

Andragogic Approach In Building Students' Learning Motivation at Muhammadiyah 1 Vocational School Probolinggo City (Pendekatan Andragogi Dalam Membangun Motivasi Belajar Peserta Didik di SMK Muhammadiyah 1 Kota Probolinggo)

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Abstract: *This study aims to analyze the application of the andragogy approach in improving students' learning motivation at SMK Muhammadiyah 1 Kota Probolinggo, especially in the Nursing department. The andragogy approach is applied to enhance independence, relevance of learning, and student involvement in the learning process. The method used is qualitative with research subjects consisting of teachers and grade XI students. Data were collected through interviews, observations, and documentation, and analyzed using qualitative descriptive analysis techniques. The results of the study indicate that the application of the andragogy approach, including methods such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), collaborative learning, and self-evaluation, can improve students' learning motivation. This approach helps students relate learning to the real world of work, develop independence, and improve social and collaborative skills. Overall, the application of the andragogy approach has proven effective in preparing students to face the challenges of an increasingly competitive world of work. Therefore, this approach is highly recommended to be applied sustainably in SMK to produce competent graduates who are ready to compete in the professional world.*

Keywords— Andragogy Approach; Learning Motivation; Vocational High School

1. INTRODUCTION

Various aspects of human life are influenced by advancements in technology and science, including education in Indonesia. The curriculum has undergone changes from the 2013 Curriculum to the Merdeka Curriculum, which emphasizes more flexible learning. The goal is to ensure that students have enough time to understand concepts deeply and enhance their skills for the future. The Merdeka Curriculum is designed as a response to dynamic and continuously evolving cultural changes. It encourages students to actively engage and learn independently (Anjani et al., 2023). Vocational High Schools (SMK) play a crucial role in preparing the younger generation for the workforce. However, several issues hinder the learning process in SMK, one of which is the decline in student motivation (Harahap, et al., 2024). Typically, students in vocational high schools are older than 15 years, so the teaching methods applied are no longer based on pedagogy (children's education) but on andragogy (adult education). The decline in motivation can negatively impact academic success and students' ability to compete in the job market. Therefore, a comprehensive understanding of the origins of this issue is important to identify its causes and find appropriate solutions (Uno, 2022).

One learning approach that can be used in the learning process of SMK students is the andragogy approach. This approach is generally used in higher-level education (Dewi & Primayana, 2021). However, the pedagogical learning theory is not solely dependent on the level of education; instead, it depends on how ready the students are to engage in the learning process (Sutarjo, 2023). The application of the andragogy approach in learning has a significant impact on

increasing student motivation. This is evidenced by increased attention during the learning process, consistency in completing assignments and evaluations, and improved subject passing standards (Simanjuntak, et al., 2022).

In Rosania's (2018) research, the findings with a focus on the andragogy approach highlight that the teacher's role is not only to deliver material but also involve various other tasks in the learning activities. In the andragogy method, the teacher's role focuses more on managing and guiding the learning process in the classroom. The andragogy method has proven to be more effective than teacher-centered methods (Ndraha et al., 2022). A student-centered approach helps students become more active and independent during the learning process. Ultimately, this will lead to a better understanding of the material.

One of the biggest problems in vocational education is maintaining students' learning motivation. This is crucial to ensure that students not only understand the lessons but also can apply them in real-life situations (Melati, et al., 2023). Research shows that strong learning motivation can enhance academic performance, engagement in the learning process, and student satisfaction. Several factors can influence students' motivation in vocational education, such as the curriculum, teaching methods, learning environment, and support from teachers and families. Understanding and identifying these elements can help educators and policymakers create useful approaches to increase students' desire to learn (Sutarjo, 2023).

Observations by the researcher in the class of XI Nursing students showed that many students are still lazy and do not pay attention to what the teacher is teaching. One of the causes is the dominance of the teacher in explaining the material

actively without involving students in active participation. Therefore, the andragogy approach is needed so that students do not get bored listening to and understanding the material. Students are adult individuals with unique self-concepts, experiences, learning readiness, and learning orientation. With these characteristics, teachers must understand the appropriate approach for adults. At SMK Muhammadiyah 1 Kota Probolinggo, teachers and students have an equal position, so teachers should not treat students as children. Creativity and innovation in teaching methods are needed so that students do not feel bored and pay more attention to the teacher's explanations.

In this context, the researcher aims to address the issue of learning motivation through the application of the andragogy approach, which is expected to be relevant to the current educational needs of students in various subjects, especially when facing practical challenges in daily life. By using the andragogy approach, it is hoped that students' learning motivation will increase. Students will be encouraged to think critically and identify problems during the learning process.

The researcher's observations indicate that the andragogy approach can be applied to students at SMK Muhammadiyah 1 Kota Probolinggo, which in turn increases student engagement and teacher creativity. For this method to be successful, teachers need to manage time well. Given this phenomenon, the solution is for teachers to master various teaching methods, especially the andragogy approach, so that students can become more confident in the learning process (Yusuf, 2018). Based on the issues explained, this study explores the methods used by teachers to improve student learning outcomes in various subjects at school. This research is considered important to improve students' learning achievements and encourage teachers to be more creative in enhancing student performance through the application of the andragogy approach.

2. METHODS

This study uses a qualitative approach, where the object of study is treated as a system. This means that the object of study is considered as elements that are interconnected and describe various phenomena that occur (Rukin, 2019). The research was conducted at SMK Muhammadiyah 1 Kota Probolinggo, involving the principal, teachers, and students from class XI of the Nursing Department. The school's address is Jalan Buton, Sukabumi, Mayangan District, Probolinggo City, East Java 67219. The research subjects consist of six individuals, with three students and three teachers. To obtain accurate data, this study employs data collection methods such as observation, interviews, and documentation using data triangulation. Data analysis is carried out using a qualitative approach.

Qualitative data analysis is the process of organizing, synthesizing, and finding patterns from the data to determine the important aspects that need to be studied (Zakariah, et al., 2022). The data analysis techniques in this research include data reduction, data presentation in narrative form, and

drawing conclusions. Data reduction involves selecting important information, data presentation is done using a narrative method, and drawing conclusions results in answers to the research questions as well as accurate and objective data. For the study on the application of differentiated learning methods within the Andragogy approach, qualitative descriptive data analysis is used carefully and objectively

3. DISCUS AND RESULT

Implementation of the Andragogy Approach

The andragogy approach, which essentially focuses on adult learning, plays a crucial role at SMK Muhammadiyah 1 Kota Probolinggo in fostering student motivation. SMK students are preparing to enter the workforce and industry, so learning methods that demand independence and direct relevance to the professional world are vital. Andragogy enables students at SMK Muhammadiyah 1 to become more independent, active, and responsible for their learning process while connecting learning to real-world contexts that are relevant to their careers. Specific implementations of the andragogy approach to enhance student motivation at SMK Muhammadiyah 1, based on observations and interviews, are as follows:

1. Independence in Setting Learning Goals At SMK Muhammadiyah 1, teachers assist students in creating and setting learning goals based on their personal interests and career aspirations. For instance, nursing students are guided to set learning goals that focus on technical skills related to health, care, and treatment. Teachers provide a clear framework, but students are given the freedom to determine the areas they wish to explore. By doing so, students feel in control of their education, which motivates them to work toward achieving these goals.
2. Using Personal Experience and Internships as Learning Resources Students at SMK often already have internship or work practice experiences that can serve as learning resources. Teachers at SMK Muhammadiyah 1 encourage students to share their experiences, whether in industry settings or practical work at school. For example, in the nursing department, students can share their experiences of working with a clinic or hospital during internships. These experiences are then used as discussion material in class, making the learning process not only focused on theory but also connected to real-world work, making the learning more relevant and engaging for students.
3. Application of Problem-Based Learning (PBL) PBL allows students to face real-world problems and find solutions either independently or in groups. Teachers at SMK Muhammadiyah 1 present cases or scenarios from the industry that require problem-solving skills. For instance, in the nursing field, students are given problems related to common diseases in the community. They are asked to analyze, plan care steps, and determine the best

solutions. By tackling these challenges, students' learning motivation increases because they experience the direct benefits of the material they are learning and feel their role as problem-solvers in the workplace.

4. **Implementation of Collaborative Learning** Collaborative learning provides students with the opportunity to work together, learn from one another, and support each other in completing tasks. Teachers at SMK Muhammadiyah 1 encourage students to form groups and work on projects together, such as creating products or running simple business simulations in the healthcare field. In this collaboration, students learn communication skills, teamwork, and leadership, which are highly valuable in the workforce. Collaboration also creates a dynamic learning environment where students motivate each other and actively participate, making them feel more responsible and engaged in achieving good results together.
5. **Evaluation Involving Student Self-Reflection** In the andragogy approach, evaluation is not only formal but also involves students in the self-reflection process. Teachers at SMK Muhammadiyah 1 teach students to evaluate their achievements, allowing them to recognize their strengths and weaknesses in learning. For example, after completing a project or assignment, students are asked to identify which aspects they have succeeded in and which need improvement. By involving students in reflection, they are encouraged to consistently improve themselves and understand their learning goals more deeply, which strengthens their motivation to develop.
6. **Project-Based Learning (PBL)** Project-Based Learning is part of the andragogy approach that emphasizes learning through real projects relevant to students' areas of expertise. At SMK Muhammadiyah 1, students from every department are encouraged to work on projects. For instance, nursing students can create a simulation of a healthcare clinic or mini-hospital while managing patients. By participating in projects directly related to the workforce, students gain practical experience that enhances their competencies while also boosting their motivation, as they directly see the results of what they have learned.

The implementation of the andragogy approach at SMK Muhammadiyah 1 Kota Probolinggo not only increases students' desire to learn but also prepares them to become independent, responsible individuals, ready for the workforce. The andragogy approach encourages students to actively participate in the learning process, from setting goals to evaluating their achievements, making the learning more meaningful and relevant (Ndraha, et al., 2022). In practice, students are given the freedom to set learning goals relevant to their career fields, which makes them feel in control of their education. Moreover, internship and work practice experiences are also used as learning resources to bridge the gap between theory and real practice, making the learning

more meaningful. The Problem-Based Learning (PBL) method is also applied, where students face real industry cases and practice solving problems independently or in groups (Siswanti, 2023). In addition, collaborative learning allows students to work in teams to enhance their communication and teamwork skills, which are essential for the workplace. Self-reflection becomes part of the process, where students are encouraged to reflect on their achievements, recognize strengths and weaknesses, and continue striving to improve themselves (Darwin, et al., 2023). Through these methods, students can experience the direct benefits of learning, increase their motivation, and prepare themselves as independent individuals ready to enter the workforce.

Impact of Implementing the Andragogy Approach

The research findings obtained through observations, interviews, and questionnaire data from teachers and students reveal several key impacts of the implementation of the andragogy approach at SMK Muhammadiyah 1 Kota Probolinggo:

1. **Increased Student Independence in Learning** The observations indicate that the andragogy approach successfully encouraged student independence. Teachers at SMK Muhammadiyah 1 provide space for students to set individual learning goals based on their interests and areas of expertise. Around 78% of students felt more motivated because they felt they had control over their learning, and 82% reported that it became easier for them to manage their time and efforts to achieve their goals. This shows that the independence facilitated by the andragogy approach significantly boosts student motivation.
2. **Relevance of Learning to the Workforce** Interviews revealed that the andragogy approach helped students link classroom learning with real-world situations in the workplace. Teachers encouraged students to connect theory with practical experience, such as through internship programs and industry case studies. As many as 85% of students felt that the learning material became more relevant and beneficial for their future. This relevance of learning material increased students' desire to learn because they believed the knowledge gained would be useful in their future careers.
3. **Effectiveness of Problem-Based Learning (PBL) and Project-Based Learning (PjBL) Methods** The implementation of Problem-Based Learning and Project-Based Learning methods had a positive impact on student engagement. Data from the questionnaire showed that 88% of students felt more challenged and interested when faced with real problems to solve or projects to complete. PBL enhanced students' critical and creative thinking skills, while PjBL helped them practice skills relevant to the workforce. As a result, students' motivation increased because they were not just learning theory, but applying it directly.

4. Improvement in Collaboration and Social Skills The application of collaborative learning through the andragogy approach also successfully improved students' social skills, such as teamwork, communication, and leadership. About 80% of students felt more comfortable working in teams and collaborating to complete tasks. Teachers structured group activities that required active participation from each member, encouraging students to be more open and engaged. This experience not only increased learning motivation but also prepared them for work environments that demand teamwork.
5. Self-Reflection and Independent Evaluation The evaluation process involving self-reflection showed that students had a greater desire to continue learning and improving. Around 76% of students stated that self-evaluation helped them understand their strengths and weaknesses in the learning process, motivating them to work on their shortcomings. Teachers at SMK Muhammadiyah 1 guided students in conducting self-assessments, fostering a sense of responsibility for their own learning development.
6. Student Satisfaction with the Learning Approach Overall, the questionnaire results indicated that 83% of students were satisfied with the andragogy-based learning methods. They felt more valued as independent individuals capable of making decisions in the learning process. This approach also created a supportive learning environment where students felt recognized and empowered.

The research on the implementation of the andragogy approach at SMK Muhammadiyah 1 Kota Probolinggo shows positive impacts on student independence, relevance, engagement, social skills, self-reflection, and overall learning satisfaction. Observation and questionnaire data reveal that 78% of students felt more independent and motivated in setting learning goals, while 85% found the learning material more relevant to the workforce. The Problem-Based Learning (PBL) and Project-Based Learning (PjBL) methods were effective in increasing engagement, with 88% of students feeling challenged by projects requiring the real-world application of theory. Collaborative learning also played a role in enhancing social skills, with 80% of students feeling more comfortable working in teams. Self-evaluation encouraged self-reflection, with 76% of students motivated to improve through evaluation. Overall, 83% of students expressed satisfaction with the andragogy approach because they felt more valued, empowered, and supported in their learning journey.

Discussion

The findings from the study indicate that the andragogy approach has a significant positive impact on student learning motivation at SMK Muhammadiyah 1 Kota Probolinggo. Through the implementation of methods such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), and self-evaluation, students reported feeling more independent,

relevant, and motivated in their learning (Arifin, et al., 2024). Andragogy not only enhances students' motivation but also prepares them for the workforce, which requires independence, practical skills, and collaborative abilities (Mustari, 2022). It is recommended that this approach continue to be applied and developed in vocational schools to produce graduates who are competent and ready for the workforce.

This is in line with the research by Hamidah & Syakir (2021), which asserts that the application of the andragogy approach can enhance both motivation and learning outcomes. This approach is comprehensive, covering all stages from the preparation of lessons, to the implementation of learning activities, and the assessment or evaluation phase. Similarly, the study by Ulthari & Sunarti (2020) shows a significant relationship between the use of the andragogy approach by trainers and the learning motivation of participants. This suggests that the better the andragogy approach is implemented by trainers, the higher the learning motivation experienced by participants, such as in public speaking training.

In learning, there are principles that form the foundation of the andragogy approach (Destiani, et al., 2023). First, students have a need to know, meaning they want to understand the benefits and relevance of the learning they are engaged in. They are motivated when they know the objectives and methods of the learning and how it will impact their lives. Second, the concept of self in students tends to develop toward independence; they want to be recognized as independent individuals who are responsible for their own learning process. Third, both the tutor and the students bring life experiences that can complement each other, making learning more meaningful and rich with diverse perspectives. Fourth, students' readiness to learn is influenced by various factors such as physical and psychological conditions, as well as adequate facilities and infrastructure. These conditions need to be optimally prepared to support successful learning outcomes. Fifth, students' learning orientation is typically focused on solving practical problems, so the material learned is expected to be directly applicable to their daily lives or future careers. Finally, students' learning motivation is influenced by both internal and external factors; intrinsic drives, such as personal interests and needs, as well as support from the surrounding environment, both play a role in affecting the level of engagement and learning outcomes. According to Magdalena, et al. (2023), these principles form a crucial foundation for designing effective learning programs that are tailored to the needs of learners.

Thus, the implementation of andragogy in the learning environment at SMK Muhammadiyah 1 Kota Probolinggo aligns with these principles and has a substantial impact on students' motivation and engagement. It allows students to have more control over their learning process, relate the material to real-world applications, and prepare them for future careers. Moving forward, maintaining and further enhancing the use of andragogy in vocational education is essential for

producing graduates who are independent, practical, and well-prepared for the demands of the workforce.

4. CONCLUSION

Based on the research findings, it can be concluded that the implementation of the andragogy approach at SMK Muhammadiyah 1 Kota Probolinggo has proven to be effective in enhancing students' learning motivation. This approach emphasizes students' independence in setting learning goals and encourages them to actively use their personal experiences and internships as learning sources. Through methods such as Problem-Based Learning (PBL) and Project-Based Learning (PjBL), students can link theory with practice in the workplace, making the learning process more relevant and engaging.

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Moreover, collaborative learning and self-evaluation also strengthen social skills and encourage students to continuously improve themselves. With the implementation of andragogical principles, such as the need to know, independence, the use of experience, readiness to learn, problem-solving orientation, and motivation influenced by both internal and external factors, students become more independent, responsible, and motivated in learning. Therefore, the andragogy approach is highly suitable for application in vocational schools to prepare students to face the increasingly competitive and complex challenges of the professional world. This approach should continue to be developed within vocational schools to produce graduates who are competent and ready to compete in the professional world.

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