

CULTURAL REPRESENTATION IN THE PRACTICE OF ANDRAGOGY IN THE ACADEMIC

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ARTICLE INFO

Received: 20-08-2022

Accepted: 18-10-2022

Published: 30-10-2022

Volume: 6

Issue: 2

DOI:

<https://doi.org/10.33019/lire.v6i2.223>

KEYWORDS

Andragogy, Adult Learning, Professional Development, Higher Education, Learner-Centered Teaching, STAIN SAS Bangka Belitung

ABSTRACT

This study explores the implementation of andragogical principles in higher education, with a focus on the context of STAIN SAS Bangka Belitung. Andragogy, as a learner-centered approach, emphasizes the unique needs of adult learners, including self-directed learning, the integration of prior experiences, and the relevance of education to real-world applications. Through a mixed-methods approach, this research evaluates the effectiveness of a professional development program designed to enhance lecturers' understanding and application of andragogical principles. Data were collected through pre- and post-training assessments, student evaluations, and interviews with lecturers. The findings reveal a significant improvement in lecturers' knowledge of andragogy, with post-test scores increasing by 23.9% compared to pre-test results. Student evaluations further indicated that lecturers effectively applied andragogical principles, particularly in understanding learners' self-concept and fostering a learner-centered environment. However, challenges were identified in integrating students' prior experiences and aligning course content with andragogical principles. Barriers such as insufficient lecturer innovation, inadequate learning facilities, and students' pragmatic orientations were also noted. Conversely, enablers such as institutional support, training opportunities, and student motivation facilitated the successful adoption of andragogical practices. The study underscores the importance of continuous professional development and institutional support in promoting andragogical approaches in higher education. Recommendations include revising curricula to better reflect andragogical principles, investing in modern learning facilities, and fostering a culture of innovation among lecturers. Future research should explore the long-term impact of andragogical training on teaching practices and student outcomes, as well as the role of institutional policies in sustaining these practices. By addressing these challenges and leveraging existing enablers, institutions like STAIN SAS Bangka Belitung can create more effective and engaging learning environments for adult learners, ultimately enhancing the quality of higher education.

1. INTRODUCTION

The development of science and technology has brought significant changes in various aspects of life, including in the field of education. One aspect that continues to evolve is the concept of education, specifically in understanding the difference between education for children (pedagogy)



and education for adults (andragogy). Andragogy, as an educational approach specifically designed for adults, not only emphasizes the transfer of knowledge but also the transformation of experiences, skills, and values relevant to the learners' life contexts. In this regard, andragogy is not merely viewed as a teaching method but also as a cultural practice that represents values, norms, and collective experiences within the academic environment.

The practice of andragogy in higher education institutions, such as STAIN Syaikh Abdurrahman Siddik Bangka Belitung, cannot be separated from the cultural context surrounding it. As an educational institution based on Islamic principles, STAIN SAS Bangka Belitung is tasked not only with transforming knowledge but also with internalizing Islamic values and local wisdom into the learning process. This is in line with Law No. 12 of 2012 on Higher Education, which emphasizes the strategic role of higher education in advancing the nation's intellectual life and promoting science and technology, while still considering humanistic and cultural values (Republic of Indonesia, 2012).

From the perspective of Cultural Studies, the practice of andragogy can be seen as a cultural representation involving the interaction of traditional values, modernity, and local context. Malcolm Knowles, in his theory of andragogy, highlights the importance of life experience, self-concept, and intrinsic motivation as key elements in adult learning. These elements are not only individual but also influenced by the social and cultural context in which the learners exist (Knowles, 1980). Therefore, the practice of andragogy in the academic environment is not merely a teaching method but also a medium to reproduce and reconstruct cultural values.

STAIN SAS Bangka Belitung, with 2,379 active students and 71 faculty members, is a real example of how the practice of andragogy can be integrated with local cultural values and Islamic teachings. The learning process in this institution aims not only to develop students' academic potential but also to shape their character to be devout, pious, and ethically noble. In this context, lecturers not only act as educators but also as facilitators who understand and respect the experiences and cultural backgrounds of the students (Danim, 2013).

However, one of the challenges faced is the uneven understanding and application of andragogical methods among lecturers. Many lecturers still tend to use conventional pedagogical approaches that do not adequately consider the experiences and learning needs of adult students as individuals. Therefore, training and capacity building for lecturers in applying andragogical methods are crucial, not only to enhance the effectiveness of learning but also to strengthen the representation of culture in academic practices (Sudjana, 2007).

In this article, the author will explore in depth how the practice of andragogy at STAIN SAS Bangka Belitung represents both local and universal cultural values. Using a Cultural Studies approach, this article will explore how the interaction between Islamic values, local wisdom, and modernity shapes a more inclusive and relevant learning practice for students as adult learners. Through this study, it is hoped that it will contribute to enriching the understanding of the role of culture in higher education, especially in the context of andragogy.



2. LITERATURE REVIEW

Research on andragogy has been extensively conducted, especially in the context of adult education and the development of educator capacity. Several previous studies, such as those conducted by Knowles (1980), have identified the fundamental principles of andragogy, including self-concept, life experience, readiness to learn, and intrinsic motivation. These studies provide a strong theoretical foundation for how adult learning should be designed and implemented. Furthermore, studies by Danim (2013) and Sudjana (2007) have revealed the importance of the role of lecturers as facilitators in andragogical learning, as well as the factors influencing the effectiveness of its implementation in the academic environment.

However, despite the extensive research on andragogy both theoretically and practically, several gaps remain that need to be addressed. First, most previous research has focused on the general educational context and has not sufficiently considered religious-based education, such as in Islamic higher education institutions. Second, prior studies tend to overlook local cultural aspects and Islamic values in andragogical practices, even though these elements play a significant role in shaping students' learning experiences in faith-based academic settings. Third, there is a limited amount of research that delves deeply into enhancing the capacity of lecturers through andragogical training, particularly in the context of Islamic higher education.

This study aims to fill these gaps by exploring the practice of andragogy at STAIN Syaikh Abdurrahman Siddik Bangka Belitung, an Islamic higher education institution that integrates Islamic values and local wisdom in the learning process. The novelty of this research lies in the use of a Cultural Studies approach to analyze the cultural representation in andragogical practices. This research not only views andragogy as a teaching method but also as a medium for reproducing and reconstructing cultural values, both local and universal.

Additionally, this study provides an in-depth examination of the enhancement of lecturers' capacity through andragogical training, both theoretically and practically. This is an important contribution, as such training has not been widely implemented in Islamic higher education institutions, despite its significance in improving the quality of andragogical learning. This research also identifies the factors that hinder and support the implementation of andragogy, which can serve as a reference for other educational institutions wishing to adopt a similar approach.

The contribution of this research can be seen from both theoretical and practical aspects. Theoretically, this research enriches the literature on andragogy by incorporating a cultural perspective and Islamic values, which have not received much attention in previous studies. The findings of this study are expected to serve as a reference for future research that aims to explore andragogy in the context of religious or culturally-based education.

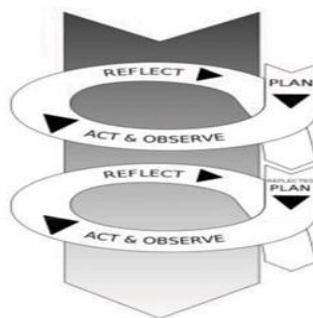
Practically, this research provides concrete recommendations for STAIN SAS Bangka Belitung and similar institutions to enhance lecturers' capacity through andragogical training. These recommendations include strategies to overcome the hindering factors and maximize the



supporting factors in the implementation of andragogy. Moreover, this research can serve as a model for other higher education institutions seeking to integrate cultural and religious values into their learning processes, creating a more inclusive and relevant learning environment for adult learners. Thus, this research not only contributes to the development of educational science but also to educational practices in general, particularly in the context of higher education based on religion and culture.

3. METHODOLOGY

This research uses action research method (Action Research) Somekh, (2006) provides an understanding that, action research is conducted to improve or develop knowledge in certain social situations. In this study, the action was carried out on STAIN Syaikh Abdurrahman Siddik Bangka Belitung lecturers in the form of andragogy learning training to increase the capacity of lecturers in andragogy learning. In the implementation of action research, research design has a very important position. In general, as revealed by Sulipan, (2010: 24) the stages of action at least go through stages, namely: 1) planning, 2) implementation, 3) observation, and 4) reflection. The research design can be visualized in the figure below.



The Steps of Action Research by Kemmis & McTaggart (cited from

[American Journal of Educational Research Vol. 4, No. 18](#), 2016.

<http://pubs.sciepub.com/education/4/18/4/index.html>, accessed in 5 February 2022)

4. RESULTS AND DISCUSSION

The research aimed to examine the knowledge of STAIN Syaikh Abdurrahman Siddik Bangka Belitung lecturers regarding the concept of andragogy and their capacity in implementing it after training. The findings reveal that there is a notable improvement in the lecturers' understanding and practice of andragogy post-training.

A. Lecturer Knowledge of Andragogical Concepts

Before the training intervention, a pre-test was administered to evaluate the lecturers' baseline understanding of andragogical principles, which are critical for effective adult education. The results revealed an average pre-test score of 59.3, with a standard deviation of 5.8, indicating a relatively limited grasp of andragogical concepts among the participants. This finding aligns with



the literature suggesting that many educators in higher education, particularly those without formal training in adult learning theories, often lack a comprehensive understanding of andragogy (Knowles, Holton, & Swanson, 2012). The pre-test results underscore the necessity of targeted professional development programs to address this gap, as a solid foundation in andragogy is essential for creating learner-centered environments that cater to the unique needs of adult learners (Merriam & Bierema, 2014).

Following the training, a marked improvement in the lecturers' knowledge was observed, with the average post-test score increasing to 73.4, representing a 23.9% enhancement. This substantial improvement suggests that the training successfully addressed key gaps in the participants' understanding of andragogical principles. A paired t-test confirmed the statistical significance of this improvement, yielding a p-value of 0.000, which is well below the conventional threshold of 0.05. This finding is consistent with research by Tobias (2008), who emphasizes that well-designed training programs can significantly enhance educators' pedagogical knowledge and skills. The effectiveness of the training can be attributed to its focus on practical applications of andragogical theories, such as fostering self-directed learning, leveraging learners' experiences, and creating collaborative learning environments (Knowles et al., 2012).

The results of this study highlight the critical role of professional development in equipping lecturers with the knowledge and skills necessary to implement andragogical approaches effectively. This is particularly relevant in religious-based higher education institutions like STAIN SAS Bangka Belitung, where the integration of andragogical principles can enhance the quality of teaching and learning while aligning with the institution's mission to foster holistic development (Zepke & Leach, 2010). However, it is important to note that while the training yielded significant improvements, the post-test average of 73.4 suggests that there is still room for further growth. This aligns with the findings of Guskey (2002), who argues that sustained professional development and ongoing support are essential for achieving long-term changes in teaching practices.

Moreover, the study raises important questions about the broader implementation of andragogical training in higher education. For instance, how can institutions ensure that such training is not a one-time event but part of a continuous professional learning culture? Additionally, future research could explore the impact of andragogical training on actual teaching practices and student outcomes, as the translation of knowledge into practice is a critical measure of training effectiveness (Desimone, 2009).

In conclusion, this study demonstrates the effectiveness of andragogical training in enhancing lecturers' knowledge and underscores the importance of such initiatives in higher education. However, it also calls for a more comprehensive approach to professional development, one that includes follow-up support, reflective practice, and institutional commitment to fostering a culture of continuous learning. By addressing these factors, institutions like STAIN SAS Bangka



Belitung can better equip their educators to meet the evolving needs of adult learners in a rapidly changing educational landscape.

B. Capacity Improvement in Andragogical Teaching

Following the training, the lecturers' ability to apply andragogical principles in their teaching practices was assessed through student evaluations using structured questionnaires. The analysis of the collected data revealed that, on average, students rated the lecturers' application of andragogical principles as "good," with an overall score of 3.23 on a 5-point scale. This indicates a moderate to high level of effectiveness in implementing andragogical strategies, though there remains room for further refinement and improvement. The evaluation focused on key dimensions of andragogy, including the lecturers' understanding of learners' self-concept, their ability to integrate students' prior experiences into the learning process, and their orientation toward fostering a learner-centered environment.

The highest ratings were observed in the domain of "self-concept," where lecturers demonstrated a strong ability to recognize and respond to students' individual needs, preferences, and motivations. This aligns with the foundational principles of andragogy, which emphasize the importance of acknowledging adult learners' autonomy and self-directedness (Knowles, Holton, & Swanson, 2012). The positive feedback in this area suggests that the training successfully enhanced the lecturers' capacity to create learning environments that respect and support the self-concept of adult learners, a critical factor in promoting engagement and retention (Merriam & Bierema, 2014).

However, the evaluation also identified areas requiring further attention. Specifically, the integration of students' prior experiences into the learning process received slightly lower ratings, indicating that lecturers may still face challenges in effectively leveraging learners' backgrounds and knowledge to enrich the educational experience. This finding is consistent with research by Taylor and Kroth (2009), who argue that while many educators recognize the value of experiential learning, they often struggle with practical strategies to incorporate it meaningfully into their teaching. Addressing this gap is crucial, as the effective use of prior experiences is a cornerstone of andragogical practice, enabling learners to connect new knowledge to their existing frameworks and enhancing the relevance of the learning process (Brookfield, 2013).

The results of this evaluation underscore the importance of ongoing professional development and support for lecturers in higher education. While the training yielded significant improvements in the application of andragogical principles, the variability in student ratings highlights the need for targeted interventions to address specific areas of weakness. For instance, workshops focused on experiential learning techniques, reflective practice, and collaborative learning strategies could further enhance lecturers' ability to integrate students' prior experiences into their teaching (Desimone, 2009). Additionally, fostering a culture of continuous improvement



through peer feedback, mentoring, and reflective teaching practices could help sustain and build upon the gains achieved through the training (Guskey, 2002).

In conclusion, the student evaluations provide valuable insights into the impact of the andragogical training on lecturers' teaching practices. While the overall results are promising, they also reveal specific areas for improvement, particularly in the integration of prior experiences into the learning process. By addressing these gaps and fostering a culture of continuous learning and reflection, institutions like STAIN SAS Bangka Belitung can further enhance the quality of adult education and better meet the needs of their diverse student populations.

C. Barriers and Enablers in Andragogy Implementation

The study also identified a range of barriers and enablers that influence the successful implementation of andragogical practices in higher education. These factors highlight the complex interplay between institutional, pedagogical, and learner-related elements that can either hinder or facilitate the adoption of andragogical principles. Understanding these dynamics is critical for designing effective interventions and creating an environment conducive to adult learning.

Barriers to Implementing Andragogical Practices

One of the primary barriers identified was the difficulty in shifting students' pragmatic orientation toward learning. Many students, particularly in professional or vocational programs, tend to focus on immediate, practical outcomes rather than engaging in deeper, self-directed learning processes. This pragmatic mindset can conflict with the andragogical emphasis on critical thinking, reflection, and lifelong learning (Danim, 2013). Overcoming this barrier requires a cultural shift in how students perceive the purpose of education, which is often deeply ingrained and resistant to change.

Another significant challenge was the insufficient level of innovation among lecturers. Despite the training provided, some lecturers struggled to move beyond traditional, teacher-centered approaches and fully embrace the learner-centered methods advocated by andragogy. This reluctance to innovate may stem from a lack of confidence, limited exposure to alternative teaching strategies, or institutional constraints that prioritize content delivery over experiential learning (Brookfield, 2015). Addressing this issue requires not only additional training but also ongoing support and encouragement to experiment with new pedagogical approaches.

Inadequate learning facilities and resources further compounded the challenges of implementing andragogical practices. For example, limited access to technology, outdated teaching materials, and overcrowded classrooms can hinder the creation of interactive and collaborative learning environments that are essential for adult learners (Merriam & Bierema, 2014). These infrastructural limitations highlight the need for institutional investment in modernizing facilities and providing the tools necessary for effective andragogical teaching.



Finally, mismatched course content was identified as a barrier. In some cases, the curriculum was not aligned with the principles of andragogy, focusing too heavily on theoretical knowledge rather than practical application or real-world problem-solving. This misalignment can undermine the relevance of the learning experience for adult learners, who often seek education that directly applies to their personal and professional lives (Knowles, Holton, & Swanson, 2012). Revising curricula to better reflect andragogical principles is essential for addressing this issue.

Enablers of Andragogical Implementation

On the positive side, several factors were found to support the successful implementation of andragogical practices. One of the most significant enablers was the availability of training opportunities for lecturers. The professional development programs provided by the institution played a crucial role in equipping lecturers with the knowledge and skills needed to apply andragogical principles effectively. This finding aligns with the work of Desimone (2009), who emphasizes that high-quality, sustained training is a key driver of pedagogical change.

The strong motivation of students also served as a critical enabler. Adult learners who are intrinsically motivated to learn and improve their skills are more likely to engage actively in the learning process, creating a positive feedback loop that encourages lecturers to adopt andragogical approaches (Taylor & Kroth, 2009). This highlights the importance of fostering a learning culture that values curiosity, self-direction, and personal growth.

Institutional support, particularly through the periodic evaluations conducted by the university's Quality Assurance Center, was another key enabler. These evaluations provided valuable feedback on teaching practices and helped identify areas for improvement, creating a culture of accountability and continuous improvement. This aligns with Sudjana's (2007) assertion that institutional mechanisms for monitoring and evaluation are essential for sustaining effective teaching practices.

5. CONCLUSION

This study has provided valuable insights into the implementation of andragogical principles in higher education, particularly within the context of STAIN SAS Bangka Belitung. The findings highlight both the progress made and the challenges that remain in adopting learner-centered approaches tailored to adult learners. The training program successfully enhanced lecturers' knowledge of andragogy, as evidenced by the significant improvement in post-test scores and the positive student evaluations of teaching practices. However, the study also identified several barriers, including students' pragmatic orientation, insufficient lecturer innovation, inadequate learning facilities, and mismatched course content, which hinder the full realization of andragogical practices. On the other hand, enablers such as training opportunities, student motivation, and institutional support through quality assurance mechanisms have played a crucial role in facilitating the adoption of these principles.



Implications

The findings of this study have several important implications for higher education institutions, particularly those serving adult learners. First, the success of the training program underscores the value of professional development in equipping lecturers with the knowledge and skills needed to implement andragogical principles effectively. Institutions should prioritize ongoing training and support to ensure that educators remain adept at addressing the evolving needs of adult learners.

Second, the barriers identified—such as infrastructural limitations and curriculum misalignment—highlight the need for systemic changes. Institutions must invest in modernizing learning facilities, revising curricula to reflect andragogical principles, and fostering a culture of innovation among lecturers. Finally, the role of institutional support, particularly through quality assurance mechanisms, demonstrates the importance of creating structures that promote accountability and continuous improvement in teaching practices.

Recommendations

Based on the findings, the following recommendations are proposed:

1. **Expand Professional Development Programs:** Institutions should offer regular and comprehensive training sessions focused on andragogical principles, with an emphasis on practical strategies for integrating prior experiences, fostering self-directed learning, and creating collaborative learning environments. Follow-up workshops and mentoring programs can help sustain the gains achieved through initial training.
2. **Revise Curricula to Align with Andragogical Principles:** Course content should be redesigned to emphasize real-world applications, problem-solving, and experiential learning. This will enhance the relevance of education for adult learners and align with their motivations for pursuing further education.
3. **Invest in Learning Facilities:** Institutions should allocate resources to modernize classrooms, provide access to technology, and create spaces that support interactive and collaborative learning. Adequate facilities are essential for implementing andragogical practices effectively.
4. **Foster a Culture of Innovation:** Lecturers should be encouraged to experiment with new teaching methods and share best practices with their peers. Institutional recognition and rewards for innovative teaching can motivate educators to embrace andragogical approaches.
5. **Strengthen Institutional Support Mechanisms:** Quality assurance centers should continue to play an active role in monitoring and evaluating teaching practices. Regular feedback and constructive evaluations can help lecturers refine their approaches and address areas for improvement.
6. **Conduct Further Research:** Future studies should explore the long-term impact of andragogical training on teaching practices and student outcomes. Comparative research across different institutional contexts can provide deeper insights into the factors that facilitate or hinder the implementation of andragogy.

By addressing these recommendations, institutions like STAIN SAS Bangka Belitung can create more effective and engaging learning environments that cater to the unique needs of adult



learners. This, in turn, will contribute to the broader goal of enhancing the quality of higher education and promoting lifelong learning.

ACKNOWLEDGEMENT

This research was funded by the Ministry of Religious Affairs of the Republic of Indonesia for the 2017 budget. This research is educational institution development research. The authors are lecturers at STAIN Syaikh Abdurrahman Siddik Bangka Belitung who are concerned in education field, especially Islamic education in Indonesia.

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