

## Andragogical Principles in Pre-Service Sports Coach Education for Adult Learners

Irmawita Irmawita<sup>1\*</sup>, Ridha Husnul Hayati<sup>1</sup>, Rembulan Catra Banyu Biru<sup>1</sup>, Zahratul Azizah<sup>1</sup>, Aldeva Ilhami<sup>2</sup>

<sup>1</sup>Universitas Negeri Padang, Indonesia

<sup>2</sup>Universitas Islam Negeri Sultan Syarif Kasim, Indonesia

\*Corresponding author e-mail: [irmawita@fip.unp.ac.id](mailto:irmawita@fip.unp.ac.id)

### Abstract

Andragogy is a set of ideas about how to help adults learn that have yet to get much attention in sports teaching, especially in schools that prepare people to become coaches. This qualitative exploratory study looked at a university program in Padang, Indonesia, that was meant to prepare students to work with adult athletes. The study looked at how the ideas from Knowles' Andragogy in Practice Model were used in that school. We talked to and asked 14 pre-service coaching students and nine adult players about their learning experiences, interests, and environmental factors. The results aligned with andragogy ideas like giving students choice, problem-based learning, and teaching based on values. Cultural values valuing group work and obedience to authority clashed with basic pedagogical principles. Economic limits also affected how ready people were to learn on their own. The general company mindset continued to be similar to how young people are coached. A combined method that adapts andragogy to the local social, cultural, and sports norms is offered to improve coaching education and adult learning in this setting. The results shed light on an area that has not been studied much and applied to andragogical theory. They also show how to use teaching methods appropriate for different cultures.

**Keywords:** andragogy, pre-service coaching education, adult athletes, cultural influences

**How to cite:** Irmawita, I., Hayati, R. H., Biru, R. C. B., Azizah, Z., & Ilhami, A. (2024). Andragogical Principles in Pre-Service Sports Coach Education for Adult Learners. *International Journal of Pedagogy and Learning Community (IJPLC)*, 1(2), 14-25. <https://doi.org/10.24036/8c286688>



Licensees may copy, distribute, display and perform the work and make derivative works and remixes based on it only if they give the author or licensor the credits (attribution) in the manner specified by these. Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for non-commercial purposes.

## INTRODUCTION

Andragogical procedures and conceptions of adult learning differ from the standard pedagogy centred on children (Callary et al., 2015; Ferrari et al., 2016). Coaches need to know these concepts and strategies to deal with individuals who are either adults or master athletes. According to Rathwell et al. (2015) and Parent and Ruestsch (2020), there is an increasing need for coaches who can design learning environments that cater to the unique obstacles that adult athletes encounter and their aspiration to achieve maximum success in their respective sports.

To address this need, it is crucial to understand the principles of andragogy and how they apply to sports coaching. Andragogy, as defined by Knowles et al. (2012), refers to the art and

science of helping adults learn. The Andragogy in Practice Model (APM) proposed by Knowles et al. (2012) provides a framework for understanding adult learning, emphasizing self-directed learning, prior experiences, readiness to learn, and problem-centered approaches. These principles differ from pedagogical techniques typically used with younger athletes, which often rely more on direct instruction and may not fully consider the adult learner's autonomy and life experiences.

However, according to the Coaching Association of Canada (2013), coach education programmes typically emphasise pedagogical practices geared towards young people. Although andragogical principles have shown promise in better engaging adult learners when applied to various educational contexts (Merriam, 2001; Merriam et al., 2006), there has been a dearth of study on the implementation of andragogical principles in the field of sports coaching, as stated by MacLellan et al. (2019). The application of andragogical principles in sports coaching involves specific techniques such as collaborative goal-setting, reflection on past experiences, and problem-based learning scenarios. These techniques aim to address the unique reasons why adults engage in sports, including health maintenance, social interaction, and personal challenge.

Since Indonesia is so firmly steeped in collectivistic cultural values, such as respect for those in authority and adherence to social and cultural norms, it is essential to examine how well andragogical approaches mesh with Indonesian perspectives on adult education (Lisnawati & Ruslan, 2004). The socioeconomic environment of Padang, West Sumatra, which includes limited resources and a cultural emphasis on job responsibilities over leisure diversions like sports, may affect adult athletes' training and coaching approaches (Heryanto, 2007). Through an investigation of the use of andragogy within the pre-service sports coaching curriculum of a university in Padang, this study has the potential to provide fresh insight into how cultural, economic, and organisational factors interact to impact adult learning and coaching education in this specific area.

Some specific queries included the following:

1. How do pre-service coaching students at a university in Padang describe their andragogical learning experiences in adult athlete training?
2. What are Padang's adult athletes' favourite andragogy coaching methods?
3. How do local sports conventions, economic constraints, collectivism, and respect for authority affect andragogical notions in a university in Padang's coach education program?

The primary objective of this study is to explore the implementation of andragogical principles in pre-service coach education programs for adult athletes in Padang, with a focus on cultural and economic factors that may influence this implementation. By addressing this objective, the study aims to fill a gap in the existing literature by introducing adult learning theory to the arena of sports coaching in a specific cultural context. Additionally, it may result in the production of culturally relevant insights that can be used to refine coaching pedagogy and cater to the growing number of adult athletes in Indonesia.

## LITERATURE REVIEW

### **Andragogy and the Andragogy in Practice Model**

Andragogy, as envisioned by Knowles et al. (2012), has had a considerable influence on adult education. It has done this by offering a more nuanced perspective on adult learning and highlighting elements that separate it from pedagogy. Andragogy is defined as "the art and science of helping adults learn" (Knowles et al., 2012, p. 1). The authors strongly focus on the core concepts of andragogy, which include self-directed learning, relevance, and the inclusion of experiential learning.

The six foundations of andragogy outlined by Knowles et al. (2012) are necessary when assisting people in accomplishing their educational goals. First, individuals need to comprehend the reasons for their school enrollment and how their education would assist them in accomplishing their professional and personal objectives. Second, empowering individuals to direct their education efficiently enhances self-assurance, independence, and intrinsic motivation. In addition, adult learners bring many life experiences to the classroom, allowing them to deepen

educational connections with greater depth and diversity. The fact that there is such a wealth of experience and expertise makes the learning process far more effective. Lastly, people actively seek out knowledge pertinent to their lives and are ready to apply what they have learned in the classroom to challenges they encounter in the real world.

There is a fifth principle that emphasises the fact that adult learners are issue solvers rather than information searchers. They place a higher priority on actual problem-solving talents and strategies than on theoretical comprehension. Adult learners are motivated by intrinsic and personal incentives, highlighting the need to appeal to people's passions and interests to increase engagement and long-term learning. Knowles's Andragogy in Practice Model (APM) blends these concepts into a flexible framework that considers adult learners' particular characteristics and circumstances. Although the use of andragogy in sports coaching is still in its infancy, it has seen widespread application in corporate training and higher education.

Since andragogy concepts are very relevant to the requirements and characteristics of adult or master athletes (athletes who participate in sports events at a competitive level and are 35 or older), it is possible to dive further into and apply them to sports coaching. This is because andragogy concepts apply to the field of sports coaching. Techniques from the field of andragogy may be used by coaches in order to meet better the specific learning preferences, motivations, and developmental needs of adult athletes. This can help coaches enhance their players' sports experience and performance capabilities.

### **Adult Learning in the Coaching Context**

According to several studies (Callary et al., 2015, 2017; Ferrari et al., 2016), master athletes prefer coaching approaches based on andragogical principles. According to Morris-Eyton (2008), master athletes put a high value on independence, learning that is problem-based and relevant to the athletic challenges they face in the current day and acknowledging the experiences they have had in the past. They join for reasons other than monetary gain, such as a feeling of success or personal satisfaction (Rathwell et al., 2015). There are also additional reasons why they participate.

On the other hand, coaching pedagogy for juvenile athletes is often more instructor-led, omits problem-solving, and is motivated by external factors such as competition results (Jones, 2007; Light & Dixon, 2007). According to a study conducted by MacLellan et al. (2019), an experienced coach is more likely to use andragogical approaches while dealing with masters' athletes than junior athletes; this is the case when working with junior athletes. On the other hand, the vast majority of the coaching material published so far has focused on in-service coaches who continuously work with adult athletes throughout the registration process. Furthermore, the manner in which andragogical concepts are included in the curriculum of pre-service coaching students, particularly those who are getting ready to work with adult populations, has not yet been well researched.

### **The Indonesia Context**

Within Indonesian culture, the use of andragogical strategies is influenced by specific social and economic factors. According to Hofstede's (2001) research, Indonesia highly rated the cultural features of collectivism, power distance, and uncertainty avoidance. Lisnawati and Ruslan (2004) state that this leads to forming a culture that places a higher value on conformity than invention, respecting authority and according to the norms. There is a possibility that these ideas conflict with andragogical ones, such as their emphasis on the learner as a change agent and the significance of learning via problem-based activities.

Andragogy in adult sports and athletics programs may also be influenced by cultural norms and economic constraints prioritising employment obligations over leisure activities (Heryanto, 2007). These factors may also impact the way andragogy is implemented. The degree of preparedness to learn among adult athletes and the reasons for their learning may vary depending on the cultural and economic aspects that are taken into consideration. This study aims to

investigate pre-service coach education in the Indonesian city of Padang through the lens of andragogy. The findings may provide new insights into how cultural, economic, and organisational factors influence the facilitation of adult learning for a significant and growing community of master athletes. These discoveries have the potential to broaden andragogical theory into this unexplored terrain and to build a culturally appropriate coaching approach.

## METHODS

### Research Design

This study employed a qualitative exploratory approach to examine how andragogical principles are used in pre-service sports coach education programs geared toward adult learners and athletes. The research methodology applied consisted of semi-structured interviews and focus groups. Given the limited amount of published material on the topic within the context of Indonesian culture, an exploratory approach was deemed most suitable.

### Participants

Participants in the study were drawn from a public university in Padang, West Sumatra that offered a bachelor's degree program in sports science and coaching education when the research was conducted. The sample consisted of two categories: adult athletes and pre-service coaching students. Both of these subsets composed the sample as demonstrated in Table 1 below:

**Table 1.** Participant Demographic Information

Characteristic		Pre-service Coaching Students (n=15)	Adult Athletes (n=10)
Gender	Male	8 (57%)	6 (67%)
	Female	6 (43%)	3 (33%)
Education Level	Bachelor's	14 (100%)	7 (78%)
	Master's	0 (0%)	2 (22%)
Coaching Experience	< 1 year	6 (43%)	N/A
	1-3 years	8 (57%)	N/A
Sport Participation	Individual	N/A	4 (44%)
	Team	N/A	5 (56%)
Age Range		25-30 years	30-45 years
Mean Age (SD)		27.3 (1.8) years	36.7 (4.2) years

Note: SD = Standard Deviation; N/A = Not Applicable

Table 1 highlights that pre-service coaching students, all bachelor's degree holders, have varied coaching experience and a mean age of 27.3 years, whereas adult athletes, with a mean age of 36.7 years, include individuals with higher education (22% holding master's degrees) and participate in both individual (44%) and team sports (56%). This diversity in age, experience, and educational background is crucial for understanding the application of andragogical principles in sports coaching.

Furthermore, it is essential to note that this group did not exclude those with prior experience coaching adult athletes. On the other hand, adult athletes were a group of eight to ten persons who participated in sports regularly, either as individuals or as team members at the same time. All of these participants were at least thirty years old, which is consistent with the characteristics of adult learners. The fact that college students had trained some of these adult athletes in the past is another strength of this group. The recruitment technique used a purposive, criterion-based sampling approach to ensure that all participants fit the specific age and academic/athletic standards that were established for each group. This sampling technique aimed to gather data from a statistically valid sample of individuals to understand better how

andragogical principles may be applied to sports coaching, focusing on the unique educational and developmental needs of adult learners.

### **Data Collection**

Data collection methods included focus groups and individual semi-structured interviews. Out of the four focus groups for this research, two were conducted for adult athletes, and the other two were conducted for pre-service coaching students. Every single focus group lasted anywhere from sixty to ninety minutes and covered various significant subjects. In order to get a better understanding of the participants' preferred methods of instruction, we asked them to reflect on their own learning and teaching experiences about coaching sports. Their attention was devoted to the andragogical principles that they believed might be applied most efficiently. These principles included, but were not limited to, problem-centred learning, self-directed learning, and basing learning on personal experiences. In addition, they considered how cultural, economic, and environmental factors influenced their approach to coaching and learning.

The researchers directed the focus groups using a semi-structured guide that allowed for independence and examining new themes within a framework for discussion. The cornerstone for this guide was Knowles' Andragogy in Practice Model, which the researchers used as a foundation. After each session was recorded using audio and video equipment, a skilled transcriber reviewed the recordings to ensure they were accurate and made them accessible for research. In addition, follow-up sessions consisting of individual semi-structured interviews were conducted to get a more in-depth comprehension of the subjects discussed in the focus groups. Two adult athletes and two coaching students participated in each round of interviews, which lasted between forty-five and sixty minutes. These interviews made it possible to conduct more in-depth research and probe the participants' perspectives, experiences, and the nuances of their coaching and learning approaches. This was accomplished within the framework of andragogical principles. In conclusion, we were able to dig thoroughly into the subject of andragogical principles in sports coaching by combining focus groups with individual interviews. This gave us insight into the perspectives and experiences of adult athletes and students training to become coaches.

### **Data Analysis**

We used the six-step procedure Braun and Clarke (2006) developed to conduct theme analysis on the transcripts of both the focus group and individual interviews. The researchers ensured they understood the session contents before beginning the data analysis. We performed basic coding to divide the data into manageable segments, identifying recurring themes and patterns. The researchers used an inductive method to find potential themes within the data. This allowed them to investigate correlations and patterns in the responses provided by the participants. It was necessary to review and develop the emerging themes iteratively to guarantee that they were consistent and suitable to the research objectives. Following that, we condensed the fundamental concepts contained in the data into themes and gave them names to assist us in comprehending and discussing such subjects. A comprehensive report was generated by synthesising the findings as a final step. This report included an overview of the themes discovered and their implications for applying andragogical principles in the context of sports coaching in Indonesia. During the analysis, we used both inductive and deductive approaches. Themes may be found using an inductive technique based on the data; however, the findings could be better understood using deductive coding to Knowles' six andragogical principles.

In order to strengthen the credibility of the study, the researchers made use of a technique known as triangulation. Triangulation in this study involved multiple researchers independently coding the data and then comparing their findings. Specifically, three researchers each analyzed the transcripts of focus groups and interviews, coding the data and identifying themes. After the initial independent analysis, the researchers met to discuss their findings, compare the identified themes, and resolve any discrepancies. This process ensured that the data interpretation was not

biased by a single researcher's perspective. Additionally, triangulation involved using different data sources, namely focus groups and individual interviews, to provide a more comprehensive understanding of the participants' experiences and perspectives. By incorporating multiple viewpoints and methods, triangulation helped to validate the themes and insights generated from the data, accounting for cultural, economic, and contextual factors specific to Indonesia, and thereby enhancing the overall robustness of the study.

## **FINDINGS**

The findings of the study were organised according to three different research topics, and the themes acquired from the focus groups and interviews with adult athletes in Padang and pre-service coaching students were used to organise everything. It examined a program in Padang, Indonesia that prepares aspiring sports coaches to deal with adult athletes, and it examined how the andragogical ideas articulated in Knowles' Andragogy in Practice Model were implemented in that program. Due to these findings, new insights have been gained about the contextual use of andragogy within this cultural environment.

### **RQ1: Learning Experiences and Andragogical Principles**

Some pre-service teachers' reports of their classroom experiences aligned with the andragogical notions proposed by Knowles, while others diverged from those views. On the one hand, students expressed how much they enjoyed learning via problem-based activities, the chance to reflect on and discuss their own sporting experiences, and the opportunities for self-directed instructional activities:

"We can make our workout plans for players based on their needs during the real teaching classes." (Student 5)

"We were able to use what we learned in our future jobs because we used case studies of real teaching problems." (Student 9)

However, students did see a lack of student agency and learning that was dependent on context as a result of an instructional approach that was focused on the teacher, especially in more theoretical courses:

"It's hard to talk back and forth during lectures. We pay attention and take notes while the teacher talks." (Student 2)

"We can't change the program to fit our goals as adult coaches because it is set in stone." (Student 11)

If adult athletes decided to participate in a coach education program, they desired more opportunities to study independently and find solutions to difficulties.

"As an older student, I want advice that helps me with real-life problems, not just listening to someone talk." (Athlete 6)

"The things I've learned as an athlete should be respected and built upon as I learn." (Athlete 1)

The adult athletes who participated in this study agreed with the findings of prior research (Callary et al., 2015; Ferrari et al., 2016) that the most desired coaching techniques are those that adhere to andragogical principles. These principles include self-directedness, customised teaching, problem-centred learning, and intrinsic incentive drivers. Similarly, the pre-service students put a

high value on learning activities that allowed them to think critically and independently, built upon their previous sports experience, and prepared them to confront real-world coaching difficulties with adult populations. Andragogy is a feasible technique for coaching and teaching the growing number of master athletes, according to these results when it comes to coaching instruction.

While this is true, it is essential to note that the students and the adult athletes acknowledged the long-term influence of the more instructor-led and pedagogically-oriented education methods. According to pre-service instructors, students had relatively limited flexibility in picking their learning activities, particularly in more theoretical classrooms. This was especially true in theoretical classes. There is a considerable "power distance" cultural component in Indonesia, which is compatible with the fact that some adult athletes felt at ease submitting to the expertise and guidance of their coaches (Hofstede, 2001).

### **RQ2: Adult Athlete Preferences and Andragogy**

The coaching strategies most popular among adult athletes are those founded on andragogical principles. These strategies include providing students with individualised instruction, motivating them to take an active part in their own education, and rewarding them for their achievements.

"Because I'm older, I'm still competing, and my coach needs to know what my specific goals are." (Athlete 7)

"I like it when my coach gives me the freedom sometimes to handle my exercise." (Athlete 3)

"I don't just want to win; I want to enjoy and be challenged. That's something my coach should know." (Athlete 5)

Although there were athletes who favoured pedagogically informed and more instructor-guided tactics, there were other athletes who disagreed:

"I trust my coach's judgment and don't mind following their schedule exactly as they say to." (Athlete 8)

"Since I'm an older beginner, I need my coach to teach me the basics first before giving me freedom." (Athlete 2)

During the inquiry, several contextual factors were brought to light because of their influential role in actualising andragogical notions within this Indonesian setting. There seemed to be a conflict between the cultural norms of collectivism and respect for authority and the core concepts of andragogy, which emphasised autonomy and self-determination in the classroom. Athletes of all ages, including children and adults, have reported that these cultural expectations may often make it difficult to engage in autonomous study.

The budgetary constraints some adult learners faced also hampered their readiness and motivation to fully adopt andragogical practices, which require a large amount of self-directed labour. Regarding coaching and training, adults with limited resources did not always have the luxury of total freedom. This was because they had to take care of their families and deal with financial restraints. Last but not least, it was challenging to incorporate andragogical concepts into the pre-service curriculum because of the current organisational culture and coaching customs, which were still centred on educational methods for developing young athletes. Educational experiences focused on meeting the contextual needs of adult learners, and athletes would necessitate a change in coaching philosophy and more rigorous teacher training.

### **RQ3: Contextual Influences on Andragogy**

Participants in the study, located in Padang, Indonesia, provided in-depth reflections on how cultural, economic, and organisational factors interacted to shape the approach that the pre-service coach education programme took to facilitating adult learning. It was observed that participants' cultural influences on learning behaviours were significant (Hofstede, 2001). According to the participants, the significance of respecting authority people, such as teachers and coaches, is deeply ingrained in Indonesian society.

“As Indonesians, we are taught to respect authority figures like teachers and coaches from a young age (Student 7)

"There can be hesitation to question the instructor or be too self-directed, as that goes against our cultural norms." (Athlete 9)

This observation suggests that respect for authority may delay the use of self-directed learning practices. While cultural collectivism encourages social cohesiveness and uniformity, it does so at the price of individual initiative and initiative in one's education (Triandis, 1998). Another significant challenge that several adult athletes encountered while attempting to fully engage in self-directed learning was the limits of their financial resources. De Witte et al. (2010) state that athletes are unable to commit themselves totally to self-directed training because they have financial duties to their families. This is because athletes are expected to provide for their families.

"Some adult athletes are unable to fully commit to self-directed training due to financial obligations to their families." (Student 12)

According to Gaston and Collins (2012), participants also considered the expense of their alternative forms of physical exercise in their decision-making process. This finding suggests that economic concerns affect the willingness to engage in sports.

"My motivation is partly driven by needing an affordable physical activity option compared to other paid recreational pursuits." (Athlete 4)

On top of that, the organisational norms that were prevalent in academic and athletic settings had a significant impact on the development of andragogical concepts. Participant feedback indicates that the sports science department has a primary focus on pedagogy, particularly in the context of youth coaching educational courses.

"The sports science department is still heavily focused on pedagogy for coaching children and youth." (Student 1)

"At my club, even the master's coaches use very instructor-led approaches that are popularised for developing younger athletes." (Athlete 8)

In the same way, instructor-led tactics were widespread among coaches who worked with adult players; they were also common inside sports clubs. As a result of organisational conventions that indicate a predisposition for conventional, hierarchical teaching techniques, adult coach education courses may encounter challenges when attempting to embrace more learner-centred approaches (Hodkinson & Hodkinson, 2004).

In conclusion, the study's findings revealed the problematic interplay of cultural, economic, and organisational aspects that affect the application of andragogical principles in Padang's pre-service coach education. Attempts to encourage adult learning are made more difficult by cultural



norms that emphasise collectivism and respect for authority. However, these attempts are further complicated by economic constraints and organisational standards. The combination of andragogical and pedagogical strategies is one approach that might be used to solve these issues, as stated by Brookfield (2005). Therefore, the learning process would become more flexible and responsive to the various needs of adult learners in Indonesia.

## DISCUSSION

The results of this research provide important insights into the ways in which andragogical concepts might be used to the education of pre-service sports coaches for adult learners in Padang, Indonesia. The findings indicate that there is a complicated interaction between andragogical notions and the cultural, economic, and organizational background of the area. The study is consistent with those of prior studies conducted by Callary et al. (2015) and Ferrari et al. (2016), which highlighted the preference for andragogical treatments among adult athletes. Learning experiences that included problem-based tasks, chances for self-directed learning, and opportunity to reflect on personal sports experiences were praised by pre-service coaching students and adult players in Padang's athletic community. This lends credence to the andragogical ideas proposed by Knowles et al. (2012), notably the focus placed on self-directedness, problem-centered learning, and the integration of learners' experiences.

On the other hand, the research also found that there are difficulties associated with putting andragogical ideas into practice within the Indonesian environment. It has been discovered that the fundamental andragogical principles of autonomy and self-determination are in direct opposition to the cultural norms of collectivism and respect for authority (Hofstede, 2001; Lisnawati & Ruslan, 2004). In the current body of work on adult learning in sports coaching, especially in non-Western settings, this contradiction between cultural expectations and andragogical principles adds a new dimension to the discussion.

A prominent aspect that has emerged as a significant influence on the adoption of andragogical approaches is the economic restrictions that adult learners in Padang are struggling to overcome. This research contributes to the body of work that Heryanto (2007) has done by illustrating how socioeconomic circumstances might have an effect on the capacity of adult athletes to engage in self-directed learning and to fully participate in sports activities. The findings of this research add to a more sophisticated understanding of the ways in which economic issues influence the learning experiences of adults in the field of sports coaching.

A difficulty for the implementation of andragogical principles is presented by the organizational culture that exists inside the pre-service coach education program. This culture is still primarily focused on pedagogical techniques for youth coaching. This conclusion is consistent with the concerns that were voiced by the Coaching Association of Canada (2013) to the effect that coach education programs place an excessive amount of focus on youth-oriented educational approaches. According to the findings of the research, there is a pressing need for a change in organizational thinking in order to properly account for adult learning principles in coach education.

The analysis of andragogical concepts within the particular cultural and socioeconomic setting of Padang, Indonesia, is a contribution that sets this research apart from others in its field. The purpose of this research is to give a more thorough knowledge of how adult learning theory may be implemented and modified in a variety of cultural situations. This is accomplished by investigating the interaction between andragogical principles and local cultural norms, economic restrictions, and organizational issues (Handrianto et al., 2021; Rubayet & Imam, 2021). It is important to note that the results have important theoretical implications for the discipline of andragogy. It is suggested by them that the Andragogy in Practice Model developed by Knowles could need modification in order to take into account cultural and contextual elements when it is implemented in non-Western environments. This research makes a contribution to the current conversation regarding the universality of andragogical principles and the need of adopting methods to adult education that are sensitive to cultural differences.

From a purely practical aspect, the research makes a number of suggestions on the implications that pre-service coach education programs bear. In the field of coaching education, there is an undeniable need for an application of andragogical concepts that is both more adaptable and sensitive to cultural differences (Sicam et al., 2021; Mangtani, 2024). It is possible that this could involve gradually integrating fundamentals that are guided by the instructor with activities that are self-directed learning, using contextualized case studies that reflect local coaching scenarios, and reframing andragogy as a means of enhancing coaching proficiency rather than challenging existing power structures. The research also indicates the possibility for building an integrated model that effectively blends andragogical and educational methodologies, while also being adapted to the socioeconomic and cultural environment of the local community. This technique has the potential to be beneficial to adult education and coaching by producing a learning environment that is more responsive and successful for both pre-service coaches and adult athletes.

According to these findings, there is a pressing need for an application of andragogy that is both flexible and culturally sensitive, taking into account the particular dynamics at play in Padang. Coaching education might benefit from the intentional incorporation of andragogical concepts, even though it may be impractical to honour techniques that are learner-driven and problem-centred exclusively. If we want to accommodate differing cultural preferences, one strategy we may take is to progressively integrate self-directed learning activities with fundamentals supervised by the teacher. Instructors should present students with actual, contextualised case studies that match natural coaching settings with adult athletes in Padang (Khairunnisa et al., 2022; Abraham et al., 2024). This would assist students in building their problem-solving abilities and improving their effectiveness in the classroom.

When instructors are seen as authoritative, pupils may be more responsive to andragogical facilitation. This is because of the cultural context in which learning takes place. The best approach to garnering more excellent support is to recast andragogy as a means of becoming a more proficient coach rather than as an assault on the power structures that are already in place (Toukan, 2020; Arwin et al., 2022). Small-group, collaborative learning can respect collectivist norms while fostering appropriate self-directed discovery. From a monetary point of view, andragogical models could need some modifications for more flexible learning schedules that allow "start-stop" learning to accommodate the demands of personal and professional responsibilities. The possibility for increased involvement may be achieved by providing coaching education opportunities that are not only readily available and reasonably priced but also tailored to meet the unique requirements of adult learners.

The findings suggest that andragogy goes beyond the simple dichotomy of "adults versus youth" in complexity. An integrated model that successfully integrates andragogical and pedagogical techniques, each suited to the local cultural and socioeconomic context, might benefit adult education and coaching. How can andragogical theory be modified to the local environment while still adhering to its core principles of assisting adult learners and coaches in having experiences that can change their lives? It is necessary to do further research in this particular area.

Given the small amount of research that has been done on andragogical concepts in sports coaching education, this study provides a substantial addition to the existing body of knowledge (Young et al., 2020; Sarte et al., 2021; Sunarti et al., 2024). It gives useful insights into the problems and potential of applying adult learning theory in varied cultural contexts by analyzing these principles within the specific context of Padang, Indonesia. Padang is located in Indonesia. It is possible that the results may pave the way for future research that will further extend andragogical theory and establish coaching education models that are culturally sensitive. These models have the potential to increase the participation of master athletes internationally.

## CONCLUSION

The study's findings contribute to the little research that has been conducted to investigate the applicability of andragogical concepts within the sphere of sport. The results provide light on both the consistent and divergent aspects of Knowles' Andragogy in Practice Model by investigating a pre-service coach education programme that focuses on establishing abilities for dealing with adult athletes. Self-directedness, individualisation, and problem-centred learning are examples of andragogical tenets that resonated with the preferences expressed by adult learners and athletes. However, the unique cultural norms, economic constraints, and organisational factors in this Indonesian context presented challenges for the seamless implementation of these tenets. The findings highlight the need to integrate andragogy with more instructor-guided pedagogical strategies to create transformational adult learning experiences. This integration should be contextually based and adaptable. It is necessary to do further research in order to broaden the scope of andragogical theory and create coaching education models that are sensitive to cultural differences in order to maximise the involvement of master athletes all over the world. The findings of this research provide a conceptual framework that may be used to position similar investigations in the future.

## REFERENCES

- Abraham, A., Collins, D., & Collins, R. (2024). Thinking (too?) fast and slow: An example of professional judgement and decision-making processes in athletics. *International Journal of Sports Science & Coaching*, 17479541241286780.
- Arwin, A., Kenedi, A. K., Anita, Y., & Handrianto, C. (2022, June). The design of covid-19 disaster mitigation e-module for students of grades 1 in primary school. In *6th International Conference of Early Childhood Education (ICECE-6 2021)* (pp. 173-176). Atlantis Press. <https://doi.org/10.2991/assehr.k.220602.036>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Brookfield, S. D. (2005). The power of critical theory for adult learning and teaching. *The Adult Learner*, 85(1), 43-48.
- Callary, B., Rathwell, S., & Young, B. (2015). Masters swimmers' experiences with coaches: What they want, what they need, what they get. *Sage Open*, 5(2), 2158244015588960.
- Callary, B., Rathwell, S., & Young, B. W. (2017). Alignment of masters swim coaches' approaches with the andragogy in practice model. *International Sport Coaching Journal*, 4(2), 177-190.
- Ferrari, G., Bloom, G. A., Gilbert, W. D., & Caron, J. G. (2017). Experiences of competitive masters swimmers: Desired coaching characteristics and perceived benefits. *International Journal of Sport and Exercise Psychology*, 15(4), 409-422.
- Handrianto, C., Jusoh, A. J., Nengsih, Y. K., Alfurqan, A., Muslim, M., & Tannoubi, A. (2021). Effective pedagogy in primary education: A review of current literatures. *Abjadia: International Journal of Education*, 6(2), 134-143. <https://doi.org/10.18860/abj.v6i2.12978>
- Heryanto, A. (2002). Can there be southeast asians in Southeast Asian studies?. *Moussons. Recherche en sciences humaines sur l'Asie du Sud-Est*, (5), 3-30.
- Hodkinson, H., & Hodkinson, P. (2004). Rethinking the concept of community of practice in relation to schoolteachers' workplace learning. *International Journal of Training and Development*, 8(1), 21-31.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviours, institutions and organisations across nations*. Thousand Oaks, CA: Sage.
- Jones, R. (2007). Coaching redefined: An everyday pedagogical endeavour. *Sport, Education and Society*, 12(2), 159-173.
- Khairunnisa, N., Rahman, M., & Handrianto, C. (2022). English digital literacy practices inside and outside class to develop students' speaking skills. *Pedagogy: Journal of English Language Teaching*, 10(1), 13-24. <https://doi.org/10.32332/joelt.v10i1.3790>

- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development*. Routledge.
- Light, R., & Dixon, M. A. (2007). Contemporary developments in sport pedagogy and their implications for sport management education. *Sport Management Review*, 10(2), 159-175.
- Lisnawati, I., & Ruslan, T. S. (2024). Lifelong Education for Adult Based on the Andragogy in Indonesian Language Learning. *Novateur Publications*, 1-8.
- MacLellan, J., Callary, B., & Young, B. W. (2019). Adult learning principles in Master's Sport: A coach's perspective. *Canadian Journal for the Study of Adult Education*, 31(1), 31-50.
- Mangtani, A. J. (2024). Pedagogical, andragogical, and heutagogical approaches. In *Instructional Design Unleashed: Unlocking Professional Learning Potential with UX, Agile and AI Methods* (pp. 155-250). Berkeley, CA: Apress.
- Merriam, S.B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. In S. Merriam (Ed.), *New directions for adult and continuing education* (pp. 3–13). San Francisco, CA: Jossey-Bass. doi:10.1002/ace.3
- Merriam, S.B., Caffarella, R.S., & Baumgartner, L.M. (2006). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Morris-Eyton, H. (2008). *Andragogy fact or fiction within a swimming coaching context?* (Doctoral dissertation).
- Parent, M. M., & Ruetsch, A. (2020). *Managing major sports events: Theory and practice*. Routledge.
- Rathwell, S., Callary, B., & Young, B. W. (2015). Exploring the context of coached masters swim programs: A narrative approach. *International Journal of Aquatic Research and Education*, 9(1), 70-88.
- Rubayet, T., & Imam, H. T. (2021). Adaptation of andragogy in the education system of Bangladesh: Emulating andragogical approaches of south-east Asia. *European Journal of Education Studies*, 8(11).
- Sarte, N. M. R., Santiago, B. T., Dagdag, J. D., & Handrianto, C. (2021). Welcome back: The return of college dropouts to school. *Jurnal Pendidikan dan Pemberdayaan Masyarakat (JPPM)*, 8(2), 140-149. <https://doi.org/10.36706/jppm.v8i2.15386>
- Sicam, E. B., Umawid, M. D., Colot, J. D., Dagdag, J. D., & Handrianto, C. (2021). Phenomenology of parenting while schooling among filipino college student mothers in the province. *Kolokium*, 9(2), 80-94. <https://doi.org/10.24036/kolokium-pls.v9i2.483>
- Sousa-Ribeiro, M., Sverke, M., Coimbra, J. L., & De Witte, H. (2018). Intentions to participate in training among older unemployed people: a serial mediator model. *Journal of Career Development*, 45(3), 268-284.
- Sunarti, V., Jamaris, J., Wisroni, W., Jalius, J., Biru, R. C. B., Netra, Z., & Rasool, S. (2024). Bibliometric Analysis: Technology Research in Adult Learning Using Vosviewer on Google Scholar. *International Journal of Pedagogy and Learning Community (IJPLC)*, 1(1), 1-12.
- Toukan, E. L. (2020). *In Search of Community: A Comparative Case Study of Education-for-Development and Local Community Ownership in Chile and Central Africa*. University of Toronto (Canada).
- Triandis, H. C., & Singelis, T. M. (1998). Training to recognize individual differences in collectivism and individualism within culture. *International Journal of Intercultural Relations*, 22(1), 35-47.
- Young, B. W., Rathwell, S., & Callary, B. (2020). Testing a coaching assessment tool derived from adult education in adult sport. *Psychology of Sport and Exercise*, 47, 101632.