

EDUCATION, PEDAGOGY AND ANDRAGOGY

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ABSTRACT

This article discusses the basic concept and theories of education, pedagogy and andragogy. It explores various scholarly definitions and concepts about transferring the knowledge to young learners and adult learners. The article will be useful for practicing teachers, students, college and university lecturers, school-based in-service coordinators, advisory teachers and school mentors dealing with the concepts and theories of education, pedagogy, and andragogy. This is a theoretical-based on the literature study. The result of the study argues that the competencies in teaching and understanding students in learning whether young learners and adult learners are an appropriate system in education. So, educators or stakeholders should consider for more understanding about education, pedagogy and andragogy in technology era now. The success of an education is largely determined by the approach used by educators and teachers in understanding concepts of education, pedagogy and andragogy, and learning material as well.

Keywords: education, pedagogy, andragogy, educators, language learning

INTRODUCTION

Today, educators and trainers have many challenges to improve human life especially in science and its system. Effective educators or trainers should find out the concept and way to improve their learning outcomes. They are required the effective competences and knowledge to understand them. The competences can be marked like understanding about

education, learning about the character of children's learning and what like adult learning (Marsh, 2010,; Amosun and Kolawole, 2015). So, it is highly believed that competences and knowledge are important parts in education. It is suggested the teacher and/or lecturers do planning in teaching and learning process, developing

pedagogy competencies and evaluating self-competencies in education.

Education is a basic need of every individual. Education is the process of transferring the knowledge that makes the people thinking better, take right decisions, solve problems, think critically and creatively, communicate effectively, etc (Rustiadi,2015; Prajapati at al, 2017; Valy, 2012). In others word, education is participating in the learning process to acquire knowledge and skills. Acquire knowledge and skills need a process and a continuous learning experience. So, these activities should consider learner who follow the learning process and education value based on gender and age. Children and adult have the different treatment and achievement in learning.

The competencies in teaching children and understanding the students is very important. Especially, understanding and organizing the learning process that is based on psychology of children development. It is called pedagogy that defined as the art of (and science) of teaching (Bhowmilk at all, 2013; Kivunja, 2014 ; Khainar, 2015; Panev and Barakoska,2015; Jones, 2016 Fergusonat all, 2019; Olivera and Cristina, 2019). In addition, pedagogy is the approach of learning process whether the teachers should consider about the technique in teaching and learning process. Pedagogy

will give the knowledge about the students, condition, learning need and the fact about theory and practice. Pedagogy is defined as learning and educational theory and practice, as a scientific approach studying the unity of theory and practice (Baldins, 2016; Watkin, 2017, Brown, Castilo, Jackson, and Vellanki, 2019). It is claimed that pedagogy is the comprehending about the application of theory and practice. However, pedagogy is pointed in teaching children and how makes teaching children effectively. Meanwhile, it is different if learners are adults; of course there is a specific formulation and appropriate resources given such as delivering the content verbal and non-verbal, using relevant humors, using audio visual and providing new knowledge (Palis and Quiros, 2014). It is because the level of acquiring, transferring and accepting the knowledge is influenced by the level of students' age. The way they think and the environment also as another factors determined for the successful of teaching and learning process.

Besides, pendagogy is one part of pointing education. It is emerged the adult learning framework that is known Andragogy. Andragogy is the study of art and science of helping adult learn (Ekoto and Galtwat, 2015; Pew, 2018, Haris and Arun, 2012; Pavlova and Sanger, 2016; Rismianto and Surayni, 2017). Adult

learners are different with young learners. They have a special mativation and different orientation in learning. In this condition, there is a knowledge need that link between teachers and learners. In addition, adult learners have the experiences and the basic knowledge. In many cases, it is assumed that they want to learn if they get something after finishing their learning. Adult learners' need to know is prompted by a desire to apply learning to some aspect of their professional or personal lives (McMohan,2015). Furthermore, adult learner should be taught by a different trait and way to convince them about the material. It is necessary to understand the concepts and theories about education and pedagogy because they can be used as a reference in choosing the good strategy in teaching and learning process and understanding students' character in learning.

In the 21st century, it is necessary to consider a new generation that can be referred to as the digital generation, the existence of which is highly dependent on the opportunities provided by digital technologies. Taking into account the needs of the digital generation, education, pedagogy and andragogy should react to those needs and develop a new concept in their mind (Mehanna, 2004). In the recent years, some studies have done like discussing of education (Hadarsan, 2012;

Bahrwajh, 2017; Thangeda at all, 2016), investigating of pedagogy (Jones, 2017, Olivera and Lobo, 2019; Khainar, 2015), and studying of andragogy (Pew, 2018, Parlova at all, 2016; Hammer, 2017). Based on the previous studies, it can be seen what researchers have done is how to design and develop education, pedagogy and andragogy as learning methods, learning forms and resources for the learning process. So, it is needed also to create a theoretical and concept of education, pedagogy, and andragogy based on the current situation especially for educators.

Due to the important of techniques and approaches between how to teach young learners and adult in terms of pedagogy and andragogy are different and the role of technology nowadays bring the essential influence in the practices to both of them (Banerjee at all 2013). Then education should be consider about the learning of environmental of pedagogy and andragogy (Noor at all, 2012), it can be stated that there are some interesteing point should be remarked in this article; (1) it is necessary to know the basic concept of education, pedagogy, and andragogy because it is needed in teaching and learning process especially to face the learners. (2) Development of the study in education, pedagogy and andragogy. (3) It is important to know the latest issues of

education, pedagogy and andragogy for increasing knowledge and skill in teaching and learning process.

Since there is no significant study focused specially on this case and due to the important of understanding the concept and theories of education, pedagogy and andragogy and the essential of providing education, pedagogy and andragogy in terms of improving teachers' skill in teaching and learning process, so this article is necessary conducted. Furthermore, concept and theories of education, pedagogy and andragogy is needed as the concept in supporting the teaching and learning process to be more efficient and effectively.

1. Fundamental Ideas and Basic Concepts of Education, Pedagogy, and Andragogy

The world education comes from the Latin world e-ducere, mean "to lead out". It is indeed, difficult to define education. Education is a relentless process of becoming (Reddy, 1999). To the human being we educate and to the animal we train. Furthermore he said, education in the broadest sense is any act or experience that has a formative effect on mind, character or physical ability of an individual. In its technical sense education is a process by which society deliberately transmits its

accumulated knowledge, skills and values from one generation to another Education is a process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills (Thageda, Bartiseng and Mompaty, 2016). There are three concepts in education; teaching, training and learning. Teaching is a teacher guides a learner or a group of learners to a higher knowledge or skills (Nilsen Albertalli and Desforges in Ababio 2017). It means that teaching is the guiding process that is done by the teacher to improve the learners' knowledge and their skill. In other hand, training is a planned education component and with exceptional method for sharing the culture of the organization, which moves from one job skills to understand the workplace skill, developing leadership, innovative thinking and problem resolving (Jehanzeb and Bashir, 2013). It is clear that training is a planned process to increase the knowledge, behaviors and skills. Then, Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude (Sequira 2017).

Education is the basis for development and empowerment for every nation. It plays a vital role in understanding and participating in day to day activities of today's world. It builds one's character and plays a significant role in transmitting

one's culture, belief and values to others in society (Macgichrist, Allert and Bruct,2020). The growth of society is not possible without education. It is with this reason that almost all the eminent educationists have unanimously agreed that education is the pillar on which the entire fabric of nation resides. Whether a society is formed through contract or communication, education plays its vital role in preservation and transmission of social values. The process through which they are transmitted is educational and the process through people are brought up and made conscious of their rights and duties are social.

The concept of an effective teacher has been explored from many different perspectives over the course of decade. Al-Mahrooqi, (2015) proposed that by understanding the characteristics which constitute effective teachers, it can assist teachers to sharpen their pedagogical practices by certifying them to embellish their good characteristics and find ways to over throw those which are less valued or considered unsuitable for a specific teaching context. Moreover, teachers are demanded to be proficient in professional problem - solving and to be knowledgeable about technological, pedagogical, and content knowledge.

Furthermore, it was asserted that a pedagogically proficient teacher will in

different contexts demonstrate a good ability to use the subject knowledge in research –related, practical, pedagogical actions with student learning in focus. Iriana, & Liliana (2011) added that by being pedagogically competent, a teacher can use a coordinated and synergistic combination of both tangible resources (e.g. instruction materials such as books, articles, and cases, and technology such as software and hardware) and intangible resources (e.g. Knowledge, skills, experience) to reach efficiency and/ or effectiveness in pedagogy. Moreover, pedagogical competence will enable teachers to effectively manage the students learning. At last, it allows for the efficient manifestation of an activity, or as a minimum professional standard specified by law, which professional teachers should reach.

On the other hand, Hill, Rowan, & Ball, (2005) defined the pedagogical knowledge as teaching knowledge. They affirmed that the pedagogical knowledge is closely related to teachers' instructional strategies in conducting the learning process. It accommodates teachers to comprehensively visualize the best possible methods, strategies, materials, and resources to be utilized for the learning situation. Moreover, Amosun & Kolawole (2015) added that effective pedagogy will help teachers in featuring skills at

establishing curricula designed to build on learners' present knowledge and understanding and move those learners to more sophisticated and in-depth abilities, knowledge, concepts, and performances. Thus, effective teaching requires pedagogical skills so that the teaching is carried out smoothly and results in the maximum output in terms of the expected teaching outcomes. In addition, Marsh (2010) delineates the characteristics of effective teachers to include, "highly knowledgeable, communicate well; give clear instructions in their teaching and have good relations with children, staff, and parents" . then, he adds that effective teachers are caring and kind, lend a hand to even the most unlovable child, they are enthusiastic, friendly but firm, have a sense of humor and demonstrate leadership qualities.

According to McCauley et al (2017) andragogy is a set of assumptions about adults as learners and a series of recommendations for the planning, management, and evaluation of adult learning. This explanation of the concept has two important presuppositions. First, self-directedness is a core of adulthood. Second, andragogical practice involves collaboration with the learners in their quest for learning. In others word, it can be said the process of andragogy, adult are free to choose the concept of learning,

because they have the basic knowledge and experience about the subject.

Adult learning situations, teaching can focus more on training. Why? Because, there are some principles or concepts should be understood in Andragogy. Knowles in Ekoto and Gaikwad (2015) states that there are four pillars of andragogy: (a) the learner's self-directedness, (b) his or her accumulated and growing experience for learning, (c) his or her readiness to learn, and (d) the educational shift from subject-centeredness to performance centeredness. In this connection, adults can be learned to be more active if they feel involved in learning activities, especially if they are involved in contributing thoughts and ideas that make them feel valuable and have self-respect in front of their peers. In other words, adults learn better when their personal opinions are respected, and are more likely to be given the opportunity to contribute their thoughts.

The concept andragogy (Loeng, 2017, 2018; Syaifar, 2017) was essentially about character formation and self-knowledge and included both general education and vocational education. He claimed that, in vocational education, character formation was superior to practical occupational skills and that the development of outer, objective skills must not take place independently of the inner.

Adult learning has the specific purposes and style in practice. In general, the concept of adult learning can be concluded (Kapur, 2015; Palis and Quiros, 2018):

1. The learners' self-concept. The learners' self-concept is the understanding of how the learner perceives himself as he or she encounters learning tasks. In other words, the learners have the capabilities to solve their subject by themselves that relate with their knowledge and experience. In particular, teachers only help them to develop what they have.
2. The role of experience. Adults have an accumulation of unique life experiences that they can draw upon to shape their learning. The experience will be the basic knowledge in their mind when they follow the lesson and sometimes if they get the new sources, it will be absorbed hardly.
3. Readiness to learn.
Adult learners have a desire and readiness to learn, especially when the learning is highly relevant to real-life situations they face. Specific events such as the loss of a job or a divorce often trigger the need for adults to learn something new.
4. Orientation to learning.

The orientation to learning of adult has the unique characteristics. Adults have a task-centered, problem-focused orientation. It means that the goal of their learning is finding the solution of their problem. At this time, they have had the answer about the problem, they learn to convince about their ideas. In other hand, the orientation of their learning is implication first.

5. Motivation.

Adults' learning is different with children's learning. They are more motivated in learning process, because they have some target after finishing the process of learning. There is the intrinsic motivation such as getting the good salary, improving the profession, promoting their job level, etc. Adult learners tend to be more motivated to learn if they perceive that instruction will lead to some form of internal reward. This sense of free will to choose content is an internal motivator that is responsible for ensuring quality in any given experience.

6. The need to know.

In this case, teaching adult will get the problem, because they need to know what they will be learn, why

this learning is important, and how they will learn. These will face by the teacher or educator in the first meeting. Sometimes, they are complaining about the subject, because they feel independent in the institution.

In Pedagogy, the educational focus is on transmitting, in a very teacher-controlled environment, the content subject matter. In Andragogy, the educational focus is on facilitating the acquisition of and critical thinking about the content and its application in real-life practical settings. Andragogy also calls for learner control, measures of knowledge acquisition based upon performance standards, and the voluntary involvement of students in the learning activity. Most of these conditions do not exist in the university. One of the primary tenets of andragogy is that learning is pursued for its intrinsic value. Finally, andragogy calls for the measurement of satisfaction and for learner determined outcome measures. Neither of these conditions is readily found in higher education where faculty set the learning objectives and where satisfaction is not the primary determinant of future course offerings (Rachal.2002).

What are the implications for the science of language education and environment of higher learning? The first

implication is that the knowledge of the science of language education will help the educators in determine which strategies, techniques and appropriate languages used for teaching adult and young learners. If we assume that we are focusing on adult learners, not on children, then the model must be that of andragogy, not pedagogy. Subsequently the responsibility for student learning lies primarily within the student, with support from faculty, and educator in transmitting the knowlegde moreover in giving motivation in learning process.

Practically, education should be to enable every individual to take an informed part in decision, and to take appropriate actions, that affect their own well being and the well being of society and the environment. Learning experiences should reflect a view of scientific knowledge and scientific inquiry that is explicit and inline with current scientific and educational thinking. All science curriculum activities should deepen understanding of scientific ideas as well as having other possible aims, such as fostering attitudes and capabilities. Learning experiences is linked to pedagogy and andragogy model that is actually crucial assumptions about the characteristics of learners that consider the whole-person perspective in term of diagnosis of needs, learning climate, and role of their experience.

2. Researches of Education, Pedagogy, and Andragogy

Hardarsan (2012) “Why the Aims of Education Can not Be Settled”. The aim of this study is to investigate the school education could be organized around aims, defined primarily in terms of students’ behavior. It also reveals and discusses the basics aims of education can not be settled bases on two premises. One of them is that the reason why people disagree about what education involves is that they have less-than-perfect knowledge of what human characteristics are worth cultivating. This work is as behavioural objectives or learning outcomes education that leads to intellectual independence transcends any given list of aims and serves purposes that cannot be completely stated in advance and education aims not only at liberation as it is conceived by the educator

Bharwajh (2017) “Importance of Education in Human Life: A Holistic Approach”. In this study, we focus on the combination of advanced science and technology that have given the contribution in so many success of human development. We convince that have education on every aspects of life which paves the way for the holistic development of the individual, society and the nation. Education is of course, a boon for the human life. But it is equally true that the education should not

only be learning concept. Fundamentally, it should be ensuring values imparted to all students and of course, value based education is very important if we want to have good citizens . We believe that a holistic education is a value based education that is able to give to our young the right direction.

Shilvock(2018), “The Purpose of Education: What Should an American 21st Century Education Value?”. It revealed that the society opinion believe that the main point of education as teaching students to elaborate to any condition they face themselves in. The analysis also showed that other results include a lack of preparation in current practices for life beyond education, although workforce preparation is adequate. Also, soft skills ought to see a curriculum of their own and taught explicitly to students in education instead of implicitly enforced, hoping parents alone taught these skills previously. In this time, there is the position of the public to check a technical skills and character building as goal of subjects and also the learners need to learn in their education to get a good achievement.

Thangeda, Baratiseng, Mompati (2016) “Education for Sustainability: Quality Education Is A Necessity in Modern Day. How Far do the Educational Institutions Facilitate Quality Education?”.The paper presents the

transition in the teaching system offered in educational institutions and the introduction of technology in educational institutions are a clear indication that education has to be of certain quality to meet the certain standards in the market. It remains that the importance of producing quality graduates by good institutions that attract the market demand and also with considering qualifications that make the graduates are able to create a new job and a creative job. This research focuses how far the quality of education base on the perspective of the students.

Johan and Harlan (2014) "Education Nowadays". This research states that most of people take their part in education matter and education development. In addition culture, economy and politics also have an important role in education. This paper also presents the discussion about the government should improve the education. It is found that the regulation and policy have good or positive impact to condition of education. Therefore, the students are encouraged to learn better in using complex facilities and teachers are comfortable to get the curriculum achievement. Finally, It implies that system of education changes dynamically following the needs of human being.

From Some related studies of education above, it can be concluded that

there are two kinds of viewing about education like education is transferring a knowledge should have producing a quality graduates and the succes of education is influenced by uderstanding the students' behaviour, elaborating between science and technology and supporting from the govertment.

The others sides, there are some researches that investigated about pedagogy. Jones (2017) "A pedagogy for teacher education: Making theory, practice, and context connections for English language teaching". This paper presents the discussion about discusses a pedagogic intervention on a pre-service teacher education course for student and teachers. In addition the implication of the pedagogy approach influences the students learning. It is found that the students have good or positive grade and this approach is effective in teaching. Therefore, the contextualisation provided by the cases gave student-teachersopportunities for making effective theory/practice connections. It implies that pedagogy is recommended as effective in teacher preparation, enabling theory and practice to be visibly connected through context.

Olievera and lobo (2019) "Evaluate the Pedagogical Practice of the Teachers of Higher Education: A Proposal". This research investigates the practice of pedagogical supervision in the classroom

context should be generalized in Higher Education establishments, as a strategy of professional development and support to the reflection on teaching practices. It is found that a set of actions or procedures to monitor the pedagogical practice and a process of application of pedagogy should be evaluated to get the goal of education.

Cuenca (2010) “Self-Study Research: Surfacing the Art of Pedagogy in Teacher Education”. This study gives the pointing that to surface pedagogy through self-exploration, self-study research provides an appropriate methodological and epistemic frame to appreciate the aesthetic and artistry of pedagogy in teacher education. In addition, pedagogy is important parts in education that give a way of the teacher teach well.

Khainar (2015) “Advance Pedagogy: Innovative Methods of Teaching and Learning”. This study presents that advance pedagogy has the big influence of teaching and learning development. In others hand, it is enlarging the knowledge to develop of condition of learning process. Furthermore, advance pedagogy is a way to combine between a method in teaching and technology. It is found some designing of question papers, students’ assessment, feedback of teaching and learning process and research design.

Lozano, Merril, Sammalito and Ceulemant (2017) Connecting

Competences and Pedagogical Approaches for Sustainable Development in Higher Education: A Literature Review and Framework Proposal”. This paper analyses competences and pedagogical approaches give the contribution. It implies that the framework connects the course aims to delivery at High Education by highlighting the connections between pedagogical approaches and competences in a matrix structure. In addition, it is used as the framework to help creating and updating the courses and to provide a more complete, holistic, and systemic sustainability education to future leaders, decision makers, educators, and change agents.

From the study above, they give the understanding about the role of pedagogy in education. Pedagogy is a server for teacher and learner in learning process. Furthermore, pedagogy has the big influence in developing of study atmosphere. But, the implication of pedagogy approach should be evaluated in order to reach of education goal. So, it can be used as framework for developing of future good education.

In others side, there are some reseracher who has done some researhs. Noor, Aris and Noor (2012) “Andragogy and Pedagogy Learning Model Preference among Undergraduate Students”. This paper seeks to evaluate the relationship

between andragogy and pedagogy in learning process. The relevance of this study brings the new concept in learning process. In this case, between teacher and students have the function each other when learning process continuing. It points about teacher can prepare material and organizing the classroom effectively and student do their responsibility with good planning.

Pew (2018) "Andragogy and Pedagogy as Foundational Theory for Student Motivation in Higher Education". This research investigates that when teaching process whether teaching a young learner or adults, motivation has the important role in learning process. In other words, if the learners have it, they do not have to go anywhere to get it. Here, intrinsic motivation will be a stick to support andragogy and pedagogy approach. Furthermore, these become an integral part in teaching and learning process.

Pavlova and Sanger (2016) "Applying Andragogy to Promote Active Learning in Adult Education in Russia". The result of research shows that this methods stimulate the thinking of students and are characterized by a high degree of interactivity, motivation and emotional perception of the learning process. In addition, it improves cognitive and creative activity of students and advances the effectiveness of the educational process. It

was found that the application of andragogy solve the problem of adult learning because it is able to stimulate the self motivation.

Hammer (2017) "An Andragogical Approach to Teaching Leadership". This study presents that there is a close relation between this approach and adult learning. Furthermore, it relates life experiences. It is found that concept of andragogy is effectively in adult learning such as the learners' self-concept, the role of experience, readiness to learn, orientation to learning, motivation, and the need to know as a guiding framework for achieving the adult learning.

From some related studies in education, pedagogy and andragogy above, they only pointed about the strategy or approach in learning process. They did not investigate what we have to comprehend in education, pedagogy and andragogy, so it will make easy to help educators to do the learning process. Furthermore, it can be claimed that there will be many chances for another researcher to do the research. The most interesting scopes related to the industrial revolution 4.0 is the role of technology. In this case, the e-pedagogy or e-andragogy are the most important point to develop. It is not only dealing with e-learning but also what kinds of technology which can be supported for teaching and learning process as the media and the

philosophy of the technologies used for teaching adult and young learners.

Furthermore, the studies of education are necessary to develop. There are some weaknesses found in their ideas such as the aims of education could not be achieved because of students' behavior influence (Hadarsan, 2012), education is only focused to the goal of education (Shilvock, 2018) and education is only following the curriculum (Thangeda et al., 2016; Johan Harlan, 2014). In this case, education needs the collaborating of theories, practices and education's stakeholder. Finally, education is not only considering of the goal but also seeing the process of education. Meanwhile, the positions of pedagogy and andragogy in the previous studies are pointing the method of teaching and learning (Jones, 2017; Cuenca, 2010; Khainar, 2015; Pew, 2018; Noor et al., 2012, Hammer, 2017). In addition, they did not conduct the learning development and psychology learning process of young learners and adult learners. In other words, it can be said that they discuss about how to teach young learners and adult learners. However, they need the connecting competencies for sustainable development in education (Lozano et al., 2017). Education, pedagogy and andragogy should be blended to be one unit to form a good teaching and learning process.

3. The current issues of Education Pedagogy and Andragogy

The current issue in education is the problem of the teacher in collaborating between education and technology (Macgilchrist, Albert and Bruct, 2020). This is the condition for future learning that is called mobile learning (Ally and Blazques, 2014). Mobile learning is the combination between education and technology. It means that the learners are mobile and the technology allows the learner to get access and learn in any context. This process will leave the process of education that teaches about attitudes, behaviors, characters value, etc. (Josefova, 2016). Furthermore, the collaborating of education and technology that brings the new procedure in teaching and learning process. So, this condition has to change the education environment and behaviors (Mcguire, 2015), also give the effect to the ethic of students (Ozdemir and Yirci, 2015) and significance of life skill in society (Prajapati, Sharma, Dharmendra, 2017)

The new century introduced significant changes in didactics and teaching methods. Pedagogy of the twentieth century differs from the pedagogy of the twenty-first century. Since the beginning of the twenty-first century, there have been many changes in the

development of national and world education (Kivunja, 2014). Advance pedagogy is the way to enhance teaching and learning performance. The different innovative teaching methods are now in use across the globe like use of technology and multimedia (Baldin, 2016). They are the ways to increase teaching and learning performance. Teaching with technology engages students with different kinds of stimuli- involve in activity based learning. Technology makes material more interesting. It makes students and teachers more media literate.

Currently, today pedagogy is understanding, methods and learning resources are seen as pedagogical technologies, consecutively and systematically applied for accomplishing pedagogical tasks. It called e-pedagogy or Pedagogy of e-learning (Mehana, 2016, Serdiyukavo, 2019; Juhari; 2011). Empirically this study is developed learning technologies and improves didactic approaches to a successful technology application. . it can be found of the approaches to teaching that utilize the affordances of digital information and communication technologies and cater for the learning preferences of the digital generation (Wee Hin, & Subramaniam, 2009);The study of teaching via the Internet, or the study of online instruction (Swartz, Cole, & Shelley, 2009);Teaching

and learning strategies developed specifically for online and/or blended environments (Salmons, Wilson, 2009); E-pedagogy is an e-learning pedagogy (Mehanna, 2016). Technology is a means to justify the end of composition outcomes and has become a seamless extension of the curriculum in the classroom.

At this time, besides there is e-pedagogy, adult learning on line learning or e-andragoby is essential considering in the 21 st century (Ferreira, 2017; Blondy,2017). They claim that e-andragogy will use to make practical recommendations for instructors about how to fully activate adults' imperative to articulate and accomplish their online educational goals. It is an essential variable toward their success. We believe that agree or disagree, the teacher should follow the technology development in education, especially, adult learning. we know that adult learners are not receiving the material directly, they relate it to their experience and their need.

However, Andragogy is not only used as approach in teaching and learning process but also in many multidiscipline life sector (Chan,2010; Scibra and Gergely,2011, Ekoto, 2015). It can apply in managing and improving the leadership (McCouley, Hammer and Hinojosa, 2017). In addition, this application is also used to train the civil servant how to be good civil

servant (Syaifar,2017). It is clear that the application of andragogy approach has the important role in many sector of human being today.

The current issues of education, pedagogy and andragogy nowadays are dealing with technology. As stated in explanation above, the role of technology bring the significant effect for developing education, beside as the media the technology will help the educator easier to acces some important element in transmitting and recording the knowledge to the learners. Besides, e-pedagogy and advance andragogy as mentioned above is already developing by some researcher, but there will be many weaknessees during the implemetation and the feedback of this system that should be improved by another researccher. The blended learning in pedagogy and andragogy also appears in pedagogy and andragogy practices.

Nowadays, digital environment is changing dramatically; it is getting continuously enriched with new technological solutions. It provides new opportunities in the fields of information and communication. Therefore, pedagogy and andragogy research should become more dynamic in order to timely diagnose the changes in people's behavior in digital environment, and to specify and improve e-education content.

According to the results of content analysis of available resources, e-education,e-pedagogy and e-andragogy as a concept has not been used before; consequently, the particular concept has not been comprehensively defined yet. Besides, the reflection of this new concept in teaching and learning process is not developed yet. Dealing with this, it is also necessary to characterize social experience of digital generation and to clarify the needs and conditions for its development. These are very challenging research tasks taking into consideration that the new generation is not a homogeneous social phenomenon and the research into the nature of digital generation as well as the impact of digital environment on its development is still at the emerging stage. Sociological research provides insights into characteristics of digital environment and analysis of behavior and ways of self-expression of its participants. Therefore, the issues concerning e- education, e-pedagogy, e-andragogy and its socialization process in the digital environment are needed at present. It is important to formulate the concept of e-education, which is teacher's theoretical knowledge base and purposeful education practice. It will allow new generation to obtain necessary knowledge, skills and attitudes for taking reasonable actions in the digital environment. Besides, it is

determined by actions of digital generation and their needs in digital environment, which should be examined to ensure its appropriate application for correct personality development. Therefore, e-pedagogy and e-andragogy research should follow digital environment and its participants' social behavior changes in order to timely update e-education content.

4. Concluding Remarks and Area of Studies on Education, Pedagogy, and Andragogy

The principles and assumptions of education, pedagogy, andragogy are constantly studied and refined. Education must examine the way educational resources are designed and delivered and take into consideration the needs and characteristics of current and new generations of students. The success of an education is largely determined by the approach used by educators or teachers in delivering material to students, both targeting children and adults.

Although most educational institutions are established according to the pedagogical model, theorists and educators are realizing the need for alternative forms of practice in the adult learning process. It is used in the process of teaching and learning, and has an association with

students' learning and outcomes. Adults learn differently than children, are motivated to learn for different reasons, and view themselves as learned learners. Andragogical practices support the more mature characteristics of adults and foster self-efficacy and higher learning. By using the theory of andragogy, adult learning activities efforts within the framework of development realization of the achievement of lifelong educational aspirations can be obtained with the support of theoretical concepts the use of justified technology. One of which is that how can a student who does not really understand the breadth of knowledge then be free to choose what they like. It is as if the Andragogy system is only a system that makes students happy and forgets the true purpose of education.

At a glance, andragogy refers to the methods and approaches used in adult education and are directed towards self-actualization, gaining experience, and problem-solving. In contrast, pedagogy is an education method in which the learner is dependent on the teacher for guidance, evaluation, and acquisition of knowledge. It may seem like semantics, but understanding the differences between pedagogy and andragogy could make a big difference between lackluster learning and ready, engaged adults. This doesn't mean that children and adults always learn

differently (both, for example, have a positive response to animation). The fact is, adults come to the table with different motivators. They know what has worked in the past or have habits that affect the way they learn and receive new information. Because of this, approaching new topics with a traditional pedagogical strategy could leave them disengaged and uninterested. Andragogy inspires instructors to do a better job connecting learning experiences to what adult learners already know. Allowing for personal opinion, better pacing, and knowledge checks and re-checks, help adults leverage what they already know against the new topics they are presented with. Think of it as one of the fringe benefits of teaching adults: Andragogy leaves room for a lifetime of learning. By understanding the difference, the similarities and the role between education, pedagogy and andragogy, educator will have a clearer idea of how and why the subjects learn best.

In pedagogical and andragogy research and practice, education as a concept has two meanings. Education, in its broader meaning of “upbringing” or “socialization”, is a purposefully organized personality formation process, aimed at transfer of socio-cultural experience from one generation to another, development of

value systems of new generations, as well as development of personality and self-control. During the process of socialization, a meaningful personal attitude towards people, labor, cultural values, nature, society and country is formed. It gives students the possibility to become full-fledged members of the society capable of defining and taking responsibility for their activities in life. In a narrower meaning, education is a person’s work aimed at the education of a child (young person) in a preferable way, taking care of him/her, teaching, educating, developing practical skills necessary for life, involving specific social life situations, forming his/her personal development condition. Prior to defining e-education content guidelines, it is important to determine the concept of e-pedagogy and e-andragogy also.

Tendencies of social development, ideals, and aims have always been connected with the aim to educate an individual, determining objectivity of this aim. Educational content, methods and forms should be selected accordingly. In each society, the ultimate aim – to raise an ideal personality– is different and corresponds to different social needs. The aim of e-education is to provide the youth and adult with the opportunity to acquire as much knowledge as possible on action

models that may be used in digital environment to develop communication skills in social networks and cultivate the sense of responsibility towards processes occurring in digital environment. One of the most important tasks of e-education is development of a personality capable of perceiving digital environment as a tool for improving the quality of life, not as an alternative for a normal social life. Therefore, e-education in terms of e-pedagogy and e-andragogy should be complemented with the following content guidelines, such as : Social network types and characteristic, Social network

application aims and opportunities, Terms and conditions of social network personal profile development and operations within it, Cooperation types and communication culture in social networks, Possible risks of Internet usage; technological and criminal threats, individual actions in order to minimize risks, Causes of conflicts among young people in digital society, “book generation” and “digital generation” relationship and communication development principles, and basic social needs of the people, ways of meeting these needs in the digital environment

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