

Communication Strategy of Adult Pedagogy at the Kamal Agricultural Extension Center - Bangkalan Madura

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Abstract

Education lasts a lifetime. In this case, education is the main capital for the development and progress of every human being. With education conducted by adults, these adults can learn to know and understand what is the need and concern, especially at the Agricultural Extension Center (BPP). In this Institute, adults are fostered and educated within the scope of learning for farmer groups to get to know and learn in an integrated way the procedures for growing rice and caring for it until the harvest which will be carried out later as they get the results. The role of all managers and coaches at the BPP non-formal institution will be a good capital in efforts to develop and foster the world of agriculture in Indonesia, as well as a form of implementation of how adults get appreciation through the education they learn

Keywords: Education. Adults, Hall, Counseling, Pedagogy

Introduction

Basically "adults" have a lot of experience both in their field of work and other experiences in their lives. Of course, dealing with educational participants who are generally "adults" requires a strategy and approach that is different from school-style "education and training", or conventional education which is often referred to as the Pedagogical approach (D, 2002).

The practice of the "pedagogical approach" applied in education and training is often not suitable. Therefore, an approach that is more suited to the maturity, self-concept and experience of the participants is needed". In the world of education, these strategies and approaches are known as "Adult Education (Andragogy)" (Atmaja, 1977a).

In the midst of globalization and information as well as the advancement of various sciences and technologies today, one that needs attention is the concept of education for adults. We do not always talk and review around the education of school students. School students are relatively young (Atmaja, 1977b). The reality in the field is that there are many adults who must receive education, both informal and non-formal education, for example in the form of skills, courses, upgrading, and so on.

The problem that often arises is how tips and strategies for teaching adults who are not in school. Psychologically, adults as students in learning activities cannot be treated like ordinary students who are sitting in school. Adults grow as individuals and have a mature self-concept moving from dependence as occurs in childhood towards independence or self-direction. The psychological maturity of adults as individuals who are able to direct themselves, not directed, forced and manipulated by others (Mujiman, 2006). So if an adult faces a situation that does not allow him to be himself, then he will feel depressed and feel unhappy.

The condition of adult psychology must be understood by some people who work as

a transfer of knowledge, one of which is agricultural extension workers (Bergevin, 1966). The role of extension workers in providing messages to farmer groups is very large and high, so they must fully understand the strategies and special tips in conveying knowledge from the government or related institutions to the general public (in this case farmers) (Poerwandari, 2005). Based on this, there is a problem that becomes a question is how strategies and special tips in delivering material to farmer groups and extension workers in the internal agricultural extension center Kamal-Bangkalan Madura?

The method used in this research is descriptive qualitative. The descriptive method is used to solve and answer the problems faced in the current situation, carried out by taking the steps of collecting classification, analyzing / processing data to make conclusions and reports (Moleong, 2011).

The qualitative approach is expected to produce an in-depth description of the speech, writing, or observable behavior of individuals, groups, communities and certain organizations (Moleong, 2011). The use of descriptive qualitative research design in this study is intended to describe and analyze specific strategies and tips in delivering material to farmer groups and extension workers in the internal of the Madura Kamal-Bangkalan Agricultural Extension Center.

This research uses descriptive qualitative methods. According to Sugiono, qualitative research is research in which the researcher is placed as a key instrument, data collection techniques are combined and data analysis is inductive (Sugiono, 2010: 9). According to Poerwandari (Poerwandari, 2005), qualitative research produces and processes descriptive data, such as transcriptions of interviews and observations. Kirk and Miller (in Moloeng) define qualitative research as a way to make direct observations on individuals and relate to these people to get the data they dig (Moleong, 2017).

The data collected for writing this UAS assignment are primary data and secondary data. Primary data is obtained through interviews with the head of BPP Kamal-Bangkalan Madura, namely; Sunarto. While primary data is obtained through various libraries or literature studies. The literature used includes books and scientific journal articles both in printed and electronic form. Analysis was carried out using relevant theories and interpreted descriptively and associated with existing cases in the community (Mujiman, 2006).

Methodology

In this section, in describing the problems used. The method used is qualitative with a descriptive approach through literature studies, collecting data obtained periodically and gradually (Sugiyono, 2020). The process of elaboration and follow-up in finding comprehensive results is carried out through continuous analysis (Sugiyono, 2020).

In this writing, the method used uses a qualitative method, with a qualitative descriptive approach. The data collected for writing this paper are primary data and secondary data (Sofyan, 2021) Primary data was obtained through interviews with a number of salt farmers in Sumenep-Madura. While primary data is obtained through various literature or literature studies. The literature used includes books and scientific journal articles in both printed and electronic form. Analysis is carried out using relevant theories and interpreted descriptively and associated with cases in the community (Dyah, 2017).

The qualitative approach is expected to produce an in-depth description of the speech, writing, or behavior that can be observed from individuals, groups, communities and certain organizations. The use of descriptive qualitative research design in this study is intended to

describe and analyze the development of social systems and learning systems in the East Jakarta area (Sindhunata, 2000).

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Results and discussions

The organization of the implementation of agricultural extension activities at the rural level is centered on the Agricultural Extension Center (BPP), which is tasked with organizing the preparation of agricultural extension programs and activities for farming families towards more productive farming, more profitable farming and a more prosperous life. The working relationship between BPP and the Regional Government of Level II is regulated by the Head of the Region concerned. Technical guidance for agricultural extension activities is provided by the Ministry of Agriculture (BPLPP) (D, 2002).

Extension is the involvement of a person to communicate information consciously with the aim of helping others, giving opinions so that they can make the right decisions (Smith, 1970). The extension office located in Telang Village is an office that has been established for a long time. The role of the agricultural extension office in Telang is to protect and assist the community in all matters of agriculture ranging from fertilizer, selling vegetables, and many others. The agricultural extension office in Telang sub-district has helped many farmers. Especially in handling when plants are attacked by pests and diseases and providing advice tips to farmers (Bergevin, 1966).

From the results of agricultural extension practicum conducted at the Agricultural Extension office located on Jalan Raya Telang, Kamal Bangkalan (Smith, 1970). The place of this agricultural extension office is located at the T-junction of the road to the campus of Trunojoyo University of Madura and more precisely the edge of the main road to Kamal harbor. We were explained with the material presented by Mr. Yono who is an employee of the agricultural extension office that to carry out the extension is not easy many trials and obstacles that must be passed and must be mentally strong and patient because many farmers and communities do not know about the role of extension workers (Purbakawaca, 2011).

There are nine indicators of the success of agricultural extension including:

1. Formulation of the Agriculture Program
2. Compilation of annual work plan
3. Establishment of an area map for the development of location-specific technology
4. Dissemination of agricultural technology information evenly
5. Most of the empowerment and independence of the main actors and business actors are growing
6. The realization of business partnerships between main actors and business actors
7. The realization of access of business actors and main actors to financial institutions, information and product facilities.
8. Increasing Agribusiness productivity of superior commodities in the region
9. Increasing the income and welfare of the main actors (D, 2002).

While the main tasks of agricultural extension workers that must be fulfilled are: teaching PKS (Knowledge, Skills, Attitudes) to farmers and conducting experiments, developing self-help and farmer initiatives, compiling agricultural extension programs, helping to teach at farmer courses, teaching at farmer courses, assisting in the implementation of testing, surveys and evaluations, training and guiding agricultural extension under it, helping to prepare instructions, preparing agricultural information instructions, writing scientific papers and finally formulating the direction of extension development policies (Rachmad, 2020).

Kamal sub-district has eleven villages including socah, telang, Pendabah, Gilianyar, Gilitimur, Gilibarat, Tanjung, Banyuajuh, Kamal, Labang sub-district, Kebun, Tanjungjati. The potential that is developing in Socah sub-district is starting from Pendabah village, the potential is peanut and corn crops in Socah sub-district, for the Telang area the potential is rice, corn and peanut crops, while the villages of Gilianyar, Gilitimur, Gilibarat, Banyuajuh, Tanjungan, Kamal, the potential is corn, rice and peanuts, as well as the Labang sub-district (Amanah, 2017).

Data on the potential of agricultural land in the Working Area of the Sub-district Extension Center (WKBPK) of Bangkalan Regency is in Tanjungan Village with dry land with no moor / field while the yard is 6.39 ha, West Gili Village with tegal / field area of 260.31 ha with a yard of 29.99, Banyuajuh Village with tegal / field area of 112.18 ha with a yard of 210.47 ha, Kamal Village with a moor / field area of 79.118 ha with a yard of 30.03 ha, Tanjung Jati Village with a moor / field area of 31, 13 with a yard area of 6.33, Kebun Village with a farm / field area of 239.95 with a yard area of 80.08, East Gili Village with a farm / field area of 233.65 while the yard area is 246.32, Gili Anyar Village with a farm / field area of 103.19 with a yard area of 35, 41, Telang village has a land area of 283.68, with a yard area of 118.36, and the last is Pendabah village with a land area of 456.45, with a yard area of 112.39 and that is data for dry land (Purbakawaca, 2011). The data on farmer groups in Kamal Village is as follows:

Recap of farmer groups based on group class East Java Province Regency Bangkalan Kecamatan Kamal, As of : 14-12-2021.

Number	Village	total number of farmer groups	Ju total number of farmer groups (Beginner)	total number of farmer groups (Advanc)	total number of farmer groups (Intermediate)	total number of farmer groups (Primary)	total number of farmer groups (not yet known)
1	Banyu ajuh	5	4	1	0	0	0
2	Gili anyar	4	3	1	0	0	0
3	Gili barat	3	2	1	0	0	0
4	Gili timur	7	4	2	1	0	0
5	Kamal	3	3	0	0	0	0
6	Kebun	4	4	0	0	0	0
7	Pendabah	5	5	0	0	0	0
8	Tajungan	4	4	0	0	0	0
9	Tanjung jati	4	4	0	0	0	0
10	Telang	7	7	0	0	0	0
	Amount	46	40	5	1	0	0

From the above numbers, it is clear that there is a process of transfer of knowledge from the extension workers to the beginner, advanced, middle and main farmer groups from the ten hamlets in Kamal sub-district, Bangkalan Madura. According to Sunarto, the head of

BPP Kamal about the development of farmer groups with BPP and the agriculture office is as follows;

"We never teach farmers, apologize for asking for help. We give lessons in independence. For me, it's the other way around. Sir, the point is that your farmer group is good, the agency will come by itself. Anyway, your farmer group is good, no need to submit a proposal to us, the agency will come to you" (Knowless, 1977).

From the interview above, it is clear that farmer groups, ranging from beginner, advanced, intermediate and main, are not a burden on BPP itself, instead making farmer groups become advanced by empowering farmers by living independently and creatively in finding new innovations in agriculture Kamal-Bangkalan Madura.

The formation of farmer groups is familial and chosen through mutual agreement without any intervention from BPP, or village officials (Sasongko, n.d.).

This is to ensure that the farmer groups in the village continue to develop and progress in accordance with the ideals of the farmers in the hamlet. If the formation of a farmers' group is based on political interests and the village head, the farmers' group will certainly not last long and will finish by itself. As I quoted from the following interview:

"There are also those who are chosen by the village head who is authoritarian and intervenes with the farmer group and finally it does not work because of the top-down appointment from the village head for the head of the farmer group and I guarantee that it will not last long and it will stumble and definitely ask for help from BPP and related agencies".

Such things happen because the learning process from village leaders is not effective. There should be effective steps in the Andragogy process from extension workers to farmers as follows:

1. Creating a Conducive Learning Climate

There are several main things that can be done in an effort to create and develop a climate and atmosphere conducive to the learning process, namely:

a) • Pengaturan Physical Environment

The physical environment is one of the elements where adults feel familiar, safe, comfortable and easy. For this reason, it is necessary to make it as comfortable as possible, (a) the arrangement and equipment are adjusted to the conditions of adults; (b) the hearing and viewing aids used are adjusted to the physical conditions of adults; and (c) the arrangement of the room, the arrangement of tables, chairs and other equipment allows for social interaction, which is in accordance with the requests of farmers (Giroux, 2011).

b) • Pengaturan Social and Psychological Environment

The psychological climate should be one of the factors that make adults feel accepted, valued and supported. For this reason, (a) facilitators should be more helpful and supportive; (b) develop a friendly, informal and relaxed atmosphere; (c) create a democratic atmosphere and freedom to express opinions without fear; (d) develop a spirit of togetherness; (c) avoid being directed by anyone; (d) develop mutually agreed learning contracts (Knowless, 1977).

2. Diagnosis of learning needs

In andragogy more emphasis is given to the involvement of all citizens/learners in a process of diagnosing their learning needs, (a) involving all relevant parties (stakeholders), especially farmer groups in Kama sub-district with 10 villages/hamlets; (b) building and

developing a model of competence or ideal achievement expected; (c) providing various experiences needed; and (d) making comparisons between the expected and the existing reality, for example certain competencies. (Tamat, 1985)

3. The planning process

Educational planning should involve all relevant parties, especially those who will be directly affected by the educational activities. There seems to be a "law" or at least a tendency of human nature that they will feel 'committed' to a decision if they are involved and participate in decision-making. For this reason, it is necessary to: (a) involve farmers and youth extension workers to develop the education plan, both regarding the determination of learning materials, timing and others; (b) meet and discuss everything with farmers regarding education; (c) translate the needs that have been identified into expected goals and into learning materials; (b) determine a clear division of tasks and responsibilities among farmers to do what and when it is done (Atmaja, 1977a).

4. Formulating Objectives

After analyzing the results of identifying existing needs and problems, the next step is to formulate objectives that are mutually agreed upon in the participatory planning process. Formulating objectives should be done in the form of a description of the behavior that will be produced to meet the needs mentioned above. In every learning process, learning objectives should include three main things: cognitive, affective, and psychomotor (Tamat, 1985).

5. Developing a General Model

It is an artistic and architectural aspect of educational planning where it must be harmoniously arranged between several learning activities such as Gapoktan discussion activities, Poktan, material sequences. In this case, of course, the time needed to discuss one issue and the timing agreed upon by the extension workers and farmers is taken into account (Purbakawaca, 2011).

6. Determining Learning Materials and Techniques

In determining the materials and methods or learning techniques pay attention to the following; (a) learning materials are emphasized on the real experiences of the learners, namely farmers; (b) learning materials in accordance with the needs and oriented to practical applications. This does not mean that the material compiled is only pragmatic; as said by Sunarto, "lok need to acakah, direct practice" means not much talk directly implementative for agricultural technology experiments. (c) the methods and techniques chosen should avoid techniques that transfer knowledge from the facilitator to the participants, but will be better if they encourage analytical and methodological acumen; and (d) the methods and techniques chosen should not be one-way but rather participatory, or in Freire's language "dialogical" (Smith, 1970).

7. The Role of Evaluation

Conventional (pedagogical) evaluation approaches are less effective for adults. Therefore, this approach is not suitable and sufficient to assess adult learning outcomes. There are several points in conducting evaluation of learning outcomes for adults, namely, (a) evaluation should be oriented towards measuring changes in behavior after participating in the learning/training process; and the results are extraordinary. This is evidenced by the abundant rice harvest and good quality. (b) evaluation should be carried out through testing of and by the learners themselves (Self Evaluation), namely farmer groups; (c) positive changes in behavior are a measure of success; (d) the scope of the evaluation material is "jointly

determined in a participatory manner" or based on mutual agreement of all relevant parties involved; (e) evaluation is aimed at assessing the effectiveness and efficiency of the implementation of educational programs that include the strengths and weaknesses of the program; and (f) assessing the effectiveness of the material covered in relation to changes in attitudes and behavior (Atmaja, 1977b).

Conclusions.

Adult education is an activity of guiding and helping adults learn, is a lifelong process of discovery (knowledge, skills, and attitudes) of something needed and necessary for their lives, the process is not based on the consideration of educators, but based on the interests of students. Andragogy in BPP kamal-bangkalan Madura into three important categories, namely;

1. Organizing the implementation of agricultural extension activities at the rural level is centered on the Agricultural Extension Office (BPP), which is tasked with organizing the preparation of agricultural extension programs and activities.
2. Extension is the involvement of a person to communicate information consciously with the aim of helping others.
3. The extension office located in Telang village is an office that has been established for a long time. The role of the agricultural extension office in Telang is to protect and assist the community in all matters of agriculture ranging from fertilizer, selling vegetables, and many others.

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