



The Relationship of the Andragogical Approach to the Level of Learning Motivation of Citizens Learning Package C Program in PKBM Mentari Wagir Subdistrict, Malang District

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Abstract

Research This aim analyze connection between approach andragogy and levels motivation Package C program participants at PKBM Mentari, Wagir, Malang. Approach researched andragogy focuses on relevance material, involvement active participants, flexibility time learning, and recognition to experience life participants who can increase motivation Study. Motivation evaluated learning covers internal and external factors. Use method quantitative, data is collected through distributed questionnaires to Package C program participants at PKBM Mentari. Questionnaire This measure experience participant with approach andragogy facilitator and level motivation Study they. Data analysis used the Spearman rank correlation test. Research result show exists connection significant positive between approach andragogy and motivation Study. Findings This expected can give outlook about implementation approach andragogy and its effects to motivation Study Package C program participants at PKBM Mentari. This study can contribute to development method more learning effective for adult education, esp in the equality program. Additionally, research This can become base for studies more carry on about influencing factors motivation adult learning in the PKBM environment

Keywords: Andragogical approach; Learning Motivatio;; PKBM; Package C Program

1. Introduction

In Indonesia, education covers formal, informal and non-formal education (Ilma, 2015). Dave (1976) explains that education seen as an ongoing process that is planned and guided with objective for increase quality life as well as organized by non-formal education required by adults when learning (Yulianingsih, 2016). On principle juridical base maintenance education determined by law government, including the 1945 Constitution, Laws, and Regulations of the Minister of Education (UU Sisdiknas), regulations minister as well as regulation area. Constitution Republic of Indonesia No. 20 of 2003 concerning The National Education System contains a number of provision important. Article 6 obliges education base for citizens aged 6 years to on. Second in article 6 emphasizes importance education base for every citizens (Iskandar & Anam, 2018). Constitution this also regulates track education in Indonesia which consists of from formal, non-formal and informal education. Third track This each other complement and enrich One each other. Special non-formal education (Lisyaningrum, 2021). Article 26 paragraph 1 explains that non-formal education is provided with flexibilitys time with objective for fulfil need service education citizen. Non-formal education can works as substitute, complement, or addition to formal education in support draft education throughout life (Supriyono, 2021). Related with principle jurisdiction above, citizens have all diversity, sometimes There is a number of citizens who have limitations For obtain formal education. Therefore that is, non-formal education as solution Because provide

room special for individual who owns limitations or not can follow formal education (Zahratul et al., 2023).

Andragogy has its roots in Greek which is divided into two words, namely andra and agogos. Andragogy is defined as the science or art of guiding the adult learning process. Draft This emphasizes approach special learning designed for fulfil need inhabitant learning (Paturahman, 2017). Musa (2005) defines andragogy or adult education as art educate in the adult learning process (Rakhman & Elshap, 2016). Bagaskara (2019) said that, in approach andragogy learning problem - centered, motivating for participate in a way active in the learning process, using experience you have every inhabitant learn it in learning, as well capable increase motivation Study inhabitant learning (Destiani et al., 2023). The most important thing in adult education or approach andragogy is flexibility, so every aspect in the process of activities adult education truly implemented in a way seriously equipped with clear planning (Mustangin, 2018).

Motivation rooted from draft "motive", according to Uno (2012), motivation Study can understood as a fundamental driving force behavior somebody in a way consistency for reach objective certain (Nuris, 2019). Encouragement This Can sourced from in self individual or influenced by factors external support achievement the. Besides that according to Winkel's (2005) view, motivation as strength psychology that facilitates the learning process. Furthermore that is Sardiman AM (2007) emphasizes seriousness heart that doesn't only encouraging, but also ensuring continuity and completion of the learning process (Nuryasana & Desiningrum, 2020). By Overall, motivation Study can understood as combined encouraging internal and external factors somebody for persistent in the learning process use reach desired goal.

Based on Survey data National Socioeconomic (Susenas) in 2023, in 2022 in Indonesia there will be 22.52% of the total population who are child age school high school level or equivalent which is not go through formal education. This figure show that more from fifth child high school age in Indonesia is not participate in system formal education, then show exists gap access significant educational level education middle (Susenas, 2023). In 2021 in East Java Province, based on data on the Ministry of Education and Culture's data website, people who graduated from junior high school or equal but No continue his education a total of 83,595 residents and communities that is active return for continue his education a total of 7,416 residents, so Still there are 76,179 residents with education last junior high school or equivalent which is not continue his education. People in the Province are experiencing it Drop Out at high school level or equal a total of 43,855 residents and communities who have never been 72,579 residents attend school (BPB) (Kemendikbud, 2021).

Based on these data, still Lots society that hasn't finish his education up to high school level or equal. So from that, for go through to point the need exists encouragement or motivation in self somebody that and the people around you. Additionally, for go through reach level the No must be at the institution formal education, alternative other Can taken with institution non-formal education, namely in the equivalency program which is below shelter of the Activity Center Community Learning (PKBM). PKBM Mentari in the District Wagir Malang Regency already apply adult education (approach andragogy) in the learning process of equality programs or chase package, approach andragogy used form time implementation flexible learning, location effective learning and so on. Temporary that, still There is a number

of inhabitant less learning active for come learning that has been done scheduled. So from that's necessary exists study related connection between approach andragogy with motivation Study inhabitant studying at PKBM Mentari District Wagir Malang Regency.

2. Method

Study This apply approach quantitative with analysis correlational at PKBM Mentari, Wagir, Malang, East Java. From a population of 353 participants program package C, sample taken use technique simple random sampling. Data is collected through observation, questionnaires, and studies document. Questionnaire shared online which contains two parts, measuring approach applied andragogy facilitator and motivation Study inhabitant Study. Deployment questionnaire assisted by a facilitator. After the data is collected, the data is analyzed using SPSS 27 includes: first, knowing distribution targeted frequency for know the mean, median, mode, value standard deviation, minimum score, score maximum, standard deviation, and total score; second, use for test Purposeful Spearman rank correlation for know mark correlation as well as describe related There is or not relationship and knowing direction connection.

3. Results and Discussion

3.1 Result

3.1.1 Subject Overview Study

Respondent in study This consists of 188 residents learning, among other things namely 126 men and 62 women. Additionally, range age inhabitant Study are between 16 and 50 years old. Temporary that, for educational status before joined the Mentari PKBM Package C program, namely, 110 residents Study is SMP/MTS graduates, 24 residents Study experience high school *drop-outs* / equivalent, and 54 residents learning which is graduate of from the package B program. Next, in this program implemented in several place namely in: Niwin, Mendalanwangi, Ngajum, and Turen. Not only In addition, PKBM Mentari is also a partner with PKBM Amanah in Sonotengah and PKBM Muslim Semeru in Taman Satriyan.

3.1.2 Data analysis

a. Description Approach Andragogy

Study This obtain score lowest of 47, meanwhile score highest reached 80. Analysis results using SPSS 27 *for Windows* shows descriptive statistics following: average (mean) 70.42, value middle (median) 71, a frequent value appears (mode) 74, and deviation standard (standard deviation) 6.77. Categorization results based on values This served in table 1.

Table 1. Categorization Variable X

No.	Category	Number Limit	Frequency	Percentage
1.	Tall	$77 \leq$	39	21%
2.	Currently	$64 \leq X < 77$	111	59%
3.	Low	$X < 64$	38	20%
	Total		188	100%

Categorization approach andragogy show distribution as following: 39 respondents (21%) in category high, 111 respondents (59%) in category moderate, and 38 respondents (20%) in category low. It is known that the range is 33, the number 9th grade, and long class 5. Table 2 presents distribution frequency as following:

Table 2. Distribution Frequency Approach Andragogy

No.	Interval Class	Frequency	Percentage
1.	47 – 51	2	1%
2.	52 – 56	0	0%
3.	57 – 61	28	15%
4.	62 – 66	24	13%
5.	67 – 71	41	22%
6.	72 – 76	54	29%
7.	77 – 81	39	21%
	Total	188	100%

Based on the data above, frequency most in the number interval class six in the range 72 – 76 and frequency amounting to 54 respondents with percentage 29%. From this data you can also know there is as many as 109 respondents were above average score. Temporary That the remaining 79 respondents is below average. With so can describe that majority acquisition score on the variable implementation approach andragogy is above average. Additionally, for count percentage overall on each variable or indicators on variables approach andragogy that is with use formula total score per variable or per indicator shared with ideal score and multiplied by 100%.

1. Variable Approach Andragogy

Calculation results ideal score on the indicator utilise whatever opportunity For fulfil need Study of 2256. After known results ideal score, for obtain percentage results score indicator utilise whatever opportunity for fulfil need Study in a way overall with share score indicator utilise whatever opportunity for fulfil need Study with ideal score. Acquisition score indicator utilise whatever opportunity for fulfil need Study is 86%.

2. Indicator create atmosphere study well

Calculation results ideal score on the indicator create atmosphere study well by 2056. After known results ideal score, for obtain percentage results score indicator create atmosphere study well in a way overall with share score indicator create atmosphere study well with ideal score. Acquisition score indicator create atmosphere study well is 91%.

3. Indicator find need Study

Calculation results ideal score on the indicator create atmosphere study well by 2056. After known results ideal score, for obtain percentage results score indicator create atmosphere study well in a way overall with share score indicator create atmosphere study well with ideal score. Acquisition score indicator create atmosphere study well is 91%.

4. Indicator utilise whatever opportunity for fulfil need Study

Results calculation ideal score on the indicator utilise whatever opportunity for fulfil need Study of 2256. After known results ideal score, for obtain percentage results score indicator utilise whatever opportunity for fulfil need Study in a way overall with share score indicator utilise whatever opportunity for fulfil need Study with ideal score. Acquisition score indicator utilise whatever opportunity for fulfil need Study is 86%.

5. Indicator pattern Study Ffr various experience Study

Calculation results ideal score on the indicator pattern Study for various experience Study amounting to 3008. After known results ideal score, for obtain percentage results score indicator pattern Study for various experience Study in a way overall with share score indicator pattern Study for various experience Study with ideal score. Acquisition score indicator pattern Study for various experience Study is 87%.

6. Indicator implementation of the program with apply strategic approaches, and appropriate tools

Calculation results ideal score on the indicator implementation of the program with apply strategic approaches, and appropriate tools of 2256. After known results ideal score, for obtain percentage results score indicator implementation of the program with apply strategic approaches, and appropriate tools in a way overall with share score indicator implementation of the program with apply strategic approaches, and appropriate tools with ideal score. Acquisition score indicator implementation of the program with apply strategic approaches, and appropriate tools is 89%.

7. Indicator evaluate activities learning

Calculation results ideal score on the indicator evaluate activity learning of 2256. After known results ideal score, for obtain percentage results score indicator evaluate activity learning in a way overall with share score indicator evaluate activity learning with ideal score. Acquisition score indicator evaluate activity learning is 88%.

Next, benchmark percentage statement data results respondents to ideal score can be seen in table 3.

Table 3. Criteria Data Percentage

Ideal Score for Variable

No.	Total Score (%)	Criteria
1.	20.00 – 36.00	Very low
2.	36.01 – 52.00	Low
3.	52.01 – 68.00	Currently
4.	68.01 – 84.00	Tall
5.	84.01 – 100.00	Very high

Source: Umi Narimawati (2010)

Following results calculation percentage distribution indicator variable X with ideal score in table 4.

Table 4. Calculations Data Percentage

Indicator Ideal Score Variable X

No.	Indicator	Percentage	Criteria
1.	Create atmosphere study well with Work The same in planning learning programs	91%	Very high
2.	Find need Study	88%	Very high
3.	Utilise whatever opportunity for fulfil need Study	86%	Very high
4.	Designing pattern Study for various experience Study	87%	Very high
5.	Implementation of the program with apply strategic approaches, and appropriate tools	89%	Very high
6.	Evaluate activity learning	88%	Very high

Refer to the benchmark percentage of yield data statement respondents to ideal score presented by Narimawati (2010), results analysis show: variable approach andragogy in a way overall reach score 88%, incl in very high category. Score for indicators includes: 1) Building situation study well with Work The same in learning program planning 91%; 2) Find need learning 88%; 3) Take advantage opportunity for fulfil need learning 86%; 4) Designing pattern Study for various experience learning 87%; 5) Implement activity Study with appropriate methods, techniques and means 89 %; 6) Evaluate activity learning 88%. Entire indicator This including in very high category, shows implementation approach effective andragogy in the learning process.

b. Description Motivation Study

Study This obtain score lowest of 41, meanwhile score highest reached 72. Analysis results using SPSS 27 *for Window* shows statistics descriptive for variable motivation Study as following: average (mean) 57.62, value middle (median) 57, the most frequent value appears (mode) 57, deviation standard (standard deviation) 7.43. Statistics This provide an overview of distribution and distribution of motivational data Study in study the. Distribution frequency in a way complete for variable This can seen in table 5.

Table 5. Categorization Results Y variable

No.	Category	Number Limit	Frequency	Percentage
1.	Tall	$65 \leq$	40	21%
2.	Currently	$50 \leq X < 65$	122	65%
3.	Low	$X < 50$	26	14%
	Total		78	100%

Categorization results motivation Study on show that there were 40 respondents with percentage of 21% occupying category high, 122 respondents with percentage of 65% occupy category moderate, and 26 respondents with percentage of 14% occupy category low. In placement distribution frequency need know class the interval, then known range 31, a lot 9th grade, and long class 4. Following distribution frequency motivation study in table 6.

Table 6. Distribution Frequency Motivation Study

No.	Interval Class	Frequency	Percentage
1.	41 – 44	6	3%
2.	45 – 48	11	6%
3.	49 – 52	37	20%
4.	53 – 56	29	15%
5.	57 – 60	40	21%
6.	61 – 64	25	13%
7.	65 – 68	24	13%
8.	69 – 72	16	9%
	Total	78	100%

Based on the data above, frequency most in interval class number five in the range 57 – 60 and frequency amounting to 40 respondents with percentage 21%. From this data you can also known there is as many as 88 respondents were above average score. Temporary That the remaining 100 respondents is below average. With so can describe that majority acquisition score on the variable motivation Study inhabitant Study is in range average score. Additionally, for count percentage overall on each variable or indicators on variables approach andragogy that is with use formula total score per variable or per indicator shared with ideal score and multiplied by 100%.

1. Variable Motivation Study

Results calculation ideal score on a variable motivation Study amounting to 13536. After known results ideal score, for obtain percentage results score approach andragogy in a way overall with share score variable Y with ideal score. Acquisition score variable Y is 80%.

2. Indicator overall time free For Study

Calculation results ideal score on the indicator overall time free For Study of 2424. After known results ideal score, for obtain percentage results score indicator overall time free For Study in a way overall with share score indicator overall time free For Study with score ideal. Acquisition score indicator overall time free For Study is 81%.

3. Indicator willingness For leave other activities for come learning

Calculation results ideal score on the indicator willingness For leave other activities for come learning of 2256. After known results ideal score, for obtain percentage results score indicator willingness For leave other activities for come learning in a way overall with share score indicator willingness For leave other activities for come learning with ideal score. Acquisition score indicator willingness For leave other activities for come learning is 79%.

4. Indicator craft or demonstrated persistence in finish assignment received

Calculation results ideal score on the indicator craft or demonstrated persistence in finish assignment received amounting to 3008. After known results ideal score, for obtain percentage results score indicator craft or demonstrated persistence in finish assignment received in a way overall with share score indicator craft or demonstrated persistence in finish assignment received with ideal score. Acquisition score indicator craft or demonstrated persistence in finish assignment received is 79%.

5. Indicator needs and goals For determine motivation

Calculation results ideal score on the indicator needs and goals For determine motivation amounting to 3008. After known results ideal score, for obtain percentage results score indicator needs and goals For determine motivation in a way overall with share score indicator needs and goals For determine motivation with ideal score. Acquisition score indicator needs and goals For determine motivation is 81%.

6. Indicator interest or interest in Study

Calculation results ideal score on the indicator interest or interest in Study of 2256. After known results ideal score, for obtain percentage results score indicator interest or interest in Study in a way overall with share score indicator interest or interest in Study with ideal score. Acquisition score indicator interest or interest in Study is 81%.

Following results calculation percentage distribution indicator variable Y with ideal score in table 7.

Table 7. Calculations Data Percentage

Indicator Ideal Score Y variable

No.	Indicator	Percentage	Criteria
1.	Amount time spent For Study	81%	Tall
2.	Willingness For leave other activities for come learning	79%	Tall
3.	Craft or demonstrated persistence in finish assignment received	79%	Tall
4.	Needs and goals determine motivation	81%	Tall
5.	Interest or interest in Study	81%	Tall

Refer to the benchmark percentage of yield data statement respondents to ideal score presented by Narimawati (2010), results analysis show significant results For variable motivation Study reach score 80%, with reference classification used including in category tall. In more detail, when seen per indicator from variable Y, as listed in table 4.25, found consistency similar results. Fifth measured indicators show percentages range between 79% to 81%. By specific, three indicator reached 81%, while two indicators others 79% each. All results percentage This classified in category tall based on criteria used. Findings This indicated that motivation Study respondent, OK in a way overall nor seen from various aspect specifically are at high criteria.

3.1.2 Correlation Test

This research uses the Spearman rank correlation method to analyze the relationship between two variables: andragogical approach (X) and learning motivation (Y). The analysis aims to: 1) determine whether there is a relationship between variables, 2) measure the strength of the relationship, 3) determine the direction of the relationship, and 4) test hypotheses about the relationship between the two variables. Results of correlation test calculations *Rank Spearman* served in table following This:

Table 8. Correlation Test

			Andragogical Approach	Motivation to learn
Spearman's rho	Approach Andragogy	Correlation Coefficient	,610 **	,610 **
		Sig. (2-tailed)	<.001	<.001
		N	188	188
	Motivation Study	Correlation Coefficient	1,000	1,000
		Sig. (2-tailed)		
		N	188	188

** . Correlation is significant at the 0.01 level (2-tailed)

The results of the non-parametric correlation test show a positive correlation coefficient of 0.610 and a strong relationship. Apart from that, in hypothesis testing using a significance level of 5% ($df = 186$), the r table was 0.1203 and the calculated r was 0.610, because the calculated r ($0.610 > r$ table (0.1203)), then H_1 was accepted and H_0 was rejected. Apart from that, in probability analysis if $\rho > 0.05$, H_0 is accepted, then if $\rho < 0.05$, then H_1 is accepted. Based on this reference, the Spearman rank test results show a probability value of 0.001, so $0.001 < 0.05$, then H_1 is accepted. Based on these results, it can be concluded that there is a significant positive relationship between the andragogy approach and the learning motivation of students studying Package C at PKBM Mentari.

3.2 Discussion

Approach andragogy divided become a number of indicator, indicator create atmosphere study well with Work The same in planning learning programs own domination highest in the very high category, in line with research conducted by Yusuf & Sohiron, (2019) shows that approach andragogy in the necessary learning process one of them did that is create environment conducive learning and atmosphere study well. Followed with indicator implementation of the program with apply strategic approaches, and appropriate tools, are aligned with research conducted Kurniati et al, (2022) that set method proper learning capable realize learning in accordance desire, learning can covers various form like discussion group, practice simulation, analysis cases, as well as learning models alternatives (incl collaborative, cooperative, based project, or solution problem) that is effective and capable accommodate need learning inhabitant Study. Furthermore There is indicator find need study accordingly with study Kurniati et al, (2022) that adult education based on needs learning so that they must involved in the educational process. Temporary that's an indicator evaluate activity appropriate learning with research conducted Sujarwo, (2012) that in the applied learning process approach andragogy ended with evaluate the program. Evaluation process learning done For identify need Study. Apart from that, there is indicator about design pattern customized learning with diversity experience Study inhabitant learning, which is in line with Kurniati et al, (2022) that every adult own different experiences in each his life, increasingly Lots his age the more He also has a lot of experience, as well as the last one There is related indicators with utilization all opportunity with objective For fulfil need study accordingly with research conducted by Rakhman & Elshap, (2016) that adults Want to Study when learning the centered on solutions problem, because adults own need For face problem in his life.

Motivation Study divided become a number of indicators showing results percentage different research and categories. Percentage yield indicator willingness For leave other activities for come learning, as well demonstrated diligence and perseverance in finish assignment received obtained percentage of 79% included in category tall. Percentage yield indicator amount time spent For learning, needs and goals determine motivation study, as well interest or interest in Study 81% were obtained in category tall. By overall results the show that on the indicator amount time spent For learning, needs and goals determine motivation study, as well interest or interest in Study own domination highest in category high, followed indicator willingness For leave other activities for come learning, as well demonstrated diligence and perseverance in finish assignment received. Based on indicators motivation learned that has mentioned that in sustainability learning, motivation very important, because without motivation so activity Study No will materialized (Masni, 2017). Motivation Study

created most importantly caused by internal factors because exists energy the impetus created in self inhabitant Study For start the learning process, make sure the solution, as well provide directions during activity going on, so target education that has been formulated can materialized (Nuryasana & Desiningrum, 2020).

On research This show positive relationship between approach andragogy with motivation Study can assumed if motivation Study increases, then approach andragogy used in learning tall or in accordance. Approach andragogy own direction positive relationship with motivation learn, if implementation approach andragogy in a way effective so will increase motivation Study inhabitant learning, too on the contrary. That matter prove that approach andragogy relate with tall or low motivation Study inhabitant Study. Facilitator role give support to all over inhabitant learn to be motivated For add insight, knowledge and experience besides it also gets a diploma. As for research from Ancient et al. (2023) which states role Facilitators are very necessary in matter plan a strategy with objective For push or motivating inhabitant Study follow as well as active in the learning process.

4. Conclusion

From the research that has been done done between approach applied andragogy facilitator and motivation Study inhabitant Study in the package C program at PKBM Mentari you can withdrawn a number of conclusions, among others that is:

- a. Research result This show urgency use approach appropriate andragogy with characteristic typical inhabitant study, because part big inhabitant Study own limitations time For attend learning consequence diverse busyness. Approach andragogy can become solution in develop technique more learning adaptive to needs and motivation Study inhabitant Study.
- b. Citizens learn show amount time spent, willingness leave other activities for come learning, diligent in finish assignments received, suitability need study, as well level his interest in follow learning. these factors become strong motivation For every inhabitant Study if they own high enthusiasm, understanding will utility learning in the C package program so they Can participate in a way active in learning use achieve the targets that have been set launched.
- c. Approach andragogy own connection with motivation study, deep study show exists connection positive that has meaning that use approach andragogy that creates atmosphere study well with Work The same in planning learning programs, adapting need learn, use whatever opportunity For fulfil need study, compose pattern learn, implement the program with apply strategic approaches, and appropriate tools, as well do evaluation in each end learning in a way effective capable increase motivation Study inhabitant Study.

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