MALCOLM KNOWLES' THEORY OF ANDRAGOGY AT RESEARCH MANAGEMENT AND INNOVATION CENTRE UNIVERSITI PENDIDIKAN SULTAN IDRIS (RMIC-UPSI): WORK-BASED LEARNING MODEL

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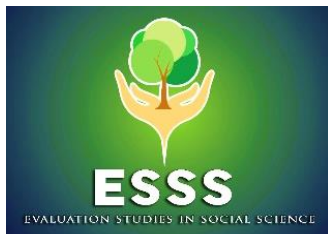
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ABSTRACT

This conceptual paper exposes the implementation of Malcolm Knowles' Theory of Andragogy in the context of Research Management and Innovation at the Universiti Pendidikan Sultan Idris (RMIC-UPSI). The study focuses on developing a work-based learning model that aligns with the principles of andragogy, emphasizing the unique characteristics of adult learners engaged in work-based activities. The theoretical framework draws on Knowles' principles, emphasizing self-directed learning, practical application, and the relevance of the learning experience to adult learners. The study exposes an integration of work-based learning in Business Strategic Management subjects as per the course outline in proforma. Preliminary findings suggest that integrating andragogical principles into the research environment at RMIC-UPSI positively influences adult learners' motivation, engagement, and overall satisfaction with the requirements in the course outline learning process. Moreover, the work-based learning model demonstrates promise in fostering a culture of continuous improvement and innovation within the RMIC-UPSI. This paper contributes to the broader discourse on adult learning in research-oriented settings, offering practical insights for institutions seeking to optimize their work base learning processes through tailored andragogical approaches at RMIC-UPSI. The implications of this study extend to educational institutions aiming to enhance the effectiveness of adult education programs, ultimately fostering a dynamic and adaptive research culture.

Keywords: *Andragogy, Adult learning, Malcolm Knowles' Theory, Work Base Learning*

INTRODUCTION

Adult learning is a dynamic and varied area that dives into the unique techniques, motives, and obstacles that surround education beyond the typical years when students are enrolled in regular institutions (Wlodkowski & Ginsberg, 2017). According to them, this area of research

investigates the processes by which individuals get, integrate, and apply information. It encompasses a diverse range of instructional methods, ranging from formal education delivered in academic settings to informal learning gleaned from everyday life experiences (Folkestad, 2006; Scribner & Cole, 1973). It is essential to understand the distinct characteristics and priorities of adult students, such as their ability to self-regulate, previous experience, and practical goals (Schunk, 2023). This understanding is essential for the development of effective teaching strategies and curriculum designs that are tailored to the requirements and goals of adult students (Wlodkowski & Ginsberg, 2017). This article will go deeper into the complexities of adult learning, throwing light on the importance, theory, and trends that are emerging in the educational environment, especially at higher institutions. According to Merriam and Baumgartner (2020), adult learning refers to the process of an adult acquiring new knowledge after reaching the age of majority.

Malcolm Shephard Knowles is a well-known expert in the field of adult education and is often mentioned in connection with this article (Knowles, 1984). It is widely acknowledged that he is one of the most prominent researchers working on adult education. His most well-known contribution was the formulation of the theory of andragogy, which provides a theoretical foundation for the teaching of adults. This idea outlines a particular method for the teaching of adults, which is distinct from the methods utilized in the education of children and teenagers (Henry, 2009). Knowles used the term "andragogy" to refer to a method of teaching that emphasizes the education of adults. The concept that adults have distinct requirements, features, and motives in their learning process compared to children is the premise around which this theory is founded. Andragogy is a theory that proposes that adults tend to be more self-sufficient and have a more diverse range of life experiences, both of which may be beneficial to their learning process (Grant, 2011). This is one of the key principles of the theory.

CHARACTERISTICS OF MALCOLM KNOWLES' THEORY OF ANDRAGOGY

Malcolm Knowles' theory of andragogy emphasizes self-directed learning, acknowledging that adults are motivated by internal factors and have a wealth of life experiences to draw upon. It underscores the importance of adult learners' autonomy, readiness to learn, and practical application of knowledge in real-life situations, distinguishing it from pedagogy, which is more teacher-centered and suitable for learners. Figure 1 is presents the features of Malcolm's Knowles Theory of Andragogy and informs the reader that a detailed breakdown of these characteristics will follow in the next section.
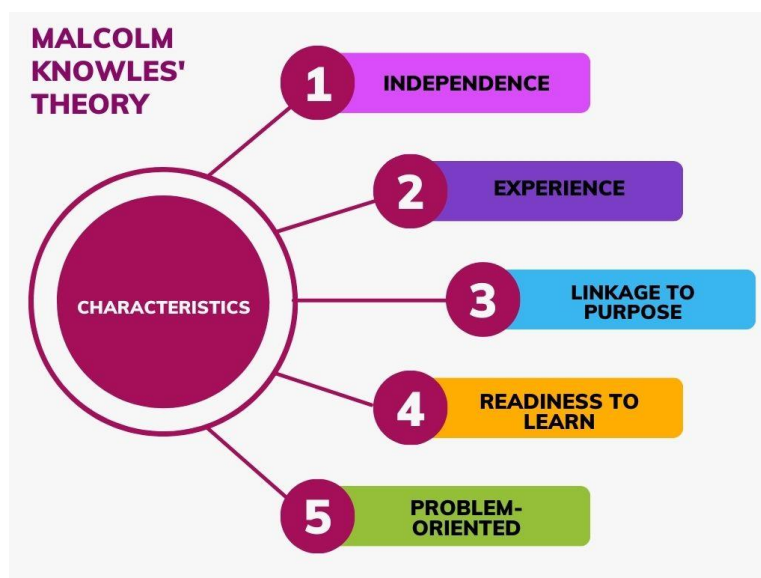
Figure 1. Characteristics of Malcolm Knowles' Theory

Independence

Adults have a greater propensity to accept personal responsibility for their education. They want to be able to pick what they study and have influence over the process of learning itself. The idea of andragogy, often known as the art and science of adult learning, that was developed by Malcolm Knowles is defined by its emphasis on the autonomy of adult students. The idea of going in one's route is an important facet of this trait. Knowles proposed that people preferred self-direction and taking responsibility for their education. Adults, in contrast to children, who may be reliant on direction from other sources, are driven by an internal desire to gain information that is pertinent to and appropriate to their lives (Freud, 2018).

Additionally, Knowles emphasized the significance of previous experience in the process of adult education. This idea implies that effective learning builds upon and integrates previous life experiences, and adults bring a multitude of these experiences into the learning environment. The pedagogical paradigm encourages a more individualized and contextualized method of education by first recognizing the value of the learner's existing body of knowledge (Williams Middleton & Donnellon, 2014).

Another essential component is an openness to new information. When adults see a direct need or relevance in the knowledge that is offered to them, they are most open to learning from that information. This preparedness is inextricably linked to the concept that individuals approach their educational pursuits with a focus on achieving certain objectives. They are looking for information that can be put to use right away, either in their personal lives or in their professional lives, to solve issues or overcome obstacles (Paul & Elder, 2013). Andragogy takes a more task-oriented approach to education than other pedagogical approaches. Adults are more interested in learning opportunities that include solving problems and may be immediately applied to events that occur in real life. This trait is consistent with the idea that
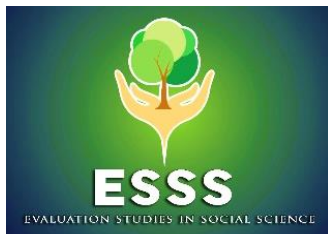
adults are practical learners who place a high value on education that can be seen to have a direct bearing on their day-to-day experiences (Kasworm et al., 2000).

Knowles' approach focuses heavily on the intrinsic drive that adult students bring to the learning process. Adults, in contrast to children, are largely driven by internal reasons such as personal objectives, interests, and the desire for self-improvement. This is in contrast to the fact that children may be motivated by external incentives or punishments (Ilegbusi, 2013).

Experience

The lessons that people acquire are often heavily based on the experiences that they have gained throughout their lives. Within the framework of andragogy, educators are required to acknowledge and make use of their students' life experiences. The idea of andragogy developed by Malcolm Knowles places a strong focus on the role that experience plays in the education of adults. Recognizing that individuals contribute a multitude of life experiences to the learning environment is one of the most important characteristics of this approach. Knowles suggested that these experiences should be harnessed in the educational process since they serve as a basis for new learning and should be utilized in this way (Knowles, 2013).

According to the andragogical model, the most effective method of learning for adults is making connections between newly acquired information and previous experiences and knowledge. This concept emphasizes the significance of recognizing and appreciating the many experiences, points of view, and prior knowledge that adult learners bring to the learning process. It argues that good teaching should give opportunity for people to reflect on new information and apply it to their own personal and professional experiences (Wells, 2014). This is an important takeaway that can be applied in the real world.

The term "experience" in andragogy refers not just to the individual but also to the group as a whole, as it encompasses the group's "collective knowledge." Knowles understood the significance of adult education communities that encourage individuals to teach and learn from one another while also sharing their life experiences. The social component of education helps individuals develop a stronger sense of community and improves the quality of their entire educational experience.

In addition, Knowles (2013) proposed that people are more likely to be motivated to learn when they believe that the experiences they are having may be directly applied to the circumstances that they are now facing in their lives. This facet of willingness to learn is inextricably linked to the experiential character of adult education. Adults are more inclined to interact with material that they may view as directly relevant and beneficial in solving their immediate difficulties or goals, and they are also more likely to remember the information they read.

Linkage to Purpose

Adults can learn more effectively when they can make connections between what they are being taught and their personal or professional aspirations. As a result, the learning objectives have to be tailored to the requirements of certain people. The theory of andragogy developed
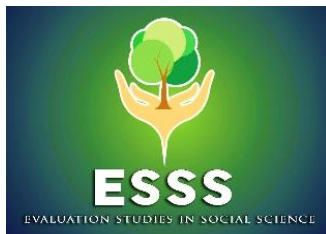
by Malcolm Knowles places a strong emphasis on the notion of willingness to learn as an essential quality shared by adult students (Knowles, 1984). Adults, in contrast to children, are seen to be ready to learn when they have a clear and immediate requirement for the knowledge that is being offered to them. This preparedness is inextricably linked to the concept that individuals are driven to learn by a variety of internal motivations and approach their educational pursuits with a focus on achieving certain goals (Cook & Artino Jr, 2016).

When adults think that the information, they are being taught will directly benefit either their personal or professional lives, they are more likely to be open to new information and ideas. Knowles (2013) stated that adult learners are motivated by a desire to solve real-life issues or handle challenges and that they participate more actively in the learning process when they recognize the direct relevance of the material being taught to their current circumstances.

The andragogical approach recognizes that adults have a sense of themselves as being accountable for their own lives and the choices they make about those lives. Because individuals are more inclined to take the lead in educational endeavors when they understand the relevance of the information for their growth and aspirations, this self-directed tendency is connected with eagerness to learn (du Toit-Brits, 2019).
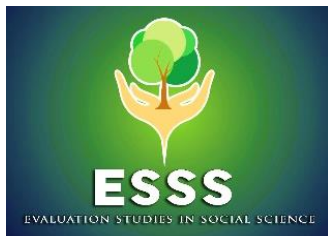
In addition to this, Knowles (2013) emphasized the significance of cultivating a learning environment that recognizes the preparation of adult learners and reacts appropriately to this readiness. Teachers who use the andragogy approach to teaching are expected to be sensitive to the various requirements and interests of the adult students in their classes. Recognizing that individuals bring various levels of preparation to the learning experience based on their own unique experiences, histories, and personal contexts is a necessary step in this process (Cope & Watts, 2000).

Readiness to learn

When an adult feels ready to learn and has the innate drive to do so, they can learn more efficiently. The effectiveness of forms of motivation such as pressure from the outside world is often lower. The theory of andragogy developed by Malcolm Knowles places a strong emphasis on the notion of willingness to learn as an essential quality shared by adult students. Adults, in contrast to children, are seen to be ready to learn when they have a clear and immediate requirement for the knowledge that is being offered to them. This preparedness is inextricably linked to the concept that individuals are driven to learn by a variety of internal motivations and approach their educational pursuits with a focus on achieving certain goals (Brophy, 2004).

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Problem-oriented

Learning for adults often focuses on finding solutions to challenges that are relevant to their everyday lives. Adult students are task-focused and prefer learning experiences that can be directly applied to the resolution of real-life situations, according to Malcolm Knowles' andragogy theory, which involves a problem-oriented approach. This capacity for creative problem-solving reflects both the pragmatic aspect of adult learning and the notion that adults are driven by a desire to confront particular issues or achieve certain goals (Knowles, 1984).

The educational methodology known as andragogy centers the learning process on the resolution of real-world problems similar to those that adults could face in their personal or professional lives. Adults are more likely to actively interact with the material when it is presented in this manner because they recognize an immediate relevance in the search for answers to the challenges that are highlighted. This problem-oriented viewpoint is consistent with the notion that adults learn best when the experience of learning is tied to the situations and responsibilities that they face daily (Bateman et al., 2017).

In addition, Knowles (1984) pedagogical model proposes that adults value a kind of education that is focused on achieving certain goals. They want to see real results and rewards from all of the work that they put into their education. This quality represents the idea that individuals are more willing to devote time and effort to learning when they can draw a direct relationship between the information obtained and beneficial results in their own lives (Ronnie & Philip, 2021).

Andragogy is characterized by its focus on problem-based learning, which draws attention to the significance of enabling adult students to take an active part in the process of establishing their educational goals. The teachers may tap into the inherent drive of the adults in their classes by getting them involved in the process of determining the issues that need to be solved or the goals that need to be accomplished (Reeve, 2009). This will make the learning experience more relevant and engaging.

The andragogy theory developed by Knowles (1984) has had an impact on adult education in some different settings, including official and informal learning environments, as well as higher education. In the context of education and training, having a more in-depth awareness of the qualities and requirements of adults may help educators and trainers develop learning experiences that are more successful and relevant for adult participants. As a result,
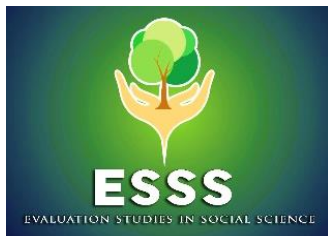
the andragogy theory developed by Malcolm Knowles is still an essential foundational component in the advancement of adult education and training.

CHALLENGES OF MALCOLM KNOWLES' THEORY OF ANDRAGOGY

Challenges of Malcolm Knowles' andragogy theory include the diverse learning preferences among adults, making it difficult to create a one-size-fits-all approach. Additionally, some critics argue that the theory may oversimplify the complex nature of adult learning by placing too much emphasis on self-direction and downplaying the role of external guidance in certain situations.

Although Malcolm Knowles' theory of andragogy has served as an important cornerstone for adult education, there are some problems and objections that have been raised in connection with this theory (Knowles, 1984). Among the most significant problems and objections are as following:

The problem of overgeneralization is brought up by some who disagree with the andragogy theory put out by Malcolm Knowles. This problem arises when the theory believes that all adult students have the same qualities and requirements. The fact that individuals come from a wide variety of experiences and backgrounds and have different preferences when it comes to learning is one of the most significant criticisms (Hartree, 1984). The argument is made that attempting to classify all adults inside a single framework oversimplifies the multifaceted and personalized aspects of adult learning (Tusting & Barton, 2003).

The individual experiences that adults have might vary greatly from one another, and these variations can have a substantial effect on the learning methods and preferences of adults (Shepherd, 2020). Andragogy has been criticized because it implies a one-size-fits-all approach to teaching adult learners, which some argue does not adequately address the distinctive requirements and motivations of each adult student. Those who are constantly involved in lifelong learning may have different expectations and approaches to learning, for instance, than those individuals who have been away from formal schooling for an extended period.

In addition, detractors contend that a person's age should not be the only factor considered when selecting appropriate instructional strategies for adults. There is a wide range of cognitive capacities, previous educational experiences, and cultural contexts among adult learners, which calls into question the idea that a universally applicable set of andragogical principles can be standardized and applied to all adult learners (Conaway, 2009).

A further objection concerns the ever-evolving nature of maturity as well as the constantly shifting societal backdrop. Andragogy is a philosophy that was founded in the 1970s, and some people say that the traits and requirements of adults have changed significantly since that time. It can be tough to adapt a theory that was created during a previous era to adult students in the modern day because of the influence that shifting work circumstances, technological advancements, and cultural norms can have on how adults approach education.

Besides that, it has been subjected to several significant criticisms, one of the most prominent of which centers around the theory's alleged neglect of cultural context, in particular
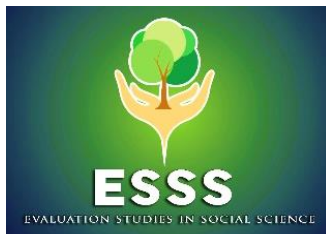
its failure to account for the diversity that exists in adult education across different cultures (Hartree, 1984; Tennant, 1986). Some people have the opinion that something that could be accepted as a universal quality of adult learners in Western cultures would not necessarily be valid in a more global environment.

In many different cultures, the processes that underlie adult education are inextricably linked to the cultural norms, traditions, and expectations of society. Because Knowles's theory was created largely within a Western environment, it is possible that not fully handle the distinctive subtleties that are present in different cultural situations. For instance, the core ideas of andragogy, which include an emphasis on individuality and self-directed learning, may not be compatible with cultures that place a greater emphasis on collaborative learning and decision-making at the community level (Tennant, 1986).

The idea that the concepts of andragogy can be implemented uniformly across all educational contexts is called into question by the fact that different cultures value different modes of communication, educational approaches, and learning preferences. Individuals who come from cultures that place a larger importance on collaborative or group-oriented learning experiences may not connect with the theory's emphasis on self-directed learning because of its centrality to the concept (Manning, 2007).

In addition, the emphasis placed by the theory on the autonomy of the individual may conflict with cultural norms that place a premium on showing respect to those in positions of authority or participating in group decision-making procedures. The concept that people should be responsible for freely guiding their education may be regarded as incongruous with the cultural aspirations and societal standards of various nations (Bowen, 2018).

The perception that the theory of andragogy developed by Malcolm Knowles lacks substantial empirical data to support its core assumptions is one of the most serious criticisms leveled against it (Olurinola & Adelana, 2022). Critics of the theory contend that many aspects of andragogy do not have adequate empirical support, even though Knowles based the formulation of the theory on his significant experience in adult education. This gives rise to questions regarding the veracity of the theory and its applicability to a wide variety of adult learning environments (Merriam & Baumgartner, 2020).

Knowles' observations and ideas were important in the formation of andragogy; yet, many believe the theory has not been subjected to sufficient scientific testing to validate its claims. The lack of substantial empirical data makes the hypothesis susceptible to criticism, especially in academic circles that place a premium on evidence-based policies in education (Zapp & Powell, 2017).

Specifically, critics stress the difficulty of operationalizing and evaluating abstract ideas like "self-directedness" and "readiness to learn." Even while these essential aspects of andragogy make intuitive sense, it may be difficult to quantify them, and their meaning might be open to interpretation. Due to the absence of accurate measuring instruments, it is difficult to carry out serious research that might either support or contradict the key assumptions of the theory.

In addition, adult education is a dynamic area, and as different views on education are always developing, the relevance of andragogy may need to be constantly reevaluated (Merriam & Heuer, 1996). The inability of the theory to adapt to modern educational settings
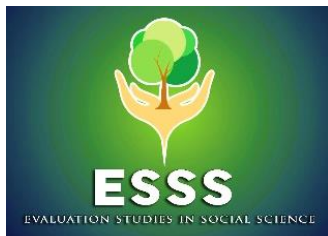
and respond to evolving trends in adult learning is hampered by the lack of continuous empirical investigations.

Even though andragogy has had an impact on adult education practices, some people believe that it has to be supplemented by a methodology that is more evidence-based to maintain its usefulness and relevance (Davies, 1999). They advocate for extensive research that should thoroughly evaluate the core concepts of andragogy across a wide variety of demographics and circumstances. This would provide a more solid foundation for its use in the field of adult education.

Moreover, it has been criticized for several reasons, one of which is that it has a propensity to treat adults as if they belong to a single group, without paying adequate attention to the many phases of human development. Andragogy, on the other hand, tends to generalize traits across all adults, ignoring the variety in individual aptitude for learning (Tennant, 2019). This is in contrast to developmental theories, which recognize and account for diverse periods in the lifetime.

The notion that all adults have the same level of preparedness to learn is a significant criticism that has been levelled against the theory (Hartree, 1984). This oversimplification may miss the significant variation that exists among adult learners in terms of their cognitive, emotional, and experiential preparedness (Chick et al., 2009). For instance, adults in different life stages, such as early adulthood as opposed to later adulthood, may exhibit distinct learning needs, preferences, and levels of motivation that are not adequately addressed by the one-size-fits-all approach of andragogy. This is because andragogy is based on the assumption that adults do not change significantly throughout their lives.

Concerns are raised, as a result of the lack of attention paid to individual growth, regarding how the theory accommodates students who have different amounts of schooling under their belts. Adult students coming into educational programs with a wide variety of educational experiences and backgrounds may require individualized methods to fill up any underlying knowledge gaps they may have (Busher & James, 2020). The focus that andragogy places on a consistent set of assumptions about adult learners may cause it to ignore the nuanced assistance that is necessary for different individuals at various stages of their educational journeys.

In addition, the theory's emphasis on self-directed learning might not be completely compatible with people at stages in their development where they are still building their ability for autonomy and self-regulation. The idea that all adults have the same level of self-directedness is called into question by the possibility that younger individuals or those who are new to formal schooling might benefit from more organized direction and support (Raemdonck et al., 2013).

Therefore, the complaint that andragogy does not pay enough attention to the unique growth of adult learner's highlights how important it is to acknowledge the variety that exists among adult learners. A more nuanced perspective, which considers differences in preparedness for learning, developmental stages, and previous educational experiences among adults, is what some critics suggest should be adopted in adult education to better guide instructional practices.
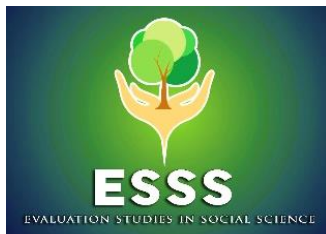
The fact that Malcolm Knowles' andragogy theory is only applicable to adult education that takes place outside of formal educational institutions is a key drawback of that theory. The idea was established with an emphasis on non-traditional, informal learning situations such as corporate training, community initiatives, and several other settings that are not traditionally associated with schooling. Some people believe that andragogy does not adequately take into account the challenges of adult learning in formal academic settings like universities or organized classroom environments (Machynska & Boiko, 2020).

Adults may be required to comply with institutional structures, curricular requirements, and pedagogical practices that are not consistent with the concepts of andragogy when they are enrolled in formal educational settings (Rodriguez, 2016). The emphasis that the theory places on self-directed learning and autonomy may run into problems in settings in which a more structured and instructor-guided approach is considered to be necessary. This is especially true in foundational or introductory courses, in which students may benefit from more directed guidance.

In addition, some people believe that andragogy does not sufficiently handle the several different reasons that adults bring to the table when they participate in formal education. The hypothesis argues that adults are largely motivated by relevance and direct application, although the motives of adult learners in formal education might vary quite a little from student to student (Wlodkowski & Ginsberg, 2017). Andragogy may not be able to adequately account for the wide variety of reasons why people pursue formal education, including the desire to progress their careers, improve themselves personally, or simply for the sheer love of learning.

It is possible that the techniques of assessment and evaluation that are typically used in formal education do not fit perfectly with andragogical concepts. The self-directed and problem-solving character that is stressed by andragogy might not be able to be accommodated entirely by traditional grading systems and standardized testing (Affrin et al., 2021).

The limitations of andragogy in the context of formal education underscore the need for a more nuanced understanding of adult learning that considers the diverse settings, motivations, and structural constraints within which adult education occurs. Critics advocate for careful consideration of these contextual factors to inform instructional strategies that better meet the unique needs of adult learners in formal educational environments.

A concern that is highlighted by critics of Malcolm Knowles' andragogy theory is the difficulty of assessing performance while adhering to the ideals that underpin it. The traditional techniques of measuring educational performance are made more difficult due to the focus placed on learners taking responsibility for their education as well as the diverse motivations of adult students (Affrin et al., 2021). Andragogy, as opposed to more organized pedagogical techniques, which may rely on standardized evaluations, presents challenges when it comes to the development of metrics that are universally relevant for measuring performance (Pellegrino, 2010).

Because adult education is mostly self-directed, which is a fundamental principle of andragogy, it follows that success is frequently relative to the specific circumstances of the learner. Adult students may pursue a wide variety of objectives, from professional development to personal growth; hence, it can be difficult to formulate a single, all-encompassing benchmark for success that applies to all students. It is possible that traditional measurements such as
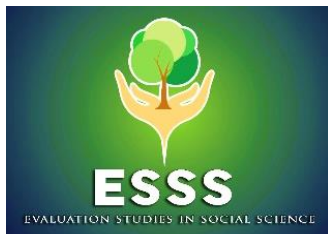
grades may not effectively represent the diverse successes or personal progress experienced by individuals who are engaged in self-directed learning.

In addition, the fact that andragogy places a focus on the immediate application of information to real-life scenarios makes the evaluation process more difficult (Codreanu & Vasilescu, 2013). In this setting, one of the most important factors that might determine whether or not adult students are successful is whether or not they can use the information they have gained in their professional or personal lives. It is fundamentally difficult and dependent on the surrounding environment to design evaluations that accurately quantify the application and impact of anything.

The difficulty of assessment is further compounded by the fact that adult learners come from a wide variety of backgrounds, experiences, and motivations (Merrill, 2015). What defines success for one student may differ dramatically for another learner based on individual starting points, past knowledge, and personal ambitions. This is because each learner has their own unique set of experiences and information to draw upon. Within the context of andragogy, the development of a success statistic that is generic and applicable to all situations becomes problematic.

Therefore, opponents contend that the difficulty in assessing success creates a practical obstacle to the use of andragogy. They say this because of the difficulties in determining whether or not an intervention was successful. It is difficult to define standardized and generally applicable criteria for success due to the subjective character of self-directed learning, which, when combined with the wide variety of objectives and motivations of adult learners, makes the task even more difficult. Within the framework of the andragogical model, this problem demands a re-evaluation of assessment procedures to find ones that are more successfully aligned with the customized and context-specific character of adult learning.

WORK BASE LEARNING IN ANDRAGOGY IS A NEW TEACHING AND LEARNING

Work-Based Learning (WBL) has an important role in the context of andragogy, or adult education (Nottingham, 2017). As an educational approach that focuses on adult learning, andragogy places learners as active and autonomous individuals in their learning process. In this context, Work-Based Learning (WBL) can assume seven essential roles, encompassing the (1) practical application of theory, (2) problem based learning, (3) life experience as source of learning, (4) self-empowerment, (5) linkage to personal goals, (6) employability skill development, and (7) motivation and engagement. Following are the specifics of these key roles in WBL.

Application of Theory to Practice: The idea that adult education is at its most successful when it can be directly applied to real-world situations is one of the foundational tenets of andragogy. Through the use of WBL, students can immediately apply the theory that they are learning in their employment, bringing together theory and practice (Feldmann, 2016).

Problem-Based Learning: Andragogy is a teaching method that fosters problem-based learning, in which students work together to solve issues that are relevant to their lives and
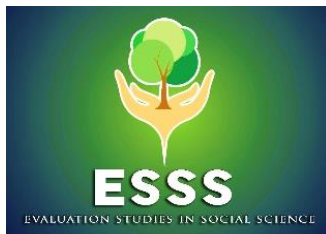
careers (Closson, 2008). They may apply what they've learned to solve actual issues that arise in the workplace and get valuable experience in the process.

Life Experience as a Source of Learning: Andragogy is based on the idea that the experiences that adults have accumulated throughout their lives are valuable educational resources (Knowles, 2014). WBL allows students to incorporate their prior experience in the workforce into the overall learning process.

Self-Empowerment: Learners take an active part in the management of their education under the andragogical model (Diep et al., 2019). They can organize, oversee, and evaluate their own experiences when they participate in WBL, which encourages independence in learners.

Linkage to Personal Goals: Andragogy is a method of teaching that emphasizes the significance of individual objectives in education (Merriam & Baumgartner, 2020). Learners can pick their projects or assignments inside WBL, making the content they study more pertinent to their lives and giving it a deeper level of significance.

Employability Skills Development: Learners have the opportunity to acquire employability skills through WBL, which helps them prepare for the job world they will be entering (McGaha-Martin, 2023). They get the opportunity to improve their hands-on skills such as communication, time management, and problem-solving.

Motivation and Engagement: Adults' motivation to learn is increased when they can make connections between what they are studying and their professional and personal objectives (Chukwuedo et al., 2021). The use of WBL helps to maintain a high level of learner engagement.

WBL is one of the concepts of andragogy, and it permits a learner-centered approach within that framework. This allows employees to make the most of their learning experiences while on the job (Brook & Corbridge, 2016). It assists in the creation of a learning environment that is tailored to the requirements and characteristics of adults, which in turn assists those adults in achieving their goals and maturing into more capable persons.

METHODOLOGY

Implementing work-based learning at the Research Management and Innovation Centre University Pendidikan Sultan Idris (RMIC-UPSI) is considered a new way of andragogy in the educational experience for postgraduate students while providing tangible benefits to the upcoming startup firm called RISE@UPSI. This approach integrates theoretical knowledge with practical, real-world applications, fostering a dynamic learning environment that prepares students for the demands of the workforce.

Firstly, the collaboration between the RISE@UPSI and postgraduates' students. This experiential learning approach ensures that students gain hands-on experience and exposure to the challenges and opportunities inherent in a business management environment. A customized curriculum can be developed in collaboration with the company to align academic coursework with the specific needs of the RISE@UPSI. This might involve tailoring existing courses or creating new modules that address the RISE@UPSI unique requirements. Professors
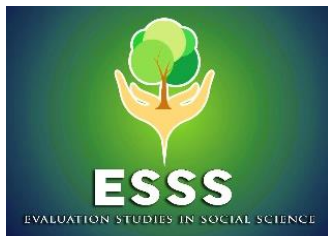
and industry professionals could co-teach, providing students with both theoretical insights and practical perspectives.

The RISE@UPSI could benefit from fresh perspectives and innovative ideas brought in by students. As part of their work-based learning, students may be involved in projects that contribute directly to the startup's goals, providing valuable solutions, insights, or research. This collaboration can serve as a mutually beneficial platform, where the startup gains from the students' contributions while providing them with a real-world context for their academic knowledge.

Regular feedback mechanisms can be established to assess students' progress and provide constructive evaluations. This feedback loop ensures that the learning experience remains adaptive and responsive to both the startup's needs and the student's development. It also allows for continuous improvement in the integration of work-based learning within the university setting.

WORK BASE LEARNING AT RISE@UPSI

The commencement of a new semester marks the beginning of an exciting journey for postgraduate students enrolled in the Business Strategic Management course. To ensure a comprehensive understanding of the course objectives and assessments, a detailed briefing is conducted during the first week. This article delves into the structured approach adopted for the semester, highlighting the strategic initiatives taken by postgraduate students as they immerse themselves in the dynamic world of business management.

Week 1: Course Outline and Assigning Responsibilities
The inaugural week is dedicated to providing students with a thorough overview of the Business Strategic Management course. Through a comprehensive briefing, students gain insights into the intricacies of the curriculum, emphasizing key components such as strategic planning, organizational development, and effective decision-making. Furthermore, each student is assigned specific roles and responsibilities in alignment with the course outline. This strategic allocation sets the stage for collaborative learning and real-world application of management principles.

Week 2: Engaging with RISE@UPSI at RMIC-UPSI
Building on the foundational knowledge acquired in the first week, students transition into practical engagement with RISE@UPSI. A visit to RMIC-UPSI facilitates an in-depth understanding of RISE@UPSI and its functions within the university. Following an opening meeting and an ice-breaking session with the RISE@UPSI organizing committee, postgraduate students are seamlessly integrated into the organizational structure. Embracing their roles as part of a simulated company, students embark on a unique journey to conceptualize and develop RISE@UPSI following the course objectives.
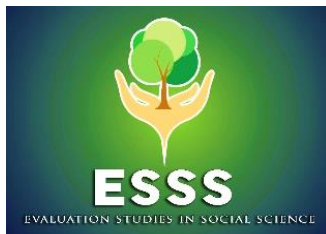
Weeks 3-11: Role Play as Company Management
The subsequent weeks are characterized by dynamic role-playing exercises, where postgraduate students immerse themselves in the intricacies of company management. Adopting the framework provided in the course outline, students engage in weekly work-based tasks that mirror real-world scenarios. This hands-on approach fosters a deeper understanding of strategic decision-making, teamwork, and effective communication within an organizational context. As they navigate the challenges and opportunities presented, students actively contribute to the development of RISE@UPSI, mirroring the objectives outlined in the course.

Final Week: Project Presentation to Top Management
The culmination of the semester-long journey occurs in the final week, where postgraduate students showcase their strategic prowess by presenting their projects about RISE@UPSI. This presentation is directed towards the top management of RMIC-UPSI, providing an opportunity for students to demonstrate the practical application of business management concepts. Through this final presentation, students not only validate their understanding of strategic management principles but also contribute valuable insights and recommendations for the continued growth and success of RISE@UPSI.

The structured approach outlined in this article underscores the integration of theoretical knowledge with practical application, fostering a holistic understanding of Business Strategic Management. The strategic role-playing exercises and real-world engagement with RISE@UPSI empower postgraduate students to emerge as adept strategists ready to navigate the complexities of the business landscape. This immersive experience not only enriches their academic journey but also equips them with valuable skills for future leadership roles in the world of strategic management.

DISCUSSION AND IMPLICATIONS

The screenplay on Work Base Learning (WBL) in higher education includes a complete study of the benefits of this educational method as well as its actual application of it. The merits of the screenplay lie in the extensive treatment it provides of the advantages of WBL, its compatibility with the concepts of andragogy, and the interesting story it provides regarding the deployment of WBL at RISE@UPSI. These advantages contribute to a more sophisticated view of how WBL may be an effective tool in preparing students for the issues they will face in the real world. However, several issues need greater investigation and attention to ensure the efficacy and adaptability of WBL in a variety of educational contexts. Following are the strengths of the WBL.

Comprehensive Understanding of WBL
The script does an excellent job of capturing the spirit of work-based learning and highlighting the many ways in which it may be beneficial. A comprehensive grasp of how work-based
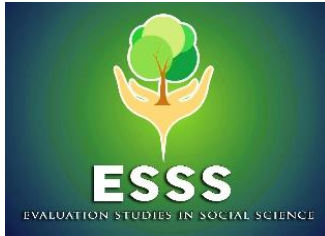
learning (WBL) may be incorporated into educational frameworks is demonstrated by the presence of internship programs, part-time jobs, and classes that are project-focused. This in-depth review is very necessary for educators and institutions who want to successfully implement WBL.

Advantages of WBL in Higher Education

A substantial amount of value may be added to the script by explaining the benefits of WBL in educational institutions of higher learning. The focus placed on integrating theory and practice, the development of employability skills, and the promotion of improved student participation all highlight the myriad benefits that may be gained from using WBL. These benefits make a significant contribution to the overall enrichment of the educational experiences of the pupils.

WBL in Andragogy

The fact that WBL is linked to the concepts of andragogy reveals that careful consideration has been given to adult learning theories. The screenplay does an excellent job of highlighting how WBL is aligned with the concepts of andragogy, with particular attention paid to the value of life experiences, problem-based learning, and the application of theory to practice. Within the framework of adult education, the credibility and applicability of WBL are improved as a result of this link.

Methodology for Implementation

The step-by-step implementation guide for WBL that is provided by the thorough methodology part may be found at RMIC-UPSI. The focus placed on cooperation, individualization of the educational experience, and consistent feedback systems is indicative of a strategy that has been given careful thought. This technique, which offers insights into successful implementation tactics, might serve as a significant reference for institutions that are looking to embrace WBL.

Engaging Narrative

The screenplay is given a more personable quality under the incorporation of an interesting narrative into Work-Based Learning at RISE@UPSI. This narrative method offers a real-world example of how WBL might be implemented, which helps readers better understand and relate to the concept of WBL. It makes the script easier to grasp and facilitates a more in-depth comprehension of the practical consequences of WBL.

Subsequently, a few ideas were identified for further exploration.

Cultural Considerations in WBL

Even if the script recognizes the significance of cultural context in education, the topic might be improved by conducting further research into certain cultural concerns and the influence such aspects have on how well WBL works. It is essential, for the sake of WBL's effective adoption, to have a solid understanding of how cultural subtleties impact the use and results of WBL in various contexts.
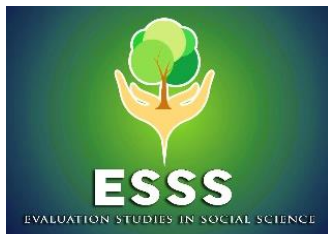
Challenges and Mitigations

A more comprehensive viewpoint might be obtained by initiating a conversation about the various difficulties that may be linked with WBL and suggesting solutions to deal with such difficulties. A more nuanced comprehension of the logistical hurdles that must be overcome to put work-based learning into practice can be attained by taking into account factors such as variations in employer engagement, logistical constraints, and the need to ensure that all students have equal access to opportunities.

Long-Term Impact Assessment

Exploring the long-term effects of WBL on students' career paths and the success of the company is an important issue that needs additional investigation and should be done. It is possible to gain significant insights into the long-term advantages and efficiency of this educational approach by monitoring the professional development and accomplishments of students who have participated in WBL programs.

Globalization and WBL

In light of the growing trend toward globalization in both business and education, it would be good to investigate how WBL might be modified to fit a variety of foreign views and specific industrial requirements. This may include conversations on cross-cultural cooperation, virtual WBL experiences, and methods for guaranteeing the continued relevance of WBL on a worldwide scale.
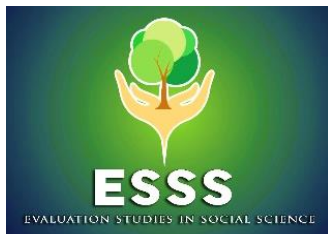
Limitations

While the script provides a robust discussion of WBL, certain limitations should be acknowledged as following.

Context Specificity

The script is based on the unique setting of RMIC-UPSI. While this does present a practical example, careful thought needs to be given to whether or not the stated technique can be transferred to various educational institutions and circumstances. The specific conditions of each institution may necessitate the development of individualized strategies to properly implement WBL.

Assumption of Positive Outcomes

The screenplay places a primary emphasis on the benefits and accomplishments that may be attained via WBL. Although this is useful, a more balanced approach that highlights any downsides or obstacles experienced during the implementation of WBL would give educators and institutions who are contemplating its adoption a full grasp of the topic.

Limited Exploration of Stakeholder Perspectives
The script focuses mostly on presenting the viewpoints of educators and students, but it does not devote much attention to investigating the points of view of other stakeholders, such as business partners or employers. It is vital, for the sake of WBL's effective integration, to have an understanding of the experiences and expectations of all of the parties involved.
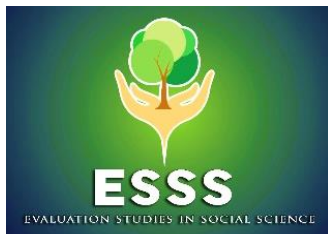
Need for Continuous Evaluation
The relevance of regular feedback systems is mentioned in the script; nevertheless, the script might be improved by having a more in-depth discussion on the necessity of constant review and adaption of the WBL program over time. Continuous assessment is essential for ensuring that WBL programs continue to maintain their relevance and effectiveness throughout time.

CONCLUSION

In conclusion, the screenplay on Work-Based Learning gives a solid foundation for understanding the benefits of this educational strategy as well as its practical execution. Its relevance may be attributed to the aforementioned strengths, which include a complete overview, clear articulation of advantages, alignment with the principles of andragogy, practical approach, and a captivating story. The screenplay might, however, benefit from a deeper investigation of cultural issues, obstacles, long-term effect assessment, and globalization-related elements to further expand its application and depth. A more nuanced understanding of the complexity surrounding WBL in higher education may also be contributed by noting limits linked to context specificity, assumptions of good results, the viewpoints of stakeholders, and the necessity for constant review.

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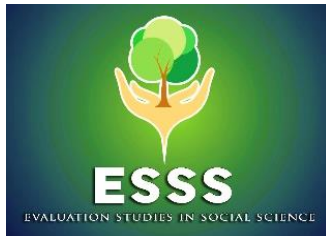
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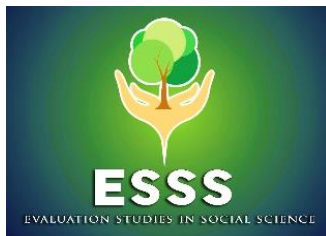
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