



Andragogy-based learning model for intergenerational salted egg businesses in Tangerang Regency

Mustofa Kamil¹, Sri Yanti², Dadang Yunus³, Purnomo⁴

^{1,2}Universitas Islam Syekh-Yusuf, Tangerang, Indonesia

^{3,4}Universitas Pendidikan Indonesia, Bandung, Indonesia

m.kamil@unis.ac.id¹, sri.yanti@unis.ac.id², dadangyunus@upi.edu³, purnomo@upi.edu⁴

ABSTRACT

This study examines the andragogical learning model in the context of intergenerational businesses, specifically within the salted egg artisans community in Tangerang Regency. Intergenerational businesses face significant challenges in transferring knowledge and values between generations, often experiencing shifts due to differences in perspectives and priorities. The andragogical approach emphasizes the importance of learning relevant to adults' needs and life experiences. This approach involves collaboration between older and younger generations in family businesses to address shared challenges. This research employs a case study method to identify effective learning models for managing knowledge transfer and values within the salted egg artisans community. The results indicate that an andragogy-based collaborative learning model, which involves both generations in the learning process through practical experience and joint discussions, effectively enhances business sustainability. This approach not only improves technical skills and knowledge but also strengthens the understanding of traditional values and modern innovations, which are crucial for the sustainability and success of intergenerational businesses. The study suggests the need for flexibility and adaptability in learning models to ensure the successful transfer of knowledge and values between generations in family businesses.

ARTICLE INFO

Article History:

Received: 29 Jun 2024

Revised: 4 Sep 2024

Accepted: 13 Sep 2024

Available online: 21 Sep 2024

Publish: 29 Nov 2024

Keyword:

andragogy; collaborative learning;
intergenerational business;
knowledge transfer; value transfer

Open access

Inovasi Kurikulum is a peer-reviewed open-access journal.

ABSTRAK

Penelitian ini mengkaji model pembelajaran berbasis andragogi dalam bisnis intergenerasi, khususnya pada komunitas pengrajin telur asin di Kabupaten Tangerang. Bisnis intergenerasi menghadapi tantangan besar dalam transfer pengetahuan dan nilai antar generasi, yang sering kali mengalami pergeseran seiring dengan perbedaan cara pandang dan prioritas. Pendekatan andragogi menekankan pembelajaran yang relevan dengan kebutuhan dan pengalaman hidup orang dewasa, dan dalam bisnis keluarga, pendekatan ini melibatkan kolaborasi antara generasi tua dan muda untuk mengatasi tantangan bersama. Penelitian ini menggunakan metode studi kasus untuk mengidentifikasi model pembelajaran yang efektif dalam mengelola transfer pengetahuan dan nilai dalam komunitas pengrajin telur asin. Hasil penelitian menunjukkan bahwa model pembelajaran collaborative learning berbasis andragogi, yang melibatkan kedua generasi dalam proses belajar melalui praktik nyata dan diskusi bersama, efektif dalam memperkuat keberlanjutan usaha. Model collaborative learning meningkatkan keterampilan teknis dan pengetahuan, juga memperkuat pemahaman tentang nilai-nilai tradisional dan inovasi modern, yang keduanya penting untuk keberlanjutan dan kesuksesan bisnis intergenerasi. Penelitian ini menyarankan perlunya fleksibilitas dan adaptabilitas dalam model pembelajaran untuk memastikan keberhasilan transfer pengetahuan dan nilai antar generasi dalam bisnis keluarga.

Kata Kunci: andragogi; bisnis intergenerasi; pembelajaran kolaboratif; transfer nilai; transfer pengetahuan

How to cite (APA 7)

Kamil, M., Yanti, S., Yunus, D., & Purnomo, P. (2024). Andragogy-based learning model for intergenerational salted egg businesses in Tangerang Regency. *Inovasi Kurikulum*, 21(4), 1875-1886.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



Copyright 2024, Mustofa Kamil, Sri Yanti, Dadang Yunus, Purnomo. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: m.kamil@unis.ac.id

INTRODUCTION

Andragogy-based learning in intergenerational or hereditary businesses is a relevant approach to maintaining the continuity and sustainability of family businesses. Intergenerational businesses often face significant challenges in transferring knowledge, skills, and values between generations, especially when there are differences in perspective and approach to managing the business (Moreno-Gené & Gallizo, 2021). Andragogy, which emphasizes adult learning, in intergenerational business is not only about the transfer of technical or operational knowledge but also includes the transfer of values, Culture, and vision that have become the foundation of the family business (Roe, 2023).

In hereditary businesses, there is often a shift in values and priorities as generations change, which can affect the direction and sustainability of the business. The andragogical approach focuses on learning relevant to adults' needs and life experiences. In contrast, in intergenerational businesses, this means adapting the learning process to the family and business dynamics (Gainsford & Evans, 2021). Andragogical learning occurs not only in the classroom or through formal training but also through everyday interactions, strategic discussions, and shared decision-making in a business environment (Tessier *et al.*, 2021). Therefore, the learning model adopted must be flexible and adaptable to the specific needs of each generation in the family business. A flexible learning model ensures that inherited knowledge and values can be maintained and adapted to the challenges and opportunities faced by the next generation.

Transferring knowledge and values ensures intergenerational business continuity in line with the andragogy approach. Transfer of knowledge is the process of spreading information, skills, and understanding from one individual or group to another individual or group to improve their understanding and abilities. Transfer of knowledge can be obtained by students from learning media, such as books, magazines, museums, the internet, educators, and other sources that can increase their knowledge (Pokrovskaja *et al.*, 2019; Suwana, 2021). Transfer of value is the process of transferring values, whether in the form of beliefs, ethics, or norms, from one individual or group to another individual or group to form and strengthen character and shared culture. Transfer of value will only be obtained by students through educators or learning resources that instill attitudes and values of material by involving the psychological aspects of learning resources and students (Pambudi *et al.*, 2019). Any media cannot replace the instillation of attitudes and values that involve psychological aspects, so effective learning is learning that can involve both the physical and psychological aspects of students in learning that are based on character values and are relevant to the objectives that have been set (Lavy, 2020).

The increasingly rapid and modern development of the era in human life makes the learning process increasingly have to make educators more creative in carrying out knowledge transfer and value transfer. The learning process often experiences disruptions caused by internal aspects of the younger generation and external aspects (Cueto *et al.*, 2022). One such case is the generation gap, which is the difference in values and attitudes between one generation and another, especially between young people and their parents (Janmaat & Keating, 2019). These differences stem from older and younger people not understanding each other because of their differences in experiences, opinions, habits, and behavior (Verplanken & Orbell, 2022).

Previous research discussed the importance of developing entrepreneurial character in women in Lette Village, especially in facing the economic challenges caused by the COVID-19 pandemic. Women in this area have the mental and material potential to become entrepreneurs, and this program aims to encourage them through soft skills training. This training uses adult learning methods (andragogy) with an experiential learning approach, where participants are given information and practical experience to develop entrepreneurial skills and character (Khair *et al.*, 2021). In addition, other studies discuss community

service programs aimed at increasing family economic income in Drenges Village, Bojonegoro, through training in making nutraceutical drinks. This Village has excellent potential in natural resources, especially herbal plants such as ginger, turmeric, and temulawak, which have been processed into healthy drinks intergenerationally (Fernanda & Handrianto, 2022).

In a society where so many generations live and work together, instruments are needed that enable them to understand, respect, and learn from each other. Responding to increasing intergenerational disparities, intergenerational collaboration is one of the foundations of intergenerational connectivity, which leads to understanding and tolerance between generations (Gadomska-Lila, 2020). Collaboration can be through intergenerational practices, programs, and learning. Learning in the form of intergenerational programs is defined as a social vehicle that creates an intentional and sustainable exchange of resources between older and younger generations (Oropilla & Ødegaard, 2021). Intergenerational learning enables generational participation in activities that promote intergenerational dialogue and enables generations to acquire skills, values, and knowledge (Chen, 2019).

The success of learning in intergenerational (hereditary) business is greatly influenced by the extent to which this intergenerational learning model can reveal the determinative points that are key to its success in the salted egg craftsman environment of Tangerang Regency. This study was conducted to obtain a picture of the learning model in salted egg craftsmen in Tangerang Regency.

LITERATURE REVIEW

Andragogy

Andragogy, or the study of adult learning, is an educational approach that differs from pedagogy, which focuses on children's learning. The concept of andragogy was first introduced by Malcolm Knowles, who emphasized that adults learn differently because of their extensive life experiences, need for relevance, and stronger motivation to apply the knowledge directly to everyday life (Machynska & Boiko, 2020; Nallaluthan *et al.*, 2023). In andragogy, the role of the teacher is not merely as a transmitter of information but more as a facilitator who helps adult learners discover knowledge through exploration and reflection on their own experiences (Wang *et al.*, 2021).

One of the main principles of andragogy is the orientation of learning to center on problem-solving rather than simply absorbing content. Adults tend to be more interested in learning that can be directly applied to the context of their work or personal lives (Morris, 2019). They seek relevant and practical learning to help them overcome their challenges. Learning designed for adults should consider the individual's background, needs, and goals and provide space for autonomy and responsibility for their learning process (Vanslambrouck *et al.*, 2019).

Andragogy provides a robust framework for adult learning, but educators must address challenges. For example, not all adults have the same learning skills and vast differences in experience, knowledge, and learning styles (Evers & Chen, 2021). Other challenges include creating inclusive and supportive learning environments and dealing with resistance to change or new learning. By understanding and applying the principles of andragogy effectively, educators can help adults reach their full potential in the context of lifelong learning.

Intergenerational Business

Intergenerational business is a concept that combines different generations in one organization or business. In the modern business environment, where retirement ages are shifting and life expectancy is increasing, the existence of multiple generations in one workplace is becoming more common (Phillipson,

2019). These generations, from Baby Boomers to Generation Z, bring diverse perspectives, values, and working methods (Ngotngamwong, 2019). This diversity can be an excellent strength for businesses if managed well because each generation has unique skills and insights that can complement each other. One of the main challenges in managing a business between generations is the difference in values and communication styles. Younger generations, such as Generation Y (Millennials) and Generation Z, tend to be more flexible, innovative, and open to change (Kuleto *et al.*, 2021). Generation Y and Generation Z are more comfortable with digital technology and often prioritize a balance between work and personal life (Deluliis & Saylor, 2021; Gabrielova & Buchko, 2021).

The success of intergenerational business also depends on the organization's ability to manage knowledge transfer between generations. The knowledge held by older generations is often a valuable asset, especially in industries that are based on experience and specialized expertise (Ivaldi *et al.*, 2022). So that this knowledge is not lost as seniors retire, companies must develop effective mentoring and training programs (Santini *et al.*, 2020). In this way, the younger generation can learn from the experiences of the previous generation while bringing new perspectives relevant to the times. Companies that successfully manage generational diversity will be better prepared to face the challenges of a dynamic market and be able to create products or services that are more relevant to various consumer segments (Sreih *et al.*, 2019). Thus, intergenerational business is about age diversity and integrating different views and experiences to achieve sustainable competitive advantage.

The success of intergenerational business is also closely related to the organization's ability to create an inclusive culture that values the contributions of each generation. Building an inclusive culture requires a strong commitment from company leaders to accommodate the different needs of each generation, such as flexibility in work schedules, opportunities for continuous learning, and space for innovation and creativity (Kuknor & Bhattacharya, 2022; Simmons & Yawson, 2022). Leaders must create an environment encouraging intergenerational collaboration through cross-functional projects and teams of varying ages. Effective communication is needed to address potential intergenerational conflicts that may arise due to differences in perspective or work style (Gabrielova & Buchko, 2021; Rudolph *et al.*, 2021). An open and transparent communication approach and training that improves intergenerational communication skills can help create a more harmonious and productive work atmosphere (Dullah *et al.*, 2023; Mercader *et al.*, 2021). Companies must retain talent from different generations but also be able to leverage this diversity to achieve long-term business goals and create added value for all stakeholders.

METHODS

The research method used in this study is a case study, the use of this method will dig deeper into the research problem (deep description) so that the uniqueness and distinctiveness of this research will be revealed. The purpose of the case study is to intensively study the background, current conditions, and environmental interactions of a social unit, individual, group, institution, or community (Priya, 2021). The study's results will describe the conceptual model of andragogy-based learning in intergenerational business. The research subjects were one manager, two participants in the intergenerational program of salted egg craftsmen, one instructor/salted egg expert, and one salted egg trader/wholesaler.

This research refers to Knowles' andragogy approach procedures, namely (Nallaluthan, 2023): 1) Diagnosing learning needs; 2) Formulating learning objectives; 3) Developing a learning activity plan; 4) Implementing learning; and 5) Re-diagnosing learning needs (evaluation). The implementation of the andragogy application was developed by considering the results of the environmental analysis related to the bureaucratic aspects and the network system for implementing the salted egg craftsman community strengthening program so that the role in supervision involves the parties and stakeholders, namely starting from internal supervision by management elements, district/city UMKM assistants, professional

staff who become student assistants (facilitators). They are positioned according to their duties so that there is a clear role and synergy, supported by instruments that have a high level of validity in supporting the realization of the implementation of strengthening the capacity of the salted egg craftsman community in intergenerational efforts.

RESULTS AND DISCUSSION

Learning Needs Diagnosis

Diagnosing learning needs as a basis for program management requires a fundamental, systematic, and comprehensive effort. The steps taken are to conduct environmental exploration (environmental scanning). At this stage, the managers/craftsmen of salted eggs and LPPM UNIS Tangerang partners try to explore various fundamental and comprehensive potentials and problems. This is done systematically through the exploration of natural resources and human resources that are considered relevant and can be supporting factors or even inhibiting intergenerational salted egg artisans.



Image 1. Collaborative Learning Model

Sumber: *Suh & Lee (2006)*

After diagnosing learning needs through environmental exploration, the next step is to develop a learning model that focuses on one-way knowledge transfer and encourages the active involvement of all parties involved, primarily through collaborative learning (**Image 1**). The collaborative learning andragogy model for salted egg craftsmen in Tangerang allows the younger and older generations to work together on real projects, such as innovation in production, improving product quality, or more effective marketing strategies. Involving both generations in discussions and decision-making can improve technical knowledge and a deeper understanding of traditional values and modern innovations that can strengthen business sustainability (*Temel & Durst, 2021*).

Collaborative learning opens space for exchanging ideas and experiences that can enrich the learning process (*Bali & Iriani, 2024*). Older generations can share traditional skills and production techniques that have proven effective. In comparison, younger generations can bring new perspectives, such as using technology and digital media to expand markets (*Powers & Zhao, 2019*). Through this intergenerational collaboration, challenges such as limited resources or changing consumer preferences can be addressed more creatively and adaptively.

Formulating and Developing Learning Objectives

Formulation and development of learning objectives in the orientation of the collaborative learning model have the following objectives as achievements: 1) Exploring the potential of the community related to social conditions to pioneer intergenerational salted egg craftsmen starting from human resources, customs, habits, and prevailing norms. This is done to position the salted egg craftsmen as a community and study group of non-formal education units in improving the quality of products and program services for customers and residents of the surrounding community. In addition to social potential, this phase also examines the psychological condition of the salted egg craftsmen community in Tangerang Regency, which is expected to be able to explore strengthening the capacity of the salted egg craftsman community as an institution for organizing community education programs to improve services for customers and the surrounding community; 2) Exploring the potential of natural resources and the surrounding environment that support the improvement of institutions and the capacity of the salted egg craftsman community that can provide awareness of the importance of entrepreneurship by optimizing the potential of existing natural resources.

The older generation can act as mentors who guide the younger generation in implementing proven traditional techniques, while the younger generation can introduce more modern digital marketing technologies and strategies. The knowledge exchange between generations can improve collaboration results (Schneider *et al.*, 2019). With this partnership, there is expected to be an effective transfer of knowledge and more vital sustainability of the salted egg craftsman business, where each community member can contribute according to their expertise and knowledge. This partnership also strengthens the community's capacity to adapt to changes in the business and social environment. The salted egg craftsman community can continue growing and benefit customers and the surrounding community more significantly.

Implementing Learning

The program management seen from the implementation mechanism focuses on the implementation stage. Strengthening the capacity of the salted egg craftsman community with all its components is the primary input for the implementation process, so it is the core of a program. As part of a process, this stage is very strategic because it will significantly determine the output and outcome of the goals that have been set. The program implementation mechanism can be elaborated on in content, approach/strategy, and implementation process. The approach used in this program is the collaborative learning andragogy model, as expressed by experts that collaborative learning is an educational approach in which individuals work together in groups to share knowledge, solve problems, and achieve learning goals collectively while utilizing the strengths and unique perspectives of each group member (Haq *et al.*, 2021; Zamiri & Camarinha-Matos, 2019).

The program's implementation must be able to answer the program's achievement. In practice, the steps taken in strengthening the capacity of the salted egg craftsman community through intergeneration consider two aspects, namely 1) Policy aspects of establishing an MSME community, what are the administrative requirements seen from the existing policy umbrella such as the existence of a notary deed, institutional NPWP, opening of an institutional account number and so on; 2) Coordination aspects with the supervisory apparatus, which includes the local village government apparatus as the regional authority that grants permission to establish a residence (secretariat) for MSMEs, then the Tangerang Regency Cooperatives and Small and Medium Enterprises Service as the supervisor who issues operational permits for the implementation of the MSME program. Applying the approach and implementation strategy is closely related to the choice, determined and agreed upon by the parties involved in the implementation, and adjusted to the situation and characteristics of the problems faced.

The program's implementation is ultimately closely related to the institutionalization process or procedure itself, whereas its implementation is related to the principles of andragogy. The management of the salted egg artisan community program is carried out by organizing, which includes determining the managers and successors of the salted egg artisan community, determining the number and position, determining the role and function of the successor/worker, further organizing in the form of an organizational structure for organizing the salted egg artisan community. In addition to this, strengthening the capacity of the intergenerational salted egg artisan community also refers to the standards for establishing a salted egg artisan community (UMKM) issued by the Tangerang Regency Micro, Small, and Medium Enterprises Service, this is intended to maintain the quality and quality of customer service for the salted egg artisan community.

Conducting Evaluation

The evaluation stage is intended to see the effectiveness of strengthening the capacity of the salted egg craftsman community through an andragogy approach based on the UMKM institutional program. In this stage, the assessment is carried out starting from the search for supply materials in the form of quality duck eggs, good taste and quality, product packaging, and product marketing. In further developments, the salted egg craftsman community is allowed to expand the work program by establishing small and medium business centers that support the achievement of the goals of the salted egg craftsman community.

In the evaluation of the salted egg craftsman community, initial assessments (identification of needs, potential, and problems of products and customer services) were also seen, as analysis of the performance of salted egg craftsman employees (assessment of daily tasks) and summative (final test of the salted egg flavored products produced), and assessment of the impact of the program. Finally, the final achievement of strengthening the capacity of salted egg craftsmen as a non-formal education unit is to create jobs for people who are not yet working and form a learning society that is aware of the importance of intergenerational education for salted egg craftsmen starting from opening a business, finding duck egg supplies, quality salted egg flavors, packaging, and marketing products.

Learning Outcomes

The output of strengthening the capacity of the salted egg craftsman community through the andragogy approach ultimately produces the next generation who understands, in theory, how to make distinctive and quality salted eggs and are skilled in making delicious salted eggs and having a classy and quality taste that prioritizes customer satisfaction. The next generation of salted egg craftsmen is expected to have a standard and competence that standards can measure. Quality standards in a business product are a measure, norm, and benchmark agreed upon (Psarommatis *et al.*, 2020). With these standards, a person can objectively assess their competence regarding their work following nationally established criteria.

The development of managerial competencies for the next generation of salted egg craftsmen is a process of developing knowledge, attitudes, skills, and behaviors by the managerial functions that must be implemented in managing the organization of the salted egg craftsman community so that managers can act effectively, creatively and innovatively. The managerial competencies mentioned above require continuous development so that managers can follow the continuous environmental changes. The development of managerial competencies is carried out continuously along with changes and developments in the environment; it is hoped that managers will be interested in exciting and challenging problems and motivated to produce new creative ideas.

Discussion

The study's results indicate that the andragogy approach that emphasizes adult learning through experience and active involvement is relevant in maintaining the continuity of knowledge and traditional values between generations. This is important considering that the salted egg business in Sukabumi Regency combines traditional production techniques inherited from the previous generation and modern innovations introduced by the younger generation. This study found that one of the keys to successful learning in intergenerational businesses is applying a collaborative learning model that allows intensive interaction between generations. In collaborative learning, the older generation can share experiences and technical skills that they have mastered over the years, while the younger generation can contribute new ideas, especially in marketing and digital technology (Ansari & Khan, 2020). This collaboration creates synergies that strengthen product quality and overall business competitiveness.

The stages of diagnosing learning needs carried out through environmental scanning also determine the direction of learning. By understanding the environment, both in terms of human resources and natural resources, the salted egg artisan community can adjust learning strategies that suit their needs and potential. The emphasis on the social and psychological aspects of the local community ensures that the learning process developed is technically adequate and relevant to local conditions and values (Darling-Hammond *et al.*, 2020; Jones & Davison, 2021). Implementing the andragogy program in the salted egg artisan community is also marked by applying sound management principles, such as organizing roles and functions in the community and coordinating with local government officials. These steps ensure that the program being implemented not only meets administrative standards but can also create a supportive environment for business sustainability. Evaluations conducted on the program's implementation show that this community has succeeded in developing its capacity in terms of product quality and expanding market reach.

When applied with a collaborative learning approach and supported by effective management, the andragogy learning model can be potent in strengthening intergenerational businesses. The synergy between generations, traditional businesses such as salted egg craftsmen in Tangerang Regency can not only survive but also develop and adapt to changing times so that they can face new challenges in the future.

CONCLUSION

Andragogy-based learning in intergenerational businesses, especially in the salted egg artisan environment in Tangerang Regency, has proven effective in improving the sustainability and continuity of family businesses. This approach allows the transfer of knowledge and values between generations through formal and informal learning involving daily interactions, strategic discussions, and joint decision-making. This learning model also considers family dynamics and the specific needs of each generation, so it is more relevant and flexible when facing the challenges of an ever-evolving business. This study shows that the transfer of knowledge and value implemented through a collaborative learning model is essential in maintaining the continuity of family businesses. Transfer of knowledge involves disseminating technical and operational skills, while transfer of value involves instilling values, culture, and vision that are the basis of family businesses. With an adaptive and inclusive andragogy approach, intergenerational businesses can be better prepared to face changing times and generational values shifts. The results of this study have implications for education practitioners and family business managers. First, it is essential to implement an andragogy approach in intergenerational businesses to support a more effective transfer of knowledge and values between generations. Second, the use of collaborative learning models can strengthen the involvement of young and old generations in the teaching and learning process, thus promoting the sustainability and continuity of the business. Third, the development of the capacity of the

salted egg artisan community through this approach can increase their adaptability and resilience in facing the ever-changing market dynamics. Further research recommendations are to use perspectives from other topics, such as management science, food and beverages science, and product design.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article and confirms that the data and content are free from plagiarism.

REFERENCES

- Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning, the new domain of learning. *Smart Learning Environments*, 7(1), 1-16.
- Bali, A., & Iriani, A. (2024). Implementation of clinical supervision with a collaborative approach to enhance teachers' pedagogical competence in junior high schools. *Inovasi Kurikulum*, 21(3), 1383-1364.
- Chen, J. (2019). Exploring the impact of teacher emotions on their approaches to teaching: A structural equation modelling approach. *British Journal of Educational Psychology*, 89(1), 57-74.
- Cueto, L. J., Frisnedi, A. F. D., Collera, R. B., Batac, K. I. T., & Agaton, C. B. (2022). Digital innovations in MSMEs during economic disruptions: Experiences and challenges of young entrepreneurs. *Administrative Sciences*, 12(1), 8-20.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140.
- Deluliis, E. D., & Saylor, E. (2021). Bridging the gap: Three strategies to optimize professional relationships with Generation Y and Z. *The Open Journal of Occupational Therapy*, 9(1), 1-13.
- Dullah, M., Limgiani, L., & Suwardi, L. A. (2023). Work environment analysis to improve employee performance. *Revenue Journal: Management and Entrepreneurship*, 1(2), 127-134.
- Evers, K., & Chen, S. (2021). Effects of automatic speech recognition software on pronunciation for adults with different learning styles. *Journal of Educational Computing Research*, 59(4), 669-685.
- Fernanda, M. H. F., & Handrianto, P. (2022). Peningkatan pendapatan warga desa melalui pembuatan minuman nutrasetikal: Pelatihan di Desa Drenges, Bojonegoro. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 6(2), 445-451.
- Gabrielova, K., & Buchko, A. A. (2021). Here comes generation z: Millennials as managers. *Business Horizons*, 64(4), 489-499.
- Gadomska-Lila, K. (2020). Effectiveness of reverse mentoring in creating intergenerational relationships. *Journal of Organizational Change Management*, 33(7), 1313-1328.
- Gainsford, A., & Evans, M. (2021). Integrating andragogical philosophy with Indigenous teaching and learning. *Management Learning*, 52(5), 559-580.
- Haq, I. U., Anwar, A., Rehman, I. U., Asif, W., Sobnath, D., Sherazi, H. H. R., & Nasralla, M. M. (2021). Dynamic group formation with intelligent tutor collaborative learning: A novel approach for next generation collaboration. *IEEE Access*, 9(1), 143406-143422.

- Ivaldi, S., Scaratti, G., & Fregnan, E. (2022). Dwelling within the fourth industrial revolution: Organizational learning for new competences, processes and work cultures. *Journal of Workplace Learning, 34*(1), 1-26.
- Janmaat, J. G., & Keating, A. (2019). Are today's youth more tolerant? Trends in tolerance among young people in Britain. *Ethnicities, 19*(1), 44-65.
- Jones, C. A., & Davison, A. (2021). Disempowering emotions: The role of educational experiences in social responses to climate change. *Geoforum, 118*(1), 190-200.
- Khair, A. U., Asri, A., & Firman, A. (2021). Pembentukan karakter kewirausahaan melalui pembinaan softskill pada perempuan di Kelurahan Lette. *Nobel Community Services Journal, 1*(1), 16-23.
- Kuknor, S. C., & Bhattacharya, S. (2022). Inclusive leadership: New age leadership to foster organizational inclusion. *European Journal of Training and Development, 46*(9), 771-797.
- Kuleto, V., P, M. I., Stanescu, M., Ranković, M., Šević, N. P., Păun, D., & Teodorescu, S. (2021). Extended reality in higher education, a responsible innovation approach for generation y and generation z. *Sustainability, 13*(21), 1-12.
- Lavy, S. (2020). A review of character strengths interventions in twenty-first-century schools: Their importance and how they can be fostered. *Applied Research in Quality of Life, 15*(2), 573-596.
- Machynska, N., & Boiko, H. (2020). Andragogy-the science of adult education: Theoretical aspects. *Journal of Innovation in Psychology, Education and Didactics, 24*(1), 25-34.
- Mercader, V., Galván-Vela, E., Ravina-Ripoll, R., & Popescu, C. R. G. (2021). A focus on ethical value under the vision of leadership, teamwork, effective communication and productivity. *Journal of Risk and Financial Management, 14*(11), 522.
- Moreno-Gené, J., & Gallizo, J. L. (2021). Intergenerational differences in family business management and their influence on business profitability. *Sustainability, 13*(12), 1-17.
- Morris, T. H. (2019). Adaptivity through self-directed learning to meet the challenges of our ever-changing world. *Adult Learning, 30*(2), 56-66.
- Nallaluthan, K., Masran, M. N., Thurasingam, V., & Kanapathy, K. (2023). Malcolm Knowles' theory of andragogy at research management and innovation centre Universiti Pendidikan Sultan Idris (RMIC-UPSII): Work-based learning model. *Evaluation Studies in Social Sciences, 4*(2), 30-50.
- Ngotngamwong, R. (2019). Working with millennials: From the perspective of baby boomers and gen xers. *Human Behavior, Development & Society, 20*(2), 1-16.
- Oropilla, C. T., & Ødegaard, E. E. (2021). Strengthening the call for intentional intergenerational programmes towards sustainable futures for children and families. *Sustainability, 13*(10), 1-14.
- Pambudi, D. I., Mardati, A., & Nuraini, E. (2019). The education values of Indonesian teachers: Origin, importance, and its impact on their teaching. *International Journal of Instruction, 12*(3), 633-650.
- Phillipson, C. (2019). 'Fuller' or 'extended working lives? Critical perspectives on changing transitions from work to retirement. *Ageing & Society, 39*(3), 629-650.
- Pokrovskaja, N. N., Ababkova, M. Y., & Fedorov, D. A. (2019). Educational services for intellectual capital growth or transmission of culture for transfer of knowledge—Consumer satisfaction at St. Petersburg universities. *Education Sciences, 9*(3), 183-197.

- Powers, A., & Zhao, J. (2019). Staying alive: Entrepreneurship in family-owned media across generations. *Baltic Journal of Management*, 14(4), 641-657.
- Priya, A. (2021). Case study methodology of qualitative research: Key attributes and navigating the conundrums in its application. *Sociological Bulletin*, 70(1), 94-110.
- Psarommatis, F., Prouvost, S., May, G., & Kiritsis, D. (2020). Product quality improvement policies in industry 4.0: Characteristics, enabling factors, barriers, and evolution toward zero defect manufacturing. *Frontiers in Computer Science*, 2(1), 26-40.
- Roe, L. (2023). Applying andragogy to service-learning in graduate education: An interpretive phenomenological analysis. *Journal of Adult and Continuing Education*, 29(1), 147-169.
- Rudolph, C. W., Rauvola, R. S., Costanza, D. P., & Zacher, H. (2021). Generations and generational differences: Debunking myths in organizational science and practice and paving new paths forward. *Journal of Business and Psychology*, 36(6), 945-967.
- Santini, S., Baschiera, B., & Socci, M. (2020). Older adult entrepreneurs as mentors of young people neither in employment nor education and training (NEETs): Evidences from multi-country intergenerational learning program. *Educational Gerontology*, 46(3), 97-116.
- Schneider, F., Giger, M., Harari, N., Moser, S., Oberlack, C., Providoli, I., Schmid, L., Tribaldos, T., & Zimmermann, A. (2019). Transdisciplinary co-production of knowledge and sustainability transformations: Three generic mechanisms of impact generation. *Environmental Science & Policy*, 102(1), 26-35.
- Simmons, S. V., & Yawson, R. M. (2022). Developing leaders for disruptive change: An inclusive leadership approach. *Advances in Developing Human Resources*, 24(4), 242-262.
- Sreih, J. F., Lussier, R. N., & Sonfield, M. C. (2019). Differences in management styles, levels of profitability, and performance across generations, and the development of the family business success model. *Journal of Organizational Change Management*, 32(1), 32-50.
- Suh, H., & Lee, S. (2006). Collaborative learning agent for promoting group interaction. *ETRI Journal*, 28(4), 461-474.
- Suwana, F. (2021). Content, changers, community and collaboration: Expanding digital media literacy initiatives. *Media Practice and Education*, 22(2), 153-170.
- Temel, S., & Durst, S. (2021). Knowledge risk prevention strategies for handling new technological innovations in small businesses. *VINE Journal of Information and Knowledge Management Systems*, 51(4), 655-673.
- Tessier, A., Croteau, C., & Voyer, B. (2021). Exploring the usability of the andragogical process model for learning for designing, delivering and evaluating a workplace communication partner training. *Journal of Workplace Learning*, 33(8), 577-590.
- Vanslambrouck, S., Zhu, C., Pynoo, B., Thomas, V., Lombaerts, K., & Tondeur, J. (2019). An in-depth analysis of adult students in blended environments: Do they regulate their learning in an 'old school' way?. *Computers & Education*, 128, 75-87.
- Verplanken, B., & Orbell, S. (2022). Attitudes, habits, and behavior change. *Annual Review of Psychology*, 73(1), 327-352.
- Wang, V., Torrisi-Steele, G., & Reinsfield, E. (2021). Transformative learning, epistemology and technology in adult education. *Journal of Adult and Continuing Education*, 27(2), 324-340.

Zamiri, M., & Camarinha-Matos, L. M. (2019). Mass collaboration and learning: Opportunities, challenges, and influential factors. *Applied Sciences*, 9(13), 1-16.