Education in The Period of Adult Development and Its Implications on Education

Ari Mawarni[1], Muhammad Halim Munandar[2], Kasinyo Harto[3], Ermis Suryana[4]
[1234]Raden Fatah State Islamic University Palembang
[1]arimawarni.mts@gmail.com, [2]mhalimmmunandar@gmail.com,
[3]masyo71@yahoo.com, [4]ermissuryana@radenfatah.ac.id

Abstract

This research looks at education in adult development and how it affects education. This study is motivated by the rapid advancement of science, technology, and communication at this time, which necessitates the development and improvement of human quality as a solution to face the current of modernization; thus, an educational process is required that can play an active role in following changes and developments that exist both now and in the future. Recognize that adulthood is a time when you have reached a mature and complete view of life, which can be achieved through consistent decision-making. However, it frequently appears when people fail to recognize the significance of adulthood and middle age. The goal of this study was to examine and analyze education during the adult development period, as well as its surprise in education. This study employs an approach approach in data processing through literature analysis, particularly literature descriptions. Helping people face life's problems objectively, assisting adults with problem-solving skills, assisting people in changing social circumstances, and assisting people in acquiring or skills required to complete their life needs are all realizations of adult education practices that are frequently overlooked.

Keywords: Development; Adult; Implications for Education

Abstrak

Jurnal ini mengkaji tentang pendidikan pada masa perkembangan dewasa dan implikasinya pada pendidikan. Kajian ini dilatar belakangi oleh pesatnya kemajuan ilmu pengetahuan, teknologi, dan komunikasi pada saat ini yang mengharuskan pengembangan dan peningkatan kualitas manusia sebagai solusi untuk mengimbangi arus moderenisasi, dengan demikian diperlukan proses pendidikan yang dapat berperan aktif dalam mengikuti perubahan dan perkembangan yang ada baik di masa sekarang maupun di masa yang akan datang. Perlu diketahui bahwa masa dewasa adalah masa dimana sudah mencapai pandangan hidup yang matang dan utuh yang dapat menjadi dasar dalam membuat keputusan yang konsisten. Berarti seseorang telah memiliki tanggung jawab terhadap kehidupan dan keputusan yang diambil, mampu melakukan peran-peran sosial yang biasa berlaku di masyarakat. Namun permasalahan seringkali muncul, mana kala masyarakat kurang menyadari pentingnya pada masa dewasa awal dan madya. Tujuan penelitian ini adalah untuk mengkaji dan menganalisis pendidikan pada masa perkembangan dewasa dan implikasinya pada pendidikan. Penelitian ini menggunakan pendekatan kualitatif, sehingga dalam melakukan olah data melalui analisis literatur khususnya literatur deskripsi. Membantu masyarakat menghadapi sesuatu persoalan hidup mereka secara objektif, memfasilitasi orang dewasa dengan keterampilan memecahkan masalah, membantu masyarakat dalam merubah kondisi sosial, dan

membantu masyarakat memperoleh pengetahuan atau keterampilan yang diperlukan guna melengkapi kebutuhan hidup mereka adalah realisasi dari praktik pendidikan orang dewasa yang sering dilupakan.

Kata Kunci: Pengembangan; Dewasa; Implikasi pada Pendidikan

Introduction

Human development can be classified into several categories. Physical development (motor development), the process of changing the structure and functions of the human body, as well as the addition of varied physical flesh. Cognitive development is associated with the process of altering one's way of thinking. Changes occur throughout development, leading to growth and development (maturity).

Specific development is a term that refers to the process of changing an existing personality. Meanwhile, social and moral developments refer to changes in how humans interact with other people or their own fields as individuals and as groups.

Human beings have four boundaries, according to Islamic psychology: the physical-natural dimension, the internal-psychic dimension, the socio-artistic dimension, and the spiritual dimension. The physical-natural dimension is the simplest to understand because it can be seen directly with the mortal eye's senses. According to QS Al-Tin: 4, the mortal constitution is shaped by a stylized construction by God to be grateful. Surely we have created man in the best possible form.

Human life is heavily reliant on the reality of the spirit, because when the spirit departs from man (body or physical), life ends. Nonetheless, the understanding of reason is the thinking power contained in the human soul, not the brain. In other words, the bond between the three bases, namely permissible, feelings, and wills, emerges later. While lust (shahwat) refers to the human impulse and fermentation. Socio-cultural boundaries are those that are almost inextricably linked to the environment and nature around them. Human life in the world is like God's caliph on the face of the earth. As a result, this dimension is unavoidable in man. While the spiritual dimension is defined by the concept of fitrah, which inherently glorifies God as his God. The various dimensions that a child possesses are fundamental abilities that must be fully developed in order to achieve a perfect personality (Suralaga, 2021). Tohirin (2008) in general, all proses individual development until becoming oneself *(person)* occurs in three stages, namely:

1. The stage of conception, which is the process of meeting sperm cells in men and ovum in women, thus forming new individuals that uniquely occur changes in order to undergo reproductive tasks.

2. The stage of birth is that the baby is born from the mother's womb to the world.

3. Stages of the process of individual development into a typical person *(development of selfhood)*.

Other experts divide it into six developmental stages: infants, children, adolescents, early adults, intermediate adults, and late adulthood (Tohirin, 2008).

Based on this development period, there are several educations that need to be carried out so that children's development can be done properly. So, this research will discuss education during the development of adulthood and its implications on education. In this paper, the method used in this research is the method of literature study (library research). Literature or literature study is an activity of collecting data from various reading sources. The data used in completing this research comes from sources in the form of books, journals and research that are in accordance with this research (Siregar & Harahap, 2019).

Method

In this study, the method used is a qualitative approach. The literature method used is literature description, by means of collecting and compiling a list of the literature studied and then making a description or description of each literature in detail. In the description it is stated and explained the state of the literature, notes on the contents of the literature and the main contents of the literature. Therefore, this method describes in detail and analyzes an event or phenomenon, social strata, nature or attitude, and personal opinion or group opinion on an ongoing problem. The research process begins with preparing and compiling hypotheses of basic conjectures and thinking rules used in research. Then, collect data and then review it in the study. The object of qualitative research covers all fields and aspects of human life. Data analysis in this study is defined as one way of compiling and searching regularly and orderly writings of research results. Therefore, this study uses literature analysis to reveal various data that have been scattered in various references that are already available.

Results and Discussion

1. Understanding and Classification of The Adult Phase

In general, when a person has reached adulthood, he has a variety of knowledge and experience. While in addition they are directly dealing with work problems, community problems and marriage. On that basis, the education given in adulthood should be in accordance with the situation and conditions. Islamic religious education for adults is still needed. Adulthood begins from the end of the psychiatric shocks that afflict adolescence. Thus, adulthood can be said to be peace of mind, determination and firm faith. In line with the level of age development, Jalaluddin said religious attitudes in adults have characteristics, namely:

a. Accepting religious truth based on careful consideration is not just a follow-up.

b. Tends to be realistic so that religious norms are more widely applied in attitudes and behaviors.

c. Be kind to religious teachings and norms and strive to study and deepen religion.

d. The level of religious observance takes precedence over self-consideration and responsibility, until religiousness is the realization of life's attitude.

e. Be more open and insightful.

f. Being more critical of the core of religious teachings so that religious steadiness in addition to being based on thought considerations is also based on conscience considerations.

g. Religious attitudes are more towards their respective personality types so that they can see the influence of personality in accepting, understanding and implementing the teachings of the religion they believe in (Suralaga, 2021).

In the development of adolescence Elizabeth B. Hurlock divides adulthood into three phases, namely: early adulthood, intermediate adulthood, old age. The same grouping is also made clear by Lewis Sherril who divides adolescence as follows:

a. Early Adulthood, this time a teenager tends to choose the direction of life by facing the temptation of various possible choices.

b. Middle Adulthood, at this time already life challenges began to be faced. This is the time when you have achieved a mature and complete outlook on life that can be the basis for making consistent decisions.

c. Late Adulthood which has the main characteristic, namely surrender.

2. Understanding Adult Education

In the great dictionary of Indonesian, education is defined by the process of changing the attitudes and manners of a person or group of people in an effort to mature people through teaching and training efforts. Then the term adult is interpreted by a human being who is not a child or teenager anymore, meaning (Nasional, 2008) an individual who is in the phase after adolescence. In the context of this study, adult education in question is a process in which learning interactions are found between educators and learners who are mature, both in the scope of formal and non-formal education.

According to Mustofa Kamil, the definition of adult education is based on the condition of adult learners both from the physical (biological), psychological, and social dimensions. A person is considered biologically mature if he has been able to reproduce. Then psychologically mature, means that a person already has responsibility for life and decisions taken. Furthermore, sociologically mature, means that a person has been able to carry out social roles that are generally applicable in society. Thus, the term adult is based on the completeness of physical condition as well as age, and psyche, in addition to being able to play a role in accordance with the demands of the task of the status possessed (Kamil, 2007).

In the Islamic perspective, a person is considered an adult when he has entered the age of puberty, which is the age that has ended childhood and has reached adulthood in shari'a so that he has a responsibility intended for him to assume the legal obligations of syar'i (taklif) (Manzur, 1997). When entering puberty, a person is considered to be able to distinguish good and bad and also has a broader view or thought than childhood. This period is characterized by starting to experience wet dreams for men and coming months (menstruation) for women. Regarding the age details of men and women at the beginning of experiencing these signs are relative, some are fast and some are slow, and usually occur between the age range of 12-16 years.

Adult education is a systematic and continuous learning process in people who are adults with the aim of achieving changes in knowledge, attitudes, values, and skills. The conditions that can be derived from that definition are adults are motivated to learn according to their needs and interests, learning orientation for adults is life-centered, experience as a source of wealth for adult learning, adults expect to relate themselves to the right needs, individual differences among individuals develop according to their age.

In its practice, adult education is carried out in the form of formal and non-formal education. The form of adult education in formal form is carried out at the level of education of advanced schools / high schools (SLTA) to higher education (PT). Furthermore, in non-formal form, it is carried out in the form of out-of-school education by the community (PLSM), courses, health guidance and counseling, religious studies activities or taklim assemblies, training organizations, community development programs, and so on. These forms of adult education open up learning opportunities for every adult citizen, both disabled and healthy and the program is implemented continuously.

3. Principles of Adult Education

According to the perspective of adult education, independence is an important benchmark in any development of learning models. Therefore, the concept of learning in the context of andragogy, more specifically has a basic core that refers to developing the values of independence for all its learners (learning citizens). Without that goal every learning in the context of andragogy becomes meaningless and the same as with other learning models. This assumption is a special limitation that is able to distinguish the concept of andragogy learning from other learning concepts (Kamil, 2007).

Independence according to the concept of andragogy means also self directed learning. Knowles describes in detail the definition of self directed learning as a process in which individuals take the initiative, whith or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and other resources for learning, choosing and implementing learning strategies, and evaluating learning outcomes self directed learning provide reference to how learners have the initiative to learn, write their own learning needs, find their own learning resources, formulate their own learning goals, choose and implement learning strategies and self-evaluating. These components are a dimension of how andragogy forms the character of self-reliance in learners (aoutonomous learning) (Knowles, 2014).

In the principle of andragogy, teaching and learning activities are centered on learners. Adult learning is in principle carried out and arranged together between learning resources (teachers, tutors, coaches) and learners (learning citizens, students, trainees) is valid until the evaluation stage, then also in the development of learning with the principle of andragogy learners are given the right in develop, and carry out learning programs, and evaluate the program independently. The basic principle that is used as a handle is in line with the concept of from, by, and for learners, so that the role of learning resources (teachers, coaches, pamong, tutors, facilitators) acts as individuals providing guidance, encouragement and direction when needed. This concept shows that learners compile programs on the basis of their own activities and abilities with the capital of knowledge, skills and resources that exist and can be used (Jarvis, 2012).

The above guidelines accept that training with andragogy standards will survey the potential and independence of students. With that goal becomes the main reason for any preparation and development of educational projects. Logically speaking, this view corresponds to the student's thoughts and responsibilities namely: human instincts are usually great, opportunity and independence, exclusive and probability, self-confidence and self, self-fulfillment, insight, obligation and humanity (Elias & Merriam, 2005).

This view provides clarity that the motivation for the application of andragogy standards in the advancement of education is to create the potential and possibilities of students as ideally as possible, so that eventually they can improve and help themselves, besides that they can build their current abilities. Circumstances, society, and more broadly can take a functioning part in building the country and the country. With regard to the expansion of freedom of learning, andragogy has a rule that the idea of learning should be a side interest and the need to make self active learning propelling (dynamic progress without the help of others). In certain situations, acquiring desires and needs arises from within oneself (intrinsic motivation) and is not energized or suggested by others (extrinsic motivation). This attitude arises when students feel that by learning they believe that they have gained information, add incentives for self-improvement, and can overcome problems that appear without the help of others and others. Furthermore, by learning, students (people) feel an increase in thinking capacity, expanding perspectives, developing capture power, abilities, personal satisfaction and their lives and professions. Perceived learning provides reasonable meaning and good value for life, the urge to complete a job, and makes it easier to overcome life's problems, so that learning can drive a cycle of change towards freedom (Kamil, 2007).

Furthermore, it is important to understand that the overall idea of adults in daily life and regular communication needs to be considered. As we age, an adult's ability and development in thinking, acting relentlessly also increases. For this situation, adults have the choice to decide and decide on choices related to themselves and their current situation. Regarding this capacity, adults need to be given the opportunity to determine mentality and choices, including those related to learning. Furthermore, Edward Lindeman, an

andragogyist stated that adults are encouraged to come forward by confessional demands. In learning exercises, they do not need a mentality that underestimates their privileges and investments, but believes that their capacity should be cared for and felt, so that they can make a significant commitment to the educational experience (Kamil, 2007).

The principle of adult education as knowles explains, also attaches importance to the intellectual and emotional interconnectedness of learners in the learning process. In this case, learners are not only given the opportunity to express opinions and ideas of thought in enriching learning resources and experiences, but also participate emotionally in learning, such as attitudes and behaviors to support and be responsible in achieving learning success. In order to realize the intellectual and emotional involvement of students, then in the implementation of adult education it is necessary to apply participatory planning, which includes students in formulating learning plans, so that learning programs and objectives can be adjusted to their needs (Suprijanto & Arikunto, 2016).

The process of adult education is in line with the implementation of the concept of education in the paradigm of freedom as Paulo Freire explained that educators must practice co-intentional education, meaning educators and learners, both being subjects interconnected to discover and create knowledge. Thus, students are given the opportunity to develop their potential to the maximum, unlike pseudo-learners, but become learners who have full involvement in forming a commitment to the educational process (Soeharto, 2012).

In implementing andragogy-based learning there are several principles and strategies of adult learning that need to be considered. These principles are:

a. Adults have a self-idea. Adults have an understanding that they are fit to simply decide, can face the gamble of the choices made, and can handle their lives independently. Self-confidence is very important for adults, and he really wants the recognition of others for his value. Behavior that seems dismissive, in general will be responded negatively by adults. As a result, if adults are valued and invited to work together by educators, they will include themselves in learning. Learning exercises will create expected learning (arranged in the future) and participatory learning (with others) by thinking and acting in and in the universe of their lives.

b. Adults have a great experience. Every adult has a wide range of knowledge of circumstances, connections, and selves to each other that are demonstrated by various foundations throughout their daily lives and current circumstances. Knowledge of circumstances is the development of circumstances that adults have faced in the past that can be used to answer the current state. The experience of cooperation leads to the development of the ability of adults to coordinate attention to see themselves according to the point of view of others. Self-experience is the capacity of adults to introduce themselves to past circumstances. Functional consequences in learning, adults will want to continue learning to remember the encounters they experienced. Normal experience can be utilized as a rich asset to be utilized in learning. Adults who acquire some useful new knowledge will be more often deciphered by utilizing old meetings. Correspondingly, adult students should be involved as a source of learning. The presentation and utilization of new ideas will be more straightforward with the assumption of departing from the adult experience.

c. Adults have preparation for learning. The preparation of adults to learn will be in line with the work that the person does both in the public arena and in the task / work. The consequence is that the grouping of learning programs should be organized based on the arrangement of tasks played by adults, not given the consistent order of subjects. Changes in learning materials and exercises must be applicable to the needs and efforts / work of more advanced learners.

d. Adults need to have the choice to take advantage of the consequences of their immediate progress. Adults are interested in learning, as they answer subject matter and cycles related to its parts throughout everyday life. Learning exercises generally lie in the real world (reality). Therefore, it advances the need to encourage capacity building to address the problems it faces in its requirements. The pragmatic consequence is that progress must be placed to address issues related to adult work in their lives. Opportunities to thrive should be planned taking into account the needs and problems seen by adults, such as needs and problems in work, socio-social work, and the economy. The regulated ability gained turned into a field of strength for adult learning (Sudjana, 2007).

In adult education principles, learners are grouped by interests, talents, and abilities, where educators provide support to assist learners in determining their learning needs. Therefore, in adult education, learners participate in involving themselves in determining their planning, learning process, and evaluation.

In addition, in adult education, learning orientation is directed to solve problems, namely learning while working on current problems to be used in the present. Unlike the learning orientation for children, all subjects learned by students at this time are directed to provide for future life.

According to Mukhlis, the principle of adult education is also used as a foundation in practicing the concept of critical education that hasthe following ideas:

a. Learn from reality or experience. The material in question is not speculation, but rather the individual's experience or the actual circumstances of the individual associated with the learning cycle. So, there is no higher information authority than others. A person's legitimacy is still airborne by proving in the truth of activity or direct insight, not with knowledge in discourse.

b. Not Patronizing. Every individual involved in the educational process is treated equally, educators are also learners.

c. Dialogical. The continuous learning cycle to date is not a one-way educational and educational experience, but is a correspondence interaction in different types of exercises, for example, group conversations, role playing and so on.

d. Reorder (reconstruction). Uncovering details, such as facts, elements, sequences of events and so on from the reality. This stage can also be called the process of experiencing; because this process always starts with an experience call by doing direct activities. In this process learners engage and act following a certain pattern. What he does and experiences is to practice, observe, see, and say things. It is this experience that ultimately becomes the starting point of the next learning process.

e. Phrase. After the stage experiences, the next phase is the process of expressing by restating what he has experienced, how to respond, impression of the experience.

f. Review (analysis). Discuss the causes and heterogeneity of the problems that exist in this reality, namely the order, rules, systems that are the root cause.

g. Conclusion. Formulate the meaning or essence of this reality as a lesson and a new understanding that is better, in the form of principles, or in the form of general conclusions from the results of the study of the experience. Thus, what is experienced and learned will help summarize, detail, and clarify the things that have been obtained.

h. Action. It is the final phase of the critical education process, which is to decide and implement new actions that are better based on the results of understanding the reality, making it possible to create new, better realities. This step can be more actualized by planning actions in the implementation of the principles that have been concluded (Tatang, 2016).

Adults need prerequisites, in particular educational experiences that can foster components of adult mentality and behavior (mature individuals). The adult aspect proposed by Harry Overstreet which was later developed by Malcolm Knowlesl as follows:

a. Change from depending on others to living freely.
b. The change from a latent mentality and a way of behaving into a dynamic perspective and way of behaving.
c. Change from an abstract mentality to a true character.
d. Change from disposition and data retrieval behavior to data-giving mentality and behavior.
e. Change from low-ability to higher ability.
f. Change from a limited liability to a broader obligation.
g. Change from a unique interest to a different interest.
h. A change from an individualist attitude towards paying attention to others.
i. Change from the attitude of rejecting one's own statements to accepting self-realization.
j. The change from a diverse personality to self-honesty.
k. Change from special thinking to standard reasoning.
l. The change from a horizontal view to a deep view.
m. The change from modeling mentality and way of behaving towards improving perspective and way of behaving.
n. The change from a consistency mentality to an attitude of capacity to bear contrast.
o. The change from a sloppy mentality to a wise attitude (Sudjana, 2007).

From some of the opinions that have been described above, it can be concluded that the principles of adult learning are as follows:

a. The inspiration for success comes from itself.
b. Adults have a willingness to learn.
c. Adults realize when it's valuable to them.
d. Adults realize when their perspective is considered.
e. There must be mutual trust among educators and learners.
f. Adults should be associated with organizing and assessing their education.
g. Want a fun and challenging learning atmosphere.
h. Adults are looking for ways to find out their advantages and disadvantages.
i. The direction of adult learning is fixated on reality.
j. The source of learning materials for adults is in the individual himself.
k. Prioritizing the role of adults as learners.
l. Learning is a profound and scientific cycle.
m. Learning for adults is a consequence of facing something.
n. Learning is the result of human participation.
o. There may be mutual communication and exchange of thoughts.
p. Adults generally have a variety of assessments, insights, and learning approaches.
q. Learning for adults focuses more on problems than content.
r. Learning for adults can sometimes be a troublesome process.
s. Learning is a process of progress and development.

The various different concepts that have been expressed above are then used as rules and references to investigate the repetition of the Qur'an which provides a fundamental stance and commitment to adult training.

4. Adult Education Goals

The purpose of teaching for adults is not exactly the same as the purpose of school for children. In children's schools, learning goals are not fully determined before the implementation of learning exercises, but in adult training, learning goals can be adjusted, which means that teachers and students can decide together as needed which is considered more important for adults study meeting. On this premise, Suprijanto states that the reason for adult teaching lies in the purpose of learning whose approach is heavier on expanding capacity and pragmatic abilities in the most limited opportunities to meet their daily needs (Suprijanto & Arikunto, 2016).

Similarly adult education is also regulated to foster the soul and administrative mentality found in every adult student. Individuals who are in this age range of adults are known to be capable people, given their reality that they cannot be separated from their obligations as the head of a family, association, or certain situations in their work. That is why the direction of adult training cannot be separated from the increased perspective of authority, so that the educational experience is coordinated to think fundamentally, make choices and move, supervise the main administration, overcome problems (problem solving) and so on.

Another part of the goal of adult education is to help adult learners understand and understand the desperation of the requirements for deep-rooted teaching. Adults are largely persuaded to expand their expected information or abilities to work on their government assistance. In addition, the authority requirements a certain type of ability to build compensation or pay at work. Clearly this urges adults to participate in non-formal education that takes place in society. In this way, training is still needed by adults as long as longevity is still lived.

In addition, adult education is also expected to help adult learners achieve progress in the process of learning, deep, and otherworldly personal development. In following the learning cycle, adults are prepared and accustomed to creating ideal models of reasoning, attention, encouragement, and obligation, social considerations, and having a person who is commended as a person who believes in God. Through information, experience, and abilities obtained through teaching, adults can carry out improvements in the community.

Another goal of adult education is to prepare for the expected ability to find and deal with problems. The ability to find and deal with issues is important to adults, as it relates to the ability to answer and track answers to life's problems, as well as the ability to make appropriate and insightful choices and activities. Thus, the direction of adult training underlines the problem and the effort to solve it, not set to the problem.

In addition, coordinated education for adults is also intended to provide assistance for adults to become free, independent, and independent human beings. The evolving experience created for adults does not depend on the requests and directions of educators, but can be done at the instigation of the learners themselves, and learners are given the opportunity to choose and find out who the appointed teacher or staff is. Therefore, adult education educators are required to have self-freedom in making views and actions.

Based on the explanation above, it can be concluded that adult education has several main objectives, namely:

a. Helping adult learners have the knowledge, experience and skills to improve well-being for their lives;

b. To help adult learners understand themselves, their talents, their limitations, and their interpersonal relationships;

c. Developing the spirit and attitude of leadership that is found in every adult learner;

d. Help adult learners know and understand the urgency of lifelong education needs.

e. Help adult learners achieve progress in the maturation process intellectually, emotionally, and spiritually.

f. Complete the skills necessary to find and solve problems.

5. Factors Affecting Adult Education

In general, there are two factors that can affect adult education, especially internal factors and external factors. Internal factors are factors that come from within learners who are learning, such as physical factors and psychic factors. Physical factors combine hearing, vision, and other physiological states, while mental elements include requirements, insights, inspiration, consideration, thinking, memory, and neglect. External factors are factors that come from outside the actual learner, for example studying environmental elements and event framework factors. For this situation, learning environment factors include normal, physical, and social environments, while presentation system factors include educational programs, performance materials, and learning strategies.

More clearly, the factors that affect the education or learning process of adults can be described as follows:

a. Physical Factors

Actual physical factors determine the success or disappointment of adults in learning. There is a negative relationship between getting older and adult learning capacity. That is, the more established a person develops, the more difficult it will be for him to learn (given the fact that all parts of his actual capacity are reduced). For example, hearing, vision, body strength, thinking capacity, ability to focus, etc. all show age-appropriate declines.

b. Psychic Factors

In addition to the physical aspect, psychic factors also have a big influence in determining the success or failure of adults in the learning process. Psychic factors that affect the process of adult learning interaction in the outline can be grouped on the aspects of intelligence / talent, motivation, attention, thinking, memory / forget, and so on.

1) Intelligence/talent

Intelligence / talent is one of the important elements that determine the success or disappointment of a person in taking an interest in a particular learning movement. The task of educators is to create potential insights / abilities of citizens to learn in concentrating on a teaching material as ideally as possible. Regarding the formation of this intelligence potential, the critical period theory developed by Bloom explains that ± 50% of the intelligence possessed by adults is obtained at the age of ± 4 years and ± 80% obtained by the age of ± 8 years. This means that the period of education in kindergarten and in elementary school is the most important learning experience in one's life. Other experts suggest that a difficult environment at a young age can cause a person to experience a loss or slow intelligence of approximately 2.5 IQ per year (Basleman & Mappa, 2020). Intelligence increases sharply from birth to age approximately 20 years ago began to decline at the age of 35 to 60 years, then decreased slightly in line with the retreat of one's health in old age. George J. Mouly suggested that human differences can be demonstrated by a person's level of intelligence and age. The difference between those with high IQs and those with low IQs tends to increase as they age (Mouly, 1965).

2) Motivation

According to Mark R. Douglas, the main part of motivation is hope. Hope is an amazing desire, which is the dream torealize what is desired and develop beliefs and

plans to achieve goals (Douglas, 2010). Motivation can lead a person to obtain the right learning goals. With good motivation, one can study diligently and passionately so that it is easy to understand the science material learned (Idri, 2009).

Students who are less successful in completing learning tasks often seem miserable and uninvolved. For this situation, the instructor / facilitator needs to provide inspiration to fortify his learning soul. This inspiration can begin by providing persuasive solidarity to the learning citizens, then guiding them to conduct learning exercises/ meetings, and then deciding on activities that are considered common to achieve the goal.

3) Think

Thinking is one of the psychic factors that add to the progress of adults in learning. Thinking is a psychological movement as a thought in an information-driven view by producing cause-and-effect relationships that are calculated and organized logically and plausibly. In general, thinking activities include steps such as the following:

a) Formation of key understanding as the initial stage of thinking.

b) Understanding/evidence that can be recognized from the problem to be thought of.

c) Preparation of complaints for the preparation of assessments or critical thinking.

d) Withdrawal of conclusions (Idri, 2009).

4) Memory/Forgotten

Memory is a mental action that allows an individual to repeat the information he has. Remembering is the capacity to repeat information or experience gained. Memory has the following stages:

a) Fixation, which is remembering something vital that happened deliberately and related to the experience experienced. A decent obsession is a quick and intensive expression.

b) Retention, which is an attempt to save an impression without acknowledging it that can be raised assuming the circumstances requested / needed.

c) Evocation or reproduction, that is, being a special solution or familiarity with the impressions that are removed (Idri, 2009).

c. Learning Environment Factors

The learning environment can be divided into an on-campus environment where you study and an off-campus environment / place of study. These two environments can also be further differentiated into natural, physical, and social environments.

1) The learning environment within the campus where you study.

The on-campus learning environment combines conditions, temperature, humidity and indoor air and light trading, all of which include ventilation arrangements and structural lighting. This classification combines plants that are nearby. Meanwhile, the physical climate includes structures, furniture, buildings, nurseries, water and sewage systems as well as the hardware and learning materials used, given the development and design of all items for the land. In addition, the social climate also includes a learning climate, including an atmosphere of equal relations between all citizens, learning assets, and guides around. A charming natural environment can increase the determination and energy to take part in the learning association process. The utilization of tables, chairs and whiteboards on wheels considers changing learning collaborations and supports learning exercises and brings learning to life.

Close proportional relationships between residents, learning assets, and guides can strengthen the recognition of local areas of learning.

2) Off-campus learning environment/place of study

The natural environment outside the campus includes topography, flora and fauna as well as the community and the type of livelihood of the population around the campus can be a source of teaching materials and a source of motivation for residents and learning to support the ongoing process of passionate teaching and learning. Physical environments, including buildings, offices, public housing, factories, installations, projects, roads, bridges, ports, amusement venues or parks and environmental sanitation around the campus can also be a source of teaching materials and a source of inspiration for learning and learning residents. The social environment includes social structures, customs, local culture, cooperation, sympathy and kinship towards young generations who learn, can also add passion to learning generayoung person.

6. Innovative Strategies in Adult Education

The main purpose of introducing innovative strategies and methods is to promote personal and professional development amongst the adults. In the implementation of innovative strategies, there is a new type of learning activity that has been introduced with the group or category of learners, who have not experienced it before and use of a learning activity that has some new elements, e.g. a new set of materials such as, hand-outs or worksheets, a different form of presentation of the new input, a new way of grouping learners, different sequencing of steps to complete the activity, and a different focus on some targeted learning behaviour (Kapur, 2018).

Adult education has developed innovative strategies and methods with a focus on self-direction (autonomy), shared ownership of training organizations (autonomy and relatedness), active engagement in learning (relatedness), immediate applicability of learning (competence), recognition of learner achievement (competence, relatedness), and supportive emotional environment (relatedness). Innovative strategies and methods are used to create an environment in which students feel motivated and encouraged. Conditions are created that support students' experiences of autonomy, competence, and relatedness, as well as those that foster the highest levels of motivation and engagement, such as self-regulation for learning, improved academic performance, determination in learning, creativity, resourcefulness, and well-being (Boldisevica & Dislere, 2015).

More specifically, the following are the types of innovative strategies that affect the education or learning process of adults (Kapur, 2018).

a. Biographic Work

Biographic work is a novel approach to actively involving learners from deprived, marginalized, and socioeconomically disadvantaged communities in the development of cultural awareness and expression. Biography is a personal approach; it is an opportunity to learn more about oneself, to identify and connect the past, present, and future, one's social environment and personal life, personal viewpoints and objectives. The primary goal of this work is to identify the purpose of life and learning and to implement measures to actively initiate them. Working with these subject areas allows one to make resources available and learn about the possibilities for redesigning concepts relevant to one's own life.

b. Online Café in Language Learning

An online café in language learning is a new medium for practicing structured communication in a foreign language. The online café is essentially a forum. Both institutions used it to motivate language students during the CreMoLe project's piloting

and cross-testing phases. Blended learning includes the online café. Blended learning is a synthesis of the benefits of face-to-face instruction and technology-based e-learning. During the e-learning phase, the trainer must provide instructions to the students. An e-learning platform should ideally be used for this purpose, where the trainer can provide students with information or additional materials, quizzes, open online forums, and so on at any time and from any location. The implementation of blended learning was a lengthy process. Various types of exercises were developed and tested during this phase. Both institutions used the open source e-learning platform moodle during the cross-testing phase.

c. Community Mapping

The new purpose of community mapping is to evaluate the use of a popular community development activity. Community mapping is a strategy that uses maps to gain understanding of a local situation and to facilitate discussion within a diverse group. It serves as the foundation for developing a shared understanding of the limitations and features of a community or neighborhood, as well as how all participants in the discussion fit into it. Participants collaborate to create a map of their community that depicts the locations of various capitals, resources, activities, and opportunities. Everyone's input is required to create a detailed description of the community.

d. Getting Involved

It is a novel approach to utilizing learning materials. The innovative strategy, stepping into the picture, is a learning activity that involves the use of a picture depicting a real-life, typically difficult situation. It takes active participation from the participants to expose their understanding of the specific theme or issue represented in the image and to share their knowledge and experience with the topic. The strategy aims to improve the participants critical and creative thinking, decision-making, and problem-solving abilities. It also helps participants develop their social and civic skills, which has the potential to motivate them to continue their education. It is applicable to a variety of adult groups and frameworks.

e. Reading with Predictions

Reading with predictions is a novel strategy used by parents with their young children. Reading with prediction is based on posing open questions to a group of readers who are all reading the same text and stopping at specific points to discuss and reflect on the text's meanings. Reading books, listening to stories, experiences, and examples, and participating in book discussions all help to achieve better academic results later in life. This innovative strategy promotes the development of reflective learners; it is founded on purposeful inquiry and includes a variety of features. It allows readers to set their own reading objectives, it encourages readers to frame their own questions, it keeps readers actively engaged in the reading process, raises motivation for reading, generates interesting discussions, encourages readers to express their opinions, it creates a thoughtful and considerate learning environment, individuals are allowed to express their viewpoints and perspectives, and readers acquire understanding of conceptual knowledge.

f. Basic Skills for Group Discussions

In adult education, group discussions are a common activity in which adult learners participate. These take place with their classmates, supervisors, and instructors. There are times when adult learners are apprehensive and unable to participate in group discussions. This is especially prevalent among people from deprived, marginalized, and socioeconomically disadvantaged backgrounds. Innovative strategies for developing basic skills for group discussions allow individuals to hone their communication skills so that they can participate effectively. This innovative strategy assists adult learners in developing their communication skills.

g. Film as a Tool for Motivation

A number of educational researchers have discovered that when film is used in the classroom, students are more motivated to engage in learning. Some educators see film as a form of public pedagogy that engages students in dialogue. Individuals become more motivated to learn after watching a film that piques their interest and enthusiasm. The main goal of developing this innovative strategy is to capitalize on the power of film as a potential motivator for long-term participation in lifelong learning.

h. Active Participation in Occupational Safety and Health Education

After more than 20 years of providing workforce with the necessary training to lead to their professional development, it has been observed that there is a significant lack of motivation in trainees participating in mandatory training activities mandated by legislation, which workers must complete in order to perform their job well. When introducing the innovative training strategy, the main goal was to motivate low-skilled workers to continue with job-related training and improve their engagement in learning. The following strategy was tested on two different target groups.

7. Use of Innovative Teaching and Learning Strategies on Adult Education

When implementing innovative strategies and methods in any field, it is critical to analyze them to ensure that they are beneficial and worthwhile. The following are some examples of innovative strategies and methods used in the teaching-learning process.

Students are more likely to remember information with which they can agree or relate, and to forget information with which they disagree or that is of no use to them. Disagreement or disharmony is investigated objectively. Adult learners can improve their writing skills, particularly sentence structure, thanks to the innovative strategies and methods. Then, perspectives can be reinforced or altered. These techniques make learning more manageable. The diversity of the students should be the basis for questioning and discussion. These strategies have improved adult learners' interactions with their instructors (Baxter, 2007).

Individuals frequently complain about finding lectures boring, especially when the topics are abstract in nature. These students work better by themselves and gain a better understanding of the concepts by working independently, so they are less expected to perform well in groups. Diverger learners learn from case studies and actively participate in group discussions, but they may struggle to separate personal values from the issue. These students are frequently inspirational group leaders. Individuals with the assimilator personality influence ideas effectively, so they will participate in group discussions or write comprehensive papers. These students, however, may be less practical and struggle with some of the realism of nurturing practice. Case studies, novel or unusual teaching strategies, skill labs, and an attempt to comprehend new equipment are typical interests of accommodators. These students are more likely to respond to difficult and complicated situations (Baxter, 2007).

Technology is the first and foremost innovative technique that has facilitated not only learning among adults, but also learning among children. Computers and laptops are widely used in technology. Adults of all backgrounds and categories are taught how to use technology to conduct research and prepare assignments and reports. Adults, particularly those who have never used technology before, are initially hesitant to use it. However, once they have a thorough understanding of it, they can use it effectively. When writing on a computer, errors and mistakes are easily corrected. Individuals' primary need is to improve their writing abilities. Power point presentations can be prepared in an appealing manner. Through the internet, one can expand his or her knowledge and understanding.

One can obtain a wide range of knowledge and information from the internet. Other functions, such as mathematical calculations, spreadsheet preparation, letter preparation, notice preparation, pamphlet preparation, and so on, can be easily performed using technology.

The primary goal of incorporating innovative strategies and methods into the teaching-learning process is to impart, support, and improve on the activities and methods associated with the teaching and learning processes. For example, if an instructor is teaching adult learners about using digital technology, it is critical that he perform the task practically in front of the students and provide them with the same equipment to help them learn effectively. In most cases, when students practice the concept after their class times, they will not encounter any problems or difficulties. When information about using computer technology is provided, computers are given to each student, and the teacher gives instructions while all of the students perform the task alongside him. Students can thus improve their understanding and feel satisfied with the teaching and learning processes.

The verbal explanations provided by the instructors become more clear to the learners, allowing them to gain an adequate understanding. The main advantages of the innovative strategies and methods are that they remove impediments to learners' participation in group discussions and other class activities. To improve the quality and efficiency of adult education, proper performance appraisal methods must be implemented. These methods aid in identifying flaws and inconsistencies and in initiating measures that lead to improvement to accelerate the process of assessing skills and competencies, as well as their validation and recognition. To ensure that adequate funds are available because they are regarded as critical to effectively monitor the adult education sector (Boldisevica & Dislere, 2015).

Innovative strategies and methods contribute to more creative and ingenious teaching and learning processes. It is critical for teachers to have adequate knowledge and understanding of the subject they are teaching in order for the teaching-learning processes to function. There have been instances where teachers arrive to class unprepared and are unable to provide appropriate answers to questions posed by students. As a result, the internet is regarded as one of the critical areas that contribute to teacher knowledge enhancement. Teachers can improve their knowledge and understanding by using innovative strategies and methods. Students, on the other hand, can learn more effectively by employing novel strategies and methods. For example, if the teacher is teaching about environmental pollution, students will be able to gain a better understanding of the concept if they can view pictures of the polluted environment on the internet.

8. Implications of Adult Education in a Learning Society

The practice of adult education in order to practice the concept of lifelong education (lifelong education) has developed rapidly in the midst of people's lives. Adult education not only takes place in formal institutions such as universities, but also takes place in community institutions, such as courses, counseling, exercises, or taklim assemblies. Adult education is carried out to meet learning needs throughout life as long as the community exists. People gain knowledge, skills and other understandings not only enough formally, but the community also needs to receive other education as complementary, both through informal and non-formal education.

The implementation of adult education in society with the principle of lifelong education (lifelong education) generally aims to help the community in facing life problems objectively, facilitate adults with the power to solve problems, help the

community in changing their social situation, and help the community acquire the necessary knowledge or skills to complete their living needs.

Adults in every country need learning exercises. Teaching is needed for people of all ages and ages as a result of the demands of social change and improvement along with the advancement of science and innovation today. As stated by Soelaiman Joesoef, in the midst of the rapid advancement of science and innovation, adults feel the absence of their abilities and at the same time need important new abilities (Idri, 2009).

To answer this need, there has been established a course organization or similar type of training locally that has a project to prepare adults to master skills in a particular type of work as well as about the type of work in a very wide scope. Preparatory courses and programs like these are supervised in a coordinated manner to aid adult learning exercises as a type of implementation of entrenched training guidelines.

In addition to courses and training organizations, local adult learning exercises are also created as taklim assemblies. Practically speaking, the taklim assembly is the most suitable place for strict Islamic teaching or schooling and is not limited by the overall arrangement. *Silaturahmi* taklim is available for all ages, layers or social layers and orientations. The adaptation of the taklim assembly makes the field of power for it can be obtained and is the closest islamic educational foundation to the ummah (community). Therefore, taklim gatherings become the educational platform of choice for assemblies (especially guardians) that require more manpower, time, and opportunities to obtain rigorous information through proper training (Ridwan & Ulwiyah, 2020).

Community-based educational institutions (learning society) such as this taklim assembly have a leading role in realizing lifelong learning (lifelong education). The function of such a taklim assembly is one of the solutions for the community to add and complete the knowledge that is lacking and they have not had time to get in formal educational institutions. In learning activities in society, adults need to be aware of their capacity to concentrate on meetings. For adults there is a tendency to need to know their assets and shortcomings. In this way, it is important that there is a joint assessment by all individuals gathered, so that it tends to be perceived the value of his judgment as a reflection material that can judge himself from the perspective of others whose insights may contrast.

To answer the above, it is important to grow the idea of a learning society. The idea of learning society advocates that learning outcomes be obtained through joint efforts with others. Whenever a person knows how to play a musical instrument, he asks his friend how to play the instrument. Then, at that moment, his friend, who was used to him, told him the best way to play the instrument. The association of two individuals has framed a learning society. Things like this become significant as a fundamental idea in learning in nonformal training.

To realize the learning community, the implementation of adult schools can be created in accordance with the idea of learning support points sparked by UNESCO. Learning supporting points ideas include: 1) learning to know, 2) learning to do 3) learning to be, 4) learning to life together and 5) learning to believe in God. These five support points are a collection of various information and abilities obtained by people from youth to adulthood.

Adults who have been equipped with basic knowledge will have a variety of knowledge and thinking skills. This blend of information and figuring ability can be shaped into the capacity to act, work on one's own nature, the capacity to help others, and work on personal satisfaction as a strict being. In addition, the mainstay utilization of figuring out how to do it in life inspires adult students to be imaginative, overcome problems, and solve various developments. This premise withdrew from the information

he had and the application to his character and the advantages of many individuals with respect to the beliefs he had. Then, at that time, the principle of learning how to be, makes adult students live independently without relying on other groups. In this view, people have the opportunity to get something or act.

On this premise, the individual is allowed to choose what information he needs to secure, it is permissible to decide to cooperate with others based on his standards or religious lessons. In addition, the pillar of learning to live together gives awareness to adult learners to realize harmony in life in the midst of society. Together with society, adults are able to gain knowledge, able to live together while still appreciating individual differences and each other's potential in the pattern of working together. All of this work can be accounted for to God Almighty.

On the other hand, the pillar of learning to believe in God encourages adult learners to have a universal handle in relating to their environment and connecting with their creators. This implies that the information one seeks should have the choice to benefit the goods in nature itself, and how to supervise it for the benefit of all people on an ongoing basis who are fully responsible to God almighty.

All of the above supporting points are important systems that can be created in adult learning to empower the recognition of the design and culture of a durable learning society, so that everyone will have personal satisfaction. This is in accordance with the order of law no. 20 of 2003 concerning the national education system research 3 which states: education the ability of the community to foster abilities and form a noble person and civilization of the state in order to educate the life of the state, planning the development of the ability of students to become a person who accepts and obeys God Almighty. Strong, learned, capable, innovative, free, and a majority ruler and a reliable population (Nasional, 2003).

Conclusion

Adulthood is a time when you have achieved a mature and complete outlook on life that can be the basis for making consistent decisions. Adult education is a systematic and continuous learning process in people who are adults with the aim of achieving changes in knowledge, attitudes, values, and skills. The educational goals of adults rotate on their learning goals which approach is heavier on improving abilities and practical skills in the shortest possible time to meet the needs of their lives. In addition, adult education is also oriented towards developing the spirit and leadership attitude found in every adult learner and directs learners to have an autonomous right to take attitudes and actions.

Broadly speaking, there are two factors that can affect adult education, namely internal factors and external factors. Internal factors are all factors that come from within learners who learn, such as physical factors and psychic factors. Meanwhile, adult education in order to realize the concept of lifelong education (lifelong education) has developed rapidly in the midst of people's lives. It generally aims to help people deal with their problems in life objectively, facilitate adults with problem-solving skills, assist communities in changing their social conditions, and help people acquire the knowledge or skills necessary to complement their living needs.

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