
Participation of Christian Higher Education in adults Education from Lecturers Perspective



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Abstract

Lecturers as adult learners have challenges and barriers that are not easy to reach the quality of their personal growth and Christian Higher Education (CHE) as an organization. The study's purpose is to understand lecturers' perspectives about the CHE's participation in adult education. Qualitative research was used in this study. The research subjects numbered 5 lecturers from one of the Christian campuses in Kupang City and were Protestant. Participants come from various gender, ethnic groups, ages, educational backgrounds, and work status of being a lecturer. The result of study find four themes related adults education in CHE, including the lecturer's; need related formal and non-formal education; lecturer's perspective about CHE' participation in adults education; the barriers and cause of CHE' participation in adults education; and lecturer's suggestion for CHE to improve in adults education. Most of the five subjects agreed that non-formal education is more needed than formal education. The five subjects have strengths in the curiosity of learning, self-directedness behavior, and self-actualization. The limitation of this study is the lack of research subjects and diverse locations or diverse higher education, then further research can use a quantitative approach to investigate these problems. In conclusion, there are basic suggestions and barriers that CHE needs a lot of improvement about participation in adult education, especially related to growth mindset and grit; servant leader; and the alternative, emergent, organizational model.

Keywords: *Adults education, Lecturer, Christian Higher Education*

I. INTRODUCTION

Most lecturers as adults who refer to 25-64-year-olds have some characteristics that will be detailed in this paper. Shamad & Wekke (2019) cite that lecturers are professionals that require sufficient technical expertise and knowledge to support their professionalism.

Lecturers who have expertise can transform knowledge using various methods and strategies. Elfindri, Rustad, Nizam, & Dahrulsyah (2014) demonstrate that based on the Indonesian higher educational system, lecturers are assigned to fulfill their three basic tasks, including teaching, research, and services in the communities. Teaching is the main task, which is compulsory for every lecturer registered. They are requested to participate in teaching activities for a minimum of two subjects per semester (equivalent to 12-16 credits per semester). On the other side, in the real case, some lecturers teach over-limit than 16 credits per semester. At the same time, lecturers are requested to continue their research, aiming to support the content of the subject, as well as increasing publications for many forms and purposes. Combining teaching and research activities may improve the teaching process, and the last can increase the quality of the higher education process.

Another characteristic of lecturers as adults learners is they have unique challenges and barriers for continuing learning. Hilton (2017) describes that lecturers have faculty work that includes a wide range of responsibilities and long lists of tasks. Some of these tasks have more immediate deadlines, and necessitate frequent attention, while other important responsibilities that are longer-term projects. For instance, teaching preparation can consume a large proportion of time; however, research and writing cannot be neglected. Lecturers who are unable to adapt to teaching, research, and service activities at the same time tend to feel overwhelmed and trigger self-doubt. Spivey (2016) sum some current research identified both the external and internal barriers that lecturers as adult learners experience. Those barriers included: the effects of aging, variations in well-being and unforeseen trials of life, gender roles, and motivation factors. Adults are often challenged with many internal concerns when they entered into the educational setting, including failing to explore various perspectives of learning, reliance on recalled details and learned abilities, time management, concentrating skill, and being anxious about the inability to flourish in an unfamiliar educational climate. Moreover, research in the US found that Adults are busy people. There are two kinds of adults who can engage in independent learning (i.e., participate) and could not participate in learning activities. The two most often cited reasons for non-participation are lack of time and lack of money. These are socially acceptable reasons for not doing something, of course, and probably very legitimate reasons for adults who are busy people trying to become or stay economically solvent and take care of their families and themselves (Merriam, Caffarella, & Baumgartner, 2007) .

Another characteristic of lecturers as adult learners is wide varied choices for continuing learning in formal education and non-formal education. For instance, education and training programs sponsored by the workplace, colleges and universities, public schools, and other formal organizations. In investigating the scale of learning opportunities in adulthood, Merriam, Caffarella, & Baumgartner (2007) first discuss each of the primary arenas in which adult learning occurs: those sponsored by formal institutions, non-formal community-based learning activities, and learning that is more informal or self-directed in nature. The framework for three sorts of settings where learning happens for adults: formal institutional settings, non-formal settings, and casual settings. They are expecting that each of the three classes are of equivalent significance in adult learning. There will consistently be overlaps among the three, something that instructors of adults can benefit from when designing educational activities. Moreover, Formal education is highly institutionalized, bureaucratic, curriculum-driven, and formally recognized with grades, diplomas, or certificates. The term non-formal education has been used most often to describe organized learning opportunities outside the formal educational system. These offerings tend to be short-term, voluntary, and have few if any prerequisites. However, they typically have a curriculum and often a facilitator. Non-formal educational opportunities are usually local and community-based, also associated with international development programs designed to

improve the living conditions of people in developing countries through community projects and training programs. Then, informal learning is the unconstrained, unstructured discovering that goes on day by day in the home and neighborhood, behind the school and on the playing field, in the work environment, commercial center, library, and gallery, and through the different broad communications.

In addition, OECD (2019) describes that formal education is planned education provided in the system of schools, colleges, universities, and other formal educational institutions that normally constitutes a continuous “ladder” of full-time education for children and young people. The providers may be public or private. Non-formal education is sustained educational activity that does not correspond exactly to the definition of formal education. Non-formal education may take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover education programmes in adult literacy, basic education for out-of-school children, life skills, work skills and general culture. Interestingly, Allmendinger et al., (2019) identified that the most important learning environment for adults in Germany is the firm or workplace. The important part of adult learning is learning on the job. This form of learning has received increasing attention from researchers. These changes impact on an individual’s need to invest in further training and to continue learning over the entire life span. Busse, Lischewski, & Seeber (2019) said that understanding non-formal and informal adult education as an essential part of educational trajectories leads to the question of to what extent non-formal and informal adult education contribute to participation. Moreover, Desjardins (2015) depicts non-formal education activities undertaken by any adult aged 16 to 65. This includes some distinct types consist of: open or distance education (e.g., courses which are similar to face-to-face courses, but take place via postal correspondence or electronic media, linking instructors/teachers/tutors or students who are not together in a classroom); and on-the-job training or training by supervisors or co-workers (e.g., planned periods of training, instruction or practical experience, using normal tools of work; usually organized by the employer to facilitate the adaptation of staff; may include general training about the company as well as specific job-related instructions).

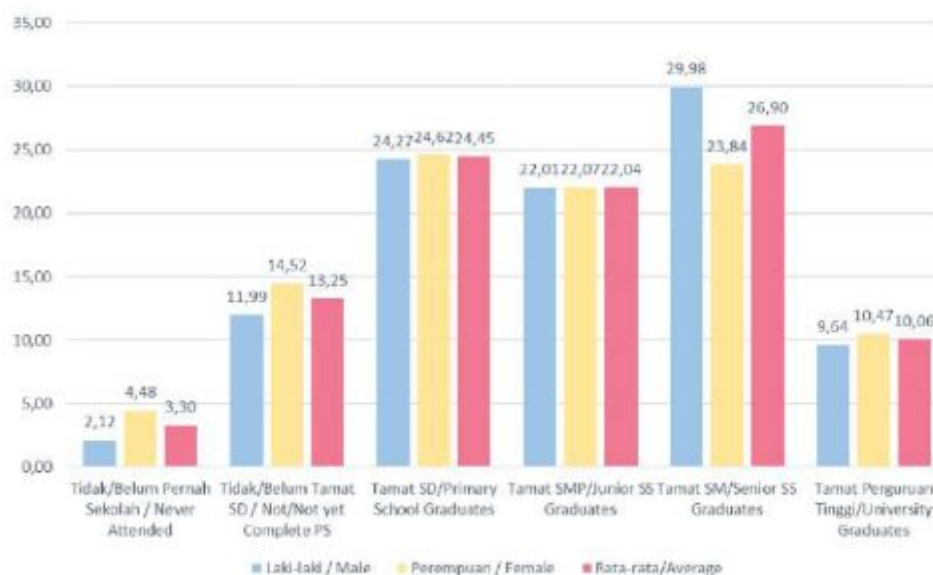
Furthermore, OECD (2019) found the participation of adults in formal and/or non-formal education and training is about 20 percentage points higher for those who completed tertiary education than for those who completed upper secondary or post-secondary non-tertiary education on average across OECD countries. Participation in non-formal education and training is much higher than participation in formal education and training. This holds true even for 25-34 year-olds: 50% of younger adults were participating in non-formal education and training while only about 16% were participating in formal education and training. Participation in adult education and training is largely driven by employment. 70% of the education and training activities followed by tertiary-educated 25-64 year-olds participating in non-formal education and training were job-related. Moreover, Busse, Lischewski, & Seeber (2019) underlined the importance of non-formal adult education in Germany, the general participation rates of employed adults in non-formal education as well as in job-related non-formal education. The most important context of non-formal adult education is the company or workplace: companies mainly provide non-formal training courses, and thus, adults in Germany participate mostly in job-related, non-formal education activities. The majority of job-related learning activities are fully or partly paid for by employers. A small share of adults participate in job-related learning activities without any support from their employers. Some scholars have found that adult education leads to increased income levels and job promotions. That is why numerous providers offer training or courses for adults in formal and non-formal environments. For instance, the firms, state-founded institutions (e.g., adult education centers), state agencies (e.g., the Federal Employment Agency), chambers of commerce and crafts, higher education institutions, and a wide range of nongovernmental

organizations.

In the Indonesian context, Ministry of Education and Culture (2018) identified that trend of net enrolment (i.e., participation) ratio overall from 2015-2018 has increased in numbers every year at each level of education, but when compared to the numbers at each level of education, there is a huge gap. The higher the level of education, then the lower the participation rate. For instance, in 2018, the primary school level has 93,02 points, the junior school level is 76,99, and the senior school level is 63,70. This trend tends to decrease when entering the college level. The percentage of population by education attainment (aged 15 year+) in 2017 depicts a decrease in numbers when entering the university level. For more detail, look at Picture 1.1.

Picture 1.1

*Percentage of Population by Education Attainment
(15 Tahun ke atas/aged 15 year +)
2017*



Moreover, Rosser (2018) identified that higher education outcomes have been no better than the basic level of education. With poor-quality research and teaching, few Indonesian universities have ranked in the top 500 in the global league. The quality of research and teaching in Indonesia's higher education system, especially Christian Higher Education (CHE) that under the Ministry of Religious Affairs (MoRA) is generally regarded as poor relative to both global standards and those of neighboring countries in Asia. The MoRA retained responsibility for religious schools as well as matters related to religious education. The factor of poor quality is the quality of Indonesian lecturers. According to the World Bank, more than one-third of Indonesia's academic labor force only about 10 percent have PhDs. The second factor is reward/incentive systems that discourage Indonesian lecturers from delivering high-quality teaching and, in the case of university academics, high-quality research. The third factor is poor government management of public educational institutions,

in particular excessive government control over their activities. The poor performance of Indonesian educational institutions cannot just be explained by the proximate causes outlined above. It also reflects the way that a range of elite actors, including bureaucrats, political leaders, and business people, have often stymied efforts to improve the quality of the education system. From that data, we can summarize that there is a gap in participation in education especially in adults learners between Indonesia and other countries (e.g., Europe / OECD countries). So, it is important to begin the initial research in one specific college to find out how the lecturers perceive the Christian Higher Education (CHE) to participate in adult education.

II. METHODE

Design

The method used in this research is a qualitative method. Qualitative research methods are research methods used to examine natural object conditions. Researchers are placed in important positions as key instruments. Objects in qualitative research are natural objects, so this research method is often referred to as a naturalistic method. Natural objects are objects as they are, not manipulated by the researcher so that the conditions at the time of the initial researcher meet the object, after meeting the object and after completing the process of examining the object relatively unchanged (Sugiono, 2015) . Data were collected from October 2019 - June 2020.

Subjects and data collection

The subject was informed and voluntary, requiring written consent. The study was conducted at CHE located in Kupang, East Nusa Tenggara, Indonesia. This is the real name of the campus disguised. The criteria for participants have willingness and interest with this topic and have status as a lecturer in CHE. Of the six individuals contacted, five of them responded indicating they would be willing to participate, and these were three women and two men. The educational background of participants are Christian education, theology, and music. Then, subjects originated from diverse ethnic groups namely Rote, Timor, and Ambon.

For data collection, there are two types we use: observation and interview. The type of observation used dominantly are participatory and to complete that non- participatory also used. Observation conducted at a college setting consists of two situations (e.g., formal and informal meeting). Formal meetings happen where every level of staff and leader join, especially in some assembly events, and ceremonial formal routine every week. Then, an informal meeting happens in micro-setting consisting of workgroup space and communication from whatsapp group department. Observation data were transcribed in a word document then analyzed into the same theme with interview data.

A semi-structured interview method was used, which was based on two major points of interest, with further questions on these topics being asked ad-lib to further the discussion as appropriate. Interviews, averaging 45 minutes duration, were audio- recorded and transcribed verbatim. At the start of the interview, the informed consent statement was delivered to participants: "I am interested in the experiences and views of lecturers about the topic in adult education. Your name won't be recorded. Participation is confidential and voluntary, and you can refuse to answer any questions if you feel uncomfortable. You can also withdraw from the interview at any time. Is it alright if I record the conversation for analysis?" After the interview, participants were informed that they could ask any questions about the research and that their data would be kept anonymously.

There were two major areas of interest for the interviews and these included: subjects personal need in adult education, and their perspective about CHE related adults education. Some of the questions that were asked are "What kind of adult education do lecturers need?, "How CHE supports their need to go through in formal education?", and "How CHE supports their need to go through in non-formal education?". To analyze the data, the verbatim document was read to, and all relevant responses or any other interesting or key comments given, were noted for each participant on a spreadsheet. This enabled comparisons of responses for each participant across each question, as well as triangulation with observation data, and variation of subject' background.

Data analysis

Interview and observation data were subjected to descriptive qualitative content analysis. Data analysis consists of data reduction, data display, and conclusion drawing/verification which are carried out interactively and continue continuously until completion so that the data reaches saturation (Satori & Komariah, 2011) . Data were managed using Excel spreadsheets and Word documents. Data were sorted into some themes related to formal education, non-formal education, the weakness of CHE in adult education, and the lecturer's suggestion for improvement. Qualitative researchers developed and reviewed the codes, then categories were iteratively refined and developed during regular meetings until reaching consensus.

III. RESULT

From observation and interview data, the author found four main themes are finding, including the lecturers' need related formal and non-formal education; lecturers' perspective about CHE' participation in adults education; the barriers and cause of CHE' participation in adults education; and lecturer's suggestion for CHE to improve in adults education. First of all, the author shows the overview of Subjects' answers in Table 1.1.

Table 1.1 Overview of Subjects' answers

Subject	Initials	Age	Gender	Working status	Have experience in campus structural position?	Lecturer need and priority	Participation of CHE
First subject	S.M	37	Female	Full time	No	1. Formal education 2. Non-formal	Weak
Second subject	M.M	33	Female	Full time	No	Both balance	Weak
Third subject	L.L	39	Male	Full time	Yes	1. Non-formal 2. Formal	Weak
Fourth subject	D.P	35	Male	Full time	Yes	1. Non-formal 2. Formal	Weak
Fifth subject	Y.G	40	Female	Part-time	No	1. Non-formal 2. Formal	Weak

Lecturers' need related formal and non-formal education

Generally, based on observations of the lecturers in CHE, there are two types of lecturer's reactions, namely those that show active participation and initiatives for self-development and those who do not actively participate. The self-development referred to by that subject includes formal and non-formal education. Based on interviews on five subjects, they belong to the category of lecturers who are actively involved in various self-development activities, even if the activity is under-supported by campus funds. On the other side, some lecturers complain when invited to join some training or seminar outside the CHE. For instance, they mentioned overloaded work in teaching areas and structured administrative duties, prioritizing time with family (especially children), and lack of management skills.

The first subject said that she has a plan to pursue higher education (Ph.D.), so she needs formal education more than the non-formal. However, she also realizes that to achieve this, she also needs to be supported by a variety of non-formal activities that can support readiness for Ph.D. studies. For instance, training in scientific writing, researching, and foreign language skills. The second subject states that she needs formal education and non-formal education in

a balanced way. Even though she felt that formal education such as a Ph.D. study was urgently needed by the campus at this time.

The third subject feels more in need of non-formal education because he is not currently planning to pursue further studies (Ph.D. He experienced that many problems occurred on campus and that could be solved by increasing human resources through various intensive training, seminars, and courses. For instance, the topic about assessing campus quality, and maintaining the quality of higher education. Then the fourth and fifth subjects also have the same needs in non-formal education. Because it is considered very useful with daily work, it can be immediately practiced (i.e., felt the benefits), and also the need for self-development. Five of them realize that lecturer's self-development is very necessary because it can support the quality of education in CHE.

The five subjects claimed that in many ways, they have the curiosity of learning and willingness independently studied, even using their personal funds to participate in various self-development activities. According to them, the reason lecturers did not participate was due to a lack of willingness to learn independently, and lack of funding.

Lecturers' perspective about CHE' participation in adults education

The five subjects agreed that non-formal education still lacked attention by campus leaders. In fact, the campus conducts training and seminars as well but the quality of the activities and speakers are less able to answer the needs and curiosity of each lecturer to develop themselves more deeply. Simply stated, the non-formal education that has been done by the campus so far has been running, but it is not well-targeted. The five subjects also agreed that they felt inferior when compared to other famous and well-known campuses because they felt left behind and lacked updates in terms of knowledge and skills that should be facilitated through non-formal education.

In addition, the five subjects also agreed that for these past two years, the development of formal education at the Ph.D. level has begun to get more attention from the CHE leaders. So there is an encouragement to participate in various scholarships that have been provided by MoRA. But what is lacking in attention and facilitated by the campus is preparing the lecturer's resources for Ph.D. studies.

The third and fourth subjects who have experience involved in the system and directly involved in the budget allocation of campus funds, they consider that the campus has not prioritized non-formal education activities to be carried out both for lecturers and students. Even though they are actively speaking up about these in meetings, and submit proposals for non-formal education programs, in reality, the proposal was rejected because the campus still tends to be a priority in developing campus infrastructure.

The barriers and cause of CHE' participation in adults education

The following is a summary of the subject's answers:

1. Low ability to think, lack of knowledge about adults education, rigid mindset, and old-fashioned bureaucratic system
2. The period of ignorance or lack of concern for the development of each lecturer
3. Tends to side with the closest people and unfair to all lecturers
4. Lack of focus on implementing the vision and mission of education in the long term and the short term
5. The working pattern is instinctive, less preventive, less able to think out of the box, and fixated on routine. So they notice some problems happen then leaders will aware and think the solution
6. A weak leadership style, which is less able to bring and drive positive change

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7. Unfair competition in work patterns

Lecturer's suggestion for CHE to improve in adults education

The following is a summary of the subject's answers:

1. Regeneration of campus leaders with pure academics who understand adult education
2. The leader becomes the model and the main driver of adult education
3. There is a great willingness from the leaders to learn everything from the beginning
4. Develop a leadership style that is open-minded to changes, and has a humble attitude to cooperate from young lecturers
5. Leaders and all academics have a mindset on improving the quality, access, and strengthening of human resources capacity

IV. Discussion

From five subjects, the first finding shows that more of them need and prioritize non-formal education. Even though subjects considered that formal education still important too. These findings have few similarities with OECD (2019) that found participation in non-formal education and training surpasses participation in formal education and training among all age groups. Their data shows that education and training sponsored by the employer makes up the largest share of activities among tertiary-educated adults participating in non-formal education. This is true for all OECD countries except Greece, where the commonest form of non-formal education was job-related education not sponsored by the employer. Another similarity is related to the five of the subjects who have the curiosity of learning and willingness independently studied, even using their personal funds. Lee (2018) indicated that two important factors for participation in lifelong learning are positive learning psychology and self-directedness of adult learners. Comparing the five subjects, they show self-directedness behavior that could contribute to the development of lifelong learning systems. Besides that, one factor that distinguishes between lecturers who are self-directed and not actively participate in self-learning is self-actualization. Ortiz (2017) cites Maslow's theory that described self-actualized people as authentically living out their talents and capacities and in the process attaining fulfillment. Moreover, self-actualization includes an acceptance of the inner core of one's self and the expression of this core, which consists of latent capacities and potentialities.

Furthermore, Allmendinger et al., (2019) describe that an important part of adult learning is learning on the job. This form of learning has received increasing attention from researchers because skill-biased technological change is altering the overall structure of a firm's organization and the composition of its workforce. These changes impact on an individual's need to invest in further training and to continue learning over the entire life span. The reasons behind educational decisions vary between different individuals, the influence of relevant others is meaningful for the learning participation of adults. Members of different social groups have different attitudes and information, and their behaviors are affected by different economic, cultural, and social resources. Therefore, some findings of CHI participation in adult education are huge differences between OECD countries. The five subjects agreed that non-formal education still lacked attention by campus leaders. The third and fourth subjects who have experience involved in the system consider that the campus has not prioritized non-formal education activities to be carried out both for lecturers and students. Cai (2018) demonstrates that perceived institutional support and the intention to pursue continuing education courses have significant relations with the growth mindset. Moreover, Hochanadel & Finamore (2015) cite that individuals with a growth mindset believe that they can develop their intelligence over time. The idea behind a growth mindset in learning is

people who value effort, persevere when faced with challenges, and adversity seem to have grit. In contrast, there is a fixed mindset that also lacks grit. Those with a fixed mindset are asked to determine future behavior based on specific situations, they perceive subsequent behavior based on past experiences and are not able to see change. Individuals with a fixed mindset believe that their intelligence is simply an inborn trait - they have a certain amount and that's that. The growth mindset can be taught to faculty, students, and parents. A growth mindset is changing an individual's thinking that intelligence level is not a fixed number and can change. Grit in education is how one can achieve long-term goals by overcoming obstacles and challenges. Analyzing deeper in subject's suggestion for CHE in adults education consists of a growth mindset and grit concept.

In addition, compare with other subject's recommendation for CHI found one concept of servant leader that has a humble attitude. CHAN (2016) describes that servant leaders have a growth mindset and makes a conscious effort to develop self-effectiveness in areas of listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and community building. Servant leadership takes a developmental approach to meeting diverse learner's needs. It does not put its emphasis on the talents of individuals but focuses on learning as a journey. Learner's potential is actualized through effort and stamina, which is also known as grit. A servant leader is a learner and models a growth mindset. The practice of servant leadership in a learning community creates a supportive, respectful, and demanding environment, which is conducive to cultivating learners with a growth mindset and grit. So this concept of leadership could help CHI to make many improvements in adult education and help lecturers as adult learners. Moreover, to respond to a subject's answer about one barrier in CHE is an old-fashioned bureaucratic system (i.e., traditional corporate models of the organization), then CHE as an organization needs alternative strategic management. Doyle & Brady (2018) article suggests alternative organizational theories or models that offer a different perception of the sources and patterns of organizational change in higher education. These theories perceive organizations more as emergent entities in which change is continuous, often unpredictable, and arising mainly from local interactions. The implication is that acceptance of the alternative paradigm might have for strategizing and changing leadership in higher education institutions. It suggests that the accommodation of these alternative paradigms of institutional development in higher education may itself be an emergent process. In the alternative, emergent, paradigm, the change leader is not just an observer or interpreter of events but is a committed participant immersed in whatever interactions are at play. The role of change leaders is extended beyond the application of trusted models and methods learned from past experience in effecting change to the engagement with others in making sense of a complex and uncertain present, collectively sensing what may emerge from this context and co-creating responses and actions to deal with it. This suggestion could cover all of the barriers, the causes, and the suggestion from the lecturer's perspective.

The last is about the limitation of this study that lack of research subjects with diverse location or diverse higher education institution. So further research can consider a quantitative approach to investigate this phenomenon.

V. Conclusion

In five of the subject's answers, this article found that non-formal education is more needed than formal education. Unfortunately, these needs could not be accommodated by CHE, because of some barriers, and causes. The main barriers that CHE could not afford are the mindset, style of leadership, and organization model. Related to that, there are some suggestions to imply in CHE for foster participation in adult education, including growth mindset and grit; servant leaders that have a humble attitude; and the alternative, emergent, paradigm organizational model. Even though there are barriers, the five subjects have some strengths in the curiosity of learning, self-directedness behavior, and self-actualization. The limitation of this study is the lack of research subjects and diverse locations or diverse higher education. So further research can consider a quantitative approach to investigate this phenomenon.

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