

## Application of Andragogy-Based Simulation Method to Improving Digital Competence

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**Abstract:** This study aims to determine the application of andragogy-based simulations in improving digital marketing competence in whatsapp blaster training for waqf volunteers of the VIII batch of 2022 which took place at the AQL Islamic Center. The method used in this research is descriptive with a qualitative approach. Data was collected by direct observation, interviews and documentation studies. Testing the validity of the data is done by triangulation of sources, while the data analysis uses the techniques of reduction, display, and drawing conclusions. The results showed that 1) WhatsApp blaster training for waqf volunteers at AQL Islamic Center had implemented optimal simulation stages according to the steps in the learning method, seen from the learning process from beginning to end which was carried out during the training. 2) The implementation of the training uses an adult approach by taking into account the participants' self-concept, experience, readiness to learn from participants and learning orientation of participants. 3) There is an increase in digital marketing competence, especially in the whatsapp blaster material for the training participants, which is shown through the ability to broadcast whatsapp messages, the ability to increase database contacts, the ability to auto reply techniques and the ability to close consumer techniques.

**Keywords:** andragogy-based simulations, digital competence, whatsapp.



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## Introduction

The digital revolution forms a new approach to HR, where HR who has special and deep expertise, has a broad understanding and ability to solve problems on various issues, is one of the competencies most needed today (Sycheva, 2020). The development of digitalization must also be used as a means to create value for a work environment in terms of HR strategy by helping to find, develop and retain HR (Fenech, 2019).

Increasing human resources is important in the transition to the era of digitalization (Litvinenko, 2020). The era of digitalization has resulted in changes in the way people think, live and relate to one another (Bucci, 2019). Significant changes in technology have led to changes in other fields such as economics,

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social and politics (Florida, 2021). Indirectly, the digital era has turned something that was originally just a worry into a challenge (Albukhitan, 2020). The government and the private sector will need to quickly and effectively develop the capacity of human resources to adapt and innovate (Hanna, 2018). Public education needs to play an active role in being present to realize the vision of learning in improving the abilities that people need to have in this digital era so that the strength of human resources in Indonesia is increasingly strengthening all fields in the community aspect and getting stronger in the eyes of the world (Fatmawati, 2021).

The latest data from the We Are Social report from Hootsuite, an institution that regularly presents data and trends needed to understand the internet, social media and e-commerce behavior every year in the world, states that Indonesia is one of the countries with the largest population of internet users in the world. In the world, there are 204.7 million internet users in the country as of January 2022. The total population of Indonesia is recorded at 277.7 million people in January 2022. According to Defrizal (2019), based on survey results from the Association of Indonesian Internet Network Providers (APJII) in In 2017, it can be seen that the number of internet users in Indonesia is 143.26 million people with a total population of 262 million in Indonesia. This data shows that more than half of internet users when compared to the total population of Indonesia with a percentage of 54.68% and the use of the internet network is also accompanied by the growing use of mobile phones and computers/laptops, with varying ages of users, according to their respective needs such as media. social media, games, browsing, buying and selling transactions, and so on (Bröhl, 2018).

The data above shows the great need of the Indonesian people in the digital field in various aspects of life, one of which is the potential for managing and developing waqf in digital form. In its development, waqf has now taken root in the life of the Islamic community, and has become the main support in people's lives. It can be seen that almost all houses of worship, Islamic colleges and Islamic religious institutions were built on waqf land and a very significant progress for Muslims, when the issuance of the Perwaqaf Law, namely Law no. 41 of 2004. The management and development of waqf in Indonesia requires a joint commitment between the government, ulama and the community. In addition, it must also be reformulated regarding various matters relating to waqf, including waqf assets, waqf and nadzir designations and professional waqf management. Furthermore, waqf must be handed over to people or a special body that has sufficient competence so that it can manage it professionally and in a trustworthy manner. This is important to implement considering that in its development, waqf management has found its momentum by making several policy changes. In this case, the government pays great attention to the empowerment of waqf as part of improving welfare, that waqf is an alternative for the development of the welfare of the people.

One of the institutions in Indonesia that is concerned with the management and development of waqf is the AQL Islamic center, since the establishment of the AQL (Arrahman Qur'anic learning) Islamic center under the auspices of the Islamic Civilization Center Foundation based in Jakarta, it has never stopped carrying out various educational, economic and social activities. One of the ways to develop the quality of human resources is through the waqf volunteer training program. AQL Islamic Center sees the huge potential of waqf in Indonesia with the Indonesian population, most of whom are Muslims.

The Islamic Civilization Center Foundation (YPPPI) was founded on 1 Muharam 1429 H (December 29, 2008), this foundation is an institution that has "islah" / improvement and "Tajdid" / renewal movements, engaged in da'wah, education, social, economic, cadre who are eager to return the general public to the Qur'an. AQL (Arrahman Qur'anic Learning) Islamic Center is mostly engaged in social institutions and Islamic boarding schools that focus on teaching Islam which has a complex and dynamic system. Pesantren itself can be said as a form of non-formal education practitioner, which is a supporting or supplementary education. Pesantren is shaped as a system consisting of interrelated elements in order to achieve goals. Pesantren is also present as a stimulus in the economic welfare of the community because the movement of education that continues to grow increasingly presents economic activities in the surrounding community.

AQL's vision is to build civilization with the Qur'an, AQL's mission is to seek and spread Allah's greatest mercy, namely the mercy of the Qur'an, eradicate blindness in the meaning of the Qur'an, practice the Qur'an functionally after beautifying the rituals of the Qur'an. -The Qur'an, grounding the concept of tadabbur Al-Qur'an, forming individuals with the character of the Qur'an, achieving the glory of the hereafter, not building a kingdom in the world.

AQL is located in several areas spread across all provinces in Indonesia, has its head office in the Tebet area, South Jakarta. The target or learning community in this institution includes all ages from toddlers to the elderly. In its activities, AQL does not only focus on the study of religious knowledge, but also political practitioners with the principle of empowering potential and available human resources.

The organizational structure is drawn up by mutually agreed deliberation including the chairman of the foundation, secretary, treasurer, security, health, public relations, infocomm, and all parties who play a role in the organization. Each element is responsible for its duties and must report developments or problems that occur openly. For example in the allocation of funds, cash, income, and expenses that must be reported openly to all members of the organization.

AQL Islamic Center activities do not only focus on Islamic education but are also active in Islamic economic activities, one of which is productive waqf activities. So that a special institution was formed to handle productive and marketing waqf which aims to invite as many people as possible or the community in general so that the assets owned and handed over have broad benefits. This activity is a separate education for all waqf volunteer members who join this institution because it fosters a social entrepreneurial spirit and has a major effect on behavior and social roles in society. The training carried out at the AQL Islamic Center contains material for digitizing waqf marketing which is attended by volunteers who join this institution, the participants consist of adults who have an interest in social services for waqf marketing on the digital blessing platform of the AQL Islamic Center congregation. This training invites presenters who have an experience background in the field of information and technology (IT), using the WhatsApp Blaster application for waqf marketing materials to reach more people, especially in Indonesia.

The training carried out at the AQL Islamic center focuses on the practice/simulation process for waqf volunteers consisting of adults from various educational backgrounds and interests, the simulation method can be categorized into three, namely: (a) role playing simulation, (b) simulation computer-based, and (c) physical simulation (Salas et al, 2009). In addition, Devanathan and Sethuramalingan (2012) suggest that simulation-based training can be carried out with various techniques, including computer-based simulations. Role-playing simulations are the simplest simulations, do not use computer programs or technology but require participants to play a role in business situations. Physical simulations (physically based simulations) require participants to interact with certain physical objects. Meanwhile, computer-based simulation involves the use of computer programs or technology. Thus, when referring to research conducted by Martin (2000), Rodrigues et al (2004), Shtub (2010), Davidovitch et al (2006), and Levi (2011) this training applies a simulation method based on adult learning (andragogy) which is expected to improve digital marketing competence for waqf volunteers at AQL Islamic Center. Based on the description above, the author is interested in researching the application of andragogy-based simulation methods in increasing digital marketing competence for waqf volunteers at AQL Islamic Center.

## Method

This research is a qualitative research. Qualitative research is a form of research that has its own characteristics (Creswell, 2012). The method used is descriptive method. The purpose of using the descriptive method is to describe the state of the field and not to emphasize numbers. Bogdan and Biklen (in Sugiyono, 2010, pp. 21-22) suggest five characteristics of qualitative research, namely “(1) Research conducted under natural conditions, (as opposed to experimentation), directly to the data source and the researcher is the key instrument , (2) Qualitative research is more descriptive in nature. The data collected is in the form of words or pictures, so it does not emphasize numbers, (3) Qualitative research emphasizes more on processes than products or results, (4) Qualitative research conducts inductive data analysis, (5) Qualitative research emphasizes meaning (data behind what is observed). The participants in this study were determined by purposive sampling. Purposive sampling is a technique of taking participants with certain considerations. Participants in this study were 3 trainees, 1 instructor and 1 manager of digital marketing training for waqf volunteers at AQL Islamic Center. Validity testing is done by triangulation of sources, while data analysis uses reduction, display, and conclusion drawing techniques. Data source triangulation technique is a data validation method that uses something other than external data to validate or compare it to the data. The most widely used triangulation technique is to check through other sources.

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## Results and Discussion

### Result

Based on the data obtained from the results of field interviews conducted with managers, instructors, and training participants, the researchers described it in the form of a description of field results, in the form of a description of the results of each informant. The interview includes the learning stages during the training process related to the application of the simulation method, namely the orientation stage related to the presentation of the simulation topic, the presentation of an integrated concept, the presentation of the simulation principle and the presentation related to the technical picture. Furthermore, related to the training stage which includes making workflows, setting goals, making assignments, short experiments, then the simulation process stage which consists of the stages of implementing activities, setting activities, feedback and evaluation. The last stage of this method is the stabilization and debriefing stage, namely providing a summary and perception during the simulation, providing a summary of the difficulties and insights of the participants, analyzing the process and comparing the simulation activity with the real world, connecting the simulation process with the material and then assessing and redesigning the simulation. From the results of the interviews, the researchers obtained data that the entire process of the stages in the simulation involved participants in order to maximize the learning objectives together.

Furthermore, in the andragogy approach process for the training participants consisting of waqf volunteers, researchers conducted data mining related to the participants' self-concepts which consisted of learning atmosphere, diagnosis of learning needs, learning planning, implementation of learning experiences and learning evaluations. The researcher also conducted data mining related to the experiences of the participants, which consisted of an emphasis on practical application, and learning from the experiences of the participants, then the readiness to learn related to study time and grouping of participants. Then the learning orientation of participants consists of educator orientation, organizing learning materials and designing learning experiences.

In this study is also related to an increase in digital marketing competence, especially in the whatsapp blaster unit which can be seen from the whatsapp blaster competence consisting of the participants' understanding of the whatsapp platform which is the most popular messaging and can use the whatsapp blaster tool, the second is the ability of participants in broadcasting or the spread of messages widely with specific targets through whatsapp and the ability to use spin tax. Furthermore, they are able to tidy up the database in excel spreadsheet format and are able to create various message content. Furthermore, the ability to add contact database techniques and the ability to auto reply techniques as well as consumer closing techniques.

### Discussion

Results Based on the research that the author described earlier, the application of andragogy-based simulations in improving the digital marketing competence of waqf volunteers at the AQL Islamic Center, Buckley and Jim (2009) defined training as "a planned and systematic effort to modify or develop knowledge/skills/attitudes. through learning experiences, to achieve effective performance in an activity or various activities. Training is a planned and systematic effort to modify or build knowledge/skills/attitudes through learning to achieve effective performance in an activity or activity. Chan (2010) states that "training is learning that is given to improve performance in the current job". Training is learning that aims to improve performance in a job. Meanwhile, according to Sudjana (2007) training is a learning effort, which is organized by the organization to meet needs or to achieve organizational goals.

Basically the purpose of training is to improve the skills and attitudes of employees as well as improve the quality and productivity of the organization as a whole. Regarding the benefits of training, several experts expressed their opinion, Chan (2010) stated that training can help organizations in the following ways: (a) improve employee performance and productivity, (b) increase response to rapid technological changes, (c) increase employee flexibility in deal with environmental changes, (d) understand cultural differences, (e) prepare new employees for work, (f) prepare employees to accept new responsibilities at work, (g) attract and be the best employees, (h) provide employees with an understanding of government policies, (i) improve services to internal and external consumers, (j) assist organizations in managing change, (k) improve and maintain quality.

According to Kamil (2003) the training model based on training needs is broadly divided into three parts, namely: (a) inductive model, (b) deductive model, and (c) classical model. First, the inductive model training has the advantage of being able to obtain direct and precise information about the types of needs of the trainees, making it easier for tutors to choose training (learning) materials that suit these needs. However, the disadvantage is that in determining educational materials that are comprehensive and general for a large number of participants, it will require a lot of funds and manpower. Because every training participant who has a tendency to want or have to learn is asked for information regarding the desired training (learning) needs.

Second, the deductive model training has advantages such as that the results can be obtained from a broad target, so that there is a tendency to solve it using a low price, and is relatively more efficient than the inductive type because the learning information obtained can be used for the implementation of natural learning processes in general. However, this model has a weakness in its effectiveness, because not all training participants have the same characteristics that will be useful, and require results from it. This is based on the fact that the diversity of training participants (targets) tends to have different interests and learning needs.

Third, the classical training model has the advantage of making it easier for trainees (targets) to learn learning materials, in addition to their existing abilities to understand new learning materials. The weakness is for the training participants (targets) who are too far away from their basic abilities with the learning materials to be studied to learn these abilities first, so that in learning the learning needs they are expected to take a long time.

Training with the simulation method is one of the potential methods of the many methods used in training for the number of learning populations (Salas et al, 2009). Furthermore, Salas et al (2009) stated that there are several advantages of simulation training when compared to other training methods including the following: (a) simulation method training is superior to other training in increasing complex application competencies, (b) simulation training can be a solution in the efficiency of the study time used, (c) simulation training provides a more complex and realistic learning media (environment), (d) simulation method training can make reality simpler and more manageable, (e) simulation method training is free from high risks for learning and experimentation, (f) simulation method training is usually very easy to learn and operate, (g) training simulation method makes it easier for instructors to control training participants, (h) simulation method training is easier to integrate with other training methods, and (i) simulation method training can increase competence, not only managerial competence but also practical competence.

The stages in the simulation learning model according to Joyce and Weil (1980) are as follows, the first stage is the orientation stage, the second stage is the training stage for the participants, the third stage is the simulation process and the fourth stage is stabilization and debriefing. Joyce (1980; 442), explains that this simulation learning model has stages or steps that can be concluded as follows, the orientation stage, which is to provide various simulation topics and concepts that will be integrated in the simulation process, explain the simulation principles, provide a detailed technical description. general about the simulation process.

The second stage is the training stage for participants, including making scenarios that contain rules, roles, steps, notes, forms of decisions to be made, and goals to be achieved. Then assign the participants to take their respective tasks in the simulation and then try the simulation briefly. The third stage is to enter the simulation process, including carrying out activities and setting activities, obtaining feedback and evaluation of the results of observing the simulation from participants, clearing up misconceptions and continuing the simulation.

The last stage of the simulation method learning step is stabilization and debriefing, namely, providing a summary of events and perceptions that arise during the simulation, providing a summary of the difficulties and insights of participants, analyzing the process, comparing simulation activities with the real world, connecting the simulation process with the material and assess and redesign the simulation.

According to Mustofa Kamil, the definition of adult education refers to the condition of adult learners both in terms of physical (biological), psychological, and social dimensions. A person is said to be biologically mature if he has been able to reproduce. As for psychologically mature, it means that a person already has responsibility for his life and the decisions he makes. Then sociologically mature, it means that

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a person has been able to perform social roles that usually apply in society. Thus, the term adult is based on the completeness of physical condition as well as age, and psychology, in addition to being able to play a role in accordance with the demands of the task from the status you have.

Knowles (1950) in developing the concept of andragogy, developed four main assumptions as follows: (a) self-concept, namely the assumption that a person's self-maturity moves from total dependence (reality in infants) towards self-development so that he is able to direct himself and be independent, (b) the role of experience, namely the assumption is that in accordance with the passage of time an individual grows and develops towards maturity, in his journey an individual experiences and collects various bittersweet experiences of life, where this makes an individual a source of learning that is so rich, and at the same time the individual provides a broad basis for learning and gaining new experiences, (c) learning readiness, the assumption is that each individual is increasingly mature in accordance with the passage of time, then learning readiness is not determined by academic or biological needs or coercion, but rather much is determined by the demands of development and changes in tasks and social roles, and (d) learning orientation, the assumption is that adults have a tendency to have a learning orientation centered on solving problems at hand (problem centered orientation). This is because learning for adults seems to be a necessity to deal with problems in everyday life, especially in relation to the functions and social roles of adults.

## Conclusion

Based on research and discussion on the application of andragogy-based simulation methods in improving the digital marketing competence of waqf volunteers in the VIII generation training at the AQL Islamic Center, it can be said that: and very precise application to present material with digital learning. The stages with the simulation method for participants from waqf volunteers are very involved in the entire learning process so that the principles of adult learning or the andragogy approach are implemented very well. The initiative and activity of the participants showed a high level of attention to learning materials that provided excellent benefits for increasing digital marketing competence for the participants.

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