



The Application of Mentoring in Adult Learning (Andragogy) to Improve Employee Performance

Nazelin Maura Zahra¹, Arfian²

^{1,2} Universitas Bhayangkara Jakarta Raya

Email : arfian@dsn.ubharajaya.ac.id

Abstract

Introduction to The Problem: Mentoring in adult learning (andragogy) aims to develop individuals' competencies, character, and skills, enabling them to achieve both personal and professional goals. **Purpose:** This study examines the implementation of mentoring in adult learning (andragogy) to improve employee performance. **Design/Methods/Approach:** Through a literature review, the author analyzes the fundamental concepts of mentoring in adult learning (andragogy), mentoring program models in adult learning (andragogy) to enhance employee performance, as well as the challenges and obstacles of mentoring in adult learning (andragogy) aimed at improving employee performance. **Findings:** The study reveals that this activity plays a crucial role in enhancing the quality of employee performance and work effectiveness within organizations. **Research Implications/Limitations:** There are still challenges in implementing mentoring, such as time limitations, management support, communication barriers, and differences in learning styles.

Keywords: Mentoring; Pembelajaran Dewasa (Andragogy); Kinerja Karyawan

Introduction

Education is the knowledge acquired by an individual to expand their understanding of new concepts and enhance their personal development. Adult education, commonly referred to as andragogy, is a distinctive model of education that characterizes non-school and non-formal education (Yusuf et al., 2021). Adult learning or andragogy has become an essential concept in education and professional development, evaluated based on the individual's age, emotional maturity, and psychological maturity (Yusuf et al., 2021).

Knowles argued that adult learning adopts a different approach compared to children's education. Adult learning focuses on the experiences individuals have gone through and their alignment with their needs (Humairoh & Kuswinarno, 2024). In adult learning or andragogy, the emphasis is on the active participation of learners in the learning process, and the training topics must be relevant or directly related to the participants' work and activities (Humairoh & Kuswinarno, 2024). This indicates that adult learning or andragogy adopts an experience- and needs-based approach, offering training materials that are appropriate to the participants.

Mentoring activities represent an effective method for implementing andragogy in the workplace. Mentoring is a form of learning between a mentor and a mentee, usually aimed at enhancing knowledge through someone with experience (Martoredjo, 2015). Mentoring can improve employee performance and work effectiveness in an organization through intensive communication, guidance, and boosting self-confidence, which positively impacts the company

(Martoredjo, 2015). Rahman et al. (2024) explained that employee performance refers to all the results achieved from various actions and policies during a set period aimed at achieving specific goals.

As technology, science, social, political, and economic fields within organizations or companies continue to develop, the competitiveness in the business world strengthens. This calls for the enhancement of human resources within an organization. In mentoring activities, adult learning is carried out as guidance, support, and knowledge in professional development (Mahardika, 2024). Thus, it can be concluded that mentoring activities through adult learning can improve employee performance by providing guidance, knowledge, and social support to employees.

Based on the aforementioned explanation, the problem statement to be discussed in this literature review study is as follows. First, can the implementation of mentoring in adult learning (andragogy) enhance employee performance? Second, what mentoring models in adult learning can organizations implement to improve employee performance? This research aims to examine the role of mentoring in adult learning to enhance employee performance and to identify mentoring models in adult learning that can be applied by organizations to improve employee performance. Furthermore, this writing is expected to offer insights to organizations or companies on improving employee performance through mentoring in adult learning processes.

Literature Riview

Adult Learning (Andragogy)

Sutarjo (2023) explains that andragogy is an adult learning process, where adults tend to learn things related to their life events and experiences. In adult learning, individuals typically seek to enhance their knowledge and skills to solve problems in both the workplace and the broader social environment. The learning methods for adults should align with their existing knowledge, expertise, abilities, and experiences. One method commonly used with adults is practical learning (Sutarjo, 2023). The use of practical methods in adult education is more effective than lecture-based methods. This is because adults prefer to engage in the learning process, and practical methods provide opportunities for them to be actively involved in problem-solving, offering solutions and opinions, and gaining direct experience.

In the workplace context, adult learning is typically conducted to improve an individual's skills and knowledge, thus enhancing their performance and productivity in carrying out tasks in their field. Adult learning processes among employees can be carried out through the implementation of lifelong learning. According to Sutarjo (2023), lifelong learning is a learning strategy that takes place in all areas of life, such as in the workplace, community, family environment, and surrounding physical social environments. This approach promotes both individual and professional development throughout life, reinforcing the idea that learning is an ongoing process during one's lifetime.

Mentoring

According to Garvey et al. (2022), mentoring is a developmental process in which the mentor serves as a facilitator to help the mentee develop and achieve their work-related goals. Mentoring activities are provided to employees to prepare them, whether they are entering a new job or advancing in their careers. Furthermore, mentoring also provides emotional support that can help and motivate mentees in facing challenges in their work environment. Employees who struggle with challenges are typically given mentoring by a mentor within the workplace. This activity is conducted through guidance that focuses on individual development through interactive interactions and relationships that benefit both parties (Garvey et al., 2022).

The relationship between the mentor and the mentee in mentoring is not solely about transferring knowledge from the mentor to the mentee; it should offer mutually beneficial learning for both parties. Both the mentor and the mentee should learn from the mentoring process. Companies offer mentoring to employees to help them with career development, resolving work-related issues, and enhancing their knowledge and skills in performing their jobs in specific positions or fields. This, in turn, improves the efficiency of employees in achieving their work goals and the overall objectives of the organization.

Methods

This study was conducted using a library research method to develop the topic of mentoring in adult learning to enhance employee performance. Library research is a method used by researchers to gather relevant information regarding the topic. Nazir (2014), as cited in Putrihapsari & Fauziah (2020), defines literature review as research conducted by examining various sources of literature necessary for the study of the topic being researched. The purpose of using the literature review method in this study is to design the research by utilizing literature to collect field data. The data sources for this research include relevant and related references to the research topic, which are used as primary data sources, such as research findings, research reports, scholarly journals, and so on. Furthermore, secondary data sources are obtained from government legal regulations, books, and other sources.

Result

Basic Concepts of Mentoring in Adult Learning (Andragogy)

Definition of Mentoring in Adult Learning (Andragogy)

Mentoring is a learning process that involves a mutually supportive relationship, providing guidance between two or more individuals (Sevilla, 2022). In this process, a more experienced mentor offers guidance, support, and knowledge to a less experienced mentee (Sevilla, 2022). The purpose of mentoring activities is to develop the mentee's competencies, character, and skills, enabling them to achieve specific personal or professional goals (Sevilla, 2022).

Adult learning, or andragogy, is an educational process specifically designed for adults (Salma, 2023). Andragogy emphasizes that adults learn differently from children because they

have rich life experiences and more specific learning needs (Salma, 2023). According to Malcolm Knowles in (Padmowihardjo, 2014), andragogy is the art and science of helping adults learn, focusing on self-development, problem-solving, and enhancing skills relevant to their lives.

From these explanations, it can be said that mentoring in adult learning is a process where a more experienced mentor works with a mentee to develop themselves, shape their character, and enhance their competencies and skills. This is done to achieve certain goals in both personal life and more professional work environments.

Main Goals of Mentoring in Adult Learning (Andragogy)

Developing Abilities

In adulthood, many individuals have strong independence and tend not to want to rely on others. However, it is important for them to learn to depend on others according to human social needs. The goal of adult learning is to help adults develop their abilities without being self-centered, allowing them to learn from past experiences, evaluate mistakes, and understand their work field (Salma, 2023). Through mentoring activities, mentees can also develop their abilities, character, and individual skills by developing better mechanisms to maintain self-control (Sevilla, 2022).

Improving Problem-Solving Skills

In the workplace, problems can arise at any time, whether minor or complex. Employees who face work-related problems can find solutions through mentoring activities (Sevilla, 2022). Mentors provide guidance and share experiences to help mentees solve problems that are difficult to resolve on their own (Sevilla, 2022). Through mentoring in adult learning, individuals are taught how to focus on problems by broadening their perspectives, enabling them to become more mature, directed, and focused in their thinking (Salma, 2023).

Enhancing Professionalism

Professionalism in adult learning can be improved by learning from previous experiences in new and different ways, allowing individuals to apply that knowledge to assist others (Salma, 2023). Through mentoring activities, individuals can gain a wealth of new knowledge from mentors who guide them with their experience and skills, thus helping individuals improve their professionalism (Sevilla, 2022).

Improving Performance

In the workplace, adults who have developed the ability to refine themselves, including self-assessment, maintaining stable psychological conditions, and setting clear life goals, can positively impact their job performance (Salma, 2023). Therefore, mentoring activities in adult learning aim to improve employee performance within an organization or company.

Discussion

Mentoring Program Models in Adult Learning (Andragogy) to Enhance Employee Performance

1. Coaching, Mentoring, Counseling (CMC) Program

Currently, a competent employee is expected not only to master technical skills in their job but also to possess soft skills that significantly support the growth of the organization or company. Organizational success heavily depends on employee performance, which is why companies must focus on human resource management to improve efficiency and work effectiveness (Rahman et al., 2024). In efforts to enhance employee performance, supervisors can provide knowledge, training, and direct discussions through CMC, which accelerates the learning and development process, boosting employee performance (Rahman et al., 2024).

The CMC program is one of the methods commonly used for employee development programs in organizations (Rahman et al., 2024). The results of research by Rahman et al. (2024) show that the CMC program significantly improves employee performance. This indicates that learning through Coaching, Mentoring, and Counseling (CMC) can enhance employee performance by utilizing adult learning processes. Training and development are carried out through knowledge transfer via discussions with supervisors regarding performance improvement, providing constructive criticism, fostering openness between mentors and mentees, building trust, offering good social support, and giving feedback on employee performance progress.

2. Training and Development (T&D) Program

In today's era of globalization and digitalization, training and development through the Training and Development (T&D) program plays a critical role in helping organizations remain competitive and adaptable to the continuously changing business environment (Humairoh & Kuswinarno, 2024). Noe (2010) in (Humairoh & Kuswinarno, 2024) states that effective training and development can enhance individual performance and positively impact overall organizational performance. This makes investing in T&D programs a key strategy for achieving long-term competitive advantage through project-based learning and mentoring, while actively engaging participants in the learning process (Humairoh & Kuswinarno, 2024).

The Training and Development program is a systematically designed training process, including formal training, on-the-job training, and long-term development, aimed at preparing employees for greater responsibilities in the future (Humairoh & Kuswinarno, 2024). According to research by Humairoh & Kuswinarno (2024), T&D programs can lead to changes in employee behavior and allow them to directly apply the skills learned in their daily work activities. However, there are still areas that need attention to improve the effectiveness of the T&D program, such as time limitations, inconsistent management support, and alignment of the program with employee needs.

3. Mentoring Program

Mangundjaya (2024) explains that mentoring is a learning process to enhance an individual's knowledge and skills through someone with more experience. The mentoring program is expected to improve employee performance and work effectiveness through

workshops, intensive discussions, guidance, and reinforcement (Mangundjaya, 2024). This aims to enhance employees' skills and self-confidence, enabling them to contribute positively to an organization (Mangundjaya, 2024). In research conducted by Mangundjaya (2024), it was found that the mentoring program improved employee performance quality. Mentoring also plays a crucial role in developing employees' competencies, including knowledge, skills, and behavior.

Challenges and Obstacles in Mentoring in Adult Learning (Andragogy) to Enhance Employee Performance

1. Time Limitations

Time is one of the challenges and obstacles in mentoring activities within adult learning, as there is a limitation on time, making it difficult to find an appropriate time for mentoring sessions (Humairoh & Kuswinarno, 2024). In adult learning mentoring activities, it was also noted that there are shortcomings in the duration of the time allocated for these activities (Mangundjaya, 2024).

2. Management Support

Without adequate management support within an organization, it becomes an obstacle in conducting mentoring activities in adult learning because the program does not receive the necessary resources or attention to succeed (Humairoh & Kuswinarno, 2024).

3. Communication Barriers

Differences in communication styles, language barriers, and participant engagement in communication can hinder the effectiveness of the mentoring program in adult learning (Humairoh & Kuswinarno, 2024).

4. Differences in Learning Styles

Each individual has a different learning style, which requires the mentor to be adaptable in adjusting their approach to the mentoring process in order to meet the participants' needs (Jahja, 2021).

Conclusion

In facing the developments of the globalization and digitalization era, strategies for employee training and development have become increasingly varied. This is essential to help organizations remain competitive and adaptable to the constantly changing business environment. Through this literature review, in-depth insights have been provided regarding the application of mentoring in adult learning to improve employee performance. It has been revealed that mentoring activities in adult learning play a crucial role for organizations in enhancing the quality and effectiveness of employee performance.

Mentoring in adult learning (Andragogy) aims to develop individuals' competencies, character, and skills so that they can achieve both personal and professional goals. Mentoring programs help improve employees' abilities, problem-solving skills, professionalism, and performance through various methods such as workshops, intensive discussions, and guidance. However, there are still some challenges in implementing mentoring programs, such as time limitations, lack of management support, communication barriers, and differences in learning styles. Addressing these challenges is crucial to ensure the effectiveness of mentoring programs in improving employee performance.

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