

## ABSTRAK

AHMAD GHILMAN MATIN. 2026. “**ANALISIS PENERAPAN PRINSIP ANDRAGOGI DAN IMPLIKASINYA TERHADAP PARTISIPASI AKTIF WARGA BELAJAR**” (*Studi pada Program Paket C di PKBM Al-Fattah*). Jurusan Pendidikan Masyarakat Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi.

Pembelajaran pada Program Paket C di PKBM Al-Fattah menunjukkan bahwa penerapan prinsip-prinsip andragogi belum sepenuhnya konsisten, serta partisipasi aktif warga belajar masih bersifat fluktuatif. Kondisi ini menunjukkan adanya kebutuhan untuk mengkaji bagaimana penerapan prinsip-prinsip andragogi berlangsung serta implikasinya terhadap partisipasi aktif warga belajar. Penelitian ini bertujuan untuk menganalisis penerapan prinsip-prinsip andragogi dan implikasinya terhadap partisipasi aktif warga belajar. Pendekatan yang digunakan adalah kualitatif dengan desain studi kasus. Subjek penelitian terdiri atas tutor, warga belajar, dan pengelola PKBM yang dipilih melalui teknik *purposive sampling*. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa penerapan prinsip-prinsip andragogi yang meliputi kebutuhan untuk tahu, konsep diri, pengalaman, kesiapan belajar, orientasi belajar, dan motivasi belajar telah dilaksanakan, namun dengan tingkat konsistensi yang berbeda-beda. Prinsip orientasi belajar dan motivasi belajar cenderung lebih konsisten, sementara prinsip lainnya berkembang secara adaptif sesuai kondisi pembelajaran. Penerapan prinsip-prinsip tersebut berimplikasi terhadap partisipasi aktif warga belajar yang mencakup dimensi fisik, mental, emosional, dan sosial, yang berkembang melalui proses pembelajaran yang dialogis, kontekstual, dan berbasis pengalaman. Simpulan penelitian ini menunjukkan bahwa penerapan andragogi dalam pembelajaran Paket C di PKBM Al-Fattah bersifat dinamis dan kontekstual, serta belum sepenuhnya sistemik. Partisipasi aktif warga belajar tidak terbentuk melalui hubungan sebab-akibat yang sederhana, melainkan melalui interaksi kompleks antara prinsip andragogi, karakteristik warga belajar, dan kondisi pembelajaran.

**Kata Kunci: Prinsip Andragogi, Pendidikan Kesetaraan, Partisipasi Aktif, Pendidikan Nonformal.**

## **ABSTRACT**

**AHMAD GHILMAN MATIN. 2026. “ANALYSIS OF THE APPLICATION OF ANDRAGOGICAL PRINCIPLES AND THEIR IMPLICATIONS ON LEARNERS’ ACTIVE PARTICIPATION” (A Study of the Package C Program at PKBM Al-Fattah). Department of Community Education, Faculty of Teacher Training and Education, Universitas Siliwangi.**

*Learning in the Package C Equivalency Program at PKBM Al-Fattah indicates that the implementation of andragogical principles has not been fully consistent, while learners’ active participation tends to fluctuate. This condition highlights the need to examine how andragogical principles are implemented and their implications for learners’ active participation. This study aims to analyze the implementation of andragogical principles and their implications for learners’ active participation. This research employed a qualitative approach with a case study design. The research subjects consisted of tutors, learners, and PKBM administrators, selected through purposive sampling. Data were collected through observation, interviews, and documentation, while data analysis was conducted using the Miles and Huberman model. The results show that the implementation of andragogical principles—including the need to know, self-concept, experience, readiness to learn, learning orientation, and motivation to learn—has been carried out, but with varying levels of consistency. Learning orientation and motivation tend to be implemented more consistently, while other principles develop adaptively according to learning conditions. The implementation of these principles has implications for learners’ active participation, which encompasses physical, mental, emotional, and social dimensions, developed through dialogical, contextual, and experience-based learning processes. The study concludes that the implementation of andragogy in the Package C program at PKBM Al-Fattah is dynamic and contextual, yet not fully systemic. Learners’ active participation is not formed through a simple cause-and-effect relationship, but rather through complex interactions between andragogical principles, learner characteristics, and learning conditions.*

**Keywords: Principles Andragogy ,Equivalency Education, Active Participation, Nonformal Education.**