



Implementation of the Andragogy Approach in Educational Settings: A Systematic Literature Review

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Abstract

The andragogical approach is a method of teaching adults. Through the andragogy approach, learners do not feel lectured but are given the freedom to explore their learning needs so that they become more independent, active, and motivated to learn. With this in mind, the researcher in this study conducted a review of articles discussing the andragogy approach in educational settings. The method used is a systematic literature review of articles published between 2018 and 2023. The final results of the research conducted answer 3 research questions which include: 1) Implementation can be done in aspects such as curriculum innovation, learning implementation, and teaching models such as problem-based learning, e-learning, and blended learning. 2) The form of implementation includes changing the center of learning from teachers to learners (student-centered learning), starting to be applied in several subjects and specific courses, through peer tutors, as well as innovations in teaching methods. 3) The impact of implementation is very positive, especially for students to be active, to have high analytical power, to be able to think critically and independently in the learning process and in solving their personal problems.

Keywords: *Andragogy Approach; Student; Teaching*

Introduction

Education in Indonesia initially used a pedagogical approach in all units or levels of education, including adults, who were taught and guided to develop as optimally as possible and to achieve their life goals. However, in this context, if it is related to developmental tasks at each stage of life, then the learning approach used for children and adults should be different. This is because the more the individual develops, the more aspects within the individual develop, such as cognitive, social, emotional and physical development, so the more the individual develops, the more the approach develops and changes, because the treatment patterns that will be given will certainly be different, adapted to the stages of development. In addition, the similarity of teaching methods often makes students bored, so a precise strategy is needed to provide a good and updated learning process (Irawatie & Setyawati, 2019).

In adulthood, individuals have experienced maturity in various aspects of their lives, enabling them to lead their own lives. Adults are defined as people who have mature biological, social and psychological functions in terms of consideration, responsibility and roles in life (Malik, 2008). For this reason, the approach to the learning and teaching process is certainly different. Referring to this, today experts have started to develop approaches and theories related to the thinking patterns of adults in the

learning process, which certainly have their own characteristics that distinguish them from the approaches of children and adolescents (Budiwan, 2018). This theory and this approach is called 'andragogy'. Andragogy comes from the Greek language and consists of two words, *andre*, which means adult, and *agogos*, which means guiding or directing, so andragogy is guiding and directing adults (Yatimah & Sari, 2022). However, andragogy is more likely to be interpreted as the art and knowledge of teaching adults.

Andragogy is a learning approach based on the specific characteristics of adults, especially in the learning process (Budiwan, 2018). Andragogy is a set of adult learning principles. The six principles of andragogy are (1) learners' need to know, (2) learners' self-concept, (3) learners' prior experience, (4) readiness to learn, (5) orientation to learn, and (6) motivation to learn (Knowles et al., 2005). Some characteristics of the andragogy approach include: being subject-centered, the learner is not a dependent person, but a psychologically mature person, the relationship between the learner and the teacher is a reciprocal helping relationship, the approach is problem-centered, in this case, students/learners are included in diagnosing their learning needs, participants are involved in their learning planning process (Raharjo, 2023).

Andragogy is defined conceptually as people who are mature, responsible and able to manage themselves (Yusri, 2017). Referring to this concept when it is related to adults, it is assumed that adults have an active ability to plan learning orientations, have learning materials, have a concrete and realistic perspective for learning, and are able to take advantage of the learning process that occurs (Yusri, 2017). So that adults are certainly able to direct themselves, what is more important in andragogy is no longer to focus on the teaching activities of the teacher, but on the learning activities of the students who are facilitated (Budiwan, 2018). In the process, although andragogy in formal education settings refers to the upper secondary level because it is related to adults, it is not absolute because the most fundamental thing is the readiness of students to learn (Hiryanto, 2017).

Based on research conducted by Jamiatul Hamidah and Akhmad Syakir, it was found that the use of the spiritual andragogy approach can increase student motivation and learning outcomes. Spiritual andragogy is an adult learning approach that emphasizes the spirit or soul of the adult learner. In the Indonesian Language Education Study Programme, the application of this approach is carried out in various aspects based on the cultivation of Al-Islam Kemuhammadiyah values. The application is carried out by the lecturers starting from learning preparation, the process of learning activities to assessment or evaluation activities. The spiritual andragogy approach gives students the freedom to promote learning independence, awareness of self-potential development, and motivation to achieve learning goals (Hamidah & Syakir, 2021).

The conclusion that can be drawn from the above research is that the implementation of the andragogy approach can increase student motivation and learning outcomes. So in this study, we will use the Systematic Literature Review method to review previous studies on the implementation of the andragogy approach in educational settings so that it can be a reference for teachers to apply the andragogy approach in the implementation of learning so that students become more independent and do not depend only on one learning resource.

Method

The subject of this research is the andragogical approach in educational settings. The research method used is a systematic literature review (SLR). A systematic literature review is a process of systematically collecting, appraising, synthesizing, and presenting the results of critical searches (Nursalam et al., 2020). There are three process flows, namely planning, conducting, and reporting, in the method of this study. Planning is the initial stage of SLR by identifying research questions. There are three research questions in this study, namely 1) RQ1: How are the results of the implementation of the andragogy approach in educational settings? 2) RQ2: How is the implementation of the andragogy approach? and 3) RQ3: How is the impact related to the implementation of the andragogy approach? The

conduct involves the implementation of the SLR by identifying keywords for the literature search, determining inclusion and exclusion criteria, and data synthesis. The literature collected are journals that discuss the andragogy approach in educational settings, especially in formal education from 2018 to 2023. Inclusion and exclusion criteria to decide if the data are suitable for SLR research. The study should be selected if the following criteria are met: 1) the data used in the period 2018-2023, 2) the data obtained through google scholar and publish or perish websites, and 3) the data used relate only to specialized andragogical approaches in educational settings. Data synthesis to evaluate findings from different kinds of literature. Data collection was carried out by 1) visiting the google scholar website and the publish or perish software, entering the keywords "implementation of the andragogy approach in educational settings" and setting the period 2018-2023. Reporting is the final stage, namely writing the SLR results found that answer the research questions presented.

Results and discussion

The results of the literature search and inclusion and exclusion criteria are journal papers obtained based on criteria published in 2018-2023 and related to the implementation of the andragogy approach in educational settings. The results obtained are then grouped based on the type of journal obtained as follows:

Table 1. Grouping by Journal Type

No.	Journal's type	Year	Amount
1.	Journal of Education Science	2023	1
2.	Proceedings of the National Seminar on Research, Service, and Dissemination Results	2023	1
3.	Journal of Theology and Christian Education	2022	1
4.	Journal of Science	2022	1
5.	Education Research International	2022	1
6.	Journal of Indonesian, Regional, and Foreign Language Education Research	2021	1
7.	Pedagogic Journal of Education	2021	1
8.	Journal of Nursing Education and Practice	2021	1
9.	Indonesian Journal of Islamic Educational Management	2020	1
10.	Journal of Education Technology	2020	1
11.	International Journal of Emerging Technologies in Learning	2019	1
12.	Journal of Mathematics Education Study Programme	2019	1
13.	Teaching Journalism & Mass Communication	2019	1
14.	Journal of Islamic and Society	2018	1
15.	International Journal of Digital Society	2018	1
16.	IMB Management Riview	2018	1
17.	Jaffray Journal	2018	1
	Count		17

The next stage is data analysis and the results will answer the previously identified research question (RQ). Based on Research Question 1 (RQ1), the implementation of the andragogy approach in educational settings resulted in a category of 17 articles. From the results seen in Table 2, it shows the results of research on the implementation of the andragogy approach in different aspects of the educational field. The implementation of andragogy in the field of education covers various subject areas and courses. In addition, there is an important role of the andragogy approach by applying the principles of andragogy in the learning process. Even one of the articles examined the application of the andragogy approach in the learning curriculum so that learning is more student-centered or learner-centered.

Table 2. Implementation of the Andragogy Approach

No.	Author	Title	Results
1.	Semiono Raharjo	Improving Learning Activities and Outcomes with Problem-Based Learning Based on Andragogy Approach.	This study aims to determine whether Problem-Based Learning (PBL) based on the andragogy approach can improve students' activities and learning outcomes on Optical Tools material. The research was conducted using the Classroom Action Research method. Students learning activities increased from cycle to cycle, namely 26% in cycle I, 57% in cycle II, and 96% in cycle III. With these results, it can be concluded that the PBL model based on the andragogy approach can improve the activity and learning outcomes of students in class XI MIPA-2 at SMAN 1 Piyungan on the material of Optical Tools.
2.	Noval Ardian B., Meilan Arsanti, & Cahyo Hasanudin	The Urgency of Implementing Andragogy Education Components in Junior High School Students.	Andragogy education is a concept that encourages learners to be more active and experience education closer to their real life. There is a time when as the goal of the learning process, learners should be able to become the main actors in their lives. For this reason, schools must prepare learners not only to be objects but also subjects at the same time. We can guard this from the junior high school level.
3.	Betty Dewina M.	Implications of Andragogy for School Supervisors in Professional Improvement of Christian Religious Education Teachers.	Christian Religious Education teachers are adults who have the knowledge, experience, skills, and ability to handle problems independently. In addition, an adult is a person who has the freedom to behave, act and perform activities. The implementation of training for mentored teachers is the task of school supervisors with all training materials and facilities and infrastructure. The implication of andragogy in improving the professionalism of Christian Religious Education teachers can be done by using structured training using seven steps of implementation.
4.	Madjid Nurfaruqi, Hunainah, & Hannanah	The Application of Andragogy Learning Principles in Q.S. Al-Kahf Verses 60-82: A Study at the Master of Islamic Education Study Programme of UIN Semarang Banten	The results of this study are, 1) The principles of andragogy learning are self-motivation, constructivism, learning contract, dialogue, and mastery learning. 2) The principles of andragogy learning in the Master of PAI Study Program at UIN Sultan Maulana Hasanuddin Banten include attention, motivation, activeness, direct involvement, interest, experience, dialogue, democratic, egalitarian, creative, and analytical. 3) The application of andragogy learning principles in the Islamic Religious Education Master Study Programme at UIN Sultan Maulana Hasanuddin Banten is the principle of motivation and discussion, this principle is also applied by lecturers in learning. 4) Supporting factors, namely the existence of sophisticated media such as multimedia, video conferencing, classrooms, online libraries, zoom meetings, and voice notes.
5.	Samuel Zinabu Desta & Mulugeta Awayehu Gugssa	The Implementation of Andragogy in the Adult Education Program in Ethiopia	The findings from this study reveal that andragogy is not working well because facilitators do not communicate the objectives in a balanced way before each session starts, and their efforts to make adults become independent learners are limited. Adult learning experiences are not considered a resource in the facilitation process. E-learning content is determined by curriculum offsets, and facilitators teach learners as it appears in textbooks without relating it to adult

			learners' lives. Extrinsic motivation strategies are mostly used to retain adult learners in the IFAE program. The results of this study also revealed that an assessment of adult learners' needs has never been conducted so far. In general, the facilitation process seems to be direction-dominated and pedagogy-dependent, which is incompatible with andragogy.
6.	Jamiatul Hamidah & Akhmad Syakir	Implementatioin of the Spiritual Andragogy Approach in Increasing Students' Independent Learning Motivation at the Indonesian Language Eiducation Study Program FKIP Univeirsity of Muhammadiyah Banjarmasin	The spiritual andragogy approach gives students the freedom to foster self-learning independence, awareness of self-potential development, and motivation to achieve learning goals. This study aims to describe the application of the spiritual andragogy approach in lectures to optimize student learning outcomes. The results showed that the application of the spiritual andragogy approach can improve student motivation and learning outcomes. A spiritual andragogy approach is a learning approach for adults that emphasizes the soul or psychology of students or the psychology of students at the adult level. In the Indonesian Language Education Study Programme, the application of this approach is carried out in various aspects. The application is carried out by lecturers starting from learning preparation, the process of learning activities, to assessment or evaluation activitie.
7.	Qorina Awa Rosi & Septi Gumiandari	Implementation of Peer Tutor Learning Model in English Subject through Andragogy Approach in the Environment of SMAN 1 Jatiwangi	This research aims to find out the role of peer tutors in increasing student motivation and find out the application of peer tutors in the environment of SMAN 1 Jatiwangi. This research was conducted by interviewing one of the students and teachers of SMAN 1 Jatiwangi about how the application of peer tutors in learning English through the andragogy approach and the results in the role of peer tutors towards increasing student motivation as a good mentor, to solve learning problems, as a role model for other students, providing comfort in learning. Then the results of research on the application of peer tutors in the environment of SMAN 1 Jatiwangi are by the presentation process by dividing into 5-6 groups in class and then presenting the sub-material with powerpoint. Evaluation is very good because it can be seen from the good test scores from the class average.
8.	Nicole Lewis & Venise Bryan	Andragogy and Teaching Techniques to Enhance Adult Learners' Experience	The role and application of andragogy in concept-based nursing education in online, classroom, and clinical teaching contexts is explored in a reflective literature review. Reflections on the incorporation of andragogy for teaching in a concept-based nursing curriculum by a novice educator are also presented, along with selected teaching techniques that have been used to enhance nursing student learning. Non-traditional teaching techniques were shown to be effective in implementing andragogy in a concept-based curriculum model, including simulations, case studies, debates, and the creation of a flipped classroom. Incorporating andragogy into a concept-based curriculum is essential to equip nursing students with the critical thinking and reflective skills necessary for nursing practice.

9.	Muhammad Yusuf & Sohiron	Higher Education Learning Management (Implementation of KKNI-Based Curriculum in Undergraduate Programmes Through an Andragogy Approach)	Learning to achieve graduate learning outcomes (ELOs) uses a student-centered learning (SCL) approach. The SCL approach can apply the andragogy approach, which is the art and science of helping learners (adults) to learn by applying approaches in the concept of learning, namely: self-concept; life experience (the role of the learner's experience), readiness to learn, orientation to learning, the need to know, motivation.
10.	Imran Rahmat & Ridwan	Implementation of E-learning Platform Andragogy in Blended Learning at Universitas Negeri Padang	The background of this research is blended learning in adult education, especially the design of the online platform used, because blended learning is a learning model that combines face-to-face and online learning activities. The results of the study found that the e-learning used in the history of modern thought course in the UNP Visual Communication Design study program is still not optimal to meet the needs of adult learning, of course in the future UNP e-learning is expected to be able to add and optimize these features so that learning can be more optimal.
11.	Olga V. G., Yana V. B., Nadezhda P. P., Bakhtiyor R. K., Galina P. Zhirkova	E-learning within the Field of Andragogy	This article analyses a new educational paradigm based on the concept of e-learning, which relates to the notion of andragogy. The article discusses the openness of education to each individual given the conditions for the free development of his educational, intellectual, and activity opportunities throughout his life. The article presents the main differences between traditional education and e-learning. The most appropriate andragogical platform means continuous, student-centered adult education, there are significant changes in the goals and content of teaching, social roles, forms, and nature of communication between teachers and students, based on e-learning.
12.	Yuni Rosania, Mujib, & Fraulein Intan Suri	An Andragogical Learning Theory Approach to Mathematics Problem Solving Ability Based on Gender	The purpose of this study was to see the effect of the andragogy learning theory approach on students' ability to solve mathematics problems in terms of students' gender. Based on the analysis results obtained that: (1) there is an effect of the andragogy learning theory approach on students' ability to solve mathematics problems, (2) there is an effect of gender on students' ability to solve mathematics problems, (3) there is no interaction between andragogy learning theory approach and gender on students' ability to solve mathematics problem.
13.	Kelsey Moore & Melony S.	Mass Communication Andragogy for Teaching Online Adult Learners	Online higher education programs are made up to a large extent of adult learners, who find freedom and flexibility in this medium. Although adult learners come to university with a wealth of life and work experience, they also have families and other responsibilities. This means that their educational needs, expectations, and interests differ from those of the typical college-aged student. Therefore, understanding how educators can reach adult students online is very important. The Inquiry Community model and andragogy theory help to

			guide 10 best practices for teaching adult learners online. These practices are contextualized in several communication courses such as journalism, mass media, and news writing.
14.	Siti Arifah	Andragogy Learning Strategy (Study on Indonesian Language Learning Course)	In general, there are three main stages in adult learning strategy (andragogy), namely the introduction stage, the information presentation stage, and the closing stage. These three stages must be taken when implementing learning. The learning sequence can be applied to Indonesian language learning courses by the materials in the lecture description.
15.	Kimberly Greene, Lynn Larsen	Virtual Andragogy: A New Paradigm for Serving Adult Online Learners	Adult learners bring a breadth of experience to learning opportunities and must have the maturity to stay motivated, focused, and engaged. Focusing design and facilitation on what Brandman University's School of Education defines as Virtual Andragogy, requires a paradigm shift in best practices for creating online learning and teaching. It is through meaningful changes that designers and instructors can make in their practices that empower adult learners in measurable and immeasurable ways. Lessons learned from the experience of creating and teaching online courses for adult learners are analyzed to offer strategies that can empower instructors, instructional designers, and administrators. The goal is to enable instructor presence, fidelity of delivery, and emotional/cognitive support for students.
16.	Ashutosh Muduli, Vinita Kaura, & Ali Quazi	Pedagogy or andragogy? Views of Indian postgraduate business students	The purpose of this article is to explore Indian business graduate students' perceptions of pedagogy and andragogy. The results show that students prefer andragogy, which can only be met by business education providers who move towards learner-centered teaching and curriculum. The students' preference for andragogy reflects the changing needs of entrepreneurs in India. The findings have strategic implications for the development of student-centered teaching methods and curricula in the Indian higher education sector.
17.	Leonard Sumule	Implementing Andragogy In Indonesian Theological Schools	This article discusses Malcolm Knowles' concerns about the importance of andragogy, the methods and practices of teaching adult learners, in adult education institutions. Knowles' educational theory of andragogy has cross-cultural applicability. The use of this approach in theological school programs may ultimately lead to increased support for adult Christian education in Indonesian churches. Using Malcolm Knowles' andragogy method, adults will experience learning that comes from 'process design' rather than from a 'content plan'. Through the experience of designing the educational process, adults will participate in an atmosphere of mutual respect by discovering and contributing their knowledge and experience to each other in a learning environment.

Based on Research Question 2 (RQ2) on the implementation of andragogy in educational settings, the results seen in Table 3 show that the implementation of andragogy is done in different aspects starting from the learning process, such as the different models used (problem-based learning models and e-learning models), the learning phases (learning preparation, learning activity processes up to assessment or evaluation activities), learning processes that are no longer teacher-centered but teachers are here as facilitators so that they are more student-centered, which can be done through discussion or dialogue

(student-centered learning /SCL). In addition, it is implemented democratically by giving students (learning citizens) the freedom to explore their learning needs and potential to achieve their learning goals.

Table 3. Implementation of the Andragogy Approach

No	Implementation of the Andragogy Approach
1	Through the problem-based learning (PBL) model on the material of optical devices
2	Invite students to play a more active role and feel education closer to real life and make students the object and subject of learning.
3	The implication of andragogy in improving the profession of Christian Religious Education teachers can be done by using structured training using seven implementation steps.
4	The application of andragogy principles includes self-motivation, constructivism, and learning contract. In addition, in the form of attention, motivation, activeness, direct involvement, interest, experience, dialogue, democratic, egalitarian, creative, and analytical. The application of the principles of motivation and discussion applied by lecturers in learning.
5	Through a spiritual andragogy approach by giving freedom to students to foster self-learning independence, awareness of self-potential development, and motivation to achieve learning goals. The application of this approach is carried out in various aspects and is carried out by lecturers starting from the preparation of learning preparation, the process of learning activities, to assessment or evaluation activities.
6	Through the application of peer tutors in English language learning results in the role of peer tutors on increasing student motivation
7	Its role and application in concept-based nursing education in online, classroom, and clinical teaching contexts are explored in this reflective literature review. In addition through non-traditional teaching techniques such as simulations, case studies, debates, and creating "flipped" classrooms Incorporating andragogy into the curriculum to equip nursing students with the critical thinking and reflection skills necessary for nursing practice understanding of knowledge is important.
8	The student centred learning (SCL) approach can apply the andragogy approach, which is the art and science of helping learners (adults) to learn by applying approaches in the concept of learning, namely: the self-concept; life experience (the role of the learner's experience) readiness to learn, orientation to learning, the need to know, motivation (motivation).).
9	Providing individuals with the opportunity for the free development of their educational, intellectual, and activity opportunities throughout their lives through student-centered e-learning platforms, there are significant changes in objectives, teaching content, social roles, forms, and nature of communication between teachers and students based on the andragogy approach.
10	The application of andragogy learning theory through mathematics learning especially in solving students' mathematical problems.
11	The community of inquiry model and andragogy theory that helped guide 10 best practices for teaching online adult learners contextualized in several communication courses such as journalism, mass media, and news writing.
12	Through three main stages in adult learning strategies (andragogy), namely the introduction stage, the information presentation stage, and the closing stage. These three stages must be taken when implementing learning applied to Indonesian language learning courses in accordance with the materials in the lecture description.
13	Through online learning and teaching by empowering adult learners in measurable and immeasurable ways.
14	implications through the development of student-centered teaching methods and curricula in India's higher education sector
15	The application of this approach in theological school programmes to generate increased support for adult Christian education in churches in Indonesia by through the experience of designing educational processes, adults will participate in an atmosphere of mutual respect by discovering and contributing their knowledge and experience to each other in a learning environment.

Based on Research Question 3 (RQ3) about the impact caused by the implementation of the pedagogical approach, the results in Table 4 show that the overall impact leads to positive and good things. The impact is generally able to improve students' learning outcomes, students become more independent in learning and solving their problems personally, students become more active, able to think critically, and have high motivation in the learning process. In addition to the positive impact on students, there are also significant positive changes in the curriculum, which ultimately makes the teaching material, from objectives to content and application, more interesting and interactive. And finally, the teacher as facilitator can apply it in the learning process so that the learning community feels involved, so that the source of learning information is not just one way, but comes from different directions, ultimately gaining more insight and knowledge.

Table 4. Impact of Andragogy Approach Implementation

No	Impact of the Andragogy Approach Implementation Results
1	Can improve student activity and learning outcomes
2	Learners can play a more active role in the learning process and become the main character in their lives.
3	Being able to handle problems independently, not experiencing difficulties in improving their profession, having authority over themselves, having freedom in attitude, action and activity, increasing the professionalism of Christian Religious Education teachers.
4	Students become more motivated, active in the learning process, want to be directly involved, have high creativity and analysis, activeness, direct involvement, interest, experience, dialogical, democratic, egalitarian, creative and analytical, learning becomes better.
5	Students become independent in learning, aware of developing their potential and motivated to achieve learning goals and improve student learning outcomes.
6	Increased student motivation in learning English and improved student learning outcomes as seen from good test scores.
7	Nursing students have critical thinking and reflection skills
8	Helping learners (adults) to learn by applying approaches in the concept of learning, namely: the self-concept; life experience (the role of the learner's experience) readiness to learn, orientation to learning, the need to know, motivation.
9	Adult learning innovation through blended learning with online platform design.
10	There are opportunities for individual education, intellectual improvement, freedom of activity throughout life. There are positive and significant changes in the purpose and content of teaching, social roles, forms and nature of communication between teachers and students, based on e-learning.
11	Influential in improving students' ability to solve maths problems.
12	An innovative model of the Inquiry Community Model collaborated with andragogy theory helps guide 10 best practices for teaching online adult learners.
13	The application of the andragogy approach through Indonesian language learning courses that are tailored to the materials in the lecture description so as to increase student understanding of the material taught.
14	Ability to present instructors, accuracy of implementation, and emotional/cognitive support for students.
15	Changes in teaching from lecturer-centred to student-centred and strategic curriculum changes for the development of student-centred teaching methods and curricula in the Indian higher education sector.
16	Able to create an atmosphere of mutual respect by discovering and contributing their knowledge and experience to each other in a learning environment.

Conclusion

Based on the results of the research carried out, it can be concluded that, based on the results of the systematic literature review (SLR), the implementation of the andragogical approach in educational settings can be done starting from the design of the curriculum, the objectives and content of the teaching materials, as well as the learning stages starting from learning preparation, learning process and evaluation and follow-up. It is also implemented in learning models such as problem-based learning, e-learning, and blended learning. Implementation can be seen from different aspects such as students/learners, teachers as facilitators, learning materials, and the implementation process. The andragogical approach is also implemented in different forms, such as changes in the learning center, which initially focused on the teacher as a learning resource to become students (student-centred learning), has begun to be applied in certain subjects and certain courses, through peer tutors, innovation in teaching methods, which are always face to face, can now use online platforms, both existing and developed by students. The implementation has a positive impact that improves learning. The positive effects include: learners becoming active, motivated, highly analytical, able to think critically and independently in their learning process, and personal problem-solving. Improving the professionalism of teachers as facilitators so that teachers becomes more qualified. Improving students' understanding of the material or subject being taught so that their learning outcomes are good.

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