



Jazz Music Learning Program with an on the Side Guide Approach to Increase Self-Esteem of Elderly People

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ABSTRACT

Elderly people face mental and physical health challenges that are interconnected and impact each other. Negative thoughts in elderly people can have a negative impact on physical and mental health. Problems increasingly arise when they feel they have reached retirement, are unproductive, or feel useless, giving rise to a lack of enthusiasm, feelings of helplessness, low desire to socialize which results in a high risk of illness. Through this research, researchers developed a jazz music learning program with the aim of increasing the self-esteem of elderly people. This research uses an evaluative research design with a mixed methods approach. Quantitative data was obtained by measuring the self-esteem of elderly people using the Rosenberg Self-Esteem Scale. Interviews, observations and documentation studies were carried out to obtain qualitative data. This research shows that there is an increase in self-esteem by 10% after elderly people take part in learning Jazz Music through a guide on the side approach. Elderly people experience changes in behavior and attitudes related to self-esteem, such as being brave enough to express opinions and correct each other. In this way, the Jazz Music Learning Program has succeeded in increasing the self-esteem of elderly people.

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1. INTRODUCTION

The World Health Organization (WHO) categorizes elderly people as people who have reached the age of over 60 years. WHO (2017) explains that elderly people face mental and physical health challenges. Unfortunately, the problem of mental illness in elderly people is under-identified by health workers and by elderly people themselves. Negative thoughts can have a negative impact on physical and mental health and shorten their lifespan. Negative thinking is associated with decreased cognitive reasoning and reveals indicators of Alzheimer's disease (NL Marchant, 2020). Mental and physical health are interconnected and impact each other (WHO, 2017). Problems increasingly arise when they feel they have reached retirement, are unproductive, or feel useless, giving rise to a lack of enthusiasm, feelings of helplessness, low desire to socialize which results in a high risk of illness.

In Indonesia, the welfare of elderly people is guaranteed and regulated by Law no. 13 of 1998 concerning the Welfare of the Elderly, and implemented by a Minister of Health Regulation which establishes a periodic national action plan. Minister of Health Regulation Number 25 of 2016 concerning the National Action Plan for Elderly Health for 2016-2019 (RAN Lansia) states "the older you get, the greater the possibility that a person will experience physical, mental, spiritual, economic and social problems. One of the very basic problems in elderly people is health problems due to degenerative processes. This is shown by data on disease patterns in the elderly."

The degenerative process in the elderly is closely related to various diseases including mental illness which results in low self-esteem. Hajar, Baituloh, Adi & Mukaromah (2019) stated in their research that decreasing or increasing self-esteem is crucial for individuals. This is because self-esteem is related to how individuals view themselves. One condition that can help is artistic activities, including music.

Music is an art that has been inseparable from humans for centuries. Music has been proven to provide many benefits for humans and contributes many positive things to the continuity of human life. Research from various fields such as medicine, education, sociology, and even psychology states that music has a positive impact on humans. Städtler, & Huron (2013), stated "Music has many functions and roles that have been widely described in the literature.". MacDonald & Miell (2002, p. 8) state "Well-planned music-based interventions can develop a person's intellectual abilities. "This intervention improves a person's personal identity to be able to leave behind a negative self-image, and even increases a person's self-esteem."

One of the types of music that exists and makes quite a contribution to the world is jazz music. Jazz music is music that was born at the end of the 19th century and the beginning of the 20th century in the United States. The development of jazz music to date has influenced the world of music in the United States and even throughout the world. Schuller (2023) explains that jazz music itself appeared in Indonesia in 1919 and its development accelerated in 1950.

Researchers from the medical faculty of John Hopkins University stated in 2008 that listening to Jazz music can improve memory, reduce stress, stabilize blood pressure, and even improve language skills. JR Dunscomb and W. Hill (2002, p.11), state "playing jazz music together in band or big band form can increase self-esteem and self-confidence..."

"In the academic world, the benefits of music on younger age groups have been well documented" Hallam (2010). "However, the same attention also needs to be given to elderly people through research into the power of music." (Creech, Andrea & Hallam, Susan & Mcqueen, Hillary & Varvarigou, Maria, 2013, p. 3). It was also found that research on older people has strong potential value for all age groups. Cohen (1992, p. 898) stated that studies on the aging process or the elderly can lead to new leads for younger subjects. This principle also applies to music education. (Lehmberg & Fung, p.19)

Previous research on increasing self-esteem, such as Hays and Minichiello (2005) used focus groups and in-depth interviews to explore the relationship between listening to music and actively making music in groups, as well as its relationship with increasing social and emotional well-being. In this research, music is used as a medium that is studied in improving social and emotional well-being, but does not focus on one genre, such as jazz, and uses works from research participants.

Guide on the side is a way of teaching in which educators provide advice, assistance, and correction only occasionally to students, with the aim of letting them explore a field of study independently, or by interacting among themselves. Guide on the side will make learning more student-focused. Quoting Alisson King's statement (1993), in the article C. Morrison (2014) states "Guide on the side makes teachers implement student-centered learning where students have agency and are made to think rather than memorize." Teachers will freely provoke students to think creatively and express their opinions easily.

Therefore, the aim of this research is to examine the effect of learning jazz music with a guided on the side approach to increase the self-esteem of elderly people. Also, analyzing the concept and design of jazz music learning for the elderly, analyzing the learning process, and analyzing changes in the elderly's self-esteem before and after taking jazz music lessons. Through this research, researchers aspire to develop a jazz music learning program that can have a positive impact on the lives of the elderly. This is like the Explanation of the Elderly Welfare Law which states that "Indonesia is a virtuous nation that has family ties that reflect the nation's religious and cultural values, namely respecting and appreciating the role and position of the elderly who have wisdom and wisdom and valuable experience that can followed by the example of the next generation." From this quote, it can be interpreted that academic contributions regarding the role and position of the elderly are very valuable.

2. METHODS

This research is evaluative research that uses a convergent mixed methods approach. Weiss in Sugiyono (2013, p. 741), states that "evaluation research is research that uses systematic methods to find out the effectiveness of a program, action or policy or other object being studied when compared with the objectives or standards applied. Evaluative research is carried out with the aim of increasing the effectiveness of the program, based on the results of information from people involved in implementing the program." Evaluative research functions to test learning designed to meet the needs of participants, namely elderly people.

Research with convergent mixed methods research is research that combines qualitative and quantitative approaches to collect, analyze and integrate data from two or

more types of sources or research methods. Cresswell (2014, p. 43) also states that "Mixed research involves the combination or integration of qualitative and quantitative research and data in a research study. Data obtained through qualitative research tends to be open-ended with answers that are not predetermined so that research subjects are free to answer the questions given. Meanwhile, quantitative research data tends to be close-ended because the answers to questions have been determined beforehand." This approach aims to investigate the phenomenon in more depth and more comprehensively. In this approach, qualitative and quantitative data are collected separately and then integrated to provide better insight into the problem under study.

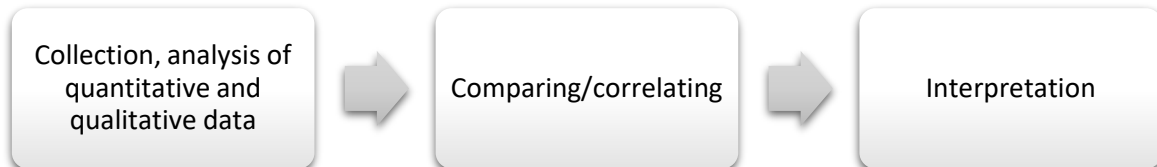


Chart 1. Convergent Mixed Parallel Method (J. Cresswell, 2014)

Quantitative data was obtained using the Rosenberg Self-Esteem Scale (RSES), which includes ten statements related to self-esteem for participants to answer. The RSES instrument is used before and after elderly people take part in learning. Qualitative data collection in this research was taken through observation and documentation, as well as in-depth interviews with participants, church leaders who accommodate PKLU GPIB Immanuel Jakarta, and PKLU administrators. Quantitative data was obtained from questionnaires distributed before and after learning. During the learning process, in-depth interviews were conducted and questions were also asked about the participants' hobbies or daily activities to find out their background and favorite activities. After the lesson, an interview was conducted with a closing question regarding messages and impressions as well as criticism of the lesson.

This research was conducted at the Elderly Fellowship (PKLU) of the Western Indonesian Protestant Church (GPIB) congregation "Immanuel" located in Gambir, Central Jakarta. PKLU is a congregation group for the elderly at the GPIB Immanuel church. In total there are approximately 50 congregation members aged 60 years and over. Researchers will only choose 15 as samples with the following criteria:

- Age over 60 years.
- The elderly are able to participate in activities.
- Willing to be involved as a research participant.
- Attend a minimum of 4 meetings.
- Comes from diverse ethnic backgrounds.

Table 1. Participant Profile

PARTICIPANT AGE	TOTAL	PERCENTAGE
60-70	5	33.3
70-80	9	60
80-90	1	6.7
AREA OF ORIGIN/TRIBE		
Ambon	7	46.6
Manado	6	40
Tugu Village (Jakarta)	1	6,7
Tinhoa Indonesia	1	6,7
GENDER		
Man	4	26.6
Woman	11	74.4

The GPIB Immanuel church building has been standing since 1839 with the original name "Willemskerk" or Willem Church, in honor of King Willem I, King of the Netherlands in the period 1813-1840. GPIB Immanuel is active in serving congregations in Jakarta to increase their Christian spirituality towards God.

GPIB Immanuel is one of 338 churches under GPIB, which has a vision of becoming a church that creates peace for all of His creation, not just for those who are Christians. GPIB Immanuel serves various generations, from babies to the elderly. GPIB Immanuel is active in holding worship services, as well as other related activities, including choir practice, serving sick members of the congregation, providing spiritual learning and providing social assistance to the community. To ensure that services run smoothly according to their age category and vision and mission, within GPIB there are six Categorical Services as a forum for developing church members in the family and community. The six services in question are Children's Ministry for infants to 6th grade elementary school, Youth Fellowship for congregations in middle and high school; Youth Movement for congregation members who have graduated from high school until they are 35 years old; Fathers' Fellowship for men aged 35-60 years or married; Women's Fellowship for women aged 35-60 years or married; and Fellowship of the Elderly for congregants aged 60 years and over. In an interview with Pastor Abraham Ruben Persang, M.Th. (2023), he stated that the division of these categories is not only according to age limits, but the Western Indonesian Protestant Church also consciously divides categories based on their developmental psychology.

3. RESULTS AND DISCUSSION

3.1. Jazz Music Learning Design with a Guide on the Side Approach

This jazz music learning program is designed starting from basic jazz music learning; introduction to types of jazz music, indicating beats in jazz, experiencing the swing feel in jazz music, basic improvisation and application of learning through performing in groups as well as statements from the Rosenberg scale as a reference. The goal is that this learning can provide basic knowledge about jazz and increase the self-esteem of elderly people.

JR Dunscomb and W. Hill (2002, p. 11) state "playing jazz music together in band or big band form can increase self-esteem and self-confidence." Therefore, learning jazz

music will be carried out in groups so that it is hoped that learning jazz music can increase self-esteem.

In its implementation, this learning uses a Guide on the Side approach so that the learning center focuses on elderly people and can give them the opportunity to express every idea, as well as be creative and active in learning. These things are closely related to high self-esteem, such as: achievement, success, social acceptance, self-content, and showing self-competence so as to have a positive impact on participants' self-esteem. The learning summary used is as follows:

Based on information collected by means of observation, interviews, documentation studies and *forum group discussions* (FGD), researchers obtained the following results and discussions.

Table 2. Program Plan

Program title	<i>Jazz Music Program for the Elderly</i>
Presenter	Christ Stanley Khoewell, S.Pd.
Duration	4-6 meetings @ 30-45 minutes
Timetable	Agreed together (after the regular PKLU service on Saturday, or after Sunday worship at 09.00)
Cost	Free
Target participants	Ladies and gentlemen aged 60 years and over, 10-20 participants per session
Location	GPIB Immanuel Jakarta (PKLU or Padus PKLU)
Activity	<ul style="list-style-type: none"> – Introduction and learning of jazz music, as well as various jazz sub-genres – Utilizing applause as a rhythmic lesson, swing feel, tempo and beat. – Learn the basics of improvisation in jazz. – Apply jazz music learning to the selected song to be performed (rhythmics, swing feel, basic improvisation and use it in a song.) – Showing work results
Objective	<ul style="list-style-type: none"> – Implementation of activities that refresh cognitive, motoric, social, creative and spiritual abilities – Increase musicality and self-esteem – Jazz music provision and training for the elderly.
Outputs	Participants are ready to perform songs with jazz arrangements senior group arrangements
Interview and Evaluation	Each participant will fill out a questionnaire as Evaluation after learning to see the influence of jazz music on individuals physically and mentally

In detail, learning activities and materials were implemented in five meetings. Each meeting has two goals, namely musical competence to be achieved and mental or psychological changes, namely increasing self-esteem. Program details are below:

Table 3. Program Meeting Plan

Meeting 1	
Activities & Materials	<ul style="list-style-type: none"> – Prayer, participant introductions, and program introductions – Listening to jazz swing songs – Clap your hands on beats 1, 2, 3, 4 to the tempo of the swing music "Sunny Side of the street" – Clap on beats 2 and 4

The Goal of Musicality and Increasing Self-Esteem	<ul style="list-style-type: none"> - Feel the swing feel through swinging movements left and right with the music "What a Wonderful World" - A basic introduction to jazz swing music - Participants can simply identify the elements that existed in swing era jazz music, as a foundation for an introduction to jazz music. - Participants can learn and get to know jazz music through original audio recordings of jazz music that have been selected by educators. - Participants can feel the elements in jazz with the help of body movements, so they can also feel the musical elements. - Participants can feel that they have positive qualities. (2) - Participants feel capable of doing many things, as well as others. (4)
Meeting 2	
Activities & Materials	<ul style="list-style-type: none"> - Pray, using applause as a study of rhythm, swing feel, tempo and beat. - The instructor gives examples of rhythmic swing patterns through clapping and imitation by the elderly participants. - Elderly participants play passing the bottle and stopping, accompanied by a swing rhythm pattern. - The elderly participants improvised in the form of free clapping accompanied by swing rhythm clapping.
The Goal of Musicality and Increasing Self-Esteem	<ul style="list-style-type: none"> - Participants can identify note values which will make it easier for participants to learn jazz music in jazz works. - Studying rhythm will make it easier for participants to see the differences in sounds, even though they are simple, and feel the swing feel that exists in jazz. - Learning note values can help participants learn the basics of improvisation with more musical rhythmic values. - Each participant will feel capable of doing many things, as well as others. (4) - Participants will feel that they have not failed. (3) - Understand the importance of lyrics that have a positive or constructive meaning through jazz music, train memory, train motor skills through body instruments.
Meeting 3	
Activities & Materials	<ul style="list-style-type: none"> - Pray, learn the basics of creation in jazz. - Divide groups according to size. - The supervisor gives an example of a song that is given a simple melody through the sentence "I am grateful for everything". And sung again by each participant. - After that, each small group was given time to discuss creating melodic sounds (freely) using the phrase "I am grateful for everything" to display. - The group will be accompanied by a piano with a swing rhythm.
The Goal of Musicality and Increasing Self-Esteem	<ul style="list-style-type: none"> - Learn the basics of composing using improvisation. (an important part in jazz music). - Encourage participants to dare to improvise and express their music. - Sharpen your musical sense. - Provides musical freedom to be able to contribute to jazz music. - Participants felt useful. (9)

	<ul style="list-style-type: none"> – Participants feel good in doing anything. (10) – Participants respect themselves more. (8) – Adopt positive thoughts (6)
Meeting 4	
Activities & Materials	<ul style="list-style-type: none"> – Pray, the elderly are given the opportunity to choose songs with positive lyrics to sing together. – Study song melodies in more detail in terms of feeling, such as: swing feel, rhythmic harmony in singing, and practicing loud and low volume when singing and accompanied by jazz rhythms. – Given the opportunity to explore in arranging the music that will be performed.
Musical Goals and Increasing Self-Esteem	<ul style="list-style-type: none"> – Applying jazz music teaching materials in a song work. – Participants feel worthy of respect like others. (1) – Participants felt they had something to be proud of. (5) – Participants feel satisfied with their own self-esteem. (7) – Participants felt useful. (9)
Meeting 5	
Activities & Materials	<ul style="list-style-type: none"> – Praying, showing the results of songs arranged together. – After finishing, each participant sits in a circle and says "You/you are cool, valuable and extraordinary. THANK YOU"
The Goal of Musicality and Increasing Self-Esteem	<ul style="list-style-type: none"> – Strengthening the musical elements of jazz music in live performances. – Increase self-esteem, self-confidence and happiness. – Participants felt they had something to be proud of. (5) – Participants have positive qualities. (2) – Participants are able to do many things. (4)

3.2. Implementation of Jazz Music Learning

In its application, this learning is carried out four meetings, with lessons lasting 30-45 minutes, in the time span from 7 May 2023 to 4 June 2023. The fifth meeting after the lesson was finished, the participants performed in the form of a choir in front of approximately 250-300 people on 18 June 2023. In general, the implementation of learning was carried out well and in accordance with the details of the learning design above.

3.3. Elderly Self-Esteem Level after Learning Jazz Music

Of the 15 elderly participants who took the test using RSES, their self-esteem increased. These results are shown in the following table.

Table 4. Result

NO	NAME	MARK PRE-TEST	MARK POST-TEST	AGE	Category Self-esteem	Participant Group
1.	Max Lusikooy	32	33	79	Tall	Active
2.	Maya Vans Room-Robot	31	32	68	Tall	Regular
3.	Nuriah Tarigan	29	33	72	Tall	Regular
4.	Adri M	27	30	72	Tall	Active
5.	Otto Lusikooy	27	30	76	Tall	Passive
6.	Rina Mingkid	27	29	62	Currently	Passive
7.	Izaak Pattiselanno	26	27	66	Currently	Passive
8.	Merry Suripatty	25	33	67	Tall	Regular
9.	Empie Corputty	25	27	72	Currently	Passive

10. Vonny Ticoalu	25	30	79	Tall	Regular
11. Geane Mingkid	25	36	86	Tall	Active
12. Grace	24	30	65	Tall	Regular
13. Mareike Corputty	24	26	73	Currently	Active
14. Vienna	21	25	73	Currently	Passive
15. Ferdinand	21	31	75	Tall	Passive
TOTAL VALUE	389	452			
MEANS	26	30			

The table above illustrates the increase in the average (mean) value of participants' self-esteem, namely from 26 to 30 points (65% to 75%). The increase in score also resulted in a group category being moved from previously being in the Medium category to High.

Through observations, questionnaires, and interviews, researchers found indications of an increase in participants' self-esteem as shown in the following points:

- Before learning, there were five participants who did not fill in their age in the age column of the questionnaire, while after learning, all participants filled in the age column. Referring to Hurd, Yashin & Dean (1995, p. 629) who linked the reluctance of embarrassed elderly people to reveal their age, including when filling out questionnaires, with stigma about their inability or weakness. This fact can be associated with the elderly's lack of self-esteem at that time. The fact that all participants filled in the age column after learning, shows that there was an increase in self-esteem that occurred after taking part in the learning.
- The elderly were enthusiastic about taking photos with other elderly people and the researchers when they finished presenting the results of the Jazz Music Lesson. Elderly people could be heard saying things like "Come on, we are PKLU jazz, so the style and rocking must also be jazz" and similar statements that show a sense of pride in this program, which is closely related to self-esteem because a sense of pride can be felt. when someone succeeds in achieving something that is considered important or difficult. Coopersmith (1967, p. 7) states that self-esteem is a belief and self-assessment including aspects such as competence, success, and social acceptance.
- There was an increase in solidarity and closeness among the elderly, which was shown in how they chose their clothes to perform and believed that the results of the jazz music learning program they would be performing could make them and the entire audience who saw it sway.
- The guide on the side method helped researchers find indications that showed an increase in participants' self-esteem after participating in the jazz music learning program. Through the role of guide on the side, elderly participants get the opportunity to have the freedom to provide ideas, solve problems, and carry out the program with full responsibility so that elderly people can feel like they are contributing, able to socialize with others and feel useful. Elderly people also appear to be more active in helping, supporting and providing correction to one

another. The guide on the side provokes them to be more courageous in expressing their ideas and listening to each other.

Apart from that, researchers observed the activity of elderly people. There are some participants who are passive but have high self-esteem and the increase is quite high too, and on the other hand there are participants who are active but their level of self-esteem before the program was low or medium.

4. CONCLUSION

Based on the research results from learning jazz music using the guide on the side approach at GPIB Immanuel, the following conclusions can be drawn.

- Learning Jazz Music has succeeded in increasing self-esteem in the elderly group who participated in this Program, considering that the average level of self-confidence of elderly people before participating in the learning Program was 26 points (65%) and was included in the Medium category, after participating in the Program it increased by as much as 4 RSES points (10%) becomes 30 RSES points (75%) and falls into the High self-esteem category. Apart from that, there were changes in attitudes and dynamics in the Program group which showed a qualitative increase in self-esteem, including when participants became more courageous in giving opinions, supporting and correcting each other and not being offended or angry when corrected by fellow participants.
- To increase participants' self-esteem, the jazz music learning design was designed by combining basic jazz music learning with elements from self-esteem theory and RSES so as to achieve two goals, namely (1) musicality goals related to the introduction of jazz music and (2) goals to increase self-esteem based on the RSES statement.
- Guide on the sides an effective method in this learning because it gives elderly people the opportunity to dare to give ideas, stimulates creativity and activity in participants, and maximizes social interaction by triggering collaboration between participants.

A jazz music learning program with a guided on the side approach can be an effective solution for increasing self-esteem in the elderly. Elderly people often experience a decrease in self-esteem due to changes in physical, cognitive function and social aspects related to the aging process. However, the jazz music learning program can be used as a means to revive self-confidence and increase self-esteem. Apart from that, the jazz music learning program can also strengthen social relationships among the elderly. In the learning process, students can interact with fellow students and teachers, thereby forming positive social bonds. This positive interaction will provide a sense of togetherness, thereby increasing students' self-confidence and self-esteem.

A jazz music learning program with a guide on the side approach is recommended as an appropriate way to increase the self-esteem of elderly people. Through a positive learning process and harmonious and dynamic social interaction, students will feel more confident and have a better sense of self-esteem, thereby improving their overall quality of life.

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