ABSTRAK

DESI SARINA BR SIAHAAN. Analisis Kompetensi Andragogi Tutor Pada Program Kesetaraan Di PKBM Kecamatan Medan Marelan. Skripsi. Medan : Fakultas Ilmu Pendidikan, Universitas Negeri Medan, 2026.

Penelitian ini menganalisis kompetensi andragogi tutor pada program pendidikan kesetaraan (Paket A, B, dan C) di lima Pusat Kegiatan Belajar Masyarakat (PKBM) Kecamatan Medan Marelan. Penelitian menggunakan metode survei deskriptif kuantitatif dengan responden sebanyak 27 tutor. Data dikumpulkan melalui kuesioner skala Likert 1–4 dan lembar observasi. Instrumen divalidasi oleh ahli dengan koefisien Aiken's V sebesar 0,89 (valid) dan memiliki reliabilitas yang baik (ICC = 0,88). Hasil penelitian menunjukkan bahwa kompetensi andragogi tutor berada pada kategori cukup baik. Pada aspek pemahaman konsep diri warga belajar dewasa, persentase tertinggi terdapat pada pemberian kesempatan menyampaikan pendapat (23,53%) dan terendah pada pemahaman kebutuhan warga belajar (15,69%). Pada aspek pemanfaatan pengalaman, persentase tertinggi terdapat pada mengaitkan materi dengan pengalaman warga belajar (22,30%) dan terendah pada penghargaan terhadap pengalaman hidup warga belajar (17,10%). Pada aspek kesiapan belajar, persentase tertinggi terdapat pada penyesuaian materi dengan kemampuan warga belajar (23,01%) dan terendah pada pemberian penjelasan tambahan (16,32%). Pada aspek orientasi pemecahan masalah, persentase tertinggi terdapat pada pemberian masalah nyata (22,59%) dan terendah pada pengembangan berpikir kritis (16,32%). Temuan menunjukkan perlunya peningkatan pembelajaran yang lebih partisipatif dan berpusat pada warga belajar untuk meningkatkan kualitas pendidikan kesetaraan.

Kata kunci : Kompetensi andragogis, tutor, pembelajaran orang dewasa, pendidikan kesetaraan.

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ABSTRACT

DESI SARINA BR SIAHAAN. Analysis of Tutors' Andragogical Competence in the Equivalency Program at Community Learning Centers (PKBM) in Medan Marelan District. Thesis. Medan: Faculty of Education, Medan State University, 2026.

This study analyzed the andragogical competence of tutors in the equivalency education program (Packages A, B, and C) in five Community Learning Activity Centers (PKBM) in Medan Marelan District. The study used a quantitative descriptive survey method with 27 tutors as respondents. Data were collected through a 1–4 Likert scale questionnaire and observation sheets. The instrument was validated by experts with an Aiken's V coefficient of 0.89 (valid) and had good reliability (ICC = 0.88). The results showed that the andragogical competence of tutors was in the fairly good category. In the aspect of understanding the self-concept of adult learners, the highest percentage was in providing opportunities to express opinions (23.53%) and the lowest was in understanding learners' needs (15.69%). In the aspect of utilizing experience, the highest percentage was in linking material to learners' experiences (22.30%) and the lowest was in respecting learners' life experiences (17.10%). In the aspect of learning readiness, the highest percentage was in adapting material to learners' abilities (23.01%) and the lowest was in providing additional explanations (16.32%). In terms of problem-solving orientation, the highest percentage was found in providing real-world problems (22.59%), and the lowest in developing critical thinking (16.32%). The findings indicate the need for more participatory and learner-centered learning to improve the quality of equivalency education.

Keywords: *Andragogical competence, tutors, adult learning, equivalency education.*

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