

Andragogy-Based Writing Skills Model in Developing Critical Thinking Skills

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Abstract

This study aims to develop and measure the effectiveness of the andragogy-based writing skills model in improving the critical thinking skills of educators at SMAN 2 Cianjur. The training is designed as a transformation process, where educators are invited to realize their potential and habits in daily activities to build critical awareness. With the integration of technology in training, limited access to education and training in areas such as Cianjur can be overcome, expanding opportunities for digital literacy and collaboration between educators. A quantitative method with a quasi-experimental design was used in this study, where writing training was shown to improve teachers' writing and critical thinking skills. The trained teachers can produce articles, teaching materials, and documentation of good practices published on the Lentera Mahardika and PMM platforms. The study's results showed a significant improvement in writing skills and contribution to learning quality. This study emphasizes the importance of writing habits as a hobby for educators to strengthen innovation and relevance of education in the future.

Keywords

Writing; Andragogy; Critical Thinking; Literacy; Education

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1. INTRODUCTION

Education is one of the main pillars of developing society and the nation (Marsuki Saleh, 2012). Critical thinking skills are one of the most important competencies for educators and students (Linda & Lestari, 2019). Critical thinking skills allow individuals to analyze, evaluate, and generate rational and logical thinking in solving problems. At the higher education level, especially among educators, this skill is a basic need in improving the quality of learning and creating educational innovations (Dewi & Primayana, 2021; Farizal & Ismaniar, 2020). One effective approach to developing critical thinking skills is through writing skills, which can be applied through andragogy-based training.

Considering current educational challenges, research on the Andragogy-Based Writing Skills Model in Developing Critical Thinking Skills is highly urgent (Ida & Akhsan, 2021; Linda & Lestari, 2019; Mardiyah, 2016; Moore, 2013). In Indonesia, many educators face limited training and professional



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development access, especially in more remote areas. Therefore, developing a relevant training model that can be applied independently by educators in schools, such as SMAN 2 Cianjur, is very important. With the existence of andragogy-based training, which focuses on adult learning experiences and pays attention to the needs and motivations of educators, it is hoped that it can improve writing skills that play an important role in developing critical thinking skills. This research seeks to significantly contribute to improving the quality of education by improving educators' critical thinking skills. In the context of community education (PENMAS), writing training at SMAN 2 Cianjur is designed not only as ordinary technical training but as a transformation process where educators are invited to realize their potential and habits in daily activities (Ndraha et al., 2022; Rahman et al., 2023; Rahmat, 2020). This approach aims to build a deeper critical awareness, which in turn will reinforce the demands, needs, and habits of reading, writing, and conveying information through writing.

By presenting an andragogy-based training model, educators learn to improve technical writing skills and form a critical and reflective mindset toward the educational and social issues around them. This process allows educators to reflect and question old assumptions, encouraging them to be more proactive in developing innovative and adaptive learning strategies for students' needs. Challenges faced in areas such as Cianjur, such as limited access to technology-based education and training resources, are the impetus to integrate technology into this training model. Technology can be used as a tool to expand access to information and educational resources and a medium to strengthen collaboration and knowledge sharing between educators. Thus, the training focuses on improving individual skills and increasing collective capacity to create a sustainable learning culture.

This study takes a holistic approach that combines the cognitive, affective, and social aspects of the andragogy learning process, which is expected to have a long-term impact on improving critical thinking and literacy skills among educators in Indonesia. Regarding the description above, the author wants to initiate a theme that is certainly related to Community Education (PENMAS) through writing activities at SMAN 2 Cianjur, not only ordinary Writing Training for adult educators who already have assumptions and experience but also make educators aware of the potential and habits that are carried out daily so that they can build critical thinking skills, so that this can make educators aware of the demands and needs of reading, writing, conveying information through writing so that it becomes a request, need, habit and ultimately a hobby for educators. Hence, this research aims to develop an Andragogy-Based Writing Skills model for Building Critical Thinking Skills".

2. METHODS

This study uses a quantitative method with a quasi-experimental design. The experimental group will take andragogy-based writing training, while the control group will not receive similar training. The population is all high school teachers in Cianjur Regency, and samples are taken using the purposive sampling technique with the criteria of teachers who have never participated in similar training. Independent Variable (X): Andragogy-based writing training. Bound Variable (Y): Critical thinking ability. Data Collection Stage with Pre-test and post-test writing skills and critical thinking. It uses a paired t-test statistical test to compare pre-test and post-test and an independent t-test to compare experimental and control groups.

3. FINDINGS AND DISCUSSIONS

Result

Writing skills of high school teachers

The andragogy-based writing skills training model in improving the critical thinking skills of high school teachers has been done well so that through the writing training, namely IHT that has been

carried out, teachers have good writing skills. Through the andragogy-based writing skills training model, In-House Training (IHT) activities have been carried out well, thereby significantly improving the writing skills of high school teachers. The results of this training can be seen through various works that have been produced, such as articles, teaching materials, and good practice writing.

Teachers manage to compose informative and structured articles reflecting their understanding of the material being taught. These articles are not only a means to share knowledge but also show the teacher's ability to write regularly and interestingly so that they can be used as a reference for peers and students.

Developing more creative and interactive teaching materials can also improve teachers' writing skills. The resulting teaching materials include a variety of innovative teaching methods, supporting a more effective and enjoyable learning process for students.

Good practice writing indicates the direct implementation of the theory learned during training. Teachers record and document successful learning experiences, providing concrete examples of how new approaches can be applied in the classroom. This is beneficial for their professional development and a source of inspiration for other teachers.

a. Conceptual model of andragogy-based writing skills training in improving critical thinking skills of high school teachers

START ↓ Identify Training Needs ↓ Determine Training Objectives ↓ Preparation of Materials and Resources ↓ Implementation of Training (IHT) ↓ |—— Theoretical Activities | ↓ | Presentation of Materials | |—— Practical Activities | ↓ | *Writing Workshop* | ↓ | Group Discussion | ↓ | Writing Practice | |—— Mentoring and Feedback ↓ Evaluation of Work Skills ↓ Participant Reflection ↓ Impact and Results

1) Conceptual Model Explanation

- a) START: Start the training process.
- b) Identify Training Needs: Collect data to determine teacher training needs.
- c) Define Training Objectives: Set specific objectives to be achieved through the training.
- d) Preparation of Materials and Resources: Prepare the required training materials and resources.
- e) Implementation Training (IHT): Conduct training that includes:
 - 1) Theoretical Activities: Delivery of materials on writing skills and critical thinking.
 - 2) Practical Activities: Organizing workshops, group discussions, and writing exercises.
 - 3) Mentoring and Feedback: Provide guidance and feedback on the work produced by participants.
- f) Evaluation of Works: Assess and evaluate the written work produced by participants.
- g) Participant Reflection: Invite participants to reflect on the experience and learning gained.
- h) Impact and Outcomes: Identify the impact of the training on teachers' writing and critical thinking skills.
- i) END: End the training process.

The implementation of andragogy-based writing skills training conducted through intensive workshops focuses on digital literacy activities, information evaluation, and the development of critical thinking skills. With a collaborative approach and discussion in the training through IHT, participants are actively involved in learning and gain valuable writing experience. Instrumental inputs and

environmental factors, including the design of appropriate learning materials, identification of participants' digital literacy levels, and adequate technological infrastructure, played a crucial role in the success of this training. An organizational culture that supports innovation and the participants' psychosocial aspects also contributes to achieving the expected outcomes.

The training resulted in improved writing skills, effective use of technology, and better collaboration among educators. Participants are expected to make writing a hobby and a necessity, not just a task to be completed. When their work is published in *Sinta* or nationally indexed journals, the satisfaction gained will encourage their passion for writing and strengthen their commitment to professional development. Thus, this training improves individual skills and creates a community of productive writers in education, making the learning process more relevant and sustainable.

2. Implementation of the andragogy-based writing skills training model in improving high school teachers' critical thinking skills

IHT Literacy teachers are trained to create articles, teaching materials, good practice writings, etc., with the habituation of critical thinking. Then, teachers started to enter work contracts to make it easier to fill in the contracts because they already had the training products.

The impact of the training is that teachers are trained to think critically in helping to produce products; of course, consciously or unconsciously, critical thinking can be transmitted to students as learners. Then, the teachers' products are published in *Lentera Mahardika* and printed or booked according to the criteria.

Learners of Sundanese children at SMAN 2 Cianjur face challenges in introducing and learning about it, with a small number of students already understanding it. The main challenges include introducing the Sundanese Deeds' history and how to memorize them, write, read, and type with a digital keyboard. To overcome this problem, teaching methods include introducing Sundanese script writing in the royal era using palm leaves and pangot knives and creating a method of memorizing the script through simple songs. As a result, students become interested and able to write their names in the Sundanese script and understand the reason for its rigid form in the past. The paper reflects good writing skills through a clear and organized structure in which the author describes the situations, challenges, actions, outcomes, and reflections related to learning the Sundanese script. The language is informative and communicative, with data supporting it, such as the percentage of students who already know the script. The author also explains his learning method in detail by memorizing the Sundanese script through simple songs and writing on palm leaves so that readers can understand the learning stages coherently. In addition, critical thinking is seen in the identification of the challenges faced, such as students' perception that the Sundanese script is irrelevant and how the author offers creative solutions to the problem, including innovative memorization methods. The author also reflected on the effectiveness of the methods used, showing awareness of the importance of improving the learning process in the future. Thus, this paper displays critical thinking skills in evaluating problems, finding solutions, considering cultural and temporal relevance, and demonstrating good writing skills in conveying ideas logically and systematically.

The teacher's writing, *Learning Sundanese Script in Class X (Phase E) of SMA Negeri 2 Cianjur*, shows writing and critical thinking skills in several aspects.

Aspects of Writing Skills

Structure and Organization: Writing is well-organized through a systematic flow, including situation recognition, challenge identification, actions taken, outcomes, and reflection. This shows the teacher's ability to organize writing with a logical structure. **Communicative and Informative Language:** The easy-to-understand and informative language makes this writing effective in conveying ideas and teaching methods to readers. **Descriptive Details:** Detailed descriptions of learning methods, such as using palm leaves and pangot knives and memorizing characters through simple songs, demonstrate

the ability to write to explain complex concepts clearly and coherently.

Aspek Keterampilan Berpikir Kritis

Challenge Identification: The author identifies problems, such as students' perception that Sundanese Script is irrelevant or archaic, demonstrating the ability to analyze learning situations. **Creative Solutions:** The author offers innovative solutions, such as memorizing Sundanese characters with songs and writing exercises on palm leaves, which reflect creative thinking and the ability to find relevant solutions to existing challenges. **Reflection on the Learning Process:** Writing reflects critical awareness through the evaluation of the methods that have been used and awareness of the need for improvement, for example, in motivating students to sing more confidently. This suggests that the author describes the method and reflects its effectiveness.

a. Initial Survey Data for Educators at SMAN 2 Cianjur (June 2023)

1) Writing Literacy and Critical Thinking Skills

- a) 79% of educators do not have excellent writing literacy. This shows the difficulty in articulating ideas in writing, reflecting the low ability to think critically. Good writing literacy requires analyzing, evaluating, and structuring arguments logically.
- b) 77.7% of educators do not have adequate writing skills and numeracy knowledge. This shows that writing skills are closely related to mastery of other content, such as numeracy, which is important in explaining concepts clearly and structurally to students.

2) Publication of Scientific Work:

97% of educators do not have papers published in national journals. This lack of publication can be attributed to low writing skills, an obstacle to preparing quality scientific articles for publication. To develop strong, data-driven arguments, scientific publications require high writing standards and critical thinking skills.

3) Information Technology (IT)-based Learning Innovations:

67% of educators do not have an IT-based learning innovation model. To evaluate and improve effectiveness, good writing literacy is required to design and document innovative learning models and critical thinking.

4) Professional Development and Promotion:

58% of educators do not have writing skills that significantly impact professional development, including in meeting the requirements for promotion and grade. Writing skills are needed to produce important documents, such as reports and scientific articles, that support the promotion process, which requires critical evaluation of the evidence submitted.

5) Insights on Learning Models and Publication Media:

- a) 48% of educators strongly agreed that writing skills provide insights into learning models that appeal to students.
- b) 47% of educators agreed that writing skills provide insight into media use as a scientific publication tool that affects promotion.

b. Data on the results of the study after the educators participated in the writing skills training:

1) Writing Literacy and Critical Thinking Skills:

- a) 93.77% of educators already have very good writing literacy. This indicates difficulty articulating ideas in writing, reflecting low critical thinking skills. Good writing literacy requires analyzing, evaluating, and constructing arguments logically.
- b) 91.1% of educators already have adequate writing skills and numeracy knowledge. This indicates that writing skills are closely related to mastery of other content, such as numeracy, essential in explaining concepts clearly and structurally to students.

2) Publication of Scientific Work:

87.1% of educators have had papers published in national journals. This lack of publication can be attributed to low writing skills, an obstacle to preparing quality scientific articles for publication. Scientific publications require high writing standards and critical thinking skills in developing strong, data-driven arguments.

3) Information Technology (IT)-based Learning Innovation:

89.4% of educators already have an IT-based learning innovation model. Good writing literacy is required to design and document innovative learning models and critical thinking to evaluate and improve their effectiveness.

4) Professional development and promotion:

89.1% of educators already have writing skills that significantly impact professional development, including meeting the requirements for promotion. Writing skills are needed to produce important documents, such as reports and scientific articles, that support the promotion process, which requires critical evaluation of the evidence submitted.

5) Insights on Learning Models and Publication Media:

a) 92% of educators strongly agreed that writing skills provide insights into learning models that appeal to students.

b) 87.1% of educators agreed that writing skills provide insight into media use as a scientific publication tool that affects promotion.

The Influence of andragogy-based writing skills training model in improving critical thinking skills of high school teachers

Andragogy-based writing skills training is designed to improve participants' critical thinking skills and writing literacy significantly. The first hypothesis (H1) is that the andragogy-based writing skills training model does not significantly affect participants' critical thinking skills. Meanwhile, the andragogy-based writing skills training model's second hypothesis (H1) significantly affects participants' critical thinking skills. With a relevant and practical approach, this training is expected to provide a real positive impact, measured through writing assessments and direct observations before and after the training.

a. H0: The andragogy-based writing skills training model does not significantly affect the critical thinking skills of training participants.

b. H1: The andragogy-based writing skills training model has a significant effect on the critical thinking skills of training participants:

Partial Hypothesis Test

Table 1. T-TEST

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,821	2,646		.688	.494
Andragogy Writing Training	.950	.058	.893	16,347	.000

a. Dependent Variable: Critical Thinking Skills

Based on the T-Test Table presented, the following is the influence of the andragogy-based writing skills training model in improving the critical thinking skills of high school teachers:

a. T-Test Table:

- 1) Table 1 shows that the t-value for the variable "Andragogy Writing Training" is 16.347 with a significance value (Sig.) of 0.000.
- 2) The t-table value obtained from calculations based on a significance level of 0.05 and degrees of freedom (nk-1) is:

$$\begin{aligned} T \text{ table} &= (a/2) ; (n - k - 1) \\ &= (0.05/2) ; (70 - 1 - 1) \\ &= 0.025 ; 68 \\ &= 1.99547 \end{aligned}$$

b. Hypothesis Testing:

- 1) Null Hypothesis (H0): The andragogy-based writing skills training model does not significantly affect training participants' critical thinking abilities.
- 2) Alternative Hypothesis (H1): The andragogy-based writing skills training model significantly affects the critical thinking abilities of training participants.
- 3) T-Test Results:
- 4) Based on the results of the T-test, the calculated t value of 16.347 is much larger than the t table of 1.99547. In addition, the significance value of 0.000 is smaller than the significance level used, which is 0.05.
- 5) Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, which means that the andragogy-based writing skills training model has a significant influence on improving the critical thinking skills of training participants.

c. Interpretation of Results:

- 1) Thus, it can be concluded that andragogy-based writing skills training significantly influences the improvement of critical thinking skills of training participants, in this case, high school teachers.
- 2) The regression coefficient B of 0.950 indicates that every increase in andragogical writing skills training will increase participants' critical thinking skills by 0.950.

Discussion

Andragogi, as a theory of education for adults, has some characteristics that are very relevant to the needs of educators. In andragogy, learning is based on the life experiences of students (Rahman et al., 2023; Rahmat, 2020; Setiadi et al., 2023; Warsiyah et al., 2022). Educators who have teaching experience tend to be more open to learning that is relevant to the context of their lives and have the need to apply the knowledge gained in daily practice (Khasanah, 2019; Sofiyana et al., 2021; Ssekamanya & Eken, 2018; Triwiyanto, 2013). This model provides a more flexible and autonomous approach in which educators play an active role in teaching-learning. By using andragogy as the basis for the writing skills model, educators can leverage their experience in teaching as a foundation for developing their writing skills. This model also pays attention to the need for educators to improve the quality of their teaching in a more applicable way, so that it can optimize critical thinking skills needed in the learning process.

However, it should be noted that although the andragogi model is very relevant for adult learning, implementing this model requires a deep understanding of the characteristics of learners (Apriani, 2020; Bambang W, 2020.). Adult educators face challenges and obstacles, such as limited time and busyness

outside learning activities. Therefore, the training materials delivered must be adapted to this context to facilitate an effective learning process. Critical thinking skills are very important in education because they teach educators to analyze, evaluate, and conclude information rationally and objectively (Moore, 2013). In this case, writing skills play a very important role. Writing is a complex process that involves organizing information and logical reasoning (Emilia, 2016; Mardiyah, 2016; Resmini et al., 2017; Yuliana, 2022). Through writing, a person not only hones language skills but also the ability to think analytically and reflectively.

The writing process, especially in the context of scientific or academic writing, allows educators to formulate their ideas clearly and structurally (Iskarim Mochamad, 2021; Nur Efendi & Muh Ibnu Sholeh, 2023). It directly relates to the critical thinking skills required to evaluate perspectives and make evidence-based decisions. Thus, writing training integrated with the andragogi approach will develop deeper critical thinking skills for educators (Agustina, 2020; Arif, 2023; Rosa, 2019). However, the main challenge in this regard is ensuring that educators can write effectively and not just aimlessly. Writing training should be designed to teach writing techniques that focus on spelling or grammar and the formation of logical, systematic, and evidence-based arguments. Thus, effective training can result in a noticeable improvement in the educator's critical thinking ability. One of the biggest challenges in education, especially in remote areas, is limited access to training and professional development for educators (Elsera & Adhayanto, 2022; Hasan, 2020.; Sulistyono et al., 2023). The use of information and communication technology (ICT) can be a solution to this problem. Using technology, andragogy-based writing skills training can be delivered online, allowing educators in remote areas to participate more easily.

Online learning platforms allow educators to learn anytime and anywhere, with various materials that can be accessed flexibly (Belawati, 2019; Fuady, 2016; Hasriadi, 2022; Jazilah, 2021). In addition, technology also allows the creation of discussion and collaboration spaces between educators from various regions, which can improve the quality of learning. Using technology in andragogy-based writing training can expand the range of training and facilitate educators in developing their skills without being limited by distance and time factors.

However, several factors need to be considered when using technology. Not all educators have adequate access to devices and a stable internet connection. Therefore, implementing technology-based training must consider the technical conditions and resources available in each region. Solutions in access to adequate hardware and software must be considered so that all learners can access this training without barriers. Effective andragogy-based writing training can significantly impact the quality of learning. Educators skilled in writing can design more quality teaching materials and compile learning materials in a more systematic and easy-to-understand manner for students (Aljatila, 2015; Mardiyah, 2016). Good writing skills also help educators draft lesson plans, research reports, and scientific articles that can be shared with peers to increase collaboration in professional development.

Improving critical thinking skills obtained through this writing training can encourage educators to be more creative and innovative in teaching. They will be better able to adapt and integrate various theories and teaching methods that are more in line with the needs of students (Chomsum, 2020; Nur Efendi & Muh Ibnu Sholeh, 2023; Purba & Saragih, 2023; Tohawi, 2023). Thus, the quality of learning in schools will increase, improving the overall quality of education. However, this positive impact takes time to be realized. Changes in the quality of learning cannot happen instantly; rather, they require continuous efforts and deep reflection from educators. Therefore, this training should be carried out gradually and continuously, with support from educational institutions and the government, to ensure that the positive impact can be felt in the long term.

4. CONCLUSION

The Andragogy-based writing skills model through In-House Training (IHT) in high schools has improved teachers' writing skills. They produce articles, teaching materials, and good practice writings that support interactive learning and are published on platforms such as Lentera Mahardika and PMM, meeting the promotion requirements. This training strengthens collaboration between teachers and the quality of learning. The training model focuses on theory, practice, and mentoring, supported by digital literacy and technology. The result is increased writing and critical thinking skills, which are expected to become productive habits for teachers. At SMAN 2 Cianjur, this model has proven effective with examples of works such as "Learning the Sundanese Script," which shows critical thinking and creative solutions and encourages scientific publications.

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