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# Andragogical Curriculum Orientation, Self-Regulated Learning, and Career Readiness in Nonformal Vocational Training

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## ABSTRACT

Nonformal vocational training is increasingly required to prepare learners not only with technical competence but also with career readiness. However, limited empirical evidence explains how adult-oriented curriculum practices and learners' self-regulation contribute to career readiness in nonformal vocational training institutions. This study aimed to examine the association between andragogical curriculum orientation, self-regulated learning, and career readiness among learners at LKP Lussy Surabaya. A quantitative ex post facto correlational design was applied using questionnaire data from 65 valid learners. Andragogical curriculum orientation was measured through self-concept, experience, readiness to learn, learning orientation, and learning motivation; self-regulated learning was measured through forethought, performance, and self-reflection; and career readiness was measured through concern, control, curiosity, and confidence. The results showed that andragogical curriculum orientation and self-regulated learning were positively and significantly associated with career readiness, with self-regulated learning emerging as the stronger predictor. Simultaneously, both variables explained 70.7% of the variance in career readiness. These findings indicate that career readiness in nonformal vocational training is shaped by adult-oriented learning experiences and learners' regulatory capacity. This study provides an empirical basis for rethinking curriculum orientation beyond technical skill delivery toward stronger support for career readiness.

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## 1. INTRODUCTION

Nonformal vocational training is increasingly expected to produce not only technical competence but also career readiness in response to unstable labor-market transitions. This issue is highly relevant in Indonesia, where vocationally oriented education and training still

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face challenges in preparing learners for employment, entrepreneurship, and changing workplace demands. National labor statistics for 2025 show that vocational high school graduates had the highest unemployment rate among educational groups at 8.63%, while East Java recorded an open unemployment rate of 3.61%, with vocational high school graduates again constituting the most vulnerable group at 5.87% [1], [2]. These data indicate that career readiness cannot be treated as an automatic result of technical skills training alone. In this context, LKP Lussy Surabaya represents a meaningful empirical site because official education data identify it as a private nonformal course and training institution located in Wiyung, Surabaya, offering KKNi Levels 1–3 programs [3]. Earlier evidence from the same institution also showed that vocational beauty training significantly strengthened learners' entrepreneurial motivation, indicating that LKP Lussy already operates within a career-oriented learning ecology [4].

The research **problem addressed in this study is the limited understanding of** how curriculum orientation in nonformal vocational training contributes to learners' career readiness. The empirical profile of learners at LKP Lussy Surabaya reinforces the urgency of this problem. The uploaded thesis reports that many participants entered the institution after attending free seminars and then enrolled to strengthen soft skills and competencies aligned with their career goals. Tutors also described the learners as heterogeneous in age, educational background, and prior experience, creating conditions in which uniform and transmissive instruction becomes insufficient. The field study involved 65 active learners at LKP Lussy Surabaya and found that andragogy and self-regulated learning both had positive and significant relationships with career readiness, with self-regulated learning showing the stronger partial contribution. Simultaneously, both variables explained 70.7% of the variance in career readiness [5]. These findings suggest that the issue at stake is not merely instructional effectiveness, but how training curricula should be oriented toward adult participation, learner agency, and future occupational pathways.

The theoretical foundation of this study is built on three interrelated concepts: andragogical learning, self-regulated learning, and career readiness. Contemporary studies continue to affirm the relevance of andragogy for adult-oriented learning environments because it emphasizes autonomy, experiential learning, and problem-centered engagement [6], [7], [16], [17]. In the context of nonformal vocational training, these principles are important because learners often bring different life experiences, work aspirations, and immediate learning needs into the training process. In parallel, **self-regulated learning has been identified as a key competence** in continuing education **and** vocational settings, since learners are expected to set goals, monitor progress, sustain motivation, and adapt strategies across authentic learning tasks [8]–[10], [18]–[22], [27]. Career research also increasingly frames readiness in terms of adaptability and self-regulatory resources, showing that career development is strengthened when learners possess concern, control, curiosity, and confidence in managing future work transitions [11], [12], [23]–[26]. Taken together, these theoretical perspectives imply that career readiness in nonformal vocational training should be approached through a curriculum lens that integrates adult-learning assumptions with learners' self-regulatory capacity.

Previous studies have provided important insights into andragogy, self-regulated learning, and career adaptability, but they have generally examined these constructs in separate educational contexts. Studies on andragogy have mostly emphasized adult learning in higher education, online learning, or general adult education settings [6], [7], [16], [17]. Studies on self-regulated learning have often focused on continuing education, formal vocational schools, or technology-supported learning environments [8]–[10], [18]–[22], [27]. Meanwhile, career-readiness and career-adaptability research has mainly explained how individuals manage future career development through adaptive psychological resources [11], [12]. Although these studies are relevant, they have not sufficiently explained how andragogical curriculum orientation and self-regulated learning are jointly related to career readiness in a real nonformal vocational training institution. This creates a research gap, especially in the Indonesian context, where institutions such as LKP Lussy Surabaya serve learners with flexible entry routes, diverse prior experiences, and immediate work-oriented motivations.

Based on this gap, the author's problem-solving effort is to reposition nonformal vocational training not merely as a space for technical skill delivery, but as a curriculum space where adult-oriented learning experiences and learners' regulatory capacity can be connected to career readiness. Therefore, **this study aims to examine the association between andragogical curriculum orientation, self-regulated learning, and career readiness among learners at LKP Lussy Surabaya.** The novelty of this study lies in extending the discussion beyond isolated instructional variables toward a curriculum-oriented interpretation of adult vocational learning in a real Indonesian training institution. The expected benefit of this study is to provide empirical insight for curriculum developers, tutors, and nonformal education managers in designing training programs that are more responsive to adult learners' needs, more supportive of self-regulated learning, and more explicitly directed toward career readiness.

## 2. METHOD

**This study employed a quantitative ex post facto correlational design to examine whether learner-based evidence of andragogical curriculum orientation and self-regulated learning was associated with career readiness in nonformal vocational training.** This design was selected because the study did not manipulate the independent variables but analyzed their relationships as they naturally occurred in the training setting. In educational research, correlational designs are appropriate for identifying the direction and magnitude of relationships among variables, whereas ex post facto designs are suitable when the researcher observes existing conditions without experimental intervention [13], [14]. In this article, andragogical curriculum orientation was operationalized through learners' perceptions of andragogical principles embedded in training practices, namely **self-concept, experience, readiness to learn, learning orientation, and learning motivation.** Self-regulated learning was treated as the second predictor, and career readiness was positioned as the dependent variable.

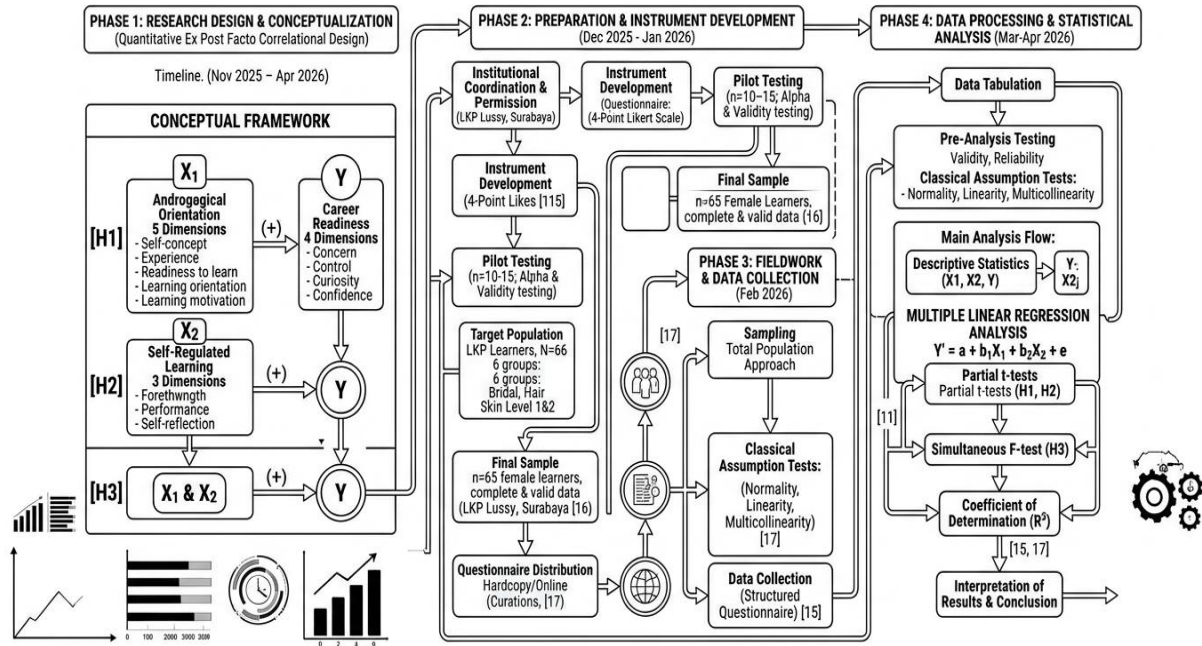


Figure 1. Research procedure

The research was conducted at LKP Lussy Surabaya, a private nonformal vocational training institution located in Wiyung, Surabaya, East Java. The study was conducted from November 2025 to April 2026, with the main field data collection conducted in February 2026 [5]. The target population comprised all active learners enrolled at the institution during the research period. The institutional population frame included 66 learners distributed across six training groups, namely bridal beauty level 1, hair beauty level 1, skin beauty level 1, bridal beauty level 2, hair beauty level 2, and skin beauty level 2. Because the population was relatively small and fully accessible, the study applied a total population approach. However, the final statistical analysis included 65 complete and valid responses, all from female learners.

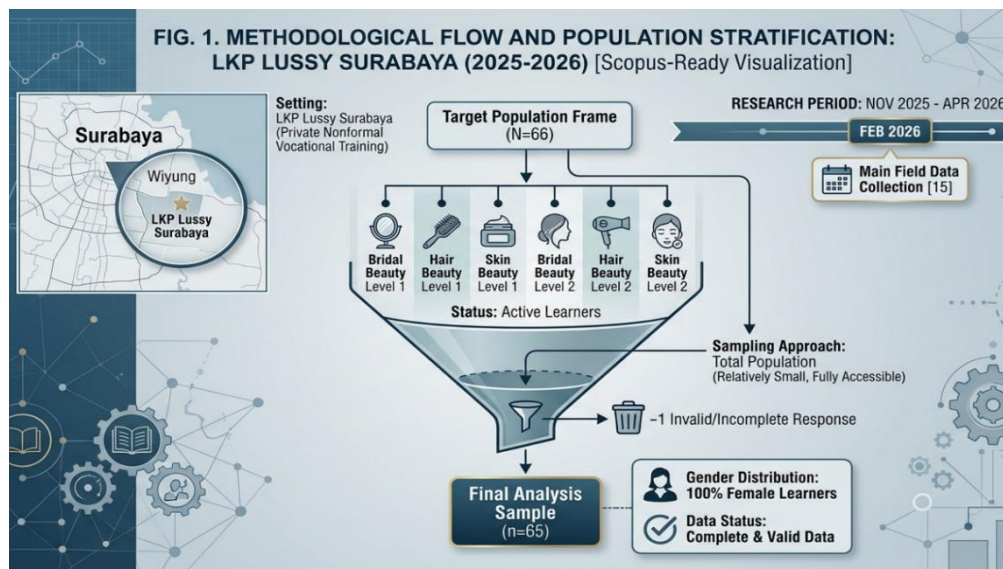


Figure 2. Demographic characteristics of learners

Data were collected using a structured questionnaire based on the operational definitions of the study variables. The instrument measured andragogical curriculum orientation through five dimensions: self-concept, experience, readiness to learn, learning orientation, and learning motivation. Self-regulated learning was measured through forethought, performance, and self-reflection dimensions, while career readiness was measured through concern, control, curiosity, and confidence [15], [12]. All questionnaire items used a four-point Likert scale ranging from strongly disagree to agree strongly. The research procedure followed a sequential process consisting of preliminary observation, institutional coordination and permission, instrument development, pilot testing, questionnaire distribution, data tabulation, and statistical analysis. This sequence was intended to ensure that the data collection process remained systematic and consistent with the research objectives.

Table 1. Operationalization of research variables

Variable	Dimension	Indicator
<i>Andragogical curriculum orientation (X1)</i>	Self-concept	Learner autonomy and participation in learning decisions
	Experience	Use of prior experience as a learning resource
	Readiness to learn	Relevance of training to immediate learning and work needs
	Learning orientation	Problem-centered and practical learning orientation
	Learning motivation	Internal motivation to improve competence and future goals
<i>Self-regulated learning (X2)</i>	Forethought	Goal setting and learning preparation
	Performance	Monitoring, effort control, and strategy use during learning
	Self-reflection	Evaluation of learning outcomes and strategy adjustment
<i>Career readiness (Y)</i>	Concern	Awareness of future career preparation
	Control	Responsibility and decision-making in career development
	Curiosity	Exploration of occupational information and opportunities
	Confidence	Belief in the ability to handle work-related challenges

Before hypothesis testing, the instrument was subjected to validity and reliability testing. The data were then analyzed using descriptive statistics, normality testing, linearity testing, multiple linear regression, multicollinearity testing, partial t-tests, simultaneous F-tests, and the coefficient of determination [15]. The regression model used in this study can be expressed as;

$$Y = a + b_1X_1 + b_2X_2 + e$$

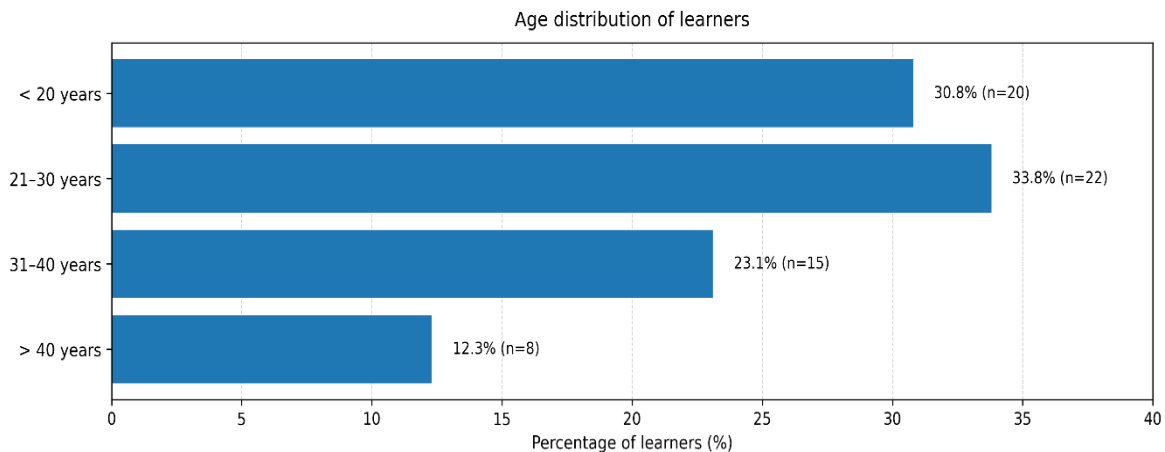
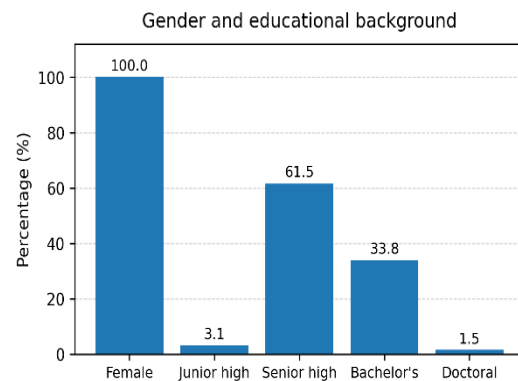
Where *Y* represents career readiness, *X<sub>1</sub>* represents andragogical curriculum orientation, *X<sub>2</sub>* represents self-regulated learning, *a* is the constant, *b<sub>1</sub>* and *b<sub>2</sub>* are regression coefficients, and *e* is the error term. This analytical framework enabled the study to generate empirical evidence on how adult-oriented training practices and learners' regulatory capacity were associated with career readiness in nonformal vocational training.

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

The empirical analysis was based on 65 valid learner responses collected from LKP Lussy Surabaya. All valid respondents were female, indicating that the training participants represented a gender-specific learner profile within the institution. In terms of age, the respondents were distributed across four groups: 30.8% were younger than 20 years old, 33.8% were 21–30 years old, 23.1% were 31–40 years old, and 12.3% were older than 40 years old. Their educational backgrounds were also heterogeneous. Most respondents had completed senior high school (61.5%), followed by bachelor’s degree holders (33.8%), while a smaller proportion came from junior high school (3.1%) and doctoral level (1.5%). This demographic pattern indicates that the training environment brought together learners with varied educational trajectories and life stages, reinforcing the relevance of examining adult-oriented curriculum orientation in a nonformal vocational setting.

Descriptive Statistics	
Valid responses	65
Gender profile	100% Female
Age groups	4 categories
Education groups	4 categories
Institution	LKP Lussy Surabaya



Jamovi/JASP-style descriptive panel for learners at LKP Lussy Surabaya.

Figure 3. Demographic characteristics of learners

At the variable level, the response distribution showed a clear concentration in the agree and strongly agree categories across the three constructs. For andragogical curriculum orientation, the item means ranged from 3.22 to 3.42, indicating consistently positive learner perceptions of training practices associated with autonomy, experience, readiness to learn,

learning orientation, and motivation. The highest mean was recorded on item X1.6 (3.42), while the lowest appeared on item X1.8 (3.22). Even the lowest score remained well above the midpoint of the four-point scale, suggesting that the andragogical orientation of the training was perceived favorably across items rather than only in isolated aspects. This pattern supports the view that adult-centered learning principles were meaningfully embedded in the training experience at LKP Lussy Surabaya.

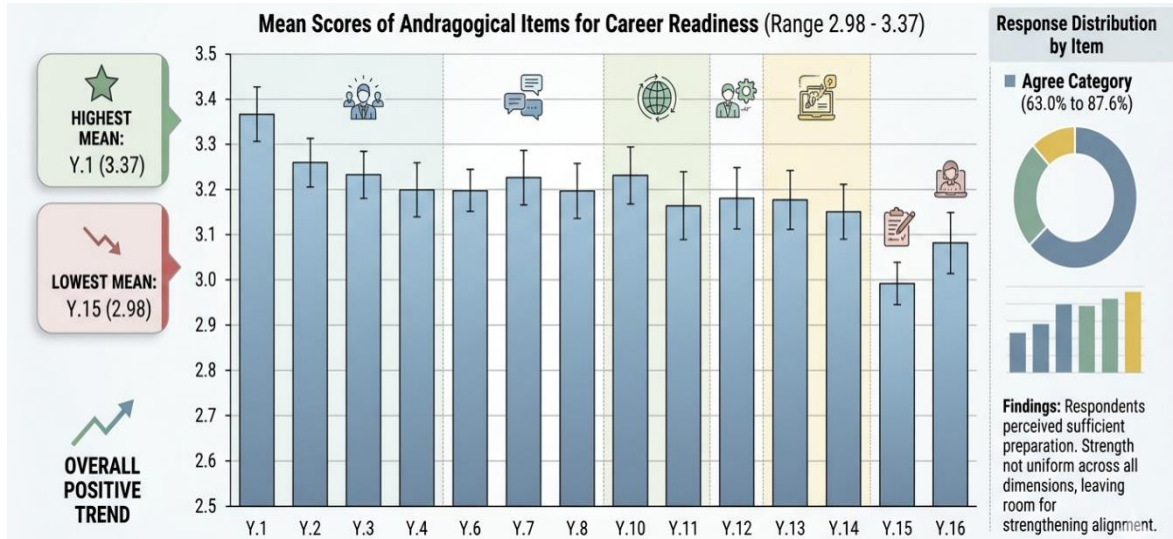


Figure 4. Mean scores of andragogical curriculum orientation items

A similarly positive trend was found for career readiness. The response distribution was dominated by the agree category, which accounted for approximately 63.0% to 87.6% across the 16 items. Mean scores for the career-readiness items ranged from 2.98 to 3.37. The highest mean was found on Y.1 (3.37), whereas the lowest was found on Y.15 (2.98). These results indicate that the respondents generally perceived themselves as sufficiently prepared for future career engagement, although some components of readiness appeared relatively weaker than others. In substantive terms, the pattern suggests that career readiness among the learners was present but not uniformly strong across all dimensions, leaving room for strengthening through better alignment between training practices and career-oriented developmental needs.

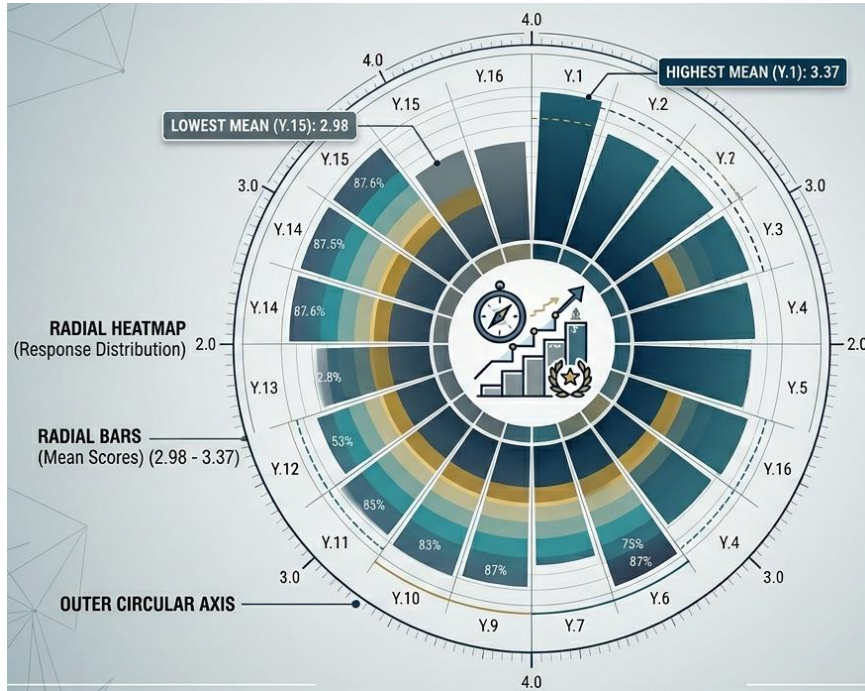


Figure 5. Mean scores of career readiness items

The inferential analysis further confirmed the predictive role of the two independent variables. The thesis reported that andragogical orientation had a positive, significant partial association with career readiness, with a t-value of 5.241 and Sig. = 0.000, while self-regulated learning showed a stronger positive and significant partial association with a t-value of 10.839 and Sig. = 0.000. Simultaneously, the two predictors were also significant, with an F-value of 72.294 and Sig. = 0.000. The coefficient of determination ( $R^2$ ) was 0.707, indicating that 70.7% of the variance in career readiness was explained jointly by andragogical curriculum orientation and self-regulated learning, while the remaining 29.3% was attributable to other factors outside the model. These findings show that the statistical model was not only significant but also substantively strong in explaining career readiness within this nonformal vocational training context.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.841	0.707	—	—

a. Predictors: (Constant), Andragogical Curriculum Orientation, Self-Regulated Learning

**ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	—	2	—	72.294	0.000
Residual	—	62	—		
Total	—	64			

a. Dependent Variable: Career Readiness

b. Predictors: (Constant), Andragogical Curriculum Orientation, Self-Regulated Learning

**Coefficients**

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	—	—	—	—	—
Andragogical Curriculum Orientation	—	—	—	5.241	0.000
Self-Regulated Learning	—	—	—	10.839	0.000

a. Dependent Variable: Career Readiness

Figure 6. Mean scores of career readiness items

Taken together, the results reveal three main empirical tendencies. First, LKP Lussy Surabaya served a heterogeneous learner population whose demographic diversity is highly compatible with an adult-oriented curricular perspective. Second, the training context was perceived positively in terms of andragogical features and was accompanied by generally favorable levels of career readiness. Third, the explanatory model demonstrated that both andragogical curriculum orientation and self-regulated learning were statistically meaningful predictors of career readiness, with self-regulated learning showing the stronger individual contribution. This last result is particularly important because it suggests that career readiness in nonformal vocational training is shaped not only by how training is organized for adult learners, but also by how far those learners can regulate and direct their own learning processes.

### 3.2. Discussion

The findings indicate that andragogical curriculum orientation was positively and significantly associated with career readiness in nonformal vocational training. This result suggests that when learners perceive training as offering autonomy, drawing on prior experience, responding to immediate learning needs, and emphasizing practical problem-solving, they are more likely to report greater readiness for future career engagement. Such a pattern is consistent with contemporary interpretations of andragogy, which position adult learning as a process grounded in learner agency, experiential relevance, and task-oriented application rather than passive content reception [6], [7], [16], [17]. In the context of LKP Lussy Surabaya, this finding is particularly meaningful because the learner population is heterogeneous in age and educational background, making uniform, transmission-based training less effective. Thus, the empirical significance of andragogical curriculum orientation in this study supports the argument that nonformal vocational training should be structured not only around technical competence but also around adult learning conditions that make competence personally meaningful and occupationally relevant [5].

The result also shows that self-regulated learning had a stronger partial contribution to career readiness than andragogical curriculum orientation. This indicates that career preparation in nonformal vocational settings does not depend solely on how training is designed, but also on how learners plan, monitor, and evaluate their own learning. This pattern aligns with recent research showing that self-regulated learning is a critical competence in continuing education and vocational settings because learners are expected to sustain effort, manage goals, and adapt strategies across authentic learning tasks [8]–[10], [15], [18]–[22], [27]. In substantive terms, the present finding suggests that even a well-oriented adult-learning curriculum may not fully translate into career readiness unless learners also possess sufficient internal regulatory capacity. For nonformal vocational training, this implies that curriculum orientation should move beyond content delivery and include structured opportunities for goal setting, self-monitoring, feedback use, and reflection, since these processes appear to strengthen learners' readiness for future occupational participation.

Another important point concerns the model's combined explanatory power. The coefficient of determination showed that andragogical curriculum orientation and self-

regulated learning jointly explained 70.7% of the variance in career readiness [5]. This is a substantial proportion, indicating that the two constructs are not peripheral but central to understanding how learners in this institution prepare for career trajectories. The result may be interpreted in light of the broader literature on career adaptability, which emphasizes that career development is strengthened when individuals possess future orientation, personal control, exploratory curiosity, and confidence in handling career-related challenges [11], [12], [23]–[26]. In the present study, these adaptive career resources appear to be supported by two mutually reinforcing conditions: adult-oriented training experiences and learners' own self-regulatory behavior. From a curriculum perspective, this means that nonformal vocational training should not treat career readiness as an outcome that automatically emerges after technical practice. Rather, career readiness should be understood as a developmental outcome that must be intentionally supported through curriculum organization, learning tasks, and pedagogical interaction.

These findings also help clarify the article's main contribution. Previous studies have commonly examined andragogy in higher education or online learning contexts [6], [7], [16], [17], while research on self-regulated learning has been concentrated in formal vocational schools, continuing education, or technology-mediated learning environments [8]–[10], [18]–[22], [27]. By contrast, this study demonstrates that in nonformal vocational training, andragogical orientation and self-regulated learning can be meaningfully connected to career readiness within a real institutional setting, namely LKP Lussy Surabaya [15]. The novelty of this article, therefore, does not lie in proposing a new theory, but in repositioning existing constructs within a curriculum-oriented reading of adult vocational learning in a nonformal context. This repositioning is important because institutions such as LKP often operate under flexible participation patterns, diverse learner histories, and immediate, work-oriented expectations, all of which require a curriculum orientation that differs from the assumptions of formal schooling.

From a practical perspective, the discussion implies that curriculum orientation in nonformal vocational training should be strengthened in at least three ways. First, training content and activities should be organized around adult relevance, meaning that they should connect directly with learners' work aspirations, lived experiences, and practical problems. Second, learning activities should intentionally cultivate self-regulated learning, for example, through explicit goal-setting routines, guided reflection, progress monitoring, and learner responsibility in task completion. Third, career readiness should be treated as a visible curriculum outcome, not merely an indirect by-product of skills training. In this sense, an andragogical curriculum orientation is not simply a matter of instructional style, but a broader way of organizing training so that learners become more agentic, reflective, and better prepared for career transitions. The case of LKP Lussy Surabaya provides empirical support for this argument and suggests that nonformal vocational institutions may benefit from rethinking training provision beyond narrow technical delivery toward a more integrated adult-learning and career-development framework.

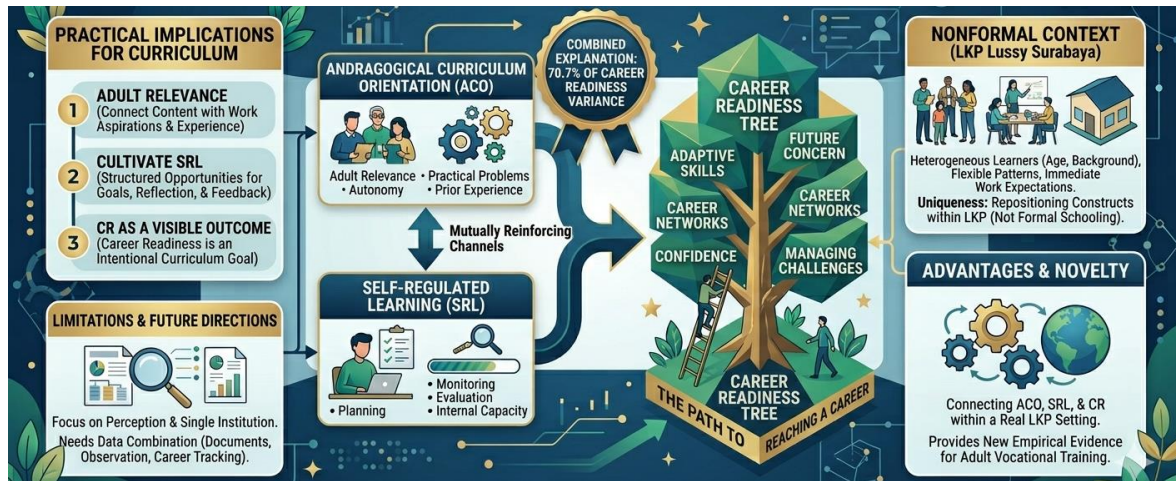


Figure 7. Curriculum-oriented interpretation of the findings

If needed, the study also invites a careful reading of its limits. The evidence was generated from a single institution and relied on learner perceptions rather than direct curriculum-document analysis or longitudinal career tracking [15]. Accordingly, the findings should be interpreted as evidence of how learners experience training orientation and how that experience relates to perceived career readiness, rather than as a comprehensive institutional audit of curriculum quality. Even so, the present results remain valuable because they provide a credible empirical basis for discussing curriculum orientation in nonformal vocational training and for guiding future research that may combine learner-perception data with curriculum documents, classroom observation, or post-training career outcomes.

#### 4. CONCLUSION

This study concludes that career readiness in nonformal vocational training is closely related to how training is oriented toward adult learners and how learners regulate their own learning processes. The findings indicate that andragogical curriculum orientation and self-regulated learning are important elements in explaining career readiness among learners at LKP Lussy Surabaya. Rather than viewing career readiness as the direct result of technical skill training alone, this study shows that adult-relevant learning experiences, learner autonomy, practical relevance, reflection, and self-directed learning behavior are essential conditions for preparing learners to face future occupational demands.

The implications of this study are both theoretical and practical. Theoretically, the study strengthens the position of andragogy as a curriculum orientation rather than merely an instructional technique. In practice, nonformal vocational training institutions need to design curricula that integrate adult relevance, structured opportunities for self-regulated learning, and career-readiness as an explicit learning outcome. For tutors and curriculum developers, this means that training activities should not only focus on skill mastery but also encourage learners to set goals, monitor progress, reflect on learning outcomes, and connect training experiences with career aspirations. For the wider public, especially prospective learners and nonformal education stakeholders, the study highlights the importance of choosing and developing training programs that support both employability skills and personal career agency.

This study has several boundaries. It was conducted in a single nonformal vocational training institution and relied on learners' perceptions rather than direct curriculum-document analysis, classroom observation, or longitudinal tracking of employment outcomes. Therefore, the findings should be interpreted as empirical evidence of how learners experience training orientation and its relationship to perceived career readiness, rather than as a comprehensive evaluation of institutional curriculum quality. Future research should compare multiple nonformal vocational training institutions, combine perception data with curriculum documents and observational evidence, and examine whether andragogical curriculum orientation and self-regulated learning contribute to actual post-training employment, entrepreneurship, or career development outcomes. Based on these directions, future studies may provide stronger evidence to improve curriculum policy and practice in nonformal vocational education.

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