

## The Implementation of Adult Learning Assumption Readiness Relationships in Improving the Effectiveness of Learning Process

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### Abstract

*Poverty is a social problem that is always present in society, especially in developing countries. The purpose of this research is to know/see the learning effectiveness of family development session program within the participants' preparation in Kebon Jayanti urban village. The type of research that used is survey research. The research approach is done by survey method, combined with qualitative to explore in-depth information of gained situation in this survey research. The results of this study indicate that companion has a role as an agent that posts positive inputs and directives based on their knowledge and experience. FDS participants are also expected to exchange ideas with existing knowledge and experience under guidance or counseling to raise public awareness, share information, and enhance family development session comprehension. Thus, the conclusion is as follows; the application of learning readiness assumption in improving the learning process of family development session is well, due to the consideration of learning process with basic assumption of an adult, learning method, and interaction between facilitator and learning community in both directions while delivering materials for family development session.*

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## INTRODUCTION

Poverty is a social problem that presents in a community, especially in developing countries. Poverty is losing a child to illness brought about by unclean water (Addae, 2014: 148). As a matter of global issues in every developing country, many argue that poverty harms sustainable development, and encourages "negative and unsustainable natural resource exploitation practices" (Ashiomanedu, 2008: 156). The discourse of poverty and its eradication must be a mandatory agenda for governments and leaders of the country. The new focus of poverty emphasizes that a balance of national wealth is needed (Patrick, et al., 2013: 26).

Despite the fact that statistics have shown a steady decline year by year... (Kwok Chin Hoe, et al., 2017: 2), the decline is insignificant. As presented by the Central Bureau of Statistics (*Badan Pusat Statistik* or BPS) in 2017, the poverty rate in Indonesia continues to decline from year to year, but the decline is slow. From the Central Bureau of Statistics (BPS) data, the poverty in 2010 was recorded 13.33% or close to 31.02 million people, then in September 2011 was 12.36% or 30.01 million people. In early September 2013, 11.46% or 28.6 million people were recorded in poverty. A year later, in September 2014, the number was at 10.96% or 27.73 million people. BPS explained that the current characteristic of poverty in Indonesia is a high disparity between provinces, for example, the poverty rate in Jakarta is 3.77%, but in Papua is 27.62%. In March 2017, Indonesia's poverty was recorded at 10.64%. In absolute terms, it is still about 27.7 million people. However, the poverty rate in September 2016 amounted to 27.67 million people. This shows the poverty alleviation in Indonesia has not been done optimally.

Poverty syndrome has interrelated dimensions namely, low productivity, unemployment, malnutrition, illiteracy, and so on (Soetomo, 2012: 112). By 2015, the UN is committed to developing 17 Sustainable Development Goals (SDGs) as part of Agenda 2030 (Kentikelenis, et al., 2011). The proposal

contains 17 goals from SDGs, accompanied by 169 SDGs targets (Umberto, et al., 2015).

The objectives from those commitments include environmental, social and economic issues, climate change, energy, water management, marine conservation, biodiversity, poverty, food security, sustainable production and consumption, gender equality and economic growth (Peter Jones, et al., 2017: 37). The implementation of sustainable linking measures (Gold, Hahn, & Seuring, 2013) and ongoing efforts to improve data collection for life monitoring processes under the standard and national plans to create infrastructure are described (Suneeta Dhar, 2018: 49). SDGs targets should be measurable based on recent research and should be applied either to developed or developing countries (David Griggs, 2013: 306).

Rahim and Asnarulkhadi (2010) prove that individuals who have certain knowledge about certain issues tend to have a better awareness and understanding of a particular condition or problem-related to their lives, and this will affect their beliefs in planned problems. If domestic people know how to engage or participate, they will choose to participate in development activities on their own will and without any form of coercion from the executing agency (Kwok Chin Hoe, et al., 2017). In many cases, poor health of one or more family members leads to decreased productivity or inability to work (Patti Kristjanson, et al., 2010: 991). Each family member is connected to one another and to the environment, where the impact of one family member affects the entire family system (Samuel, Rillotta, & Brown, 2012) and what the poor most need is empowerment (Alex Hou Hong Ng, et al. 2013: 2474). Thus, empowerment is oriented to the family protection. It was argued that work could be ruled out set aside for children protection and benefits (Randy, & Douglas, 2017).

Since 2007 the government has implemented the Family Hope Program (*Program Keluarga Harapan* – PKH). This program aims to accelerate poverty reduction. PKH is a social assistance and protection

program; a conditional cash-transfer relating to education and health requirements. PKH Participants are those who considered as Very Poor Families (*Keluarga Sangat Miskin* – KSM) represented by the mother in the family. The specific purpose of PKH is to improve the quality of Indonesian people through better access to health and education. PKH is not the same and is not a continuation of Direct Cash Assistance (*Bantuan Langsung Tunai* – BLT) program that has been going for past years (*Departemen Sosial*, 2009). The received amounts index by PKH participants are shown in table 1.

In Indonesia, PKH program has collaborated with Family Development Session strategy. *Kementerian Sosial* in the General Handbook of PKH (2016: 26-28) describes the implementation of PKH using transformation strategy. Increased Family Ability (P2K2) or more popularly called Family Development Session (FDS).

Family Development Session (FDS) is an effort to increase the capacity or ability of the family in living through the learning process. FDS activities are learning with various practical materials, namely health, education, economy, and family welfare. The target of FDS program is adults. The program is implemented by giving experience to an adult to develop his or her behavior (knowledge, skills, and attitudes) to achieve something. It cannot be equated with teaching subjects in classroom.

Andragogical assumptions are very different from pedagogical assumption; pupils are dependent individuals who have little or no experience in educational activities; or pupils are present due to obligatory (Laurie C. Blondy, 2007). Andragogy is defined as the art and science to help adults learn (Knowles, 1980). The context of andragogy is; learning process for adults or how they acquire the process, adapt and change the knowledge, skills, attitudes, and values provided by education (Christian, & Prema, 2015). Despite criticism, debate, and various definitions, andragogy continues to make considerable

contributions to the field of adult learning and education (Birzer, 2004 in Chan, 2010).

Based on the described background above, it is necessary to study the application of andragogy approach in learning process of family development session program in Indonesia. This research emphasizes the implementation of the Family Development Session (FDS) program in the development of prosperous families in Indonesia. Program analysis is expected to help and identify effectiveness and necessary efforts to improve the implementation of FDS program.

## METHODS

The title of this research is the application of andragogy approach in learning process of family development session program. The type and approach of this research is survey research. According to Singarimbun and Effendi (2006), survey research is a study that takes samples from one population and uses a questionnaire as the primary data collection tool. The survey study was chosen due to the expectation of an explanation of FDS participant condition population and the success of the FDS program with andragogical approach in empowering the community which can be seen through community independence. A qualitative approach is used to discover in-depth information about the obtained situation in this survey research.

The subjects in this study were 14 participants of FDS program in Kebon Jayanti, Kiaracandong Village, Bandung City, Java. The researcher took one beneficiary group (*Kelompok Penerima Manfaat* – KPM) based on the consideration of observation on the field.

The collected data in this study consist of primary and secondary data. Data collection instruments that used were interviews, observations, and questionnaires. Secondary data were collected in the form of documents related to the study of the Family Development Session Program.

Data analysis in research is a very important step. The correct and precise analysis will produce valid conclusions. Before

analyzing, the data were first selected based on its validity. Then, the obtained data were calculated and analyzed. The obtained data will be processed by a computer with SPSS for Windows version 16.0. The primary data that obtained from the questionnaire was an ordinal data type. Ordinal data type will be analyzed by using Rank Spearman correlation test to see the relation of the data type in ordinal form. Frequency tables were used to obtain a description of RTSM PKH beneficiaries' educational conditions. The instruments of frequency table covered the age category of participants and the recent education level. Qualitative data analysis began with classification of the data from field notes and data analysis; to find the relation cause (cause and effect) with the findings from quantitative data.

## RESULTS AND DISCUSSIONS

According to Singarimbun and Effendi (2006), validity indicates the extent to which a measuring device measures something to be

measured. On the other hand, reliability is an index that shows the extent to which a measuring device can be trusted or reliable. Validity testing is done through Product Moment Pearson correlation with SPSS for Windows version 16.0. The test was conducted to 14 (fourteen) respondents to discover the accuracy and feasibility of the questionnaire as a measuring tool for research. 6 (six) out of 9 (nine) aspects of statements or questions proposed concerning "Adult Learning Assumption Readiness Relationships in Improving the Effectiveness of Learning Process Program within Family Development Session" are declared as valid statements because the value is less than the  $r_{table}$  ( $p < 0.05$ ). There are 2 (two) invalid statements in regard to the learning effectiveness aspects of educators (facilitator) competence section. Meanwhile, the statements for assumption application of readiness to learn has one invalid aspect for the preparation of teaching and learning activities (*Kegiatan Belajar Mengajar* – KBM). The research data is also supported and completed by questions interview to respondents.

**Table 1.** Validity Score Aspect Research Test

Aspects	R <sub>value</sub>	r <sub>table</sub> 5% (14)	Sig.	Criteria
Learning module	0,615	0.532	0,019	valid
Facilitator competencies	0,065	0.532	0,825	invalid
Facility and infrastructure	0,044	0.532	0,883	invalid
Learning participants	0,808	0.532	0,000	valid
Learning planning	0,584	0.532	0,028	Valid
Learning process	0,514	0.532	0,060	valid
Learning material	0,663	0.532	0,010	valid
Teaching and learning activities preparation	0,087	0.532	0,767	invalid
Learning evaluation	0,585	0.532	0,028	valid

Reliability test aims to ensure the instrument is truly trustworthy. A trust instrument is proven if the content is fixed or steady when done repeatedly. This research used Alpha Cronbach formula using computer program SPSS for Windows version 16.0 to know the reliability of research results. The obtained reliability value is said to be reliable if the Cronbach Alpha value  $> 0.60$  (Sarjono, et al.,

2011: 45) and the reliability for the application of learning readiness assumption in improving the effectiveness of the learning process in the family development session obtained value of 0.738. This means that the value is in accordance with the criteria ( $> 0.06$ ); the level of reliability is good, and the data of the questionnaire can be trusted. It can be concluded that the reliability of the questionnaire for the statements of Adult

Learning Assumption Readiness Relationships in Improving the Effectiveness of Learning Process Program within Family Development Session is reliable and applicable for the research.

Reveals that the problem of socioeconomic conditions and future expectation of children from parents will eventually cause problems. The problem is an external factor that influences the understanding of each FDS participants in understanding the material during the learning process. According to Mulyati in *Manajemen Pendidikan* book prepared by *Tim Dosen Administrasi Pendidikan* of Universitas Pendidikan Indonesia (2010: 93), effectiveness is a measurement of program objectives success. A learning process can succeed if there is a change from learner's perspective in poverty alleviation experience. The educational conditions of participants also determine the effectiveness success of the program. Social supports also mitigate crisis (Hélène Ouellette-Kuntz, et al., 2014: 63). The learning atmosphere created through the management of physical, psychological, and social environment could improve the convenient learning condition (Novitasari Dewi, & Sugito, 2018: 103).

**Table 2.** Correlation Coefficient Analysis of RTSM PKH Participants

FDS Participants' Educational Background	Learning Effectiveness
Age Category	0,146
Recent Educational Lever	0,051
Educational Conditions with Learning Effectiveness	

Each FDS participant has different backgrounds of educational conditions that lead to different understanding from each of them. The same cases were found based on what happened on the field; the educational condition of the participants influenced their perspective on PKH, especially on the continuous education of FDS participants with material understanding level. Adult learning behavior is the result of past

learning experience (Bagus Kisworo, 2017: 84). PKH participants have a very low level of education, the majority only have elementary education. The participants were mostly working as laborers and housewives and most of them never attended non-formal education such as courses and training to gain insight and knowledge.

Spearman's Rank statistics test statistics can be seen in Table 6 to examine the educational conditions which consist of age category and last education level from FDS participants. Based on Spearman's Rank statistical test result, the hypothesis is accepted because of  $p < 0,05$  with positive relationship direction. Hence, the category of age and level of last education influence the effectiveness of learning process family development session program. This indicates that educational conditions have a close relationship to the effectiveness in the learning process of family development session program.

Companion as facilitators (Sumodiningrat, 1999) has a relationship with the application of adult learning assumptions readiness. It is improving the effectiveness of learning process in family development session program for PKH beneficiary participants in terms of awareness for behavior change through FDS. Throughout 1-4 sessions, the material that discussed in the FDS was around education and parenting. Thus, the companion's role emphasizes the awareness of being a good parent. This means that the partner has performed his or her duty as a facilitator, one of them is by reminding PKH participants to give attention and supervision to their children in education.

The role of the companion as a facilitator can also be interpreted as the counselor who in charge of guiding the participants to avoid misunderstanding about the funding program. The companion should always share information with each group meeting. This group meeting should be scheduled regularly. The monthly meetings that have been conducted by the companion teach discipline and responsibility to FDS participants. This process is done to help the companion

provide easier guidance and correct information about Family Hope Program (*Program Keluarga Harapan* – PKH) for the participants.

Family Development Session becomes important in PKH program as a form of awareness and caring for participants towards the achievement of program objectives. The existence of FDS helps PKH participants to exercise their rights and obligations in a balanced manner. Without the application of learning assumptions readiness to improve the effectiveness of learning in family development session program, then the education and childcare programs will not work. Learning from everyday situations, opportunities, dilemmas and experiences is a process all learners confront countless times during their lives (Anne, 2012: 29). PKH participants must follow FDS with 80% minimum attendance. If the condition is not fulfilled by the participants, then they can be deprived from PKH membership. Bartin (2018) found that, the companion in each group meeting help to create a discussion on family issues related to PKH.

The Spearman's Rank correlation test, which can be seen in Table 7, shows a positive correlation number. The variable of ability to apply adult learning technique on family development session learning has no significant relationship ( $p > 0,05$ ). Thus, the companion ability to apply adult learning techniques for FDS participants has no effect related to effectiveness improvement of FDS program learning. This is due to the PKH companion who did not apply the adult learning techniques.

The expected competence of companion in applying learning techniques to adult is a capability of forming a strategy for participants, which include style, a way of delivering information, and an appreciation for the participant as adult. Adult education serves

a segment of society which has a variety of needs and interests (Gail D. Caruth, 2013: 601). Based on observations in the field, the companion does have certain style for learning techniques with monotonous way to deliver information to participants. This is due to the lack of companion's knowledge and the absence of training to improve the companion skills.

When a group meeting was held, the companion appreciates the participants by answering and accommodating participants' question. A companion requires special ways to provide teaching to PKH participants resilience, who are adults with a majority age of 30 - 50 years. Resilience is understood as more than a set of individual competencies under stress: the higher the level of adversity children experience, the more they benefit from resources that facilitate successful pro-social forms of coping such as an empowering relationship with a caring adult (Michael Ungar, 2013: 330) and their families who are in need of specialized services (Emmanuel Grupper, et al., 2018: 2). Based on these characteristics, the companion can determine the learning techniques that are suitable, easily understood and remembered for participants.

The companions should know their needs and deficiencies. PKH companion by far has been using more pedagogical teaching concepts where companions only transmit knowledge. This performed strategy by the companion tends to focus on the lecturing method; companion in group meetings usually transfer knowledge about FDS instead of giving an opportunity to have question-answer session which leads to discussion. However, the repetition of given material for each group meetings, made some participants understood and knew some key points in the FDS program.

**Table 3.** Correlation Coefficient Analysis on Learning Assumption Readiness of FDS Participants with Learning Effectiveness

Correlations			Learning Assumption Readiness	Learning Effectiveness
Spearman's rho	Learning Assumption Readiness	Correlation Coefficient Sig. (2-tailed) N	1.000 .842 14	.059 .842 14
	Learning Effectiveness	Correlation Coefficient Sig. (2-tailed) N	.059 .842 14	1.000 .842 14

The Hope Family program has not applied adult education principles yet as suggested by Bartin (2018). This program does not aim to help adult's learner to create and develop new interests, knowledge development, and capacity building. There was no capability development training found in the field to prepare survival ability for participants after the abolishment PKH program. Table 8 is a frequency table that shows the correlation analysis of variable aspects in learning assumptions readiness on improving the effectiveness of learning according to survey results conducted to FDS participants. The table states some items of the variable aspects of the readiness study assumption are positively related to the effectiveness improvement of FDS program learning. This signifies some variable aspect items have a positive relationship between the correlation relationships which influence each participant while applying the learning assumption readiness with the increasing of effectiveness in FDS learning program. The variable application of learning readiness in learning module has no effect on improving the effectiveness of learning process because of the significance ( $p > 0,05$ ). On the other hand, the educators' abilities have correlation to the improvement of learning effectiveness in learning preparation with significance value 0,034 ( $p < 0,05$ ). Facility also have a correlation on improvement of learning evaluation with significance value 0,042 ( $p < 0,05$ ) and correlation value 0,549. These show strong correlation views of the correlation

coefficient table. The participants as learners had a positive relationship with a significance value of 0.021 ( $p < 0.05$ ), therefore, the relationship between the two directional variables. The results indicate the readiness of learning assumptions which also lead to effectiveness improvement in FDS learning process program with a correlation level of 0.607; shows a strong correlation among the involved learners on the planning process of a learning program.

The table below will show some items or aspects that are correlated and uncorrelated with the application of learning readiness assumptions. This also prove that the efforts for improving effectiveness in learning process has not been done optimally. Obtaining higher education and employment is often central to future orientation (Salman Türken, et al., 2016: 474). The data is also supported by interviews with FDS participants. As stated by Mrs. NT who argued, that:

"The learning process itself is good, but the constant repetition of material made us (participants) just listen and record what has been delivered. We will be happier if we are invited to exchange opinions rather than only listen and record the material".

The similar opinion was also conveyed by EK's mother who said that:

"If you just listen, you probably get bored sometimes. I will be happier if I could hear the problems from other mothers, it could be taken as an experience as well.

**Table 4.** Variable Aspects Correlation Analysis of Learning Assumption in Improving Learning Effectiveness

Variable (X)	Variable (Y)				
Adult Learning Readiness Application	Learning Process Effectiveness				
	Significant				
	Planning process	Learning Proess	Learning Material	Teaching and learning activities preparation	Learning Evaluation
Learning Module	0,653	0,427	0,422	0,703	0,626
Facilitator Competencies	-0,303	-0,204	0,252	0,034	0,439
Facilities and Infrastructure	-0,446	-0,147	0,102	0,797	0,042
Learning Participants	0,021	0,756	0,426	0,437	0,194

The results of this research related to the implementation of learning readiness assumption on the effectiveness of learning FDS program are as follows: optimal briefing session for the companions' competence; the companions do not have maximal abilities or capabilities for adult learning techniques application. The companions only emphasize on the module and teaching job description in accordance to the teaching guidance without improvisation in learning teaching materials; the companions are expected to form the characters of the FDS participants after no longer received assistance as PKH beneficiaries.

## CONCLUSION

The role of companion in Kiaradondong, Bandung, Indonesia FDS learning program has done its role well. This is due to the implementation of the FDS program that has set the program objectives, program achievement indicators, availability of facilities and infrastructure, and the achieved results by

the the participants have been in accordance with the program objectives. The application of the andragogical approach to the learning process of FDS program is good because it has considered the learning process with the basic assumptions of adults, learning methods, and interaction between companion or facilitator and the learners occur in both directions for the delivery of Family Development Session (FDS) materials.

Based on the above conclusions, the following suggestions are given: In the application of the andragogy learning model, the companion or facilitator should involve FDS participants during the learning process. This includes planning, implementation, and evaluation processes in regard to the determination of learning materials and timing for FDS participants' needs.

The application of andragogy learning in family development session program can be a reference for further research to in-depth examination for the role of companion or facilitator to alleviate poverty in Indonesia.



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