality of early childhood learning, with a more interactive and effective approach. The recommendations of this study encourage wider application of the andragogy training model in training. Early childhood educators need to be involved in ongoing training to strengthen their competence and effectiveness in early childhood learning.

**Keywords:** Model Training, Andragogy, preschool Educators

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## INTRODUCTION

Early childhood education in Indonesia has grown rapidly, but is still faced with various challenges, especially in terms of improving the quality of education through effective and efficient methods. Andragogy training is considered a relevant solution in this regard. The training not only deepens educators' understanding of learning theories but also equips them with the ability to adapt teaching methods to suit the needs of early childhood (Rahardjo, 2024). Professional educators are essential to help in developing young children's intellectual potential and ensuring that the children are treated with respect via early childhood education institutions (Molla & Nolan, 2019; Handrianto et al., 2022). Early childhood educators must have the

professional knowledge and skills necessary to fulfil their duties (Novitasari & Sugito, 2018). This must be dealt with intensively in a way that is tailored to the specific learning needs of each child before early childhood can be handled professionally.

Early childhood education aims to (1) build an initial foundation for increasing children's ability to complete higher education, reduce grade repetition rates, and decrease dropout rates; and (2) invest in human resources that benefit the family, the nation, and the state (Unesco, 2017). The purpose of early childhood education, as defined by Law No. 20 (2003) is to prepare children from birth to age six for success in school by fostering their intellectual, social, emotional, physical, and spiritual growth and development. Early childhood education occurs before the level of primary education and may take place through formal, non-formal, and informal channels of instruction. Playgroups are non-formal education channels focusing on early childhood development. Adult learners comprise many processes, situations, experiences, behaviours, and reflections. Creating a space where students can work together effectively is crucial to any learning process (Khadka, 2020).

The pedagogical stance is the bedrock of instructional practice (Ben Seipel et al., 2021). To fulfil their roles as facilitators, motivators, inspirers of learning for children, instructors, mentors, inspiration drivers, and realities, educators must uphold specific criteria of personal excellence (Adha et al., 2024). Programs in early childhood education, high school equivalency, and adult literacy are all examples of community-focused non-formal education for which teachers are often appointed (Haris Danial et al., 2023). Educators' communication skills, students' motivation and maturity, the quality of the teacher-student relationship, students' verbal abilities, the extent to which they are allowed to pursue their interests, and their sense of safety all play a role in how actively students engage in their learning (Akram & Li, 2024).

The philosophy and ideas of andragogy serve as the foundation for learning throughout the many different types, formats, and tiers (levels) of non-formal education (Kamil & Kamarubiani, 2018; Handrianto et al., 2021). Rules, social practices, institutions, and systems that enable more and more genuine involvement in intellectual dialogues, transformational learning, human activities, and higher stimulation must be supported and expanded by adults (Sicam et al., 2021). They must create conditions that enable individuals to participate in public debate and democratic government with more freedom and independence. They, too, must strive for improvement. To do this, instructors must clearly articulate their aims and trainees' roles in the learning process before facilitating classroom debate (while avoiding dogmatism, of course) (Roucau, 2022).

Training strategies involve not only the delivery of training materials but also the management of learning activities to ensure that trainees learn effectively and reach the desired (Wijayanti et al., 2024). The term "andragogy," as defined by Knowles, refers to the practice of teaching those with more life experience how to acquire new knowledge (the science and art of helping an adult learn) (Popović et al., 2024). Andragogy is instruction for older people. Every stage of human growth necessitates a different type of education and vice versa. As a species, we go from infancy to adulthood (Soultati, 2023). As a result, there are unique approaches to teaching at each stage of human development. Adults in this situation necessitate providing education services explicitly tailored to the needs of educating adults. Aspects of andragogy that are helpful for older students (Gutu & Turcanu, 2023).

In andragogy, the role of the tutor (facilitator) is to structure and direct the andragogical process instead of using pedagogy's method of arranging the lesson's material. Andragogical learning activities cover a wide range of topics tailored to the availability of materials and the individual students' goals (Tymchuk et al., 2022). A distinct strategy is used in the andragogy paradigm. Knowledge of why is a prerequisite for adult learning (Oliveira et al., 2024). Adult education in intellectual, cultural, ecological, and social lives Adults desire to learn; adults are self-directed and take responsibility for their own decisions; adults become prepared to learn what they deem necessary to address their real-life situations; adults are oriented to learning something presented in the context of a real-life situation (Lewis & Bryan, 2021). Adults have a wealth of knowledge and education at their disposal.

Furthermore, they bring knowledge, experience, worries, values, expectations, and ambitions. Educators must use these abilities in the classroom (Mendoza Velazco et al., 2021). Adults are expected to fulfil a social function, and adults' motivation to learn differs from that of children or teenagers in that it stems from inside the person. It allows them to perform tasks or acquire knowledge based on their own volition rather than being prompted by others. Adults can either keep up their education or put it on hold while pursuing other interests (Fahimah et al., 2021). Through the material deepening stage (in person or online) and the independent task stage, early childhood education educators can get the information, abilities, and attitudes necessary to do their jobs effectively.

The Tasikmalaya City area still needs more early childhood educators who have attained the S1 standard. In order to be effective in their field, educators working with young children must familiarize themselves with the processes of learning planning, enacting learning, and assessing student progress. There needs to be more academic preparation among those who teach young children. It is challenging for high school and junior high school-educated teachers of young children to increase their quality and performance since they have never learned how to manage learning activities, including Early Childhood Education learning. Only recently have 60% of teachers in the field of early childhood education had any training in the Dinan approach. Education and training programs are one approach to raising standards in early childhood education. This study provides a training strategy for educators in early childhood education that can help them reach their full potential in terms of intellectual, cognitive, and psychomotor development. As such, the andragogy training model is essential. Andragogy training, a paradigm for implementing multi-level education, is being put into practice.

This advanced course follows the principles of the andragogy training paradigm. The Andragogy Training Model is an approach to education based on adult learning principles such as being (1) problem-centred; (2) demanding and encouraging active participants; (3) encouraging participants to express their daily experiences; (4) fostering good cooperation between participants and educators; and (5) more like providing an experience than a transformation or absorption of material (Mairah Pangestuti & Kamil, 2020). Andragogi plays the role of mediator and facilitator (Lemoine et al., 2021).

## METHODS

This research uses a qualitative approach with descriptive methods. A qualitative approach is a research method that uses data collection procedures in the form of descriptions in the form of words, both written and oral, from individuals and observed behaviour. Researchers in this approach interpret and explain the data obtained through interviews, observations, and documentation, so as to provide detailed and clear answers to the problems studied (Muurlink & Thomsen, 2024). Descriptive method is a method that is directed to provide symptoms, facts, or events systematically and accurately, regarding the properties of certain populations or areas (Deckert & Wilson, 2023).

The descriptive qualitative approach analyses the data obtained, such as words, pictures, or behaviour, without using numbers or statistical data. Instead, the data is presented through a description or depiction of the situation under study in narrative form. The presentation must be done objectively to avoid the influence of researcher subjectivity in data interpretation (Hall & Liebenberg, 2024).

The method used to collect data is descriptive analytic method, which is designed to obtain information about the Andragogy Training Model in Advanced Level Training by Early Childhood Educators in improving learning in Tasikmalaya City. The purpose of this analytic descriptive research is to compile descriptions, pictures, or illustrations systematically, factually, and accurately about the facts, characteristics, and relationships between the phenomena studied. The data collection technique used was purposive sampling, which is a method of selecting samples based on certain criteria or considerations that are considered relevant to the research objectives. Informants in this study consisted of 7 people, namely 3 preschool educators who participated in advanced level training, 2 managers of preschool Al Ghifari and preschool Al Burhan, and 2 committees from Himpreschooli Tasikmalaya City.

Data analysis techniques according to Miles and Huberman include three steps, namely (1) data reduction, (2) data presentation, and (3) conclusion drawing. This data analysis process is carried out by researchers after data is collected through observation, interview, and documentation methods (Sugyono 2021).

## RESULTS AND DISCUSSION

The andragogy training model, according to Malcolm Knowles' theory, is a learning approach that focuses on the needs of adults. It emphasises participants' experience, need to know, orientation to real problems, readiness to learn, and self-autonomy. It aims to create relevant and participatory learning (Pradana et al., 2023). Manners, curiosity, and motivation are essential for effective andragogical learning (Aini, 2021). Developing broad pedagogical difficulties within the context of out-of-school education theory and practice is where the scientific justification for the structure of adult education is conducted (Tymchuk et al., 2022). The student plays the most crucial part in an andragogical system (Ferreira & MacLean, 2018). Educating people in a way that sticks for their entire intellectual, cultural, and social lives is an art called andragogy (Chirino, 2021). An appropriate andragogical basis must be long-lasting (Galustyan et al., 2019). Transformative learning theories are frequently used in adult education (Bîrsanu, 2020). They are given special attention. The adult learning process has distinguishing features: Education nowadays emphasizes growth and development. (2) Experimentation, discussion, problem-solving, exercise, simulation, and field practice are all used in teaching and learning. 3) Adults can be ready to learn by designing appropriate learning environments, resources, and practices (Rahmat, 2020).

Planning, implementing, and developing initiatives to enhance educators' early childhood education skills can positively impact children's learning (Nurdin & Shidiq, 2024). There are steps involved in the andragogy training model for higher-level education: planning, carrying out, and assessing the effectiveness of the training. During the preparation and planning phase, the structure and design of the training, as well as the items that should be recommended, must be determined. The training proposal is released, the training committee is formed, the training manager and committee are briefed, participants are recruited, and the training class is divided during the preparation and planning phase. Training professionals in the field of early childhood education go through a series of steps before it is finally put into action, including (1) socialization, (2) proposal writing and design, (3) discussion of program structure, training syllabus, implementation time, schedule, location, flow, activities, and other matters related to training's actual deployment. There will be four coordinating meetings involving professionals in the fields of early childhood education and instantaneous, 5 resource-coordinating gatherings to discuss available options, (6) Letter-drafting (invitation letters for participants, permission slips for training facilities), (7) Organizing the logistics of the course itself, including creating an attendance list, resource person biographies, participant profiles, and certificates. Eighth: making provisions for lodging, food, record-keeping, and dissemination. Furthermore, get ready for the last meeting.

This graduate-level education program is designed to help ECE teachers become more skilled in their work and better equipped to deal with the unique needs of young children. Provide a standard reference for teaching and learning approaches and learning management systems for ECE to raise students' levels of competence (Suprihatin, 2021). A solid grounding in training theory and concepts is essential for effective program planning (DeWeese et al., 2015). Planning practical training entails pre-training activities like determining what training is needed, developing realistic training objectives, gathering relevant materials, deciding on a suitable training approach and training delivery strategy, and conducting post-training assessments (Chang & Abidin, 2024). Planning is the process of figuring out how to get from point A to point B as effectively and efficiently as possible, given the available information (Mansfield, 2023). Planning decisions made in relation to a sequence of actions or activities must be made for two reasons: (a) to achieve the desired level of development or success and (b) to prevent the occurrence of mundane, average outcomes that would be worse than the current state of affairs (Wang & Oliver, 2021).

In 2019, the Ghifari childcare center in Tasikmalaya City began offering advanced tiered instruction to its students. Playgroups, other early childhood education units, and daycare centers are all represented in the multi-level training for non-formal ECEE educators. The implementation stage consists of distributing and agreeing on a training schedule, administering a pre-test and processing the data gathered from it, expanding on the activities detailed in the training materials, compiling a summary of the assignments participants have completed and documents detailing the outcomes of the training's implementation, administering a post-test, determining whether or not the participants are finished, and assigning them independent tasks. For the next eight days, they will be working offline with the Learning Management System (LMS), also known as a training management learning system, to go further into the subject matter. Participants will have fulfilled the prerequisites for the subsequent training level after completing the material deepening stage. In order to put this advanced education into practice, one must be familiar with the following: (1) policies and programs that support and encourage early childhood education and community education; (2) the work ethic and ethics of early childhood education educators; (3) various aspects of early childhood development; (4) the capacity to detect growth; (5) learning services for children with special needs; (6) parent empowerment programs in early childhood education; and (8) the work of the National Institute for Early Childhood Education.

Capable of creating digital media and incorporating it into early childhood education; (9); have expertise in establishing curricula for ECEUs; (10); be able to shape education, and (11) be adept at gauging young children's progress. Achieved Facilities Digital training materials, creative and motivational video shows, and thorough explanations of relevant topics are all provided to participants in the advanced level of training. The andragogy approach is used in this advanced training in order to apply the principles of andragogy to maximize the trainees' abilities and potential so that they can better themselves, assist others in learning better, and actively contribute to the education of the nation's youth. The andragogical principles that guided the development of this program ensured its success at a higher level.

Planning the learning design, implementing learning activities with methods and techniques that are consistent with adult learning, evaluating learning outcomes and diagnosing learning needs, creating a climate and atmosphere for independent learning, creating mechanisms and procedures for learning together in a participatory manner, and conducting Disc assessments are all components of an andragogy approach to designing and managing the training process. When applied to advanced levels of training for ECE teachers, the andragogy training model dramatically enhances the educational experiences of young children. The implementation of a plan, in this case, advanced tiered training with an andragogical learning style, is one of the primary variables that significantly influence the efficiency of the training program. The training is implemented in accordance with the regulations, rules, and standards for training implementation to guarantee that it is effective, efficient, and beneficial as intended. Defines training in learning as the following acts: This includes steps one (familiarization), two (needs, goals, and potential assessment), three (learning contract), four (first assessment), five (learning), and six (final assessment).

Active learning, lots of exercises, encouraging motivation, two-way discussion, continually learning new things, drawing attention by emphasizing the advantages of the topic, and feedback during the learning process are all hallmarks of adult learning (Meilya & Emifa, 2022; Nengsih et al., 2022). Student participation is crucial when teaching adults with a participatory and pedagogical approach. Regarding education, adults have invaluable skills (Callary et al., 2017). Andragogy, or problem-based learning, is a helpful theoretical framework for comprehending older learners.(Knapke et al., 2024). Andragogy is defined as "the ongoing education of an individual in response to changing sociocultural situations, demands, and the distinctive qualities of adults" and can take many different forms (formal, non-formal, and informal) (Saputra & Fauzi, 2022).

The andragogy model serves as a theoretical framework for training, ensuring that the principles of andragogy are applied throughout the adult learning process. This allows for the creation of individualized programs that are significantly more effective than cookie-cutter approaches in imparting the full range of necessary professional competencies (Ogienko & Lytovchenko, 2017). The term "andragogy" refers to



developing one's skills and abilities. Life, professional, and learning skills that help students become self-reliant are just a few examples of how education is rapidly evolving. While delivering content, pedagogy necessitates a two-way interaction between the facilitator and the learning community and a self-awareness level beyond the concept of self-maturity ( Arifin et al., 2020; Muslikhah et al., 2018).

Management of post-test and progress-assessment data, determination of course completion, assessment of program implementation, generation of training activity reports, and finalization of the program are all part of the evaluation of advanced-level education. The analysis is done at this point. The trainees completed eight days of advanced training, totalling 64 hours of instruction. All of the advanced-level training activities' content, including the 11 topics covered across 64 hours of instruction and individual task reports, is included in the evaluations. A practice supervisor who is determined to systematically accompany a practice supervisor is aware of, approves of, and works alongside a practice supervisor as the latter completes independent assignments. Participants will be awarded a certificate upon completion of the required material depth and independent assignment phases. The activities will be evaluated twice: once during implementation and again after the training. Attendance is worth 10%, the score they get after learning the material is worth 75%, and the score they get in practice is worth 75%; the rest of their grade comes from projects they complete on their own.

The assessment aims to determine whether or not the training participants understood and used all of the information presented to them in their early childhood education settings. The Advanced Level Training Committee consults with the Advanced Level Training Evaluation Institute before preparing an evaluation of training implementation outcomes. Improvements in administrative planning at the early childhood education institution where participants teach are the result of feedback activities and training participants. Early Childhood Education in Tasikmalaya City gives a Certificate of Participation in Activities to children who finish the program. Evaluation has had a significant and far-reaching impact on the expansion of training programs, internal resources, and staff (Jadoa et al., 2023). If the changes that happen are the result of the teaching and learning process that they go through, that is, the process that they go through the programs and activities designed and used in the teaching process, then education and teaching have been successful (Anwika et al., 2021).

The evaluation of training results is a crucial step since it provides information on the training's efficacy that can be used to fine-tune future training sessions (Birns et al., 2020). Transfer of training requires evaluation criteria (Ruiz et al., 2020). Evaluation of training and the effectiveness of training is not the same thing (Wu et al., 2017) . Defines assessment as a systematic process of gathering, analyzing, and reporting information that can be used as a basis for making decisions (Guest, 2015).

A significant contribution of this research is new knowledge about the application of andragogy models in training ECD educators, which clarifies the relationship between training methods and competency improvement. However, this study has not explored implementation challenges in the field, such as resource limitations and local context differences, which may affect the practical success of the training.

## CONCLUSION

The andragogy approach is a crucial tool in Early Childhood Education, aiming to enhance the teaching abilities of educators in early childhood. This approach focuses on improving the quality of learning, enabling educators to actively participate in educating children. The andragogy training model involves planning learning designs, implementing adult learning methods, evaluating learning outcomes, diagnosing learning needs, creating a conducive learning environment, and forming participatory learning mechanisms. The model is effective in advanced-level training for Early Childhood Education Educators, enhancing their ability to improve learning in early childhood. The success of this training design is attributed to the organizer's ability to design and manage the education and training process with an optimal andragogy approach.

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