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Analyzing Learning Media for The Elderly

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ARTICLE INFO	ABSTRACT
Keywords: Age, Church, Learning Media	The church must be able to accommodate the spiritual needs of the elderly. The church needs to pay attention to learning media for the elderly so that they can understand the preaching of God's Word well and even feel closer and calmer with God in their daily lives. The purpose of this study is to explain the essence and purpose of using learning media in the context of the elderly, understand the special characteristics and challenges faced in using learning media for the elderly, provide practical guidance in applying various types of learning media for the elderly, analyze the use of special learning media for the elderly, and explore its implementation in the context of Christian Education. The chosen research methodology is literature research, which involves examining and incorporating ideas and viewpoints from various authors of books and articles. These sources serve as valuable references for our study in the field of literature. From the research findings, it can be concluded that educators or pastors need to have a deep understanding of the background of learning problems experienced by the elderly. This is important so that they can choose the type and characteristics of learning media that are appropriate and suitable for the elderly. Regardless of the form of learning media chosen, it is important to pay attention to the needs according to the physical and psychological conditions of the elderly.

INTRODUCTION

The general understanding of the elderly or elderly is someone both male and female who experiences changes biologically, physically, attitudes, mentally and spiritually. Nancy F.L Tobing in her book quoting Yasmin's opinion explains that in Indonesia, the elderly or elderly are between 55 to 60 years and over. This understanding is in line with Hurlock's view, in his book *Developmental Psychology*, which divides the stages of adult human development into three stages, namely: 1. Early / early adulthood aged 18-40 years, 2. Middle or middle adult 40-60 years, 3. Late adulthood is the age of 60 years and over (Sianipar et al., 2021).

In the stage of development, old age is an advanced stage of the life process characterized by a decline in physical, psychological, sociological and spiritual abilities. Based on these physical abilities, Nancy further explained that in old age humans experience decreased changes in terms of sensitivity, such as the ability to see, hear, smell, taste and touch. Spiritually, the change seen in the elderly is their tendency to more closely relate to God which is shown through attendance and Sunday worship activities, personal prayer and other spiritual activities (Tshabalala & Patel, 2010).

The church is the means by which the Lord God prepares adults to care and be educated skillfully and dynamically in dealing with elderly congregations. In line with the purpose of education as written in Ephesians 4:15, but holding fast to the truth in love we grow in all things toward Him Christ who is the head." The growth in question is towards the growth of personality maturity and maturity of educator faith. The concept of learning Christian education for the elderly in the church is to nurture elderly members to be built and nurtured mentally and spiritually, especially the ability to remain enthusiastic about serving God in various ways that they are interested in and enjoy. The church is the proper means of Christian education (Cooling, 2020).

As implied in the biblical message of the elderly that shows God's participation and guidance for them as set forth in; 2 Corinthians 4:16 *Therefore we do not lose heart, but even though our outward man is degenerating, yet our inner man is renewed day by day.* Isaiah 46:4 *Until your old age I remain with you, and until the whiteness of your hair I carry you on; I will take you up and save you;* Psalm 71:8-9 *"My mouth is full of praises to You all day long. Do not cast me away in my old age, do not forsake me when my strength is exhausted."* Job 12:12 *It is said that wisdom is in the elderly, and understanding in the elderly.* Psalm 71:17-18 *"O God, You have taught me from my childhood, and until now I preach Your wonderful deeds; also until my old age and the whiteness of my hair."*

Matthew 6:34 also says: Therefore do not worry about tomorrow, for tomorrow has its own hardships. A day's hardship is enough for a day. And there are many more verses that show the occurrence of the learning process until Elderly. In its application, education for the elderly is certainly different material, presentation and learning process from education for children. Seeing educational needs based on physical, mental, attitudinal and spiritual development is the basis for church considerations in providing education for congregation members, especially for the elderly.

Through this paper, we will discuss the nature and purpose of learning media for the elderly, characteristics and problems of elderly learning media, varieties / types of elderly learning media, the use of elderly learning media and their implementation in Christian Education.

Referring to the background above, the author formulates several problems that will be discussed in theory as well as to prove and know the truth. The formulation of the problem in question is:

- A. The nature and purpose of learning media for the elderly
- B. Characteristics and problems of elderly learning media
- C. Variety / variety of learning media for the elderly
- D. Utilization of elderly learning media
- E. Implementation in Christian Education

Based on the formulation of the problem, the objectives of writing this paper are:

- A. Explain the nature and purpose of learning media for the elderly
- B. Understand the characteristics and problems of elderly learning media
- C. How to apply various / kinds of learning media for the elderly
- D. Analyze the use of elderly learning media
- E. Implementation in Christian Education

METHOD

In writing this paper, the research method used is research in literature, namely by exploring ideas and quoting opinions from the authors of books as well as articles that can also be a reference for our literature.

RESULTS AND DISCUSSION

A. The nature and purpose of learning media for the elderly

1. Understanding Learning Media

The word "Media" comes from Latin which is the plural form of "medium", literally meaning intermediary or introduction. The National Education Association (NEA) defines media as any object that can be manipulated, seen, heard, read or talked about along with the instruments used for such activities (Dame Adjin-Tetty, 2022). The word media comes from the Latin *medius* which literally means: middle, intermediary, or introduction. In Arabic, media is an intermediary or messenger of a message from the sender to the recipient of the message. (Cooling, 2020) say that media when understood in general are material people, or events that build conditions that make learners (students) able to acquire knowledge, skills, or attitudes.

According to (Wijaya et al., 2021) that Learning Media can be defined as physical and non-physical tools that are deliberately used as intermediaries between educators and students in understanding learning material to be more effective and efficient. So that learning material is more quickly received by students intact and attracts students to learn further.

(Mufidah et al., 2020) argues that the role of learning media in the learning and teaching process is a unity that cannot be separated from the world of education. is any learning media that can be used to channel the sender's message to the recipient, so that it can stimulate the thoughts, feelings, attention, and interest of students to learn.

Understanding media in learning or media used in the learning process, including the following (Puspitarini & Hanif, 2019):

1. According to the Association of Education Communication Technology (AECT) provides a definition that media is all forms and channels used for the process of delivering messages (Gafiatulina et al., 2020); (Ohlin, 2019).
2. According to the National Education Association (NEA), media is a device that can be manipulated, heard, seen, read along with instruments that are used properly in teaching and learning activities, and can affect the effectiveness of instructional programs.
3. According to Gagne and Briggs (1974), learning media is a tool used to convey the content of learning material that can stimulate students to follow the learning process.
4. According to Heinich (1996) media is a means of communication channels. Heinich cited media such as film, television, diagrams, printed materials, computers, and instructors.
5. Meanwhile, according to Daryanto (2010), learning media is everything (whether humans, objects, or the surrounding environment) that can be used to convey or channel messages in learning so that it can stimulate attention, interest, thoughts

2. Benefits of Learning Media

Learning media has an important role in the learning process. The use of learning media can help educators (teachers/lecturers / widyaiswara) in delivering learning materials. Learning media is an important component that can determine the success of delivering learning material to students. The benefits of media in learning, including (Ifenthaler & Yau, 2020):

- a. Helping the learning process that takes place between educators and students. Not all learning materials can be delivered verbally, but other tools are needed that can help send messages or concepts to students. Educators are helped in delivering learning material, while participants are helped and easier to understand the concept of the material delivered by educators. Thus, the transfer of knowledge and transfer of value can be done optimally.
- b. Increase the interest and motivation of students in the learning process, the curiosity and enthusiasm of students increases, and interaction between students, educators and learning resources can occur interactively. Can help the delivery of abstract material become more concrete. Some information and concepts of learning materials that are abstract, complicated, complex, cannot only be conveyed verbally. So, there is a need for tools in the form of learning media to deliver the material. Material concepts that are abstract, complex, complicated can be concretized through media such as simulations, modeling, props, and others.
- c. Can overcome the limitations of space, time, energy, and sensory power. Some complex learning materials require a long space and time for delivery. Therefore, learning media can be adjusted to the characteristics of the material, so that these limitations can be overcome. For example, with online learning media, e-learning, mobile learning, web-based learning, which can be done anytime and anywhere through the boundaries of time and space. Learning materials can be accessed anytime and anywhere.

3. Learning Media Objectives

The media used in learning must be in accordance with school conditions, students and media selection must be adjusted to the learning objectives. Ayuningtyas (2011) states that "the purpose of utilizing media in the learning process is to streamline and streamline the learning process". The purpose of using learning media in general according to Lestari, Ariani, & Ashadi (2014) is to assist teachers in conveying messages or subject matter to their students so that the message is easier to understand, more interesting and more fun for students. The purpose of using learning media specifically is: 1) Provide different and varied learning experiences so as to stimulate students' interest in learning. 2) Cultivate certain attitudes and skills in the field of technology. 3) Creating learning situations that are not easily forgotten by learners. 4) To realize effective learning situations. 5) To provide learning motivation to students (Rahmatia, Monawati, & Darnius, 2017). The description can be concluded that the purpose of using media in learning is to streamline the process of delivering information to students.

From this description, it can be concluded that the purpose of using media in learning is to streamline the process of delivering information to students, so that students can easily understand the lessons given by educators.

4. Seniors

a. Understanding Elderly

Growing old is a lifelong process that cannot be avoided. It is a progressive change in the physical, mental and social status of the individual. Elderly is an advanced stage of a life process characterized by a decrease in the body's ability to adapt to environmental stressors. Elderly is a state characterized by a person's failure to maintain balance against physiological stress conditions (Efendi & Makhfudli, 2010). The elderly is someone who is >60 years old and helpless to earn their own living to meet their daily needs (Ratnawati, 2017). Both of these understandings can be concluded that the elderly are someone who has aged >60 years, has decreased adaptability, and is powerless to meet daily needs alone.

According to Law Number 13 of 1998 concerning the Welfare of the Elderly, Chapter 1, Article 1, Paragraph 2, that the so-called elderly is someone who has reached the age of 60 (sixty) years and over. Some experts' opinions on age restrictions are as follows:

- 1) According to the World Health Organization (WHO), there are four stages, namely: a) Middle age (middle age) age 45-59 years. b) Elderly, aged 60-74 years. c) Old age 75-90 years. d) Very old age > 90 years old.
- 2) According to the Indonesian Ministry of Health (2015), the elderly are grouped into the elderly (60-69 years) and the elderly with high risk (more than 70 years or more with health problems).

b. Changes in Elderly

According to Potter & Perry (2013) the aging process results in many changes in the elderly which include:

1) Physiological changes

Understanding health in the elderly generally depends on personal perceptions of the ability of body functions. Seniors who have daily or routine activities usually consider themselves healthy, while elderly who have physical, emotional, or social disorders that hinder activities will consider themselves sick. Some of the physiological changes in the elderly include dry skin, thinning hair, decreased hearing, decreased cough reflex, lender discharge, decreased cardiac output and so on. Such changes are not pathological, but can make the elderly more susceptible to some diseases. Continuous body changes occur with age and are influenced by health conditions, lifestyle, stressors, and the environment.

2) Functional changes

Functions in the elderly include physical, psychosocial, cognitive, and social fields. Decreased function that occurs in the elderly is usually associated with the disease and its severity which will affect the functional ability and well-being of an elderly. The functional status of the elderly refers to the ability and safe behavior in daily activities (ADLs). ADL is very important to determine the independence of the elderly. A sudden change in ADL is a sign of acute illness or worsening health problems.

3) Cognitive changes

Changes in brain structure and physiology associated with cognitive impairment (decreased cell count and changes in neurotransmitter levels) occur in the elderly who experience cognitive impairment or do not experience cognitive impairment. Symptoms of cognitive impairment such as disorientation, loss of language and numeracy skills, and poor judgment are not normal aging processes.

4) Psychosocial changes

Psychosocial changes during the aging process will involve life transitions and loss processes. The longer a person's life, the more transitions and losses there will be to face. Life transitions, which are largely structured by the experience of loss, include retirement and changes in financial circumstances, changes in roles and relationships, changes in health, functional abilities and changes in social networks.

According to Ratnawati (2017), psychosocial changes are closely related to limited work productivity. Therefore, the elderly who enter retirement will experience the following losses:

- a) Financial loss (reduced income).
- b) Loss of status (position/position, facilities).
- c) Loss of friends/acquaintances or relationships.
- d) Loss of work/activity. This loss is closely related to several things as follows:

1. Feeling or being aware of death, material changes in way of life (entering a care home, narrower movement).
2. Economic ability due to dismissal from office. The cost of living increases even though income is difficult, medical expenses increase.
3. The presence of chronic diseases and physical disabilities.
4. Loneliness arises due to isolation from the social environment.
5. The presence of sensory nerve disorders, blindness and difficulties arise.
6. Nutritional disorders due to loss of office.
7. A series of loss, that is, loss of relationships with friends and family.
8. Loss of physical strength and firmness (changes to self-image, changes in self-concept)

B. Characteristics and Problems of Elderly Learning Media

A PAK teacher needs to know the characteristics of the media to be used, especially for the elderly. The media used must be adjusted to the lessons to be presented, thus learning can be more effective and efficient in achieving learning objectives. Learning media according to Surayya (2012) is a tool that can help the learning process and function in clarifying the meaning of the message or information conveyed so that it can achieve the planned learning objectives.

Good learning media is a learning media that has several characteristics below:

1. Can Generate Interest in Learning for the Elderly
The learning media used should be able to arouse interest in learning for the elderly so that they are more motivated and understand the learning media used.
2. More Interactive
Learning media used in the learning process should be able to enable a two-way interaction or communication process between PAK teachers and the elderly.
3. Fixative
Learning media should have the ability to capture, store, and redisplay an object or event.
4. Manipulative
Learning media should be manipulative, meaning that learning media can display objects or events that have been stored previously by providing some modifications or changes as necessary so that they can support the learning process for the elderly.
5. Can Support Learning Materials
Learning media used in the learning process must be able to support the learning material delivered by PAK teachers to the elderly.
6. Easy to Use
Learning media should be easy to use so that learning material can be conveyed properly.
7. The learning media used is in accordance with the characteristics for the elderly.
The learning media used should be adjusted to the characteristics of the elderly, especially in terms of thinking skills, the development of elderly learning interests.

According to Presidential Regulation Number 88 of 2021 concerning the National Strategy for Seniority, what is meant by Elderly (elderly) is someone who has reached the age of 60 years and over. In this case, the problems related to the elderly include:

1. Individually, the influence of the aging process can cause various problems both physically-biologically so that it can affect their physical in understanding and utilizing learning media. As a person ages, they will experience deterioration, especially in the area of physical ability, which can result in a decrease in their social roles. This results in disruption in terms of meeting their needs so that it can increase dependence that requires the help of others to help them use learning media.
2. Elderly are not only characterized by physical deterioration, but can also affect mental conditions. The older a person gets, the less social activity will be which will result in reduced integration with his environment. This can have an impact on a person's happiness.
3. At an advanced age, some of these elderly people still have the ability to work. The problem that may arise is how to function their energy and abilities in situations of limited job opportunities.
4. In addition, there are still some of the elderly in a neglected condition, in addition to not having the provisions of life and work / income, they also do not have a family / a family.

5. In traditional societies, old age is usually valued and respected so that they can still play a useful role in society. However, in industrial societies there is a tendency for them to be undervalued so that they are isolated from public life.

The age used as a benchmark for the elderly varies, generally ranging from 60-65 years. According to the World Health Organization (WHO), there are four stages, namely: 1) Middle age (*middle age*) age 45-59 years; 2) Elderly aged 60-74 years; 3) *Elderly* aged 75-90 years; 4) Very old age (*very old*) age > 90 years. The opinion of Harlock (1979) that the elderly consist of: 1) *Early old age* (age 60-70 years); 2) *Advance old age* (age > 70 years).

C. Variety / Types of Learning Media for the Elderly

If explored further about the various variations of learning media, of course, there are many types of media that have been developed by education practitioners.

Kemp and Smellie divide learning media into eight parts, namely:

1. Print
2. LCD Projector
3. Audio Tape Recording
4. Slides and Movies
5. Multi-image rendering
6. Recording, videotape and videodisc, and interactive media.

Ashhar divides the types of learning media into four parts, namely:

1. Media Visual

Various visual learning media are media that only rely on the sense of sight. This type of visual learning media displays the material using a projection tool or projector. The message to be conveyed is poured into visual forms. In addition, the function of visual media also serves to attract attention, clarify the presentation of ideas, describe facts that may be easy to digest and remember if presented in visual form. These types of visual learning media are divided into two, namely still visual media and motion visual media. Here's the explanation:

2. Silent visual media

In the form of photos, illustrations, flashcards, selected images and pieces of images, frame films, rangkai films, OHP, graphs, charts, diagrams, posters, maps, and others.

3. Visual media motion

In the form of moving projection images such as silent films and so on.

4. Media Audio

Various audio learning media function to channel audio messages from the message source to the message recipient. Audio media is closely related to the sense of hearing. Judging from the nature of the message received, audio media can convey verbal messages (spoken language or words) or nonverbal (sounds and vocalizations). Examples of media such as radio, tape recorders, telephones, language laboratories, and others.

5. Audio-visual media

Various audio-visual learning media are media that are able to display sound and images. Judging from its characteristics, audio-visual media are divided into 2, namely *silent audio-visual media*, and *motion audio-visual media*. Here's the explanation:

6. Audio Media - Still visuals

In the form of silent TV, sound series films, sound pages, sound books.

7. Motion audio-visual media

In the form of TV movies, TV, sound films, sound images, and others.

8. Media Serbaneka

Various kinds of learning media are media that are adapted to the potential in an area, around schools or in other locations or in the community that can be used as teaching media. Examples of various types of learning media include whiteboards, three-dimensional media, reality, and learning resources for the elderly.

9. Multimedia

Multimedia is a computer for presenting and combining text, sound, images, animation, audio, and video with tools and links so that users can navigate, interact, create, and communicate. Multimedia is

often used in the world of informatics. Apart from the world of informatics, multimedia. The use of multimedia is also included for the elderly. In the field of education, multimedia is used as a teaching medium, both in the classroom and independently or self-taught.

D. Utilization of Elderly Learning Media

Any form of learning media for the elderly is intended to help them to stay active and productive and understand the purpose of life as an instrument in God's hands for His glory. There are at least three forms of activities in the practice of Christian education that can cause spiritual maturity, namely: worship, fellowship and teaching. (Tobing:2022)

1. **Worship:** For the elderly, worship is one way to build a close relationship with God. Through prayer, reading the Bible and listening to God's word help refresh their memory of God's work throughout their lives into their old age.
2. **Fellowship:** The elderly need to be in a positive community that can help overcome the problems faced by people their age, one of which is the Fellowship. The church is a great place for the elderly to form a place that builds a balance of their faith and social growth.
3. **Teaching:** Given the declining ability of the elderly to a teaching, patience is needed in conveying God's words to them. It may even need to be done over and over again.

For the elderly, family and church have an important role as implementers of PAK that encourage them to remain active and productive at their age.

E. Implementation in Christian Education

Christian religious education plays an important role in the elderly congregation, because PAK can direct elderly congregations to actualize themselves in the family, church fellowship and also the social environment.

Seniors are those who on average have entered the age of 55 years and over. At this age everyone experiences changes that lead to setbacks, both physically and spiritually. Physical changes will affect psychological, sociological aspects for the elderly, so they will experience feelings of inferiority because they feel inadequate and no longer useful, as a result they feel lonely.

This problem will be even more severe because indeed the elderly will be abandoned by children who have been scattered to various places to build their own households.

In such a situation, the elderly tend to stay at home, a condition that causes new problems for the elderly. They will become alien to the environment and forgotten by people, as a result of which they are rejected and lose self-esteem.

Therefore the church's ministry to the elderly must be placed as a categorial ministry and seriously handled by the Church. Such categorial service will make the church morally bound to the serious and responsible handling of the elderly who are members of the congregation. That means categorial ministry ultimately provides a balance in attention and stewardship actions throughout the movement of church ministry.

Therefore, choosing the right learning media for the elderly in the church will help the elderly increasingly recognize God's love and goodness in their lives.

In order for the elderly to live life with good memory, health and memory, the things that can be done are:

1. Accept Your Own Strengths and Weaknesses

It is clear that everyone has their own advantages and disadvantages, including the elderly. Advantages are a matter of pride, but there are also people who still find it difficult to accept their shortcomings. Individuals who have qualified self-acceptance are also in line with tolerance for their shortcomings. Tolerance in this context is not to be sad and disappointed with the weaknesses possessed. For the elderly, there is no need to have excessive expectations if doing something. As long as you do it comfortably, it is enough. Although the results are not optimal, but this is the result of one's own work. Things like this are a reflection of self-respect.

2. Build Positive Relationships with Others

A positive relationship will give the elderly a freedom of expression and carefree. For this, communication is the key so that the relationship can be more positive. Listening becomes an important

skill to improve communication skills with others. If a positive relationship has been achieved, the elderly will be calmer, healthier, and happier in living their daily lives.

3. Have a Purpose in Life

Quite a lot of people in the elderly have lost their purpose in life. This happens if children already have their own lives and activities, so that attention to the elderly is reduced. Especially in this old age, activities are no longer as intense as before due to physical limitations. So that daily activities are excited again, the elderly can do some light activities regularly, such as continuing to pursue hobbies, gardening, and taking care of grandchildren. That way, the quality of life of the elderly will be more colorful and not boring.

4. Able to Master the Environment

What is meant here is for the elderly to keep socializing in the surrounding environment. Although socializing will obviously be more difficult due to physical limitations, it is important to continue carrying out activities with family or friends. Social interactions like this can obviously help maintain mental health, then make the mind more open to new things. The psychology of the elderly can also be maintained stably.

5. Able to Develop Yourself

Even though they are already old, the elderly are still allowed to fill their free time by pursuing hobbies. There is no need to be grandiose in doing it, the most important thing is to have the opportunity to continue to develop yourself. By busying themselves like that, the elderly will not easily feel bored so that mental stability can be maintained. This will also keep the mind or mind honed so that it does not feel confined just like that in the house.

6. Regulate Activities and Physical Activities You Want to Do

Regulating physical activity for the elderly cannot be uniform with the sports of the younger generation. People who are over 65 years old are still recommended to keep exercising, but not too heavy. Physical activity in the elderly provides many advantages such as more stable body balance, avoiding disease, to maintain psychological conditions. We recommend that the physical activities of the elderly be consulted first with a doctor. There is actually a lot of physical activity for the elderly. Moderate exercise includes walking, cleaning the house, cycling, going up and down stairs, to gardening.

CONCLUSION

Based on the results of the discussion, it can be concluded that educators / pastors must understand the background of learning problems in the elderly so that they can determine the variety / type and characteristics of learning media that are right for them. Whatever form of learning media you want to use, you must pay attention to the needs according to the physical and psychological conditions of the elderly. For example; when educators want to invite the elderly to read and praise God, we can choose the type of praise song with a tone that is not too loud or too soft. The media used can be audio-visual or live by the appellant. The use of multimedia for elderly learning will greatly help overcome various limitations both physically, visually, audio, and so on. Given the limitations of movement, vision and hearing are getting weaker/reduced. Even repeated teaching will be very important and help those who experience memory deterioration.

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