

Implications of Self Conceptual Assumptions in Adult Learning

Rini Novianti Yusuf and Yanti Shantini

Universitas Pendidikan Indonesia, jalan Dr. Setiabudi No. 229, Bandung, Indonesia

rininovianti@student.upi.edu, yanti.shantini@upi.edu

Keywords: Adult Education, Self-concept.

Abstract: The concept of adult education is one of the concepts that characterize non-formal education programs. Adult education or the term andragogy is the art and science to help adults learn. Learning for adults can be a necessity, when an adult has an awareness of his needs, meaning that the he has a mature self-concept. Self-concept maturity can be seen from the development of adult self-concept which is influenced by self-awareness, interaction, self-esteem, individual role, and experience. After passing the phase of self-concept formation, usually adults are included in the type of positive self-concept. The condition of adult learn, of course, is involvement with self-concept maturity as expressed by Knowles about adult learning assumption. One of them is self-concept. In adult learning, learners are directly involved in every learning activity, therefore, there is need for maturity of positive self-concept of learners. Thus, there are implications of self-conceptual assumptions in adult learning, characterized by positive self-concept types and the development of self-concept formation.

1 INTRODUCTION

As we know in the concept of andragogy, there is an assumption of adult learning according to Malcom Knowles (1960) developing the concept of andragogy, the four principal assumptions as follows: 1) self-concept, 2) experience, 3) readiness of learning, 4) learning orientation. The first assumption is self-concept, meaning that adults already understand of themselves including their own needs. Such understanding can be influenced by age, physical completeness, psychology, and can play a role in accordance with the demands of the task of the status it has. Elias and Sharan B. Merriam (1990) mentions maturity in a person include: age, psychological maturity, and social roles. Psychological maturity has an influence on adult learning. Learning for adult is to find and find something according to their needs. The needs that can be sought and obtained through education, adult education in the learning process one of them related to self-esteem and self-actualization or self-acknowledgment in the status and role it has.

Adult learning is commonly found in programs organized by non-formal education, such as literacy, equity, training, and so on, Learning for adults in such programs in practice often uses the concept of andragogy. The influence of heterogeneous

background of learners such as age, occupation, and others makes educators in non-formal education using the concept of andragogy in their learning. Therefore, many researchers study adult learning. However, from some previous studies, most have studied about adult learning process, while the involvement of adult assumptions that Knowles has disclosed in his lessons has never been studied. Based on the flow of thoughts above, the authors will try to study about the involvement of the concept of self in adult learning.

2 METHOD

The method used is the method of literature review or literature review, this method is used to find answers scientifically about the relationship between one theory with other theories. Therefore in this paper, researchers try to find the link between self concept theory and adult learning.

3 THEORETICAL REVIEW AND DISCUSSION

3.1 Self concept

Self-concept is someone who already knows himself, both the strength of and weakness, and the needs of himself. According to Shavelson (1982) the concept of self is a person's perception of himself, where this perception is formed through the experience and interpretation of a person to himself. While the concept of self, according to Burns (1993) is the concept of self-regarded as a key role in integrating individual personality, in motivating behavior and in the achievement of mental health. Another case of self-concept according to Clemes and Bean (2001) that the concept of self will give effect to the process of thinking, feeling, desire, value and purpose of one's life. Furthermore, the concept of self according to Hughes, Galbraith and White (2011) that the concept of self is a description or description of self that also contains an evaluation of yourself. From the definition or self-concept according to some experts, it can be concluded that self-concept is all knowledge about aspects of self, be it knowledge of physical aspects, psychological aspects, and social aspects based on experience, interpretation, and interaction with others.

According to Subadi (1986) self-concept is not a factor that is brought from birth, but the factors learned and formed from individual experience in dealing with other individuals. A person who has a self-concept usually forms by itself through interaction with others or through life experiences based on one's thoughts, feelings and goals. In addition to the process of forming self-concept, one needs to do self-awareness. According to Dayakisni and Hudaniah (2003) define self-awareness is a process whereby individuals direct attention to themselves to know the existing self-concept. Another case of self-establishment according to Rogers (1988) states that self-concept develops through the process, which develops slowly through interaction with others around the environment. Meanwhile, according to Pudjogyanti (1995) states that the concept of self is formed on two components, namely: 1) cognitive component, is an individual knowledge of himself, thus forming self-picture and self-image; (2) affective components, an individual's self-assessment so as to shape self-acceptance and self-esteem. Thus, to form a self-concept a person needs to do self-awareness and can learn from life experiences or learn through interaction with his

environment, thus forming acceptance of self that can be evaluated as a whole, then form self-esteem.

After passing the phase of self-concept formation, then someone can be seen to have what kind of self-concept that is formed. Is self-concept positive or even form a negative self-concept. According to Calhoun and Acocella (1990) in the development of self-concept is divided into two, namely positive self-concept and negative self-concept. This means that: (1) the concept of positive self more to acceptance of self is not as a big pride about self. However, the individual who has a positive self-concept is an individual who knows very well about himself, can understand and accept some facts about himself.

Individual who have positive self-concept will usually design goals that are in accordance with reality, that is, goals that are likely to be achieved, able to face life in front of it and assume that life is a process of discovery; (2) the negative self-concept divided into two types, the individuals view of himself is completely disorganized, the individual really does not know who he is, his strengths and weaknesses or who are valued in his life, then his view of himself is too stable and regular. This can happen because the individual is educated in a very hard way, thus creating a self-regulated image according to laws and regulations.

3.2 Andragogy

Adult education is one model of education that characterizes non-formal education. Adult education arises from criticism of children's education or pedagogy. Adult education known as Andragogy by Malcom Knowless (1960) has the understanding of art and science to help adults learn. In addition Adult Education, Adediras, Amos, and Adenike (2013) can be seen as any form of education or process involving adults throughout their lives to keep their knowledge growing, extending their horizons to fulfill their understanding of life. Subsequently Sudjana in his book, *Non-Formal Education the History of the Development of the Azas Supporting Philosophy Theory* (2005), mentioned that andragogy comes from the Greek "andra and agogos". Andra means adults and Agogos means to lead or guide, so that andragogy can be interpreted by the science of how to guide adults in the learning process.

From some of these definitions can be concluded that adult education is one effort to help adults learn. As in adult education is considered adults seen from age, psychological maturity, but basically it is said that adults are already independent. Adult Education is interpreted as an effort for the continuation or

improvement of education obtained from schools, colleges, universities, or internships. The education is for adults in their communities, so they can develop skills, enrich knowledge, improve existing skills and professions, acquire new ways, and change attitudes and behavior of adults. (Sudjana, 2005).

As for the andragogy, Knowless also reveals assumptions about adult learning. Malcolm Knowless (1960) develops the concept of andragogy, the four principal assumptions are as follows: First, the adult has the self-concept of an independent person, meaning that he sees himself as a capable of fully self-regulating, knowing his needs and knowing the purpose of Second life. Adults have many (rich) experiences that tend to differ as a result of their life background, so that experience can be a source of learning for himself. Third, adults have a certain readiness (according to their social role) to learn. Fourth, adults tend to have the perspective to quickly apply what they learn. All of these assumptions carry certain important implications to be considered in adult learning.

In the Hamburg Declaration of 1997 (point 2), it is stated that adult education is more than a right, but a key to the 21st century. This is a consequence of the active state of the art and the requirement to participate fully in society. Furthermore, the Hamburg Declaration on adult education must be able to face great challenges through knowledge. Knowledge can be obtained through learning, learning can be obtained not only young age but also adult learning can be obtained. As Piaget (1980) points out that one's cognitive development develops not only in adolescence but growing into adulthood. Kegan (1994) provides insight into how adult learners overcome difficulties in the independence of their learning. According to Kegan's Theory, the stage of adult development in cognitive achievement can be obtained through a social context, meaning that the social context is considered as a support provider for learning. This is consistent with the concept of andragogy that in the adult education process, the main source of learning is the life experience associated with the social environment.

Furthermore, learning for adults also has some of the characteristics that shape the way adults learn. According to Lindeman (1926) identified four characteristics of adult learning: (1) adult learning is relevant to their personal lives, (2) applying learning based on real life situations, (3) desire to be involved in learning process, (4) Individuals in learning. When in a classroom atmosphere is created according to the characteristics of adult learning, it will create learning comfort and learning objectives which are achieved

as well as participants feel there is self-esteem when engaged in creating an atmosphere of learning.

3.3 Implications of Self-Concept in Adult Learning

In a previous study from Melanie, D Murmanto (2007) reported in his journal that the formation of self-concept in students through participatory learning needs to be understood by teachers as well as by parents. Positive self-concept helps the implementation of learning because students are directly involved in the learning process since the beginning of planning, implementation strategy until the evaluation of learning. So also in adult education or often called andragogy. Andragogy is a model of education for students consisting of adults. Andragogy is also a technology of adult engagement in learning activities. Thus the key to success in adult learning lies in their involvement in the learning process (Sudjana 2005). Adult learning is a simple, yet very complex phenomenon. Simple because we know that learning is the essence of everyday life and the conscious experience. This is the process of turning that experience into knowledge, skills, attitudes, values, and beliefs (Jarvis, 1992: 11). Thus, engaging the adult in learning will succeed when a behavioral change is seen toward the fulfillment or attainment of an adequate skill.

Behavioral changes in adults occur through educational processes related to the maturity of individual self-concept. The maturity of individual self-concept enables the active role of social environment to improve the welfare of self and others. Psychologically maturity of this self-concept will affect how adults learn, because people with self-concept will be able to diagnose their needs including learning needs. Hughes, Galbraith and White (2011) state that self-concept is a description or self-explanation that also contains self-evaluation. Self-concept has an important role to one's behavior. The way a person sees him or herself will be seen also in his overall behavior. That is, when the individual sees himself incapable of performing a task, then his entire behavior will see his disability.

In addition, the concept of self has a sense. Shavelson (1982) states that the concept of self is a person's perception of himself, where this perception is formed through experience and interpretation of a person to himself. It is assumed that adult life experiences will be able to form self-concept. The formation of self-concept can also be done through self-awareness where the individual understands the strengths and weaknesses. The formation of self-

concept according to Rogers (1988) states that the concept of self evolves through the process, which develops slowly through interaction with others around the environment. That is, someone will run its role in the social context, then formed the concept of self through interaction and experience that unconsciously do. This is in accordance with the statement according to Rogers (1988) that, individuals assess each experience related to self-concept. People want to act in ways that are consistent with their self-image; Inconsistent experiences and feelings are threatening him and not being accepted by consciousness.

The formation of self-concept will also determine the type of self-concept that someone has. According to Calhoun and Acocella (1990) in the development of self-concept is divided into two, namely positive self-concept and negative self-concept. Someone who has formed the concept of himself will know about himself, knowing his strengths, weaknesses, and needs even already knows goals to be achieved. As has been explained before, that self-concept is one important aspect in adult psychological development of learning. This is because the self-concept determines the behavior of learners (adult) in the learning process. Adults who have a lot of negative problems in their life show the individual has a low self-concept or even included in the negative self-concept. Another case with individuals who have positive self-concept are individuals who will design goals that are in accordance with reality, the goal that has the most likely to be achieved, able to face life in front of it and assume that life is a process of discovery.

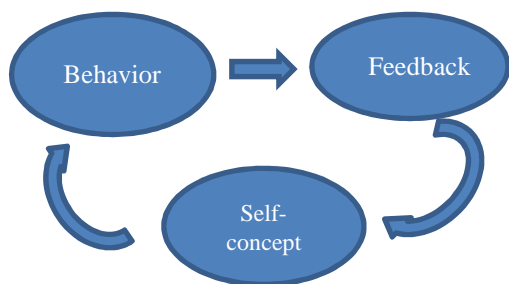


Figure 1: The process of forming self-concept.

Furthermore, based on the humanistic psychology of Knowles Version, the approach of humanism is more on the side of the development of human personality. This approach sees the incident that is how humans build themselves to do positive things. This positive acting ability is called human potential. According to Maslow (1966), learning is a process to

achieve self-actualization (self-actualization). That is, in the adult as a learner who has grown maturity of his self-concept arises the need for deep psychology that is the desire to be seen and treated others as a whole person who directs himself.

Associated with one of the assumptions of the concept of Knowles andragogy is the assumption of self-concept. In adult learning or education, it is assumed that adult have self-concept. This means that adult already have responsibilities, and have independence, have been able to diagnose the needs of his life, and also have life goals related to his welfare. Therefore, there are implications or self-concept involvement with adult learning. It is also in accordance with the principle of adult learning is the experience of becoming a source of learning which means experience can also in form of a person's self-concept. Therefore, the involvement or implications of self-concept in adult learning are usually found in non-formal education programs or out-of-school education.



Figure 2: Self Concept and Adult Learning.

Sudjana (2005) suggests the notion of off-school education as follows: "Out of school education is any learning activity which is organized outside the school education in order to help learners to actualize the potential of self-knowledge in the form of knowledge, attitudes, skills and aspirations that are useful for himself, his family, society, institutions, nation, and State. So the group gets information about knowledge, practice, guidance according to the age level and the necessities of life. Based on the definition of off-school education, it can be concluded that the education services provided to the community or individuals in need outside of formal education or school with the aim of helping students to actualize themselves in the form of knowledge, attitude, and skills. Communities who are students in out-of-school education programs are usually adults. Adults found in non-formal education programs or out-of-school education, in the learning process generally use andragogic approach, because in addition to adult participants, the thing that makes andragogy approach used is usually adult participants already have a mature self-concept. Adults with mature self-concept make it easier for tutors to plan lessons and carry out learning activities, such as in adult literacy or adult literacy programs can be involved in determining learning goals, planning

learning, designing learning experiences, establishing learning needs, and etc. Therefore, create a comfortable learning environment for adults to earn, and choose learning objectives can be achieved.

4 CONCLUSIONS

Adult learning is a growing process that can be answered and learned on an ongoing basis throughout life. Learning for adults shows the involvement of the maturity of one's self-concept. Adults who have established self-concept through self-awareness or interaction with others and life experiences, make a person has a kind of positive self-concept or negative depends on his interaction and experience in running the role according to the status he has. Thus, the adult will be able to know the need or readiness of learning, which means that the person has a positive Self Concept. Positive self-concept is the individual who can recognize himself, know what his needs, have confidence in the decisions taken, and of course have a purpose and direction of life. Therefore, the assumption is said by Knowless that in learning adults, ~~right~~ there is the involvement of self-concept because the implications of self-concept in adult learning provide ease for doing learning activities, making it easier to create a learning climate, knowing the learning needs, having responsibility in the learning process, and being able to evaluate themselves. In addition, individuals who have self-concept and realize themselves need continuing education as a form of self-actualization. Learning for adults usually exists in off-the-shelf educational programs, such as literacy programs, literacy programs, education and skills training or courses. Therefore, andragogy and pendants are often used in adult learning activities in out-of-school education programs.

REFERENCES

- Adediran, Amos, Adenike, 2013. *Refocusing Adult Literacy, Non Formal Education and Longlife Learning for multilitecies in Africa* Journal Departement of Communication & General Studies, Federal Unversity of Agriculture Abeokuta, Ogun State Nigeria.
- Burns, R B, 1993, *Konsep Diri: Teori, Pengukuran, Perkembangan dan Perilaku*. Jakarta: Arcan.
- Calhoun, F. & Aocella Joan Ross, 1990, *Psikologi Tentang Penyesuaian dan Hubungan Kemanusiaan*. Semarang: Ikip Semarang Press.
- Clemes, H Bean R, 2001, *Membangkitkan Harga Diri Anak*. Alih Bahasa: Anton Adiwiyoto. Jakarta: Mitra Utama.
- Dayakisni Tri & Hudaniah, 2003, *Psikologi Sosial*. Malang: UMM Press.
- Hamburg Declaration. 2016. <http://www.unesco.org/education/uie/confintea/pdf/confinteaeng.pdf> retrieved : 14 September 2016.
- Hughes, Amanda, David Galbraith & White, David, 2011, *Perceived Competence: A Common Core For Self-Efficacy and Self Concept?*. P. 278-289.
- Kegan, R, 1994, *In Over Our Head: The Mental Demands of modern Life*. Cambridge: Harvard University Press.
- Knowles, M., 1960, *Informal Adult Education: A Guide For Administrator, Leader and Teachers*. New York. Association Press.
- Lindeman, E.C, 1926, *The Meaning of Adult Education*. Norman: University of Oklahoma.
- Maslow, A., 1966. *The Psychology of Science*. New York: Harper and Row.
- Merriam, Sharan. B., 1990. *New Directions For Adult and Continuing Education*. Jossey-Bass, A Publishing Unit of John Wiley & sons, Inc.
- Murmanto, M. 2007. *Pembentukan Konsep Diri Sisw melalui Pembelajaran Partisipatif*. Jurnal BPK Penabur.
- Piaget, Jean. 1980. *Antara Tindakan Dan Pikiran*, disunting oleh Agus Cremers. Jakarta: PT. Gramedia.
- Pudjijogyanti, R. C., 1995. *Konsep Diri dalam Pendidikan*. Bandung: Acan.
- Rogers, C. M., Coleman, J. M., 1988. *Social Academic*
- Shavelson, R. J., Bolus, R., 1982. *Self Concept: The Interply of Theory and Methods*, Journal of Education Psychology.
- Subadi, S. Yatim D Irwanto, Hassan, F., 1986. *Kepribadian, Keluarga, dan Narkotika Tujuan Sosial Psikologis*. Jakarta: Arcan.
- Sudjana, 2005. *Pendidikan Non-Formal Wawasan Sejarah Perkembangan Filsafat Teori Pendukung Azas*. Bandung: Falah Production.