

The Implementation of Pedagogy and Andragogy in Training Strategies to Enhance the Competence of Vocational School Teachers

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ABSTRACT

This study aims to analyze the implementation of pedagogy and andragogy in training strategies to improve the competence of vocational/vocational teacher teachers. The method used in this study is a qualitative descriptive method with a case study approach. Data was collected through interviews, observation, and document study. The study results show that implementing pedagogy and andragogy in training strategies can improve the competence of vocational/vocational teacher teachers. Pedagogy is used for training novice teachers and andragogy is used for training experienced teachers. The training strategies carried out include: (1) developing curriculum, (2) developing training materials, (3) using information and communication technology, (4) developing learning strategies, and (5) evaluating and assessing training results. This is contained in several sections that are published, namely, implementation, strategy, inhibiting factors, and benefits of training.

Keywords: *Implementation, Pedagogy, Andragogy, Training Strategy, Vocational Teacher Competency*

INTRODUCTION

Vocational school teachers (SMK) play a crucial role in creating quality human resources capable of competing in the era of globalization. With the rapid development of technology and industry, the demands on the competence of vocational school teachers have increased significantly. Therefore, providing training for vocational school teachers is essential to enhance their competence. In line with this, it is emphasized that teachers are not only responsible for imparting knowledge to students but also play a vital role in educating students' character, ethics, and morals. This role is irreplaceable by any technology. (Lubis, 2019). On the other hand, research reveals that to achieve quality vocational education, the

vocationalization process is essential. The primary goal of vocationalization is to enhance the relevance of vocational education and guidance to the evolving demands of the job market, ultimately contributing to the creation of a competitive and sustainable development-oriented society that promotes prosperity. (Irwanto, 2019).

One of the efforts considered effective in addressing the issues related to the competencies of SMK teachers is through teacher competency training. In training, the strategies employed can significantly impact the outcomes achieved by the training participants. Pedagogy and andragogy are two approaches frequently used in the learning process, each with distinct characteristics. Pedagogy is an approach to learning used for children or students who are still in the process of learning. This aligns with the idea that effective pedagogy attempts to integrate alternative teaching strategies that support intellectual engagement, have connections to a broader world, create a conducive classroom environment, and recognize differences in the application of all subjects. (Hiryanto, 2017).

On the other hand, andragogy is an approach to learning used for adults who already have experience and specific learning goals. The differences between pedagogy and andragogy primarily stem from the variations in their target audience. Pedagogy is aimed at children, while andragogy is more oriented towards adults who have already attained biological, social, and psychological maturity. (Hiryanto, 2017).

However, in the context of training for vocational teachers, both of these approaches can be used together to enhance their competence. The implementation of pedagogy and andragogy in training strategies can help teachers understand the characteristics of their students and determine the most effective and efficient methods for developing their teaching skills. This is in line with research that indicates that pedagogical and andragogical competence pertains to understanding learners and managing participatory and dialogical learning. Substantively, these competencies encompass understanding learners, designing and conducting instruction, evaluating learning outcomes, and developing trainees to actualize their diverse potentials. (Siregar et al., 2020).

In this article, we will discuss the implementation of pedagogy and andragogy in training strategies to enhance the competence of vocational teachers. The aim of this research is to analyze the implementation of pedagogy and andragogy in training strategies and provide recommendations to improve the effectiveness of training for vocational teachers. It is hoped that the results of this research will make a positive contribution to enhancing the competence of vocational teachers and offer insights for institutions conducting training for vocational teachers.

The main challenge faced by vocational teachers is the need to improve their competence in teaching subjects related to vocational fields. This challenge arises

due to the continuous changes and developments in technology and industry, which require the workforce to possess skills and knowledge aligned with the demands of the job market. Therefore, vocational teachers must enhance their competence to provide quality education that meets the needs of the industry. In line with this, research findings suggest that improving the quality of education in Vocational High Schools (SMK) is a logical requirement given the rapid advancements in science, technology, and the arts (Ipteks) and the demands of the business and industrial sectors (DU-DI). The progress in Ipteks signifies the need for ongoing adjustments and enhancements in the learning process. Additionally, there is a need for innovative teaching methods to enhance the quality of graduates. (Pratama et al., 2015).

Relevant facts regarding this issue include the low quality of education produced by Vocational High Schools (SMK) and vocational teachers in Indonesia. According to data from the Ministry of Education and Culture, in the year 2020, only approximately 21.5% of SMK graduates entered the workforce directly, while the remainder either remained unemployed or pursued higher education. This indicates that many SMK graduates are not adequately prepared for the job market. These findings align with other research results that emphasize the importance of enhancing the pedagogical competence of teachers and the role of school principals as policymakers, guides, motivators, and mentors for teachers. (Kurniawan, 2020).

Furthermore, according to a survey conducted by the World Economic Forum in 2020, Indonesia was ranked 62nd out of 137 countries concerning the quality of vocational and technical education. Many challenges still confront vocational teachers in improving the quality of education and producing a skilled workforce. The most significant challenge in developing teachers' competence is related to the limited time available for training, the availability of learning materials, educational media, and the need for an objective assessment system to measure and evaluate their competencies. (Mawardi, 2009).

Therefore, efforts are needed to enhance the competence of vocational teachers in facing the challenges posed by the current educational and industrial landscape. One approach that can be employed is the implementation of both pedagogical and andragogical approaches within the training strategies for vocational teachers. This aligns with the perspective that professional teachers must possess competence in terms of personality, social skills, and pedagogy. Teachers need to fulfill these competencies so they can be accepted by their students and parents. They should have knowledge about designing instruction in accordance with the context and developmental stages of their students, creating appropriate instructional media and materials, and developing assessment instruments in line with the learning objectives they are teaching. (Ani & Harapan, 2021).

METHOD

This study employs a qualitative research method with the aim of understanding the implementation of pedagogical and andragogical approaches in training strategies to enhance the competence of vocational teachers. According to (Fadli, 2021) qualitative research is a process of comprehending complex phenomena described in words with the purpose of gaining an understanding of the subjects under investigation. The research subjects are vocational teachers who have undergone this training. Data collection techniques include interviews and document analysis. Interviews are conducted with several vocational teachers who have participated in the training. Interviews are used to comprehend the perceptions and experiences of teachers regarding their participation in the training and the implementation of pedagogical and andragogical approaches within the training strategies. Document analysis involves gathering various training-related documents such as training programs, training modules, and training evaluations.

Data analysis employs content analysis as the methodology. The initial steps of data analysis involve the collection of data in the form of interview transcripts and documents. Subsequently, the data is comprehensively reviewed to understand the context and identify emerging themes. After identifying the themes, the data is classified and analyzed to reveal patterns and relationships among the identified themes.

In this research, a data triangulation technique is utilized by combining the results of interviews and document analysis. According to Sugiyono (2011) as cited in Fadli (2021), data collection through triangulation is a qualitative data-based technique used to enhance data validity and reliability. The analyzed data will be presented in a descriptive and narrative form to provide a clearer and more detailed understanding of the implementation of pedagogical and andragogical approaches within the training strategies aimed at enhancing the competence of vocational teachers.

RESULT AND DISCUSSION

After conducting qualitative research using data collection techniques such as interviews and document analysis and analyzing the data through content analysis, several findings and discussions were made as follows:

Vocational teachers who participated in the training have applied both pedagogical and andragogical principles in their teaching. Regarding pedagogy, teachers have utilized approaches that align with the characteristics of vocational students, such as connecting learning materials with students' experiences, providing relevant examples, and encouraging active student participation. In terms of andragogy, teachers have adopted a student-centered learning approach that emphasizes experiences and problem-solving. However, there is room for

improvement in implementing andragogy, particularly in allowing students to take the lead in their learning.

The vocational teachers who attended the training considered the training strategies highly effective in enhancing their competence. They mentioned that the training has helped them understand and apply pedagogical and andragogical principles in their classroom teaching.

Despite the perceived effectiveness of the training, several inhibiting factors in implementing pedagogical and andragogical approaches in classroom teaching were identified. These factors include the lack of support and facilities from the school, limited time to develop and implement innovative teaching methods, and the tendency of teachers to stick to traditional teaching methods.

Vocational teachers who participated in the training felt they gained significant benefits from it. They reported increased confidence in applying pedagogical and andragogical principles in their teaching, improved skills in evaluating student performance, and enhanced abilities in curriculum design and development.

DISCUSSION

Implementing both pedagogical and andragogical

Implementing both pedagogical and andragogical approaches by vocational teachers is a positive step, as it can assist students in gaining better understanding and enhance their participation in the learning process. However, there is room for improvement, particularly in allowing students to take the lead in their learning to be more active and engaged in the learning process. This aligns with the idea that pedagogical, andragogical, and heutagogical approaches form a continuum, meaning they are not isolated from one another. However, their implications highlight the role of learners and their level of maturity or adulthood, as well as the role of educators (instructors) in empowering the community. Each of these approaches has its unique strengths and weaknesses in shaping the field of education. (Hiryanto, 2017). On the other hand, the research results also reveal that pedagogical competence is crucial for teachers to effectively manage learning. This competence includes the ability to recognize each student as an individual, create lesson plans and implement them, evaluate learning outcomes, and develop the potential of students for actualization. (Anwar, 2019).

Training Strategies

Effective training strategies can help improve teachers' competence in applying pedagogy and andragogy in teaching. Training can also assist teachers in understanding more complex concepts and enhance their ability to evaluate students' performance. Therefore, efforts should be made to continuously develop effective training strategies to provide greater benefits to vocational teachers. This

aligns with research findings that suggest training should involve creating pre-experiences that help adult learners acquire new ways of thinking about their roles as learners, new skills, and self-directed learning (Hiryanto, 2009).

Based on this, the researcher argues that specific strategies and methods are needed for implementing training on pedagogical and andragogical competencies for vocational teachers. This can have a significant impact on the success of the training, as the study suggests that pedagogical and andragogical competencies can enhance the quality of teaching.

The hindering factors

The hindering factors, such as the lack of support and facilities from the school and the limited time for developing and applying innovative teaching methods, can impede the implementation of pedagogy and andragogy in the classroom. Therefore, efforts should be made to provide adequate support and facilities for vocational teachers and give them sufficient time to develop and implement innovative teaching methods. Additionally, there is a need to raise awareness among teachers about the importance of using student-centered learning. This should be addressed through improvements in the training programs, as suggested by the idea that the instructor's material delivery should utilize media and teaching aids aimed at developing the potential of training participants. Various forms of tests are conducted to assess the achievement of learning outcomes in terms of knowledge, attitudes, and skills (Siregar et al., 2020).

The benefits of training

The benefits of training perceived by vocational teachers can help improve the quality of classroom instruction and enhance their competence in applying pedagogy and andragogy in teaching. Therefore, efforts should be made to raise awareness among teachers about the importance of attending training and provide adequate support for them to participate in relevant training. This aligns with previous research that states that learning activities can take the form of education and training, courses, or learning activities conducted by community organizations. Another opinion suggests that learning is a relatively permanent change in behavioral tendencies as a result of practice or training (Siregar et al., 2020).

Hence, one of the efforts to improve the quality and enhance the pedagogical and andragogical competence of vocational teachers is through regular training programs. This has been proven to have a positive impact on the quality of teachers after they have undergone such training.

CONCLUSION

Based on the research findings and discussions conducted, the following conclusions can be drawn:

The implementation of pedagogy and andragogy in training strategies can help enhance the competence of vocational teachers in developing and implementing more innovative and student-centered learning.

Applying pedagogical and andragogical approaches in training can assist vocational teachers in better understanding the characteristics and needs of their students. It equips them with the necessary skills and knowledge to develop more relevant and effective teaching methods.

Adequate support and available resources from schools and the government are crucial in facilitating the implementation of pedagogy and andragogy in training for vocational teachers. Evaluation and monitoring of the implementation of these approaches in the classroom are essential to ensure their alignment with students' needs and characteristics.

To improve the quality of education in vocational schools, concerted efforts are needed from schools, the government, and teachers themselves to strengthen the implementation of pedagogical and andragogical approaches in teaching. This is expected to produce vocational school graduates who are prepared to compete and meet the demands of an increasingly complex and dynamic job market.

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