

## Andragogy and Its Application in Training Activity of Village-Owned Enterprises Administrators

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**Abstract:** Administrators of Village-owned enterprises play pivotal role in determining the objection, strength and speed of the development of the village-owned enterprises. Therefore, it requires willingness/ commitment (hard-work, persistence, sacrifice, and sincerity) and capabilities which include management, leadership, creativity, and entrepreneurial capabilities. It is required to improve the capabilities of the administrators in managing the enterprises, one of which is by conducting Education and Training. The present study constitutes as a case study on the implementation of village-owned enterprises management training in Jombang. As for The subject of the study is the administrators of village-owned enterprises involving the training running by the local government cooperated with LPPM of Brawijaya University Malang. The data are collected through interview, observation, and documentation. The analysis technique employed is Miles and Huberman model classifying data analysis into three stages: (1) Data reduction; (2) Data display; and (3) Data verification and conclusion. The result of the study indicates: (1) The training environment is conducive, the facilitators do not dominate the training, they facilitate the training well, trust, respect and appreciate to each other. The participants are given a freedom to find and solve they own problems, appreciate others opinions and maintain the environment well. (2) The performance of the training instructor generally great, they are fun, not patronizing, master the material, and pay more attention to the participants;(3) The learning method is vary so that the participant is enthusiast in following the training; (4) The implementation of andragogy in organizing training material of managing village-owned enterprises emphasizes on the need of the participants and oriented to the practical applicative.

**Keywords:** andragogy, training, administrators of village-owned enterprises

When it was newly established, village-owned enterprises usually could not provide adequate remuneration for its administrators, on the other hand, administrators should work hard in pioneering village-owned enterprises in order to make it developed. This dilemmatic condition is what generally makes village-owned enterprises get difficulty in getting the ideal administrators. This is proved from the result of the preliminary study which obtained data as follow: (1) many of human resources who handle village-owned enterprises are inexperienced and have the educational background which is not in accordance with their duties, (2) administrators are still not professional in carrying out their duties, so they are less than the maximum in managing village-owned enterprises. This condition causes the administrators of village-owned enterprises need to improve their capacity to be more professional in managing village-owned enterprises, one of them is holding Education and Training (Diklat).

Some studies that discuss the needs of education and training activities for companies, SMEs, and business entities, including village-owned enterprises, research which was conducted by Collett K & Gale, C (2009) in a study entitled "Training for Rural Development Agricultural and Enterprise Skills for Women Small Holders" state that integrating agricultural

training by company training can help women farmers to manage agricultural production more effectively, so that the results are better and can be marketed easily and gain a lot of profit. Peel Dave (2008) in his research entitled "What Factors Affect Coaching and Mentoring in Small and Medium Sized Enterprises" concluded the need for training and mentoring activities in small and medium enterprises (SMEs) is based on the identification of the problem issues that arise in SMEs to further conduct the most appropriate activity of training and mentoring.

Dublin, TMC (2012) in his research entitled "Entrepreneurship Skills for Growth-Orientated Businesses Institute of Technology Report for the Workshop on Skills Development for SMEs and Entrepreneurship" explained that education and training opportunities play a key role in cultivating future entrepreneurs and in developing the capability of existing entrepreneurs to develop their business to a greater level, and then he referred to the European Commission (2008), which says that the purpose of entrepreneurship education and training should be to develop the entrepreneurial capacity and mindset that benefit the economy, encourage creativity, innovation and entrepreneurship.

Terere, VN (2013) in his research entitled "The Influence of Education and Training in Increasing Employee Performance at Training Center of Technical Agriculture Kalasey", explains that education and training is one important aspect that must be considered in an organization if you want to survive in the business competition nowadays. Many business organizations have failed to achieve the expected goals because the employees are no longer able to work effectively and efficiently.

In essence, education and training programs provided should be adjusted to the needs required by the administrators of village-owned enterprises, which consist of adults who have had a lot of experience, knowledge, skills and ability to overcome the problems of living independently. Adults no longer become the object of socialization that is established and influenced by others to adapt themselves to the wish of the authorities above themselves, but in the perspective of education, adults are more oriented to achieve the stabilization of identity and self-identity to be themselves in the better version. Adult education is not enough just by providing additional knowledge alone, but they have to be equipped with a strong self confidence so that everything that they do will be able to run well. That is why andragogy method is required as a method of learning for adults on education and training in institutions in order to succeed the learning process and the achieve the learning targets for the participants.

This study aims to examine how the application of andragogy on the implementation of education and training for the administrators of village-owned enterprises which is held by the government of Jombang regency in collaboration with LPPM Brawijaya University Malang because Andragogy method is one of the important aspects in education and training.

## LITERATURE REVIEW

### The Concept of Andragogy (Learning for Adults)

Andragogy comes from the Greek word *andr* which means "adults" and *agogo* which means leading or guiding. Thus, andragogy is defined as the science and art in helping adults to learn. (Arif, 2012). The definition offered by Kartini Kartono which was quoted by Asmin, (2002) in his writings on "the concepts and methods of learning for adults", that: "andragogy is the science of guiding/ educating people; *aner*, *ndros*: human, *Agoo*: leading, educating. Thus, andragogy is the science of the human forming; which is forming the whole personality, so that humans become independent in the social environment ". Because adults are assumed as individuals who can direct themselves, then the appropriate definition according to the author is an art and knowledge in teaching adults. It is in accordance with the opinion of Asmin (2002)

who says that the most important thing in this process is not the teaching activity of teachers but the learning activity of students. According to Suprijanto (2007), adult education (*andragogy*) is very different with the education of children (*paedagogy*). Education of children is in the form of identification and imitation, whereas adult education is in the form of self-direction to solve the problems arise.

Knowles (1970) confirmed the existence of differences between adults learning with children learning in terms of cognitive development. According to Knowles, there are four main assumptions that distinguish andragogy with pedagogy, namely: (1) The difference in self-concept, adults have an independent self-concept, are not dependent, and self-direction; (2) The difference in experience, adults gather experience which is becoming increasingly widespread rich resources in learning; (3) Readiness to learn, adults want to learn about the problems currently faced in the field and considered relevant; (4) Differences in orientation towards learning activity, adults are oriented to problems and less oriented to the subject. Therefore, andragogy is the science art and to help adults learning. However, both are interrelated with each other.

### Basic Philosophy of Andragogy Approach

A.G. Lunandi (1987) explained that there are three points that become the basis or the principle of the philosophy of andragogy approach, namely: (1) Equality; in the learning process, every citizen is learning, including teachers. They are equal/ equivalent to others; (2) Participatory; in this case, the involvement of every learner is not only on the physical and the mind aspects but also the psychological and emotional aspects. This is because the process of learning includes exchanging knowledge, mastery of skills, including the process of awareness and understanding of certain values; (3) Spotan (including the freedom and diversity); in which individuals are free to be themselves with an emphasis on the critical and open attitude.

All of those things above would be difficult to achieve if every learner have no self-awareness as a subject, which is a whole human being. In addition, it is supported by some assumptions that underlie its development. According to Arif (2012), those assumptions are including (1) The self-concept, self-concept in a child is that he/ she is dependent on others. During the process of changing from dependence on others into being able to stand on its own, psychologically the person is deemed to have been grown. Therefore, he/ she requires treatment that is appreciating, especially in decision-making. Adults will reject a learning situation in which the condition is in contrast with their self-concept as an independent person. (Mustaqim, 2001); (2) Experience, the difference of experience between adults and children in the learning leading to consequences in learning. Consequences; *First* is that adults have more opportunities to give contribution to the learning process of others. This is because adults are the rich source of learning. *Second*, adults have richer basic experience related to new experiences. (Learning a new thing has a tendency to take the meaning from old experience). *Third*, adults have had definite mindset and habit; (3) Readiness to learn, adults have a period of readiness to learn, this period as a result of their social role is, not determined by academic force or biological development. It is as the effort of adults to fight for their existence in the community; (4) Orientation to learn, there is fundamental difference regarding to the orientation towards learning between children and adults. For children, education is seen as a process of accumulation of knowledge and skills, which might be expected to be useful in later life, so they tend to have the perspective to postpone the application of what they have learned. Whereas, education for adults is seen as a process to improve their ability to solve life's problems they face, so they tend to have the perspective to apply what they learn as soon as possible, by involving themselves actively in learning activities.

## Principles of Adult Learning

Principle of adult learning is a learning process in which the tutor and organizer of education apply the principles of adult learning. There are several principles of adult learning which should be understood by professional educators. First, participants learn things because of their needs or problems. Second, participants learn the ways of learning (learning how to learn), which is more important than the acquisition of knowledge. Third, self-evaluation is the most meaningful action in learning activities. Fourth, feeling is important in the learning process, and learning about ways to feel something (learning how to feel) is important as well as learning about ways to think about something (learning how to think). Fifth, learning will occur when the participants are in the atmosphere of mutual respect, appreciate, and support. (Rifa'i, 2003)

## Adults Learning Method

There are many adult learning methods that can be applied, but any method which is adopted should consider the factors of facilities and infrastructure which are available to achieve the ultimate goal of learning, namely that participants can have a qualified learning experience. It is a big mistake if in this case, the supervisors unreasonably set a method utilization only because of their own consideration that using the most convenient method, or simply due to the desire to be admired by the participants in the class, or there may be a tendency only to master one certain method.

Correspondingly, according to Lunandi (1987), the learning process is further specified into a continuum of learning process as shown in Figure 1 below:

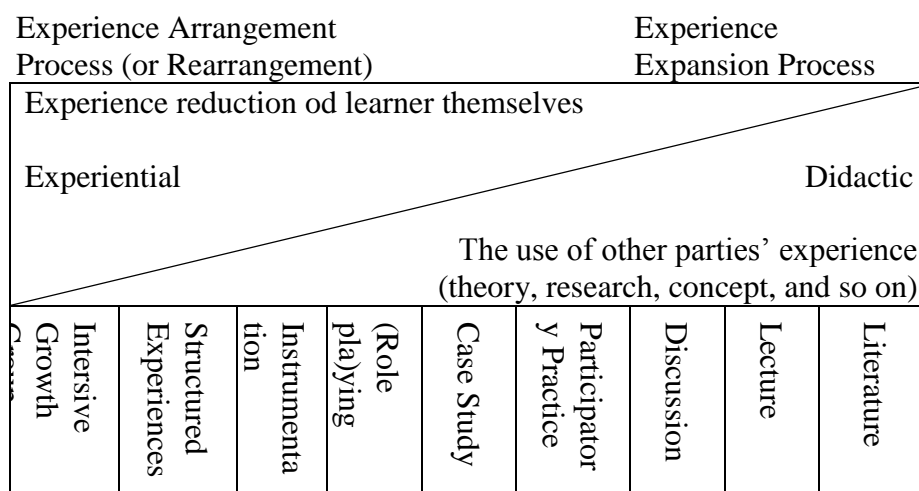


Figure 1: Continuum Of Learning Process  
Source: Lunandi (1987)

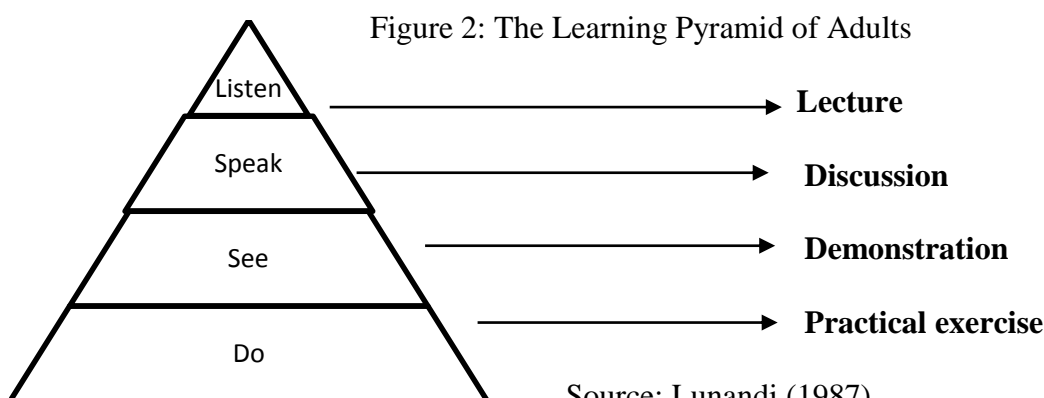
To elaborate further what is mentioned above, it is briefly elaborated how is the relationship between it and the two ends of the continuum of learning process, namely the arrangement (or rearrangement) of learning experience on one end, and the expansion of the learning experience at the other end, as disclosed by Lunandi (1987) in the following table:

Table 1: Learning Experience Arrangement

| No | Aspect                                | Learning Experience  | Learning Experience Expansion  |
|----|---------------------------------------|--|--|
| 1  | Preparation and orientation are musts | Make students reveal their success and failures in the past, prioritize the meaning of the assessment of past experiences to be able to overcome similar problems in the future. | Prioritize problems that cannot be solved by students, but it can be solved after obtaining new materials. Helping students to overcome their inability in exploring new materials |
| 2  | Learning atmosphere and speed         | Thinking about many things without haste is very influenced by the reaction and the ability of learners.   | Interesting and exciting atmosphere is greatly determined by the nature and content of learning.   |
| 3  | More roles of teachers                | Creating an atmosphere, giving meaning to learning experience, stimulating the expression of experience, giving feedback, helping make generalizations                           | Knowing the problems of students, describing goals of learning, providing data and a new concept, or showing new behavior.   |
| 4  | More roles of students                | Revealing the data about the experience and opinions, analyzing the experience, digging the alternatives and benefits.   | Processing the new data and concept, practicing new materials, seeing the application of the new materials on the real situation.  |
| 5  | Self-dependent success                | Free atmosphere of threat, a sense of the needs of learners to find new approaches in solving old problems   | The new presentation clarity, students' appreciation toward the teachers, the relevance of of the new material of students' assessment.  |

Source: Lunadi,1987

The above description indicates some adult education programs, which in its program implementation, it requires a combination of various suitable methods which are appropriate to the circumstances necessary to achieve satisfactory results. The ability of adults in learning can be estimated as follows: (a) 1% through the sense of taste, (b) 1% through the sense of touch, (c) 3% through the sense of smell, (d) 11% through the sense of hearing, and (e) 83% through the sense of sight (Lunandi, 1987). Correspondingly, adults learn more effectively when they can listen and speak. It will be better if they also can see anyway, and it will be more effective if they can also do it. The composition of this capability can be depicted in a pyramid of learning as shown in Figure 2.



Source: Lunandi (1987)

From the picture above, it can be seen that the lecture method makes participants can only listen. Learners just speak a little when teachers use a question and answer method. For the method discussion, the proportion of speaking and listening is balance. In a study learning and teaching activity by using the method of demonstration, participants can simultaneously listen, see and speak. At the practical exercises, participants can listen, speak, see and do at once, so it can be expected to be the most effective method to make participants active.

## **RESEARCH METHOD**

This study used a qualitative approach because it is more natural, descriptive and inductive in the form of case study on the implementation of education and training of village-owned enterprises in Jombang Regency. The subjects of the study were the administrators of village-owned enterprises who follow education and training organized by the Government of Jombang Regency, cooperate with LPPM Brawijaya University Malang. The technique of data collection used are interview, observation and documentation, while data analysis used in this research is Miles and Huberman model (1984) in Sugiyono (2011), who classifies the data analysis in three stages, which are: (1) Data reduction is selecting data of the observation, interview, as well as the documentation that is actually relevant and related to the problem to be investigated; (2) Display of data is presenting data in the form of narrative text to explain the application of andragogy in the implementation of education and training for administrators of village-owned enterprises; (3) Verification of the data and conclusion is establishing the truth of the theory, facts, based on the data collected to be processed, analyzed and draw the conclusion.

## **FINDING AND DISCUSSION**

### **The Implementation of Andragogy in Creating a Conducive Learning Climate In Education and Training of Administrators of Village-owned Enterprises**

Learning climate in the implementation of education and training of the administrators village-owned enterprises, based on the observations and interviews to the participants, the atmosphere of learning activity was very conducive. This was because the facilitator did not dominate the learning activities and more facilitate the learning activities that are taking place because the adults in learning activities do not like to be dictated by educators. By this way, learners can find and direct themselves. Likewise, learners in learning activities also should not dominate and master the learning activities, students also have to pay attention to other learners.

Among learners and between learners and educators, they should respect and appreciate each other. In the learning activity of adults, respect and appreciate each other is very important. In the learning activity of adults, such behavior will foster self-confidence of learners who in turn will give rise to a belief in the ability and self-esteem. Therefore, in the learning activities of adults, it is necessary to maintain their honor and respect both among learners, and between learners with educators.

All parties involved in the learning activities trust each other, particularly between educators and learners and among learners. The trust given by educators to learners will increase the self-esteem of learners because they are "humanized". Related to it, if learners find something, say something, or get an idea which learners think that it is worthy, then the educators should try to reason or understand it without any element of suspicion. Respect and trust the findings or ideas of the learners. It would prejudice the learning activities if the educators suspect the findings of the ideas put forward by learners. In contrary, educators should

be able to make learners trust them, then keep and maintain it. Because once learners lost their trust, it will be difficult to make them believe again.

Training participants are given the freedom to find and solve their own problems. It is very appropriate with the learning activities of adults, in which educators act more as a guide, or the highest ones to provide possibilities or alternatives. The final decision must remain in the hands of students because basically the one that will determine the fate of a person is themselves. Appreciating the differences of opinion is important as each participant adopts a different value with each other, without feeling scared and threatened.

The maintenance of the atmosphere of openness between educators and learners, the disclosure is in the form of openness in expressing themselves and open to listen and understand others from themselves. Therefore, every learners learn not to feel uncomfortable to be frank, for example, when some of them do not understand the problems being studied. They could ask the teachers to explain it again, as both educators and participants appreciate each other's differences.

Physical environment settings, areas used in the education and training activities have pretty good air ventilation and air-conditioning. The paint color of wall is very conducive for learning and teaching activity, tile floors, bright room, as well as the arrangement of the equipment has been adapted to the conditions of adults, there is also a sound system so that the facilitators' voice can be heard. The room, tables, chairs, and equipment are arranged in accordance with the materials and methods to be applied so that the participants are comfortable. Arrangement of the room allows the social interaction among participants because the seating is arranged in a circle with participants consisting of 4-6 people.

### **The Implementation of Andragogy in Performance of the Facilitators in Education and Training of Administrators of Village-owned Enterprises**

The performance of facilitators in the implementation of education and training of administrators of village-owned enterprises in terms of knowledge and experience already exceed those of the participants. A facilitator with knowledge and experience is not enough to make the participants behave in learning and teaching activity in the classroom, but the attitude of the facilitator is also very important. A facilitator is not a "forcer" to influence the participants, but the influence arises because of their involvement in learning activities. To make the change, the facilitator should be positive about the learners. Based on observation of researchers, this attitude has been owned facilitator in education and training of administrators of village-owned enterprises.

The attitude of a facilitator has meaning and a huge influence on the behavior of the learners in the learning activities. Generally, facilitator who is attractive would be more effective than the unattractive facilitator. Pleasant attitude which is shown by the facilitator will be responded positively by the participants, which in turn affect the intensity of learning behavior. Instead, the facilitator displaying unpleasant attitude will be judged negatively by participants, resulting in unpleasant learning activities.

Based on the interviews with the training participants, most of them stated that the facilitators are: (1) very pleasant; (2) humane and do not react mechanically, or understand the problems of learners just intellectually; also feel what is the meaning of people and things for them; they are united with learners; let themselves experience or fused in the experience of the learners; think of the meaning of that experience while pressing the self-assessment, (2) fair, honest, consistent, open; open up themselves; respond sincerely, (3) respect: have a positive view of the participants; communicates warmly, attentive, understanding, accepting others with full appreciation; respect their feelings and experiences. Clarke in Warsono and Hariyanto

(2012) revealed that a good facilitator must have certain personal characteristics that can encourage group members to participate in learning and teaching activity. Those personal characteristics include humility, generous, and patience, which are mingled with understanding, willingness to accept and approve (affirmation); and (4) Open themselves: accept the openness of others without judging by the size, concept and experience of themselves; actively express themselves to others and are willing to take risks if they make mistakes.

The facilitator is very influential on the learning process of adults. Facilitators go into the classroom with some knowledge and experience. This knowledge and experience should exceed those of the participants. A facilitator with knowledge and experience is not enough to make the participants behave well in the classroom, but the attitude of facilitators is very important. A facilitator is not a "forcer" to give influence to the participants, but the effect arises because of their involvement in learning activities. The principle of participants' active involvement in the learning process is the main point of the process of andragogy. As mentioned by Mel Siberman (2010) in her book entitled "Cara Pelatihan dan Pembelajaran Aktif. Beginning with the question that what makes the training to become active?. When the training is running active, the participants do even more things. They use their brains - study the ideas, solve problems and apply what they have learned. Active training is high-speed, fun, helpful and binding personally. To make the change, the facilitators should be positive about the learners.

### **The Implementation of Andragogy in the Learning Methods of Education and Training of Village-owned Management**

The learning method of education and training applied gives a very broad opportunity on the development of learners' skill and creativity. Many factors need to be considered in selecting the appropriate method, including: (1) The purpose of training; (2) The nature of the training materials; (3) Participant; (4) The facilitator; (5) Time. and most importantly, (6) The philosophy of the approach. This is important because when using conventional approaches (pedagogical), it will be different from that which use andragogical approach. In the andragogical approach, active involvement of the participants is absolute.

The learning method used in Education and Training of Village-owned enterprises is very various because the facilitators use more than one learning method, which are: (1) Varied Lecture Method, lecture method is a method that provides an explanation or gives verbal descriptions unilaterally (by a facilitator) about a particular learning material. The goal is that trainees know and understand the specific training materials by scrutinizing and listening. The role of the instructor in lecture method is very active and dominant, while students just sit and listen to their lecture. This method is used mainly in the initial delivery of materials, and explanations of tasks. Application of this method to be more participatory lecture is combined with question and answer method, discussion, and extracting information. Training participants are given the opportunity to comment on the material presented, ask, and give opinions; (2) Discussion method, discussion method is a method that is usually used in education and training as they can participate actively to contribute ideas and thoughts in discussion. If in the lecture method there is only one-way communication, then the method of discussion is going in many directions. Thus, basically the method of discussion is expressing opinions and ideas of deliberation to reach a consensus. In this discussion, participants of discussion face a number of problems that may be proffered by the instructors, and some of them are requested from participants of the training on the topics that will be discussed together. The purpose of this discussion is seeking the problem solving, from which various answers appear. One or two logical and effective answers are chosen from a variety of other answers to reach consensus/ agreement. In the implementation of this method, the training participants are more dominant in conveying information, the process of problem-solving and decision-making of problem solving election. The role of supervisor as a facilitator in the



process of training; (3) Demonstration method, which is the method of learning in which the instructor demonstrates how to make WEB of village-owned enterprises in detail, while the participants see the steps undertaken by instructors, and then practice it on their own, accompanied by their instructor. If there are problems in practice, learners can directly question and ask to be assisted in the making; (4) The method of task administration, participants are given the task to create WEB of each village-owned enterprises with accompanied by a facilitator; dan (5) Case Study Method, case study is conducted by each of the participants by revealing the problems face in his their village-owned enterprises respectively. The problems discovered are discussed in the group to find a solution. The result of group work is discussed with the members of other groups to refine the analysis of problems and input in selecting effective problem solving.

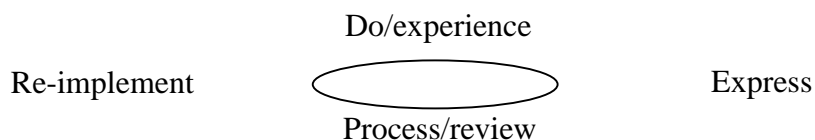
Andragogy approach in the process is widely implemented in adults education. Determination of method election should take into account the objectives to be achieved, which in this case refers to the outline of the teaching program which is divided into two types: (1) The process design to encourage adults to be able to organize and populate a new experience by guided by the past that had been experienced , so as to give new insights to each individual to take advantage of what they already knew; (2) The learning process is designed for the purpose of increasing the transfer of new knowledge, new experiences, new skills to encourage each individual of adults to be able to achieve as much as possible the desired knowledge, what the needs and skills required.

In the implementation, the learning process above can be done by various methods variously, which are: question and answer or dialogue, observation, role play, group discussions, and other methods that can be uplifting spontaneity spirit so that all learners can take an active role with based on critical awareness about themselves as rational subjects who will achieve the highest existence above all other creatures through the use of reasoning to find, analyze and also understand the critical knowledge and not just to adapt, as done by mindless creatures, which are animal. (Dzakiri, 2000). Besides their orientation to learn which more emphasize the development of potential and fulfillment of the needs will be the starting point of a process of learning. (Asmin, 2002).

### **The Implementation of Andragogy in the Material Organization of Education and Training Management**

In establishing the material of the training of village-owned enterprises administrators, it gives more emphasis on the needs of training participants and oriented on practical applicative. The determination of training material is carried out by the agency which is responsible for the program, in this case is LPPM Brawijaya University, in collaboration with Jombang Regency. The material of education and training is adjusted to the needs of village-owned enterprises administrators. The material provided is about the management of village-owned enterprises, Preparation of Financial Statements and the production of WEB of village-owned enterprises to facilitate village-owned enterprises in cooperating between one village-owned enterprise and other, mainly on the marketing activity of products managed by village-owned enterprises.

The assumption used in the approach of andragogy state that students are adults who tend to be self-directed (independent), due to many experiences that have been gained, have implications in the procurement of material developed through a learning process, that is a facility to exchange experience among learners. Lektur (2002) explains that such process has the principle of stucture experience, structured experience is by using cycled as follows:



In choosing the subject matter in the education of adults using the criteria in which the material should be interesting, understandable, useful, be able to help achieve the goal of education, and in accordance with the subject that has been set.

## CONCLUSION

First, the learning climate of the implementation of education and training of village-owned management, based on the result of observations and interviews to the participants, the atmosphere of learning activity was very conducive, this was because the facilitator did not dominate the learning activities and more facilitated the ongoing learning activities, among learners and between learners with educators respect and appreciate each other. All parties involved in the learning activities trust each other, particularly between educators with learners and among learners.

Training participants were given the freedom to find and solve their own problems, it is very suitable with the learning activities of adults, in which educators act more as a guide, or the highest ones who provide possibilities or alternatives. However, the final decision must remain in the hands of students because basically the one that will determine the fate of a person is themselves. Appreciating different opinion and maintaining the atmosphere of openness between educators and learners, the disclosure is in the form of openness in expressing themselves and open to listen and understand others. Physical environment settings, the place used in the training activities had pretty good air ventilation and air-conditioning. The paint color of wall is very conducive for learning and teaching activity, tile floors, bright room as well as the arrangement of the equipment has been adapted to the conditions of adults, there is a sound system so that the facilitators' voice can be heard. The arrangement of the room, tables, chairs and equipment is in accordance with the materials and methods which are applied so that the participants are comfortable.

Second, based on the interviews to training participants, most of them stated that there are facilitators who are: (1) very pleasant; (2) humane and did not react mechanically or understand the problems of learners just intellectually; to feel what is the meaning of people and things for them; united with learners; let themselves experience or be fused in the experience of the learners; think of the meaning of that experience while pressing the self-assessment, (2) fair, honest, consistent, open; open up themselves; respond sincerely, (3) respect: have a positive view of the participants; communicate warmly, attentive, understanding, accept others with full appreciation; respect their feelings and experiences.

Third, the method selection of learning method of education and training by using andragogy approach, the active involvement of the participants is absolute. The learning method used in the education and training in the management of village-owned enterprises was very varied because facilitators used more than one method of learning, which is varied lecture method, discussions, demonstrations, assignments and case studies. In the lecture, participants only listen. They only speak in question and answer method. For a discussion method, the portion of speaking and listening is balance. In a learning using the method of demonstration, participants can hear, see and speak at the same time. At giving assignment in the form of

practical exercises and case studies, participants can hear, speak, see and do at once, so it can be expected to be the most effective method to make participants active.

Fourth, the application of andragogy in organizing materials of education and training of village-owned enterprises management give more emphasis on the needs of the training participants and it is oriented on practical applicative. It is based on the assumptions used in andragogy approach stating that the participants are adults who tend to be able to direct themselves (independent) because of much experience that has been gained, so that the material should be interesting, useful and understandable.

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