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Development of cempaka SMART school for the elderly as an improvement of elderly welfare in Bengkulu

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ABSTRACT

The research examines the development of the Cempaka SMART Elderly School in improving the welfare of the elderly in Bengkulu City focusing on the seven dimensions of resilient elderly. The research used descriptive qualitative methods. Informants were selected using a purposive sampling technique. The research was analyzed using Talcott Parsons' Functional Structural theory. The results showed that Sekolah Lansia is a learning program designed for elderly people 60 years and over, namely elderly people who have potential in the family and community. This program aims to improve knowledge and behavior, covering the dimensions of elderly welfare in Bengkulu City. These seven dimensions are spiritual, physical, emotional, intellectual, social, vocational, and environmental. The development of Sekolah Lansia includes program and curriculum development, facilities and access, and learning methods. Research highlights the importance of spiritual well-being, social support, and participation in recreational activities for the elderly, as these aspects have an influence on the overall happiness and quality of life of the elderly. In addition, encouraging independence, life satisfaction and engagement in meaningful activities are key strategies to improve well-being and happiness for older adults.



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Introduction

Old age commonly referred to as the elderly is the final period in the life span. Law of the Republic of Indonesia Number 13 of 1998 Article 1 Number 2 concerning Elderly Welfare "Elderly is someone who has reached the age of 60 years (sixty) years and above". The elderly need to live in a family environment to realize the development of a strong elderly family. In Law Number 13 of 1998 concerning Elderly Welfare Article 11 the government provides various service policies to potential elderly people, hoping to prosper the lives of the elderly (rezza syahbana, 2023). Indicators of a prosperous society refer to social welfare issues and demands to meet basic needs (Ilyas, 2017). The elderly (elderly) is the final stage in the human life stage. The World Health Organization (WHO) says that the elderly period is divided into 4 groups, namely middle age 45-59 years, elderly 60-74 years, old 75-90 years, and very old above 90 years. It can be concluded that the elderly are said to be aged 60 years and above (Nufus, 2019).

Family development policies in accordance with Law Number 52 of 2009 Article 48 Paragraph (1) concerning population development and family development are implemented through fostering family resilience and welfare which is directed at empowering families in an effort to improve family welfare to realize a small happy prosperous and quality family (Solikhin, 2023). In 2045, the number of elderly people in Indonesia

will reach one-fifth of the total population of Indonesia. One of the main challenges faced by the elderly is the inadequacy of social security. This causes many elderly people to become financially dependent on their children or other family members. In everyday life, the elderly face a variety of problems. For this reason, the elderly must be the concern of all of us, including the government, the private sector, related institutions, and the community in overcoming problems that vary greatly.

Based on data from (Sari, n.d.), the elderly population in Indonesia reached 26.82 million people or around 9.92 percent of the total population. This shows that Indonesia is facing an era of an aging population. Meanwhile, the elderly population in Bengkulu Province in 2023 reached around 10.51 percent of the total population. This figure has increased compared to the previous year which amounted to 8.92 percent of the elderly in Bengkulu Province (Bengkulu, 2024). The elderly population of Bengkulu Province is spread across urban and rural areas. In 2023, the elderly in rural areas reached 11.26 percent, while in urban areas around 9.02 percent. The percentage of elderly in Bengkulu Province is dominated by young elderly (age group 60-69) whose percentage reaches 6.91 percent, the rest are middle elderly (age group 70-79) at 2.92 percent and old elderly (age group 80+) at 0.68, from this number several problems arise faced by the elderly such as health, economic, and social problems (Tanaya & Yasa, 2015). With the problems faced by the elderly, the government, in this case, seeks to build and improve the welfare of the elderly so that they elderly can still get their social functions and play an active role reasonably in living in society, nation, and country (Wijayanti & Prabawati, 2020) percent as can be seen in the following table.

Tabel 1 < Percentage of Elderly Population by Age Group, 2023>

Characteristics Table					
Characteristics	Pre-Elderly (45-59)	Young Elderly (60-69)	Middle Elderly (70-79)	Old Elderly (80+)	Elderly (60+)
(1)	(2)	(3)	(4)	(5)	(6)
Type of Area					
Urban	18,23	6,05	2,32	0,65	9,02
Rural	18,09	7,35	3,22	0,69	11,26
Gender					
Male	18,10	7,00	2,73	0,67	10,41
Female	18,17	6,82	3,11	0,68	10,61
Total	18,13	6,91	2,92	0,68	10,81

Source: Central Bureau of Statistics, March 2023

To improve the welfare of the elderly, the National Population and Family Planning Agency (BKKBN) has established 757 Elderly Schools throughout Indonesia until June 2024. In Central Java alone, there are 177 Elderly Schools with more than 3,000 elderly people who have graduated (Anggun Puspitonningrum, 2024). Meanwhile, Bengkulu Province is in 6th place with a total of 10 Elderly Schools spread across the Regency / City including Rejang Lebong Regency has 2 elderly schools, MukoMuko Regency has 3 elderly schools, Kepahiang Regency has 2 elderly schools, North Bengkulu has 1 elderly school, Seluma Regency has 1 elderly school and Bengkulu City has 1 elderly school.

Table 2 <Data of Elderly Schools in Bengkulu Province>

No	District/City	Number of Schools	Student	
			Women	Men
1	Kota Bengkulu	1	40	10
2	Muko-muko	3	102	3
3	Rejang Lebong	2	59	18
4	Kepahiang	2	57	8
5	Seluma	1	56	11
6	Bengkulu Utara	1	45	10
Total		10	359	60

Source: Secondary data of BKKBN Bengkulu Province Year 2024

In its efforts to create welfare for the elderly, Bengkulu Province has implemented various programs that involve cooperation with the community, the private sector, and families. One of the most prominent programs is Bina Keluarga Lansia (BKL), which was initiated by BKKBN. This program focuses on improving the ability of families to provide proper care and support to the elderly. In addition, through Sekolah Lansia, it is hoped that the elderly can develop their potential so that their quality of life will improve. Research conducted also

shows that the BKL program can help the elderly become more resilient in various aspects of life (Pangestuti, 2019).

Older people can improve their well-being and happiness through various factors outlined in the research paper. This study emphasizes the importance of spiritual well-being, social support, and participation in leisure activities for older adults, as these elements contribute significantly to their overall happiness and quality of life. In addition, promoting independence, life satisfaction and engagement in meaningful activities are important strategies to improve the well-being and happiness of older adults. Understanding factors such as satisfaction with life achievements, religious beliefs, and ability to perform self-care tasks can also play an important role in improving the happiness and quality of life of older individuals (Fitriani & Febrieta, 2024).

The Cempaka Bina Keluarga Lansia (BKL) group located on Camar Street, Cempaka Permai Village, Gading Cempaka Subdistrict is the subject of observation in this study. The problem found is that the existence of BKL cadre activists who are willing and able to manage BKL is still difficult, and they lack self-help. This is a concern for the relevant agencies to provide solutions through various kinds of training related to the elderly for BKL cadres. Cempaka SMART Elderly School is located in Bengkulu Province, precisely on Jalan Camar RT.20 Cempaka Permai Village, Gading Cempaka District, Bengkulu City. This school is the only one.

Elderly empowerment activities provide an effort to make the elderly healthy, active, and continue to be productive, by providing exposure to science and technology in an intergenerational community. The development of knowledge, attitudes, and skills for the elderly to be able to adapt to changes and contribute to development can be done through the Elderly School (Endah Kurniasih et al., 2022). Sekolah Lansia is one of the non-formal educational efforts carried out throughout life for the elderly, which is learning for the elderly, especially the elderly who are still active and productive in the family and social environment (Pongtuluran, 2021). The BKL Elderly School Program in the effectiveness of implementation states the usefulness of the BKL group to realize the elderly who are SMART (Healthy, Independent, Active, and Productive) and dignified in the 7 dimensions of the Resilient Elderly (Lansia, 2023).

The development of an Elderly School usually refers to an individual or organization that focuses on creating and managing educational programs for older people. The aim is to provide useful and relevant learning opportunities for older people, both for skill development, and hobbies, and for their mental and social well-being. These developments work to ensure that the curriculum, teaching methods, and materials used are appropriate to the needs and interests of older people, as well as to provide an environment that supports effective learning (Manurung, 2024).

Based on the integrated learning and curriculum that has been determined, efforts to realize resilient elderly who meet the 7 dimensions need to be reviewed and have encouraged research on the integrity of the Elderly School into the BKL program. As a learning activity based on the 7 dimensions of the elderly to improve the welfare of the elderly consisting of 1) spiritual dimension, 2) physical dimension, 3) emotional dimension, 4) intellectual dimension, 5) social dimension, 6) vocational dimension, and 7) environmental dimension (Ilmiah et al., 2019).

Several studies have studies related to efforts to develop the Elderly School, one of which is research conducted (Endah Kurniasih et al., 2022) with the title Development of the Elderly School in Bina Keluarga (BKL) standard level three (S3) as an effort to improve the welfare of the elderly in the Yogyakarta Istimewah Region. The results showed that implementing the three-standard Elderly School development program succeeded in improving indicators of elderly welfare, with the achievement of seven dimensions of resilient elderly who were better than before the activity. This can be seen from the significant differences in applying the dimensions of resilient elderly by the elderly. Most of the elderly's actions showed improvement after attending the Elderly School. For the development of the next activity, it is necessary to optimize the assistance of elderly independence with the existence of elderly ambassadors who will become pioneers in the application of the dimensions of welfare and the achievement of the seven dimensions of resilient elderly in the Bina Keluarga Lansia (BKL) group.

Then in research (Pangestuti, 2019) on Efforts to Realize Resilient Elderly Through Elderly Family Development (Descriptive Study at BKL Kecubung). The results revealed that efforts to create resilient elderly included planning, implementation, and assessment. BKL Kecubung cadres play a role both inside and outside the activity. Supporting factors include the enthusiasm of the elderly, active and friendly cadres, support from the local government, and assistance from partners. However, there are several inhibiting factors such as limited facilities and infrastructure, the physical condition of the elderly, lack of funds, geographical conditions, and low family participation. As a result of these activities, positive habits emerged, activities to train memory, hope to enjoy old age with independence, and good relationships were established.

In contrast to previous research, the novelty of this research tries to see the subject matter from a sociological aspect by using functional structural theory by Robert K. Merton as an analysis in the research conducted. This research uses a descriptive qualitative approach to describe the main research problems, while the research location is in Bengkulu City which established the first elderly school in Bengkulu City which was established in 2023. Implementation of the development of an elderly school with aspects related to the causes of the need for an elderly school in improving the welfare of the elderly. With this data, this research is interesting to do by formulating the problem, namely to find out how the development of the Cempaka SMART elderly school is an improvement in the welfare of the elderly in Bengkulu City.

Metode

This research uses a qualitative research design with a descriptive analysis type. Cresswell (Waruwu, 2023) defines qualitative, which as research used to discuss and describe social phenomena from the perspective of individuals or groups originating from social problems. The process of determining informants in this study uses a purposive sampling technique, implying the selection of informants based on certain considerations or criteria that are considered to be able to provide optimal data. Then, concerning data or information, it is expected to provide more comprehensive data, and this process continues on an ongoing basis. Through this technique, the informants in this study amounted to 3 people including the elderly school coach, principal, and school secretary. By determining the criteria in this informant, namely domiciled in Bengkulu Province, the Elderly School management, the head and secretary, and the Elderly School coach, and in addition to being an elderly school administrator, this informant is also part of the elderly students and is 49 years old and above.

Data collection techniques are carried out through the observation stage carried out in this study in the form of seeing and observing activities relevant to the 7 dimensions of the elderly this observation is carried out in a non-participant way where researchers make observations at the SMART cempaka elderly school in Bengkulu City. Then the interview stage to obtain concrete authentic and systematic data in conducting research that seeks to obtain related data and dialogue between research, which is an individual seeking information and informants who are considered to have crucial informants about an object, The interviews conducted are semi-structured. Finally, the documentation stage consists of the results or evidence obtained during the research in the form of internal school archival documentation and documentation during activities. Data analysis used by Miles & Huberman is data collection, data reduction, presenting data, and concluding (Agama et al., 2022). Starting from reducing data, namely, the collected data is processed and then summarized to eliminate inaccurate information, aims to facilitate the data analysis process, such as the process of simplifying or parsing the volume of data by eliminating unimportant, redundant, or redundant information, resulting in a smaller dataset but still retaining important and relevant information. The goal is to facilitate analysis, increase storage efficiency, and speed up data management. Then presenting data is the process of organizing information that provides the possibility of qualitative conclusions, this data presentation can be done in the form of brief descriptions, charts, and the like. By presenting this data, it will make it easier for researchers to understand the problems that occur to understand the problems that occur and plan further actions according to what is understood. Concluding is the last process of the previous steps. Conclusions are drawn from the data that has been analyzed and data that has been checked based on evidence obtained at the research location (Febriyani & Saragi, 2024).

Results and Discussions

Elderly School Profile

Sekolah Lansia is a learning program aimed at the elderly, especially those who still have potential in the family and community. The goal is to create SMART (Healthy, Independent, Active, Productive, and Dignified) elderly through the 7 dimensions of the resilient elderly approach. The Elderly School was established in July 2023 and began operating in August 2023.

"...This Elderly School is one of the BKKBN programs, in Bengkulu Province there are already 10 Elderly Schools, but in Bengkulu City, there is still one located in Gading Cempaka District. This Elderly School is facilitated by presenters or facilitators who have been given proposals beforehand, according to the needs of the elderly. In this case, the presenters voluntarily teach the elderly who are in this Elderly School ... (Interview with HL as the Supervisor of the Bengkulu City Elderly School on August 09, 2024).

The basic concept of the School for the Elderly is long-life education, which emphasizes that education continues throughout life, not limited to adulthood. This education can be done through various non-formal means, such as family and community, to enhance knowledge and personal development. Sekolah Lansia covers not only physical health but also social, psychological, economic, and spiritual elements, in line with the

principle of successful aging. Thus, the School for the Elderly is a sustainable non-formal education effort for the elderly.

The process of developing the School of the Elderly follows the vision and mission set by the central BKKBN, which serves as a basic guideline in the establishment of the School of the Elderly. The vision of the School for the Elderly in the BKL group (SL-BKL) is to become a non-formal education institution in BKL to produce elderly people who are SMART (Healthy, Independent, Active, and Productive) and dignified in 7 dimensions of resilient elderly comprehensively, to provide benefits for individuals, families, communities, and countries. The mission of the Elderly School includes organizing learning activities that are integrated with BKL group activities, implementing a comprehensive curriculum to achieve SMART elderly in the 7 dimensions of resilient elderly, implementing learning by the profile of the elderly, community needs, as well as the potential and conditions of the region, and building cross-program and sector cooperation to support the learning process (Pongtuluran, 2021).

At the beginning of the program implementation, the school was conducted face-to-face in 1 month and 2 meetings routinely every Friday. Practical activities for each meeting are given material with an average of 1 material given at 1 face-to-face meeting. The teaching team or facilitators who provide material or information from the guidebook such as doctors, psychologists, nurses, physiotherapists, midwives, religious leaders, family planning extension officers, and the teaching team adjust the knowledge of existing Elderly School participants. The material or curriculum provided uses the resilient elderly dementia approach which is taught according to the expertise of each existing speaker (Widyaningsih et al., 2022). The curriculum is a plan that includes objectives, content, teaching materials, and methods for implementing learning activities to achieve certain goals. Although learning in Sekolah Lansia BKL is non-formal, this educational program still requires flexible standards, similar to formal school standards, to ensure the quality and suitability of learning activities. The standards serve as agreed minimum criteria to measure the condition of the program (BKKBN 2021).

As is known, competencies in the context of the Elderly School are defined as learning outcomes that are expected to be achieved through learning activities. These learning outcomes are oriented toward the desired graduate profile, namely the elderly who are SMART (Healthy, Independent, Active, Productive, and Dignified) throughout life. To achieve this profile, the curriculum needs to be developed by considering the 7 dimensions of the Resilient Elderly. These dimensions serve as the basis for measures of well-being and necessary activities. By understanding that the 7 dimensions of Resilient Elderly can be used as a measuring tool for both the outcome and the process of activities, the goal of creating SMART and dignified elderly can be more effectively realized (Fajhriyadi Hastira, 2023).

The development process of the Cempaka SMART School for the Elderly went through several developments. The School of the Elderly has been in operation for about one year and currently does not have its building, so it still utilizes the hall of the Lurah office for its learning activities. Support for the development of the Sekolah Lansia has come from the local community, including the Camat of Gading Cempaka and the Head of Kelurahan Cempaka Permai in Bengkulu City. All funding for learning and other activities comes from the community's resources, and the partners and presenters involved also work voluntarily. After one year of operation, the school is planning to hold a graduation ceremony scheduled for September 2024. Barriers faced by the School for the Elderly include lack of funding for activities and payment of qualified facilitators for each of the 7 dimensions of the elderly. They only get support from self-help through submitting proposals to relevant facilitators and partners. The assistance they receive, such as facilities for learning activities, mostly comes from representatives of BKKBN Bengkulu Province and other parties.

Implementasi Peningkatan Kesejahteraan Sekolah Lansia

Sekolah Lansia is one of the BKL programs organized by BKKBN. The first Cempaka SMART Elderly School in Bengkulu City and one of the schools in Bengkulu Province visited by BKKBN's Dithatlan Dr. Ni Luh Gede Sukardiasih.

"...The objectives of the development of the Elderly School include increasing the knowledge and behavior of the elderly so that the elderly remain healthy, improving the health of the elderly with spiritual values, as well as efforts to increase quality and empowered life expectancy and the elderly are not dependent on the environment and society..." (Speech by the central BKKBN in May 2024 at the Cempaka SMART Elderly School in Bengkulu City).

The well-being of the elderly from 7 dimensions is a relevant learning criterion including:

Spiritual well-being

A sense of gratitude in accepting one's destiny. Learning activities from a spiritual aspect include a variety of activities designed to deepen spiritual experiences and increase gratitude. These include in-depth religious

material, relaxing meditation sessions, as well as engagement in the arts and appreciation of natural beauty. Through these activities, individuals can feel a sense of closeness to spiritual values, develop a deep sense of gratitude, and gain inner peace. These approaches not only enrich the spiritual life but also have a positive impact on emotional and mental well-being.



Picture 1 <Central BKKBN visit to Cempaka SMART Lansia School Bengkulu City>

The implementation of activities already undertaken in this dimension are lectures, on spiritual principles, practical training in meditation and prayer, as well as reflection sessions and group discussions designed to strengthen understanding of religious values, enhance personal relationships with God, and facilitate harmonious personal and social growth, while responding to the gr

“.... This spiritual dimension activity was carried out in September 2023 by Ustadz DH as a facilitator in learning through the direction of the principal. The essence of this learning is that peace of heart or soul is not happiness itself, but gratitude can lead us to happiness, laughter, and potential, and support a calm and clean soul.” (Interview with SB as Secretary of the Elderly School on August 23, 2024).

Physical well-being

Optimal physical condition. Physical well-being involves achieving an optimal physical condition, where the body functions well and is in good health. It involves various aspects such as body fitness, muscle strength, and the overall health of the body's organs and systems. By maintaining physical well-being, individuals can improve their quality of life, reduce their risk of illness, and ensure that they have the energy and vitality necessary to go about their daily activities with vigor. Maintaining optimal physical condition is not only important for long-term health, but also supports mental and emotional well-being.

Then the implementation is carried out in the physical dimension, namely about self-care efforts in the elderly group and efforts to obtain health care or services for the elderly regarding comprehensive initiatives delivered by facilitators to the elderly to improve the quality of life of the elderly through a series of integrated activities, including the provision of physical exercise tailored to the health conditions of each individual, such as strength training, gymnastics, balance, and flexibility, combined with education on healthy eating and the importance of hydration, as well as regular and easy access to quality medical care and health services, including periodic health check-ups, chronic disease management, and psychosocial support, to maintain physical health, preventing disease, increasing independence, and ensure that older people get the attention and care appropriate to their needs at every stage of life.

“.... From the aspect of the physical dimension, the routine activities that we do every Friday are gymnastics and once every 2 months there is a health check on the elderly...” (Interview with SB as Secretary of Sekolah Lansia on August 23, 2024).



Picture 2 <Health Check Activities>

Emotional well-being

A positive state. Emotional well-being refers to a positive psychological state, where individuals feel balanced, satisfied, and able to deal with life's challenges in a healthy way. In this state, a person experiences feelings of happiness, can manage stress, and has harmonious interpersonal relationships. Emotional well-being includes the ability to adapt to change, have an optimistic outlook on life, and feel satisfaction in daily activities. By maintaining emotional well-being, individuals can not only improve their quality of life but also increase mental resilience and build stronger relationships with those around them.

In the implementation of the emotional dimension, the activities carried out by Sekolah Lansia are about a holistic approach that integrates planned physical exercise with psychological strategies to promote mental and emotional health, through activities such as regular exercise designed to improve hormonal balance and reduce stress, along with counseling or therapy sessions to address psychological issues, relaxation techniques to manage anxiety, as well as coping skills training to optimize individual resilience, with the ultimate goal of creating synergies between physical health and mental well-being that contribute to a better quality of life and an overall improvement in emotional balance.

Intellectual well-being, and optimal memory ability

Intellectual well-being is closely related to optimal memory ability, where individuals can retain and process information efficiently. In this state, one is not only able to recall information accurately but is also able to use that knowledge to think critically and solve problems. Intellectual well-being includes aspects such as a willingness to keep learning, sharp cognitive skills, and the ability to adapt to changing information. By maintaining optimal memory, individuals can strengthen their mental capacity, increase productivity, and achieve better outcomes in various aspects of life.

In this case, the implementation of the intellectual dimension carries out activities, namely regarding memory abilities in Sekolah Lansia through various approaches designed to stimulate and strengthen cognitive functions, especially memory. Such as social activities that involve interaction with other people, such as book clubs or study groups. These social interactions can help stimulate the brain and support memory by strengthening social relationships and communication.

Social well-being

The ability to understand oneself as a social being. Social well-being reflects an individual's ability to understand themselves as a social being, by realizing and appreciating their role and relationships within the context of society. This involves an awareness of the need to interact, build healthy social networks, and contribute to the community. Individuals who have good social well-being can establish harmonious relationships, communicate effectively, and actively participate in social activities. By understanding and appreciating their position in the social structure, they can strengthen social ties, support the well-being of others, and create a supportive and inclusive environment.

In the implementation of the social dimension, effective communication skills are very important in social and professional interactions. To develop and strengthen this ability, various activities are held. These activities are designed to help individuals learn how to communicate better, both in personal and professional contexts. Such as training and workshops where learning about various aspects of communication, including speaking, active listening, and giving constructive feedback.

Vocational well-being

Having self-esteem and satisfaction from remaining useful to oneself and others. Vocational well-being refers to the feelings of self-worth and satisfaction derived from being able to stay useful to both oneself and others. It includes the sense of accomplishment that comes from contributing meaningfully to a work environment or other productive activity. Individuals who have vocational well-being feel that they can utilize their skills and potential effectively, as well as make a positive impact in the lives of others. By achieving satisfaction in their vocational role, they not only increase their self-confidence and self-esteem but also gain deep personal satisfaction, which supports overall well-being.

Environmental well-being

Involves having an adequate social and physical environment, as well as the ability to maintain the environment. A good social environment provides emotional support and healthy interactions, while a proper physical environment offers safe and comfortable conditions to live and work in. In addition, an individual's ability to take care of the environment - whether by keeping it clean, taking action to conserve nature, or participating in community activities - plays an important role in creating a quality environment. By taking care of these two

aspects, individuals not only contribute to their well-being but also help create better conditions for society and future generations.

Finally, in implementing the environmental dimension, the activities carried out are about a healthy environment regarding how to create a healthy environment such as the importance of a clean and safe environment, and the steps that can be taken to achieve it. This activity can involve various parties, both individuals and communities and can help create a better and more supportive environment for all members of society, including the elderly.

In examining the development of Sekolah Lansia cempaka SMART as an improvement in the welfare of the elderly in Bengkulu City using Talcott Parsons' Functional Structural theory which is a unity based on an agreement of shared values that can overcome differences, so that society is seen as a system that is functionally integrated in balance. Talcott Parsons considers that society is a system consisting of various interrelated parts, where each part has a certain function that supports the sustainability of the system. In this theory, social structure consists of institutions and norms that have specific functions to maintain social stability and balance. The Sekolah Lansia and Bina Keluarga Lansia programs aim to improve the welfare of the elderly through education, training, and family support. The program involves various aspects, such as health, life skills, and social interaction, to help the elderly adapt and face the challenges of old age.

As such, functional structural theory helps to explain how these programs contribute to social stability and balance by ensuring that older people have the necessary support to function effectively in society. These programs not only help the individual elderly but also support the broader social structure by ensuring that all its members can function properly. Talcott Parsons' functional structural theory, especially his AGIL concept, can be used to analyze "The Development of Cempaka SMART School for the Elderly as an Improvement of Elderly Welfare in Bengkulu City" in the following way: 1) Adaptation, Sekolah Lansia Cempaka SMART serves to help the elderly in Bengkulu City adapt to the changes that occur in their lives. Through education and training programs, the school provides knowledge and skills that enable the elderly to face new challenges and adjust to changing physical, social, and technological conditions that affect their well-being. This adaptation is important to improve the ability of the elderly to manage their daily lives and maximize their potential in the face of changing situations; 2) Goal Attainment, Sekolah Lansia Cempaka SMART plays a role in setting and achieving specific goals related to elderly well-being. The programs offered at the school are designed to help older adults achieve goals such as improved physical health, mental well-being, and social skills. With clear goals in place, older adults can feel more motivated and purposeful in their efforts to improve their overall quality of life; 3) Integration, Sekolah Lansia Cempaka SMART also serves to improve social integration among the elderly. By providing spaces for social interaction, collaboration, and community support, the school helps older adults build positive and supportive relationships. Good social integration helps older adults feel more connected to society and reduces social isolation, which is an important factor in their well-being; 4) Latency or Pattern Maintenance, Sekolah Lansia Cempaka SMART plays a role in maintaining patterns and values that support the well-being of the elderly. By teaching health values, positive habits, and life skills, the school helps older adults maintain a lifestyle that supports long-term well-being. This includes aspects such as healthy eating habits, physical activity, and coping strategies to deal with stress. As such, it supports the maintenance of patterns that contribute to the emotional and physical well-being of older adults.

Overall, using Talcott Parsons' AGIL framework, the development of the Cempaka SMART School for the Elderly can be analyzed as a comprehensive effort to improve the well-being of the elderly through effective adaptation, achievement of clear goals, good social integration, and maintenance of a lifestyle that supports health and well-being.

Conclusions

Based on the discussion, it can be concluded that the development of the Cempaka SMART Elderly School is an improvement in the welfare of the elderly in Bengkulu City to realize the elderly remain physically, socially, mentally, independent, active, and productive. This program not only aims to improve the knowledge and behavior of the elderly to remain healthy and independent but also includes dimensions of elderly welfare in Bengkulu City. These seven dimensions include spiritual, physical, emotional, intellectual, social, vocational, and environmental dimensions. Activities such as regular exercises, meditation, skills training, as well as maintaining the social and physical environment, contribute to improving the overall quality of life of the elderly. The program also strengthens the role of the elderly in society and increases quality of life expectancy. It is hoped that the development of the program involves increased cooperation with relevant agencies and local communities, as well as adjustments to the program to suit the needs of the elderly, including the addition of activities that support the spiritual, emotional, and vocational dimensions. In addition, periodic evaluation and

collection of feedback from older adults is essential to maintain the relevance and benefits of the program. Broader socialization and promotion are also needed so that more older people and their families are aware of the program's benefits, which in turn will contribute to an overall sustainable improvement in the quality of life of older people. Overall, the impact of a program on this dimension is that a comprehensive program to improve all seven dimensions not only improves the quality of life of the individual but can also have a positive impact on the community and the environment. With balance across all dimensions, individuals tend to be happier, more productive, and more balanced in their lives.

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