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Multimodal Guidance and Counseling Model to Develop Productive Personality of Elderly People

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Abstract

This study aims to develop an effective multimodal guidance and counseling model in improving productive personality in the elderly. The underlying issue of this study is the challenge in maintaining productive personality in the elderly amidst the physical, psychological, and social changes experienced. The purpose of this study is to produce a multimodal guidance and counseling model that has been proven effective in developing productive personality in the elderly. The research method used is Research and Development (R&D) consisting of 10 steps, namely: (1) research and information collection, (2) planning, (3) product draft development, (4) initial field trial, (5) main product revision, (6) main field trial, (7) operational product revision, (8) operational field trial, (9) final product revision, and (10) dissemination and implementation. The subjects of this study involved 64 elderly people divided into 32 control groups and 32 experimental groups. Research data were collected through a productive personality scale and analyzed using descriptive and inferential statistical analysis. The results of the study indicate that the developed multimodal guidance and counseling model is effective in improving productive personality in the elderly.

Keywords: Multimodal Guidance and Counseling, Productive Personality, Elderly

Introduction

As the elderly age, various changes have occurred in them, both physically and psychologically. These changes have the potential to cause new problems. The elderly have different characteristics, approaches, and learning concepts compared to other age groups. This is due to physiological and psychological decline that occurs with age. Therefore, elderly education must be specifically designed to accommodate the needs and challenges faced by the elderly (Hendrawanto, 2016). Elderly Education is a very

important effort to meet the needs and improve the quality of life of the elderly (Hidayat, 2013).

The personality of the elderly is a product of culture, the mental health of the elderly depends on how the elderly adjust to their basic needs. Fromm believes that humans have an inherent struggle for unity and emotional well-being, an innate tendency to live productively for harmony and love (Fromm, 1956). As the elderly age, various changes have occurred in them, both physically and psychologically. These changes have the potential to cause new problems.

Productive personality in the elderly is the ability to remain active, independent, and make a positive contribution to the surrounding environment, even though they have entered old age. However, not all elderly people are able to maintain their productive personality. Various factors, such as decreased physical, psychological, and social functions, can affect the ability of the elderly to remain productive (Hurlock, 2011). Therefore, comprehensive intervention is needed to help the elderly develop their productive personality (Firmanuddin, 2013).

Based on observations and interviews in the field conducted by researchers at the Panti Wredha in Kudus Regency, the Wisma Supervisor explained that there were several elderly people who came from different areas, not only from Kudus Regency. The background of the elderly living in this Wisma Lansia also differed, namely: 1) entrusted to their families; 2) unable to care for themselves and no one to care for them; 3) left by their children who had migrated; 4) no longer have a family; 5) do not want to bother children; 6) have problems with their previous family; 7) own wishes; 8) feel that social life and facilities are better at the Wisma; & 9) feel that they are no longer productive. This proves that the elderly also experience obstacles that require assistance to develop their potential.

After seeing the reality of these obstacles and challenges, it does not mean that the elderly do not have opportunities for empowerment and development that allow them to be independent, because like other individuals, a person's potential does not stop at one dimension of problems, but continues to other dimensions as opportunities. According to Yusuf (2009), there are several opportunities and capital that are very useful for an elderly person, including having free time, being free from workload, having many colleagues and relations, and being rich in experience and wisdom.

Elderly people expect holistic health information assistance, handling of medical and psychosocial counseling services to get the right and relevant services for their conditions (Babac et al., 2018), as well as elderly people with disabilities who really need

health counseling services to meet food management that suits them (Lee et al., 2022). Guidance and counseling service guides can also be via mobile phones to make it easier for the elderly to get information (Shi et al., 2023; Zheng et al., 2019), and to help maintain the mental health of the elderly (Caballeria et al., 2022; Rangaswamy et al., 2022).

Elderly people are in great need of physiological index examination, routine physical examination, free expert consultation, home follow-up, creating and maintaining health records, health consultation, preventive health education, treatment guidance, rehabilitation guidance, health lectures, home-based nursing care, emergency care, bedside care, assistance in seeking treatment, and drug administration, routine physical examination is the most needed, and emergency care is the most relied on (K. Turunen, Salpakoski, et al., 2017). The other six (hospital care, psychological counseling, rental services, remote medical care, health insurance services, and health service policy publicity) have different attributes (Dai et al., 2021). It is very necessary to have a proper assessment of the elderly to obtain relevant service activities according to their needs (Glitsch & Knuth, 2016), this is very useful when the elderly receive counseling services so that the elderly can improve their self-efficacy (Kunsmann-Leutiger et al., 2021).

Peer leadership and counseling programs for the elderly can be carried out in training and conducting regular peer counseling home visits aimed at improving the welfare of the elderly (Carandang et al., 2019). Education, guidance and counseling are needed by the elderly to support their health (Ostertag et al., 2022). Care and protection services are needed; guidance and counseling; recreational activities; medical care; physiotherapy so that the elderly can live in peace and enjoy a better quality of life (Hasbollah et al., 2018).

In evaluating the use of guidance and counselling with older people, the review has three central dimensions as suggested by Evans (2003). The first is the issue of effectiveness, which addresses whether guidance and counselling works well with older people as intended. The second is the issue of appropriateness, which concerns the impact of guidance and counselling on older people and whether they find it acceptable as a treatment. Therefore, whether guidance and counselling has an impact and the treatment preferences of older people are relevant considerations here. The third dimension is appropriateness which is primarily concerned with the delivery of guidance and counselling services to older people (Hill & Alison Brettle, 2004). Issues relating to the provision of resource services, the training needs of counsellors and the impact of undertaking this type of work on individual counsellors and organisations are all relevant. The underlying premise is that for guidance and counselling to be

considered a successful intervention for older people it must not only be effective but also acceptable to older people and have no significant barriers to its delivery.

One approach that can be used is the multimodal guidance and counseling model. This approach integrates various guidance and counseling techniques and strategies to meet individual needs holistically (Corey, 2017). In the context of developing productive personality in the elderly, the multimodal guidance and counseling model can include aspects such as improving physical, psychological, social, and spiritual abilities. Several previous studies have shown the effectiveness of the multimodal guidance and counseling approach in improving the welfare and quality of life of the elderly. For example, a study conducted by Sari and Supriyanto (2019) showed that multimodal guidance and counseling interventions can increase the independence and productivity of the elderly. In addition, research by Wijayanti and Supriyanto (2020) also revealed that this approach can help the elderly develop social skills and increase their participation in community activities.

This study was conducted to develop a multimodal guidance and counseling model that can help the elderly in developing their productive personality. Currently, many elderly people experience problems related to decreased physical and psychological function, so they tend to withdraw from social and productive activities. Therefore, a comprehensive and integrated guidance and counseling model is needed to help the elderly in overcoming these problems. The multimodal guidance and counseling model developed in this study is expected to be an effective solution in improving the productive personality of the elderly, so that they can remain active, independent, and contribute positively to their surroundings. Thus, the elderly can maintain a good quality of life and still be able to enjoy their old age meaningfully.

However, there is still limited research that specifically examines the development of multi-modal guidance and counseling models to improve productive personality in the elderly. Therefore, this study aims to develop a multi-modal guidance and counseling model that can be used to develop productive personality in the elderly.

Method

This study uses a research and development (R&D) method that aims to produce a multimodal guidance and counseling model to develop productive personality in the elderly. The R&D method was chosen because it is considered the most appropriate for producing a product in the form of an effective guidance and counseling model that can be used widely (Borg & Gall, 2003). The stages of the R&D research that will be carried out consist of 10 steps, namely: (1) research and

information collection, (2) planning, (3) product draft development, (4) initial field trials, (5) main product revision, (6) main field trials, (7) operational product revision, (8) operational field trials, (9) final product revision, and (10) dissemination and implementation (Borg & Gall, 2003).

Participants in this study were elderly people aged 60 years and over who lived in Kudus Regency. The number of participants involved in this study was 64 people who would be divided into two groups, namely the experimental group and the control group, each consisting of 32 people. The selection of participants was carried out using the purposive sampling technique, namely selecting participants based on certain criteria that are in accordance with the objectives of the study (Creswell, 2012).

The instrument used in this study was a productive personality scale developed by researchers based on the productive personality theory of Fromm (1947) and Erikson (1963). This scale consists of 62 items that measure four aspects of productive personality, namely: (1) Productive personality, (2) Productive love, (3) happiness, and (4) humanistic conscience. This scale has undergone validity and reliability tests so that it can be used to measure productive personality in the elderly.

The data obtained from this study will be analyzed using descriptive and inferential statistical analysis. Descriptive analysis will be used to describe the characteristics of participants and productive personality scores before and after the intervention. Meanwhile, inferential analysis will be used to test the effectiveness of the multimodal guidance and counseling model in developing productive personality in the elderly. The hypothesis test that will be used is the t-test for paired samples and the t-test for independent samples.

Theoritical Review

Productive Personality

The construct of productive personality in the elderly is seen as the result of the interaction between individual factors (such as motivation, emotion regulation, and psychological well-being) with contextual factors (such as social support, opportunities for self-development, and supportive environments) (Havighurst, 1961; Erikson, 1982; Carstensen, 1992; Ryff, 1989). A comprehensive understanding of this construct helps in designing effective interventions to facilitate productive personality in the elderly population. Several psychological theories have made important contributions to understanding this concept, especially Erikson's psychosocial development theory, Carstensen's socio-emotional selectivity theory, and Ryff's psychological well-being

theory (Erikson, 1982; Carstensen, 1992; Ryff, 1989). However, to gain a more comprehensive understanding, it is necessary to conduct an in-depth study of the construct of productive personality based on Erich Fromm's personality theory.

Basic concept of productive personality theory Erich Fromm, a humanistic psychologist, introduced the concept of productive personality as one of two basic human orientations, namely productive orientation and nonproductive orientation (Fromm, 1947). Productive orientation is characterized by the individual's ability to fully actualize themselves, love, and have a sense of responsibility. In contrast, nonproductive orientation is characterized by the individual's tendency to be passive, dependent, and exploitative of others (Fromm, 1956).

A healthy personality has a productive orientation that has four dimensions, namely: 1) productive love, 2) productive mind, 3) happiness, and 4) humanist conscience (Fromm, 1956). Because productive people work towards positive freedom which is the continuous realization of their potential, they are the healthiest of all character types. Only through productive activity can humans answer their dilemma, namely to be one with the world and others. While maintaining their uniqueness and individuality. This solution is achieved only through productive work, love, and thought.

Productive personality in the elderly is influenced by various factors, both individual and contextual. Individual factors include motivation, emotional regulation, and psychological well-being. Meanwhile, contextual factors include social support, opportunities for self-development, and a supportive environment (Havighurst, 1961). The interaction between these factors determines the extent to which the elderly develop their productive personality. A comprehensive understanding of the construct of productive personality in the elderly helps in designing effective interventions to facilitate the development of healthy and productive personality in the elderly population (Iqamah & Koentjoro, 2015). Comprehensive interventions include programs that improve motivation, emotional regulation, and psychological well-being in the elderly, as well as provide social support and opportunities for self-development that are appropriate to their needs (Nurihsan, 2006).

Multimodal Guidance and Counseling

Multimodal Guidance and Counseling is a framework for selecting comprehensive systematic therapeutic techniques and is a holistic approach to behavioral counseling developed by Lazarus (McLeod in Aliyah, 2015). Palmer, 2012 (in Aliyah, 2015) states that there are dimensions of personality known as BASIC ID, which consists of Behavior, Affect, Sensation, Imagery, Cognitive, Interpersonal and Drug / Biology. Palmer, 2012 (in Aliyah, 2015) states that there are dimensions of personality known as BASIC ID, which consists of Behavior, Affect, Sensation, Imagery, Cognitive, Interpersonal and Drug / Biology. This Guidance and Counseling uses a broad social learning perspective to record development and personal change (Kumalasari, 2017). This confirms that humans are social beings who move physically, feel, sense, mentally image and think (Aliyah, 2015).

According to Bandura (in Palmer, 2012) states that the multimodal approach is an approach supported by a broad social and cognitive learning theory, it is assumed that humans consist of:

> *"behavior (action and reaction), affect (experiencing affective responses), sensation (responding to smell, touch, visual and auditory stimuli from within the body), imagery (sights, sounds, and other things in the mind), cognitive (beliefs, attitudes, and values), and interpersonal (tolerance, enjoying or suffering in various interpersonal relationships) and drug/biology (neurophysiological/biochemical entities)".*

The BASIC ID analysis revealed that when stressed, the client tends to be aggressive towards family members, the environment, and the surrounding community (behavior). The client is temperamental and has a high degree of anxiety and uncontrolled anger (affect). The client does not consider himself to have passed the exam (cognition) and when sleeping, often dreams of feelings of despair in front of a blank test paper (imagery). The client is often sick but the doctor cannot explain his somatic symptoms (drugs/biological functions). In relation to the social support network (interpersonal relationship), the client does not have many friends and does not share problems with family members. This approach uses a broad social learning perspective to record personal development and change. The goals of multimodal therapy are to structure cognitive, improve interaction patterns in the environment, executive coaching, individual/life coaching, stress management, health coaching, happier lives and achieve their realistic goals (Lazarus, 1976). Multimodal Guidance and Counseling is a holistic approach that integrates various therapeutic modalities to meet client needs comprehensively. This approach focuses on the use of a combination of counseling techniques, therapies, and interventions tailored to the unique needs of each individual (Barreto, 2017). In the context of the elderly, multimodal counseling has been

shown to be effective in improving psychological well-being and quality of life (Akhtar & Hussain, 2018). Multimodal counseling involves various modalities, such as cognitive-behavioral therapy, reminiscence therapy, art therapy, and physical activity therapy. Each modality has a different focus and purpose, but complements each other in achieving comprehensive counseling goals (Kim, S. K., & Lee, J. I. 2013). These modalities are selected and integrated based on the unique needs, preferences, and characteristics of each elderly person.

Multimodal guidance and counseling is a holistic approach in helping clients achieve optimal well-being and development (Corey, 2017). This approach focuses on various aspects of the client's life, such as behavior, emotions, cognition, interpersonal, and spiritual (Lazarus, 1976). The main purpose of multimodal guidance and counseling is to facilitate clients in developing effective coping strategies, increasing self-awareness, and achieving meaningful life goals (Jones-Smith, 2016; Jannah, 2015). Nurhayati, 2011 (in Aliyah, 2015) stated that the purpose of multimodal counseling is among others: 1) educational media, by restructuring cognitive patterns, and 2) helping to improve interaction patterns in the environment so that they are more adaptive. Multimodal guidance and counseling aims to help clients achieve well-being in various aspects of life. Through a comprehensive counseling process, clients are helped to identify and overcome problems that hinder their well-being (Corey, 2017). This includes physical, mental, emotional, social, and spiritual aspects. With a multimodal approach, counselors use various techniques and interventions that are appropriate to the unique needs of each client (Lazarus, 1976). Multimodal guidance and counseling also aims to support the optimal development of clients in various aspects of life. Through the counseling process, clients are helped to develop their potential, improve skills, and achieve meaningful life goals (Jones-Smith, 2016). The multimodal approach allows counselors to facilitate the development of clients holistically, by considering factors that influence individual growth and development. One important goal of multimodal guidance and counseling is to help clients develop effective coping strategies in dealing with challenges and stress in life (Jones-Smith, 2016).

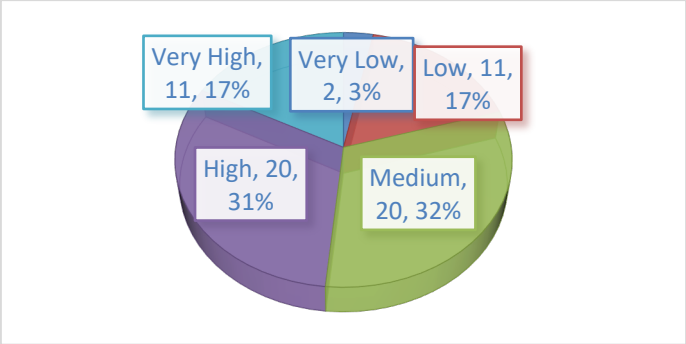
Through the counseling process, clients are helped to identify sources of stress, understand self-response patterns, and develop coping skills that suit their needs. The multimodal approach allows counselors to use various techniques, such as relaxation exercises, emotional management, and development of social support, to help clients manage stress effectively. On the other hand, Palmer, 2011 (in Aliyah, 2015) stated that the purpose of multimodal counseling is to help clients live happier lives and achieve their realistic goals. Therefore, the goals are determined according to the client's

capacity. The multimodal approach has been adapted and applied to executive coaching, individual/life coaching, stress management and health coaching.

Multimodal guidance and counseling also aims to increase the client's self-awareness. Through the counseling process, clients are helped to understand themselves in depth, including their strengths, weaknesses, values, and life goals (Corey, 2017). With increased self-awareness, clients make more informed decisions and direct themselves more effectively. The multimodal approach allows counselors to use a variety of techniques, such as self-reflection, feedback, and value exploration, to facilitate the process of increasing the client's self-awareness. The ultimate goal of multimodal guidance and counseling is to help clients achieve meaningful life goals (Jones-Smith, 2016). Through the counseling process, clients are helped to identify and pursue goals that are in line with their values and aspirations. The multimodal approach allows counselors to use a variety of techniques, such as exploring the meaning of life, developing a future vision, and goal planning, to help clients find and realize meaningful life goals for them.

Discussion

The results of the study indicate that the profile of the productive personality of the elderly in all aspects of the study is in the moderate category. This is reflected in the pretest data which shows that the average score of the productive personality of the elderly is only in the range of 201 from a maximum score of 310. The data obtained can be seen in the following pie chart:



Profile image of the personality of the elderly in Kudus Regency 2024.

In the pie chart above, it can be seen that there are 2 elderly people who have a very low productive personality category (3%), 11 elderly people with a low productive personality category (17%), 20 elderly people with a medium productive personality

category (32%), 20 elderly people with a high productive personality category (31%), and 11 elderly people with a very high productive personality category (17%).

The low healthy personality profile of the elderly can be caused by various factors, such as decreased cognitive function, physical changes, and psychosocial challenges faced in old age (Santrock, 2019). In addition, lack of social support, limited activities, and unhealthy lifestyles can also contribute to the low healthy personality of the elderly (Papalia & Martorell, 2015). Therefore, comprehensive interventions are needed to improve the healthy personality profile of the elderly. The results showed a significant increase in the healthy personality scores of the elderly after being given a multimodal counseling model intervention. In the experimental group, the average score of the healthy personality of the elderly increased from 201 in the pretest to 239 in the posttest ($p < 0.001$). This significant increase in scores indicates that the multimodal counseling model is effective in developing a healthy personality in the elderly. The data can be seen in the table below.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pretest	32	200.53	41.175	7.279
Posttest	32	238.69	40.790	7.211

One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Pretest	27.550	31	.000	200.531	185.69	215.38
Posttest	33.102	31	.000	238.688	223.98	253.39

One-Sample Test pretest-posttest results table for the experimental group.

The results of the study showed a significant difference in the posttest comparison between the experimental group and the control group. In the experimental group, the average score was 239 and the control group had an average of 202, and in sig. (2-tailed) showed a significance level of 0.001 which means there is a significant difference. This can be seen in the table below.

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experiment Class	32	238.69	40.790	7.211
	Control Class	31	202.10	38.210	6.863

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	.207	.651	3.672	61	.001	36.591	9.965	16.664	56.517
	Equal variances not assumed			3.676	60.934	.001	36.591	9.955	16.685	56.496

Multimodal counseling is an approach that combines various counseling techniques, such as cognitive-behavioral, humanistic, and psychodynamic, to help individuals achieve optimal change (Corey, 2017). In the context of older adults, this approach can help improve self-awareness, emotion regulation, and social skills, which are important components in developing a healthy personality (Santrock, 2019).

In addition, the results of this study are also in line with previous findings showing that comprehensive psychological interventions can improve the well-being and quality of life of the elderly (Papalia & Martorell, 2015). Therefore, the multimodal counseling model can be an effective alternative intervention to develop a healthy personality in the elderly population. The results of this study can also be confirmed by personality theories that emphasize the importance of psychological factors in the formation of a healthy and productive personality. For example, the Big Five Personality theory states that a healthy personality is reflected in five main dimensions, namely extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience (McCrae & Costa, 2013).

In the context of the elderly, the multimodal counseling model applied in this study can help improve these personality dimensions. For example, cognitive-behavioral techniques can help the elderly develop self-awareness and emotional regulation, while the humanistic approach can improve the dimensions of friendliness and openness to experience (Corey, 2017). In addition, Erikson's personality development theory also emphasizes the importance of achieving ego integrity in the elderly, which can be achieved through comprehensive psychological intervention (Erikson, 1980). The multimodal counseling model applied in this study can help the elderly achieve ego integrity and develop a healthy and productive personality.

The results of this study have important practical implications for practitioners of counseling and mental health services for the elderly. The multimodal counseling model that has been proven effective in developing healthy personalities in the elderly can be applied in counseling practices and other psychological interventions. This can help improve the quality of life and well-being of the elderly, as well as prevent psychological problems that often arise in the elderly. In addition, the results of this study can also be the basis for the development of comprehensive psychological intervention programs for the elderly, both at the community and institutional levels. Thus, efforts to improve mental health and healthy personality of the elderly can be carried out more systematically and planned.

Although the results of this study indicate the effectiveness of the multimodal counseling model in developing healthy personality in the elderly, there are several limitations that need to be considered. First, the number of samples is relatively small (n = 40) and was only conducted in one location, so the generalization of the results of the study needs to be done carefully. Therefore, further research can be conducted with a larger number of samples and involving various different settings.

In addition, this study only focused on measuring healthy personality in general, without delving into the dimensions of personality in more detail. Further research can examine the effects of multimodal counseling models on personality dimensions in more detail, so that it can provide a more comprehensive understanding of the mechanisms of change that occur.

Finally, this study only measured the short-term effects of the intervention. Therefore, further research can examine the long-term effects of the multimodal counseling model, as well as factors that influence the sustainability of healthy personality changes in the elderly.

Conclusion

Based on the results of the research conducted, the multimodal guidance and counseling model has proven effective in developing productive personality in the elderly. This is indicated by a significant increase in the experimental group compared to the control group. The multimodal counseling approach that integrates various techniques, such as cognitive-behavioral therapy, reminiscence therapy, and group activities, has been proven to be able to improve important aspects of productive personality, such as productive mind, productive love, happiness, and humanist conscience in the elderly.

These findings provide important implications for the practice of guidance and counseling and psychological interventions for the elderly. This multimodal counseling model can be an effective alternative to help the elderly develop productive personalities and improve their quality of life in old age. In addition, this model can also contribute to preventive efforts to maintain the mental health and well-being of the elderly.

Recommendations for the development of research and practice of multimodal counseling for the elderly: 1) Further research with larger samples and diversification of elderly characteristics needs to be conducted to strengthen the validity and generalization of the results. This will help understand the effectiveness of the multimodal counseling model in a broader context; 2) Longitudinal studies need to be conducted to evaluate the long-term effects of the multimodal counseling model in maintaining productive personality in the elderly. This will provide a more comprehensive picture of the sustainability of the benefits of the intervention; 3) Development of training modules for counselors and professionals working with the elderly needs to be conducted to ensure the implementation of a standardized and quality multimodal counseling model; 4) Integration of the multimodal counseling model into the health and social service system for the elderly needs to be encouraged, so that it can reach a wider elderly population and increase access to effective interventions; 5) Cross-disciplinary collaboration, such as between counselors, psychologists, and social workers, needs to be improved to optimize a holistic approach in developing productive personality in the elderly. By following up on these recommendations, it is hoped that the multimodal guidance and counseling model can be further developed and applied widely to improve the quality of life and welfare of the elderly in Indonesia.

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