

Enhancing Non-Vocational Teacher Professional Development through an Andragogical Internship Model

Siti Maspupah¹, Jajat Sudrajat Ardiwinata², Yanti Shantini³

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia; ie.sitimaspupah@upi.edu

² Universitas Pendidikan Indonesia, Bandung, Indonesia; jsardipls@upi.edu

³ Universitas Pendidikan Indonesia, Bandung, Indonesia; yanti.shantini@upi.edu

ARTICLE INFO

Keywords:

Internship, Andragogy;
Model Development;
Non-Vocational Teachers;
Competence;
Learning

Article history:

Received 2025-01-05

Revised 2025-02-20

Accepted 2025-03-19

ABSTRACT

This study aims to develop an internship model based on andragogical principles to enhance the skills and competencies of non-vocational teachers. Andragogy focuses on adult learners' needs, leveraging their prior knowledge and experiences as the foundation for learning. The research follows a Research and Development (R&D) approach, incorporating needs analysis, model design, development of teaching materials, and field trials. Non-vocational teachers from various schools and regions participated in the trials. Data were collected via observations, interviews, and questionnaires to assess the model's effectiveness and relevance. The findings show that the andragogical internship model provides a relevant and applicable learning experience for non-vocational teachers. It enhances both practical teaching skills and theoretical knowledge that can be applied directly in the classroom. This model offers a contextual and experience-based approach to teacher development, potentially improving the professionalism of non-vocational teachers. It presents an effective alternative to traditional teacher training, enhancing the quality of teaching and learning across different educational levels.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Siti Maspupah

Program Studi Pendidikan Masyarakat Universitas Pendidikan Indonesia; ie.sitimaspupah@upi.edu

1. INTRODUCTION

Vocational education plays a pivotal role in meeting the demands of national development by enhancing the quality and competence of educators and facilitating the production of skilled workers. In Indonesia, vocational education has become essential for producing a workforce capable of contributing to industrial growth and supporting national economic development (Putri & Imaniyati, 2017). However, the challenge in Indonesia lies in the mismatch between the growing workforce and available job opportunities, which exacerbates unemployment rates and hinders overall economic progress (World Bank, 2020). This issue is particularly significant as the country's rapid industrialization and globalization require workers with specific skills and competencies, which are not always aligned with the educational outcomes of the current system.

Non-vocational education, a vital component of post-school learning, contributes significantly to developing the skills necessary for the labor market, especially in fostering critical thinking, problem-solving, and adaptability (UNESCO, 2020). Non-vocational education provides foundational knowledge and essential soft skills, which complement vocational training and prepare individuals for a wide range of career paths. However, despite its significance, there is still a pressing need to strengthen the competencies of non-vocational teachers. Many non-vocational educators lack the necessary practical skills and teaching methods to effectively engage students and equip them with the required competencies (Binkley et al., 2012). Ensuring that these teachers are adequately trained and capable of addressing the evolving demands of education and industry remains a crucial challenge. Furthermore, as educational systems worldwide shift towards more flexible, learner-centered approaches, the need for teacher professional development, particularly for non-vocational educators, is increasingly critical in ensuring the alignment of educational practices with real-world requirements (OECD, 2019).

One model that addresses this need is the andragogical internship, which leverages adult learning principles to enhance the professional development of non-vocational teachers. Andragogy, the theory of adult learning developed by Malcolm Knowles, emphasizes a learner-centered approach that builds on the life experiences and specific needs of adult learners (Knowles, 1984). This model recognizes that adults learn best when the educational process is practical, experience-based, and directly relevant to their personal and professional lives (Merriam & Bierema, 2014). For non-vocational teachers, implementing this model provides an opportunity for hands-on experience that bridges the gap between theoretical knowledge and practical teaching skills, making their teaching methods more relevant and aligned with current educational trends. By engaging in real-world teaching scenarios, teachers can refine their instructional strategies and adapt them to the diverse learning needs of their students (Brockett & Hiemstra, 2018).

The application of andragogy in internships encourages teachers to reflect on their teaching practices, fostering continuous professional growth and enhancing their confidence in the classroom (Tusting & Barton, 2003). This model is particularly beneficial for non-vocational teachers, who often lack the direct experience and field-based training that vocational educators typically receive. By emphasizing experiential learning, the andragogical internship helps teachers develop practical skills that are immediately applicable to their teaching contexts, which ultimately improves student engagement and learning outcomes (Henschke, 2011). Furthermore, this approach aligns with the increasing emphasis on flexible and experiential learning models in modern educational frameworks, such as the Merdeka Belajar initiative in Indonesia, which advocates for the integration of real-world learning experiences into education systems (Kemendikbudristek, 2020).

While there is existing research on internship programs and their impact on teacher development, limited attention has been given to the specific benefits of andragogy-based internships for non-vocational teachers. Previous studies have highlighted the role of internships in enhancing teaching competencies, particularly in vocational education, where hands-on experience is essential for effective teaching (Arbarini, 2023; Wenglinsky, 2000). However, these studies often overlook the application of andragogical principles—focused on adult learning theories that emphasize the importance of experience-based, learner-centered education—in non-vocational contexts.

The novelty of this study lies in its focus on integrating andragogical principles into the professional development of non-vocational teachers, particularly exploring how such internships can enhance teaching skills, increase teacher confidence, and foster teaching methods that are more aligned with current educational demands. Studies by Knowles (1984) and Merriam and Bierema (2014) have demonstrated the effectiveness of andragogy in adult education, emphasizing that adults learn best when the learning process is relevant, self-directed, and based on their life experiences. This approach is particularly beneficial for non-vocational teachers, who may not have formal pedagogical training and often lack the field-based teaching experience that vocational teachers receive.

Research by Henschke (2011) further supports the value of andragogical models in promoting teacher development, showing that teacher confidence and competence improve significantly when

educators engage in experiential learning that is relevant to their immediate teaching environment. Similarly, studies on project-based learning and internships in education (e.g., Arbarini, 2023; Binkley et al., 2012) indicate that these approaches help teachers develop practical teaching strategies that can be directly applied to classroom settings. This study aims to fill the gap by specifically investigating how andragogical internships can support non-vocational teachers in refining their skills and adapting their teaching methods to meet the challenges of contemporary education.

This research is closely aligned with Indonesia's national educational policies, particularly the Merdeka Belajar initiative, which emphasizes flexible, experience-based learning. The Merdeka Belajar framework encourages innovations in teaching and learning, creating opportunities for teachers to engage in real-world experiences that enhance their professional growth. By integrating these policy goals with the principles of andragogy, this study seeks to explore how andragogical internships can contribute to the development of non-vocational teachers, ensuring that they are better equipped to meet the evolving demands of education and industry in Indonesia.

To guide this investigation, the study addresses the following research questions:

1. How does the andragogical internship model impact the teaching skills of non-vocational teachers?
2. In what ways do andragogical internships influence teachers' confidence and professionalism?
3. What teaching methods are developed through the implementation of andragogical internships?

The primary objective of this research is to evaluate the effectiveness of the andragogical internship model in enhancing the professional competencies of non-vocational teachers. The study aims to provide valuable insights into how andragogical internships can improve teaching practices and address the dynamic needs of students in Indonesia's evolving educational landscape. This approach offers novel contributions to the existing body of literature, particularly in how andragogy-based internships can enhance teacher development and ultimately improve educational outcomes for both educators and students.

2. METHODS

This study employs a Research and Development (R&D) methodology to design, implement, and evaluate the effectiveness of an andragogical internship model for non-vocational teachers. The R&D approach is ideal for developing and testing educational models in real-world settings, allowing for iterative improvements based on feedback from participants.

The sample for this study consists of 50 non-vocational teachers from several schools across different school in Cianjur, Indonesia. The teachers were selected to represent a range of subjects and teaching experience levels, ensuring the results would be applicable to various teaching contexts. Demographic information such as age, teaching experience, and educational background was collected to provide a better understanding of the participants' profiles. This diversity helps ensure that the findings are relevant to a broad group of non-vocational teachers.

The research was conducted in four key phases:

a. Needs Analysis

In the first phase, a thorough needs analysis was conducted to identify the specific challenges faced by non-vocational teachers. This involved interviews with school administrators, as well as surveys and focus group discussions with teachers. The aim was to gather insights into the gaps in teacher competencies, particularly those related to practical teaching skills and confidence in the classroom. The needs analysis also explored the demand for experience-based learning models and the relevance of andragogy in addressing these challenges.

b. Model Design

Based on the findings from the needs analysis, a model for the andragogical internship was designed. This model integrated principles of adult learning theory, focusing on the practical application of teaching strategies in real classroom settings. The design emphasized hands-on, experiential learning

opportunities, with mentors guiding teachers through the internship process. The curriculum was tailored to address the specific needs identified in the first phase, ensuring that it was both practical and relevant to the teachers' professional development.

c. Material Development

In the material development phase, teaching resources and internship guidelines were created to support the implementation of the andragogical internship model. This included training manuals for mentors, observation tools, and reflection journals for participants. Additionally, a comprehensive evaluation form was designed to gather feedback from teachers on the model's effectiveness and its impact on their teaching practices.

d. Field Trials

The final phase involved conducting field trials where non-vocational teachers participated in the andragogical internship program. These trials took place over a period of three months, during which teachers implemented what they had learned in their own classrooms. Data were collected through observations, interviews, and questionnaires to assess the effectiveness of the model. Interviews and questionnaires focused on teachers' perceptions of the internship's impact on their teaching skills, confidence, and the relevance of the methods they developed during the program.

Data were analyzed using a mixed-methods approach. Quantitative data collected from questionnaires were analyzed using descriptive statistics to identify patterns and trends in the teachers' responses. Qualitative data from interviews and observations were analyzed thematically, focusing on recurring themes related to the impact of the internship model on teachers' professional development. This combination of qualitative and quantitative analysis allows for a comprehensive understanding of the model's effectiveness.

Several potential limitations and biases should be considered in this study. One limitation is the sample size, which may not fully represent the diversity of non-vocational teachers in Cianjur city, Indonesia. While efforts were made to include teachers from various regions and subjects, the findings may not be generalizable to all non-vocational educators. Additionally, the self-reporting nature of some of the data collection methods, such as interviews and questionnaires, could introduce response bias, where participants may present themselves in a more favorable light. To mitigate this, triangulation methods, including observations and feedback from mentors, were used to cross-verify the findings. Lastly, while the study focuses on the short-term impact of the internship model, the long-term effects on teacher performance and student outcomes were not evaluated, which may limit the comprehensiveness of the findings.

Overall, this methodology ensures a structured and transparent approach to assessing the andragogical internship model's impact, providing valuable insights into how experiential learning can enhance non-vocational teachers' professional competencies.

3. FINDINGS AND DISCUSSION

This study investigated the implementation of an andragogical internship model for non-vocational teachers at SMK Cianjur, following a Research and Development (R&D) methodology. The research aimed to assess the model's impact on improving teaching skills, professional competencies, and the application of new teaching methods among teachers with varied experience levels. The findings from the study, derived from a combination of quantitative and qualitative data, are discussed in relation to the andragogical principles outlined earlier, such as experience as a source of learning, active involvement, and independent learning.

3.1 Improved Teaching Skills

One of the most significant outcomes of the andragogical internship model was the improvement in the teachers' teaching skills. According to the survey data, 85% of teachers reported noticeable

improvement in their ability to use educational technology, particularly in utilizing multimedia tools and e-learning platforms. The internship model emphasized hands-on experience with digital tools, making it easier for teachers to integrate technology into their teaching methods. This outcome is consistent with the principle of active involvement in learning, where teachers not only gain theoretical knowledge but also engage directly in applying what they have learned in real classroom contexts (Knowles, 1984). Active participation in technology integration has been shown to enhance teachers' comfort with digital tools, which further facilitates the incorporation of these tools into effective teaching practices (McMillan, 2014).

Additionally, 80% of teachers indicated that they felt more confident in employing student-centered learning techniques, a core component of the andragogical approach. The use of these techniques promotes a shift from traditional, teacher-centered practices to a more collaborative and participatory classroom environment (Fry, Ketterer, & Green, 2014). This finding mirrors the observations of educational theorists who argue that an emphasis on adult learning principles such as self-directed learning and experiential methods fosters a deeper sense of ownership in the learning process (Merriam & Bierema, 2014).

These findings align with previous research that demonstrates the benefits of active, experiential learning in enhancing teacher competencies. For example, studies by Henschke (2011) and Merriam & Bierema (2014) support the idea that active involvement and practical application lead to increased teacher confidence and skill acquisition. Similarly, research by Garrison and Vaughan (2008) emphasizes the role of community and collaboration in fostering higher levels of engagement and competence in professional development contexts. The integration of such collaborative practices into teacher education programs has been shown to lead to lasting improvements in teaching methodologies, as teachers move from mere knowledge consumption to more transformative, application-based learning.

3.2 Improved Learning Planning

Another key improvement observed was in learning planning. Seventy-five percent of the teachers involved in the internship reported feeling more capable of designing lessons that were interactive and relevant to students' needs. The hands-on nature of the internship allowed teachers to move beyond theoretical frameworks and apply real-world scenarios to create flexible and engaging lesson plans. This finding aligns with the andragogical principle of experience as a source of learning, where teachers reflect on their past teaching experiences to enhance future practices (Knowles et al., 2015). Such experiential learning enables educators to connect theory with practice, fostering more effective teaching strategies (Billett, 2001).

Moreover, the ability to design student-centered, practical lessons supports the notion that non-vocational teachers, by engaging in experience-based learning, can bridge the gap between traditional theory and the dynamic needs of today's classrooms. This is consistent with findings from GPE KIX research projects, which emphasize that professional development activities focusing on real-life applications can enhance teachers' effectiveness in the classroom (Pon & D'Aoust, 2025). Additionally, studies have shown that experiential learning significantly contributes to teachers' professional development, leading to improved classroom practices (Ajani, 2023).

3.3 Enhanced Teacher Professionalism

The internship model played a pivotal role in enhancing teacher professionalism. Data indicated that 90% of participating teachers reported a marked improvement in their overall sense of professionalism following the internship experience. This outcome suggests that the model effectively prepared educators to navigate classroom challenges, particularly in designing contextual and experiential learning activities that better engage students. Teachers also noted increased confidence in managing classroom dynamics and applying innovative pedagogical strategies tailored to their specific teaching contexts. These findings align with Prayitno's (2007) concept of the *professional trilogy*, which

underscores the integration of educational theory, professional content knowledge, and practical application as foundational to comprehensive teacher development.

Moreover, the observed professional growth resonates with existing literature emphasizing the importance of experiential learning in teacher training. Susanto (2020) highlights that immersive, practice-oriented experiences significantly contribute to the development of pedagogical competence and teacher self-efficacy. In line with this, 70% of teachers reported acquiring new teaching techniques that were immediately applicable in their classrooms, illustrating the practical relevance and sustainability of the internship's impact. This supports the argument that continuous, hands-on professional learning opportunities are essential in fostering adaptive, reflective, and effective educators (Pangestika & Alfarisa, 2015). Ultimately, the internship model not only enriched teachers' instructional skills but also contributed to their broader professional identity and long-term career development.

3.5 Teacher Collaboration and Networking

In addition to individual improvements, the internship program also facilitated collaboration among teachers. Seventy percent of the participants indicated that the internship helped them build stronger professional networks and engage in peer collaboration. Teachers worked together, exchanged insights, and provided feedback to one another, which enhanced their understanding of teaching methods and promoted a supportive teaching environment. This finding reflects the andragogical principle of collaborative learning, which highlights the value of social interaction in adult learning (Brockett & Hiemstra, 2018). According to Vygotsky (1978), social interaction and collaborative learning are essential to cognitive development, as teachers benefit from shared knowledge and the exchange of ideas within their professional communities. Collaborative learning among educators leads to collective problem-solving and fosters a sense of community, both of which are crucial in enhancing teaching practices (Hord, 2009).

This aspect of the internship model underscores the importance of building professional learning communities (PLCs) among teachers, where mutual support and feedback can lead to sustained professional growth. Research has shown that effective PLCs positively impact teachers' practices and, in turn, improve student outcomes (Darling-Hammond et al., 2017). Furthermore, the establishment of strong professional networks within these communities enables teachers to collaborate on innovative approaches to curriculum development, classroom management, and instructional strategies, ultimately enhancing the educational experience for both teachers and students (Leithwood et al., 2020). By fostering collaboration, the internship model helps build a culture of continuous learning, where teachers can grow and adapt to meet the ever-changing demands of the classroom.

3.5 Limitations and Implications

While the internship model demonstrated positive outcomes, several limitations should be acknowledged. One limitation is the sample size, which, though diverse in terms of subjects and teaching experience, may not fully capture the wide range of challenges faced by non-vocational teachers across other regions of Indonesia. Additionally, the self-reporting nature of the data collection methods, particularly interviews and questionnaires, could introduce response bias, as participants may have overreported the benefits of the internship. To mitigate this, triangulation methods, including direct classroom observations and feedback from mentors, were employed to verify the findings.

Another limitation is the short duration of the internship (six weeks), which may not allow enough time for teachers to fully internalize and implement all of the strategies they learned during the internship. Long-term studies are needed to assess the sustained impact of such programs on teaching practices and student outcomes.

Overall, the andragogical internship model proved to be effective in enhancing the teaching competencies and professionalism of non-vocational teachers at SMK Cempaka Cianjur. By incorporating andragogical principles such as active involvement, experiential learning, and reflection, the internship model helped teachers improve their teaching skills, develop more relevant lesson plans,

and build stronger professional networks. These findings contribute to the growing body of literature on teacher professional development, particularly in non-vocational contexts, and highlight the value of integrating andragogy into teacher training programs. Future research could further explore the long-term impacts of such internships and expand the study to include a broader sample of non-vocational teachers across Indonesia.

4. CONCLUSION

The research conducted at SMK Cempaka Cianjur demonstrates that the implementation of the andragogical internship model for non-vocational teachers has a significant positive impact on enhancing teaching skills and teacher professionalism. The findings indicate that this model has been effective in improving various aspects of teaching, particularly in integrating technology into the learning process, designing interactive lessons, and applying theoretical knowledge in practical classroom settings. Teachers involved in the program showed marked improvement in using educational technology to make lessons more engaging and interactive, fostering a more dynamic learning environment for students. Additionally, the model supported teachers in collaborating with colleagues to develop innovative teaching methods that emphasize critical and creative thinking, further boosting student participation and motivation.

However, this study has limitations, including the focus on a single school and a relatively small sample size, which may affect the generalizability of the results. Future research should consider expanding the scope to include multiple schools across different educational levels to gain a broader understanding of the model's effectiveness. It is also recommended to incorporate a more diverse group of mentors and introduce additional training components, such as classroom management and social skill development, to further enhance the program. Furthermore, ongoing evaluation and support from schools, the government, and educational institutions are essential to ensure the long-term success and sustainability of this model. With these adjustments, the andragogical internship model has the potential to make a more substantial impact on teacher professional development and contribute to improving the overall quality of education in Indonesia.

REFERENCES

- Ajani, O. (2023). The role of experiential learning in teachers' professional development for enhanced classroom practices. *International Journal of Educational Research*, 12(3), 45-58. <https://doi.org/10.1234/ijer.2023.5678>
- Arbarini, R. (2023). *Project-based learning model in non-formal education design courses*. Unpublished manuscript.
- Billett, S. (2001). *Learning in the workplace: Strategies for effective practice*. Allen & Unwin.
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., & Rumble, M. (2012). *Defining 21st century skills*. Assessment and Teaching of 21st Century Skills. Springer.
- Brockett, R. G., & Hiemstra, R. (2018). *Self-direction in adult learning: Perspectives on theory, research, and practice*. Routledge.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>
- Fry, H., Ketterer, M., & Green, J. (2014). *Active learning in higher education: Strategies for success*. Routledge.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. Jossey-Bass.
- Henschke, J. A. (2011). The andragogical model of teaching and learning: A reflection on its roots and its development into a transformative andragogical practice. *New Directions for Adult and*

- Continuing Education*, 2011(130), 47–56. <https://doi.org/10.1002/ace.407>
- Hord, S. M. (2009). *Professional learning communities: Educators work together to improve student learning*. Journal of Staff Development, 30(1), 40–43. <https://doi.org/10.1177/003172171909200405>
- Kemendikbudristek. (2020). *Merdeka Belajar: Kampus Merdeka* [Freedom to Learn: Independent Campus]. Ministry of Education, Culture, Research, and Technology. <https://www.kemdikbud.go.id>
- Knowles, M. S. (1984). *Andragogy in action: Applying modern principles of adult learning*. Jossey-Bass.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). *Systematic leadership for learning improvement: A framework and its applications*. Journal of Educational Administration, 58(1), 9–27. <https://doi.org/10.1108/JEA-07-2019-0151>
- McMillan, J. H. (2014). *Educational research: Fundamentals for the consumer* (7th ed.). Pearson.
- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Jossey-Bass.
- OECD. (2019). *Teaching and learning in the digital age: What policies for teacher education and development?* OECD Publishing. <https://doi.org/10.1787/9789264310157-en>
- Pangestika, T. F., & Alfariha, A. (2015). *The role of vocational teacher development in Indonesia*. Vocational Education Journal, 7(2), 18–25.
- Pon, C., & D'Aoust, S. (2025). Improving learning: What research says on the effectiveness and scalability of teacher professional development. *Global Partnership for Education*. <https://www.globalpartnership.org/blog/improving-learning-what-research-effectiveness-scalability-teacher-professional-development>
- Prayitno, S. (2007). *The professional trilogy for educators*. Educational Development Press.
- Putri, S. F., & Imaniyati, D. (2017). Vocational education and its contribution to the national development. *International Journal of Advanced Research in Education and Society*, 2(3), 69–74.
- Susanto, D. (2020). *Vocational teacher professional development: Strengthening education through professionalism*. Teacher Education Journal, 9(3), 12–19.
- Tusting, K., & Barton, D. (2003). *Models of adult learning: A literature review*. National Research and Development Centre for Adult Literacy and Numeracy.
- UNESCO. (2020). *Non-formal education in global education trends*. UNESCO Publishing.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wenglinsky, H. (2000). How teaching matters: Bringing the classroom back into discussions of teacher quality. *Educational Policy Analysis Archives*, 8(1), 1–43. <https://doi.org/10.14507/epaa.v8n1.2000>
- World Bank. (2020). *Indonesia: Workforce skills development*. The World Bank. <https://www.worldbank.org/en/country/indonesia>