Self-Directed Learning in The Learning Program for Integrated Healthcare Service Elderly Managerial Staff in The Bejiharjo Village, Karangmojo District, Gunungkidul Regency

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This research aims to describe the self-directed learning (SDL) process in the learning program of the integrated healthcare centre elderly managerial staff of the Bejiharjo Village in the Karangmojo District of the Gunungkidul District. The results of the study show that the purpose of this non-formal education activity is to provide information, understanding and insight to the elderly community managerial staff and elderly residents about the importance of a healthy lifestyle. The SDL approach is completed through several stages, namely: (a) increases participants' trust; (b) provides opportunities for participants to learn to ask questions; (c) provides open and mutually reinforcing communities; (d) makes learning a personal need; (e) SDL then becomes an individual commitment; (f) instils a sense of belonging to learning needs; (g) creates opportunities for participants to be involved in the learning process; (h) provides motivation to learn; and (i) encourages commitment to participants for SDL skills development.

Keywords: *Technique, Self-Directed Learning, Non-formal Education, Elderly, Integrated Healthcare Centre, Managerial Staff*

Introduction

Older people possess extensive life experience which finally settles as wisdom that is very much needed in community life. The next condition that must be resolved must be in terms of the physical, social and economic aspects. In decreasing the social value of society which leads to an individualistic society, it determines the elderly people who receive less attention and are often excluded from people's lives and neglected. By decreasing biological and psychological functions in elderly people, it influences mobility as well as social contact.

One factor that causes a decrease in the social contact of the elderly is old age from work because the percentage of parents and contact with friends is also cut off or reduced. To overcome the decline in social contact at an advanced age, elderly people continue to have activities that bring together members with the opportunity to exchange information, learn from each other and joke. Elderly people also think about what is needed, help themselves and other people. In line with the aspects of the community in the Special Region of Yogyakarta, it was found that there are some elderly people who still carry out elderly activities to meet members of the community. This is done in old age by working and participating in social group activities.

Suud and Harsono (2006) defined social welfare as something very synonymous with group activities, which can usually be referred to as social symptoms. In the definition mentioned above, it can be revealed that social welfare is something that is related to a person's social condition, or an individual as a member of a group. The condition referred to in social welfare is a condition where a person is able to use his or her function as a social being properly and correctly.

Social welfare in a very broad sense and includes a variety of actions taken by humans to achieve a better level of community life. Social welfare is organised attention from everyone for everyone. Social welfare is a social activity, created by a person or individual with other individuals in a community life, so that good social conditions are created and are prosperous. In line with the above, Fahrudin (2012) also explained that social welfare is a system of life and social livelihood, namely a system of how people live and how to support themselves and their families, which means an order. The order is possible for every citizen to make efforts to improve welfare for themselves and their families.

Social welfare basically includes three conceptions, namely: 1) The condition of life or a state of well-being, such as the fulfilment of physical, spiritual and social needs; 2) Institutions, arenas or fields of activities involving social welfare institutions and various professions that carry out social welfare businesses and social services; and 3) Activities, namely organised activities or businesses to achieve prosperous conditions. Based on the several definitions above, it can be concluded that social welfare, when viewed from living conditions, comprises

individuals who interact, relate, carry out social activities and carry out social functions in their environment properly, as well as individuals who can do and will achieve a prosperous social life. This is in line with Max Weber's opinion (Mistiaen, Duijnhouwer, Wijkel, Bont, & Veeger, 1997) which states that a social interaction always occurs after social actors influence each other so that the relationship between them becomes visible in a real social behaviour and action and a reciprocity occurs in the relationship.

To achieve social welfare, humans must realise that they cannot live alone in carrying out their lives; humans need each other and must socialise with other humans. According to Herimanto (2008), living alone will create difficulties. To secure their needs and necessities for life, humans must join with other human beings and form groups. Then, humans as individuals will enter life together with other individuals. The meaning of this social welfare starts from the democratic ideal of social justice and comes from the belief that every human being has the right to develop their potential. Although, this potential is sometimes closed because of social barriers and various other factors that may hinder the individual to recognise the potential that they have, and it will affect social welfare in humans. From the definition above, it can be said that a social life that is hampered will affect one's personal life, including the rights possessed by that human being. Thus, indirectly, social life is one of the factors in social welfare. In this section, the existence of advanced human beings who succeed in being healthy and prosperous have educational roles to play.

Education and training services are one of the rights of the elderly; education is not limited to age. In improving the elderly welfare education, it can also succeed to empower the elderly by making them more independent and capable, and continuing to possess social roles. This context is closer to the concept of non-formal education or with the term lifelong education. The UNESCO Institute for Education provides information on the principles of education: 1) Education only ends when humans have left this mortal world; 2) Lifelong education is a strong motivation for students to plan and conduct organised and systematic learning activities; 3) Learning activities are intended to obtain, renew, and/or increase knowledge, attitudes and skills that have been owned and, inevitably, must be possessed by students or the community related to continuous changes throughout life; 4) Education has a series of goals in developing self-satisfaction for every person who conducts learning activities; 5) Education acquisition is a prerequisite for the development of human life, both to motivate themselves and to improve their abilities, so that humans carry out learning activities to meet their learning needs; and 6) Education outside of school recognises the existence and importance of school education and can receive the influence of school education because of the presence of these two subsystems to complement and support each other.

The role of lifelong education is proof that education is not only limited to productive age, but more so, education can be undertaken early in life, in old age or until the end of life. Lifelong education that knows no strata and age helps the community to always live in the learning

process. Lifelong education is used to explain a reality, awareness, principle and new hope that the process and needs of education take place throughout human life. We can find one of the lifelong education implementations in the elderly communities in the village of Bejiharjo, in the Karangmojo District of the Gunungkidul Regency.

The awareness of elderly people to follow the process of community activities reflects the awareness of learning in the elderly. This is a very interesting concept to study deeply. The concept of self-directed learning (SDL) seems to be very compatible with the cases that occur in these elderly communities. Education, particularly adult education, is about learning and teaching where all the social, economic, political, and psychological challenges are countered with love, hope, and knowledge. SDL activities are very supportive of elderly life, which supports the honesty of elderly people who are healthy and prosperous. Based on this description, this article discusses in depth the process of SDL in the learning program for managerial staff of the Elderly Integrated Service Post of Bejiharjo Village, in the Karangmojo Subdistrict of the Gunungkidul Regency.

Literature Review

Advanced age is a closing period in a person's lifespan where they have not experienced evolution anymore, to the degree that the elderly experience natural setbacks that cannot be avoided physically or mentally (Rachman, 2013). Old age is a closing period in a person's vulnerable life, which is a period in which someone has moved away from the previous period which is more pleasant, or moving from a time full of benefits (Hurlock, 2004). Aging is a process of slowly losing the ability of tissues to repair themselves or replace themselves and maintain their normal structure and function so they cannot survive against infection and repair the damage suffered (Martono, 2011).

According to Organization (2007), the world is rapidly ageing. The number of people aged 60 and over, as a proportion of the global population, will double from 11 per cent in 2006 to 22 per cent by 2050. By then, there will be more older people than children (aged 0–14 years) in the population for the first time in human history. Developing countries are ageing at a much faster rate than developed countries. Within five decades, just over 80 per cent of the world's older people will be living in developing countries compared with 60 per cent in 2005. Indonesia, as a developing country, will meet this condition, namely the increasing number of people aged over 60 years or elderly. Residents with this composition will spread in both urban and rural areas. The role of government is important to anticipate and prepare all supporters so that the population, with such composition, becomes useful and supportive for development. The Canadian Journal on Aging / La Revue Canadienne Du Vieillissement suggests the need for a holistic and interdisciplinary research approach. Such an approach is needed because age-friendly domains — the physical environment, housing, the social

environment, opportunities for participation, informal and formal community supports and health services, transportation, communication, and information — cannot be treated in isolation from intrapersonal factors, such as age, gender, income, and functional status, and other levels of influence, including the policy environment (Menec, Means, Keating, Parkhurst, & Eales, 2011). The results of the study imply that the study of advanced issues will produce better results if approached by ecological concepts. In the interconnectedness of the entire environment, assistance is the main key to the success of a problem-solving program. Then it requires a comprehensive study to prepare a community that is friendly to the existence of the elderly population.

The factors above can help the community to know that conditions in old age are determined by the condition of a person in his youth. Based on this, it can be concluded that individuals who have a lot of activity have a higher life expectancy. This is because all physical organs are trained to move so that the body's health is more awake. In addition, a healthy body helps an individual to think healthy and the effect is that the brain is not susceptible to stress, thus life expectancy will be higher.

SDL is defined as "the process by which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources or learning, selecting and implementing and evaluating learning outcomes"(Knowles, 1975). The most commonly used SDL model is by Garrison and Archer (2003), which conceptualises the three dimensions needed for effective SDL: self-monitoring (responsibility), motivation (entering or assigning) and self-management (control). Therefore, SDL is conceptualised as a complex interaction between cognitive, metacognitive and behavioural processes where several dimensions are needed for effective and useful learning (Bonyadi, Nikou, & Shahbaz, 2012; Loyens, Magda, & Rikers, 2008; Navarro & Thornton, 2011). It is independent of the formal location or certain time, flexible and self-regulated (Albedah & Lee, 2017). Thus, independent learning is directed as a core competency that must continue to be developed from elementary school students to adults in all curricula (Krupar, Horvatek, & Byun, 2017).

Recent studies on independent learning abilities have revealed that ability not only affects academic achievement but also various variables such as student relationships with peers, self-concept, happiness, and learning motivation (Kim-Cheong, Kim, Yoo, & Yoo, 1996; A. Y. Kim, 2014; E. J. Kim, 2014; S. H. Kim, Yim, & Chung, 2015). To develop self-learning skills, which are important variables for the success of learning and happiness of learning participants, it is necessary to develop and implement appropriate learning programs (Kim-Cheong et al., 1996; J. H. Kim, 2004; Menec et al., 2011).

Learning evaluation in the SDL concept, although the reliability and validity of the information can be a place of argument (Ross, Gordon, & Bagnell, 2011), SDL supporters in

education maintain the use of self-assessment lists because it is believed that student self-evaluation of learning achievement is consistent with the SDL premise that participant students must achieve total independence in their learning, and the sacrifice of technical assessment issues (i.e. reliability and validity) can be compensated for by the benefits of self-assessment for the long term (Giveh, Ghobadi, & Zamani, 2018). According to Mezirow (1997), reflection includes criticising assumptions about problem-solving or content. The author states that one of the obstacles ahead of reflective thinking is the perception of habits or behaviours that do not require thinking as a reflective behaviour. Reflective thinking is a process in which the right thoughts are produced, chosen and where inappropriate ones are taken (Gelter, 2003).

This study seeks to elaborate on the learning practices that occur in adult learning to develop the elderly managerial staff in the Bejiharjo district of Gunungkidul, who specifically express the SDL that occurred.

The concept of lifelong education is an educational concept which explains that the education process of an individual is not limited by age. Lifelong education helps people to continue learning without being hindered by age. At the age of 40 and above, an individual needs more relaxed and enjoyable activities. Lifelong education is a manifestation of the education process that does not stop at the formal school level. The implementation of lifelong education is a manifestation that age does not limit a person from continuing to learn. Ross et al. (2011) said: "…education is a process that continues in one form or another throughout life, and that its purposes and forms must be adapted to the needs of individuals at different stages in their development".

Education is a continuous process in one form or as long as the human being lives, and the goals and forms must be adapted to the needs of the individual in development with different levels. Based on this, it can be concluded that the form of education should be in accordance with the needs of individuals according to the different problems and interests that run continuously. Hoskins, Cartwright, and Schoof (2010), who call lifelong education as lifelong learning, say that: "Learning is every normal part of everyday life and an integral part of relationships from the moment we are born through to our final day". Based on this understanding, what is meant by learning is the normal process of every human being related to life since we were born and until we die. This understanding shows us that the learning process always occurs as long as it is vulnerable to human life, which became known as lifelong education.

Elliott (1997) said: "Lifelong learning is the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes

and to apply them which confidence, creativity and enjoyment in all roles, circumstance, and environments".

(Hoskins et al. (2010) stated: "Lifelong learning embraces all learning activities throughout life, with improving knowledge, skills / competences and / or qualifications for personal, social and / or professional reasons". Lifelong learning includes all learning activities in line throughout life, with the aim of increasing knowledge, skills or competencies and/or personal, social and/or professional reasons. The definition explains that lifelong education covers all human activities in life in order to continue to improve self-actualisation. Other definitions are explained by AITCHESON in the same book (Saisana, 2010): "Lifelong education is a comprehensive and visionary concept that includes formal, non-formal and informal learning extended throughout the life of individuals to attain the fullest possible development in personal, social and vocational and professional life … A key purpose of lifelong learning is democratic citizenship, connecting individuals and groups to the structure of social, political and economic activity".

Lifelong education is a very broad concept including formal, non-formal and informal learning throughout one's life to achieve the utmost possibilities for self-development, social, vocational and professional life. The key to lifelong learning is citizenship democracy, connecting individuals and groups in the structure of social, political and economic activities. Lifelong education in the present is still common among the community, but in its development the form of lifelong education helps people to continue working and have a place to gain knowledge that is not hindered by space and time. This was stated by Saisana (2010) who said that: "We need to develop our skills and competencies throughout our lives, which we live, but for our ability to be successful in constantly changing the world of work".

According to Saisana, above, human beings need to develop their abilities and competencies throughout their lives, not only for their own completeness and ability to actively invite the community in their environment, but also a person's ability to succeed in any change in the world of work. Based on this, lifelong education in developed countries is so well known that it is one of the needs for every individual to continue to compete in the world of work. In addition, lifelong education is also a separate study material in various countries in Europe.

Europe even has a lifelong education indicator called ELLI (European Lifelong Learning Indicators) which is a different indicator of learning at all levels of life from the time of the cradle to entering evil, and through the differences in the learning environment in school, community, work and family life. This was stated by Saisana (2010): "The European Lifelong Learning Index (ELLI) is a measure of learning throughout the different stages of life from 'cradle to grave' and across the different learning environments of school, community, work and home life". The key competencies for lifelong education according to Field (2000) and Figel (2007) include knowledge, skills and talent. The three components according to Figel,

are components of competency possessed by humans which then motivates people to always learn with the provision of competencies of different individuals.

Educational activities in the elderly are one of the practices of lifelong education. This is also very relevant to be explored and studied, so as to provide a more comprehensive understanding in strengthening a learning process for elderly people.

Research methods

This research was conducted in the Bejiharjo Village, in the Karangmojo Subdistrict of the Gununugkidul Regency with consideration that there were a large number of elderly people with diverse activities who have a dynamic social role. Data which was extracted and analysed comprised non-formal education program data for the elderly population, which are focussed on the SDL process in the integrated healthcare centre elderly managerial staff learning program in the Bejiharjo Village, in the Karangmojo District of the Gunungkidul Regency. The data was collected using focus group discussion (FGD), in-depth interviews, documentation, and observation. The collected data was then analysed by quantitative and qualitative descriptive analysis techniques. Observation and interview techniques were used to collect dynamism of the elderly population program data and conflict-causing data. The data that has been collected was analysed and described.

Research result

The learning process for the managerial staff of the elderly is carried out every month at a learning meeting (two hours per meeting). Each process of learning is completed through several stages and includes: creating self-confidence; opening opportunities for participants to ask questions and convey ideas; creating open discussion groups; encourage learning needs to be personal needs; forming individual commitments to study independently; instil self-awareness to always carry out self-learning independently; give opportunities for participants to be active in the learning process; provide motivation to learn independently, and encourage commitment to participants for the development of independent learning skills. The aspects mentioned can be seen as a pillar in which participants can develop their abilities towards learning as individual needs. These stages are described one by one in the following sections.

The facilitator invites participants with a few tips to foster self-confidence, for example: for a list of strengths and weaknesses, thinking positively, sometimes needing to change appearance to whoever we want, turning to a healthy diet and exercising, focus on things that are liked, try to always smile and be friendly to others. The facilitator also invites the training participants to do some daily activities to support their self-confidence as a facilitator and assistant for the elderly, including smiling. Smiling is a one-second tip if you feel nervous and not confident.

You don't just smile if you feel happy and confident, instead you can smile to make yourself feel better. Smiling is closely related to positive feelings so it's almost impossible for you to feel bad when you smile. Smiling shows more than just the expression of your face. Smiling releases the hormone endorphin which makes you feel better, increases blood circulation in your face, makes you feel comfortable with yourself and can certainly increase your confidence. You will also appear more confident in front of other people when you smile.

Look into the other person's eyes. Just like smiling, look into everyone's eyes in the room. Give your smile and you can be sure they will return your smile; and the smile given by other people can increase your confidence quickly. Just like smiling, eye contact shows that you are confident. Staring at your shoes or table encourages your feelings to be hesitant and embarrassed. These tips are very useful for work situations; make eye contact with the person who interviewed you, or the people who attended your presentation. "Eye contact helps you to eliminate fear if you are speaking in public and gets you closer to the person you're talking to. Stress is a feeling that comes from something that is foreign and cannot be controlled. Eye contact gives the speaker a picture of reality that is none other than the other person. Eye contact also helps attract the interest of the person you're talking to" (Confident Eye Contact, Unlimited Confidence).

Change the voice in yourself. Most of us have a voice in ourselves that says we are stupid, not capable enough, too fat, thin, noisy, quiet, etc. The ability to change the voice within you is the key to gaining confidence from within. Make the voice inside you become a supportive friend who knows you best and knows your talents, and wants you to achieve the best.

Forget the standards set by others. Regardless of the situation that makes you experience a crisis of confidence, you can help yourself by adhering to the standards you have. Other people have different values from you, and no matter how hard you try, you can never satisfy everyone at any time. Don't worry if people call you fat, thin, lazy, boring, stingy, silly, etc. Hold on to the standards you have, not the standards that others have. Remember that values and standards are generally different in society; you don't have to accept these values and standards just because the people around you accept them.

Determine your next step: If you are not sure what you have to do, find a simple step that can help you move forward. This might be done by making eye contact at a party, introducing yourself to strangers, breaking the ice in a meeting, or asking the person who interviewed you to show you their knowledge of the industry and their company. Start acting even though you don't have a clear picture of what you should do. Move towards your goal. Correct yourself in another chance.

Speak Slowly. A simple tip for you to look or become more confident is to talk slowly. If you talk too fast, you will feel bad because you realise you are talking too fast. Talking slowly

gives you the opportunity to think about what you will say next. If you are talking or making a presentation, stop for a moment at the end of a phrase or sentence to help others digest what you say. Talking slowly shows one's confidence. Someone who feels unworthy to listen will speak quickly, because he does not want to make other people wait for things that are not worth listening to.

By trying to speak at least once in each group discussion, you will be a better speaker, more confident in expressing your thoughts, and known as a leader by your colleagues. After the presentation of a few of the tips above, the participant was also invited to do the exercises and was given the opportunity to share stories about themselves while training them to be confident and believe in their abilities. The reality of the field proves that the participants of their training were slowly being able to become confident as a cadre in the elderly integrated healthcare centre.

The ability of trainees is also enhanced in relation to their ability to ask questions, convey ideas, and be brave to take the initiative. Some of these tips include making a list: You must have experienced a moment when you have an amazing idea, but you can't remember a few moments later; you already know how frustrated the situation is. Keeping track of everything when these ideas emerge in your brain is a surefire way to overcome this overly common problem. You can use the notes application on your mobile to ensure that you always keep a folder that contains things that come to your mind. That is the place to get rid of all the little ideas that have not become fully formed ideas. This might seem trivial but with you taking notes on every idea that pops up, this will serve as a big inspiration on the road.

Make yourself an Inspiration. You will be the first person to admit that using yourself as a source of inspiration can seem very arrogant and selfish. Know that some of the best products are created by people who have specific problems they want to solve. The biggest discovery is made by people who want answers to the questions they have. So, if you feel fresh from inspiration, don't hesitate to look inside yourself. This process can even include looking back at some of your old work. For example, when you are really turbulent to make a good article idea, you will read some of your previous posts to see the existence of small ideas or tips that you can develop in completely new writing. If you learn to apply such tactics to yourself, you train your brain to find new things and your own brain will turn into endless resources.

Think small things. You tend to put a lot of pressure on yourself when you have to generate ideas. You don't need to be afraid to start small. Small ideas can often turn into bigger ideas. These ideas are far easier to emerge than big plans that seem impossible to cover your mind. Don't overlook the small ideas that come to your mind. They may not offer answers to world peace, but they can make a big difference.

Give yourself time. Some of us work very well under the system and regulations. However, when it comes time to think of wise ideas, you should not pressure yourself with a very tight deadline. Of course, sometimes the oppressive time limit cannot be avoided. However, when you have a choice, let yourself have plenty of time to get your inspiration, exchange ideas, and describe it. After all, if you force yourself to think hard, it will cause you to choke and leave you with a blank idea.

The simple tips above are for building participants to be brave in expressing their opinions and giving their ideas in each process of self-learning. Thus, the participants were motivated to decide on their willingness to keep learning and also convey ideas that contribute to the group and self-learning process.

The process of training elderly integrated healthcare centre managerial staff used group discussion methods. Small groups are created in class, which allows individuals to convey feelings, thoughts and ideas in depth. With hopes in a small group, participants have the opportunity and enough time to discuss. This stage was raised as an effort to encourage optimal engagement for all trainees. With this method, the participants were very enthusiastic and increasingly convinced of their personal ability to continue to learn and improve themselves.

The stage of gforming individual committees to study independently is a process of building commitment and self-maturation related to self-awareness to continue to strive to learn and improve the ability to provide assistance and services for elderly people. The trainees were invited to explore the motivation of individuals in carrying out their roles as elderly integrated healthcare centre managerial staff. Integrated healthcare centre managerial staff must always independently learn and add service skills and knowledge about the elderly. Basically, the participants already have the awareness to continue learning independently, but still need learning facilitation, facilities and opportunities. Individually, they do not have adequate access to independent learning.

Training participants are given the opportunity to participate in the learning process. This stage was passed by providing special time in training for participants in turns to convey individual stories regarding their service processes to the elderly who came to the integrated healthcare centre. This method was chosen as a form of appreciation and aroused pride in their work in serving the elderly. This part is a form of the managerial staffs' self-expression, so that they are able to convey the material they obtain independently. Alternately the participants convey, so that the material becomes rich and more importantly, the knowledge is obtained from the results of direct experience and independent learning.

Motivation by itself can be formed in each individual participant, after passing through the long stages of this training because this is also supported by self-awareness to participate in

training due to the motivation of strong individuals to improve themselves. However, the stage of self-awareness to study independently has not been comprehensively understood. This happens at the level of understanding, that they understand that learning is by reading books and participating in training, even though learning activities can be carried out through various activities. Even learning from the life process is real learning. Gradually, the participants were able to understand the independent learning process as a very important part of forming the integrated healthcare centre managerial staffs' self-concept of the elderly.

The last step in the process of training the elderly integrated healthcare centre managerial staff is to make concrete steps for each individual to carry out learning activities independently. Participants convey personal commitments to conduct learning activities anywhere with what methods and facilities they have available. This awareness is a concrete step in the form of self-directing learning activities. This fact opens our awareness that the integrated healthcare centre elderly managerial staff are actually able to prepare and practice independent learning activities on themselves and their individuals.

Overall, the training of the elderly integrated healthcare centre managerial staff held in the village of Bejiharjo is not much different from the theory of SDL delivered by du Toit-Brits (2018) which follows a process of: instilling trust; providing opportunities for students to ask questions; provides a connected classroom community; makes personal learning; let SDL be constantly modelled; instills a sense of belonging; creates opportunities for students to engage in what is being taught; provides motivation to learn; and encourages commitment in students to the development of SDL skills. These aspects can be developed into being the owners of their learning.

Conclusion

Based on the results of the studies presented earlier, the research entitled "Self-Directed Learning in the Learning Program for Integrated Healthcare Service Elderly Managerial Staff in the Bejiharjo Village, Karangmojo Subdistrict, Gunungkidul Regency", can conclude as follows: the SDL approach passes through several stages as in conveyed by du Toit-Brits (2018), that each learning process through several stages includes: creating self-confidence; opening opportunities for participants to ask questions and convey ideas; creating open discussion groups; encourage learning needs to be personal needs; forming individual commitments to study independently; instill self-awareness to always carry out self-learning independently; provide opportunities for participants to be active in the learning process; provide motivation to learn independently; and encourage commitment to participants for the development of independent learning skills.

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