



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

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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.

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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

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INTRODUCTION

Andragogy-based learning in intergenerational, or hereditary, businesses is a highly relevant approach in maintaining the continuity and sustainability of family businesses. Intergenerational businesses often face significant challenges in transferring knowledge, skills, and values between generations, especially with different perspectives and business management approaches (Moreno-Gené & Gallizo, 2021). Andragogy, which emphasizes adult learning in intergenerational businesses, 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 andragogy approach focuses on learning relevant to adults' needs and life experiences, which in intergenerational businesses means adapting the learning process to family and business dynamics (Gainsford & Evans, 2021). Andragogical learning happens not only in classrooms or through formal training but also in daily interactions, strategic discussions, and shared decision-making in a business environment (Tessier *et al.*, 2021). Therefore, the learning model adopted should be flexible and adaptable to the specific needs of each generation in the family business. A flexible learning model ensures that the knowledge and values passed on can be maintained and adapted to the challenges and opportunities faced by the next generation.

In line with the andragogy approach, the process of knowledge and value transfer is a crucial component in ensuring intergenerational business continuity. Transfer of knowledge is the process of disseminating information, skills, and understanding from one individual or group to another to improve their understanding and abilities. Transfer of knowledge can be obtained by learners from learning media, such as books, magazines, museums, the internet, educators, and other sources that can increase their knowledge (Pokrovskaia *et al.*, 2019; Suwana, 2021). Transfer of value is the process of transferring values, both in the form of beliefs, ethics, and 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 a material by involving psychological aspects of learning resources and students (Pambudi *et al.*, 2019). No media can replace the cultivation of attitudes and values involving these psychological aspects, so effective learning is learning that can involve both the physical and psychological aspects of students in learning based on character values and relevant to the goals that have been set (Lavy, 2020).

The development of an increasingly fast and modern era in human life requires the learning process to be more creative in transferring knowledge and value. The learning process that occurs is often disturbed by internal aspects of the younger generation and external aspects (Cueto *et al.*, 2022). One 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 behaviors (Verplanken & Orbell, 2022).

Previous research discussed the importance of entrepreneurial character building in women in Lette Village, especially in the face of economic challenges posed by the COVID-19 pandemic. Women in this area have the mental and material potential for entrepreneurship, and this program aims to encourage them through soft skills training. The training uses an adult learning method (andragogy) with an experiential learning approach, where participants are given information and practical experience to shape entrepreneurial skills and character (Khair *et al.*, 2021). In addition, another study discussed a community service program that aims to increase 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 allow them to understand, respect, and learn from each other. In response to the increasing intergenerational gap, intergenerational collaboration is one of the foundations of intergenerational connectivity, which leads to intergenerational understanding and tolerance (Gadomska-Lila, 2020). Such collaboration can include intergenerational practices, programs, and/or learning. Learning in the form of intergenerational programs is defined as a social vehicle that creates an intentional and sustainable exchange of resources among older and younger generations (Oropilla & Ødegaard, 2021). Intergenerational learning enables generational participation in activities that promote intergenerational dialogue and allow generations to acquire skills, values, and knowledge (Chen, 2019).

The success of learning in an intergenerational business is greatly influenced by the extent to which this intergenerational learning model can reveal the determinative points that are key to the success of the learning model in the intergenerational business in the environment of salted egg artisans in Tangerang Regency. This research was conducted to obtain an overview of the learning model that occurs in the salted egg artisans of Tangerang Regency.

LITERATURE REVIEW

Andragogy

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

One of the key principles of andragogy is the orientation of learning centered on problem solving rather than content absorption. Adults tend to be more interested in learning that can be directly applied in the context of their work or personal life (Morris, 2019). They seek relevant and practical learning, which can help them overcome the challenges they face. Learning designed for adults should consider individuals' backgrounds, needs, and goals and allow room for autonomy and responsibility for their learning process (Vanslambrouck *et al.*, 2019).

Andragogy provides a strong framework for adult learning, but educators must face challenges. For example, not all adults have the same learning skills and considerable differences in experiences, knowledge, and learning styles (Evers & Chen, 2021). Other challenges include creating an inclusive and supportive learning environment 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 lifelong learning.

Intergenerational Business

Intergenerational business is the concept of combining multiple generations in one organization or business. In the modern business environment, where retirement ages are shifting and life expectancy is increasing, having 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, as each generation has unique skill sets and insights that complement each other. One of the main challenges in managing an intergenerational business 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 work-life balance (Deluliis & Saylor, 2021; Gabrielova & Buchko, 2021).

Intergenerational business success also depends on an organization's ability to manage intergenerational knowledge transfer. Knowledge held by older generations is often a valuable asset, especially in industries based on experience and specialized skills (Ivaldi *et al.*, 2022). Companies should develop effective mentoring and training programs to prevent this knowledge from being lost as seniors retire (Santini *et al.*, 2020). In this way, younger generations can learn from the experiences of previous generations while bringing new perspectives relevant to the times. Companies that successfully manage generational diversity will be better prepared to face dynamic market challenges 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 a sustainable competitive advantage.

Intergenerational business success is also closely related to an 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 should create a work environment encouraging intergenerational collaboration through cross-functional projects and teams of different ages. Effective communication is needed to address potential intergenerational conflicts arising from different perspectives or work styles (Gabrielova & Buchko, 2021; Rudolph *et al.*, 2021). Open and transparent communication approaches and training focusing on improving 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 multiple generations and leverage this diversity to achieve long-term business goals and create value for all stakeholders.

METHODS

The research method used in this research is a case study; this method will explore the research problem (in-depth description) more deeply, so that the uniqueness of this research will be revealed. The purpose of a case study is to intensively study the background, current situation, and environmental interactions of a social unit, individual, group, institution, or society (Priya, 2021). The research results will describe the conceptual model of andragogy-based learning in intergenerational businesses. The research subjects were one manager, two participants in the intergenerational program of salted egg craftsmen, one salted egg instructor/expert, and one salted egg trader/wholesaler.

This research refers to Knowles' andragogy approach procedure (Nallaluthan, 2023): 1) Diagnose learning needs; 2) formulate learning objectives; 3) develop learning activity designs; 4) implement learning; and 5) re-diagnose learning needs (evaluation). The implementation of the application of andragogy was developed by taking into account the results of environmental analysis related to bureaucratic aspects and the network system for implementing the program to strengthen the community of salted egg craftsmen, so that the role in supervision involves the parties and stakeholders, starting from internal supervision by management elements, district/city UMKM assistants, and professionals who become student assistants (facilitators). They are positioned according to their assignment 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 artisan community in intergenerational efforts.

RESULTS AND DISCUSSION

Diagnosis of Learning Needs

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



Figure 1. Model Collaborative Learning
Source: *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 active involvement of all parties involved, primarily through collaborative learning (**Figure 1**). The andragogy model of collaborative learning with salted egg artisans in Tangerang allows the younger and older generations to work together on real projects, such as innovations 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 can strengthen business sustainability (*Temel & Durst, 2021*).

Collaborative learning opens space for exchanging ideas and experiences to enrich learning (*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

The formulation and development of learning objectives in the orientation of the collaborative learning model has objectives as achievements, namely 1) The potential of the community related to social conditions to pioneer the intergenerational transfer of salted egg artisans, ranging from human resources, customs, habits, and prevailing norms. This is done to position the salted egg artisans as a community and learning group of non-formal education units in improving the quality of products and program services for customers and local community members. In addition to social potential, in this phase it is also done how the psychological condition of the salted egg artisans community in Tangerang Regency is expected to be able to explore strengthening the capacity of the salted egg artisans community as an institution for implementing community education programs to improve services for customers and the surrounding community; 2) The potential of natural resources and the surrounding environment that supports the institutional improvement and capacity of the salted egg artisan community that can provide awareness about the importance of entrepreneurship by optimizing the potential of existing natural resources.

The older generation can act as mentors, guiding the younger generation in applying time-tested traditional techniques, while the younger generation can introduce more modern digital marketing technologies and strategies. The knowledge exchange between generations can improve collaboration outcomes (Schneider *et al.*, 2019). With this partnership, there is expected to be an effective transfer of knowledge and stronger sustainability of salted egg artisan businesses, where each community member can contribute according to their expertise and knowledge. This partnership also strengthens the community's capacity to adapt to business and social environment changes so that the salted egg artisan community can continue to grow and provide greater benefits to customers and the surrounding community.

Implementing Learning

As seen from the implementation mechanism, the program management is very focused on the implementation stage. Strengthening the capacity of the salted egg artisan community with all its components is the basic input for the implementation process to occur, 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 set. The program implementation mechanism can be elaborated on in terms of content, approach/strategy, and implementation process. The approach used in this program is the andragogy model of collaborative learning, as revealed 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 unique strengths and perspectives of each group member (Haq *et al.*, 2021; Zamiri & Camarinha-Matos, 2019).

Program implementation must be able to determine the program's achievement. In practice, the steps taken in strengthening the capacity of the salted egg artisan community through intergenerational 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, NPWP institution, opening an institutional account number and so on; 2) Coordination with the supervisory apparatus, which includes the local village government apparatus as the regional authority that permits to establish the UMKM secretariat, and the Tangerang District Office of Cooperatives and Small and Medium Enterprises as the supervisor that issues operational permits for the UMKM program. Implementation

approaches and strategies are closely related to the choices made and agreed upon by the parties involved. It is adapted to the situation and characteristics of the problems encountered.

Program implementation is ultimately closely related to the institutionalization process or procedure itself, wherein its implementation is related to the principles of andragogy. Program management of the salted egg artisan community is carried out by organizing, which includes determining the manager and successor of the salted egg community artisans, determining the number and position, and determining the role and function of the successor/worker, further organized in the form of an organizational structure of the salted egg artisan community organizer. In addition, 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 and Small and Medium Enterprises Office. This is intended to maintain the quality of customer service of the salted egg artisan community.

Carrying out an Evaluation

The evaluation stage is intended to see the effectiveness of strengthening the capacity of the salted egg artisan community through an andragogy approach based on the MSME 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 the subsequent development, the community of salted egg craftsmen can expand the work program by establishing small and medium-sized business centers that support the achievement of the goals of the salted egg artisans community.

In the evaluation of the salted egg artisan community, it is also seen regarding the initial assessment (identification of needs, potential and product problems and customer service), analysis of the performance of salted egg artisans employees (daily task assessment) and summative (final test of salted egg flavor products produced), as well as an assessment of the impact of the program. Finally, the final achievement of strengthening the capacity of salted egg artisans as a non-formal education unit is to create jobs for unemployed people and form a learning society that realizes the importance of intergenerational education for salted egg artisans from opening a business, looking for duck egg supply materials, quality salted egg flavors, product packaging and marketing.

Learning Output

The output of strengthening the capacity of the salted egg artisan community through an andragogy approach ultimately gave birth to the next generation, who understood in theory about how to make typical and quality salted eggs, were skilled in making delicious salted eggs, and had a classy and quality taste that prioritized customer satisfaction. The next generation of salted egg artisans is expected to have a standard and competence that standards can measure. Quality standards in a business product are an agreed measure, norm, or benchmark (Psarommatis *et al.*, 2020). These standards allow someone to objectively assess their competence in terms of their work according to nationally established criteria.

The development of managerial competence for the next generation of salted egg artisans is a process of developing knowledge, attitudes, skills, and behaviors according to the managerial functions that must be carried out in managing the salted egg artisans community organization, thus enabling managers to act effectively, creatively, and innovatively. The managerial competencies mentioned above require continuous development so that managers can keep up with continuous environmental changes. The development of managerial competencies is carried out continuously along with environmental changes and developments. Managers are expected to be interested in engaging and challenging problems and motivated to generate creative new ideas.

Discussion

The results showed that the andragogy approach, which emphasizes adult learning through experience and active engagement, is relevant in maintaining the continuity of traditional knowledge and values between generations. This is important because the salted egg business in Sukabumi District involves a blend of traditional production techniques inherited from previous generations and modern innovations introduced by younger generations. This study found that one of the keys to successful learning in intergenerational businesses is implementing a collaborative learning model that allows intensive interaction between generations. In collaborative learning, older generations can share experiences and technical skills that they have mastered over the years, while younger generations can contribute new ideas, especially in marketing and digital technology (Ansari & Khan, 2020). This collaboration creates synergies that strengthen not only product quality but also the overall competitiveness of the business.

The learning needs diagnosis stage, carried out through environmental scanning, also determines the direction of learning. By understanding the environment, human and natural resources, the community of salted egg artisans can customize learning strategies that suit their needs and potential. The emphasis on 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). The implementation of the andragogy program in the salted egg artisan community is also marked by applying sound management principles, such as the organization of roles and functions within the community and coordination with local government officials. These steps ensure that the program not only meets administrative standards but is also able to create an enabling environment for business sustainability. An evaluation of the program implementation showed that the community successfully developed its capacity in terms of product quality and expanded its market reach.

The andragogy learning model, applied with a collaborative learning approach and supported by effective management, can be a potent tool in strengthening intergenerational businesses. Synergy between generations and 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, particularly among salted egg artisans in the Tangerang district, has proven effective in improving the sustainability and continuity of family businesses. This approach enables the transfer of knowledge and values between generations through formal and informal learning, which involves daily interactions, strategic discussions, and joint decision-making. The learning model also considers family dynamics and the specific needs of each generation, making it more relevant and flexible in the face of evolving business challenges. This research shows that the transfer of knowledge and the transfer of value implemented through the collaborative learning model are important in maintaining the continuity of the family business. Transfer of knowledge involves disseminating technical and operational skills, while transfer of value involves instilling the values, culture, and vision on which the family business is based. With an adaptive and inclusive andragogy approach, intergenerational businesses can be better prepared for the changing times and intergenerational value shifts. The results of this study have implications for educational practitioners and family business managers. First, applying the andragogy approach in intergenerational businesses is important to support more effective transfer of knowledge and values between generations. Second, using collaborative learning models can strengthen the involvement of younger and older generations in the teaching-learning process, thus promoting

business sustainability and continuity. Third, building the capacity of the salted egg artisan community through this approach can increase their adaptability and resilience in the face of changing market dynamics. Future research recommendations use perspectives from other topics such as management science, food and beverage science, and product design.

AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article and that the data and content are free from plagiarism.

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