

Learning Management amongst Adult Learners in Religious Knowledge Platform

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Abstract

Learning takes place in every facet of life of people in any community, be it in a formal or non-formal approach. The Quran encourages learning as in Surah 20 that says “Lord! Let my knowledge increase” and in the words of Rasullullah (pbuh) “Seek knowledge as far as China”. All these signify that learning, as a process of development and transformation, takes place with no realm of boundary to impede. Hence, it continues post schooling period as well as beyond tertiary level. This paper is an outcome of a project that addresses several issues on adult learning that takes place in a religious learning platform of a selected housing area in the Klang Valley. In its initial stage, it reviews several theories underlying the studies on adult learning. The project also intends to explore the issues that drive and deter adult learning among the profiled learners in this community. The procedures include a survey questionnaire and interview to gather related data. The analysis hopes to provide learning management input that promotes structured and relevant findings for future enhancement, understanding and awareness of adult learning in a local situation resulting from the perception, learning and perhaps changes that may result from the learning process.

Keywords: Learning; Adult learning; Theories; Management; Development; Transformation

Introduction

The search for knowledge and its acquisition has begun since the beginning of life. This continuing process of learning enhances further the development and transformation of a community (Brookfield, 2000). Learning transcends the borders of every level of life experienced within the community regardless of gender, age, race and social status. The growing demand for learning not only encompasses the formal platform, but also the informal and non-formal learning ones.

This project focuses on the non-formal learning in religious classes that take place in a housing community. The term non-formal is known to refer to organized learning activities that are being conducted beyond the 'formal' education system. From Mazanah (2001), these are the learning activities which serve specific clienteles, tend to be sponsored by community-based, non-governmental organizations, normally conducted in community meeting place and informal settings other than a 'classroom' setting. Hence, this paper projects the usage of a *musolla* in which the religious lesson is held.

Methodology

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Results and Discussion

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Table 1: Respondent's Profile

No.	Age	Marital Status	No. of Children	Years of Working Experience
1	29	Married	- not stated	-not stated
2	34	Single	- none	4
3	35	Married	3	11
4	35	Married	5	8
5	37	Married	4	16

In his work, Karakas (2010) introduced three perspectives on how spirituality benefits the organization as an individual and as a unit by itself (Figure 1). He listed that spirituality has its impact on the following by the fact that it enhances employee well-being and quality of life, provides employees a sense of purpose and meaning at work and provides employees a sense of interconnectedness and community.

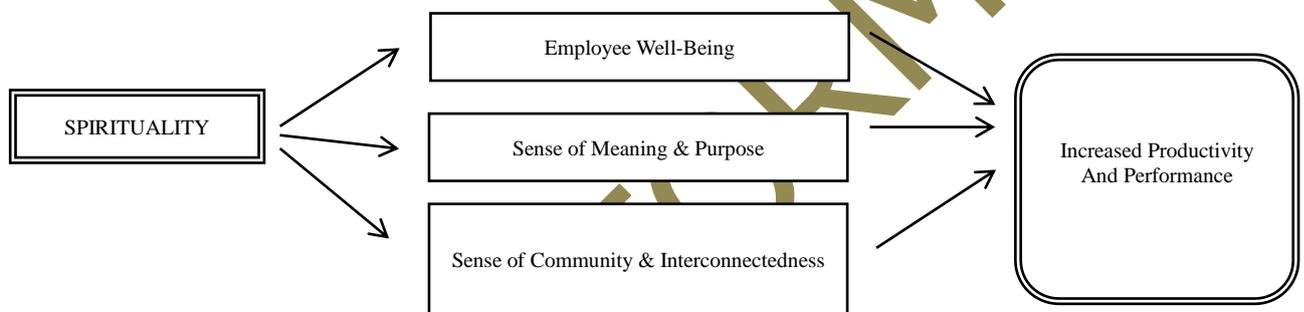


Figure 1: Three perspectives of spirituality and performance (Source: Karakas, 2010)

Conclusion

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