Andragogy Models Based on Learning Community on Music Education in Program of Elementary School Teacher

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Abstract. This study aims to find out 1) the validity of model development 2) the practicability model 3) the effectiveness model. This research uses Research and Development (R & D) development method which consists of 3 steps namely 1) preliminary study, 2) development, 3) evaluation and validation. Setting research done in Campus V State University of Makassar Jl. Jenderal Sudirman No. 56 City Parepare South Sulawesi. Research subjects on the implementation of the limited field testing is scholars of PGSD force 2016 which amounted to 30 people. Data collection techniques consist of delphi to find out of validity models, observation and questionnaire scholars response to find out of practicability models and test to know the effectiveness models. Data were analyzed by descriptive analysis. The results showed that the model of learning andragogy based on community learning with expert validation test, the model is quite valid and feasible to use. Based on the test of practicability models, model is quite practical to use in learning the art of music and the model developed quite effectively applied in the learning of music in PGSD FIP UNM. Conclusion the models can stimulate the positive potential of students, both psychomotor potential, cognitive and affective, further participant participation in learning is very high, especially for music learning.

1. Introduction

The critical education paradigm is triggered for potential enhancement, and designs the process in a form that leads to the performance of the individuals involved. According to Mansour Fakih (O’neil 2008) that the main task of education is to provide space for critical attitudes to the system and the structure of injustice and to do deconstruction and advocacy towards a more just social system. [1]

Higher education as a formal institution at the highest level carries out community empowerment missions and maintains and develops the value and structure of social order in the environment where universities are located. The development of scientific concepts, technology and art as a structure for the formation of community culture should be the main focus in the management of universities. The establishment of an academic culture in a learning community atmosphere is worthy of consideration within the framework of the mission.

Community learning as a miniature application of social order on a wider level can empower students as individuals who are always directly related to the community in their environment. As an
institution that carries out tri dharma, universities are expected to facilitate the development and improvement of superior, character and independent human resources as well as.

The process of implementing learning and developing an academic culture that leads to a thorough comprehensive education not only on the intellectual aspect but also on the development of other aspects such as value, moral and social. proposed by H.A.R Tilaar (2004) that our education system has been directed to a very intellectualistic form of education because it only develops a few limited aspects of human intelligence. The value, moral and social aspects can be developed within learning based on community learning. [2].

According to Collins (1999) that "In a learning communities the goal is to advance the collective knowledge and in that way to support the growth of individual knowledge." [3]. In learning models of learning communities, the learning process passes by cooperating with fellow learners in acquiring knowledge, then there is the process of interaction with various learning resources such as educators, fellow learners, other groups and various other learning resources to build knowledge of each individual within the community. In addition in the learning communities, each learner has a responsibility to be able to share knowledge and experience to other students.

Students as individuals who are in the early adult development phase require different learning patterns with children. They are mature human beings who have led to the concept of self-actualization which maslow referred to as (self-actualization). the task of adolescence-early adulthood by Muhibbin (2010) as follows: 1). desire to achieve freedom / freedom emotionally, desire to accept and be responsible, 2) prepare themselves in a career and achieve a certain position and profession sebgai supporting economic activities, 3) accept a set of values and ethical systems as a guide to behave and develop its ideology [4].

The concept of the learning community that can be realized in the learning community, adult learning approach or Andragogy and students as individuals in the early adult development phase are interrelated concepts in order to realize optimal learning patterns in universities. The relationship between these three aspects is the basis for the development of learning model of learning andragogy based on community learning.

2. Method

This research uses Research and Development (R & D) development method. This approach is chosen because R & D is highly suited to the problem and research objectives of developing a particular product and testing the effectiveness of the product. The design of R & D model according to Borg and Gall (1983) there are 10 steps, which is simplified into three steps: (1) preliminary study stage as needs and content analysis; (2) development stage as design, development, and evaluation; (3) the phase of product effectiveness testing as semi-summative evaluation. [5].

Other paragraphs are indented Furthermore, the elements of learning development by Joyce (2004) consist of syntax, reaction principle, social system, support system, instructional impact and impact of accompanist. [6]. The measurement of model validity is done by referring to Nieveen (1999) statement, that product quality can be measured from three aspects namely validity, practicality and product effectiveness [7].

Model validation is done by the expert using the detailed description of the assessment format, then the model implementation analysis is measured using the model model observation format, and the student response to the model through questionnaire.

Measurement of student participation in the community is done using a self-assessment format that according to weeden, winter, & broadfoot (Mansyur, 2015) that self-assessment as a review process involving learners. self-assessment in the form of a journal about learning achievement individuals within the community. Furthermore, the measurement of achievement of learning objectives based on learning indicators is done by using practice assessment test. [8]. The subject of this research is the students of Teaching Program of Elementary School Teacher of UPP Parepare Faculty of Education of Makassar State University of class of 2016 amounted to 72 people with sample of 30 people.
3. Results And Discussion

3.1. Development Design

The model design was developed based on the study of the relevance of the Student component as an individual in the early adult phase, the Andragogy Learning Identify potential Approach, and the Learning Community. Based on factual assessment of the student's learning needs and theoretical studies of the three component the model development is designed as follows:

Syntax
Stage 1.

a) Musical potential test: done by performing singing tests and tests of individual musical instruments

b) Test the ability of description: done by playing a song / music then instructs students to compile a brief description of the song / music that has been played.

c) Social skills test: conducted with sociometry

Stage 2. Learning in the community.

a) Establishment of community learning by distributing community members with different potential according to test results.

b) Explain the objectives of learning, indicators of achievement and subject matter briefly.

c) Directing the community to identify the learning needs related to the material, identification of various types of music / songs for further described in the form of written papers, then the community is expected to compose a simple music composition / song based on the reference of the identification of various types of music / songs.

d) Remind the community to continue learning outside the learning hours by intensifying community members' meetings.

e) Instruct the community to collect the task of the description of the music / song that has been identified.

f) Directing the community presents the work of music / songs according to the creativity of the community.

Stage 3. Evaluative Reflection.

a) Conducting a brief discussion about the presentation of music / songs between communities

b) Assess the results of the description and the results of the presentation of the work.

c) Giving conclusions and moral messages.

d) Closes learning

3.2. Social System

Individual adaptation in the interaction process in the community will give birth to a community culture which together by each member upholds the value of the understanding and the culture that has been developed. According to Triandis (W.Santrock, 2015, p.171).[9]. collectivism is the outcome of this stage which prioritizes "the existence a set of values that support groups, personal goals are used to maintain integrity, member interdependence and harmony of purpose ". Learning in the community through interaction guided by a community culture that has formed will give rise to "new individuals", besides having individual specifications, has also been "contaminated" by its community culture. Through community culture is expected to be the trigger of optimal learning interaction patterns. The interaction patterns of learning can be described as follows:
3.3. Reaction principle
Student response to instruction, direction, task and assessment given by lecturer. The principle of the reaction developed is that the lecturers play a role as facilitator and director at the next potential identification stage as consultants and mediators at the independent learning stage in the community, and reflective evaluators at the evaluative Reflection stage.

3.4. Support System
Implementation of learning using this model is supported by learning tools that have also been developed to support model implementation. The intended devices are RPS, syllabus, SAP, potential identification formats, learning needs identification formats, individual journal assessment systems, subject matter, and music writing software if required. Describing, composing simple music, presenting the work, and judging a musical work based on good judgment concepts is an instructional goal that can be achieved by applying this model.

3.5. Instructional Impact
Achieving goals in a lesson is very important. The success of the learning process is measured from the achievement of each indicator that becomes a benchmark achievement of learning objectives. The ability of students to understand, analyze, describe, compose simple music, present the work, and judge a musical work based on good judgment concepts is an instructional goal that can be achieved by applying this model.

3.6. Companion Impact
The principles of the model developed by taking into account the potential of each individual, further forming community and learning in the community can enhance students' self-confidence, improve adaptability and skills in cooperation and lead students in self-introduction process through potential
tests, individual achievement journals and find themselves in the social context as members of a community that has an unwritten rule of procedure, but violates ethics and community rules will have a negative impact on him.

Test Results
Trial done 3 times: (1) Expert test (2) Practicabilty model test; (3) Effectiveness of models test

3.7. Expert or Validation tes
Carried out by the respondents of the model design experts or product. This activity is carried out to review the initial product, provide input for improvement. This validation process is called Expert Judgment or Delphi Technique. Experts revise and validate results in a model worthy of testing. From [6] validation components namely syntax, social system, reaction principle, support system, instructional impact and impact accompanist each meet the criteria of instructional criteria (study criteria) and presentation criteria (performance criteria). Some expert suggestions regarding the draft hypothetical model:

Table 1 Expert revision and Expert revision 2 (Part 1)
Dr. Pattaufi, M.Si
Expert Educational Technology

| No | Things that need to be fixed                                      | Things that have been fixed         |
|----|------------------------------------------------------------------|-----------------------------------|
| 1  | Identification of musical potential, there needs to be a        | Everything its Ok                  |
|    | determination of the value or category with rubik assessment    |                                   |
| 2  | In the model step contains a description of the explanation of  |                                   |
|    | objectives and indicators of learning                           |                                   |

Table 2 Expert revision and Expert revision 2 (Part 2)
Andi Ihsan, S.sn, M.Pd
(Lecture in Faculty of Music and Art)

| No | Things that need to be fixed                                      | Things that have been fixed         |
|----|------------------------------------------------------------------|-----------------------------------|
| 1  | Musical identification needs to limit the type of music used     | Everything its Ok                  |
| 2  | Reaction principle: There should be expected and unexpected     |                                   |
|    | reaction categories                                             |                                   |
| 3  | Supporting System: Especially in the material need to be made    |                                   |
|    | handbook and distributed to students                            |                                   |

Good Luck
3.8. Test of Practicability models
Model is done by using observation to the implementation of learning by lecturers and learning activities by students, coupled with the result of questionnaire of student response to the implementation of learning.

The results of observation of the implementation of learning by lecturers shows the level of implementation of the model reached the percentage of 76.92% performed well. Based on observation sheet of activity of student response level toward instruction and direction related step model reaching percentage 61.53% done well. The result of questionnaire to know the student's response to the application of the model shows the feasibility of the model is in the percentage of 33.33% the category is feasible to use and 50% category is quite feasible to use (table 3. practicality model).

| Table 3. Practicality Models |
|-----------------------------|
| No | Component                        | Category | Result |
|----|----------------------------------|----------|--------|
| 1  | Implementation of model by lecturer based on observation result | Very Good |          |
|    |                                  | Good     |          |
|    |                                  | Average  |          |
|    |                                  | Poor     |          |
|    | 76.92%                          | 23.76%   | -       |
| 2  | Student activity based on response observation |          |        |
|    |                                  |          | Good    |
|    | 61.53%                          | 38.46%   | -       |
| 3  | Student response based on questionnaire results |          |        |
|    |                                  |          | Good    |
|    | 33.33%                          | 50%      | -       |

3.9. Test of Effectiveness models

The effectiveness of the model is measured using the results of the process assessment and learning outcomes as well as the assessment of learning achievement through individual journals. The results of the assessment process showed 85% of the subjects tested subjects reached 70 and above, the assessment of learning results showed 80% of students reached the value of 70 and above, and the results of individual journals showed the average student of 80% of students to progress 70 and above. (table 4. effectiveness model)

| Table 4. Table of effectiveness of the model |
|---------------------------------------------|
| No  | Component       | Result of Learning                          | Explanation |
|-----|-----------------|---------------------------------------------|-------------|
| 1   | Process of assessment | 85% students have more than 70 point        | Good        |
| 2   | Assessment of results | 80% students have more than 70 point        | Good        |
| 3   | Individual Journal | 80% students have 70 point average          | Good        |
4. Conclusion
Based on expert validation test, learning model andragogy based on learning communities is quite valid and feasible to use. Based on the test of practicability models, model is quite practical to use in learning the art of music. Based on the test of the effectiveness model, model developed quite effectively applied in the learning of music in Elementary Schol Program, Fakulty of education Universitas Negeri Makassar.

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