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## **The Effect of Non-Formal Education (NFE) Programs Through Life Satisfaction and Self-Esteem on The Level of Elderly Depression**

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### **Abstract**

Old age is a period of development in the final stage experienced by humans, accompanied by a decrease in psychological, physical, and social conditions that interact with each other. The elderly in Indonesia are increasing in number. This encourages the

government to provide educational services for the elderly to maintain health and welfare and improve their quality of life. The elderly education program is a non-formal education based on family and community order. This research uses a quantitative approach with descriptive quantitative research methods. The subjects of this study were the elderly, at least 60 years old as many as 50 people who participated in Community Learning Center (PKBM) in the East Jakarta area. This study used a type of research instrument: a questionnaire. The data analysis technique uses a linear regression test in path analysis. The results of this study show that the elderly non-formal education program has a positive and significant influence on reducing the level of depression of the elderly, which is mediated by the life satisfaction and self-esteem of the elderly.

### **Keywords**

Non-Formal Education Programs; Elderly; Depression; Life Satisfaction; Self Esteem

### **Introduction**

Humans have a series of developments in life order, starting from the prenatal period to old age (Della Supriani, 2021). The times experienced by humans are interrelated stages, and the time passed cannot be repeated (Anggraeni, 2018). The experience gained in the early days will affect its development in the future and influence the next stage of development (Aprilia, 2020). One of the stages passed by a person is old age (R. J. Utami, 2018).

Old age is a period of development of the final stage in human life, with unique characteristics such as a decrease in interrelated psychic, physical, and social conditions (Ulfa Restu, 2018). In general, the physical condition shown by a person when entering old age is a change in the face, the inside of the body, the five senses, and motor and sexual performance (Ulfa Restu, 2018). Apart from what has been mentioned, the elderly can also experience a psychosocial change, namely the death or loss of a life partner and health and economic problems related to the personality, emotions, and well-being of an older person (Sudargo et al., 2021).

The Central Statistics Agency provided information that the elderly in Indonesia experienced an increase from 2016 by 8.69%, increasing to 8.97% or 23.4 million people in 2017, with a more significant percentage of female elderly than male elderly (Nur Oktora, 2020). The increase shows that the life expectancy of the Indonesian population is getting higher from year to year (Sulthon Purwanto, 2019).

The condition of education for the elderly in Indonesia is still relatively low. This shows the low quality of human resources for the elderly (S. Lestari et al., 2021). The increase in the number of elderly every year can allow the emergence of problems related to their development, both economic, social, and psychological problems (I. Lestari, 2021).

The NFE program also plays an essential role in developing human resources in Indonesia (Saleh et al., 2020). Its education program has done much for community empowerment, but it still feels that many things have not been resolved (Daniel Wisman, 2021). NFE education is an educational service outside the school system that lasts a lifetime to actualize human potential to enjoy teaching and learning and improve their standard of living (Destimianti Muslim, 2022). Thus, non-formal education must be innovative in creating a community empowerment program. The elderly, in general, have already felt the satisfaction of life. In this era, the elderly have gained achievements such as working, getting married, achieving goals, having a family, and establishing relationships with others (Dwi, 2021). The elderly with social support can have high psychological well-being (Sholihatunnisa Desmawati, 2022).

Psychosocial problems experienced by the elderly are self-esteem. What the elderly mean by healthy self-esteem is the ability of the elderly to respond positively and actively (Yuniarto et al., 2021). Self-esteem can be interpreted as an assessment of himself, a picture of relationships related to the environment and a person's treatment (Prabowo, 2018). In this case, self-esteem has 4 (four) aspects, including self-acceptance, strength, NFE education programs, and policies (Lutfiana, 2021). Thus, the need for an effort from health care authorities to provide opportunities for the elderly to get financial, social, and psychological support.

The high self-esteem of the elderly will affect the individual's psychological well-being (Kustanti, 2020), which shows that self-esteem has a positive correlation with the psychological well-being of the elderly (Rohimatuzahroh et al., 2020). The number of cases is caused by self-esteem, so if it is known that there is low self-esteem in the elderly, it needs to be handled immediately to minimize the risk of the elderly experiencing depression which has an impact on violent behaviour and suicide (Huda et al., 2020).

The World Health Organization states that there are 100 million cases of depression every year

(Riswati et al., 2020). Depression is also a mood disease that is more than just sadness (Pristinella Vienlencia, 2018). Depression is caused by several factors, including events in daily life, chemical changes in the brain, some physical diseases, and many cases due to loss events (Santoso et al., 2018).

Depression is a problem that often occurs in the elderly. This can be seen in the many cases of older people who commit suicide due to depression with various motives (Ulfa Restu, 2018). In order to reduce the rate of depression and suicide in the elderly, life satisfaction is needed. With this, it is hoped that the elderly can live a quality life, feel satisfied with old age, and feel helpful to others (Lalenoh, 2018). In addition, it is necessary to carry out psychological well-being, an individual state to achieve psychic balance characterized by self-acceptance, social relations, life goals, and self-development (Sawitri Siswati, 2019). The higher the psychological well-being of the elderly, the lower the distress they experience,

and vice versa (Puspitaningrum Pudjiati, 2021).

Based on preliminary data through interviews of the elderly who came to the place of education for the elderly, it shows that most of the elderly live with their families, and some older people are married. However, their families have died (husband or wife). In this case, it is known that the condition of the elderly who come to the place of education of the elderly school in general, on average, experiences changes in physical functioning and psychological disorders. Thus, this study aims to: 1) know the effect of the NFE education program on Life Satisfaction; 2) know the influence of the elderly school education program on self-esteem; 3) know the effect of the NFE program directly on the level of depression of the elderly; 4) knowing the effect of life satisfaction directly on the level of depression of the elderly; 5) know the effect of self-esteem on the depression levels of the elderly.

### **Literature Review** Elderly Concept

The elderly is someone who has reached the age of 60 years and above (Kurniawan et al., 2020). The World Health Organization has classified the elderly based on their age, including Middle age, namely 45-59 years, elderly 60-74 years, elderly 75-90 years, and ancient age over 90 years (Firmawati Ali, 2021). In old age, individuals will experience a decrease in condition both physical and psychological, and changes in social conditions (Setiawan et al., 2021). The elderly assumes their duties have been completed, so they stop working and avoid socializing (Habibullah Nihayah, 2019). At this time, the elderly will have more time for reflection activities related to the nature of their lives and draw closer to God (A. Wulandari, 2019). From a social point of view, Indonesia upholds honor for the elderly, where young people must respect the elderly (Hasbi Usman, 2020).

#### Adult Learning Concepts

Andragogy is an approach implemented in learning activities consisting of adults and the elderly (Almaidah, 2020). In general, learning adults or the elderly uses an andragogy approach, while learning in children uses a pedagogical approach (Alif, 2018). Andragogy is a Greek language consisting of *andr* and *agogos*. This is interpreted by *Andr*, namely adults, and *agogos*, namely leading or guiding (Rusdiana Arifin, 2020). Thus, it can be known that andragogy is an art and science to help students to learn. Andragogy can be interpreted as a technology for involving students in a learning activity by applying a model (Laksono et al., 2020).

#### Elderly Education Program

The elderly non-formal education program is an education service for the community with various learning programs based on age and needs, which is an effort where there is regular, directed communication and is held outside of school to provide information related to knowledge, training, and guidance based on age level and life needs (Fikri, 2020). Furthermore, NFE education aims to develop knowledge, attitudes, skills, and values where a person or group can play an active

role and efficiently and effectively in the family, work, community, and country environment (Marwan, 2022).

Elderly non-formal education program, organized and systematic activities outside the school system, is carried out independently to serve specific learners in achieving their learning goals (Bolotio et al., 2021). Non-Formal Education is generally organized for people who need educational services, which act as substitutes, supplements, and complements for formal education to support lifelong education (Saifudin Zahrok, 2021).

#### Life Satisfaction

Life satisfaction in the elderly is a complex concept and evaluation related to the achievement of life goals in the elderly and positive feelings toward the state of the self (Ekasari et al., 2019). Life welfare is closely related to morals and good self-adjustment in old age (Sirbini, 2021). The elderly, with life satisfaction that tends to be goodwill, show pleasure in carrying out daily activities to find a meaningful life (Ratna, 2022). This can be measured using aspects of the Life Satisfaction scale.

#### Self-esteem

Humanism, especially Rogers and Abraham Maslow, is the school of psychology that talks a lot about the importance of self-esteem or self-esteem. Rogers divides self-concept into three parts, namely: (1) ideal self, (2) self-image, and (3) self-esteem (Pangaribuan, 2020). Self-image is a perception of oneself, and self-esteem is an assessment of oneself related to good or bad. The height and low self-esteem depend on the distance between the ideal self and self-image. When the distance is prolonged, his self-esteem is low. However, his self-esteem is high when the distance is short (Amir, 2019).

Self-esteem is the self-concept determining whether to develop into an individual (Rahayu, 2018). A positive self-concept can form strong self-esteem. Self-esteem is an assessment of a person's self-significance and worth based on the process of concept-making and collecting information about oneself and their experiences (Kartilah, 2018). Self-esteem is also defined as an individual's assessment of the results achieved by analyzing how far the behavior meets his ideals (Pranata et al., 2019). Thus, self-esteem is an individual's assessment of self-honor, based on an attitude toward himself, and describes the extent to which the individual judges himself as a person of ability, significance, worth, and competence.

#### **Depression**

Depression is a psychological disorder and deviation in individuals' feelings, cognition, and behavior (Sasmi, 2021). Individuals with the depressive disorder may feel sadness, loneliness, decreased self-concept, and exhibit behavior of withdrawing from their environment. Depression is indicated by symptoms such as the appearance of behaviors and emotions that reflect negative affection (Rosyad et al., 2021). Depression is considered an emotional and behavioral disorder that

appears simultaneously and forms specific patterns (A.C. N. Utami Raharjo, 2021). Differences can influence the severity of depression experienced by the elderly in symptom levels based on behavioral deviations and emotional changes (Ardan, 2020). Thus, depression is a disorder related to deviations in a person's way of thinking, feelings, and behavior.

### Hypothesis

Based on the above exposure, this study tries to develop several hypotheses as follows:

H1: there is an effect of the elderly non-formal education program on life satisfaction

H2: there is an influence of elderly non-formal education programs on self-esteem

H3: there is an effect of the elderly non-formal education program directly on the depression level of the elderly

H4: there is an effect of life satisfaction on the depression levels of the elderly

H5: there is an influence of self-esteem on the depression levels of the elderly

### Methodology

This research was conducted with a quantitative approach through a descriptive quantitative research method with a causal research category to see the relationship of free variables to bound variables affected by mediation variables. Below is a chart of variables in this study, including:

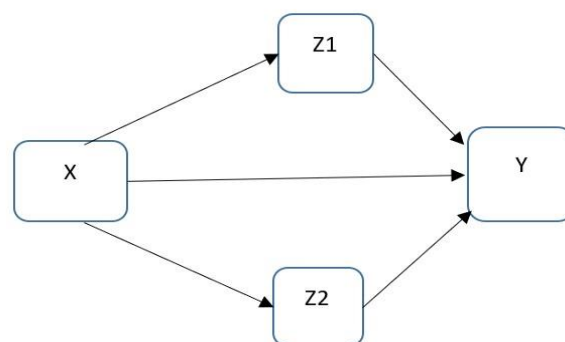


Figure 1. Research Variable Design Chart

### Information

1. : Free variables (NFE program)
2. Z1: Mediation variables (Life satisfaction)
3. Z2: Mediation variables (Self-esteem)
4. : Bound variables (Depression levels of the elderly)

The population in this study is tutors and residents studying at the Community Learning Activity Center (PKBM) as many as 50 people and several related speakers in the East Jakarta Education Office. The samples in this study are

tutors and residents studying at 10 PKBM in the East Jakarta area, so the sampling method is carried out by the census method.

The data collection technique in this study used a questionnaire instrument related to the variables of the elderly non-formal education program, life satisfaction, self-esteem, and the level of depression of the elderly. The indicators and aspects of each variable in this study are presented in the form of a table as follows:

Table 1. Research Indicators and Variables

No	Variable	Indicator
1	Non-formal education program	1. Age 2. Education 3. Gender 4. Occupation (Novayenni Sabrian, 2015)
2	Life satisfaction	1. Employment status 2. Environmental support 3. Family conflict 4. Award (Zakaria et al., 2017)
3	Self-esteem	1. Giving direction to others 2. Use of voice quality 3. Expressing opinions 4. Doing social activities 5. Working in groups 6. Staring at the interlocutor 7. Maintaining eye contact 8. 2017) Starting a conversation (Safarina,
4	Depression levels of the elderly	1. No passion 2. Moody 3. Lethargic 4. Desperate 5. Feeling useless (Wardhani et al., 2020)

After the data is collected and tested for validity and reliability, then testing is carried out related to statistical models that will be used in hypothesis testing. The analytical tool used to test these hypotheses used is multiple analysis. Data processing is done with SPSS version 25. Hypothesis testing is done after the multiple regression model used is free from violations of classical assumptions, so that the test results can be interpreted appropriately. The equation Analysis Path to test the hypothesis is as follows:

$$Y1 = \alpha_0 + \alpha_1.X + e \dots\dots\dots (1)$$

$$Y2 = \beta_0 + \beta_1.X + e \dots\dots\dots (2)$$

$$Y3 = \alpha_0 + \alpha_1.X + \alpha_2.Y1 + \alpha_3.Y2 + e \dots\dots (3)$$

**Information**

X = NFE program

Z1 = Life satisfaction Z2 = Self-esteem  $\alpha, \beta$  = Constant e = Error Rate

Y = Depression levels of the elderly

**Findings / Results**

### Validity Test Results

Table 1. Validity Test Results

Variable	Indicator	Rcount	Information
Elderly school education program (X)	X.1	0,320	Valid
	X.2	0,428	Valid
	X.3	0,586	Valid
	X.4	0,458	Valid
Life satisfaction (Z1)	Z1.1	0,320	Valid
	Z1.2	0,428	Valid
	Z1.3	0,586	Valid
	Z1.4	0,458	Valid
Self-esteem (Z2)	Z2.1	0,372	Valid
	Z2.2	0,323	Valid
	Z2.3	0,360	Valid
	Z2.4	0,372	Valid
	Z2.5	0,320	Valid
	Z2.6	0,428	Valid
	Z2.7	0,586	Valid
	Z2.8	0,458	Valid
Depression level (Y)	Y.1	0,372	Valid
	Y.2	0,323	Valid
	Y.3	0,360	Valid
	Y.4	0,323	Valid
	Y.5	0,360	Valid

Source: Primary data, 2022

### Reliability Result

Table 2. Realibility Results

Variable	Alpha Cronbach	Information
Elderly non-formal education program (X)	0,730	Reliable
Life satisfaction (Z1)	0,680	Reliable
Self-esteem (Z2)	0,700	Reliable
Depression level (Y)	0,623	Reliable

Source: Primary data, 2022

### Respondents By Ages

Table 3. Respondent Age Frequency Distribution

Ages	Frequency	%
< 60 years	0	0
61-65 years	38	76
65-70 years	12	24
Total (Y)	50	100

Source: Primary data, 2022

### Types of Respondents

Table 4. Frequency Distribution of Respondents' Sex



Gender	Frequency	%
Male	20	40
Female	30	60
Total (Y)	50	100

Source: Primary data, 2022

### Education of Respondents

Table 5. Frequency Distribution Education Level Respondents

Education	Frequency	%
Bachelor	10	20
High School	25	50
<u>Junior High School</u>	<u>15</u>	<u>30</u>
Total (Y)	50	100

Source: Primary data, 2022

Table 6. Variable Distribution of Elderly non-formal education program (X)  
Alternative Answers

Frequency			Alternative Answers			Distribution		
Grain	SDA	DA	QA	A	SA			Average
X.4	0	0	0	0	2	38	76	10
Overall Average								4,14

Source: Primary data, 2022

Grain	SDA		DA		QA		S		SS		Average
	f	%	F	%	F	%	f	%	F	%	
X.1	0	0	0	0	2	4	39	78	9	18	4,14
X.2	0	0	0	0	2	4	40	80	8	16	4,12
X.3	0	0	0	0	3	6	38	76	9	18	4,12
						4			20		

Table 7. Variable Distribution of Life satisfaction (Z1)

	f	%	f	%	F	%	f	%	F	%	
Z1.1	0	0	0	0	1	2	39	78		20	4,18
Z1.2	0	0	0	0	2	4	39	78		18	4,14
Z1.3	0	0	0	0	1	2	40	80	10	18	4,16
Z1.4	0	0	0	0	2	4	38	76		20	4,16
Overall Average											4,16

Source: Primary data, 2022

Table 8. Variable Distribution of Self-esteem (Z2) Alternative Answers

Grain	SDA	DA	v	A	SA	Average
Z2.8	0	0	2	4	67	4,16

	Overall Average								4,14		
Grain	Alternative Answers										Average
	SDA		DA		QA		A		SA		
	f	%	f	%	f	%	f	%	F	%	
Z2.1	0	0	0	0	2	4	43	86	5	10	4,06
Z2.2	0	0	0	0	2	4	36	72	12	24	4,20
Z2.3	0	0	0	0	4	8	35	70	11	22	4,14
Z2.4	0	0	0	0	2	4	42	84	6	12	4,08
Z2.5	0	0	0	0	1	2	39	78	10	20	4,18
Z2.6	0	0	0	0	2	4	39	78	9	18	4,14
Z2.7	0	0	0	0	1	2	40	80	9	18	4,16
							38		10	20	

Source: Primary data, 2022

Table 9. Variable Distribution of Depression level (Y)

	f	%	f	%	F	%	f	%	F	%	
Y.1	0	0	0	0	2	4	29	58	19	38	4,34
Y.2	0	0	0	0	2	4	30	60	18	36	4,32
Y.3	0	0	0	0	2	4	20	40	28	56	4,52
Y.4	0	0	0	0	2	4	29	58	19	38	4,34
Y.5	0	0	0	0	2	4	39	78	9	18	4,14
											4,33
	Overall Average										

Source: Primary data, 2022

**Data Analysis Results**

In order to determine the influence of elderly non-formal education programs on the Life satisfaction, Self-esteem, and Depression levels of the elderly, a statistical analysis model is used, namely a linear regression test in path analysis, through beta coefficient values. For more details on the results of processed regression, it can be seen in Table 10 below:

Table 10. Linear Regression Test Results

Elderly non-formal education program (X)	=>	Life satisfaction (Z1)	0,651	5,940	0,000	Significant
Elderly non-formal education program (X)	=>	Self-esteem (Z2)	0,597	5,159	0,000	Significant
Elderly non-formal education program (X)	=>	Depression levels of the elderly (Y)	0,254	2,314	0,025	Significant
Life satisfaction (Z1)	=>	Depression levels of the elderly (Y)	0,405	3,814	0,000	Significant
Self-esteem (Z2)	=>	Depression levels of the elderly (Y)	0,332	3,304	0,002	Significant
Variable	Koefisien Beta	T Count	P Value			Information

Source: Primary data, 2022

**The Effect of The Elderly Non-Formal Education Program on Life Satisfaction**

The effect of the Elderly non-formal education program on Life satisfaction was tested through the T-test. If  $t_{\text{calculates}} > t_{\text{Table}}$ , then it is said that the effect is Significant, and if  $t_{\text{calculates}} < t_{\text{Table}}$ , it is said that the effect is not Significant. The value of the T Table is obtained by looking at df (n - 2; 50 - 2) at a 5% so that a T Table value of 2.011 is obtained. From the Table above, it is obtained t calculate

for the variable Of the Elderly Non-Formal Education Program is more significant than the t table, which is 5,940 > 2.011 and a Value of Magnitude smaller than 0.05, which is 0.000. Thus, the variables of the Elderly Non-Formal Education Program have a positive and significant influence on the life satisfaction of the elderly. Thus, the hypothesis is accepted. The value of the Beta coefficient (standardized coefficient) of the influence of the Variable Elderly Non-Formal Education Program on Satisfaction is 0.651, which means that the variable Of the Elderly Non-Formal Education Program contributes 65.1% to the rise and fall of life satisfaction for the elderly.

### **Effect of Elderly Non-Formal Education Program on Self-esteem**

To find out the Effect of the NFE Program on Self-esteem tested through the T-test, the t-test is done by comparing the t-count value with the t Table. If t calculates > t Table, then it is said to have a significant effect; if t calculates < t Table, then it is said that the effect is not Significant. The value of the T Table is obtained by looking at df (n - 2; 50 - 2) at a 5% so that the T Table value of 2.011 is obtained. The Table above obtained t count for elderly school education program variables greater than the t table, which is 5,159 > 2.011, and Significant values smaller than 0.05, which is 0.000. So, the variables of the Elderly Non-Formal Education Program have a positive and significant influence on the self-esteem of the elderly. Thus, the hypothesis is accepted. The Beta coefficient value (standardized coefficient) of the variable influence of the Elderly Non-Formal Education Program on the Self-esteem of the elderly is 0.597, which means that the variable of the Elderly Non-Formal Education Program contributes 59.7% to the rise and fall of self-esteem of the elderly.

**The Effect of the NFE Program on the elderly directly on the level of depression** to find out The Effect of The NFE Program on The Depression Levels Of The Elderly test tested through the T-test, the t-test is done by comparing the t-count value with t Table. If t calculates > t Table, then it is said to have a significant effect; if t calculates < t Table, then it is said that the effect is not Significant. The value of the T Table is obtained by looking at df (n - 2; 50 - 2) at a 5% so that the T Table value of 2.011 is obtained. From the table above obtained t count for the variable of the Non-Formal Education Program is greater than the t table, which is 2,314 > 2.011, and the Significant value is smaller than 0.05, which is 0.025. Thus, the variables of the Elderly Non-Formal Education Program have a positive and significant influence on depression at the level of the elderly. Thus, the hypothesis is accepted. The value of the Beta coefficient (standardized coefficient) of the influence of the Variable Elderly Non-Formal Program on the Depression level para is 0.254, which means that the variable Of the Elderly Non-Formal Program contributes 25.4% to the rise and fall of depression level for the elderly.

### **The Effect of Life Satisfaction on Depression levels of the Elderly**

The Effect of Life Satisfaction on Depression levels of the Elderly was tested through the T-test.

T-test was carried out by comparing the calculated t value with the t Table. If t calculates  $> t$

Table, it says the effect is Significant, and if t calculates  $< t$  Table, it is said that the effect is not Significant. The value of the T Table is obtained by looking at df (n - 2; 50 - 2) at a 5% so that a T Table value of 2.011 is obtained. From the Table above, t count is obtained for the variable Life satisfaction greater than t table, which is  $3.814 > 2.011$ , and a Significance value smaller than 0.05, which is 0.000. Thus, the Life satisfaction variable positively and significantly influences the Depression level of the elderly. Thus, the hypothesis is accepted. The Beta coefficient (standardized coefficient) of the effect of the Life satisfaction variable on the Depression level of the elderly is 0.405, which means that the Life satisfaction variable contributes 40.5% to the ups and downs of depression levels of the elderly.

### **The Effect of Self-esteem on Depression levels of the Elderly**

The Effect of Self-esteem on Depression levels of the Elderly test was tested through the T-test. The t-test is done by comparing the t-count value with t Table. If t calculates  $> t$  Table, then it is said to have a significant effect; if t calculates  $< t$  Table, then it is said that the effect is not Significant. The value of the T Table is obtained by looking at df (n - 2; 50 - 2) at a 5% so that the T Table value of 2.011 is obtained. From the Table above obtained t calculate the Self-esteem variable greater than t table, which is  $3,304 > 2.011$ , and the Significant value is smaller than 0.05, which is 0.002. Thus, the self-esteem variable positively and significantly influences the depression level of the elderly. Thus, the hypothesis is accepted. The value of the Beta coefficient (standardized coefficient) of the influence of the Self-esteem variable on the depression level of the elderly is 0.332, which means that the Self-esteem variable contributes 33.2% to the rise and fall of depression levels for the elderly.

### **Discussion**

The discussion in this chapter seeks to answer the problems that have been formulated. The effect of variables of the elderly non-formal education program, Life satisfaction, and Self-esteem on depression levels of the elderly in this study was tested or analyzed using the linear regression in the path analysis method. Based on the results of the tests and analyses carried out, it can be known the magnitude of the regression coefficient (Beta) and the degree of Significant relationship or influence between the analyzed variables so can be explained according to the facts.

## **The Effect of The Elderly Non-Formal Education Program On Life Satisfaction**

Based on the results of the calculation of linear regression analysis, it is known that for the influence of the Elderly non-formal education program variable on Life satisfaction, a Beta coefficient of 0.651 was obtained, a t-count of 5.940, and a Significantly value of 0.000 which means that if the Elderly non-formal education program variable increases by 1 percent, it will increase Life satisfaction in the Non-Formal Education program at PKBM East Jakarta by 65.1 percent. In other words, an increased elderly school education program can increase the life satisfaction of the elderly in the Non-Formal Education program at PKBM East Jakarta, and vice versa. Non-Formal Educational programs with quality services can affect a person's sense of life satisfaction. This is in line with the results of research delivered by Rahmania, (2022) that there is a positive and significant influence between the quality of service on student satisfaction.

### **Effect of Elderly Non-Formal Education Program on Self-esteem**

Based on the results of the calculation of linear regression analysis, it is known that for the influence of the Elderly non-formal education program variable on Life satisfaction on the Self-esteem of the elderly, a Beta coefficient of 0.597, a t-count of 5.159, and a Significantly value of 0.000 which means that if the Elderly non-formal education program variable increases by 1 percent, it will increase the Self-esteem of the elderly in the Non-Formal Education program at PKBM East Jakarta by 59.7 percent. In other words, the increased Elderly non-formal education program can increase the Self-esteem of the elderly in the Non-Formal Education program at PKBM East Jakarta, and vice versa. This is in line with the results of Afiatin research (2004) that the increase in a person's self-esteem will be higher after an educational program.

## **The Effect of The Elderly Non-Formal Education Program Directly On The Depression Levels Of The Elderly**

Based on the results of the calculation of linear regression analysis, it is known that for the influence of the Elderly school education program variable on the Depression level of the elderly, a Beta coefficient of 0.254 was obtained, and a t-count of 2.314 and a Significantly value of 0.025 which means that if the elderly non-formal education program variable increases by 1 percent, it will reduce the Depression level of the elderly in the Non-Formal Education program at PKBM East Jakarta by 25.4 percent. In other words, the increasing Elderly school education program will reduce the depression level of the elderly in the Non-Formal Education program at PKBM East Jakarta, and vice versa. This is in line with the results of research by Suryani et al., (2016) that psychoeducational programs are very effective in reducing a person's depression level.

### **The Effect of Life Satisfaction on Depression levels of the Elderly**

Based on the results of the calculation of linear regression analysis, it is partially known that for the effect of variable Life satisfaction on the depression level of the elderly, a Beta coefficient of 0.405 was obtained, a t-count of 3.814 and a Significantly value of 0.000 which means that if the variable Life satisfaction increases by 1 percent, it will reduce the Depression level of the elderly in the Non-Formal Education program at PKBM East Jakarta by 40.5 percent. In other words, the increased life satisfaction will reduce the depression level of the elderly in the Non-Formal Education program at PKBM East Jakarta, and vice versa. This is in line with the research presented by Wulandari, (2018) that Life satisfaction has a positive and significant influence. The elderly will experience an increase in depression if they do not feel happy, so the higher the life satisfaction of an older person, the lower the Depression level experienced.

### **The Effect of Self-esteem on Depression levels of the Elderly**

Based on the results of the calculation of linear regression analysis, it is known that for the influence of the Self-esteem variable on the depression level of the elderly, a Beta coefficient of 0.332 was obtained, a t-count of 3.304, and a Significantly value of 0.002 which means that if the Self-esteem variable increases by 1 percent, it will reduce the Depression level of the elderly in the Non-Formal Education program at PKBM East Jakarta by 33.2 percent. In other words, the increased Self-esteem will reduce the depression level of the elderly in the Non-Formal Education program at PKBM East Jakarta, and vice versa. This is in line with the results of research submitted by Pardede et al., (2020) that there is a relationship between Self-esteem and Depression levels, where patients with major depression have low Self-esteem, and vice versa.

### **Conclusion**

The elderly non-formal education program has a positive and significant effect on the life satisfaction of the elderly at PKBM East Jakarta. This means that the better the elderly non-formal education program, the more it will increase life satisfaction, which is expected to contribute to a quality teaching and learning process. The elderly non-formal education program has a positive and significant effect on the self-esteem of the elderly in the NFE program at PKBM East Jakarta. This means that the better the non-formal education program for the elderly, the more it will increase self-esteem, which is further expected to contribute to a quality teaching and learning process. The elderly non-formal education program has a positive and significant effect on the depression level of the elderly in the Non-Formal Education program at PKBM East Jakarta. This means that the better the non-formal education program for the elderly, the more it will decrease the depression level of the elderly, which is then expected to contribute to a quality

teaching and learning process. Life satisfaction has a positive and significant effect on depression at the level of the elderly in the Non-Formal Education program at PKBM East Jakarta. This means that the better the life satisfaction of the elderly, the more it will decrease the depression level of the elderly, which is then expected to contribute to a quality teaching and learning process. Self-esteem has a positive and significant effect on depression at the level of the elderly in the Non-Formal Education program at PKBM East Jakarta. This means that the better the Self-esteem of the elderly, the more it will result in a decrease in the Depression level of the elderly, which is then expected to contribute to the quality teaching and learning process in the Non-Formal Education program at PKBM East Jakarta.

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