

ABSTRAK

SYAHSULTAN ALIF AKBAR, 2026. ***“EKSPLORASI PERBANDINGAN MOTIVASI BELAJAR ANTARA REMAJA DENGAN DEWASA DI PENDIDIKAN KESETARAAN PAKET C”*** (Studi pada Warga Belajar di PKBM Gema Kota Tasikmalaya). Program Studi Pendidikan Masyarakat, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi.

Pendidikan kesetaraan melalui Pusat Kegiatan Belajar Masyarakat (PKBM) hadir sebagai solusi strategis dalam menekan angka putus sekolah yang masih tinggi. Kehadiran peserta didik dengan latar belakang usia yang sangat beragam menciptakan tantangan tersendiri bagi keberhasilan proses pembelajaran. Perbedaan karakteristik antara warga belajar remaja dan dewasa memicu dinamika dorongan belajar yang berbeda dalam mengikuti program Paket C. Penelitian ini bertujuan mengeksplorasi perbandingan motivasi belajar antara remaja dengan dewasa di PKBM Gema Kota Tasikmalaya. Melalui pendekatan kualitatif dengan metode fenomenologi, data dihimpun dari dua warga belajar remaja, dua warga belajar dewasa, dan satu tutor Paket C menggunakan teknik wawancara mendalam, observasi, serta dokumentasi. Data yang terkumpul kemudian diolah menggunakan model analisis Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil kajian menunjukkan adanya titik temu berupa persamaan tujuan jangka panjang pada kedua kelompok, yaitu keinginan untuk melanjutkan pendidikan ke jenjang perguruan tinggi demi mencapai aktualisasi diri. Divergensi nyata terlihat pada pemenuhan kebutuhan dasar sehari-hari yang memengaruhi konsistensi belajar mereka. Kelompok remaja sangat bergantung pada pengondisian eksternal, berupa lingkungan belajar yang aman dari perundungan serta apresiasi dari tutor dan teman sebaya agar tetap terlibat aktif di dalam kelas. Kelompok dewasa menunjukkan kemandirian belajar yang tinggi karena berorientasi langsung pada peningkatan kualitas hidup, walaupun harus menghadapi hambatan fisik berupa kelelahan akibat beban pekerjaan dan tanggung jawab keluarga. Simpulan penelitian menegaskan bahwa perbandingan motivasi belajar kedua kelompok menunjukkan perbedaan orientasi yang kontras, di mana warga belajar remaja didominasi oleh pemenuhan kebutuhan sosial dan penghargaan lingkungan, sedangkan warga belajar dewasa digerakkan secara mandiri oleh kebutuhan aktualisasi diri.

Kata kunci: Motivasi Belajar, Remaja, Dewasa, Pendidikan Kesetaraan

ABSTRACT

SYAHSULTAN ALIF AKBAR, 2026. ***“AN EXPLORATION OF THE COMPARISON OF LEARNING MOTIVATION BETWEEN ADOLESCENTS AND ADULTS IN PAKET C EQUIVALENCE EDUCATION” (A Study on Learners at PKBM Gema, Tasikmalaya City).*** Department of Community Education, Faculty of Educational Sciences and Teachers Training, Siliwangi University.

Equivalence education through Community Learning Activity Centers (PKBM) serves as a strategic solution to mitigate the persistently high rate of school dropouts. However, the presence of learners from highly diverse age backgrounds poses a distinct challenge to the success of the learning process. The differing characteristics between adolescent and adult learners trigger distinct learning motivation dynamics in attending the Paket C program. Therefore, this study was conducted to explore the comparison of learning motivation between adolescent and adult learners at PKBM Gema, Tasikmalaya City, utilizing the analytical lens of Abraham Maslow's Hierarchy of Needs theory. Employing a qualitative method with a phenomenological approach, data were gathered from two adolescent learners, two adult learners, and one Paket C tutor through in-depth interviews, observations, and documentation. The collected data were subsequently analyzed using the Miles and Huberman model, which encompasses data reduction, data display, and conclusion drawing. The findings indicate a convergence in the form of shared long-term goals between both groups, specifically the strong desire to pursue higher education to achieve self-actualization. Nevertheless, a distinct divergence is evident in the fulfillment of daily basic needs that influence their learning consistency. The adolescent group relies heavily on external conditioning, such as a learning environment safe from bullying and appreciation from tutors and peers to remain actively engaged in class. Conversely, the adult group demonstrates a high degree of independent learning as they are directly oriented toward improving their quality of life, despite having to confront physical obstacles such as fatigue from employment and family responsibilities. This study concludes that the comparison of learning motivation between the two groups reveals contrasting orientations, wherein adolescent learners are dominated by the fulfillment of social and environmental esteem needs, whereas adult learners are independently driven by self-actualization needs.

Keywords: *Learning Motivation, Adolescents, Adults, Equivalence Education*