



Perspectives of Resource Persons and Mentors from Universitas Respati Indonesia on Digital-Based Smart Monitoring and Evaluation for the Elderly in East Jakarta

Windiyarningsih Cicilia^{1*}, Mutmainah Iin² and Widiansyah Eki^{1,3}

¹University Respati Indonesia, Indonesia

²PPAPP DKI Jakarta, Indonesia

³Management and Science University, Malaysia

*Corresponding Author: Department of Postgraduate of Public Health and Hospital Administration, University Respati Indonesia, Indonesia.

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Abstract

The phenomenon of global population aging has given rise to new needs for educational and empowerment models for the elderly. In Indonesia, particularly in urban areas like East Jakarta, the significant increase in the elderly population poses challenges in terms of digital literacy, healthcare, and social participation. This study seeks to investigate the implementation, perceptions, and effects of the Senior School Pintar (SSP) program as a digital lifelong learning model for the elderly in East Jakarta. The research employed a descriptive qualitative approach with thematic analysis assisted by NVivo 12 software. Data were obtained from ten respondents, including lecturers, directors, resource individuals, and members of the SSP monitoring and evaluation (Monev) team. The coding process was carried out through First Cycle Coding (descriptive, in vivo, emotion, process, and values) and Second Cycle Coding (themes, relationships, and theoretical constructs).

The analysis results yielded four main themes: (1) digital empowerment and lifelong learning, (2) cross-sector and pentahelix collaboration, (3) transforming participatory hybrid learning methods, and (4) improving the well-being, motivation, and social inclusion of the elderly. The monitoring and evaluation activities took place in a hybrid format at 14 RPTRA sites in East Jakarta, including Cipayung, Pondok Ronggon, and Kayu Putih. The SSP program has been proven to improve digital literacy, self-confidence, and the quality of life for seniors through a collaborative approach between universities, government, and the community. This finding confirms the importance of community-based education models and digital technology in supporting active aging and the development of age-friendly cities in Indonesia. It is recommended that the SSP program be integrated into Indonesia's National Action Plan for the Elderly-Friendly 2045, accompanied by digital infrastructure support, capacity building for facilitators, and a sustainable evaluation mechanism.

Keywords: Elderly; Digital Empowerment; Lifelong Learning; Active Aging; Monitoring and Evaluation; Qualitative Study

Introduction

The subject of population aging is emerging as a global concern impacting healthcare, social, and economic systems. The World Health Organization (WHO) projects that the population aged 60

and above will rise from 1.1 billion in 2023 to 1.4 billion in 2030, and reach 2.1 billion by 2050. This increase necessitates that each nation cultivate age-friendly conditions to promote health, social engagement, and safety for senior citizens [1].

The WHO, through the Active Aging Framework [2] underscores the necessity for older individuals to maintain societal engagement, facilitated by inclusive education, a supportive social environment, and technological advancements.

Indonesia has started the phase of an aging population, with the percentage of senior individuals at 10.48% (BPS, 2024) and anticipated to nearly double by 2045. The obstacles encountered comprise inadequate digital literacy, restricted access to healthcare services, and social isolation, particularly in densely populated urban regions [3].

As per [4] concerning the National Action Plan for Elderly Health 2016–2019, the plan for enhancing the ability of the elderly must encompass lifelong learning, social engagement, and the utilization of digital technologies to augment independence and well-being.

East Jakarta possesses the greatest percentage of senior individuals in DKI Jakarta (about 15%). The primary issues in this region encompass the digital divide, restricted mobility, and alterations in social structures resulting from urbanization. Senior individuals may have challenges in obtaining sufficient health information and social opportunities.

In response to these challenges, the University of Respati Indonesia (URINDO), in conjunction with the East Jakarta City Government through the PPAPP Department, launched the Smart Senior School (SSP) program, a digital-based non-formal learning model aimed at enhancing literacy, social engagement, and the well-being of the elderly.

Methodology of Research

This study utilizes a descriptive qualitative methodology to thoroughly comprehend the experiences, perspectives, and interpretations of the implementers of the Senior School Pintar (SSP) program in East Jakarta. This method was selected due to its exploratory characteristics and its capacity to comprehensively depict social phenomena within their natural setting. This study examines the implementation, evaluation, and perception of the SSP program as a digital lifelong learning paradigm for the elderly among stakeholders.

The study was executed throughout the 2025 program reporting period, encompassing 10 respondents who were intentionally chosen based on their roles and participation in SSP activities.

The participants included service lecturers, resource individuals, activity facilitators, and members of the monitoring and evaluation team who were actively engaged in program development, execution, and assessment.

The principal data sources originate from reflective reports, field notes, and monitoring and evaluation (M&E) results records produced by program implementers. These documents include a comprehensive account of the activity's context, implementation rationale, problem analysis, objectives, advantages, scope, execution, discourse, conclusions, and recommendations from each team member. The M&E reports also contain observational notes regarding the participation of senior individuals, reflections from facilitators, and input from communities involved in the implementation at different activity sites.

The data analysis was methodically executed with NVivo 12 software for data organizing and coding. The analysis adhered to the thematic analysis methodology outlined by Braun and Clarke (2006), which entailed iterative reading of the raw data, initial coding, categorization of codes into themes, and interpretation of the underlying significance. During the initial coding cycle, the researcher employed five coding methodologies: descriptive coding to encapsulate themes, in vivo coding to document participants' specific terminology, emotion coding to denote expressions of sentiment, process coding to delineate actions or activities, and values coding to uncover the foundational values, beliefs, and attitudes within the narratives.

Subsequently, during the second coding cycle, all newly generated codes were re-examined to discern patterns, causal linkages, and overarching theoretical notions. This stage produced four primary themes that encapsulate the respondents' experiences: digital empowerment and lifelong learning, cross-sectoral and pentahelix collaboration, hybrid and participatory learning transformation, and enhancement of well-being and social inclusion for the elderly. The analysis was performed iteratively, contrasting outcomes among respondents to guarantee interpretative consistency and meaning validity.

The monitoring and evaluation (Monev) operations were conducted at multiple sites in East Jakarta utilizing a hybrid approach, which combines in-person field observation with online assessment via digital platforms. The Monev was executed cooperatively by the infrastructure team, the technical team,

facilitators, and senior participants to evaluate the efficacy of the learning process and the attainment of program objectives. The designated implementation sites encompass many Child-Friendly Integrated Public Spaces (RPTRA) and sub-districts, including Bambu Apus, Ceger, Cijantung, Jatinegara, Kelapa Dua Wetan, Setu, Kayu Putih, Makassar, Rawa Terate, Pondok Ranggon, Cakung Timur, Cipayung, Cipinang Cempedak, and Kayu Manis. Each area possesses distinct community characteristics, rendering it a crucial background for comprehending variances in program execution and tailoring educational approaches for the elderly.

The research process adhered to qualitative research ethics, including maintaining data confidentiality, employing pseudonyms to prevent individual identity, and presenting analytical results collectively and reflectively.

Results and Findings

The qualitative analysis of 10 respondents revealed four primary themes that encapsulate the general dynamics of the Senior School Pintar (SSP) program's execution, experiences, and views in East Jakarta. The four elements encapsulate the program's progression from fundamental motivation and collaborative modalities to learning experiences and the resultant impact on both older participants and implementers.

Theme 1: Digital empowerment and lifelong learning

Analysis shows that the SSP program has become a learning platform that not only provides technical knowledge but also empowers the elderly to remain adaptable in the digital age. Through systematic activities, seniors are taught how to use smartphones, online applications (Zoom, WhatsApp, and YouTube), and digital health services. This learning process fosters a new sense of confidence among the participants.

One respondent explained, "Now the elderly can participate in meetings via Zoom, send messages via WhatsApp, and even know how to find health information on YouTube. They feel proud to be able to keep up with the times".

From the perspective of lifelong learning theory [5], the success of SSP demonstrates that the ability to learn does not cease at a certain age. Seniors can still adapt and develop new skills, including in the digital realm, as long as they are provided with a safe and supportive learning environment.

Digital literacy activities are also linked to topics such as health, household economics, and stress management. Seniors learn not only to understand technology but also to use it as a tool for maintaining their well-being. A source mentioned that this activity "makes the elderly more confident, independent, and less reliant on their children or grandchildren" This aligns with the concept of digital empowerment, which emphasizes autonomy and social participation through access to technology [6].

Theme 2: Cross-sector collaboration and synergy

The SSP program has proven successful due to the collaboration between the University of Respati Indonesia (URINDO), the East Jakarta City Government, and the PPAPP Department, which is integrated into the pentahelix model of synergy between academics, government, community, the private sector, and media.

As stated by one of the activity directors "The problems of the elderly cannot be solved by the government alone." We must work together with stakeholders such as universities, RPTRA (Community Activity Centers), and community cadres".

This multi-stakeholder involvement strengthens the sustainability and legitimacy aspects of the program. Academics play a role in mentoring and learning innovation, and the government provides policy and logistical support, while the community serves as the direct implementers in the field.

From the perspective of the Community Empowerment Model theory [7], this partnership fosters a sense of shared ownership and increases collective efficacy, the belief that the community is capable of solving its problems independently. SSP becomes a space for the actualization of the value of mutual cooperation, bringing together academic knowledge and local wisdom.

Theme 3: Hybrid and participatory learning transformation

The learning process at SSP uses a hybrid approach, which is a combination of face-to-face learning at RPTRA and online learning. The elderly actively participated in the activities through the learning-by-doing method, such as practicing hydroponic planting, simulating healthy exercises, and managing family finances.

One respondent explained "Most of the participants were enthusiastic. Some people were sleepy in the middle of the lesson, but the facilitator immediately made the interaction interesting to keep them focused. This interactive method makes them

enthusiastic". The andragogical approach is consistently applied, respecting the participants' life experiences as part of the learning material. The elderly are not only recipients of information but also active contributors. They shared life experiences, successes, and even strategies for overcoming health and social problems.

This transformation shows a paradigm shift from "learning for the elderly" to "learning with the elderly." This aligns with the findings of similar research by [8] which confirms that peer learning among the elderly can increase emotional engagement and strengthen long-term learning motivation.

Theme 4: Impact on well-being and social inclusion

The most prominent result of the SSP activities is the increased psychosocial well-being of the elderly. This program provides them with space to interact, express themselves, and feel valued. Participants reported increased vitality, happiness, and social connection, with one respondent saying "We feel happy, proud, and motivated to keep learning. Now we have new friends and new activities, and we don't feel alone". This positive impact was also measured quantitatively in the monitoring and evaluation report: over 90% of participants expressed satisfaction with the learning materials, and 97.5% were committed to continuing to the next stage (Senior School Utama).

From a social psychology perspective, this experience reinforces the concept of successful aging [9], which is the balance between physical health, cognitive function, and social engagement. SSP not only enhances digital skills but also strengthens a sense of purpose and social belonging among urban seniors.

Additionally, SSP provides economic benefits through entrepreneurship training and urban farming. Elderly people who already have small businesses are guided to digitize their products. This aligns with a study [10] in Singapore, which found that digital literacy and the creative economy are able to extend the productive lifespan of the elderly and strengthen family economies.

The monitoring and evaluation activities at 14 locations, such as Kayu Putih, Cipayung, Pondok Ranggong, Rawa Bunga, and Makasar, showed variations in success across regions, but overall, all participants demonstrated increased social engagement and independence.

A facilitator emphasized the importance of this activity: "This program is not just about teaching the elderly but about making them feel valued and needed. They became part of a living and mutually supportive community".

Integrating findings with theoretical concepts

A comprehensive analysis shows that the SSP has concretely operationalized the concept of Active Aging [11] emphasizing three main pillars: health, participation, and security. Through structured and community-based activities, the elderly gain access to better healthcare, learning opportunities, and a sense of social security.

From the perspective of lifelong learning theory and empowerment education [12], the elderly become active subjects in the process of change. The SSP program proves that when given space to participate, the elderly are capable of being agents of social transformation, not merely beneficiaries.

Discussion

The findings of this study confirm that the Smart Senior School (SSP) program plays a strategic role in bridging the digital, social, and psychological gaps faced by the elderly in urban environments. The four main themes that emerged digital empowerment, cross-sectoral collaboration, participatory hybrid learning, and synergistically improving social well-being demonstrate the program's success in translating the principles of Active Aging (WHO, 2002) and Lifelong Learning UNESCO, 2016 (Magni G, 2016) into real-world practice within the community.

The concept of active aging developed by the WHO emphasizes three main dimensions: health, participation, and security. The SSP program explicitly addresses all three. The health aspect is realized through healthy gymnastics, stress management, and health literacy. The dimension of participation is evident in the active involvement of older adults in group activities, discussions, and the use of digital technology. Meanwhile, security manifests as social safety and community support, which boosts the self-confidence of the elderly.

As stated by one of the program directors "The problems of the elderly cannot be solved by the government alone. We must work together; there must be universities and communities moving together". This statement reflects the concept of the pentahelix

From a policy perspective, the findings of this study support the implementation of Indonesia's National Action Plan for the Elderly 2045 and Jakarta Governor Regulation No. 45 of 2018 concerning the Regional Commission for the Elderly, SSP can serve as an implementation model for age-friendly city policies, where universities play the role of a knowledge hub connecting academics, the community, and local government.

Conclusion

The Senior School Pintar (SSP) program in East Jakarta proves that digital empowerment and lifelong learning can significantly improve the quality of life for the elderly. Through a participatory, collaborative, and community-based approach, SSP not only improves digital and health literacy for seniors but also strengthens social networks and a sense of purpose in their lives.

Seniors who participate in the SSP experience increased self-confidence, happiness, and independence. This program successfully transformed the image of the elderly from a passive group to active learners capable of adapting to the times. This aligns with the concepts of active aging and lifelong learning, which position older adults as subjects of sustainable development.

The success of the SSP is also proof of the effectiveness of cross-sectoral collaboration (the pentahelix model) in implementing social programs. The government, universities, and society have complementary roles in supporting the sustainability of activities.

Considering the achievements and challenges identified, several strategic steps are needed:

- Integrate SSP into national elderly policies as a community-based non-formal education model.
- Enhance the capacity of facilitators and cadres through andragogy training and the use of digital media.
- Strengthen digital evaluation tools and systems so that program achievements can be measured objectively and sustainably.
- Replicate the SSP model in other regions, adapting it to the local and socio-cultural context.

With the continued support of various parties, SSP has the potential to become a national pioneer in developing Digital Elderly Schools capable of creating an inclusive, independent, and elderly-friendly society toward Elderly-Friendly Indonesia 2045.

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