THE ROLE OF NON-FORMAL EDUCATION IN ELDERLY SCHOOLS AND THE IMPLEMENTATION OF LIFELONG LEARNING

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ABSTRACT

With the increasing number of older people, this community's protection, welfare, and independence must run well. This research will then be carried out to see how the implementation of elderly schools can empower the elderly to stay healthier and independent through non-formal education. This research will be carried out using a qualitative approach. The data obtained are sourced from various research results and studies that are relevant to this research. The results of this study indicate that the implementation of elderly schools in Central Java province has been carried out for a long time. The implementation of this elderly school is the implementation of lifelong education policies by participating in non-formal education, which is carried out regularly and well planned. Then in its implementation, the elderly school also provides various facilities such as mentors and health and social services carried out by various local institutions.

Keywords: Lifelong Learning, Elderly School, Non-Formal Education

INTRODUCTION

The increase in the elderly population since 2000 shows a significant increase in the success of development in health, welfare, and education as well as general clean and healthy living behavior. Since that decade the United Nations (UN) has responded positively to the increase in the elderly population (elderly), namely the population aged > 60 years, and has considered the importance of the welfare of the elderly (Lal et al., 2021). Based on the projection of the number and proportion of older people growing rapidly since 2000, it is estimated that it will be even greater in the decade the 2050s. The proportion of older people worldwide is estimated to double by 2050, based on 2019 data by 6.9%, increasing to 16.4% in 2050. Thus, one in five people worldwide will be elderly (Y. Li et al., 2018).

The 2030 Agenda for Sustainable Development Goals (SDGs) is translated into 17 Agendas, with 168 measurable goals achieved by 2030 as the end of planning. Implementation of the Sustainable Development Goals (TPB) in particular to tackle poverty and hunger; improve gender equality; environmental conservation and global partnership together to realize the welfare of humankind, including the welfare of the elderly in general (Clemente-Suárez et al., 2022). Policies that are closely related to the welfare of the elderly

are listed in 3 agendas, namely: Ending poverty in all its forms everywhere; Eliminating hunger, achieving food security and good nutrition; and Ensuring healthy lives and promoting the well-being of all people of all ages (Scheyvens & Hughes, 2019).

The elderly population in Indonesia is increasing in line with the average life expectancy (in 2019) to 71.20 years. If disaggregated by gender, the life expectancy at birth (eo) of women is higher than that of men. BPS data shows that the eo for women is 73.19 years and for men 69.3 years (the difference is 3.89 years or 4 years) (HASAN, 2022). The number of older people in 2018, as many as 24 million people (almost the same as the population of Malaysia), places our country with the largest number of older people (aging population country) in Southeast Asia. The number of older people, as many as 24 million from 267 million (8.98% or 9% rounded up), is the largest in quantity in Southeast Asia (Guthold et al., 2018).

The largest distribution of elderly groups in Indonesia is (1) DIY Province (18.76%); (2) Bali Province (13.38%), and (3) Central Java Province, with the third highest number of 12.38%. Based on projections in 2045, it is estimated that every one in five Indonesians will be elderly. Based on 2010 data, the number of older people as many as 18.1 million people (7.6%) increased to as many as 21.6 million people (8.5%) in 2015, and in 2025 will be as many as 33.7 million (15.8%) (Kress et al., 2022). Then in 2035, it will increase to 48.2 million people (15.8%), and in 2045 it is estimated that the number of older people will be 62.9 million (19.8%) of the total population of 318.9 million people. The encouraging thing is that as many as 92.1% of the elderly live with their families and 67% of them live with their partners (nuclear family), and only 6.7% live alone. More seniors are still healthy, working, and productive in various development fields than those who are sick (Nilsson, 2020).

The problem that arises is the low level of welfare related to economic, social, health, and access to basic services. These problems include poverty, unemployment and livelihood problems, vulnerability, and being marginalized from community activities and access to basic services. In addition, issues that are no less important are related to disaster management, both natural disasters and social disasters, including the Covid 19 pandemic (Sifat et al., 2022). The results of the identification of BAPPENAS problems, it is known that poverty is experienced by 45% of the 24 million older people, including the poor category; the second as many as 67% in poor conditions in the lowest category and neglected. And third, 2 million older people are in the bedridden category because they are sick, have disabilities, and cannot help themselves (Surya et al., 2020). Furthermore, the Ministry of Social Affairs shows that as many as 25% of the elderly living with three (3) generations are categorized as poor for generations (approximately 6 million people) or as extreme poverty. It is also known that only 10% of the elderly have pension funds and savings for a decent living reserve and health benefits (Tonn et al., 2021).

The increasing number of elderly requires facilitation and empowerment so that they are guaranteed their health and welfare as well as their independence. One of the efforts is carried out by developing elderly institutions at the city, sub-district, and village levels. The organization of the Elderly School is to support the elderly institutions and ensure the continuity of the empowerment program so that the elderly are increasingly healthy and independent (Awuviry-Newton et al., 2021). From school, getting skills to be independent, accessing health services, and building community networks and their existence are increasingly important. In the social strata of society, the elderly group occupies high social strata, namely, the elderly are socially valued (blessings and advice), a place to complain and seek advice from younger age groups in general. Likewise, society and religion's traditions

place them in respectable social strata and get attention in various fields of the community's socio-cultural, religious and social life (Fang et al., 2020).

Elderly Population

The elderly population is a population that has reached the age of > 60 years or more. The Elderly can be grouped based on three categories, namely: (1) potential elderly; (2) elderly who are not potential; and (3) neglected elderly (Fakoya et al., 2020). Welfare for the elderly is a series of programs organized so that the elderly can live healthy, independent, and prosperous lives through religious facilitation and services, health services, social protection, and social assistance, job opportunities, education, and training, as well as access and services in the use of public facilities and infrastructure (Bukman et al., 2020).

The implementation of Elderly Welfare is a series of programs in an integrated manner with a multi-sectoral approach by regional officials, the business world, and the community to empower the elderly so that they can carry out social functions and play an active role naturally in the life of society, nation, and state (Keefe et al., 2020).

Local Government Official

Local Government Official (OPD) is a work unit that carries out the task of assisting the Regional Head and the Regional People's Representative Council (DPRD) in carrying out the affairs of authority, public services, and regional development according to their authority (Valentina et al., 2019). OPD, in this case, is a work unit responsible for implementing social authority affairs, health and community empowerment, women's empowerment and child protection, cooperatives and micro, small and medium enterprises (MSMEs), and trade (Ali & Salisu, 2019).

Institutional Strengthening and Community Empowerment is a planned and integrated effort to implement policies and facilitate activities for community groups that seek to improve the welfare of the elderly. These organizations and groups are the Regional Elderly Commission (Komda Lansia), the Sub-District Elderly Communication Forum (FKK Lansia), the Kelurahan Lansia Post Association (PP Lansia), and the improvement of partnership networks for empowering community groups in the neighborhood associations (RT/RW) and patembayatan group based on local wisdom (Cicognani et al., 2020).

Elderly School

The Elderly School is the organization of non-formal education to provide knowledge and skills about health, religion, and socio-culture so that the elderly can live happily and prosperously. The target of the school administration is to create a healthy, independent, productive, and dignified (smart) life for the elderly in the pre-elderly age group (46 – 59 years) and the elderly (age > 60 years) (Diaz et al., 2020). This school plays a role in increasing income, increasing access and alignment for the elderly population, both regional units, the business world and the industrial world (DUDI), academics/scholars/colleges / vocational schools, as well as groups in the community who have concern in improving the well-being of the elderly (L. Q. Li et al., 2019). The desire for older persons to lead healthy, active, and independent lives far into their later years is at the forefront of the aging population trend. This justifies lifelong learning efforts that support socioeconomic, psychological, and physical well-being throughout the life course, both formally and informally.

METHOD

This research will be carried out using a qualitative approach through a literature study as the research method. The data used in this study came from various research results and previous studies that still have relevance to this research regarding schools for the elderly. Research data that researchers have successfully collected will be processed so that later the results of this study can be found

DISCUSSION

Welfare Policy Resources for the Eldery

The policy direction for improving the welfare of the elderly nationally is based on Law Number 13 of 1998 concerning Elderly Welfare. The law is the cornerstone for improving the welfare of the elderly nationally. Meanwhile, Central Java Province followed up by establishing regulations for the welfare of the elderly based on regional regulations regarding improving the welfare of the elderly, as follows: (1) Central Java Provincial Regulation Number 4 of 2014 concerning the Implementation of Elderly Welfare; (2) Governor Regulation Number 38 of 2015 concerning Guidelines for Implementing Regional Regulation Number 6 of 2014 concerning the Implementation of Elderly Welfare in Central Java Province; (3) Regional Regulation Number 5 of 2019 concerning the Regional Medium-Term Development Plan (RPJMD) of Central Java Province for 2018-2023.

Following up on the elderly welfare policy based on national and Central Java directives, Surakarta City can serve as an example of good practice (lesson learned) in improving elderly welfare programs, whether organized by regional officials, business circles, universities, and public participation in general. The policy steps for implementing the welfare of the elderly are carried out as follows, namely: (1) establishing regional regulations and policies; (2) institutional development as a forum for implementation; (3) building a partnership network with stakeholders; (4) empowering elderly families to the village level by developing Elderly Schools (elderly) to realize the welfare of the elderly based on the local wisdom of the Surakarta community.

Implementing Improvement of Elderly Welfare in Central Java Province

The government in Central Java has pioneered the development of elderly schools in the community, especially based on continuous efforts in fostering the elderly to improve welfare and independence as directed in the development of elderly families from the Center, among others, by implementing the following community activities: (1) Establish regional regulations and policies. The policy framework for developing an elderly-friendly city has stipulated Regional Regulations and Mayor Regulations in carrying out the mandate of the national and provincial policy directions of Central Java. In addition, this policy is the implementation of the medium-term development vision and mission of the area and the condition of the community with the largest number of older people in Central Java; (2) Develop institutions as a forum for implementation. The existing institutions as a forum for organization and ensuring continuity in empowering the elderly are the Elderly Local Commission, the Elderly Forum at the sub-district level, and Elderly service posts through the Elderly integrated service post (Posyandu) and the Elderly Family Development at the service level close to community groups in Central Java Province. The Elderly School describes the continuity of the coaching program that is carried out on an ongoing basis. Through a group approach at the village level by involving stakeholders in the community

with the Penta Helix approach; (3) Build a network of partnerships with stakeholders. To ensure the sustainability of the program, the role of community participation is increasingly important and strategic.

Empowerment of elderly families at the village level by developing Elderly Schools to realize the welfare of the elderly based on local wisdom. The direction of the policy for improving the welfare of the elderly has established regulations as follows: (1) The government has pioneered an inclusive city for all. This has been proven by being an elderly-friendly area since 2006 as directed by national policies and guidelines from the World Health Organization (WHO). Efforts to improve the accessibility of the elderly in basic services, especially health services, public places, and convenient transportation access for the elderly (including those with disabilities); (2) The proportion of the elderly population in Central Java Province is the highest in Central Java (2020), which is 13% of the total population of 522,364 people; (3) Has stipulated a Regional Regulation on the Implementation of Elderly Welfare by stipulating regional apparatus in charge of authority affairs and coordination in its implementation to the level of community groups in the ward; (4) Efforts to improve the welfare and independence of the elderly are an important plan for development in Central Java Province. They are listed in Regional Regulation Number 7 of 2021 concerning the Regional Medium-Term Development Plan (RPJMD) 2021-2026 related to the independence and welfare of the elderly.

Developing Elderly School

The Elderly School is the implementation of lifelong learning and education for all. Elderly school is a non-formal education that provides knowledge and skills about dealing with old age properly and remaining independent, especially regarding health, religion, and socio-culture, so that the elderly can live happily and prosperously. The learning approach in the elderly school is carried out equally between the facilitator and the learning group. Learning materials are provided with simple and practical examples and participants' experiences so that they can become resource persons in learning. The time and learning methods are carried out according to the community's circumstances and socio-cultural environment. This will be an added value to the implementation of elderly schools in Central Java Province.

Learning in elderly schools is based on the target group's needs with priority on understanding health, clean and healthy living behavior, and socio-cultural and socio-economic life in old age. The target groups in the organization of elderly schools are: (1) Pre-elderly age group (i.e., group 46 – 59 years old and still productive is to prepare psychologically and socially for old age, clean and healthy living behavior, elderly psychology; understanding of nutrition, and the role of pre-elderly in assisting in community activities; (2) The elderly group (age > 60 years) especially regarding the concept of aging, psychological disorders, and degenerative diseases they face (hypertension, dementia/senility, cancer, stroke, COPD, dental and oral health and reproduction) and the importance of fitness and exercise for the elderly (part of the implementation of Germas/healthy community movement); (3) Community groups caring for the elderly consist of family members who have the elderly and or families who care for the elderly in the family (usually extended families) consisting of three generations in the household (extended family), and kinship in the community can be a driving force for the development of non-governmental organizations that guarantee continuity of senior school. Learning is equal and participatory, so this school fosters community social responsibility in supporting pre-elderly and elderly

groups. Thus, the elderly are not productive, and the risk of neglected elderly can be forgiven independently by the community.

Developing Elderly School

A strategic Penta Helix (stakeholder) approach in the context of organizing an elderly school by involving five parties in Central Java Province consisting of the potential of the academic community, the business world/industrial world, regional apparatus, mass media, and creative communities, briefly stated the role of each as follows:

Academic/college/Scholars

The role of academics is to share information with other actors. Academics as drafters and facilitators through community service activities. Thematic KKN for students with the guidance of a field supervisor (DPL). The role of academics can facilitate and empower elderly community groups at the group/village level.

The business world/industrial world

DUDI circles apart from the CSR Program and MSME actors in Central Java Province, which can be an internship place for the elderly to work and carry out productive businesses (including socio-economic activities).

Regional Apparatus (regulator/regulator)

The role of the regional apparatus as a regulator and social responsibility is following the Regional Regulations and Regional Regulations in Central Java Province. Then the role of OPD is to increase promotion, financial allocation, and implementation of elderly school programs. The importance of OPD in developing a ranking of the development of the elderly school and fostering its development.

Mass media (catalyst/publication)

Mass media, in general, are conventional mass media (newspapers, magazines, radio, TV, and traditional media) as well as social media that are currently trending, including the need for social media for the elderly to be able to help themselves and access basic services. The mass media provide information and self and group recognition and play a strong role in providing new information about clean and healthy living behavior. Social media can provide new information and access to good cooperation in social life (Germas, care-protect, access to public services, google maps, and others). The ability to use information technology and the internet is important for today's life.

Creative Community In Society (accelerator)

The creative community can be an accelerator, and this group can also be a facilitator for young and potential older people in the community to develop elderly schools at the village level. In addition, there are still many older people who carry out professions and skills as well as other things that are important for improving skills for improving the welfare and independence of the elderly.

CONCLUSION

Implementing the Elderly School in the Central Java Province is strongly tied to the policy stages for achieving an elderly-friendly city and the inclusive city strategy that Surakarta has implemented since 2006. The policy direction is incorporated in the Surakarta City RPJMD 2021-2026, with the Social Service as the principal implementing sector and BAPPEDA as the regional development planning coordinator. The policy on Elderly Schools is implemented in accordance with the policy on lifelong education via regular and scheduled non-formal education. This education is conducted in a participatory and egalitarian manner. Through the development of senior families, facilitators, mentors, and health and social services are provided by local institutions, such as the Elderly Committee, the Elderly Forum in the sub-districts, and institutions in the ward. The elderly school includes the target demographic, including the pre-elderly, the elderly, and other family members who care for the elderly in the home.

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