

Innovation of the Andragogy Learning Model Based on OBE (Outcome Based Education) in the Department of Community Education, Medan State University

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Abstract. As a educator and professional community education manager in managing and implementing learning in a Community Education, experience is needed in how to teach adults based on the principles. This research will describe the innovation of the OBE-based learning model. This research uses descriptive qualitative research methods to describe and analyze the innovation of the OBE-Based Andragogy Learning Model in andragogy courses, with a focus on aspects of Relative Advantage, Compatibility, Complexity, Trialability, and Observability. The population in this study were all 47 students taking Andragogy courses. The data collection techniques used include observation activities, the use of questionnaires distributed online via Google Form, as well as documentation of lecture results by applying the OBE concept. The data obtained was then analyzed through Forum Group Discussion. The results of the research show that this innovation was well received by students, 1) Lecturers can build social skills by utilizing the classroom environment and community as learning resources, learning is equipped with visual and audio visual media as well as supporting books, 2) Learning materials are in accordance with the learning plan and the assignments given to students are very in accordance with the KKNI, 3) Students say that andragogy courses need to be equipped with various learning resources because teaching adults requires a different art of teaching from teaching children, 4) The material discussed is in accordance with the learning outcomes of graduates (CPL) and course learning outcomes (CPMK) so that students state at the point of relative excellence that learning in andragogy courses has equipped students with experience as educators and managers of community education programs.

Keywords: Learning Innovation, Andragogy, Outcome Based Education.

1 Introduction

Learning is a series of outdoor events where interaction occurs between educators and students as well as learning resources in a learning environment. Learning is also considered to be

able to help educators to create a process of acquiring competency knowledge, mastery of skills, and can form positive attitudes and self-confidence in students. A person is said to be educated if there is a change in his behavior, his knowledge and information increases, and there is a positive change in his character. Learning activities are the main educational activities. The quality of a nation's education is one of the determinants of that nation's development. Therefore, it can be said that the progress of a nation or country can be seen from the quality of education in that nation or country. [1] said that education is a need that must be met by every individual [1]. Under any circumstances, every day society will not be able to resist the impact of implementing education and this is a key factor in shaping the progress of a nation or state. The importance of learning activities in education is also reflected in their contribution to individual development and society more broadly. The learning process not only includes the transfer of knowledge and skills, but is also a means of forming character and values that are determined in the community environment. Through learning activities, individuals can develop knowledge of critical thinking, creativity, and being able to work together, which are essential aspects in creating active and contributing citizens. Apart from that, the quality of education also plays a role in determining a nation's competitiveness at the global level. Countries that are able to provide quality education will have advanced human resources and be able to compete in various fields.

Indonesia is a country that cares about education. Various regulations as the basis for the implementation of education have been formed to create better education. Among other things, it is written in the 1945 Constitution in Article 31 paragraph (3) and paragraph (4) which emphasizes that the government is obliged to organize national education as an effort to make people's lives smarter as regulated in the Law by prioritizing the budget that will be used for education at a minimum of 20% of the APBN. (Indonesian State Revenue and Expenditure Budget) and APBD (Regional Revenue and Expenditure Budget). However, education is never free from various kinds of problems, such as macro problems and micro problems. Macro problems are problems that arise from within education itself, such as the uneven implementation of education in several fields, while micro problems are problems that arise in educational components such as problems contained in the learning curriculum.

The problems contained in this learning curriculum are considered very important to solve because they will affect the final result as a commercial product that will enter the world of business and industry. [2] stated that the results of the 2007 Sakernas showed that only 26.29% of college graduates were entrepreneurs, while 73.71% of high school graduates and below reached 73.71% [2]. These data have shown that the higher the level of education in Indonesia, the weaker the entrepreneurial spirit. Although there are several unique cases where some of the richest entrepreneurs in the world are not people with maximum academic abilities, such as Warren Buffet (owner of a leading stock exchange) and Bill Gate (owner of Microsoft). On the other hand, INDEF researchers noted that the education level of the Indonesian workforce is still relatively low. The educational structure of the Indonesian workforce is still dominated by basic education where 60% and 24% have no education. At the same time, more than 300,000 of the approximately 3.5 million university graduates remain unemployed. Based on this data, it is necessary to anticipate and evaluate the skills and achievements of graduates in the world of work. The existence of dynamics between universities, especially those related to higher education outcomes and life skills requirements, has caused changes such as increasing unemployment rates with open education and hidden education due to higher education, changes in socio-economic

structures as well as global politics which affect the world of work and industry as well as the development of science and technology. which resulted in various basic changes to qualifications, competencies and requirements for entering the world of work.

UNIMED as one of the universities that always innovates adapts its curriculum to the needs of the business and industrial world. Because the current challenge in education, especially higher education, is the role and strategy of higher education in bridging the gap between the learning process and the world of work and the need for innovation. The learning process in question is a learning activity that will provide experience for students in accordance with the achievements of graduates from each department and study program. As is the case with the andragogy course which is one of the majors in the general education department. As a prospective educator and professional community education manager in managing and implementing learning in a Community Education unit, experience is needed in how to teach adults based on the principles. Based on the results of observations and interviews with students and lecturers who teach andragogy courses, lectures have been carried out using a case study-based curriculum, equipped with handouts as student reading material and directing students to practice andragogy learning theories. Results depend on the results of the learning activity process. Based on this, it is said that the emphasis is on learning outcomes.

In facing the complex challenges of the world of work that continues to develop, it is very important to continue to update and enrich the educational curriculum so that it can sharpen its relevance to the needs of the industrial world. Among the breakthroughs that can be adopted is the application of learning models in andragogy courses based on Outcome-Based Education (OBE). Through this approach, students will not only gain theoretical knowledge, but will also be given the opportunity to directly experience the role of educators and managers of public education both conceptually and practically. The OBE model provides greater space for students to develop skills and knowledge that suit the demands of the world of work. Thus, graduates are expected to be able to achieve high achievements and be ready to become prospective educators and managers at community education institutions who are competent and able to compete in the job market. The application of OBE is not just a concept, but has been proven effective in improving the quality of the teaching and learning process, according to research by [3]. Research by Dwi Pusparini also shows that the application of CPMK (Course Learning Outcomes) in the OBE model can provide positive results [4]. In this context, improving learning outcomes in zakat and taxation management courses is proof that the implementation of OBE can create graduates who have competencies in accordance with national and international accreditation standards. Thus, integrating OBE into the education curriculum can be a strategic step to produce graduates who are ready to face the dynamics of the world of work with measurable and relevant abilities.

Based on the description of the background to the problem, the author conducted research on Learning Innovation in the OBE (Outcome Based Education) Based Andragogy Course at the Department of Community Education, Medan State University.

2 Research Method

This study used descriptive qualitative method. The qualitative research carried out aims to understand the phenomena experienced by research subjects, such as behavior, public perceptions, motivations, and actions, comprehensively by describing them in the form of words or narratives. [5]. The population that is the focus of this research is all 47 students taking Andragogy classes. In this case, research sampling was carried out using a saturated sampling technique (census), Arikunto stated that the overall sample is more appropriate if the population is less than 100 people [6]. This is based on the obligation of every major student who is required to take Andragogy courses. Therefore, all students who took this course became the data collection sample. Data collection techniques in this research include observation activities, the use of questionnaires given online via Google Form, as well as documentation of lecture results by applying the OBE concept. The data obtained was then analyzed through discussion forum activities (FGD). The instrument used for data collection was a closed questionnaire with a Likert measurement scale which had four answer choices, namely "Strongly Agree", "Agree", "Somewhat Agree", and "Disagree". To guarantee the validity of the instrument, this research involved two material and media experts, with the aim of measuring the level of product suitability from a construct validation perspective, in accordance with Sugiyono's guidelines (2014: 176), which indicate that non-test instruments require construct validity to guarantee reliability and accuracy of research results.

3 Result and Discussion

The results of this research map out a very significant first step in developing learning innovation trials in andragogy courses. This process begins with the first stage, namely acceptance testing. The initial step in this stage involves generalization, where the assumption is made that all students of the class of 2021 enrolled in classes A and B will be research subjects for the andragogy course. This generalization is not only a practical step, but also a critical foundation that supports assessing the impact of learning innovations across student groups. By taking this step, it not only investigates the effectiveness of learning innovations at an individual level, but also allows for a broader analysis of the impact on entire groups of students, providing a solid foundation for further evaluation. After generalization, the next stage is distributing questionnaires to students which is the main instrument for obtaining their views on learning innovation. It is important to remember that in this process, the characteristics of the respondents should not be ignored. Respondent characteristics are an in-depth description of the characteristics of research participants, which in this context include the student's gender and profession. By understanding these characteristics, research gains sharper insight into how learning innovations are received by diverse groups of students. The results of the questionnaire analysis showed that of the 47 students who were research subjects, the majority gave positive responses to the learning innovations that had been implemented. The majority of respondents stated that they agreed with various aspects of innovation, including the use of visual learning media, the suitability of the material with the RPS (Semester Learning Plan) and the agreed lecture contract, the complexity of the material to be

discussed, and the relevance of the material to learning outcomes, outcomes and learning needs. public. This shows that the implementation of learning innovations in andragogy courses has received positive support from students, proving its effectiveness in the context of learning development, outcomes and community learning needs.

3.1 Test Analysis

Overall, the results of testing the innovation of the OBE-based andragogy learning model in the general education department can be seen in the following table:

Table 1. Results of Testing Innovations in OBE-Based Andragogy Learning Models in the Department of Community Education

No	Indicator	Sub Indicator	Question items	Percentage	Results
1	Relative advantage	social	The tasks given can build cooperation within the team.	74,5%	Agree
		Economy	Learning is always done synchronously (virtually) so it requires a lot of internet quota	42,6%	Agree
			Learning resources utilize the classroom environment and community	68,1%	Agree
		satisfaction	Learning is equipped with visual, audio-visual learning media and supporting books	74,5%	Agree
			The task that must be done is not equipped with a technique for carrying it out.	40,4%	Disagree
2	Compatibility	Values and norms	The tasks given are not in accordance with the KKNI	34%	Don't agree
			The material discussed is in accordance with the RPS and college contract	66%	Agree
3	Complexity	Complexit	Andragogy is a course	70,2%	Agree

		y	that needs to be equipped with various learning resources		
4	Trialability	Ability to be tested	RPS andragogy can be used as a reference for offline and online lectures	78,7%	Agree
			Learning modules can be used as student reading material	72,3%	Agree
			The material discussed uses appropriate learning media	80,9%	Agree
5	Observability	Relative advantage	Learning provides students with experience in learning from adults	68,1%	Agree
		Ability to be tested	The material that will be discussed at the RPS is in accordance with the learning outcomes of graduates and the learning needs of society	78,7%	Agree

Students' responses and perceptions of innovations in andragogy learning approaches based on Outcome-Based Education (OBE) have an important role in assessing the success of implementing these innovations. Students who are the direct recipients of new learning methods are the primary source of information about how these innovations impact their learning experiences. Through the results collected from the Relative Advantage indicator, it is known that 74.5% of students agree that the assignments given build teamwork, such as group assignments being a form of successful implementation, where students are invited to work together to complete certain tasks. Discussion assignments to solve problems through case studies are also a positive point, giving students the opportunity to apply their knowledge in a real context. Apart from that, idea engineering assignments and project assignments also make a significant contribution to improving students' critical and creative thinking skills.

Lee, Hsieh, and Hsu emphasize the importance of understanding the point of relative advantage of an innovation from various points of view, not just from an economic perspective [7]. The assessment of an innovation must include aspects such as social achievements, level of comfort, and level of satisfaction that can be obtained. Relative advantage is considered the main key to assessing how an innovation can be judged superior when compared to previously existing approaches or practices. Relative advantage is not just an economic parameter, but also includes social and psychological dimensions. This means that the value of an innovation lies not only in its economic potential, but also in the extent to which the innovation can improve the quality of life and satisfaction of its users. By expanding the perspective of relative advantage evaluation, it can be understood that the adoption of innovation is not only related to financial benefits, but also to

improvements in the level of social life and personal satisfaction. Therefore, understanding and measuring relative advantage is a strategic key in predicting and understanding the level of adoption of an innovation in society. In addition to being a major predictor of innovation adoption, relative advantage also has significant implications in the educational context. Evaluation of the relative superiority of an innovation can help educators and policy makers to understand the extent to which new technology or methods can increase the effectiveness and efficiency of learning activities. Research shows that innovations in learning approaches can successfully motivate social cooperation between participants. This creates an environment that supports the development of interpersonal skills, which in turn can increase learning effectiveness. The results of this research provide evidence that innovation success is not only measured from an individual perspective, but also from collaborative and social aspects. Furthermore, the results of this research provide a strong basis for continuing to develop an andragogy approach based on OBE (Outcome-Based Education) in the context of community education. By focusing on clear learning outcomes and objectives, innovation in learning methods can be a catalyst for improving teamwork among students. Thus, it not only enriches our understanding of the factors influencing innovation adoption, but also provides a solid basis for improving educational approaches in society.

However, 42.6% of students agreed that learning which is always carried out simultaneously requires a large internet quota. This reflects some of the economic barriers related to internet access that may impact the learning experience. On the other hand, 68.1% of students agreed that learning resources utilize the classroom environment and community, showing the ability to adapt and integrate local resources in learning. As many as 74.5% of students agreed that learning was equipped with various learning media, this reflects their satisfaction with the learning approach. However, 40.4% of students did not agree that the assignments given were accompanied by completion techniques. This suggests there is room to improve the instruction process, including more detailed explanations and in-depth guidance regarding assignments. By paying attention to this input, learning approaches can be enriched by improving the quality of instruction, making it easier for students to understand and complete tasks so that a deep understanding of students' experiences and perceptions is the key to increasing the effectiveness of learning in an evolving context.

Furthermore, in the Conformity (Consistent) indicator, it was found that 34% of students did not agree that the assignments given were not in accordance with the Indonesian National Qualifications Framework (KKNI). This shows that there is a mismatch with the existing curriculum. Compatibility in the context of innovation refers to the extent to which a service or innovation is considered valuable and in accordance with the user's pre-existing values, beliefs, habits and experiences (Chen et al. in Al-Jabri and Sohail, 2012: 381). In this framework, as explained by Mndzebele, compatibility is defined as the extent to which a technological innovation is considered to be compatible with past habits, beliefs, values, experiences and needs [8]. This means that the successful implementation of an innovation does not only depend on technological aspects alone, but also involves integration with the social context and values that have been accepted by users. Daily practices, held beliefs, cherished values, past experiences, and actual needs of users are key elements that must be considered in the process of developing and implementing innovation. By understanding this concept of compatibility, innovation developers can design solutions that are not only technologically advanced, but also relevant to the user's reality. The process of adapting innovation to daily practices and values upheld by society is a

critical step in ensuring the acceptance and sustainability of the innovation. Therefore, integrating local values, user needs and past experiences in the development of innovations is an important strategy to ensure success and broad acceptance in society. Even though some students think there is a discrepancy between assignments and KKNi norms, there are positive results showing that 66% of students agree that the material discussed in the course is in accordance with the Semester Learning Plan (RPS) and course contract which reflects suitability with the existing curriculum. In this case, the match between students' learning needs and the various learning resources available is a key factor in supporting the success of this innovation. In other words, students' responses and perceptions regarding the suitability of innovation with values, norms and learning needs are very relevant to the successful implementation of OBE-based andragogy innovation.

Furthermore, on the Complexity indicator, the research results show that 70.2% of students agree that andragogy courses require a variety of learning resources. This reflects students' awareness of the complexity of learning in the context of andragogy, where diversity of learning sources is an important factor. In responding to the diverse needs of students, providing a variety of learning resources can increase the absorption of material and support the development of independent learning skills. This also shows that the complexity of the course is recognized and recognized by participants who realize that a variety of resources are needed to support their learning, teaching adults requires a different art to teaching children. Hasibuan, J (2022) states that education or efforts to learn from adults requires specialization and requires an understanding of strong theoretical concepts based on andragogical assumptions or understanding of adults as learning citizens [9]. The results of this research provide clear evidence of the relevance and urgency of a better approach in adult education, in line with the views of Hasibuan (2022) it also provides valuable information about how higher education can better prepare students to navigate the complexities of adult learning and ensure success in innovation-focused learning approaches.

Furthermore, on the Trialability indicator, Ability to Try, the research results show that 78.7% of students agree that the Andragogy Semester Learning Plan (RPS) can be used as a reference in offline and online lectures, and 72.3% of students agree that learning modules can be used as material. student reading. In addition, 80.9% of students agreed that the material discussed used appropriate learning media, this shows that the testability aspect of this innovation was highly accepted by students. Rogers (1983) stated that an innovation that can be tested in real situations tends to be adopted more quickly [10]. These results reflect that the innovations introduced in the andragogy course have succeeded in providing the abilities tested. Students feel that the RPS, modules and learning media provided are effective tools to support their learning, both in offline and online lectures. This shows that the innovation has shown its advantages and benefits, thus influencing students to accept it.

Furthermore, on the Observability indicator, the research results showed that as many as 68.1% of students agreed that learning gave them experience in understanding and teaching adults. These positive responses illustrate that students consider this aspect important and positive in their learning experience. They realized that the andragogy approach in this course allowed them to gain valuable insight into understanding how to teach adults, which is an important need in the public education context. Apart from that, 78.7% of students agreed that the material to be discussed in the Semester Learning Plan (RPS) was in accordance with the learning achievements of graduates and the learning needs of the community. This reflects a good match between the material taught and the larger educational goals. Students recognize the value of the material

taught in the context of societal needs and graduate success, which makes this material relevant and useful. Rogers' (1983) statement regarding observability emphasizes that the easier it is for society to see the results of an innovation, the greater the likelihood that an individual or group of people will adopt it. This means that the easier it is for people to see and recognize the positive results or success of an innovation, the greater the possibility that individuals or society will feel motivated to adopt it. In the context of the results of this research, students' positive responses to the learning experience and the suitability of the material with the educational goals of society and the needs of graduates indicate that innovation in andragogy courses has high observability. Students clearly see the benefits, relevance, and effectiveness of these innovations, influencing the likelihood of more widespread adoption.

4 Conclusion

The conclusion from the results of the research that has been carried out is to create an OBE-based learning plan that adapts to graduates' achievements, create course teaching materials that are in accordance with the learning plan, and complete the teaching materials with learning media. The following results were obtained:

- a. Lectures can build social skills by utilizing the classroom environment and community as learning resources. Learning is equipped with visual and audio visual media as well as supporting books.
- b. Learning materials are in accordance with the learning plan, and assignments given to students are in accordance with the KKNI.
- c. Students stated that andragogy courses need to be equipped with various learning resources because teaching adults requires a different teaching art from teaching children.
- d. Discussion of lecture material in accordance with the learning plan as a lecture reference supported by relevant learning modules and learning media.
- e. The material discussed is in accordance with the learning outcomes of graduates and the learning outcomes of the courses so that students state that they are relatively superior in that learning in the andragogy course has provided students with experience as educators and managers of community education programs.

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