

# Development of Political Education Textbook based on the Andragogy Approach

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**Keywords:** Political education textbook, andragogy approach

**Abstract:** This study aims to design, test, evaluate, and revise the textbook of political education using andragogy approach. The research method used is research development. The development textbook used is a modified ADDIE (analysis, design, implementation, evaluation) model with formative evaluation of Tessmer through stages: analysis of student characteristics, establishing learning objectives, selection of materials, methods and media, designing of political education textbook based on andragogy approach through formative evaluation of tessmer whose procedures. Data collection using interview, technique, observation, documentation and questionnaire. The result of the research concludes the textbook of political education by using the andragogy approach is valid after the experiment of review by two experts with the average value of the two experts, namely 4.11. Furthermore, it is also stated to be practical and effective after going through the trial stages of one to one small group and field tests

## 1 INTRODUCTION

Political education is a process of learning and understanding of citizens about what rights and obligations and responsibilities in the life of nation and state. This political education can be done through formal education in schools which is the responsibility of the government as a supra political structure as well as through non-formal education conducted by infra political structures such as political parties and other community organizations. As a process, political education is a systematic and planned effort to transform knowledge to the public so that they are aware of their roles and functions and rights and obligations as citizens.

Darmawan et al. (2018) states that “*Political education is given to hone cadre's political skills so that they can actively participate as a manifestation of their responsibility to the community, political parties and constituents.*”. Another states theory by Predescu & Darjan (2010) states that political participation requires knowledge about political topics, skills and political tools and possession of adequate procedures. Also, the implies' political participation manifestation of a positive attitude toward problems found in the community as a result of the result of political education in our country has so far led to various attitudes and behaviour of people

in understanding what is their rights and obligations especially in politics.

Another problem is on the one hand in some of our society today is still developing the idea that matters relating to politics and power is not something that becomes their business and even should be shunned so as to cause a political attitude. There are groups of people who tend to avoid differences of opinion, tend to refrain and label good citizens who are obedient citizens, accept a policy without having to question why to accept the policy. There are also groups of people who can still be fooled by promises of sweet promises and lured by material things through the practice of money politics that usually flare up in the run up to the election. Emerged community groups who can already understand what their rights and obligations are intelligently and critically. Although sometimes these groups experience distortions of understanding of rights and obligations as citizens who generate the phenomenon of anarchism and irresponsible attitude in implementing what their rights and obligations in the life of the nation and the good state. Differentiation attitude and behaviour of the above society if we explore the essence is the output of the educational paradigm underlying the practice of political education used so far.

According to Giroux and Aronowitz (1985) there

are three paradigms in education that are conservative, liberal and critical education paradigms. Of the three paradigms of education it is seen that the paradigm of critical education seeks to develop a critical attitude of learners to the problems that occur in the life of nation and state.

The implement of this critical education paradigm certainly requires a textbook of education that is able to actualize the mission of the critical education paradigm. An educational suitable for that is the andragogy educational. Unlike the Pedagogic education that places learners as "children" even though their biological age is mature, learners are positioned as passive objects, the teacher's task is to teach, the andragogy approach or the "adult" education places the pupils as assumed adults have an active ability to plan directions, select materials and materials that are considered useful, think about the best way to learn, analyse and conclude and be able to take educational benefits. The function of the teacher is as a facilitator rather than patronizing. Therefore, the relationship between student teachers is multi-communication. (U.S. Department of Health, 1973). As also stated by Dugan Laird (Hendayat, 2005:135) that andragogy learning how adults learn.

Another opinion was also expressed by Knowles (1980) that adults have a self-concept, that is, a person who does not depend on others and has the ability to take decisions, adult learning readiness is oriented to the task of development, and adults have a time perspective in learning, namely as soon as possible apply what has been learned.

Previous research has also been conducted by Umriyah et al. (2012) regarding the development of teaching materials with an andragogy approach as an effort to improve student creativity. The results obtained are by using teaching materials that have been prepared using the andragogical approach the problem of student creativity can be overcome properly.

Based on previous research various problems mentioned above, efforts that can be made form a book that can be used as a reference in carrying out political education. Specifically, this study aims to: (1) develop a textbook of political education using andragogy approaches (2) to compile political education manuals, (3) analyse and explain the effectiveness of the textbook.

## 2 RESEARCH METHOD

The research was conducted in the even semester of academic year 2017/2018 with the subject of research

is the students of Pancasila and Civic Education Study Program FKIP UNSRI Campus Palembang. The research method used is development research. The development textbook used is the modified ADDIE (analysis, design, development, implementation, evaluation) model with formative evaluation of Tessmer. This instructional design model is a procedural model built to create an effective, efficient and interesting learning program. The following is a procedure chart for developing textbooks on political education using ADDIE development.

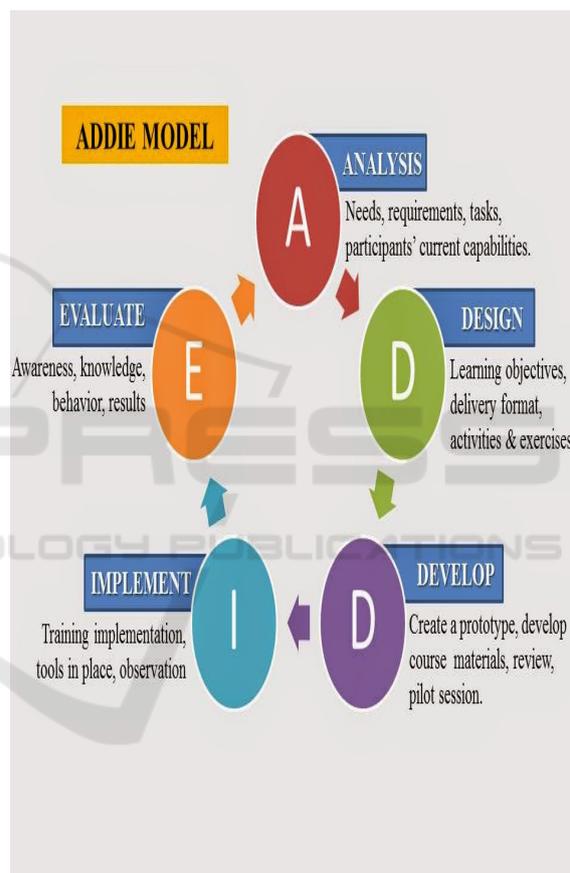


Figure 1. ADDIE Development Model

The initial stage in the development of this textbook is to identify the characteristics of students who will perform the learning activities. An analysis of the characteristics of the students is done to the specific competencies of the initial knowledge that the students have, as well as their learning motivation. The second stage is to set specific learning objectives. Learning objectives can be obtained from an analysis of key concepts and important concepts in political education formulated by the designer or instructor

after going through the process needs assessment or learning need assessment.

The third stage after formulating the learning objectives is to choose the materials, methods and learning media that will be used. These three components play a very important role in helping students to achieve the competencies or learning objectives that have been formulated. The fourth stage is to design products and develop products in the form of political education textbook based on andragogy approach that embodies the learning implementation plan and political education manuals using andragogy approach and assessment instruments of developed products. The textbook of political education developed is described based on the following learning components: (1) lecturer's activity as facilitator and student as political education trainee, (2) teaching or training materials, (3) training method, (4) facilitation process with andragogy approach, and (5) learning evaluation. After the steps one to four above are done, the next stage is to conduct a formative evaluation of Tesmer whose procedures include: self-evaluation, expert review, one to one, small group, and field test self-evaluation

### 3 RESULT AND DISCUSSION

The results of this study produce products textbook of political education by using valid and practical andragogy approaches used in political education. In the analysis phase, analyse of student characteristics, learning objectives, materials and media. Analysis of the characteristics of students or students required according to Alessi and Trollip (2000) concerns such things as age, reading ability, absorbing information, knowledge, motivation and others. This analysis is needed to develop the products according to the characteristics of the students who become the subject of research, the purpose of political education, the relevant material in order to achieve the goal of political education and media that can be used to achieve that goal

From the observation of the researcher as a lecturer who teaches the subjects of Introduction to Political Science and Citizenship Education, interviews with students and discussions with college lecturers in the Political Science and Citizenship Education study program concluded that the students in the age range 19 years until 24 years have high spirit and attention especially for things matters concerning issues of political issues in the life of the state. Their responses to political issues are very

responsive, but sometimes their responses can be constructive and may not be constructive.

After the analysis of student characteristics, the next step is to set the objectives of learning, materials and media that support the achievement of learning objectives. The formulation of learning objectives is defined by researchers in line with the main objectives of political education. The main purpose of political education as proposed by Fasih (1995) is to create a critical awareness of respect for human rights, including women's rights, children's rights, cultural and political rights, minorities, the rights of persons with disabilities and other human rights correlates with a democratic political system in the life of the world.

Learning materials to be developed into political education manuals contain material on important concepts in political education covering the concepts of State, Government, Concept of Representatives, Human Rights, Democracy and Political Parties. Media used in the form of edits of news and news stories in the mass media on issues related to the concept of important concepts learned in political education. In the design phase, the product design is in the form of political education textbook using andragogy approach which embodies the learning implementation plan and political education handbook by using andragogy approach. For products in the form of political education manuals that are composed containing material materials about the state, government, concept of representation, human rights, democracy and political parties equipped with instructions on how to trace the material (facilitation process) using andragogy approach.

In the development phase, the development product in the form of political education model design (Learning Implementation Plan) and educational textbook using andragogy approach developed into a whole product in the form of Political Education textbook in which contains material and concept important in political education and design how teach or facilitate the students to understand the concept by using andragogy approach. The composition of the developed textbook consists of three chapters, namely material on political perspective, andragogy approach in political education, and political education learning design using andragogy approach. The andragogy approach in the development of this textbook can be seen from the development of the material which directly presents in writing the political education with the andragogy approach and also the presentation of case examples in the material according to the level of development of student knowledge. This is in

accordance with the one presented by Knowles (1980) that adult learning readiness is oriented to the task of development, and adults have a time perspective in learning, namely as soon as possible apply what has been learned. Based on what was stated by Knowles it can be concluded that the development of text books by presenting examples of cases that are close to students will greatly help students to directly apply the knowledge delivered.

In addition, the use of the andragogy approach seen in the development of this textbook is also presented in this book the design of learning using the andragogy approach that has been compiled in each material, namely about the nature of the state, human rights, democracy, and the representation system. Each material is explained in detail how an educator becomes a facilitator in learning the material. This is in accordance with what was stated by (U.S. Department of Health, 1973) that in andragogy learning must be centered on students and lecturers only as facilitators.

Andragogy's approach is also seen by presenting cases that must be solved by students. This is in line with the concept of the andragogy approach which states that students must be able to make a decision in solving a problem. As stated by Knowles (1980) that adults have a self-concept, that is, a person who does not depend on others and has the ability to take decisions.

Products that have been developed, before implemented in the field, evaluated following the step Tessmer evaluation step which includes the stages of self-evaluation, expert review, one to one evaluation, small group evaluation and field test. At the self-evaluation stage, the development product in the form of a political education manual was re-evaluated by the research team. Improvements made after this stage are; the preliminary product of the book before it was directly revised contained material on the concept of important concepts in political education and how to teach it added a preliminary section which contains a description of what is political education and andragogy approach. This section was added so that book users understood the nature of political education and why the andragogy approach became important in political education.

In the experimental review stage, the product of a political education handbook with a revised andragogy approach through the self-evaluation stage is validated by an expert who is expert in the field of instructional design, materials and language. Validation focuses on the design of learning, content and layout.

Assessment of expert validator on political education manual product is assessed based on five aspects of the assessment, namely the first feasibility of the content, consisting of 3 indicators, namely the suitability of learning materials, the suitability of the material with the learning needs, the coverage of the material, the two suitability of presentation with andragogy approach, consisting of three indicators namely the presentation demands, the suitability of guidance manuals with andragogy approach, the suitability of the content of political education manuals with andragogy approach, the three compliance with didactic requirements consisting of 2 indicators that is conformity with the needs and abilities of students, the suitability of self-development of students, the four feasibility of language construction which consists of 6 indicators that are logical, communicative, dialogical and interactive, the fifth conformity with technical requirements graffiti consisting of two indicators of the suitability of writing and images in books, design or display books.

Expert validation results at the experimental review stage for the 5 aspects of the above scoring can be seen in Table 1. Table 1 shows that the development product in the form of a political education manual using the andragogy approach has been declared valid by the expert with an average score of 4.11. The details are; seen from the aspect of the feasibility of the content obtained average score of 4.25 categories is very valid, seen from the aspect of conformity of the presentation with andragogy approach got the average score of 4.28 categories is very valid, seen from the aspect of conformity with didactic terms obtained average score of 4.10 valid categories, seen from the aspect of conformity with the linguistic construction obtained average score of 3.70 categories valid and seen from the aspect compliance with technical requirements graffiti got average score 4.21 categories very valid.

Table 1. Recapitulation of expert validation results in experimental review stage

Rated aspect	Validator	Validation Score	Average of Validation Score
Properness of Content	Validator 1	4.37	4.25
	Validator 2	4.12	
Conformity Presentation with Andragogic approach	Validator 1	4.44	4.28
	Validator 2	4.11	
Conformity with didactic conditions	Validator 1	4.20	4.10
	Validator 2	4.00	
Conformity with language construction	Validator 1	3.80	3.70
	Validator 2	3.60	
Conformity with technical requirements of graffiti	Validator 1	4.28	4.21
	Validator 2	4.14	
Average			4.11

Some suggestions from validators for improvement are sample case examples for discussions used in learning using the actual andragogy approach selected, need to add new information in political education guide product to appeal to students, avoid using too long sentences, and use of punctuation should be noted.

At the same time, in addition to asking for an assessment from an expert, one to one step is also conducted to request assessment and advice from students. In one to one evaluation prototype one was tested on 3 students of FKIP Palembang class from different study programs that have low, medium and high ability. Tests were conducted to see the difficulties that might arise during the learning process using the approach of andragogy and political education manuals. After the learning process ends the three students are asked to comment by filling out

the questionnaire given in relation to the way the learning process

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Table 2. The value of practicality of political education book at one to one evaluation stage

Respondent	Score	Category
SA	54	Efficient
WJ	57	Efficient
L	56	Efficient
Average	55,6	Efficient

Based on the results of the questionnaire recapitulation of three students involved in the small group evaluation stage is average 55,6 in the range 15 lowest score 75. 75 then it is in the practical category. The comments given by students at the one to one trial phase are the contents of the political education manual used in contrast to the political education book I have seen and read, because there are instructions on how to find and understand conceptual concepts in political education such as the concept of delegates representation, state, human rights, government and so on through learning activities that indirectly lead me to discover, understand and practice the concept of the concept through discussion activities, games that are done.

At the small group evaluation stage, the two prototypes produced were tested on 9 students with heterogeneous capabilities. The learning process at this stage is done by using andragogy approach and using the developed political education manual. After completion of the learning process is completed, the 9 students are asked to fill out a questionnaire about the course of the learning process. Besides, it is also done unstructured interview with student to get enter insert in order to improve product development. The data of student questionnaire recapitulation at small group evaluation stage showing the practicality level of political education textbook based on andragogy approach can be seen in Table 3

Table 3. The value of practicality of political education book at small group evaluation stage

Respondent	Score	Category
F	61	Efficient
AF	48	Efficient Enough
YW	65	Very Efficient
SY	63	Efficient
TM	51	Efficient
A	58	Efficient
B	56	Efficient
DV	60	Efficient
RA	55	Efficient
Average	57.44	Efficient

Based on the results of the questionnaire recapitulation of nine students involved in the small group evaluation stage is average 57.44 in the range 15 lowest score 75. 75 then it is in the practical category.

Input from students at this small group evaluation stage to enter to fix the two prototypes. As for input from students are learning took place with great interest. In learning using andragogy approach, can be added controversial issue model in order to give more opportunity to students doing analysis and critical thinking. The second prototype that has been repaired into a prototype three that is ready to be tested by way of field test stages.

The next stage, the three prototypes generated during the small group evaluation stage were tested on the subject field. The trial was conducted on the students of Pancasila and Civic Education Program of Palembang class. At the time of the learning process took place, observation of student learning activeness. Observation result of student learning activity can be seen in Table 4

Table 4: Student Activity in Learning Process Using Andragogy Approach

Result	Frequency	Percentage	Activate Category
80 – 100	15	46.87	Very Active
66-79	14	43.75	Active
56-65	2	6.25	Active Enough
40-55	1	3.1	Less Active
0-39	0	0	Not Active
Sum	32	100	

Table 4 shows that most students are active and very active in the learning process (90.62%). This means that political education using andragogy approach effectively increase student learning

activeness. The result of pre-test conducted before the learning by using andragogy approach got the average score of students equal to 68. after the learning done by approach of andragogy got the average value of student equal to 88. It means there is improvement of result of student's political education learning after following learning by using andragogy approach 20. Based on the calculation of n-gain analysis obtained gain value of 0.625 on the medium criterion which means the textbook of political education using andragogy approach effectively improve student learning outcomes. Through this field test activity concluded that the textbook of political education using andragogy approach effectively improve the activity and student learning outcomes.

In addition to the proven valid and practice, political education text book based on the approach of andragogy explained in detail about the concept of andragogy. In a special chapter, we describe the type of theory of adult learning. As stated by Dugan Laird (Hendayat, 2005:135) say that andragogy learning how adults learn. Laird believes that adult learning in ways that are very different from the way children get new behaviour more in books with political education processes and procedures in teaching political education using andragogy is a model approach to the learning process of students consisting of adults. Andragogy also called technology for the involvement of adults in learning. The learning process to occur properly if the learning methods and techniques involving students. The involvement of the self (ego students) is the key to success in the learning of adults. For that educators should be debated. The most important thing is that the political education textbook with the andragogy approach is equipped not only with learning theories / concepts but also with learning steps that can be carried out by educators.

In addition, based on the data described above the results seen at each stage experienced a significant increase, especially seen in the small group evaluation and field tests that had previously been revised based on input from experts and students at the one to one stage. Previous research has also been conducted by Umriyah et al. (2012) regarding the development of teaching materials with an andragogy approach as an effort to improve student creativity. In his research, he also applied the principle of the andragogy approach at the stage of developing textbooks that helped get maximum results in learning. This can be seen from the significant increase in participation compared to before the adoption of the principle of andragogy. Participation rates increased from 70% to 95%. In

addition, the development of the concept of andragogy was more effectively applied to groups of teenagers and young mothers who still had high enthusiasm and motivation.

## 4 CONCLUSION

The textbook of political education using the developed andragogy approach is valid after the experiment of review by 2 experts. For the content feasibility, the average score of validation score is 4,25 (very valid category), the presentation match with andragogy approach got the average score of validation score of 4.28 (very valid category), suitability with didactic condition got the average score of validation score equal to 4.10 (valid category), conformity with language construction obtained the average score of validation score of 3.70 (valid category), conformity with technical requirements graffiti got the average score of validation score of 4.21 (very valid category). The textbook of political education using the developed andragogy approach is considered practical after a pilot test of one to one evaluation and small group evaluation. From the results of questionnaire data processing from 9 students in the small group evaluation stage obtained an average score of 57.44 (practical category). Furthermore, the textbook of political education using andragogy approach developed effectively improve student learning activeness where 90.62% of students are in very active and active category in the learning process. The product of political education textbook using andragogy approach developed also effectively improve student learning outcomes with N-gain value of 0.625.

## ACKNOWLEDGEMENTS

The authors thank to Sriwijaya University for giving us the opportunity to encourage and facilitate authors to complete this competitive grants research. Thanks also to the head department of Pancasila and Civic Education Program, who teaches and motivates the researchers to learn more about research methodology on research in education. Thanks also to pass on our expert and reviewer because it has provided input in the study. I hope this article will benefit many parties.

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