

Andragogical Content Knowledge (Ack) Model in Improving Tutor Competence

Nur Ida, Ihat Hatimah, Mustofa Kamil, Oong Komar

Abstract: *The main problem faced by the tutor is lack of competence in tutoring the adults (andragogy). they are still far from comprehension on how to implement andragogical content knowledge (ack) in their daily routine. the objective of this research is to develop an understanding on implementing andragogical content knowledge (ack) model in improving tutor competence and inspire new learning models to arise. this research implements mixed method research and development (r&d) by involving 20 adults as samples. the result of the research shows the advantages of implementing andragogical content knowledge (ack) in improving the social, personal, and professional competence of the tutor. this research also recommends the policy maker that it is appropriate to be implemented in conducting learning program through andragogical approach and comprehension about content knowledge.*

Index terms : *andragogical content knowledge model, tutor competence.*

I. INTRODUCTION

Tutor as one of important components in learning process are demanded not only to teach but also to provide motivation and participate in coaching and group management. Competence is a set of mastery of skills, values, and attitudes that must be possessed, experienced, and dominated by educators or tutors sourced from education, training, and experience so as to carry out their professional teaching duties, for instance; the ability to demonstrate knowledge and conceptualization at higher levels [5] Therefore the tutor must have a certain ability which is a prerequisite for a tutor to carry out the task. The current tutor needs to be improved in order to achieve the expected competence, this competence can be obtained through education, training and other experiences according to the level of competence.

Another problem comes from their knowledge where each tutor has different educational background, experience and working ability especially in utilizing information and communication technology. Moreover, they are lack of andragogical content knowledge (ACK) to transfer knowledge and skills into new tasks and situations, so that

the fulfillment of educator competence becomes something to be pursued, along with the dynamic demands of a dynamic society, which has the need to change.

Adult education (andragogy) with the concept of technological knowledge has an important role, especially in adult learning programs that are required to recognize change, learning citizens are required to learn to recognize the changes and developments and at the same time can open the opportunity to create a conception of learning based on "learning how to learn, learning how to think, learning to be and to be and learn revolution " [14]. The other opinion, Shulman says andragogical content knowledge is a construct that the investigator creates to designate the knowledge that makes up trainers' and trainers of trainers' knowledge about adult learning. It is derived from workings in the field of pedagogy [14], but extended to adults.

There exists a variety of constructs concerning adult education in existence, subsequent to initial 19th and 20th century meanings [15] yet these constructs fail as an open-ended categorical construct when performing social research into the meanings of adult education and its processes. Andragogical content knowledge' provides this construct to open up adult learning techniques and their numerous appearances in the world.

This is because adult education principles are referenced in training standards but depart from original theoretical frameworks such as [15][12]

Education in this case is part of human life in the community which is an effort to maintain the habit adopted in society. The desire to survive in life encourages people to continue to learn. Learning in public life is a way for people to get out of the various problems they face therefore every organized educational activity that is organized outside the formal system, either alone or is part of a broad activity to provide services to a particular target learners in order achieve learning goals.

In reality, the recruitment of tutors is not conducted in accordance with the competence they have, but more emphasized on the willingness not the ability. [16] provides an illustration of the fact that inappropriate educational backgrounds and inadequate teaching experience have an impact on the low, the ability of tutors in the learning process, the mastery of learning materials, strategies, methods and learning techniques as well as the ability of tutors in study groups in doing evaluation of learning, because the learning model has not been designed in accordance with the learning needs of adults (andragogy), and the module or the material structure is not adapted to the experience and readiness of the learning community.

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In addition, the problems that occur in some learning programs implemented in various institutions that are still conventional, which should be on the adult learning process will take place if they are directly involved, the idea is rewarded, provide motivation, directing to be able to solve their own problems and teaching materials desperately needed and learning process independently or related to the profession as well as something new for themselves such as the use of computer application technology to improve the effectiveness and efficiency, because the technology will facilitate adults in finding solutions to problems, without any sense of saturation, boredom and feeling depressed. Therefore, appropriate learning strategy or model is needed, which can give freedom to the students to open the cognitive space to be free from the shackles of the passive closeness that binds the learners.

Organizing educational activities or learning as an effort to empower the community needs to consider the potential of content knowledge or model andragogical content knowledge (ACK), which is found in the community environment. The potential of content knowledge serves as a guide, the rules and norms that are part of people's lives.

The existence of External Education is a strategic side in the world of education and the world of work. The strategic side is also supported by the model of External Education that is able to produce skilled and independent workers so that they can compete in the global era. One model of andragogical content knowledge (ACK), for example, that develops to answer that challenge is a skills learning program or technological andragogical content knowledge (TACK) which is the foundation of the learning community, is an integration between technology controlled tutor with adult education knowledge and the mastery of the science content itself, is a dynamic and complex process toward self-development in order to be able to self-directed and self-directed. Relating to this independence, the adult (learners) need to gain the respect of others as human beings who capable of Self Determination, Self Direction is essentially the creation of a learning process that can produce independent, creative and innovative self-ownership, to produce independent graduates, creative and innovative. [26]

The Technical Training Unit of the Training Center (UPTD-BLK) Parepare is a training venue and several learning programs are held, one of which is a sewing skills learning program, but still conventional and the learning model is pragmatic to the tutor, so that appropriate strategies or learning models are needed, which can provide the freedom to learners to open the cognitive space in order to be free from the shackles of the passive closure that binds learners (learners), solve their problems of life, as an approach that is able to explore needs and increase community participation. Sewing skills is a program that can provide opportunities for the community to develop their potential, is expected to provide space for community productive business development as an alternative problem solving and skill manifestations.

This research has the advantage of other similar researches, that it develops the model of andragogical content knowledge (ACK) to increase the competence of tutors. Efforts to develop andragogical content knowledge (ACK) models in learning programs to acquire knowledge and information as well as about content, subjects learned

or materials and skills that can be applied to various situations that are important foundations for tutors in the environment or the Out of School Education program.

There are several researches related to the learning model with improving tutor competence. [14] that the success of an educational institution is largely determined by the good of a management / management undertaken. While the success of management / learning management is determined by the human who in education is called teachers / tutors and components that determine the learning outcomes of non-formal educational participants, namely; competence of tutor / trainer, effective and efficient learning management. [14] asserts that the learning model is a form of learning activity that is strung from an approach, strategy, method, technique, and tactics to achieve a learning goal that is andragogy learning model that able to overcome the problem of learning for adults.

The opinions of some experts suggest that competence as the characteristic-underlying characteristics of individuals to achieve superior performance. Competence is also the knowledge, skills, and skills associated with the job, as well as the skills required for the work [14]. A good learning process is a learning process that allows citizens to learn to actively involve themselves as a whole process both mentally and physically. Therefore, the design of learning should provide an opportunity for citizens to learn to seek, process, and find their own knowledge so that learners can develop skills or integration between technological andragogical content knowledge (TACK) controlled by tutors with knowledge of adult education and mastery of the content of science itself, which is a dynamic and complex process therefore, in the learning process, the tutor should involve the studying citizens both physically and mentally. [18]

II. LITERATURE REVIEW

According to [11] quoted by [20], presents five assumptions underlying andragogy. These describe the adult learner as being an individual who: Is independent and wanting to direct their own learning; has learning needs related to changing social roles; has an 'accumulated reservoir of life experiences'; is problem-centered and interested in immediate application of knowledge; and is primarily motivated by intrinsic rather than extrinsic factors. A key differentiator between the adult classroom and the child's classroom is the existence of mutuality between teachers and students as 'joint inquirers'. In other words, adult curriculum should be student-directed as opposed to teacher-directed. Whereas according to Knowles (1998) that is inversely proportional to Andragogy, namely Pedagogy has principles, among others: learners need to know what the teacher tells them, learners has a dependent personality, the learners experience is of little worth, learners become ready to learn what the teacher requires, learners expect subject centered content, learners are motivated by external forces.

In implementing learning, Andragogy emphasizes learning centered on citizen learning, but Pedagogy emphasizes teacher-centered or resource-centered learning.

Another view explains, that if viewed as an approach, Andragogy is not the only approach applied to adults, but the assumption of andragogy and pedagogy must be utilized based on the needs and conditions of the learning population.

For adults aged 18 to 24 referred to as early adults, prefer the approach used both with the principles of pedagogy and andragogy [21],[28]). However, for adults over the age of 30 - 55 years (middle adulthood) and over 55 years of age it is called (late adulthood), preferring the principles of Andragogy in the learning process.

III.METHOD

The development of andragogical content knowledge model is conducted by using quantitative approach of mixed method of research and development (R&D) method, descriptively describe the implementation process and effectiveness of andragogical content knowledge model (ACK) in improving the competence of tutor in skill learning program. Data were collected through observation, interview, questionnaire and documentation. [17]

IV.RESULT AND DISCUSSION

The model of andragogical content knowledge (ACK) in improving the competence of tutors prepared by the researcher, is the construction that is based on the development of the model of skill learning program held at the Technical Training Unit of UPTD-BLK Kota Parepare, can be seen in Figure 1 below.

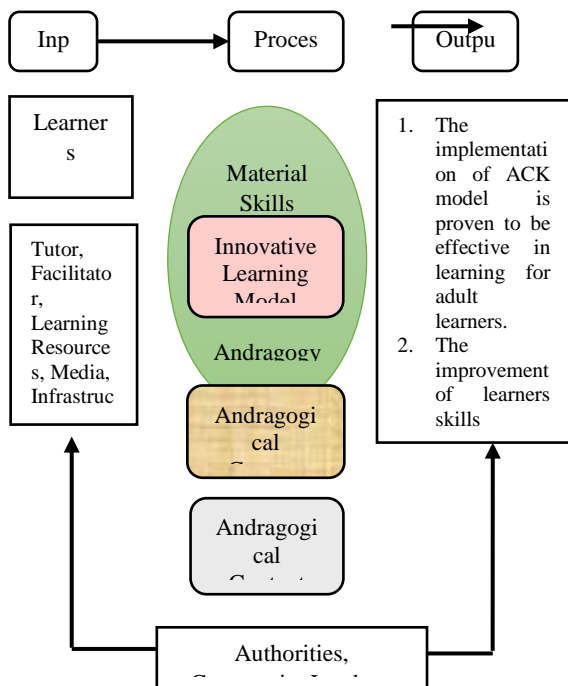


Figure 1.
Andragogical Content Knowledge (ACK) Model in improving authors' competence

The Model of Andragogical Content Knowledge (ACK) in improving the competence of the tutors was

analyzed based on the management of learning Out of School Education [26] including input, process, output.

Input in this learning activity, are the unskilled citizens in sewing by creating innovation, because the tutor as a lecturer is not adequate yet, the learning process still focuses on the citizens of learning, has not understood the characteristics of citizens of learning, has not mastered the learning strategy so that the condition of citizens who learn still low make them weak in investment for the necessities of their own life and family.

Judging from the model of andragogical content knowledge (ACK) needs to be developed and enhanced tutor competence. Imron M, Marzano(2008) states that the current tutors need to improve their ability to achieve the competence that the competence of tutors in utilizing technology or integrate knowledge and skills as well as build social, personal and professional attitudes in the learning program in order to achieve the learning objectives expected. Skill materials provided in accordance with the needs of the learning community are sewing skills with innovative learning model by looking at the initial condition of the learning community and the tutor's competence in the learning program before the model andragogical content knowledge (ACK) or how to blend technological andragogical content knowledge (TACK) there is a feeling of boredom saturated, the model of learning applied by the tutor / educator is not in accordance with the needs of the participants, so the results cannot be used to support individual needs in monotonous learning and tutor competence in preparing the learning materials not in accordance with what felt and needed by the learners. Approach to learning is still dominant centered on speech/teacher. Participants (learners) are not given enough opportunities to construct their knowledge and experience in facing the real-life problems.

The existing social and institutional potentials are very strategic and supportive for the community who do not have permanent jobs (unemployed) to participate in the learning / training programs implemented in some Learning Activities Learning Institutes (SKB), Community Learning Center (PKBM), one of them Training Center (BLK) which implement sewing skill learning program with the use of technology (computer application) to design clothing.

In the aspect of the process, the organizing of the activities focused on the aspect of how the implementation and effectiveness of andragogical content knowledge (ACK) model in improving the competence of tutors on learning programs of sewing skills with innovative learning relate to the topic "How to Blend TACK".



Learning activities included; firstly, orientation, fostering intimacy between participants (learners) with tutors, steps to design models, methods, techniques to be applied and practice is to read sketches of fashion, with the type of material as shown in Figures 2 below.

Figure 2.

The process of learning theories and practice of sewing skill Secondly, learning materials for sewing skills, tutors decided to provide materials on skills with innovative learning models. It was triggered by the identification that has been done prior to this activity, among others, and the priorities for the needs of the learners in the learning program at the Regional Technical Implementation Unit Training Center (UPTD-BLK), the learning program carried out by the approach of an adult. Instructional media used include LCD, sewing machines, file materials relating to the material / modules, facilities of learning which includes citizens to learn, and set the setting (setting) learning. Personal aspect that is achieved that has self-confidence, high responsibility in carrying out his duties, has a mature personality and work ethic in educating, has a noble character and can be emulated. Social aspect that is easy to communicate and socialize effectively with citizen learn both orally and in writing, work partner of fellow

V.CONCLUSION

The implementation of andragogical content knowledge (ACK) model in improving the tutors competence by considering the condition and the enthusiasm of the learning community and tutors in the learning program is felt very important as the effort of improving the competence of tutors can be obtained through education, training and other experiences according to the level of competence, because the tutor's competence is a reflection from the tutor's behavior in performing his daily duties and obligations as an educator, the ability to be possessed and can be made visible through the attributes of knowledge, skills, personality, attitudes and behavior. This andragogical content knowledge (ACK) model is effectively developed in the sewing skills learning program in accordance with the needs of citizens of learning, in order to solve their life problems.

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tables, chairs, blackboards, and the tools of practice required of participants and tailored to the needs and conditions in places of learning close to where the learners, tutors and learning resources consist of people who master the learning material skills, relevant to the ability and experience as a tutor in the learning, deepening of the material, these activities, carried out an understanding of learning materials and lesson planning innovation of tutor to residents learn.

Output, from the implementation of andragogical content knowledge (ACK) model in improving the competence of this tutor include; 1) increasing the mastery of sewing skills materials in innovative learning models with the approach of adults (how to blend TACK-Technological Andragogical Content Knowledge); 2) increasing insight, competence of tutor on competence andragogy, personal competence (attitude), social competence value), and professional competence (skill). Aspects of knowledge that would be achieved were the knowledge of understanding the learners and determine learning strategies in accordance with the needs of educator and education staff. The professional aspects that are achieved; mastering social science, understanding the teaching materials in accordance with the taught material, the ability to utilize various media and learning resources, develop the program and carry out the evaluation of learning.

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