

Literature Review: Analysis of the Application of Adult Education in Community Empowerment

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Abstract

The opportunity to utilize one's potential and utilize the resources around is the reason why adult education is needed in community empowerment. Adult education is a discipline that discusses adult problems in all its forms. The purpose of this study is to analyze the application of adult education in community empowerment based on self-concept, learning readiness, and learning orientation. The method used in this study is literature review, which is in the form of a literature review or analysis that has been carried out previously to get a deeper understanding related to the topic discussed. The results of the study show that adult education is influential in empowering the community as well as improving the quality of life. This is done in order to create a society with adequate skills and knowledge. It is concluded that adult education will prepare the community to be involved in their empowerment, the result of which is the economic and social change of the community so that there is an improvement in the quality of life.

Keywords: Adult Education, Community Empowerment, Quality of Life

INTRODUCTION

Almost the same terms in the world of education, namely pedagogy and pedagogic. Pedagogy means "education" while pedagogic means "education". The word pedagogos which originally meant service then turned into a noble work. Because the meaning of pedagogy (from pedagogos) means a person whose job is to guide the child in his growth to an independent and responsible area. so education (paedagogie) is the guidance given to a person (Y Karlina et al., 2022). Meanwhile, in general, education is all learning knowledge that occurs throughout life in all situations and conditions that will have a positive impact on life (D Pristiwanti et al., 2022). Education is seen as one of the aspects that has a main role in shaping the young generation to have a main personality (Arifin & Thamrin, 2024).

Adults are one of the solutions in community empowerment, where adults can learn together with their own group. Grouping that leads to the formation of organizations that are in accordance with age, gender, similarity of professions, common goals, etc. This group will later show that adults can learn through the organization they join. Adults tend to be able to learn with an organization that aligns with what they need.

Community empowerment is a type of community-based education that is within the scope of non-formal education. According to (Suhendra, 2006), empowerment is an effort to make the community empowered and independent which emphasizes economic development based on community values. According to (Nindatu, 2019), community empowerment essentially encourages people to be empowered. Therefore, community empowerment must be down-top, which means that it is in accordance with the needs and potentials of the community. This concept is different from the reality that shows that the implementation of empowerment programs is more top-down so that it is not necessarily in accordance with the potential and needs of the community, so it does not show a positive impact on the basics.

Community empowerment is interpreted as the process of handing over power from the government to helpless parties (poor people), so that they can have the power to build, and increase the power of the poor so that they have the ability to build. Community empowerment can be interpreted as an effort to restore or improve the ability of a community to be able to act in accordance with their dignity and dignity in carrying out their rights and responsibilities as members of the community (Suharto, 2021). Empowerment is able to encourage the community towards independence to create a prosperous and prosperous society. Empowerment is a form of social change process towards a better and prosperous society. One of the main characteristics of empowerment is that it focuses on the role and participation of the community from the planning process to implementation and maintenance. The government and other agencies have a duty as facilitators and motivators for the community who are targeted for empowerment.

METHOD

This study uses the literature review method. Literature review is a series of activities related to the method of collecting library data and information by exploring knowledge or knowledge from sources such as books, papers, diktatat lecture notes and several other sources related to the object of research (Rusmawan, 2019). In the initial stage of the search for journal articles, 1,000 articles were obtained using the keywords "the application of adult education and community empowerment. Of these, only about 10 articles are considered relevant. In this literature research, the type of research used is descriptive research with a literature review study method to collect, identify, and also interpret 'The Application of Adult Education in Community Empowerment.

DISCUSSION

The following are the results of literature analysis, review and selection of several data carried out by the author, there are 10 articles that are relevant for literature study. Articles obtained from publish or perish with literature search focused on the key phrase "adult education and community empowerment". Information related to the results of the analysis of the article can be seen in the table below:

Tabel 1. Adult education and community empowerment

Heading	Author	Result
Application of People Education	Siti Robiah, Yus Darusman,	Result research
Maturity in Empowerment	Ahmad Hamdan	show Application
Farming Community		education person adult
		have six assumption
		learn person adult
		Among them is the concept of
		self The findings Is
		independent and confident,
		experience The findings
		Is experience personal
		and the experiences of others,
		Learning Readiness, namely Meteri
		relevant to life
		real orientation Toward
		life learn that is
		centered on learning residents,
		necessity towards
		ability that is person
		adult learn because
		have a reason and purpose
		motivation that is motivation
		internal and external.
Empowerment Community	Irmawati	The results of the research include:
Through Training Programs		1) Training diversification
diversification Product		product Processed corn at
Processed		
Corn in Tanah Toa Village		Tanah Toa Village, Sub-district
District Kajang		Kajang regency
		direct, motivated to change, and
		have adequate information
		technology skills.

Empowerment education literature review	Indonesian people through Nonformal: A	Dinda Alifatul Laila, Salahudin	This study reveals that the high poverty rate and school dropout rate in Indonesia then empowerment through education Non-formal is used as a solution so that each community has the same ability and credibility for the welfare of themselves and the country. With that, the poverty rate and the dropout rate of children can decrease. The existence of non-formal education is expected to be able to solve the problems that exist in Indonesia, especially in economic and field problems work. It is also expected that courses and training that held as non-formal education in Indonesia can achieve competence and as a utilization of Technology considering that we are currently in the era of the Industrial Revolution 4.0 where competition will be increasingly fierce.
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The application of adult education in community empowerment based on self-concept

Self-concept can be interpreted as a person's self-identity in (Thalib, 2017) explaining that self-concept is a factor that is not supported from birth, but a factor that is learned and can be formed from daily activities or experiences. A person to be able to have a self-concept is generally manifested by itself through experience through interaction with people around him. In addition, through knowledge and experience that has happened. According to Knowles, self-concept is an independent attitude and does not depend on other people's decisions owned by adults. Knowles (1973) said that adults will reject any learning treatment that is contrary to their concept of themselves as an independent person. Adults are able to fully regulate themselves. In adult education, self-concept is very necessary with the interpretation of the adult self that has matured from a psychological point of view. Adult learning must be based on experiences that are linked to the desire for knowledge about phenomena that are associated with adults, good experiences are found in direct or indirect ways. In preparation for learning, it must be linked to the arrest of adults in balancing learning objectives. The

purpose of the application of andragogi is to achieve the urgency of the need to improve the standard of living, in addition to carrying out an increase in their participation in social activities, in addition to the purpose of applying the principle of andragogi to prioritize guiding and helping adults in gaining knowledge, skills, and attitudes in order to rob them of the problems of life they experience (Karwati, 2016)

The application of adult education in community empowerment based on learning readiness

Furthermore, according to (Sunhaji, 2013) in teaching adults are: 1. Students want to learn 2. Students understand and agree to the purpose of an activity in the form of education/course 3. In the learning process, you must create a friendly situation 4. The room layout is fun and comfortable for the participants 5. Learning about the relationship between experiences with students 6. The facilitator knows and understands mastering the material 7. Facilitators participate in the growth of the teaching and learning process 8. Adult education has a more flexible plan in the teaching and learning process. According to (Sugiyanto, 2020) adults are more interested in how to solve real-life problems on relevant tasks, can practice learning into job and career opportunities. Therefore, adult learning focuses more on solving real problems and can develop creativity skills to be applied in life. In addition, it must be ensured that learning for adults is really what they need.

The application of adult education in community empowerment based on learning orientation

Learning directs them to solving problems that exist in life. The solution to the problem is also not only short-term but also long-term. Because adults have an endless variety of problems so they need to find a solution to the problem. According to [Lovell \(1984\)](#) quoting from [Polya \(1945\)](#) in [Basleman & Mappa \(2011, p.130\)](#) about the existence of four different stages of problem solving, namely a). study the nature of the problem and recognize the information/data according to the problem, b). formulate a plan that requires us to associate the existing information with the part of the problem that is not detected, c). make prepared and prepared preparations and each step needs to be checked to ensure that the solution is carried out effectively, d). evaluate the problem solving that has been done, identify the shortcomings and advantages, and reflect on improvements for the future.

According to [Wardani \(2016, p. 4\)](#) student centered which means one of the ways of learning that makes residents learn to be an important part or the main part that affects the overall content of learning. According to [Knowles \(1973: 45\)](#), adults have the perspective to immediately apply what they learn. Orientation to learning is a form of application of the learning activities that are followed so that members can benefit from the community empowerment program held. Based on the findings in the field with the application of the theory, it is known that members have applied the results obtained from the training followed by carrying out business activities that are routinely carried out every day. In line with the theory of empowerment according to [Zubaedi \(2006: 131\)](#) which explains that the process of community empowerment through non-formal education is an effort where the community by using all its potential can empower itself.

Adult Education

Andragogi is a term introduced by Alexander Kapp, a German teacher, and popularized by Malcolm Knowles. According to Knowles in (Sujarwo, 2015) "Andragogy is therefore, the art and science of helping adults learn". Andragogy is a science and art in helping adults learn. Knowles in his book "The modern practice of Adult Education", said that he originally defined andragogy as the art and science of helping adults learn. From an epistemological point of view, andragogi comes from the Greek with the root: "Aner" which means adult and agogos means to lead. Another term that is often used as a comparison is pedagogy which is drawn from the words "paid/paed" meaning child and agogos meaning leading. So literally pedagogy means art and knowledge teaching children. Therefore, pedagogy means the art or knowledge of teaching children so that using the term pedagogy for adults is clearly inappropriate because it contains conflicting meanings. Meanwhile, according to (Kartono, 1992) that pedagogy (better referred to as andragogi, i.e. the science of guiding/educating humans; aner, andros = human agogos = guiding, educating) is the science of shaping human beings, namely forming a complete personality so that they are able to be independent in the midst of their social environment

Adults are people who have a lot of experience, knowledge, skills and the ability to overcome life problems independently (Sujarwo, 2015). Adult participation in learning has a positive impact on making life changes for the better. Learning orientation is centered on life, so adults learn not only to get good grades but adults learn to improve their lives. Through the learning process, adults will get more experience, so that learning for adults is more focused on improving life experience, not only on the search for a diploma. The learning approach used in adult learning has special characteristics that are different from learning in children. Andragogi is a learning approach that is based on the special characteristics of adults, especially in the learning process. One of the important aspects in education today that needs attention is the concept of education for adults. We do not always talk and review about the education of relatively young school students. The reality in the field is that not a few adults must receive education, both informal and non-formal education, for example education in the form of skills, courses, training and so on. The problem that often arises is how to learn tips and strategies for adults who incidentally do not occupy school seats. In this case, adults as students in learning activities cannot be treated like ordinary students who are sitting in traditional schools. Therefore, it must be understood that adults who grow as individuals and have maturity in self-concept move from dependence as happened in childhood to independence or self-direction.

The psychological maturity of adults as individuals who are able to direct themselves encourages the emergence of a very deep psychological need, namely the desire to be seen and treated by others as a person who directs himself, not directed, forced and manipulated by others. That way, if an adult faces a situation that does not allow him to be himself, he will feel depressed and feel unhappy. Because adults are not children, education for adults cannot be equated with education for school children. It is necessary to understand what are the drivers for adults to learn, what obstacles they experience, what they expect, how they can learn best and so on (Lunandi, 1987). Understanding the development of adult psychological conditions is of course very important for educators or facilitators in dealing with adults as students. Therefore, adult education or learning efforts require a special approach and must have a strong grasp of theoretical concepts based on assumptions or understandings of adults as students. Educational activities both through school and outside school have a variety of regions 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 andragogy of adult learning activities or efforts in the framework of development or realization of the achievement of lifelong education goals.

Community Empowerment

Conceptually, empowerment or empowerment comes from the word "power" because the main idea of empowerment comes into contact with the concept of power. Empowerment seen from the aspect of cooperation is a process of goals. According to Rakib (2016:97-98) who stated that the concept of empowerment is more about how we can give the community time and opportunity to determine the direction of the path they will choose in running their community. That way people can decide the path they will take.

In carrying out community empowerment, the local government is not just implementing but there are several goals so that the empowerment is carried out. Therefore, the local government implements a training program in the form of corn processing training. Where the participants in the training are housewives whose husbands work as corn farmers. Based on Law Number 25 of 2000 concerning the National Development Program (PROPENAS) for 2000-2004 and the Regional Development Program (BAPPEDA) it is stated that "The purpose of empowerment community is to increase community empowerment through strengthening local community institutions and organizations, poverty alleviation and community social protection, increasing community self-reliance to help the community to improve economic, social and political life". In addition, according to Franklin (2015:1326), the purpose of community empowerment is basically as follows:

1. Assisting development

The authentic and integral humanity of the weak, vulnerable, marginalized poor and smallholder farmers, urban poor farm workers, underdeveloped indigenous peoples, job seekers, disabled people and discriminated or marginalized women's groups.

2. Empowering these community groups socioeconomically so that they can be more independent and can meet their basic needs so that they can be more independent and can meet their life needs but are able to participate in society. The purpose of community empowerment is to help people develop their ability to meet their living needs. In addition, with community empowerment, people are helped to live independently in carrying out activities and independence in solving problems and be confident so that people can express their opinions or aspirations, and people are able to participate in social activities.

CONCLUSION

Adult education is very important in community empowerment. This is in line with the principles of adult education according to Knowles where adults have self-concept, experience, self-readiness and learning orientation that focuses on application. These principles have been applied in community empowerment, although there are still some obstacles to their implementation in accordance with findings in the field. However, in general, adult education can prepare the community to be actively involved in empowerment activities. The purpose of community empowerment is to increase community independence socio-economically so that they can meet their living needs. With empowerment, it is hoped that the community can participate in social activities and build confidence to convey aspirations. Various training programs provided to the community are expected to increase knowledge and skills so that they can improve their standard of living. Therefore, adult education is urgently needed to support the achievement of community empowerment goals.

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