

**ANDRAGOGY-BASED LEARNING PLANNING:
Study of Lecturer and Student Lecture Contract Models Islamic Education Study Program**
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Abstract: This study aims to analyze the application of andragogy aspects by lecturers to lecture contracts with students for one semester or commonly known as semester learning plans. The focus of the study is on 2 things, namely the form of andragogy aspects and andragogy-based learning planning as a lecture contract. The research method used is qualitative with a descriptive study based approach. Data collection techniques used are observation, interviews, and documentation studies. The data obtained was then analyzed using the Miles and Huberman technique, namely data reduction, data display, and drawing conclusions. The results of the study explained that according to the lecturers in the Islamic Cultural History Learning Strategy course, the andragogy aspect is very influential in the development of student learning. In addition, the lecture contracts for lecturers and students in the realm of the Faculty of Tarbiyah, State Islamic University of North Sumatra, have been adjusted and appropriate to be carried out with an agreement between the lecturers. and students. Through the lecture contract the lecturer can evaluate the final grade of the student, from these results it will be seen the development of student learning during one semester.

Keywords: Andragogy, Lecture Contracts, Lesson Planning

Abstrak: Penelitian ini bertujuan menganalisis penerapan aspek andragogi oleh dosen terhadap kontrak perkuliahan dengan mahasiswa selama satu semester, spesifikm bertujuan menganalisis penerapan dosen sejarah kebudayaan Islam terhadap penerapan perencanaan pembelajaran berbasis andragogi. Fokus kajian pada 2 hal yakni bentuk aspek andragogi dan perencanaan pembelajaran berbasis andragogi sebagai kontrak perkuliahan. Metode penelitian yang digunakan ialah kualitatif dengan pendekatan berbasis studi deskriptif. Teknik pengumpulan data yang digunakan ialah observasi, wawancara, dan studi dokumentasi. Data yang diperoleh kemudian dianalisis menggunakan teknik Miles dan Huberman, yakni reduksi data, penampilan data, dan penarikan kesimpulan. Hasil penelitian menjelaskan bahwa menurut dosen pengampu mata kuliah Strategi Pembelajaran Sejarah Kebudayaan Islam aspek andragogi sangat berpengaruh pada perkembangan Pembelajaran mahasiswa, selain itu kontrak perkuliahan dosen dan mahasiswa di ranah fakultas Tarbiyah Universitas Islam Negeri Sumatera Utara sudah disesuaikan dan tepat untuk dijalankan dengan adanya kesepakatan antara dosen dan mahasiswa. Melalui kontrak perkuliahan tersebut dosen dapat melakukan penilaian terhadap nilai akhir mahasiswa, dari hasil tersebut akan terlihat perkembangan Pembelajaran mahasiswa selama satu semesternya.

Kata Kunci: Andragogi, Kontrak Perkuliahan, Perencanaan Pembelajaran

INTRODUCTION

At the first meeting between lecturers and students in the world of lectures, there were still many students who asked questions about learning styles in tertiary institutions. Usually in high school they only receive lessons from the teacher, in other words, in formal educational institutions such as elementary, junior high and high school, they are still focused on what the teacher says about learning, even though an emphasis on active student learning is applied in accordance with current learning, namely the 2013 curriculum. In the world of lectures it is already different they must be emphasized to be more active and creative as well as independent learning. There are many differences in the learning process in schools in general institutions and in universities. Differences in circumstances between students and students have different age backgrounds as well as their characteristics in developing potential and knowledge in the realm of education. Seeing these conditions, of course, students are no longer teenagers, but can be said to be adults because most of these students have reached an average age of 18 years and over.

Before discussing further related to the title of writing, you should understand the meaning of andragogy (Yusuf, M., & Sohiron, 2019). Talking about andragogy in practical terms, andragogy means that teaching for adults needs to focus more on the process and less on the content being

taught so that activities are the basis of learning. For example, we apply such as case studies, role playing, simulations, and self-evaluation in learning and there are many other examples that can be applied to achieve goals rather than andragogy learning which must be different from the learning below, namely pedagogy (Rahman, A. & Elshap, 2016).

Besides that, there are many other definitions of andragogy learning which are different put forward by several experts who understand the meaning of andragogy learning. According to (Rosyanafi, R, 2012) he argued that adult learning is called andragogy, which is a teaching strategy used to teach adults. Not only that, there are also other opinions put forward by (Hiryanto, 2017) putting forward his argument regarding the notion of andragogy as a term intended for adult education or as education intended for adult students estimated to be 18 years of age and over, married, and is seen as an adult who is able to meet the demands of certain responsibilities in his life. Adults are naturally considered capable of setting learning goals, allocating learning resources, developing learning strategies, and independently assessing success in achieving learning goals. This andragogy as each individual adult human being is seen more differently in the world of children which in an intellectual development of these children, or at least is seen as more capable of doing so which means that dragogy is one of the pillars in the world

of education for adult groups (Herod , 2012). This is of course in developing andragogy-based learning plans based on the characteristics that exist in every adult human being. So that this will have an impact that results in a success in the continuity of the learning process. Therefore, the implementation of this education certainly has an impact on the process of planning the continuity of learning (Hensckhe, 2011).

In the course of learning activities, it is necessary to have a learning plan related to lecture contracts which must have procedures for the stages of planning that are appropriate and appropriate for the success of the process of learning activities (Mustagin, 2018).

Another opinion was also expressed by (Helvita, H, Suratman, A, 2017) they stated in their scientific work that in andragogy learning there are three types of adult education (andragogy), including: Science of assisting or facilitating adult learning known as adult education. The andragogic pattern is seen as facilitating and not patronizing. The person who will facilitate the progress of the learner is described as the facilitator. Their contribution will ensure that learners are provided with relevant guidance to influence learning outcomes optimally. In addition to providing learning facilities both media, materials, and so forth. Lecturers must also be able to apply it through interaction with students properly and easily understood by students who can provide learning for

students. Lecturers must also have an interest and philosophy in enlivening the learning atmosphere so that students are active both in discussions, questions and answers or other tasks. *the best of outcomes* . In this case the lecturer is able to apply both in terms of methods, strategies that are in accordance with fashion and so on.

Activities for formal adult education. Talking about appropriate activities for formal adult education Another fundamental difference is seen from the process of selecting the content/subject matter. In andragogy, students decide whether what they want to learn is according to their needs. Thus, the task of educators in andragogy is as a facilitator, namely: identifying the needs of students, and forming programs and study groups according to the interests of students. Whereas in pedagogy activities, educators decide the content of the lesson and are responsible for the process of selecting the content of the lesson and the time when it is taught.

The criticisms that arise often lead to doubts whether andragogy is only for adults, or for humans in general. This stems from the indecisiveness of Malcolm Knowles, as the main character in the idea of andragogy, in defining students. This indecisiveness is caused by his belief that andragogy is more than just helping adults learn, but andragogy can also help how humans learn. The point is that the activities carried out by adults are far

more numerous and must be active in carrying out these activities.

The goal of adult education is to increase one's talents and involvement in activities. Talking about the goals of adult education, they often view education as an effort to prepare students for the future. In andragogy, learning is seen more as problem solving than teaching. The orientation is to find a better situation or development of the current reality. So, studying in andragogy is solving 'today' problems. Whereas in pedagogy, learning is more of a conclusion of information that is learned now but is used one day in the future (long-term in nature). That is why when we are children, we never know what we have to learn math, language, history, religion, and so on. We just feel the benefits when we grow up

The explanation of the various theories and examples above emphasizes that in the realm of tertiary education it is very important to have a learning model in the form of a lecture contract between lecturers and students because in lectures if there is no lecture contract it will be difficult to achieve the goals of lectures in each semester.

This research is based on the background of the problems that have been discussed, the authors aim to find out the use of lecture contracts for lecturers in organizing lectures in the Islamic Education Study Program and provide advice to the leaders of the PAI study program through learning

experiences in lectures in the PAI Study Program realm by supporting lecturers, and in this research which will become informants other than researchers, namely supporting lecturers in the Islamic Education Study Program in the history of Islam Learning Strategy and Islamic Education Learning Evaluation courses. Reviewing this, researchers also want to know about study program coordinators, lecturers, and students about how to increase the use of lecture contracts to achieve course objectives effectively. In particular, the purpose of this research is to know Andragogy aspects in lecturer and student lecture contracts Islamic education study program State Islamic University of North Sumatra, Medan The second forms of lecture contracts are lecturers in SKI Learning Strategies and Evaluation of Islamic Religious Education Learning and students Islamic education study program State Islamic University of North Sumatra, Medan as part of lesson planning.

To collect data and information that is complete and accurate again, because this research has been carried out by surveys and observations in the Islamic Education Study Program environment through learning experiences, but the author will also look for other solutions to find validity with the lecture contract to fulfill general and specific research objectives, we will also examine the contents of lecture contracts between lecturers and students. This research is a descriptive evaluation research using qualitative data, according to its purpose.

Through the efficient and effective use of contract lectures, case study research findings can be used to improve the quality of lecture processes and outcomes. In addition, the recommendations from this research can be used as a reference for study program leaders and coordinators within the Tarbiyah and Teacher Training Faculty, Islamic Religious Education Study Program, North Sumatra State Islamic University Medan to formulate further policies regarding the use of lecture contracts. The results of this case research can be used as a reference in conducting research with a wider scope at the Faculty and University levels within the North Sumatra State Islamic University Medan

Much research has been done on this matter, but of course this research is not only grandiose to follow previous research, of course it must have differences from previous research. To find out these differences, the following is explored from various previous studies which have similarities in researching andragogy learning which is also related to lecture contact, including those conducted by (Rahman, A. & Elshap, 2016) they researched the implementation of the power of learning motivation in the andragogy approach, then the results obtained, namely the anthropological approach produced a major impact in shaping student learning motivation in the intensity of lectures, assignments, evaluations, and achievement of improved college graduation criteria.

In addition, there is also research by (Djumena, 2016) discussing the implementation of adult learning in non-school education students, showing positive results. If the lecturer uses the andragogic approach in the learning process, it will motivate students to learn more independently, build collaboration between students, be able to solve problems, and be able to develop students in an interactive learning process.

The lecture method used by lecturers in tertiary institutions greatly influences the learning outcomes achieved by students, both related to the teaching and learning process, assignments, and final exams. According to the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character. , as well as the skills needed by himself, the community, the nation and the state.

This is related to the fact that students studying at tertiary institutions should have clear learning objectives and awareness of learning on their own. The application of the andragogical approach in tertiary institutions, especially in the Islamic religious education department, should have many positive impacts on students and lecturers. One of these positive impacts is that it can improve student learning abilities, have learning

motivation, and can raise awareness of student learning objectives in tertiary institutions.

Moving on from this research, the reason for the author to study further accompanied by seeing other studies that discuss this andragogy approach with the lecturer-student lecture contract model is of course closely related to this writing regarding the lecturer-student contract model. which is good for improving student learning outcomes, this is of course the lecturer's understanding must be qualified in the andragogy-based approach, and arouse students' enthusiasm for independent learning. So the focus and objectives of this research are 2 things, namely knowing 1) Andragogical aspects in lecturer and student lecture contracts Islamic education study program State Islamic University of North Sumatra, Medan. 2) The forms of the two lecture contracts for lecturers in SKI Learning Strategies and Evaluation of Islamic Education and Student Learning Strategies Islamic education study program State Islamic University of North Sumatra, Medan as part of lesson planning.

METHOD

This type of research uses a qualitative approach. This research uses a descriptive study approach. Starting from andragogy-based learning planning (the study of lecturer and student lecture contract models). Islamic education study program State Islamic University of North

Sumatra, Medan which makes reasons by establishing an approach in the form of a descriptive study. This research conducted in Islamic education study program State Islamic University of North Sumatra, Medan because this location has a uniqueness that is not shared by other study programs, and Islamic Education lecturers also have the characteristic of making lecture contracts, and can add knowledge about andragogical aspects of lecture contracts for lecturers and students at Islamic education study program. This research was carried out for approximately 10 months, starting from the beginning of February-November 2022.

Sources of data in this study were obtained from several research informants, namely lecturers and students who were in the Islamic Education study program at North Sumatra State Islamic University, Medan. Other data sources were also carried out using several documents related to activities in the andragogy-based lecture contracts in the PAI study program. The data collection technique that is carried out is using data collection in the form of observation, interviews, and documentation. Observation is used by directly observing the forms of lecture contracts for lecturers and students at the North Sumatra State Islamic University of Medan as part of the lesson plan. And conducted interviews to deepen more information about the research conducted. There is documentation that is carried out to

evaluate and analyze in the form of documents concerned with andragogy-based learning planning (the study of the lecture contract model for lecturers and students in the Islamic religious education study program). Data analysis uses the Miles and Huberman technique which consists of data reduction, data display, and drawing conclusions. Furthermore, to ensure the validity of the data that has been obtained, efforts are made with member cross-check and data triangulation techniques.

RESULTS AND DISCUSSION

In discussing andragogy aspects, in general lecturers at UIN Sumatera Utara certainly understand the meaning of andragogy aspects which are commonly used for lecture contracts, namely providing syllabus and lecture contracts between lecturers and students, both regarding lecture discipline, student assignments, lecture material from beginning to end. recorded in the lesson planning. Likewise with the supporting lecturers in the Learning Strategy of Islamic Cultural History course who apply this aspect of Andragogy and are appropriate for students who have been assessed and should be more mature than students in formal educational institutions such as elementary, junior high and high school.

The lecturer for the course compiles and designs the lecture contract or RPS, there are no obstacles for him, this is because there are books or guide files

and teaching experience that have been prepared from the start of the design. Lecture contracts given by lecturers to students have pluses and minuses if applied during the lecture process, while the advantages of this lecture contract have been prepared so that they just have to run it, while the drawback is the lack of seriousness of students in carrying out lecture contracts. Then the solution is for the lecturer to become a motivator for students, by providing motivations to students so that they are more enthusiastic about carrying out lectures and achieving learning goals.

Even though this aspect of andragogy has a great influence on the development of learning for students. The influence of this andragogical aspect, according to him, in general, PAI students must comply with the lecture contract, but for matters that do not follow, according to him, it is not too much of an issue, for example during a class seminar (presentation) if the score is 60-70%, according to him, it has been successful quantitatively. his.

Does every study program at Islamic Education study program have a different lesson planing? It turned out that the lecturers of the Faculty of Tarbiyah did not differ in the writing of the lesson plans for their students, all in the same way as the preparation of the lecture contracts and most of these lecturers applied lecture contracts that were independent of learning, religious moderation, and *wahdatul ulum*. Lecturers at North

Sumatra State Islamic University, Medan including him combined the curriculum of and the Local Curriculum at North Sumatra State Islamic University, Medan based on Wahdatul Ulum.

In this case there is a connection between the reasons why this lecture contract is very important and also appropriate for the learning process for students because the lecturers assume to all students that they are adults and no longer need to be explained in detail, because it was explained at the beginning of the meeting. So, there is no need to repeat what was conveyed by the lecturer in charge of the course.

It is still a continuation of the description of the lecturer in charge of the Islamic Cultural History Learning Strategy subject related to andragogy aspects, which needs to be known that the principles of andragogy aspects of lecturer and student lecture contracts are the first principle of consistency, where in this principle lecturers and students carry out what has been mutually agreed upon in the RPS which will be carried out for 1 semester from the beginning of the meeting to the end of the meeting. At the final meeting, the entire student learning process will be billed from start to finish. For example the assessment of papers that lack references, material that does not cover and so on. Then the supporting lecturer provides the opportunity to revise his paper for assessment at the end of student learning.

In the preparation of the RPS, of course there are systematic stages in its preparation and we need to know this as prospective educators in the preparation of lecture contracts between lecturers and students. The steps are first, preparing the lesson plan in writing then at the first meeting it is conveyed to students and then an agreement is made. Second, if the student agrees with the RPS, the lecture contract can be implemented during the lecture process from start to finish including the IQF assignment, for example the Outcomes is making a journal even though it is not published, but if there is mutual agreement there is no coercion from anyone, and this lecture contract must be properly resolved.

The forms of lecture contracts used by lecturers for the Islamic Cultural History Learning Strategy course are using several things as a reference, namely the theme that will be used as lecture material for 1 semester then lecture loads such as daily/routine assignments, Mid Semester Examinations, Final Semester Examination, and so on.

Then the most urgent thing is an attendance agreement, this is very obligatory for students to attend and on average the lecturers at North Sumatra State Islamic University, Medan provide relief, namely they are allowed to be absent 3 times, if more than 3 times then there are consequences, namely the student not allowed to take the Final Semester Examination.

In the evaluation of student learning outcomes there are lecturer assessment standards, and the lecturer in charge of the Islamic Cultural History Learning Strategy course applies learning for 1 semester with students classified according to assessment standards, both from absenteeism calculated from predetermined percentages, assignments and so on, this has been written in the lecturer's guide or on the North Sumatra State Islamic University, Medan Portal which has explained in detail how to assess student learning outcomes for 1 semester.

To determine the right format for preparing lecture contracts for student lectures so that they run effectively, it can be seen from the format prepared by the deputy dean 1 of North Sumatra State Islamic University, Medan so that it makes it easier for lecturers to prepare lesson plans or lecture contracts in the form of files. In general, the islamic education study Pogram lecturers at North Sumatra State Islamic University, Medan Medan have similarities in the preparation of the lesson plan because there is a guide given by the vice dean.

Is this lecture contract a requirement for students who will achieve a study program from islamic Education? Of course not, because of the student's needs but the demands of each in achieving student products or outcomes during 1 semester of lectures with their supporting lecturers.

In preparing this lecture contract for the supervising lecturer there are no obstacles, because there is already a guideline or format for preparing lecture contracts so that there are no more difficulties for lecturers to design and compile lesson plans. Then in each semester there is no change in the form or format of the preparation, but there are slight changes according to directions from the Faculty or study program, for example in 2021 the Outcomes will be in book form, while the Outcomes in 2022 are currently in the form of a journal and for the coming year we will not know what form the Outcomes of students are to fulfill the achievement of their final assignment, maybe seminars or conferences are partly different. The point is that there are no changes, but there are improvements in the product of student lectures for 1 semester.

In a lecture contract that is not executed, of course the lecturer applies the lecture contract that he has designed and arranged. If students don't follow it, it will have consequences for the value of these students who don't care about their assignments and don't carry out their lectures responsibly. And basically there is no student disapproval of the lecture contract from the lecturer and it is very rare to find, but there are only a few examples of simply giving input or offers from students related to the assignments that must be carried out by students to fulfill the achievement of the objectives of the lecture contract. If, it has been agreed

there will be no more stories whatsoever for not carrying out the lecture contract for 1 semester.

RUSEULT AND DISCUSSION

Lecturer's Understanding of the Andragogy Education Approach

Lecturers generally understand the andragogy learning method, according to the findings of observations and interviews with lecturers in charge of courses in the Learning Strategy Study Program Islamic Cultural History. This is shown in everything from the preparation of lecturers to the flow of class activities. The lecturers in charge of the course integrate Islamic ideals into all fields, including lectures, because the campus is characterized by Islam and the goal is to produce a generation of progressive and Islamic-quality Muslims. This is beneficial for the lecturers of the Islamic Religious Education Study Program at North Sumatra State Islamic University, Medan. However, lecturers still face a number of challenges when using the andragogy spiritual teaching approach. These challenges are similar to large spaces that students have to navigate so that they can affect their learning activities, sometimes students are lazy and get bored quickly, each student has a different background.

Based on the research conducted, it is known that the lecturers of the Islamic Cultural History Learning Strategy Study Program North Sumatra State Islamic University, Medan Medan apply a spiritual andragogical approach in three stages,

namely the learning preparation stage, the learning process implementation stage, and the learning evaluation or assessment stage.

1. Level of learning preparation

The course lecturer makes a Semester Learning Plan (RPS) before the start of the school year or starting the first lecture. The head of the study program approves the RPS after it is made by the course administrator. Lecturers who teach these courses collaborate with other parties, such as colleagues or students, in making lesson plans. The engagement that best integrates A and B knowledge is selected to participate based on allied or ongoing subject teachers, or vice versa to avoid overlapping material A and B. Meanwhile, participation from students aims to examine the demands that students anticipate to be satisfied in the course. the.

Supporting lecturers incorporate religious values into the lesson plans that have been prepared as well as the planning stages of the learning process activities. The North Sumatra State Islamic University, Medan Medan campus has established Islamic infrastructure as a campus that upholds Islamic principles. For example, Islamic motivational words, hadiths, and aphorisms from famous people that are posted along campus hallways or in classrooms.

In addition, students are trained by lecturers who teach these courses to always pray before starting lectures. Lecturers provide assistance and provide input on Islamic principles into the

curriculum provided. Then, in the learning process the lecturer also never forgets to express gratitude to Allah. After the lesson plan is finished, the lecturer prepares materials that will be used or communicated during the learning process, both face-to-face and online. Examples include powerpoint presentations, films, exercise instructions, reference books, design learning objectives, materials, and evaluations of which several items have been developed (both assignments and exams for assessment).

2. Implementation Level of the Learning Process

Lecturers continue to use an andragogy-based approach in their lectures, both those given face-to-face and online using virtual media. For example, lecturers always provide opportunities to ask questions or discuss if there is information in lectures that students do not understand. Because giving time and space to students to discuss is a sign of appreciation or maturity from the lecturer. Some instructors even started presenting content without using the lecture method. However, starting learning by asking questions because that's where the idea first emerged. Students are encouraged to think critically, examine a problem, and try to solve it through the questions asked.

By agreeing on ground rules that everyone must obey, lecturers and students can create a productive and enjoyable learning environment. Lecture

contracts are still used in online learning activities. For example, if a lecturer is talking in a zoom meeting room, students are required to turn off the audio so as not to disturb them.

Students can then turn on the audio in turn after getting the opportunity to speak or ask questions during the discussion session. In addition, lecturers always provide opportunities for students to ask questions about concepts that are difficult for them to understand.

Lecturers always try to attend class on time and according to schedule so they can provide effective lectures. Comply with the requirements to hold a minimum of 14 meetings, and fill in lectures according to the time allotted by integrating various learning methods not only lectures while providing the widest possible opportunity for students to discover who they are.

Lecturers encourage student learning independence by: 1) allowing students who take the initiative to read literature related to independent learning; 2) inspire, set a good example, and broaden their horizons; 3) give analytical assignments based on the subject or apply them directly; 4) give them the opportunity to assess their own learning outcomes and track their own progress. In addition, it motivates students to participate in organizational activities because they can gain knowledge, find motivation, and share through the organization.

Students have the opportunity to gain self-awareness of their potential and efforts to develop this potential through organizational activities. Even so, lecturers strive to help students reach their full potential in class. These initiatives include 1) providing understanding to the public about the meaning and nature of life as human beings, which can humanize humans; 2) motivate and direct their interests and talents according to their personality; 3) tell them that everyone can do anything; only lazy people can't 4) build good habits to try new things. In addition, to maximize each student's potential, class activities include teaching quiet students how to be a moderator. Give each student in class the opportunity to speak by involving them such as expressing opinions or asking questions.

In essence, the lecturer functions as a facilitator and motivator in learning andragogy. So, for students to be able to develop by encouraging them to learn independently. The main source of motivation to study among students is themselves and their families. As a result, lecturers in the Islamic Religious Education Study Program North Sumatra State Islamic University, Medan also encourage students to study on their own. To motivate students, lecturers use the following strategies: 1) ensure that learning objectives are in line with the methods used; 2) describe the ideal future; 3) often reflect on the description of the struggles of successful people; 4)

consistently remind them of their learning goals; and 5) share personal experiences.

3. Stage of evaluation/assessment of learning

In terms of assessment, lecturers are always open to students. When students collect their assignments, the lecturer always fills in the assessment and returns it to the students. So periodically students can check the results of the work done. For assessments in the form of exams, both in the middle of the semester and at the end of the semester, the lecturer gives the grades obtained openly. However, the way lecturers convey grades to students is different. The course lecturer also emphasizes that every action always has value. So, students can also measure their own value based on the abilities and efforts they put in.

CONCLUSION

It can be concluded from this research that the application of andragogy-based learning planning in the Islamic Religious Education Study Program, at North Sumatra State Islamic University, Medan Medan is suitable for these students. In general, North Sumatra State Islamic University, Medan lecturers have implemented andragogy-based learning which is commonly used in lecture contracts, namely providing syllabus and lecture contracts between lecturers and students, both regarding lecture discipline, student assignments, lecture material from start to finish recorded in the RPS. The andragogy

aspect is very influential on the development of student learning, and is very appropriate for the learning process for students because the lecturers assume to all students that they are adults and no longer need to be explained in detail. The application is carried out by lecturers starting from the learning preparation stage, the learning activity process stage, to the assessment or evaluation activities. Suggestions for future researchers, namely being able to conduct research on the application of the andragogic approach to students, from the time they enter college, until they graduate.

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