

Lifelong Education: A Theoretical and Philosophical Review

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Abstrak

Dunia yang semakin terhubung membutuhkan tenaga kerja yang memiliki pengetahuan dan keterampilan yang luas. Pekerja perlu terus belajar untuk tetap kompetitif di pasar global. Orang perlu memperbarui keterampilan mereka untuk beradaptasi dengan perubahan ini. Tujuan penelitian ini ialah menganalisis pendidikan sepanjang hidup dari sisi teoretis dan filosofis. Metode penelitian yang digunakan ialah library research. Adapun hasil penelitian menunjukkan, Pendidikan sepanjang hidup adalah pendekatan yang komprehensif dan dinamis yang mengakui bahwa pembelajaran adalah proses yang berkelanjutan, penting untuk adaptasi, dan perkembangan individu di dunia yang terus berubah. Ini mencakup semua bentuk pembelajaran dan menekankan pentingnya aksesibilitas, inklusivitas, dan relevansi praktis dalam pendidikan. Implikasinya ialah memastikan bahwa setiap individu memiliki kesempatan untuk berkembang sepanjang hayat mereka.

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INTRODUCTION

Lifelong learning is a concept that refers to a continuous learning process throughout a person's life. It encompasses all types of learning, both formal and informal, that aim to improve knowledge, skills, and competencies.

An increasingly connected world requires a workforce that has extensive knowledge and skills. Workers need to keep learning to stay competitive in the global market. Rapid technological developments, such as automation and artificial intelligence, are transforming many industries. People need to update their skills to adapt to these changes.

Many jobs now require diverse skills and the ability to adapt quickly to changing duties and responsibilities (Oktaviany, 2023). The increasing demand for jobs that require specialized knowledge makes continuing education even more important. In addition to technical skills, social and emotional skills such as communication, teamwork, and problem-solving are also increasingly valued in the modern workplace (García-Martínez dkk., 2023; Matsumoto-Royo dkk., 2021).

The internet and digital technologies have made access to education easier and cheaper. Online learning platforms, online open courses (MOOCs), and other educational resources have made learning more accessible to everyone. Distance learning allows people to learn anytime and anywhere, which is especially important for those who work or have other responsibilities (Vrdoljak, 2023).

Many countries have adopted policies that support lifelong education, including job training programs, adult education, and lifelong learning. Many governments and organizations provide funds and resources to support continuing education.

Overall, a lifelong education is the key to achieving personal and professional progress in an ever-changing world (Fauzian, 2022). It

provides the necessary tools for individuals to adapt, thrive, and succeed in different aspects of their lives.

Lifelong education is a concept that includes a variety of different theories and approaches, both theoretically and philosophically (Fauzian, 2020). It is a dynamic process that aims to empower individuals to continue to develop and adapt throughout their lives. This approach is not only relevant in professional contexts but also in personal and social development, helping individuals find meaning and fulfillment in their lives.

Research on lifelong learning is essential because it provides in-depth insights and empirical data that can be used to develop effective policies, programs, and practices. Research helps in designing a curriculum that is more responsive to the needs of students of various ages and backgrounds. Identify the most effective learning methods and strategies for adults and lifelong learners.

Examine ways to make education more accessible to everyone, including marginalized or underserved groups. Understand the factors that influence motivation and engagement in lifelong learning.

Research on lifelong education is essential to ensure that the education system can meet the needs of individuals and society in this dynamic era. Not only does this help in designing a more effective educational program, but it also ensures that everyone has the same opportunity to continue learning and growing throughout their lives. By better understanding how people learn and what factors influence the learning process, we can create a more inclusive, equitable, and advanced society.

METHOD

The research was conducted using *the library research* method with a qualitative research approach (Sugiono, 2015). The library

research method is an approach used to collect and analyze information from various sources available in libraries or through electronic access such as journals, books, articles, and other documents. This method is often used in the social sciences and humanities to explore and understand a particular concept, theory, or history.

By using *the library research* research method, researchers can develop a solid foundation for further research, enrich their understanding of specific topics, and develop new perspectives based on comprehensive literature analysis.

RESULT AND DISCUSSION

Lifelong learning is an important concept in the modern era, where knowledge and skills continue to evolve along with the changing times (González-Vallinas dkk., 2006; Matsumoto-Royo dkk., 2021). This concept emphasizes the importance of continuous learning throughout one's life, not only in formal settings such as schools and universities, but also in informal and non-formal contexts.

Basic Concepts of Lifelong Education

Lifelong education is a process that includes all learning activities carried out throughout an individual's life with the aim of developing competencies, knowledge, and skills. Lifelong learning, or lifelong learning, is a concept that emphasizes the importance of continuous learning at all stages of a person's life. It involves any form of learning, both formal and informal, that aims to improve an individual's knowledge, skills, and competencies (Mezgec, 2018).

Lifelong education can be interpreted as learning that is not limited to a certain age or stage of life, but lasts continuously from childhood to old age (Oktaviany, 2023). Everyone has the potential to continue learning and growing, regardless of their age or background.

Education organized by official institutions such as schools, colleges, and universities. It usually has a structured curriculum and is officially recognized through certification. Educational programs are more flexible and do not always follow a formal structure, such as courses, skills training, and workshops organized by various organizations. Learning that occurs spontaneously through daily experiences, social interactions, reading, and other media.

Lifelong education is a comprehensive and dynamic concept that recognizes that learning is a continuous and holistic process (Akbar, 2015). It emphasizes the importance of adaptability, accessibility, and relevance in education, as well as the role of technology and competency-based learning in supporting individual development throughout their lives. By promoting these principles, lifelong education aims to empower individuals and society, ensuring that everyone has the opportunity to learn, develop, and contribute meaningfully in various aspects of their lives.

Theoretical Framework of the Concept of Lifelong Education

There are several theories that underlie lifelong education, including the theory of andardogi and the theory of constructivism. Malcolm Knowles states that adults learn differently than children, with a need for relevance, experience, and practical application. Meanwhile, Jean Piaget and Lev Vygotsky emphasize that knowledge is built through interaction with the environment and individual experiences (Fauzian, 2020).

Malcolm Knowles was an education expert widely known for his contributions to the theory of adult learning, known as andragogy. Andragogi is a learning approach that focuses on the needs, characteristics, and learning styles of adults.

Adults need to understand why they need to learn something before starting the learning process (Mezgec, 2018). They tend to be motivated to learn if they know the immediate benefits of what they are learning and how relevant it is to their life or work. Adults have a strong self-concept and tend to see themselves as independent individuals and are responsible for their own decisions. They want to be involved in the planning and evaluation of their learning experience.

Adults are prepared to learn things that they find useful for their social or professional roles. Learning becomes more effective when presented in the context of real-life situations or relevant problems. Adult learning is oriented towards problem-solving and practical application. They prefer to learn about things that have direct application and are relevant to their work or personal life.

Malcolm Knowles' theory of andragogy provides a robust framework for understanding how adults learn. By recognizing the unique needs, experiences, and motivations of adult learners, education and training can be designed to more effectively meet their needs. A learner-centered, contextual, and experience-based approach helps ensure that learning is not only informative but also transformative for individuals.

Jean Piaget and Lev Vygotsky's theories provide deep insights into how knowledge is built through interaction with the environment and individual experiences. Although they have different approaches, both theories emphasize the importance of experience and interaction in the learning process.

Both Piaget and Vygotsky emphasize the importance of interaction with the environment and individual experience in the learning process, but they have different focuses. Piaget emphasized the stages of cognitive development and the internal processes of

individuals in building knowledge, while Vygotsky emphasized the role of social interaction and cultural context in cognitive development.

Combining insights from these two theories can help in designing a learning environment that supports knowledge development through active interaction with the environment and through social cooperation. This is important in supporting lifelong learning that is adaptive and responsive to individual needs and social dynamics.

Philosophy of Lifelong Education

The philosophy of lifelong learning is rooted in the belief that learning does not stop after formal education is completed, but continues throughout a person's life. It includes formal, non-formal, and informal education aimed at the continuous development of individuals (Oktaviany, 2023).

Lifelong education emphasizes that every individual has the potential to continue learning and growing regardless of age (Fauzian, 2020). It improves the quality of life, broadens horizons, and allows individuals to adjust to the changes that occur around them. Education that occurs in official institutions such as schools and universities. Learning that takes place outside of formal institutions, such as courses, job training, and skill development programs. Learning that occurs in daily life through experiences, social interactions, and media.

Lifelong education helps individuals to adapt to technological, economic, and social changes (Iswatiningsih, 2019). Provide a variety of learning paths and methods that can be adapted to individual needs and schedules. Guaranteeing that everyone has equal access to learning opportunities throughout their lives, without discrimination. Provide inclusive education for all individuals, including those with special needs or those from marginalized groups.

The philosophy of lifelong education emphasizes that learning is a continuous and integral process in human life. It focuses on self-development, adaptability, inclusivity, and the use of technology to create broad and diverse learning opportunities. By adopting this philosophy, individuals and societies can continue to evolve and adapt to changing times, while achieving higher personal well-being and satisfaction.

Apart from the outline of the philosophy above, it is important that education throughout life contains principles that are used as a stepping stone. *First*, education should be open to all individuals regardless of age, background, or social status. *Second*, Ensuring that every individual has equal access to lifelong learning opportunities. *Third*, education is not separate from the social, cultural, and economic context in which individuals are located. *Fourth*, education throughout life encourages individuals to continue to develop and adapt to changing times. *Fifth*, Strengthen the active involvement of individuals in society through the improvement of knowledge and skills. *Sixth*, Continued education contributes to a better quality of life by opening up opportunities and improving individual well-being.

CONCLUSION

Lifelong education is an integral concept in the modern world, rooted in theories and philosophies that emphasize continuous development and adaptation to change. With clear indicators, such as accessibility, quality, participation, and outcomes, lifelong education can be measured and improved, ensuring that each individual has the opportunity to thrive throughout their lives. Lifelong education is a comprehensive and dynamic approach that recognizes that learning is an ongoing process, essential for individual adaptation and development in an ever-changing world. It encompasses all forms of

learning and emphasizes the importance of accessibility, inclusivity, and practical relevance in education. By adopting these principles, lifelong education empowers individuals to reach their full potential and contribute meaningfully to society.

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