THE CONCEPT ANDRAGOGY AND PEDAGOGY: E-LEARNING MODEL DURING COVID-19 PANDEMIC

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Article info	Abstract
	This paper describes a research project that investigated the pedagogical and/or andragogical orientation preferred by undergraduate students at one of Indonesia's higher education institutions. To collect data, questionnaires were distributed to 200 undergraduate students who took the Introduction to Programming Language course, and descriptive analyses were performed. To validate the data, qualitative data from interviews was gathered and triangulated. These findings have implications for educators involved in the development of online learning applications and will be used to create a prototype of an individualized online learning environment based on pedagogy and andragogy. **Keywords:** pedagogy; andragogy; E-learning; Model

INTRODUCTION

Individualized Online Learning Environments have been shown to improve student learning. A number of studies have shown that students can benefit from an individualized learning system in their learning process. Many of the earlier systems took into account the student's background in terms of performance level or cognitive state when determining the next difficulty level and depth of the topic to be offered.

The concept of andragogical or pedagogical philosophica to conveyl underpinnings of professors' teaching practices influence how educators approach the issue of student motivation, whether intrinsic or extrinsic. Difficulty arises when pedagogical methods and practices are applied entirely or partially to situations requiring andragogical

dynamics. Misunderstanding or misapplication of these critical issues may result in situational, temporary, or unsustainable motivational models that guide lifelong learners while potentially undermining the entire student motivation process. This discussion delves into the underlying causes of pedagogical model misapplication and its impact on adult learners. The goal of this article is to encourage critical thinking about pedagogy. Andragogy, as well as their connections to student motivation The goal is to help the reader have a better experience.

RESULT AND DISCUSSION

The nature of adult learning is subjective and unique, that is what makes adults try their best in learning, so that what is expected can be achieved (Efendi, A., & Elihami, E. , 2019). Andragogy was born from the premise that adults have their own inner characteristics learning, so that the theories regarding learning that have been applicable to children and adults are not relevant to be used specifically in adult education (Zhang, et.al., 2021).

Andragogy is a scientific art in helping adults learn. Knowles in his book "The modern practice of Adult Education", says that originally he defined andragogy as the art and science of helping adults learn (Syaparuddin, et.al., 2020). In terms of epistemology, andragogy comes from Greek with the root word: "Aner" which means adult and agogus means to lead. Another term that is often used as a comparison is pedagogy which is derived from the word "paid / paed" which means child and agogus

means leading. So literally pedagogy means the art and knowledge of teaching children. Therefore, pedagogy means the art or knowledge of teaching children so that when using the term pedagogy for adults it is clearly inappropriate because it contains contradictory meanings.
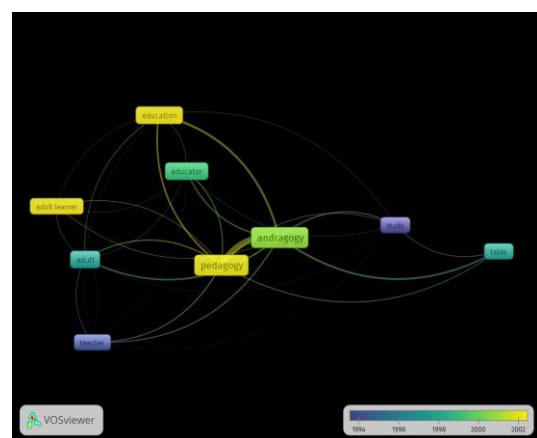
If it is drawn from the meaning of pedagogy, then finally andragogy can literally be interpreted as the art and knowledge of teaching adults. However, because adults are self-directed individuals, what is more important in andragogy is student learning, not teacher teaching. Therefore, in providing a definition of andragogy is more likely to be interpreted as art and knowledge to teach adults (Musdalifah, et.al., 2021).

In many practices, teaching adults is the same as teaching children. The principles and assumptions that apply to children's education are considered applicable to adult education activities. Nearly everything that is known about learning is drawn from child-related learning research (Shin, J. H., Haynes, R. B., & Johnston, M. E. , 1993). Likewise regarding teaching, it is drawn from the teaching experience of children for example in conditions of compulsory attendance and all theories regarding teacher and student transactions are based on a definition of education as a process of cultural transfer (Santrock, J. W, 2007). However, adults as mature individuals have a need in terms of defining learning areas around their life problems.

Alexander Kapp, a teacher in Germany was the first to introduce the term andragogy. Kapp began to

introduce the term andragogy in 1833. In the 18th century, around 1833, Alexander Kapp used the term adult education to describe the educational theory developed and born of philosophers like Plato. Kapp emphasizes the importance of andragogy in adult education. This term has been in use for more than 85 years (Aminullah, et.al., 2021). Likewise, the Dutch adult education expert Gernan Enchevort made a study of the origin of the use of the term andragogy. After the Kapp era, in the 19th century to be precise in 1919, Adam Smith gave an argument about education for adults "education is also not only for children, but education also for adults". Three years after Adam Smith, precisely in 1921, Eugar Rosentock stated that adult education uses special teachers, special methods and special philosophy. In 1926 The American For Adult Education published that adult education received contributions from: 1) Schools such as Edward L. Thorndike. And 2) Artistic genre such as Edward C Lindeman. Edward Lendeman published the book "Meaning of adult education" which in essence the book contains: (1) The adult education approach starts from the situation, (2) The main source of adult education is the learning experience. There are 4 main assumptions of adult education, namely 1) adults are motivated to learn by the need for recognition, 2) adult learning orientation is life-centered, 3) experience is a source of learning, 4) adult education pays attention to differences in form, time, place and environment. In further developments, Edward C. Lindeman published the Journal of Adult Education. In 1957 the publication of andragogy in Europe was started by a German teacher named Franz Poeggler who wrote a book entitled: Introduction toAndragogy-Basic Issues in Adult education. In 1968 MalcolmKnowless published for the first time a very provocative article entitled 'Andragogy, not Pedagogy'. In 1981, Mezirow published his concept of andragogy in an article entitled "Acritical Theory of Adult Learning and Education." The formulation of the general goals and specific goals of adult education was put forward by the United Nations in assisting newly independent countries to advance their nations (Firawati, F. , 2017). In this case, the special objectives of adult education are part of the goals of adult education through the activities of the Directorate of Community Education programs that have been, are being, and will be implemented in Indonesia. From the formulation of the goals of adult education, it is very clear that the goals to be achieved are aimed at countries that are still underdeveloped in the level of public education and also in the level of life.

The figure. 1 VOSViewer

The figure 1 showed that Adult education can be defined as the whole process of organized education, regardless of the form of content, status levels and methods used in the educational process, both formal and non-formal, both in the context of continuing education in schools and as a substitute for education in schools. in courses, job training and in universities, which enable adults to develop abilities, skills, enrich their knowledge, increase their technical or professional qualifications in an effort to realize dual abilities, namely on the one hand they are able to develop their personal as a whole and can realize their participation in social development (Hami, E., & Idris, M. , 2015). culture, economy and technology in a free, balanced and sustainable manner. In this case, it appears that there is multiple pressure for the manifestation that is to be developed in activities in the field.

realizing the achievement of the development of each individual, and secondly to realizing increased involvement (participation) in the social activities of each individual concerned. In addition, adult education includes all aspects of the learning experience that are needed by adults, both men and women, in accordance with their respective fields of expertise and abilities. Thus, it can have a positive impact on the success of adult learning, which can be seen in a change in behavior towards the fulfillment of the achievement of adequate abilities / skills. Here, each individual who is dealing with other individuals will be able to learn together with confidence. Changes in

behavior in terms of cooperation in various activities, are the result of changes after the learning process, namely the process of changing attitudes from insecurity to full self-confidence by increasing knowledge or skills. Behavioral changes occur due to changes (addition) of knowledge or skills and a very clear change in mental attitude. In terms of adult education, it is not enough just to provide additional knowledge, but it must also be equipped with a strong sense of self-confidence (Elihami, E., & Saharuddin, A, 2017). Increasing knowledge alone without strong self-confidence will undoubtedly be able to bring about positive changes in the form of real, comprehensive and continuous physical and mental renewal. Behavior change for adults occurs through the existence of an educational process related to their development as an individual, and in this case, it is very possible for participation in social life to improve their own welfare, as well as the welfare of others, due to increased productivity. For adults, the fulfillment of their needs is very basic, so that after these needs are met, they can move towards fulfilling other needs that are more necessary for their life.

CONCLUSION

Educational activities either through school or outside schools have various areas and activities. Adult education, especially community education, is non-formal. Most of the students or participants are adults, or at least youth or adolescents. Therefore, educational activities require a separate approach. By using

the theory of andragogy, adult learning activities or efforts within the framework of development or the realization of the achievement of lifelong educational ideals can be obtained with the support of theoretical concepts or the use of justifiable technology. Andragogy has weaknesses, one of which is that how can a student who is not really understand the breadth of knowledge and then are free to choose what they like? As if the Andragogy system is only a system that makes students happy and forgets for what purpose an education is actually carried out? And how can it be done - safeguarding the existing sciences? if a knowledge is not of interest to students, of course one time the knowledge will be lost.

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