

## LEARNING STRATEGIES IN LIFELONG LEARNING

ZULFAKAR, ZULKARNAEN, FAHRUDDIN  
FIPP-UNDIKMA<sup>1</sup>, FKIP-UMS<sup>2</sup>, FKIP-UNRAM<sup>3</sup>  
[Zulfakar@gmail.com](mailto:Zulfakar@gmail.com)

### ABSTRAK

Banyak negara di Asia dan Eropa berupaya mengatasi masalah sosial baru dan pertumbuhan yang cepat. Mereka ingin menemukan cara untuk memperkuat masyarakat dan membantu pertumbuhan ekonomi. Mereka berfokus pada pengembangan keterampilan dan pengetahuan masyarakat sepanjang hidup mereka. Belajar sepanjang hidup hanya akan bermanfaat jika masyarakat menghargai dan mendukung pembelajaran berkelanjutan dan jika individu menyadari pentingnya terus meningkatkan pendidikan, keterampilan sosial, dan pengetahuan profesional mereka. Di banyak negara Asia, termasuk Indonesia, sekolah mengajarkan anak-anak untuk terus belajar sepanjang hidup mereka. Mereka ingin menciptakan lingkungan sekolah modern yang membantu anak-anak mengembangkan keterampilan yang mereka butuhkan untuk belajar sendiri. Ini adalah bagian dari program untuk mendorong pembelajaran seumur hidup. Mengajar bahasa asing membantu orang mempelajari keterampilan dan strategi baru, sehingga mereka dapat terus belajar dan beradaptasi sepanjang hidup mereka. Penelitian ini menggunakan pendekatan studi pustaka untuk mengumpulkan data dengan mengakses informasi yang relevan dari sumber bacaan ilmiah terkemuka tanpa perlu melakukan kerja lapangan. Pendekatan ini memungkinkan peneliti untuk mengakses informasi yang lebih luas dan membangun kerangka teoritis yang solid. Pembelajaran seumur hidup di Asia, termasuk Indonesia, menekankan kemajuan pembelajaran dengan tujuan untuk memperkuat keterampilan kerja, melayani pasar, mengelola keuangan, mengurangi marginalisasi sosial, dan integrasi individu untuk aktualisasi diri dan pemecahan masalah.

**Kata kunci:** Strategi pembelajaran, pembelajaran sepanjang hayat.

### ABSTRACT

Many countries in Asia and Europe are working to deal with new social problems and fast growth. They want to find ways to make society stronger and help the economy grow. They are focusing on developing people's skills and knowledge for their whole lives. Learning throughout your whole life can only be beneficial if society values and promotes continuous learning and if individuals recognize the importance of constantly enhancing their education, social skills, and professional knowledge. In many Asian countries, including Indonesia, schools are teaching kids to keep learning throughout their lives. They want to create a modern school environment that helps kids develop the skills they need to learn on their own. This is part of a program to encourage lifelong learning. Teaching foreign languages helps people learn new skills and strategies, so they can keep learning and adapting throughout their lives. This study uses a literature study approach to collect data by accessing relevant information from leading scientific reading sources without the need for fieldwork. This approach allows researchers to access broader information and build a solid theoretical framework. Lifelong learning in Asia, including Indonesia, emphasizes learning progress with the aim of strengthening work skills, serving the market, managing finances, reducing social marginalization, and individual integration for self-actualization and problem solving.

**Keywords:** learning strategies, lifelong learning.

## INTRODUCTION

The world is currently facing a prolonged economic crisis, causing a massive wave of job losses in various countries. The impact is very much felt, not only in economic terms but also in global social and political dynamics. This increasingly confusing complexity is further complicated by cultural diversity, which creates new challenges in efforts to understand and solve common problems. The political situation in various countries is also not immune to the influence of these economic and cultural changes. Changes in social values and societal dynamics influence the formation of government policies and actions. In the context of Indonesia, awareness of these challenges has given rise to a strong urge to work together to develop sustainable and inclusive development strategies. The Indonesian government is working hard to find effective and sustainable solutions to improve the welfare of all its citizens. They prioritize empowerment through quality education and provide better job opportunities for the community. The understanding that the learning process must be continuous throughout life is a major focus, as this is considered crucial in ensuring the success of long-term development policies. Thus, Indonesia is not only trying to overcome the immediate impacts of this crisis but also to prepare its people to face increasingly complex global challenges in the future. Through strong collaboration and a commitment to continuous learning, they hope to create better conditions for everyone in the country.

## RESEARCH METHODS

The method used to collect data in this study was carried out through a careful literature study. This approach requires researchers to collect information relevant to the theme being studied from various scientific reading sources, such as leading journals, academic magazines, and authoritative textbooks. By relying on data that is readily available, this study does not require field review activities, direct interaction with eyewitnesses, or empirical events. This research focuses on an in-depth analysis of existing data or texts, with the aim of developing a deeper understanding related to the research topic. Unlike methods that rely on direct data collection from the field, researchers only interact with information sources available in libraries or through access to relevant secondary data. This approach allows researchers to access broader and more comprehensive information while building a solid theoretical and interpretive framework for their research.

## RESULTS AND DISCUSSION

### 1. Lifelong Learning

The Long-Lasting Learning Reminder emphasizes instruction in Asian nations, particularly Indonesia, with the most pivot of instruction arrangement being the advancement of Long-Lasting Learning Eynon, R., & Malmberg, L. E. (2021). Dwindles, M., & Romero, M. (2019). Encourage discourse of the reminder is anticipated to be able to carry out learning exercises whose fundamental goals are as follows: (1) reinforcing employability, serving showcase maintainability, and overseeing financial shortages; (2) social consideration to decrease the rate of marginalization of social bunches that are financially, socially, and socially touchy; (3) making dynamic citizens in an environment of social, ethnic, and etymological differences; and (4) individual integration as an implies of self-actualization but moreover as a problem-solving device (see Table 1).

**Table 1 : Essential targets of instructive exercises in Indonesia**

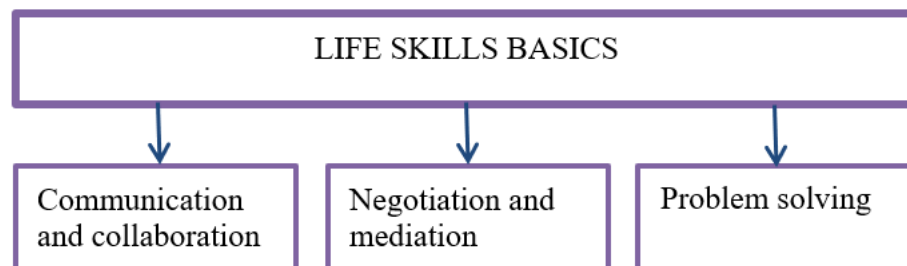
Making strides the employability of its citizens.	Versatile social integration.	Making dynamic citizens.	Individual fulfillment of needs.
---	-------------------------------	--------------------------	----------------------------------

We are going center on the final two goals (Table 1), which we think are exceptionally unequivocal, since as targets they can highlight the unused character of Indonesian citizens, particularly through the standard instructive preparation in open schools, at a basic age, to be specific, at an age when citizen personality can be shaped past the boundaries of the person and the state and is stamped by moral and legitimate rules. Goodyear, P. (2021) Nørgård, R. T. (2021). human rights defense, application of basic demeanors, arrangement of participatory mindfulness, and cooperation in decision-making concerning the political, financial, and social assurance of advanced social shapes. Kudithipudi, D., Daram, A., Zyarah, A. M., Zohora, F. T., Aimone, J. B., Yanguas-Gil, A., ... & Epstein, B. (2023).

## 2. Fundamental life talents

This untapped dynamic citizen personality presupposes important abilities and capacities that can be used to play a role in the common interest. Education can play a role in learning these talents; educators must teach and hone talents that will lead to personal competence. Iheonu, C. O., & Asongu, S. A. (2024). for in-depth learning.

**Chart 1: Life Skills Basics**



In general, these talents must highlight social characteristics in each expression of private and open spaces with which future citizens can collaborate, evaluate, communicate, organize, mediate, influence, understand problems, and take action for inventive activities and mediations at the field, neighborhood, national, and world levels. Blaschke, L. M. (2021) Poquet, O., & De Laat, M. (2021).. Having to acquire or create skills, called basic skills or life skills, arises from the fact that they offer the possibility for a person to adapt more easily and effectively to his work, Lock, J., Lakhali, S., Cleveland Innes, M., Arancibia, P., Dell, D., & De Silva, N. (2021). to be able to change his professional status, if that is his wish, or to continue his plans.

## 3. Life Skills

Life skills/social skills can be: communication skills Kamble, H., & Kumar, S. (2023). (oral, written, or through grammar), ability to use electronic computers to obtain and use data, Turgeon, S., Newman, T. J., Lee, L., Bean, C., & Nicholas, O. (2023). special and professional abilities (e.g., science subjects such as materials science, science, history, or professional training such as hairdressing or car design), mental abilities (e.g., problem solving and handling abilities, expository abilities, basic thinking), specific skills related to abilities or skills Santos, F., Callary, B., Azevedo, N., Campos, R., & Furtado, S. (2024). Ronkainen, N. J., Aggerholm, K., Ryba, T. V., & Allen-Collinson, J. (2021). (e.g., activity, imagination, aesthetics,

compassion, decision-making ability) and in particular independent or free work skills (e.g., time management and utilization, needs assessment, exchange of information and skills from one environment to another). Bean, C., Kramers, S., Forneris, T., & Camiré, M. (2018). Camiré, M. (2023).

To support deep-rooted learning as a social foundation, Cronin, L., Ellison, P., Allen, J., Huntley, E., Johnson, L., Kosteli, M. C.,... & Marchant, D. (2022). It is important on the one hand to create awareness of the desires and on the other hand the skills that will emerge from imaginative educational modules, which can support unused learning materials and modern educational approaches. de Subijana, C. L., Ramos, J., Harrison, C. K., & Lupo, C. (2022). Kramers, S., Camiré, M., Ciampolini, V., & Milistetd, M. (2022).

#### 4. National Learning Arrangement

The national learning approach, since the beginning of this decade, has initiated changes in the syllabus and has set its main goal to create student skills that will lead to in-depth learning at the educational level while linking important meanings to foreign languages, considering them as a means of lifelong learning, both in the field of communication and in the field of securing and managing knowledge/information. Zein, S. (2017). In short, it can be said that by advancing foreign language teaching, open schools from the main review of elementary school points for communicative learning and the use of foreign languages, which will encourage students to communicate in real situations, in the development of multicultural awareness so that students highlight similarities and appreciate cultural differences, in securing long-term learning skills by students, and in an environment of independence in learning, in the development of self-assessment techniques. Arif, S., Nihayah, R. W., Usman, S., & Rarasati, N. (2024).

The basic goals of the distance learning dialect program are essential and basic education, multilingualism, and the advancement of multicultural awareness. In particular, English courses, with unused books and training, aimed at instructors, precisely advance these three fundamental goals. It creates essential educational skills and techniques for understanding and creating writing and at the same time improves the basic state of mind towards information and the world, which is a characteristic parameter of critical literacy. Gaus, N., Yunus, M., Karim, A., & Sadia, H. (2019). As learning techniques, we consider activities that learners do to memorize more effectively, quickly, enjoyably, gradually, successfully, and be able to exchange information in various settings and situations." For example, students learn to underline words when reading keywords or expressions of content, use abbreviations to remember the main components of content, learn to examine the author's thoughts or concepts, test with specific learning objectives, or find relationships with writings that are similar in style, topic, or type of speech content. He learns to relate a content to its historical or social context, using notes as he reads (in one column he notes the author's purpose and in another his perception of words, thoughts, or images); he learns to be a general reader. Crysdian, C. (2022). He learns how to ask questions about the content, or he learns to ask clarifying questions, to make an overview. In the case of the formation of written discourse, he learns to "build" sentences with the highlighting of their essential bases (predicate, subject); he learns the significance of the recipient, his relationship with the sender, the type of message, and the circumstances of communication; he learns the methodology for organizing the parts. He learns the relationship of the linguistic type to the type of message, the time of writing, and the purpose of the sender; he learns the methodology for adjusting errors for the good of the appearance of the writing (content); and the correct use of words. Rosser, A. (2016). He learns procedures to expand his lexicon, such as definitions, equivalent words, comparison of unclear words with common words, and the use of illustrations in significant sentences. He learns the technique of

cases, the relationship of words to communicative circumstances, and the sender's disposition towards the right feelings or desires. Today's young generation must be prepared to produce quality writings and communicate them verbally, but most importantly, they learn to ask questions, and they use their mistakes as a means to memorize, not as a reason to categorize.

Numerous scholars put incredible emphasis on sociolinguistic concepts and settings or communication settings, emphasizing that abilities end up as valuable and compelling as they are in a social setting. This acknowledgment promptly places us within the setting of basic education, since deep-rooted learning basically points to obtaining the capacity to utilize language and cognitive abilities within the social space of proficient or person self-fulfillment. Romlah, S., Imron, A., Maisyaroh, Sunandar, A., & Dami, Z. A. (2023). Understudies, particularly with unused course readings, are prepared in learning procedures and the procurement of cognitive, phonetic, and social aptitudes for long-lasting learning. In differentiating, instructors are more overprepared in unused instructing approaches that basically point at the improvement and application of learning methodologies and not at the unilateral transmission of information about etymological phenomena, and so, often, they themselves feel the ought to rethink their part, too partaken within the lifelong learning handle, getting to be part models for learners. By preparing the procurement of proficiency aptitudes, the state succeeds in making dynamic citizens with the ability to assess how and why dialect is utilized in writings, as well as the capacity to rethink connections and indeed connections with control. And all this can not be selected for outside dialect courses!

In preparing teenagers or grown-ups in long-lasting learning programs, the strategies considered most successful are those that emphasize positive discrimination, with the point of reducing/addressing marginalization and regenerative marvels and creating a life of pedagogical success, motivated by socio-cognitive speculations of inspiration. In arranging for understudies and instructors to operate palatably in such settings, it is prudent that they are recognizable with comparable instructive hones in formal instruction. In later a long time, open instruction has made great endeavors, through inventive activities and modern educational programs, to execute academic hones that reflect the same ideological and logical system of the open instructing skyline, which considers educating combined with honing (learning by doing), advancing personalized instructing, empowering collaborative learning, and attempting to apply imaginative strategies (instructors hold virtual workshops, attempt to create materials other than course readings, point for independence in learning, and characterize their part as consultative guides). Guaranteeing long-lasting learning as an all-inclusive social hone for future eras requires an unused demeanor towards learning, which they will know and take after at an age when it is conceivable to obtain mindfulness of capacities, readiness to memorize, and ways of learning autonomously. Raihani, R. (2018).

Within the essential and auxiliary school environment, understudies and instructors must be mindful that common and particular information, broad and profound, cannot be procured through formal instruction but through a lifelong learning process. The procurement of learning techniques could be a safe prepare that will lead to free learning, the foremost suitable way of learning in "lifelong learning, which is based on metacognition accessible in different sorts of information and not on the utilization of information that's basically reframed. The procurement of cognitive, dialectical, and social aptitudes in early school learning must also occur in an intriguing instructive environment, which responds to an all-encompassing approach to information and highlights its composition.

Intrigued thought and audit of different issues or circumstances of way of life in an exertion to get it or illuminate them serves as an obstacle to the advancement of inclinations or demeanors of a one-dimensional approach to the issue, given the predisposition that effectively leads to inflexibility of behavior and thought or unyielding positions. The objective of formal

---

Copyright (c) 2023 MANAJERIAL : Jurnal Inovasi Manajemen dan Supervisi Pendidikan

instruction must be a shrewd relationship with data and information. The demonstration of arrangement and amassing of information must be supplanted by a demonstration of ceaseless information recharging, which starts from early school age through the learning process of creating learning skills. Learning how to learn ought to rise as a critical objective of any teaching and academic exertion. After all, when somebody learns successfully, he or she nearly consequently learns how to memorize his or her claim and how to discover other ways to memorize superior ones. Parker, L., & Sudiby, L. (2024). Learning could be a self-directed preparation, which needs understudies to effectively develop information. This information, which can be built for themselves, is based on past information, their encounters, but moreover on intuitively with the social environment in which the learning subject comes into contact effectively, participatively, powerfully, but moreover coordinated.

Hence, the information that emerges here is their claim information and not a reflection of the teacher's information. Within the setting of self-directed learning, understudies must, of course, have control over their learning, participate in arranging and objectives, look for learning action methodologies, control their learning by creating metacognitive aptitudes, control and reflection, and self-assessment aptitudes, with which they will act appropriately in the event that there are critical deviations or destitute learning results. Kosim, M., Muqoddam, F., Mubarak, F., & Laila, N. Q. (2023). The capacity to coordinate oneself within the learning process makes an individual adaptable to the requests and challenges of life that are continuously unused and, at the same time, gets to be an underwriter of the way of assisting instructive advancement for each individual.

### **Data Education and Deep-Rooted Learning**

There's a key relationship between data proficiency and deep-rooted learning. Their mutual empowerment may be a basic component for the victory of each person, organization, institution, and country within the worldwide information society. Yu, C. (2023). In case social orders and teaching are to outlive and compete within the 21st century and past, data proficiency and deep-rooted learning must be included. continuously considered together, Agyemang, F. G., Du Preez, M., & Wessels, N. (2023). Vongkulluksn, V. W., Shortt, M. B., Akinkuolie, B., & Xie, K. (2024). creating synergies and reinforcing corresponding connections. The relationship between the two concepts Both within the case of data proficiency and in long-lasting learning, these exercises are self-motivated and self-directed. Both exercises do not essentially require the intercession of outside components, organizations, or frameworks other than the person himself. Hicks, A., Allow, V., & Jenkins, C. (2024). in spite of the fact that counsel and bolster given by somebody who has the nature of a guide or educator ought to always be considered valuable. ∅ Exercises that seek self-justification (self-empowerment). Mill operator, K., Kaufmann, K. F., & Trnka, R. E. (2023). Both are pointed at making a difference for people of all ages to assist themselves, in any case of their social or financial status, their part or place in society, sex, race, religion, or ethnic root. ∅ These exercises are self-reinforcing exercises. The more an individual is able to oversee their data needs, the longer they take after great preparation courses and secure great propensities in this zone, the more self-evident the inspiration and convenience of the information picked up, particularly in case this behavior has been a portion of nearly their whole life. Prabowo, T. T., Sitthiworachart, J., & Lo, C. K. (2024). Carroll, A. J., & Borycz, J. (2024).

In the hypothesis, an individual can move forward his/her data aptitudes all through his/her life indeed irregularly, just as an individual can lock in deep-rooted learning exercises without beginning with procuring the necessary data aptitudes. Bernard, S. (2024). Tachie-Donkor, G., & Ezema, I. J. (2023). But in this way, neither one nor the other of the two ways is

able to empower the advancement of person's data aptitudes to realize the greatest comes about in long-lasting learning.

### **Improvement of data education and long-lasting learning**

When executed in a facilitated way, data proficiency and deep-rooted learning have a positive effect. Stephens, M. L. (2020) Campbell, M., & Tigan, A. (2022).. on: a) The run of individual choices and alternatives that are open and advertised to people in individual, family, and social settings; b) The quality and convenience of instruction and preparing both within the setting of formal instruction some time recently entering the workforce Kirsten, N. (2019). and afterward in informal professional preparation or within the field; c) The plausibility of getting and keeping up fulfilling work and career headway rapidly and with satisfactory compensation, additionally expanding the capacity to normally assess the financial conditions of career conceivable outcomes; d) Compelling interest of people in social, social, and political life, both locally and in a broader setting, Rice, M. F., & Cun, A. (2021). DeIaco, R., Samuelson, C., Grifenhagen, J., Davis, D. S., & Kosanovich, M. (2022). conjointly the ability to identify and accomplish proficient objectives and yearnings.

Hence, data education could be a "skill set" that can be learned. This set of aptitudes incorporates certain states of mind towards learning itself. Chase, C. S. (2019) Martin, A., & Grudziecki, J. (2006). The utilize of devices, such as online guides; the utilize of methods, such as gathering work; and the utilize of strategies, such as to guide, teach, and open authorities included in counseling exercises. In differentiation, long-lasting learning could be a social state of mind that must be obtained and gone with by the application of positive thinking. Anderson, J., Anderson, A., & Sadiq, A. (2017).

Introduction towards alter, interest Learned people, Meng, C. (2015). The ability to increase one's information may be an exceptionally valuable prerequisite for deep-rooted learning.

### **Organizational commitment**

The success of a Data Proficiency program depends entirely on the commitment made by the institution. Tragically, this obligation isn't always considered important by senior administration. Flores, L. S., & Han, T. A. (2024). Ribeiro, T. L. (2023). In this manner, data experts must commit time to making procedures that point to present and advance the benefits of data proficiency programs to choice producers within the institution in order to realize the objective of picking up their back. Chen, S. J., Tamilmani, K., Tran, K. T., Waseem, D., & Weerakkody, V. (2022).

The essential steps to advance the execution of Data Proficiency ventures are: Common activities: a) Adjustment or usage of worldwide data education guidelines and hones; b) Distinguishing proof of the foremost suitable data proficiency program Wang, J., Qi, B., Li, Y., Hossain, M. I., & Tian, H. (2024). with the libraries and teaching concerned; c) selection or plan of the program based on national or universal encounters; d) recognizing what is required to begin the program; e) understanding the non-linearity of the Data Education handle: steps can be skipped or their arrangement changed; f) advancement of a key arrangement Liedong, T. A., Peprah, A. A., Amartey, A. O., & Rajwani, T. (2020). that graphically delineates the advancement of objectives and exercises; g) Association of all partners within the arranging prepare: curators, instructors, chairmen, and those who will make the ultimate choices with respect to the program exercises.

### **Techniques for Alter**

Resistance to change is characteristic in human nature; data experts must recognize boundaries to alter so they can dispose of them. Qin, L., Wang, K., Tian, F., Xue, T.,  
Copyright (c) 2023 MANAJERIAL : Jurnal Inovasi Manajemen dan Supervisi Pendidikan

Jia, Z., & Li, S. (2024). Wang, Z., Wang, T., Zhang, X., Wang, J., Yang, Y., Sun, Y., ... & Kuca, K. (2024). A few data experts express an approach that's based on information sources instead of on student-centered educational programs and learning strategies. Arshed, N., Saeed, M. I., Salem, S., Hanif, U., & Abbas, M. (2023). Yakovchenko, V., Chinman, M. J., Lamorte, C., Powell, B. J., Waltz, T. J., Merante, M.,... & Rogal, S. S. (2023). Besides, as data experts, we ought to be mindful that Data Education exercises (in spite of the fact that not fundamentally called that) for understudies have been carried out by instructors (mentors). Jiang, Y., Tan, L., Xiao, G., Wu, Y., & Yao, Z. (2024). Kabote, S. J., Mbwambo, E. P., & Kazuzuru, B. B. (2024).

Proposals for custodians: a) Changing education is more complicated. Khan, N. A., Shah, A. A., Chowdhury, A., Wang, L., Alotaibi, B. A., & Muzamil, M. R. (2024). than interceding in educational modules structures or regulatory strategies; b) When an alter requires instructors to desert a propensity in their classroom work, the alter is impossible to happen; c) In the event that modern proficient preparing is required, alter will be troublesome unless there are solid motivations; d) Endeavors to alter the educational programs through integration or relationship of substance will experience resistance and are particularly unsafe; e) The taken a toll of alter is an vital figure Ma, X., Yang, J., Sun, H., Hu, Z., & Wei, L. (2024). in determining the victory of an exertion to form it changeless; f) When an alter places push on school staff or requires noteworthy venture in learning modern actualities and methods, the alter is impossible to happen; g) Unused behaviors at a negligible level have a more noteworthy chance of being acknowledged; h) Custodians must bear much of the work to preserve advance until faculty see the benefits of their collaboration; i) Collaborative endeavors ought to not be seen as troublesome to realize; j) Collaboration with the library ought to be seen by teachers as fundamental to their victory; k) The benefits of alter ought to be clearly unmistakable to all members; l) Data experts ought to be solid advocates for their programs.

## CONCLUSION

In today's society, long-lasting learning ought to be seen as a plausibility for all citizens without exemption. But this requires the creation of a "learning culture, an instructive culture, something that can be obtained in formal education. The improvement of learning methodologies, the securing of cognitive, etymological, mechanical, and social abilities, and self-directed learning models must be the most frequent destinations of the unused educational programs, which, through an intrigue approach and the acknowledgment of social information, will eventually shape people who have the status of dynamic citizens and will have control to move forward their way of life, standard of living, and instruction. The learning culture in rule points to dispose of all forms of avoidance.

## REFERENCES

- Agyemang, F. G., Du Preez, M., & Wessels, N. (2023). Workplace learning and information literacy in the Kente-weaving landscape. *Journal of Librarianship and Information Science*, 09610006231177716. <https://doi.org/10.1177/09610006231177716>
- Anderson, J., Anderson, A., & Sadiq, A. (2017). Family literacy programmes and young children's language and literacy development: Paying attention to families' home language. *Early Child Development and Care*, 187(3-4), 644-654. <https://doi.org/10.1080/03004430.2016.1211119>
- Arif, S., Nihayah, R. W., Usman, S., & Rarasati, N. (2024). Does decentralisation promote learning? Local political settlements and education policies in Indonesia. *Compare: A Journal of Comparative and International Education*, 1-19. <https://doi.org/10.1080/03057925.2024.2344523>



- Arshed, N., Saeed, M. I., Salem, S., Hanif, U., & Abbas, M. (2023). National strategy for climate change adaptability: a case study of extreme climate-vulnerable countries. *Environment, Development and Sustainability*, 1-18. <https://doi.org/10.1007/s10668-023-04122-y>
- Bean, C., Kramers, S., Forneris, T., & Camiré, M. (2018). The implicit/explicit continuum of life skills development and transfer. *Quest*, 70(4), 456-470. <https://doi.org/10.1080/00336297.2018.1451348>
- Bernard, S. (2024). Investigating curriculum integrated information literacy. *The Journal of Academic Librarianship*, 50(1), 102839. <https://doi.org/10.1016/j.acalib.2023.102839>
- Blaschke, L. M. (2021). The dynamic mix of heutagogy and technology: Preparing learners for lifelong learning. *British Journal of Educational Technology*, 52(4), 1629-1645. <https://doi.org/10.1111/bjet.13105>
- Camiré, M. (2023). The two continua model for life skills teaching. *Sport, Education and Society*, 28(8), 915-928. <https://doi.org/10.1080/13573322.2022.2073438>
- Campbell, M., & Tigan, A. (2022). Translanguaging and product-oriented drama: an integrated pedagogical approach for language learning and literacy development. *International Journal of Bilingual Education and Bilingualism*, 25(10), 3745-3757. <https://doi.org/10.1080/13670050.2022.2104115>
- Carroll, A. J., & Borycz, J. (2024). Integrating large language models and generative artificial intelligence tools into information literacy instruction. *The Journal of Academic Librarianship*, 50(4), 102899. <https://doi.org/10.1016/j.acalib.2024.102899>
- Chen, S. J., Tamilmani, K., Tran, K. T., Waseem, D., & Weerakkody, V. (2022). How privacy practices affect customer commitment in the sharing economy: A study of Airbnb through an institutional perspective. *Industrial Marketing Management*, 107, 161-175. <https://doi.org/10.1016/j.indmarman.2022.08.020>
- Crysdian, C. (2022). The evaluation of higher education policy to drive university entrepreneurial activities in information technology learning. *Cogent Education*, 9(1), 2104012. <https://doi.org/10.1080/2331186X.2022.2104012>
- Cronin, L., Ellison, P., Allen, J., Huntley, E., Johnson, L., Kosteli, M. C., ... & Marchant, D. (2022). A self-determination theory based investigation of life skills development in youth sport. *Journal of Sports Sciences*, 40(8), 886-898. <https://doi.org/10.1080/02640414.2022.2028507>
- DeIaco, R., Samuelson, C., Grifenhagen, J., Davis, D. S., & Kosanovich, M. (2022). Using Insights from Teachers to Inform Online Professional Development in Early Literacy Instruction. *Literacy Research and Instruction*, 61(1), 84-111. <https://doi.org/10.1080/19388071.2021.1921889>
- de Subijana, C. L., Ramos, J., Harrison, C. K., & Lupo, C. (2022). Life skills from sport: the former elite athlete's perception. *Sport in Society*, 25(5), 1051-1064. <https://doi.org/10.1080/17430437.2020.1820991>
- Eynon, R., & Malmberg, L. E. (2021). Lifelong learning and the Internet: Who benefits most from learning online?. *British Journal of Educational Technology*, 52(2), 569-583. <https://doi.org/10.1111/bjet.13041>
- Flores, L. S., & Han, T. A. (2024). Evolution of commitment in the spatial Public Goods Game through institutional incentives. *arXiv preprint arXiv:2402.05550*. <https://doi.org/10.1016/j.amc.2024.128646>
- Gaus, N., Yunus, M., Karim, A., & Sadia, H. (2019). The analysis of policy implementation models in higher education: the case study of Indonesia. *Policy Studies*, 40(1), 92-109. <https://doi.org/10.1080/01442872.2018.1539224>

- Goodyear, P. (2021). Navigating difficult waters in a digital era: Technology, uncertainty and the objects of informal lifelong learning. *British Journal of Educational Technology*, 52(4), 1594-1611. <https://doi.org/10.1111/bjet.13107>
- Hicks, A., Grant, V., & Jenkins, C. (2024). From hierarchies of exclusion to participant-led inclusion: A qualitative research agenda for health information literacy. *Library & Information Science Research*, 46(2), 101295. <https://doi.org/10.1016/j.lisr.2024.101295>
- Hunt, C. S. (2019). Professional learning as breaking away: Discourses of teacher development within literacy coaching interactions. *Literacy research and instruction*, 58(3), 123-141. <https://doi.org/10.1080/19388071.2019.1588436>
- Iheonu, C. O., & Asongu, S. A. (2024). Democracy and lifelong learning in Africa. *Journal of the Knowledge Economy*, 1-20. <https://doi.org/10.1007/s13132-024-01854-8>
- Jiang, Y., Tan, L., Xiao, G., Wu, Y., & Yao, Z. (2024). Platoon-aware cooperative lane-changing strategy for connected automated vehicles in mixed traffic flow. *Physica A: Statistical Mechanics and its Applications*, 640, 129689. <https://doi.org/10.1016/j.physa.2024.129689>
- Kabote, S. J., Mbwambo, E. P., & Kazuzuru, B. B. (2024). Determinants of farmers' choice of adaptation strategies against climate variability and change: Lessons from central Tanzania in Manyoni district. *Climate Services*, 34, 100470. <https://doi.org/10.1016/j.cliser.2024.100470>
- Kamble, H., & Kumar, S. (2023). Measuring the ABC of life skills: life skills scale revision and standardisation for adult population. *British Journal of Guidance & Counselling*, 1-16. <https://doi.org/10.1080/03069885.2023.2264471>
- Khan, N. A., Shah, A. A., Chowdhury, A., Wang, L., Alotaibi, B. A., & Muzamil, M. R. (2024). Rural households' livelihood adaptation strategies in the face of changing climate: A case study from Pakistan. *Heliyon*, 10(6). <https://doi.org/10.1016/j.heliyon.2024.e28003>
- Kirsten, N. (2019). Improving literacy and content learning across the curriculum? How teachers relate literacy teaching to school subjects in cross-curricular professional development. *Education Inquiry*, 10(4), 368-384. <https://doi.org/10.1080/20004508.2019.1580983>
- Kosim, M., Muqoddam, F., Mubarak, F., & Laila, N. Q. (2023). The dynamics of Islamic education policies in Indonesia. *Cogent Education*, 10(1), 2172930. <https://doi.org/10.1080/2331186X.2023.2172930>
- Kramers, S., Camiré, M., Ciampolini, V., & Milistetd, M. (2022). Development of a life skills self-assessment tool for coaches. *Journal of Sport Psychology in Action*, 13(1), 54-64. <https://doi.org/10.1080/21520704.2021.1888832>
- Kudithipudi, D., Daram, A., Ziyarah, A. M., Zohora, F. T., Aimone, J. B., Yanguas-Gil, A., ... & Epstein, B. (2023). Design principles for lifelong learning AI accelerators. *Nature Electronics*, 6(11), 807-822. <https://doi.org/10.1038/s41928-023-01054-3>
- Liedong, T. A., Peparah, A. A., Amartey, A. O., & Rajwani, T. (2020). Institutional voids and firms' resource commitment in emerging markets: A review and future research agenda. *Journal of International Management*, 26(3), 100756. <https://doi.org/10.1016/j.intman.2020.100756>
- Lock, J., Lakkhal, S., Cleveland-Innes, M., Arancibia, P., Dell, D., & De Silva, N. (2021). Creating technology-enabled lifelong learning: A heutagogical approach. *British*

- Journal of Educational Technology*, 52(4), 1646-1662.  
<https://doi.org/10.1111/bjet.13122>
- Martin, A., & Grudziecki, J. (2006). DigEuLit: Concepts and tools for digital literacy development. *Innovation in teaching and learning in information and computer sciences*, 5(4), 249-267. <https://doi.org/10.11120/ital.2006.05040249>
- Ma, X., Yang, J., Sun, H., Hu, Z., & Wei, L. (2024). Double-space environmental change detection and response strategy for dynamic multi-objective optimize problem. *Swarm and Evolutionary Computation*, 85, 101468. <https://doi.org/10.1016/j.swevo.2024.101468>
- Meng, C. (2015). Home literacy environment and Head Start children's language development: The role of approaches to learning. *Early Education and Development*, 26(1), 106-124. <https://doi.org/10.1080/10409289.2015.957614>
- Miller, K., Kaufmann, K. F., & Trnka, R. E. (2023). Measuring outcomes: Information literacy instruction assessment in a cross-institutional study. *The Journal of Academic Librarianship*, 49(6), 102796. <https://doi.org/10.1016/j.acalib.2023.102796>
- Nørgård, R. T. (2021). Theorising hybrid lifelong learning. *British Journal of Educational Technology*, 52(4), 1709-1723. <https://doi.org/10.1111/bjet.13121>
- Parker, L., & Sudibyo, L. (2024). Why young people leave school early in Papua, Indonesia, and education policy options to address this problem. *Compare: A Journal of Comparative and International Education*, 54(1), 146-162. <https://doi.org/10.1080/03057925.2022.2084037>
- Peters, M., & Romero, M. (2019). Lifelong learning ecologies in online higher education: Students' engagement in the continuum between formal and informal learning. *British Journal of Educational Technology*, 50(4), 1729-1743. <https://doi.org/10.1111/bjet.12803>
- Poquet, O., & De Laat, M. (2021). Developing capabilities: Lifelong learning in the age of AI. *British Journal of Educational Technology*, 52(4), 1695-1708. <https://doi.org/10.1111/bjet.13123>
- Prabowo, T. T., Sitthiworachart, J., & Lo, C. K. (2024). Demographic analysis of information literacy self-efficacy among library and information science students in Indonesia. *Library & Information Science Research*, 46(1), 101281. <https://doi.org/10.1016/j.lisr.2024.101281>
- Qin, L., Wang, K., Tian, F., Xue, T., Jia, Z., & Li, S. (2024). A change in strategy for filter choice leads to improved filter retrieval rates. *Heart and Vessels*, 1-6. <https://doi.org/10.1007/s00380-024-02371-z>
- Raihani, R. (2018). Education for multicultural citizens in Indonesia: policies and practices. *Compare: A Journal of Comparative and International Education*, 48(6), 992-1009. <https://doi.org/10.1080/03057925.2017.1399250>
- Ribeiro, T. L. (2023). Institutional outcome at the subnational level—Climate commitment as a new measurement. *Earth System Governance*, 16, 100176. <https://doi.org/10.1016/j.esg.2023.100176>
- Rice, M. F., & Cun, A. (2021). Personalising digital learning for young children: Leveraging psychosocial identities and Techne for literacy development. *British Journal of Educational Technology*, 52(5), 1823-1838. <https://doi.org/10.1111/bjet.13076>
- Ronkainen, N. J., Aggerholm, K., Ryba, T. V., & Allen-Collinson, J. (2021). Learning in sport: From life skills to existential learning. *Sport, Education and Society*, 26(2), 214-227. <https://doi.org/10.1080/13573322.2020.1712655>

- Romlah, S., Imron, A., Maisyaroh, Sunandar, A., & Dami, Z. A. (2023). A free education policy in Indonesia for equitable access and improvement of the quality of learning. *Cogent Education*, 10(2), 2245734. <https://doi.org/10.1080/2331186X.2023.2245734>
- Rosser, A. (2016). Neo-liberalism and the politics of higher education policy in Indonesia. *Comparative education*, 52(2), 109-135. <https://doi.org/10.1080/03050068.2015.1112566>
- Santos, F., Callary, B., Azevedo, N., Campos, R., & Furtado, S. (2024). Storying surfing coaches' experiences of life skills development. *European Journal for Sport and Society*, 1-16. <https://doi.org/10.1080/16138171.2024.2335579>
- Shirodkar, V., Liedong, T. A., Rajwani, T., & Lawton, T. C. (2024). MNE nonmarket strategy in a changing world: Complexities, varieties, and a values-based approach. *International business review*, 102251. <https://doi.org/10.1016/j.ibusrev.2023.102251>
- Stephens, M. L. (2020). Literacy, learning, and human capital development among rural African American grandmothers. *Journal of Intergenerational Relationships*, 18(4), 417-433. <https://doi.org/10.1080/15350770.2020.1712295>
- Tachie-Donkor, G., & Ezema, I. J. (2023). Effect of information literacy skills on university students' information seeking behaviour and lifelong learning. *Heliyon*, 9(8). <https://doi.org/10.1016/j.heliyon.2023.e18427>
- Turgeon, S., Newman, T. J., Lee, L., Bean, C., & Nicholas, O. (2023). Social justice attitudes and behavioural intentions of NCAA student-athletes: the role of life skills. *International Journal of Sport and Exercise Psychology*, 1-20. <https://doi.org/10.1080/1612197X.2023.2238273>
- Vongkulluksn, V. W., Shortt, M. B., Akinkuolie, B., & Xie, K. (2024). Information literacy instruction in naturalistic high school science classrooms: Instructional strategies and associations with students' prior knowledge. *Teaching and Teacher Education*, 144, 104572. <https://doi.org/10.1016/j.tate.2024.104572>
- Wang, J., Qi, B., Li, Y., Hossain, M. I., & Tian, H. (2024). Does institutional commitment affect ESG performance of firms? Evidence from the United Nations principles for responsible investment. *Energy Economics*, 130, 107302. <https://doi.org/10.1016/j.eneco.2024.107302>
- Wang, Z., Wang, T., Zhang, X., Wang, J., Yang, Y., Sun, Y., ... & Kuca, K. (2024). Biodiversity conservation in the context of climate change: Facing challenges and management strategies. *Science of The Total Environment*, 173377. <https://doi.org/10.1016/j.scitotenv.2024.173377>
- Yakovchenko, V., Chinman, M. J., Lamorte, C., Powell, B. J., Waltz, T. J., Merante, M., ... & Rogal, S. S. (2023). Refining Expert Recommendations for Implementing Change (ERIC) strategy surveys using cognitive interviews with frontline providers. *Implementation science communications*, 4(1), 42. <https://doi.org/10.1186/s43058-023-00409-3>
- Yu, C. (2023). Integrating Information Literacy and Academic Writing: Developing a Self-Assessment Scale of Information-Based Academic Writing. *The Journal of Academic Librarianship*, 49(6), 102804. <https://doi.org/10.1016/j.acalib.2023.102804>
- Zein, S. (2017). Access policy on English language education at the primary school level in the ASEAN Plus Three member states: motivations, challenges and future directions. *Asian Englishes*, 19(3), 197-210. <https://doi.org/10.1080/13488678.2017.1389063>