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Proceeding of Non-Formal Education International Seminar 2021

Alim Harun Pamungkas, Jamaris, Solfema (eds)

# Application of Coaching Model Grow through Knowledge Andragogical Content Learning

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## Abstract

Development of a training model with an andragogical content knowledge learning approach is an option in this study. This research method uses qualitative approaches. The measurement of effectiveness used the experimental group design and the control group pre-test and post-test. Collecting data through observation, interview, and documentation techniques. The results showed: 1) the application of coaching in learning andragogical content knowledge has a tremendous impact on the apparatus based on the results of the analysis on stakeholders and this is feasible to be developed. 2) The combination of coaching in learning andragogical content knowledge with managerial leadership material has a positive impact on training participants, they can participate actively and enthusiastically in the learning process. 3) The application of coaching in learning andragogical content knowledge shows an increase in the competence of participants and lecturers, enriches the application of models, strategies, and learning methods of the experience cycle, increases motivation and cooperation in solving problems.

## Keywords

learning, coaching, andragogical, managerial competence

## 1 Introduction

To support a fun learning process, motivate and develop the abilities of the trainees, the coaching approach is a learning method that can be operated with an andragogical content knowledge model. The data shows that 1) the training qualifications of the training participants are 75, 5 have S1, 2) the competence of the participants is 60%, and 3) The average understanding of the participants about the application of the coaching methodology in learning andragogical content knowledge is only 40% (Data from the organizers who processed: 2020). Of the three main issues impacting the confidence of participants indicated by 1) the ability to absorb the material presented, 2) mastery of the material by the participants do not fully understand it well, 3) strategies methods and techniques understood participants also have not shown productive, 4) the ability of participants is also seen from the way they answer the evaluation is still lacking when associated with contextual coaching in andragogy. Andragogy learning applies a new model by placing training participants as learning subjects. Coaching in andragogy provides space for training participants to share and enrich experiences between colleagues to serve as learning materials and resources. The application of coaching in andragogical content knowledge learning in improving the competence of the administrator leadership training participants. Skills in completing Action for Change is an indicator that can be used as a guide to develop their potential (Fleming, Taylor, & Hailstone, 2002). Furthermore, the urgency of the coaching approach in learning andragogical content knowledge for the participants of the Administrator Leadership Training is aimed at providing opportunities for developing the mastery of knowledge, skills and attitudes and solving the problems they face in developing the participants' leadership skills. Researcher limiting factor andragogical application of coaching in the application of content knowledge in the development of leadership competencies in the context administrator training late training participants. Coaching is one technique to create a star class team.

Coaching technique is a directive process to deal with the realities of the work environment and help remove obstacles to achieving optimal performance. Leading a small team often makes us need to be able to become a coach for the people we lead. Atmonadi (2016), Coaching is a means to achieve goals, helping people to live full lives. Coaching is understood as a powerful medium to improve performance, achieve results and optimize one's personal effectiveness (Schunk, 2012).

O'Connor and Lages in Atmonadi (2016), put forward four principles in the coaching process, namely: 1) change. In a coaching conversation, it must refer to an action that can change the initial condition to a better condition, in accordance with the goals desired by the coachee. Usually, the measure of the success

of a coaching conversation is in the impact it produces after the coachee takes concrete action, to solve the problem. 2) concern. A coach will ask what the coachee is concerned about. The coachee's concern is usually about the issues to be discussed, what expectations or goals are to be achieved. The coach must first believe that the coachee needs problem solving. A coachee is a person who needs a coach, not a coach who needs a coachee, although in the coaching process both must interact with each other. 3) learning. In addition to achieving the ultimate goal, the coachee needs to have a learning experience when facing a problem. The most important learning experiences include learning to reflect on their own thoughts, learning to find answers for themselves that emerge from the results of their analysis and personal reflection, and learning to celebrate small discoveries made for future self-development. 4) relationships. Always involve two people, the coach and the coachee. Coaching will never happen if one of these two people is not present. Therefore, these two people must establish a good, pleasant relationship, trust each other, keep each other's conversations secret, and maintain mutual respect. The better the relationship between these two people, the better the atmosphere and the results of a coaching conversation (Nurhayati, 2015).

In the coaching process, the coach must build a good relationship with the coachee. This will make the coachee feel comfortable and trust the coach. Rapport needs to start from the initial contact between the coachee and the coach and be maintained throughout the coaching process. The way that a coach can do to build rapport is pacing and leading; while leading is guiding the coachee towards the coach's desired goal by using the influence obtained from the pacing process. The Grow Coaching Model is one of the most popular and successful training models in the world. The essence of this training model is to raise awareness, find options and solutions, and finally take action. Simply put, the Grow Coaching Model is a simple training model using 4 frameworks, namely grow, reality, options, and will. All these frameworks run sequentially and systematically.



Fig 1 Grow Coaching Model

In educational or learning activities, adults are no longer objects of socialization that seem to be formed and influenced to adapt themselves to the desire to hold authority over themselves, but the purpose of adult learning or education activities is certainly more towards the achievement of strengthening their own identity. to be himself; or, in Rogers' terms in Knowles in Budiwan (2018), learning activities aim to lead individuals to become personal or find their identity. In terms of learning or education is a process of becoming a person. Not the process of being shaped or the process of being shaped, that is, the process of controlling and manipulating to conform to other people (Sarwi, Supriyadi, & Sudarmin, 2013).



Fig 2 Adult Learning

Adult growth starts from mid-adolescence to adulthood, where each individual not only has a tendency to grow towards moving himself but he actually wants others to see himself as an independent person who has a self-identity (Sukaesih, Ridlo, & Saptono, 2017). That way adults do not want people to look at him let alone treat him like a child. He expects other people's recognition of his autonomy, and is guaranteed the security of maintaining his identity by rejecting and disliking any attempts by others to suppress, coerce, and manipulate behavior directed against him (Zenger & Stinnett, 2010).

Adult education can be defined as the entire educational process that is organized, regarding any form of content, level of status and what methods are used in the education process, both formal and non-formal, both in the context of continuing education in schools or as a substitute for education in schools. in courses, on-the-job training and in tertiary institutions, which enable adults to develop their abilities, skills, enrich their knowledge base, improve their technical or professional qualifications in an effort to realize dual abilities, namely on the one hand being able to develop a complete personality and be able to realize their participation in social development. culture, economy and technology in a free, balanced and sustainable manner. In this case, it can be seen that there is a double pressure for the realization that you want to be developed in activities in the field. First, to realize the achievement of the development of each individual, and secondly to realize increased involvement in the social activities of each individual concerned.

Changes in behavior occur because of changes of knowledge or skills as well as a very clear change in mental attitude. In terms of adult education, it is not enough just to provide additional knowledge, but must also be equipped with a strong self-confidence in his personality. In relation to the fulfillment of needs, Maslow in his theory of the pyramid of needs is the basis of knowledge about the fulfillment of learning/self-actualization in adults (Trihendradi, 2019).

Learning given to adults can be effective (faster and stick to memory), when the mentor (coaches, instructors, instructors, and the like) does not dominate the class group, reduces a lot of talking, but strives for the individual adult to be able to find alternatives to develop their personality. A good mentor should make an effort to listen a lot and accept someone's ideas, then assess and answer their questions (Tampubolon, 2020). Adults are essentially creative creatures when someone is able to move / explore the potential that exists within them. Because the nature of learning for adults is subjective and unique, then regardless of right or wrong, all opinions, feelings, thoughts, ideas, theories, value systems need to be respected. Not appreciating their self-esteem, will only turn off the passion for adult learning. However, adult learning also needs to earn the trust of their mentors, and in the end, they must have confidence in themselves (Sudjana, 2014). Without this self-confidence, a conducive learning atmosphere will never be realized. Ultimately, adults want to know what they mean in the study group. For adults there is a tendency to want to know their strengths and weaknesses. Thus, it is necessary to have a joint evaluation by all group members who feel valuable for reflection, where the reflection can evaluate itself from other people whose perceptions may have differences (Purnamasari, 2014). To produce this kind of learning, whatever method is applied, it should consider the available facilities and infrastructure to achieve the ultimate goal of learning, namely so that participants can have a quality learning experience (Danial, Syaefudin, & Yuliani, 2018).

## 2 Methods

Each research has the right method to support the quality of its research results. This research is naturalistic qualitative descriptive research. Data collection techniques a) participant observation of the research object. Observed the apparatus training process in implementing ACK. b) interviews with informants and participants. In this study, the data analysis used is descriptive analysis, which is to reveal a problem and the situation as it is, so that it is only a revealer of facts. The validity of this research data will refer to the opinion which states that qualitative research must meet four criteria: Degree of Trust, Reliability, (3) Dependence, and Certainty.

## 3 Results and Discussion

In the implementation of the learning program, the competency standards used refer to the achievement of the objectives of managerial competence, socio-cultural competence, technical competence and government competence. Program Training Apparatus referring training needs analysis with regard to the development and progress of construction on the aspects of training early and training leadership and technical training early and functional training. Carry out training cooperation forums in the context of developing training programs which are participated by districts/cities and other training institutions. Curricula have and syllabus of training in design in order to develop the competence of ASN both hard skills and soft skills of the ASN environment and regional governments to include the ability to solve problems, critical thinking, creativity, human resources management, the ability to coordinate, emotional intelligence, decision making, negotiation, service orientation and cognitive flexibility. Modernize training facilities following developments in information technology such as podcasts, webinars, LMS and a number of learning technology tools. Implement training collaborations such as implementing administrator leadership training using the administrator leadership training curriculum.

This approach is a view based on the view that teaching is considered as a process of regulating the environment in the hope that the training participants will be able to learn. In this case, what is important in teaching is changing behavior. In this context, teaching is not determined by the length and amount of material delivered, but by the impact of the learning process itself. Lecture can happen only a few minutes in front of the class, but the very short time makes the training participants busy in the learning process, that is already said to be teaching.

Thus, the lecturer no longer acts only as a source of learning but acts as a person who guides and facilitates so that the training participants are willing and able to learn. This is the meaning of the andragogical content knowledge learning process. Training participants are not seen as learning objects that can be regulated and limited, but training participants are placed as subjects who learn according to their interests, talents, and abilities. Therefore, what material should be studied and how to learn it is not solely determined desire but pays attention to every difference in the training participants. The second characteristic: training participants as learning subjects. In the teaching process as a process of regulating the environment, training participants are not considered as passive organisms that are only recipients of information, but are seen as active organisms, which have the potential to develop. They are individuals who have potential and abilities. The third characteristic, the learning process takes place anywhere. In accordance with the characteristics of learning that is oriented to training participants, the learning process can occur anywhere. Classes are not the only place for training participants to learn. Training participants can take advantage of various learning places according to the needs and nature of the subject matter. When training participants will learn about market functions, for example, the market itself is a place for training participants to learn. The fourth characteristic, learning oriented to the achievement of goals. The purpose of learning is not mastery of the subject matter, but the process of changing the behavior of training participants in accordance with the objectives to be achieved. Therefore, mastery of subject matter is not the end of the teaching process, but only as an intermediate goal for the formation of the behavior of the training participants themselves. For this reason, the methods and strategies used trainers are not just lectures but using methods in principle andragogic including research-based learning or project changes.

The study examines ability administrator leadership training participants were used as indicators I preparedness be a leader; Indicator II Manage information and solve problems; Indicator III is the ability to build performance quality in the coaching method through andragogical content knowledge learning. The result of the third measurement indicators reflects managerial competencies of participants with various factors inhibiting the implementation of coaching in learning content andragogical knowledge,

where the results of the study illustrate that there is a limiting factor in the managerial capacity to manage coaching owned.

The andragogy approach will be very meaningful for the trainees based on the trainees' experiences in everyday life, such as leadership problems and other problems in their lives. Therefore, every program material that will be built and developed is always questioned, the meaning, especially the meaning of coaching with an andragogical content knowledge learning approach.

Learning from experience that includes the link between doing and thinking. Experiential Learning as a method that helps educators relate the content of subject matter to real world conditions, so that with real experience students can remember and understand the information obtained in education so as to improve the quality of education. Basically, learning the ACK model is very simple, starting with doing, reflecting, and then implementing. If it is elaborated again, it will consist of five steps, namely starting from the process of experiencing, sharing, analyzing the experience, drawing conclusions, and applying. Each of the objectives of the series then emerges the steps in the learning process, namely Concrete experience, Reflective observation, Abstract conceptualization, and Active experimentation.

## 4 Conclusions

The results showed: (a) the application of coaching in learning andragogical content knowledge has a tremendous impact on the apparatus based on the results of the analysis on stakeholders and this is feasible to be developed; (b) The combination of coaching in learning andragogical content knowledge with managerial leadership material has a positive impact on training participants, they can participate actively and enthusiastically in the learning process; (c) The application of coaching in learning andragogical content knowledge shows an increase in the competence of participants and lecturers, enriches the application of models, strategies, and learning methods of the experience cycle, increases motivation and cooperation in solving problems.

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