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Development Of Andragogical Learning Model To Improve Life Skill For Teenagers Who Drop Out Of School In Gorontalo City

Rusdin Djibu, Imam Shofwan M Chairul Basrun Umanalis

Abstract: Rusdin Djibu, Development of andragogical learning model to improve life skills for teenagers who drop out of school in Gorontalo City is one of the models that is developed in order to improve life skills. This research aimed at determining (1) the objective conditions of teenagers who drop out of school in Gorontalo City, (2) the development of andragogical learning model, (3) the effectiveness of andragogical learning model, (4) the supporting and inhibiting factors to model development. The theoretical review in this research involved the concept of non-formal education, life skills education and andragogical learning model. This research applied a qualitative approach which was descriptive research. The research method used was the Research and Development (R&D) method and applied nonparametric statistic using the z test to test the hypothesis. The research samples were 20 people who were divided into an experimental group and control group. Furthermore, techniques of analysis were divided into three stages which were preliminary study, model development, and model effectiveness study. The research findings were: (1) obtain an overview of the objective conditions of the skills education in Gorontalo City, (2) development of andragogical learning model by using participatory and collaborative method can develop attitude, knowledge, and skills of trainees, (3) the effectiveness of learning model implemented through model testing. Based on the statistical test, a model that was developed had a significant influence on the result of training participants. The result revealed that a) the mastery of learning material in the test stage II was more evenly distributed than the test stage I, b) the average score result of posttest was higher than the average result of the pretest, c) the implementation of andragogical principles increases the participation, knowledge, skills and attitudes in utilizing local excellence and develops continuous learning motivation, d) The supporting factors so that this research was succeeded with good result were, a) community and government support, b) readiness and availability of all components and draft models that was understood. While the inhibiting factors involved: a) there was still public doubt about the results of the training, b) lack of competitive attitudes among the training participants, and c) the lack of optimal mastery of each component regarding the learning model and management functions. The result of this research was recommended to the government, the organizer and manager of KURPP, and the facilitator in the development of andragogical learning model, both at the center and in the regions, at the level of province and Gorontalo City.

Keywords: Andragogical, Learning, Skill, Development, Gorontalo

1. INTRODUCTION

Introduction of life skill education in all types and levels of education is basically encouraged by the assumption that the relevance of education and real life is less tight. The gap between the two is considered wide, both in quantity and quality. The education more isolated from real life so that the education graduates from various types and levels of education are considered not ready to face real life. An education said relevant to real life if education is in accordance with real life. This certainly requires the ability of an educator or tutor to present a learning process by using learning model that are adjusted to the characteristics and needs of students or learners. The learning model that is implemented in some training program can effective (faster and attached to his/her memory), when the supervisor (trainer, educator, facilitator, instructor, and the like) does not dominate the class group too much, reduces the amount of talk, but strives for the individual learner to be able to find the alternatives to develop their personality. A good supervisor must try to listen to and accept someone's ideas, then assess and answer their questions. Learning citizens (trainees) are essentially creative creatures when a person is able to move explore the potential within them[1]. In this effort, special skills and tips that can be used in that learning are required. One of the training provided by the government and community institutions for teenagers who drop out of school is

training on water hyacinth processing as one of the wild plants in Limboto Lake. For Gorontalo society, water hyacinth is only considered as a disruptive plant so that it is wasted in vain. Although there are those who use it, it is limited to fodder and sell if someone buys it. The community behavior shows that entrepreneurial spirit and behavior are not yet viable and have not developed well. This is certainly one of the factors that cause water hyacinth to not be managed properly[2]. If the community has an entrepreneurial spirit, the community will try to utilize water hyacinth in the framework of increasing their income and welfare[3]. The efforts to overcome the above problems have been carried out in many ways starting with providing training on how to process water hyacinth into a high-value handicraft material, processing water hyacinth into organic fertilizer until the effort to clean the lake from water hyacinth. From several issues that have been disclosed above arouse writer to examine it, by conducting an exploratory study of various factors derived from the inability of trainees to utilize learning outcomes after learning. After that, the study continued with developing andragogical learning model to improve life skills for teenagers who drop out of school with the expectation that every teenager who drops out of school who have attended learning or training about processing of water hyacinth can have the provision of adequate skills after their training on the existing productive business group, especially in Gorontalo City. In this research, andragogical learning model was carried out to improve the knowledge, skills, attitudes, and behavior of teenagers who drop out of school in the processing of water hyacinth. Water hyacinth material was appointed in this training for the following reasons: (1) water hyacinth can be found anywhere, especially in Limboto Lake; (2) water hyacinth is only used as animal feed; (3) water hyacinth is considered as a wild plant which

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2534

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1. INTRODUCTION

Introduction of life skill education in all types and levels of education is basically encouraged by the assumption that the relevance of education and real life is less tight. The gap between the two is considered wide, both in quantity and quality. The education more isolated from real life so that the education graduates from various types and levels of education are considered not ready to face real life. An education said relevant to real life if education is in accordance with real life. This certainly requires the ability of an educator or tutor to present a learning process by using learning model that are adjusted to the characteristics and needs of students or learners. The learning model that is implemented in some training program can effective (faster and attached to his/her memory), when the supervisor (trainer, educator, facilitator, instructor, and the like) does not dominate the class group too much, reduces the amount of talk, but strives for the individual learner to be able to find the alternatives to develop their personality. A good supervisor must try to listen to and accept someone's ideas, then assess and answer their questions. Learning citizens (trainees) are essentially creative creatures when a person is able to move/explore the potential within them[1]. In this effort, special skills and tips that can be used in that learning are required. One of the training¹ provided by the government and community institutions for teenagers who drop out of school is

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causes the decline of Limboto Lake; (4) The water hyacinth can be used as material handicraft skills that have high value. From the result of the observation, it was found that the business groups that emphasized their training on water hyacinth in Gorontalo City were two business groups, namely the business groups in the Dembe Village that are located in Kota Barat Sub-district, Gorontalo City and in the Libuo Village, Dungingi Sub-district, Gorontalo City, both areas are right on the shore of Limboto Lake. While the training participants recorded in this business group amounted to 20 people[4]. Most of the training participants were unemployed or teenagers who drop out of school due to economic problems of the family so that they could not continue their formal education [5] Therefore, to overcome these problems it is necessary to develop a learning model to improve life skills. The training that has been carried out so far with the previous learning model is deemed not optimal because it has not shown the expected life skills, especially for teenagers who drop out of school. It is realized that the learning model with andragogy approach is a learning model that provides opportunities for students to develop their abilities on training process in the form of planning, organizing, implementing, evaluating, and developing so that trainees can know the development of their learning outcomes. Based on the description, it is necessary to design a new learning model by looking at the existing learning model[6]. The development of the model was made in accordance with trainees' needs so that through training they could improve their knowledge, attitudes, skills as outputs, and impact on new business growth and income, as well as family welfare[7]. The development of the learning model that will be created is "Development of Learning Model to Improve Life Skill for Teenagers Who Drop out of School in Gorontalo City"[8]. The development of the model is assumed to be able to increase the trainees' knowledge, attitudes, and business skills as outputs, as well as increasing their productivity and income as learning outcomes.

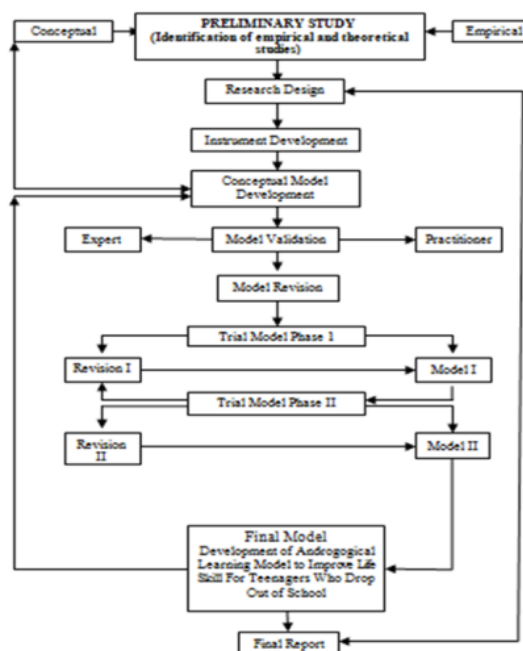
2 LITERATURE REVIEW

This research aims (1) obtaining an overview of the objective conditions of life skills learning for the teenagers who drop out of school in Gorontalo City. (2) Obtaining an overview of the development of andragogical learning model to improve life skill for teenagers who drop out of school in Gorontalo City[9][10]. (3) Describing the effectiveness of andragogical learning model application to improve life skill for teenagers who drop out of school in Gorontalo City. (4) Describing the supporting and inhibiting factors of model implementation to improve life skill for teenagers who drop out of school in Gorontalo City. Theoretically, the results of this study are expected to contribute to the scientific development of non-formal education, especially the development of informal education model that is related to the concept of learning and community empowerment and entrepreneurship[11]. Because of this research focuses on efforts to find a model, this research can also be used as a prototype for developing learning model to improve life skills in the next business group. In the end, the results of this study are also expected to be useful for the expansion of the study of PLS materials in the community. Practically, this research is expected to produce the following benefits: (1) can provide an idea for policymakers and coaches of business groups in order to improve entrepreneurial skills through the model that will be developed.

(2) Can provide positive input for management institutions or parties with an interest in organizing business groups in terms of evaluating the development of the model that has been implemented so far. (3) Material for consideration of comparative studies for other business group managers, especially regarding the development of andragogy model to improve life skill. (5) Useful as material for study and provide direction for other interested parties to examine this issue further.

3 METHOD

The Productive Youth Business Group (KUPP) in this study is located in Kota Barat Sub-district, Gorontalo City, that is KUPP Otaaha and in Dungingi Sub-district, Gorontalo City that is KUPP Mandiri[12]. This research applied research and development approach with combined data analysis techniques namely qualitative and quantitative analysis. In this study, the techniques used in data collection are (1) observation (2) documentation study and (3) interview[13][14]. The assessment activities are carried out by giving a preliminary test (pre-test) before the training and final test (post-test) or after the training activities are completed as a whole, followed by comparing the work results of participants in the field[15]. The steps of data collection techniques in this study are broadly grouped into three main stages, namely 1) preliminary study, 2) model development and 3) effectiveness study[16][17]. Data sources of this research are: (1) the authorized official determines the formal legality of the KUPP manager; (2) The range of program manager at KUPP



environment who has been and is being held positions in the program unit managers KUPP environment. (3) Trainees involved in the application of the andragogy learning development model to KUPP. Data analysis used in this study is a combination of descriptive and quantitative analysis. Descriptive analysis is based on the consideration that literally descriptive research is research that intends to: 1) make a

description of situations or events. Descriptive research also called survey research which aims to find the detailed factual information that summarizes existing symptoms, 2) identify problem or obtain the justification of conditions or ongoing practices, makes comparison and evaluation, 3) find out what done by other people in dealing with the same problem or situation in order to learn from them in the interests of making plans and decision making in the future.

4 RESULT

4.1 Description of Objective Conditions of Life Skill Learning on Productive Youth Business Group in Gorontalo City

The description of learning life skill education for teenagers who drop out of school in Gorontalo City that was obtained by the researcher through a preliminary study by conducting observation, interview, and documentation study on two existing KUPP, can be seen from the stages of planning, organizing, implementing, evaluating and developing. At the planning stage, the activities carried out were a recruitment of prospective trainees, recruitment of facilitators, and preparation of learning administration. The activity at the organizing stage was compiling the organizational structure as same as with KUPP organizational structure board. Details of assignments are made in general (not detailed), details of the tasks made by the KUPP manager were only details of the duties of the board consisting of the chairman, secretary, treasurer, and the person in charge of the program. At the stage of implementation, the activities carried out involved: facilitator activities, trainees' activities, and organizers' activities. Facilitator activities in the learning include activities to open learning, core activities, and activities to close learning. The training participants' activities included: a) training participants present on time. In the implementation of the activities there were still trainees who arrived late, b) the trainees returned to their home after the activity was finished, but in reality there were still trainees who did not obey, c) asking questions that were not understood, there were still trainees who felt reluctant to ask, d) participate actively in group activities. Actually, the trainees should participate actively, but there are still those who are not actively working in groups but prefer to work individually and e) trainees can reconstruct their learning outcomes properly and appropriately without the guidance of the facilitator or other people. All trainees supposed implement but some still had to be guided or directed by the facilitator. The activities of the training organizers have tasks that involved: a) preparing learning facilities required by the facilitators and trainees, should be carried out by the organizers every time the facilitator or trainee needs the facilities, but this is sometimes not implemented so learning activities are disturbed, and b) conducting learning supervision, but this activity is sometimes not implemented because they busy with the other tasks. The assessment activities by the facilitator were carried out in the form of non-tests (oral) during the learning process, by giving questions related to the material that had been taught, then the trainees were asked to answer according to what they understood. The evaluation results were sometimes not documented in writing form so that the results were unknown by the trainees. Development activity was conducted after the trainee has finished the learning process (post-learning). The form of activity was in the form of independent business

groups. This formed group has done its activities in KUPP. The effort that carried out by the KUPP manager was to motivate the training participants to create their own jobs or work in other places, but the training participants felt that their entrepreneurial abilities had not been supported in that direction. The training participants have not dared to open their own businesses, and there was still a sense of dependence on the KUPP program.

4.2 Development of Andragogical Learning Model to Improve Life Skill for Teenagers Who Drop out of School in Gorontalo City

The development of andragogy the learning model was based on the model that had been implemented. The development comprised of (1) Planning phase. Planning that was developed in this model was planning that involved various parties for common interests such as KUPP managers, program organizers, facilitators, non-formal education field officers, and training participants. The planning process is conducted through roundtable discussions and brainstorming. Planning activities covered: Recruitment of Prospective Trainees, Identifying Needs and Sources. Recruitment of Prospective Facilitators, Compiling Learning Programs. (2) Organizing in the development of this learning model was intended to enable KUPP managers to carry out their duties, authorities, and responsibilities among the components to carry out the planned activities. Organizing was held including Establishment of Organizational Structure for Organizing Training, Division of Tasks for Training Organizers and Facilitators. (3) The activity of the learning model was the estuary of all efforts/activities that have been implemented at the planning stage. What has been formulated in the planning was a reference in the implementation of training activities. The sequence of activities in the learning process included: initial activities, core activities, and closing activities. (4) The steps to carry out this assessment activity were to inventory and coordinate the parties involved in the assessment activities, determined the form and type of test used, compiled assessment material, carried out the assessment, analyzed the results of the assessment. Assessment activities in this learning follow the pre-learning aspects, learning outcomes, and post-learning. (5) Development is an effort to expand or realize the potentials, bringing a condition in stages to a condition that is more complete, bigger or better. The activity of developing an andragogy learning model to improve life skills for teenagers who drop out of school which is the establishment of the business group and technical assistance. The model that was developed was validated by experts, namely: The results of the consultation with this expert were described as follows: 1) generally, the learning model was considered to be adequate and ready to be tested, 2) there were several things that need to be refined, including: a) in the organizing stage, it is necessary to add a description of the duties of the KUPP manager and the job descriptions of the trainees. This is intentionally done in order to give understanding to all components of the training that everyone involved in the training activities has a clear task, b) the optimal ability of the KUPP manager, the organizers of training and facilitators to motivate trainees need to be considered, c) in the implementation stage, the learning process added with collaborative and participatory methods, d) coaching and supervision from outside KUPP needs to be done intensively so that the program can run well and in accordance with the

existing procedures, and, e) development activities added with the technical development activities, with the final indicator that was achieved was enhancement of behavior entrepreneurship and productivity. While the results of practitioner validation were 1) in each stage of learning did not prioritize the concept theoretically, but what was intended was the application of relevant concepts and support for use in the field, 2) in the planning stage it needs to be added the preparation of order of facilitators and trainees. This was intentionally made to give understanding for facilitators and trainees that their existence in KUPP had written rules that regulate their activities

4. 3 Study of Model Effectiveness

The study of model effectiveness was carried out through model trial activities and model effectiveness tests. The trial model was carried out twice, in two KUPPs that is implemented life skill training on water hyacinth processing. This is based on the research location, in which there are so much water hyacinth has not been used as an ingredient in life skills learning. From the results of this trial, it was expected to be able to obtain the conclusions that describe the characteristics of the development model that was developed. Learning activities in trial phase I and trial phase II were held by using the developed model. The results of the trials of both groups were then compared, specifically regarding the learning outcomes. The procedure for implementing this trial was carried out through three main activities, including: the formation of experimental group test phase I and phase II which referred to the steps of each learning model, implementation of learning and giving pretest to both groups at the beginning of learning activities with the same material test. The formation of groups either the Phase I test group and the Phase II test group was conducted randomly based on data obtained from KUPP. The number of participants in the study group was 20 people divided into two learning stages, the first stage of 10 people and the second stage of 10 people. The implementation of learning applied the learning model developed that was the learning model. After completing the learning activities the two groups were given the final test (posttest). The result of pretest and posttest in the test Phase 1 as followed:

Table 1.
Pretest and Posttest Scores Aspects of the Trainee's Knowledge

Number of Respondent	Pretest			Posttest		
	Score	%	Category	Score	%	Category
1	19	76	Good	22	88	Very Good
2	19	76	Good	21	84	Very Good
3	16	64	Good	19	76	Good
4	15	60	Good	18	72	Good
5	13	52	Good	16	64	Good
6	17	68	Good	19	76	Good
7	20	80	Good	22	88	Very Good
8	15	60	Good	18	72	Good
9	14	56	Good	17	68	Good
10	18	72	Good	20	80	Good
Total	166			192		

The table above revealed that the minimum score of the pretest result of knowledge aspect was 13, and the maximum score was 20. While the posttest minimum score of 16, and the maximum score of 28. The average score of the pretest was 16.6 and the standard deviation amounted to 2.366, while the average score of the posttest was 19.2 and the standard

deviation amounted to 2.04.

Table 2.
Wilcoxon Test Aspect of Knowledge

Number of Respondent	Score		Deviation B	Rank B	Mark	
	Pre-test	Post-test			+	-
1	19	22	+2	5	5	
2	19	21	+1	1	1	
3	16	19	+2	5	5	
4	15	18	+2	5	5	
5	13	16	+2	5	5	
6	17	19	+2	5	5	
7	20	22	+3	9,5	9,5	
8	15	18	+3	9,5	9,5	
9	14	17	+2	5	5	
10	18	20	+2	5	5	
Total					55	

$$Z = \frac{T - \frac{1}{4}n(n+1)}{\sqrt{\frac{1}{24}n(n+1)(n+2) + 1}}$$

$$Z = \frac{55 - \frac{1}{4}(10)(11)}{\sqrt{\frac{1}{24}(10)(11)(21)}} = \frac{27,5}{9,81} = 2,80$$

In the significant level of 95% ($\alpha=0,05$, two parties test), with $n=10$, then obtained $Z_{table}(1-1/2\alpha)=Z_{0,975}=0,56$. As the test criteria stated that, H_0 was accepted if $Z_{table} < Z_{count} < Z_{table}$; H_0 was rejected if the opposite happened. Because of $Z_{count} = 2,80 > Z_{table} = 0,56$, then H_0 was rejected which means there was a significant difference between pretest and posttest in the aspect of knowledge.

The test Phase II implemented at KUPP Otanahan with the result as followed:

Table 3.
Pretest and Posttest Score of Aspect of Trainees' Knowledge

Number of Respondent.	Pretest			Posttest		
	Score	%	Category	Score	%	Category
1	18	72	Good	21	84	Very Good
2	17	68	Good	20	80	Good
3	22	88	Very Good	24	96	Very Good
4	20	80	Good	22	88	Very Good
5	19	76	Good	21	84	Very Good
6	21	84	Very Good	23	92	Very Good
7	20	80	Good	22	88	Very Good
8	17	68	Good	19	76	Good
9	16	64	Good	18	72	Good
10	22	88	Very Good	23	92	Very Good
Total	166			192		

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Table 4.
Wilcoxon Test Aspect of Knowledge

Number of Respondent	Score		Deviation B	Rank B	Mark	
	Pre-test	Post-test			+	-
1	18	21	+3	9,5	9,5	
2	17	20	+3	9,5	9,5	
3	22	24	+2	5	5	
4	20	22	+2	5	5	
5	19	21	+2	5	5	
6	21	23	+2	5	5	
7	20	22	+2	5	5	
8	17	19	+2	5	5	
9	16	18	+2	5	5	
10	22	23	+1	1	1	
Total					55	

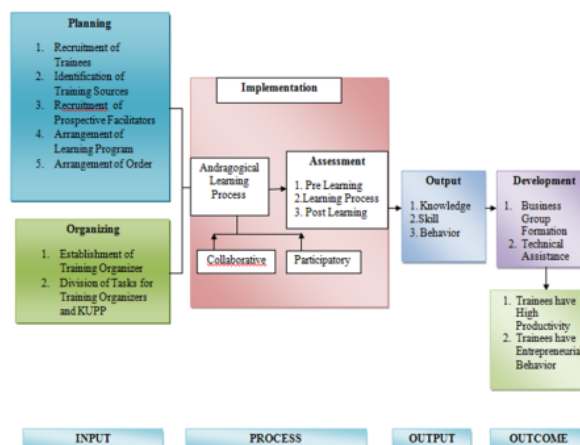
$$Z = \frac{T - \frac{1}{4}n(n+1)}{\sqrt{\frac{1}{24}n(n+1)(n^2+1)}}$$

$$Z = \frac{55 - \frac{1}{4}(10)(11)}{\sqrt{\frac{1}{24}(10)(11)(21)}} = \frac{27,5}{9,81} = 2,80$$

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This andragogy learning model was feasible to be used in life skills training at KUPP, after seeing the success criteria set out in the compilation with the results of interviews, observations, and documentation apparently all the criteria were fulfilled.

Based on the results of the first and second stages of the trial, the researchers made adjustments to the learning model to improve life skills for teenagers who drop out of school in Gorontalo as shown in figure 2 below.



5 DISCUSSION

In order to get an actual and systematic description, the researcher observes it using the education management function approach which involves the stages of planning, organizing, implementing, evaluating and developing by clearly identifying the components, processes and the objectives[18]. The life skills learning paradigm which conducted by KUPP of Gorontalo City, which is outlined as follows: Planning activities include: 1) the recruitment of trainees, trainees are raw input in the learning activity at KUPP. In terms of recruiting trainees, the researcher understood that what had been done by the KUPP was mostly administratively fulfilled, in which first collected data on prospective trainees whose information was obtained from PNF inspectors of Gorontalo City[19]. Furthermore, the administrators of life skills education came to prospective trainees' home to deliver the KUPP program and there is no attempt to know the characteristics earlier asking for their willingness to join the program. This recruitment system is felt to be not optimal, where the KUPP management/organizer of the trainees is both an internal characteristic and external characteristics[20]. 2) the recruitment of facilitators, facilitators are instrumental inputs for KUPP in the context of learning activities[21]. As well as the recruitment of prospective trainees, recruitment of facilitators in administrative procedures has been fulfilled. Facilitators as an educator in non-formal education need to know their educational background, the educational experience they participate in, their personality and social behavior, and the mastery of the material being taught. 3) preparation of learning administration, an administration that is prepared by KUPP in the context of learning life skills education namely learning programs made in the form of study schedules, attendance lists of trainees, attendance lists of facilitator, and learning progress[22]. This learning administration is a part of an instrumental input, in which information obtained by the researcher that this administrative preparation tends to only fulfill the administrative requirements of an institution that organizes life skills education activities while the substance, mechanism, and quality of the contents of the administration itself have not received optimal attention, such as: a) training participants have not been involved in preparing the learning

program. Involving trainees is considered very important as stated in participatory learning which is commonly used in non-formal education that the involvement of trainees in formulating the learning programs simultaneously is very necessary, b) the selection of learning materials has not been oriented to the utilization of local potential and entrepreneurship. Organizing activities include the division of activities of organizers and facilitators. The reality reveals that the preparation of the tasks of the organizer and facilitator was carried out by the KUPP manager himself. This is inappropriate with the principle of participatory learning which prioritizes joint involvement[23]. The existence of organizers and facilitators for a non-formal education unit such as KUPP is very necessary, where organizers have the task of facilitating learning and facilitators as implementers of learning activities[24]. For this reason, his involvement in arranging his tasks is needed to produce clear, proportional and appropriate job descriptions. The learning activities viewed from the aspect of facilitator activities, the activities of the trainees and the activities of the organizers. The information that the researcher collected successfully shows that: 1) For facilitator activities, the fact indicates that the facilitator is carrying out his duties tend to treat trainees as same as with students in school both in terms of selection of methods and techniques, use of media, utilization of time for theory and practice. The approach and participatory method as the principle of learning non-formal education have not been optimally implemented. In the initial learning activities, the facilitator sometimes did not carry out intimacy coaching, at the core activities the facilitator sometimes did not give the participants the opportunity to participate and the closing activities of the facilitator sometimes did not evaluate, review and conclude the learning material. The condition of this learning is not in accordance with the principle of participatory learning that is oriented towards the trainees. 2) For trainees' activities, the reality indicates that there are trainees who are often late, trainees return (back) before the learning process is completed and trainees who participate less in learning activities such as asking or answering questions and liveliness in performing individual/group tasks. These situations indicate that the trainees' learning motivation is still low, in which to increase learning motivation facilitator's role is indispensable. In order to be able to carry out their functions and duties properly, a facilitator needs to be aware of and understand the four functions of a facilitator in the community, namely: (a) As an interviewee, it means that a facilitator must be able and ready with new information including supporters related to the program. A facilitator must be able to answer questions, provide reviews, describe analysis and provide concrete and realistic suggestions or advice to be easily implemented; (b) As a teacher, the function as a teacher is often needed to help the community in learning and understanding new skills or knowledge in the efforts of community empowerment and program implementation. The facilitator must be able to convey the material needed in accordance with the conditions and the language is easily understood by the community and easily applied step by step; (c) As a mediator comprises (1) Potential mediation, a facilitator is expected to be able to help the community mediate/access the potentials that can support their development, for example: the private sector, universities, non-governmental organization, market opportunities and so on; (2) Mediation of various interests, a facilitator is also expected to be able to play a role as a person

who can mediate if there are differences of interest between groups or individuals in the community. The facilitator needs to remind the community about the consistency of the various agreements that have been made previously. Another meaning is to adjust various interests to achieve common goals, if necessary a facilitator to help the community by providing various alternatives agreement in adjusting the various interests in order to achieve common goals. For this reason, a facilitator must be neutral and impartial to one group[25]. (d) As a Stimulator or Challenger. It is often found that society rarely knows and recognize their own potential and capacity. For this reason, a facilitator must be able to stimulate and encourage the community to discover and recognize their own potential and capacity, so that the community can perform various development activities independently[26]. At certain times a facilitator must know when he functions as a mediator. The assessment activities are applied by the facilitator in the form of non-verbal (oral) during the process. The results of this assessment are not well documented. This assessment condition indicates that the assessment system that is implemented is not optimal. Assessment activities are very necessary to find out the quality of management of learning activities, learning outcomes, and post-learning. Development activities are the purposes in the system approach. In this development activity, post-learning activities are expected to appear. The fact shows that the development activities of KUPP in Gorontalo city such as the establishment of an independent business group that is formed after the participants completed follow all the learning activities (post-learning). This independent business group that is formed, the activity is not visible so that it has not been able to provide the value of benefits for trainees in terms of obtaining income and improving their welfare. This is due to the lack of technical assistance. Based on the description above, it can be understood that the implementation of life skill learning activities of KUPP in Gorontalo City has not been optimal either from the stages of planning, organizing, implementing, evaluating and developing. Each stage of its activities tends to only fulfill the requirements of administrative procedures, concerning matters relating to the selected learning approach, the methods, techniques and work mechanisms that have been carried out are not yet optimal[27]. In addition, the utilization of local potential in learning has not become a priority, as well as the entrepreneurial concept has not yet obtained an adequate portion so that the trainees are only limited to knowing what they have learned yet to obtain the benefits of what they have learned to become independent trainees. **Development of Andragogical Learning Model to Improve Life Skill for Teenagers Who Drop Out of School in Gorontalo City**
Development of andragogy learning model to improve life skill for teenagers who drop out of school essentially from of thinking to provide a solution after finding a description of how the learning activities of life skills education in KUPP Gorontalo City. The steps of the activities carried out are as follows: 1) conduct a development needs analysis, 2) define the elements that will be developed, 3) compile model development, 4) validate the development of models with non-formal education experts, non-formal education practitioners and colleagues, 5) compile the learning model. The elements developed were obtained after the researcher conducted the preliminary study, conducted a needs analysis and determined the form of learning design that is developed. While, the

developed components are derived from: (1) the perceived initial conditions need to be improved, (2) the new conditions that need to be created by the implementation mechanism.

Basically, the things that are developed are: (1) planning, the activities consist of recruitment of prospective trainees, identification of needs, sources, and possible obstacles, recruitment of prospective facilitators, compiling learning programs, arranging training rules, (2) organizing, activities consists of the establishment of the person in charge of training, division of tasks for KUPP managers, division of tasks for training organizers, and division of tasks for facilitators and trainees, (3) implementation, the activities consist of: (a) orientation for organizers and facilitators regarding the implementation of training, (b) the learning process is divided into initial activities, core activities and closing activities using the approach and participatory/collaborative methods, (4) coaching, activities consists of internal coaching carried out by the KUPP manager, training organizer, and facilitator[28]. External coaching is conducted by technical agencies such as the Education Office of Sub-district/District / Province. (5) Development, the activities consist of business group establishment, technical assistance, and partnership networks. (6) assessment, the activities covers assessment of learning activities, assessment of trainees, assessment of post-learning. Development of this learning model is considered successful if in the implementation its reveal the indicators that are deliberately set as criteria for success, namely: 1) criteria in the learning process; (a) at least 75% of the contents of this learning model can be understood, accepted and applied by trainees, facilitators and program organizers in KUPP, (b) at least 75% of trainees and facilitators during the learning process feel conducive conditions, pleasant atmosphere, mutual respect and have a high willingness to learn and teach, (c) at least 75% of trainees think the learning material is appropriate with the needs of the trainees so that they view think that by following this learning process it will benefit and be useful for their lives, (d) at least 75% of the trainees actively take part in the learning process and will not resign because the reason for the learning material is not appropriate or not comfortable and unhappy because of their learning activities, (e) at least 75% of the trainees have increased knowledge, attitudes and life skills compared to before they attended the training, 2) criteria in the post-learning, including; (a) at least 75% of the trainees can reconstruct the life skills activities they have learned without the guidance / direction of others, (b) at least 75% of the trainees have a thinking orientation to become new entrepreneurs marked by the growing motivation of trainees to become entrepreneurs by utilizing local potential, (c) at least 75% of trainees can apply the results of their study at the place where they work, (d) at least 75% of the trainees have independent behavior indicated in their activities following the business groups formed by KUPP, (e) the participation of at least 75% of trainees in social activities and community development associated with the training activities they participated in.

Study of Andragogical Learning Model Effectiveness

The study of model effectiveness is conducted through review when this learning model is implemented. The implementation of the model was carried out through the implementation of trials for two times, the first phase of the trial was conducted at the KUPP Mandiri from May to July 2011, the second phase of the trial was held at the KUPP Otanaha from July to

September. Furthermore, from the results of these trials, it reveals that there is a positive impact not only for the trainees but also for the managers of KUPP, training organizers and facilitators[29]. They have gained new insights regarding the andragogy learning process to improve life skills which is a learning model that integrates an understanding of entrepreneurship and life skill that is utilize the productivity.

The effectiveness of the development of the learning model is indicated by the activities that have been applied in the learning process that is able to produce learning achievements for trainees, in which the scores obtained by the trainees after being given posttest evaluation are good and excellent (mastery level 70% to 100%) either life skill material or entrepreneurial material. The value of learning outcomes obtained by the experimental group was higher than the learning outcomes obtained by the control group; furthermore, the data revealed that the posttest learning outcomes obtained by the experimental group were higher than the results of the pretest as in the first phase of the trial and second phase trials. In addition, by looking at the comparison of the pretest and posttest result of the first stage experimental group and the second stage experimental group, the posttest score was higher than the pretest score. Then the non-parametric statistical tests were carried out through the Z-test[30]. The finding reveals that 1) the experimental group mastery level of the learning material was more evenly distributed than the control group, 2) the average test score results of experimental group were higher than the average test result of control group, 3) there had been an increase of trainees' learning outcomes from the first phase of trial to the second phase of the trial.

6 CONCLUSION

Based on the problems and objectives of the study and related to the development of the learning model, it can be concluded that: (1) Life skills training to the Productive Youth Business Group has been implemented by the government and other organizations, but the learning model that has been applied has not been able to develop life skills optimally. (2) The development of the andragogy learning model to improve life skills for teenagers who drop out of school in Gorontalo City in this study was obtained through observation, interviews, and documentation studies by looking from the stages of planning, implementation, assessment, and development. Model development is held through the steps of conducting a development needs analysis, defining the elements to be developed, compiling a learning model, validating the development of models with non-formal education experts, non-formal education practitioners, and colleague, and compiling the final model. (3) The study of model effectiveness is preceded by the implementation of the andragogy learning model that is conducted through trials for two times, namely the first phase of the trial in the KUPP Mandiri and the second phase of the trial at KUPP Otanaha. Additionally, from the results of these trials, it reveals that there is a positive impact not only for the trainees but also for the managers of KUPP, training organizers and facilitators. The study of learning model effectiveness is conducted by learning model testing. Based on the statistical test, the learning model that is developed had a significant influence on the learner' outcomes. It is indicated by the data that was obtained. Based on the data from the first and second stage trials, the results of the experimental group tests were always superior compared

to the control group. The finding reveals that: 1) the experimental group mastery level of the learning material was more evenly distributed than the control group, 2) the average test score results of experimental group were higher than the average test result of control group, 3) there had been an increase of trainees' learning outcomes from the first phase of trial to the second phase of the trial. (4) the supporting factors of this model development application are: 1) the community support that openly provides good service and provides clear information, 2) the government support in the success of this training, 3) readiness and availability of all components, namely: KUPP manager, training organizer, facilitator and trainee, 4) attitude of sincerity and openness facilitator to share his knowledge and expertise with trainees, 5) a conducive learning situation so that the implementation of this model runs smoothly and successfully, and 6) a draft model that is understood. Meanwhile, the inhibiting factors including: a) there are doubts among the prospective trainees regarding the certainty of the training implementation held by KUPP, b) the lack of competitive attitudes among the trainees, and c) the mastery of the facilitator on the ability to apply the andragogy learning model. Furthermore, some recommendations submitted based on the results of this study are as follows: (1) For Government of Gorontalo City release policies relating to the learning in non-formal education, especially in the Productive Youth Business Group (KUPP) with regard in financing and stipulating regulations that can improve community's interest and motivation to learn and develop their skills. (2) For the Education Department of Gorontalo City to provide assistance to the facilitators in the implementation of the training. It is suggested that the facilitator that selected as teaching staff in KUPP is a facilitator who has educational background and expertise in carrying out training. (3) For managers of KUPP, it is recommended that the sustainability of the implementation and learning model application from the results of this study conducted and developed in accordance with the characteristics of the place and location of the training. It is recommended that managers always be open in accepting updates in the application of the learning model. (4) For the facilitators as the teaching staff should apply a learning model that can improve the knowledge and skills of trainees. (5) For researchers, this research is limited in the development of the learning model that is carried out by KUPP in Gorontalo City and has not yet reached wider areas. Therefore, it is recommended that similar research be conducted outside of Gorontalo City.

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