

The Theory and the Principle of Adult Learning

ASSUMPTIONS OF ADULT EDUCATION

- 1) *The self-concept,***
- 2) *The learner's experience;***
- 3) *Readiness to learn;***
- 4) *Orientation to learn;***
- 5) *The need to know);***
- 6) *Motivation.***

IMPLICATION OF THE ASSUMPTIONS TOWARDS THE MANAGEMENT OF ADULT LEARNING

SELF CONCEPT

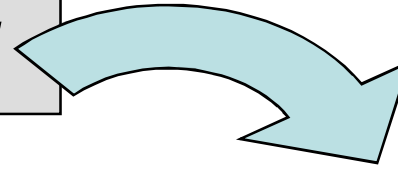


- 1. The environment for learning should be set basing on the adult learners condition. The room and instruments for learning should be taken consideration)***
- 2. Learners should be involved in the diagnosis of the learning needs***
- 3. Participants are involved in the planning process.***

CONTINUATION

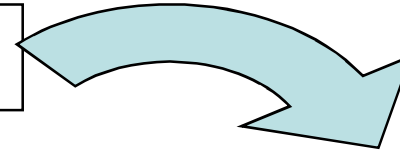
4. *The teaching-learning process is a collective responsibility between the learners and the educator.*
5. *Self evaluation is more emphasized.*

EXPERIENCE



1. An adult is considered to be a source for learning, However Learning process should be developed by :
 - a. *Group discussion*
 - b. *Case method*
 - c. *Simulation,*
 - d. *Role playing,*
 - e. *Demonstration,*
 - f. *Seminar,*
 - g. *Workshop,*
2. The emphasis during the learning process is more to application and practice
3. The process of learning by an adult is based on ones' experience.

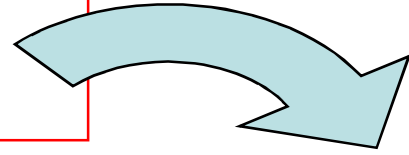
READINESS TO LEARN



An Adult has time for preparation to learn

- 1. The curriculum is arranged based on the learning activities not on logic or the needs of the organization*
- 2. The learning tasks provide direction to the adult learner.*

Orientation of Learning



Orang Dewasa cenderung memiliki keinginan untuk cepat mengaplikasikan apa yang dipelajarinya. Oleh karena itu pemecahan masalah belajar lebih penting

1. Pendidik (fasilitator/tutor) orang dewasa tidak berperan sebagai guru tetapi sebagai pemberi bantuan kepada orang yang belajar.
2. Kurikulum yang dikembangkan tidak berorientasi kepada mata pelajaran tertentu tetapi kepada masalah yang dihadapi.
3. Pengalaman belajar dirancang berdasarkan pada masalah atau perhatian yang ada pada pikiran mereka (peserta didik)

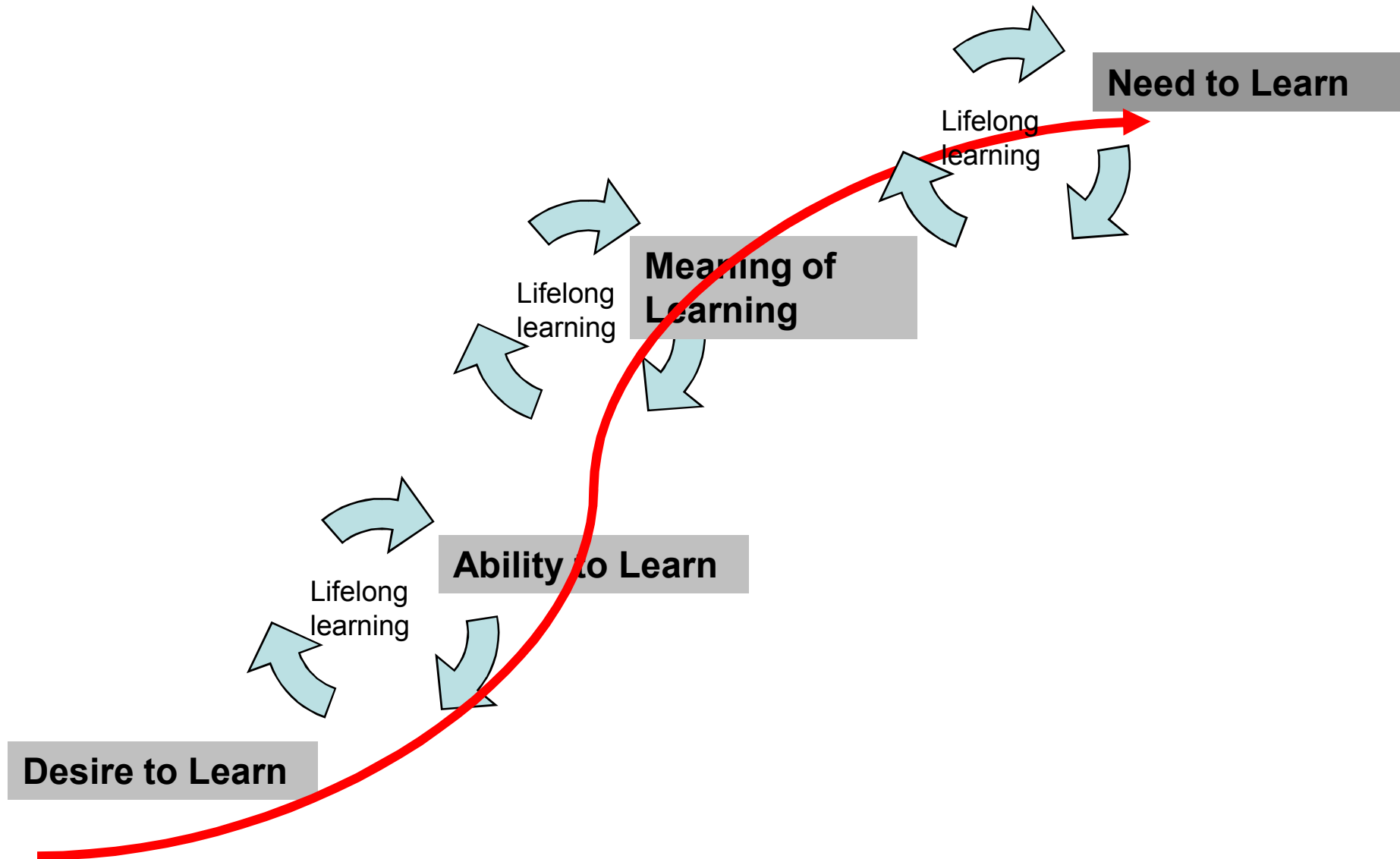
The Principle of Teaching and Developing Adult Learning Condition

The Principle of teaching should be conducted by facilitator:

1. Developing new possibilities for self exploration
2. Helping each individual learner to put clear his/her aspirations in order to improving oneself
3. Helping the adult learner to diagnose the differences between aspiration and expression
4. Helping learners to identify their problems
5. Preparing the tools of teaching learning process (chairs, ventilation, lamp (light), table, blackboard, module, book/literature, etc)
6. Mutual respect to the learners.

7. Creating a conducive interaction among learners
8. Helping each other, mutual help
9. Involvement of learners in determining objectives
10. Planning the learning process, choosing learning materials, determining on the techniques and method for learning together with the learners
11. Helping to organize them in learning groups
12. Helping learners to use their experience as the source for learning
13. Measuring the learning developments together with the learners
14. Developing and determining the model for measurement together.

DAMN Concept for Understanding Adult Learning



Learning Condition

- The adult learners themselves should feel the need to learn)
Learning environment should prepare by:
 - 1) *A joyful learning environment*
 - 2) *Mutual respect and trust*
 - 3) *Mutual help*
 - 4) *Free to express one 'self and*
 - 5) *Accepting differences*
- The learner's experience should be taken as a source for learning
- The desire for respect and having responsibility in the planning and implementing of the learning
- Active participation in the learning process
- The learners should have a sense of progress in assisting learning objective.
- Be ready to adopt self evaluation.