

Implementation of Group Counseling with The Gestalt Approach

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Abstrak: Every human being must have problems, whether those problems as the implications in addressing a less conducive environment and person environment who could not afford to be organized so that resulted in the birth of the abnormal behaviors. Gestalt counseling approach wanted improve individuals by focusing on the present perspective, through the projection of the past phenomenon with the present condition. In gestalt group counseling, group member can make use of their presence in the group to channel and express their thoughts, feelings and behavior so far that is problematic. To be able to achieve effective and efficient group activities, a gestalt group leader must be able to carry out activities according to the stages of forming group counseling

Keywords: Group Counseling, Gestalt Approach, Guidance and Counseling

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Introduction

Counseling is a dignified and professional service. With the guidance counseling, it is hoped that all individuals can face the day well and effectively. In this case, counseling should be carried out properly by the counseling teacher or counselor (Dasril, 2017).

Guidance counseling can be applied in many instances. Be it educational institutions as well as corporate and government agencies. Guidance helps individuals achieve optimal developmental tasks as God's creatures, social and personal (Embong, 2017). Starting from that description, developmental guidance and counseling is an effort to provide assistance designed to focus on needs, strengths, interests, and issues related to developmental stages and is an important and integral part of the overall educational

program (Handaka, 2016). Given the increasingly complex problems faced by humans, counseling tries to solve them. For a school setting, a counseling teacher must care for 150 students (Yenti Arsini, 2017: 28). The guidance counseling service is expected to be able to carry out the existing BK functions as well as possible (Daryono, et al. 2014: 124). Furthermore, counseling services are expected to create human welfare (Farhatu Solihah, 2013)

In Guidance counseling itself, there are several approaches that can be applied by Guidance counseling teachers so that they can carry out these Guidance counseling functions (Sivalingam). One of them is the gestalt approach. The gestalt approach itself is one of the counseling theories pioneered by Frederick Perls (Boris, 2017). However, in its development, there were several well-known figures such as Koffka, Kohler, and Wertheimer who contributed to the Gestalt Theory. Gestalt therapy is a form of combination therapy between existential-humanistic and phenomenology, so focus on here you now and combine it with the parts of personality that were divided in the past (Lumongga, 2011: 159). Gestalt views humans as individuals who are able to integrate themselves with the environment. The emergence of problematic behavior because he avoids problems in himself (Mudana, 2014).

When clients face problems, the most effective counseling service is group counseling. This is done so that problems can be solved through group dynamics. With group counseling, it is hoped that the client's social life can develop (Novirson, 2020). The behavior that is not appropriate for individuals is mostly caused by unfinished business experienced by clients. Gestalt counseling has several techniques such as dialogogue games that can be applied in group counseling using the gestalt approach (Nishfi Laila Sari, et al, 2019). So problematic behavior can be given group counseling services with a gestalt approach.

Discussion

Counseling is part of guidance both as a service and as a technique. Counseling according to Tolbert is a personal relationship that is carried out face-to-face between two people, namely the counselor and the counselee, through this relationship with their special abilities, providing learning situations. In this case the counselee is helped to understand himself, the present state and the possibility of his future state that he can create by using his potential, for the sake of personal and community welfare. Furthermore, the counselee can learn how to solve problems and find future needs (Prayitno, 2004).

Guidance and counseling are assistance services for students both individually / in groups to be independent and develop optimally in personal, social, learning, career relationships through various types of services and supporting activities based on applicable norms (Fenti Hikmawati, 2011: 19).

A number of principles and principles underlie the movement and steps of conducting guidance and counseling services. The principles and principles are related to the objectives, service targets, types of services and support activities as well as various aspects of the operationalization of guidance and counseling services (Prayitno, 1999: 22). Guidance and counseling principles include:

- a. Principles relating to service objectives
 - 1) Guidance and counseling serves all individuals regardless of age, sex, ethnicity, religion and socioeconomic status
 - 2) Guidance and counseling deals with the unique and dynamic personality and behavior of individuals
 - 3) Guidance and counseling fully pay attention to the stages and various aspects of individual development
 - 4) Guidance and counseling give primary attention to individual differences.
- b. Principles relating to individual problems
 - 1) Guidance and counseling deals with matters relating to the influence of an individual's mental / physical condition on his adjustment at home, at school and socially
 - 2) Social, economic and cultural disparities are a factor in the emergence of problems in individuals, all of which are the main concern of guidance and counseling services.
- c. Principles with respect to service programs
 - 1) Guidance and counseling are integral to individual education and development efforts
 - 2) The guidance and counseling program must be flexible according to the needs of individuals, communities and institutional conditions
 - 3) Guidance and counseling programs are arranged continuously from the lowest to the highest level of education.
- d. Principles relating to the purpose and implementation of services
 - 1) Guidance and counseling must be directed towards the development of individuals who are ultimately able to guide themselves in dealing with their problems
 - 2) In the process of guidance and counseling, decisions taken and will be carried out by individuals should be at the will of the individual himself
 - 3) Individual problems must be handled

by experts in the fields relevant to the problems at hand 4) Cooperation between supervisors, other teachers and parents of students greatly determines the results of guidance services 5) Development of guidance and counseling service programs is pursued through maximum utilization of the results of measurement and assessment of individuals involved in the service process.

The provision of guidance and counseling services and activities apart from being contained by function and based on guiding principles, is also required to fulfill a number of guiding principles. Fulfillment of these principles will facilitate implementation and better guarantee the success of services / activities, while its denial can hamper or even thwart implementation and reduce or obscure the results of the guidance and counseling services / activities itself (Prayitno, 1999: 24). These principles are:

- a. Principle of Confidentiality, namely the principle of guidance and counseling which demands the confidentiality of all data and information about students who are the target of the service, namely data or information that cannot and is not worthy of being known by others.
- b. The principle of volunteerism, namely the principle of guidance and counseling that controls the preferences and willingness of students to follow / undergo services / activities intended for them.
- c. The Principle of Openness, namely the principle of guidance and counseling which requires students who are the target of services / activities to be open and not pretend, both in providing information about themselves and in receiving various information and materials from outside that are useful for their development.
- d. The principle of activity, which is the principle of guidance and counseling which requires that students who are the target of the service participate actively in providing guidance services / activities.
- e. The principle of independence, which is the principle of guidance and counseling which refers to the general purpose of guidance and counseling, namely that students as the target of guidance and counseling services are expected to become independent individuals with characteristics of knowing and accepting themselves and their environment.
- f. Present Principles, namely the principle of guidance and counseling which requires that the target object of guidance and counseling services is the problem of students in their current condition.
- g. The principle of dynamism, which is the principle of guidance and counseling which requires that the content of the service towards the same service target always moves forward, is not monotonous and continues to develop and be sustainable according to the needs and stages of development from time to time.
- h. The principle of cohesiveness, which is the principle of guidance and counseling which requires that various services and activities of guidance and counseling, whether carried out by the supervisor or other parties, support one another, be harmonious and integrated.
- i. Normative principles, namely the principle of guidance and counseling which requires that all services and activities of guidance and counseling be based on and must not conflict with existing values and norms.
- j. Principle of Expertise, namely the principle of guidance and counseling which requires that guidance and counseling services and activities be carried out on the basis of professional principles.
- k. The principle of hand transfer, which is the principle of guidance and counseling which requires those who are unable to provide guidance and counseling services appropriately and thoroughly on a student's problem to transfer the problem to a party who is more expert.
- l. Tut Wuri Handayani's principle, which is the principle of guidance and counseling which requires that guidance and counseling services as a whole can create a nurturing atmosphere (provide a sense of security), develop exemplary, provide stimulation and encouragement as well as the widest possible opportunity for students to advance.

The implementation of guidance and counseling in schools follows certain patterns and programs, namely:

1. General Pattern

According to Prayitno (1999: 32) The general pattern of guidance and counseling includes all activities of guidance and counseling which include areas of guidance, types of services and activities to support guidance and counseling.

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- a. Personal Guidance, which is the field of service that helps students understand, assess and develop their potential and skills, talents and interests as well as conditions according to their personality characteristics and realistic needs
 - b. Social Guidance, which is a service sector that helps students understand and assess and develop healthy and effective social relationship skills with peers, family members and the wider social environment.
 - c. Tutoring field, namely the field of service that helps students develop learning abilities in order to attend school / madrasah education and learn independently.
 - d. Career Guidance Sector, which is a service sector that helps students understand and assess information and choose and make career decisions.
 - e. Orientation services, namely guidance and counseling services that allow students to understand the environment that students have just entered, to facilitate and facilitate the role of students in a new environment.
 - f. Information services, namely guidance and counseling services that allow students to receive and understand various information that can be used as material for consideration and decision making for the benefit of students
 - g. Placement and Distribution Services, namely guidance and counseling services that enable students to get the right placement and distribution according to their potential, talents, interests and personal conditions.
 - h. Learning Services, namely guidance and counseling services that allow students to develop themselves with regard to good learning attitudes and habits, learning materials that match their learning speed and difficulty, as well as various aspects of goals and other learning activities
 - i. Individual Counseling Services, namely guidance and counseling services that allow students to get face-to-face service with the supervisor in order to discuss and limit the personal problems they suffer.
 - j. Group Guidance Services, which are guidance and counseling services that allow a number of students together through group dynamics to obtain various materials from certain sources and discuss together the subject / topic
 - k. Group Counseling Services, which are guidance and counseling services that allow students to have the opportunity to discuss and alleviate the problems they experience through group dynamics
 - l. Application of Guidance and Counseling Instrumentation, namely activities to support guidance and counseling to collect data and information about students and information about the environment of students
 - m. Implementation of Data Collections, namely activities to support guidance and counseling to collect all data and information relevant to the development needs of students.
 - n. Case Conferences, namely activities to support guidance and counseling to discuss problems experienced by students in a meeting forum attended by various parties who are expected to provide material, information, facilities and commitment to the elimination of these problems.
 - o. Home visits, namely activities to support guidance and counseling to obtain data, information, convenience and commitment to alleviate student problems through home visits
 - p. Handover of Cases, namely activities to support guidance and counseling to get a more precise and complete handling of problems experienced by students by transferring case handling from one party to another.

Thus, any guidance and counseling activity that follows a general pattern must contain the following elements: areas of guidance, types of services, support activities and specific stages of activity. All of these activities are aimed at a number of students who are directly the responsibility of the supervisor or class teacher.

2. Program of Activities

Guidance and counseling services in schools are carried out in a programmed, regular and continuous manner. The implementation of these programs has become a concrete manifestation of the holding of guidance and counseling activities in schools. Judging from the volume and type, guidance and counseling programs in schools include annual, semester, monthly, weekly programs as well as unit programs, services or support activities (Prayitno, 1999: 35). The gestalt approach is an existential humanistic therapy which is based on the premise that individuals must find their own way of life and accept personal responsibility if the individual is to reach maturity. This assumption is based on the fact that humans are always active as a

whole. Humans are actively driven towards the whole and integration of thoughts, feelings and behaviors. Gestalt views that the existential approach is also influenced by a point that the counselee who comes to the counselor is in a state of existential crisis and needs to learn to be responsible for his existence as a human (Jones, 2011).

The gestalt counseling approach has at least three working principles in the counseling process, namely: first, this approach emphasizes the responsibility of the counselee, the counselor emphasizes that the counselor is willing to help the counselee but will not be able to change the counselee, the counselor emphasizes that the counselee takes responsibility for his behavior.

Second, this approach is oriented to the present and here (here and now), in the counseling process the counselor does not reconstruct the past or unconscious motives, but focuses on the present. This does not mean that the past is unimportant. The past is only in relation to the present. In this connection, the counselor never asks "why".

Third, this approach is experientially oriented, where the counselor increases the counselee's rudeness about himself and his problems, so that the counselee reintegrates himself: (a) the counselee uses personal pronouns, the counselee changes the question sentence into a statement, (b) the counselee takes the role and responsibility, (c) the counselee realizes that there are positive and / or negative things in himself or his behavior.

There are four phases that a counselor and counselee must go through in the counseling process using the gestalt approach, namely: The first phase, the counselor develops a counseling meeting in order to achieve a situation that allows the expected changes to the counselee. The second phase, the counselor tries to convince and condition the counselee to follow the established procedures according to the counselee's condition. The third phase, the counselor encourages the counselee to say his feelings at this time, the counselee is given the opportunity to re-experience all feelings and actions in the past in the here and now situation. The fourth phase, after the counselee has gained an understanding and awareness of his thoughts, feelings and behavior, the counselor leads the counselee to the final phase of counseling.

Group counseling services are one type of service that can be carried out by counselors using various counseling approaches, one of which is the gestalt approach. The most important area of concern in gestalt counseling is the thoughts and feelings that the individual is experiencing in the present. The basic tendency of each individual is to strive for balance, but in interacting with the environment, many individuals meet disturbing imbalances, both through external (demands and the environment) and internal (needs), if the needs are not met, they will be in a state of illness (Jones, 2011).

Using the gestalt approach requires thorough knowledge of each technique and the skills to apply them. The theory emphasizes the awareness possessed by individuals, so that psychological pain that exists in group members can occur when members identify feelings and recount difficult, possibly traumatic experiences from the past. therefore, leaders not only have knowledge and skills, but must also be prepared to face strong emotions that may arise in the group (Jacob, et al., 2012).

According to Kepner (Corey, 2016) describes the various roles of leaders in the gestalt process group using a three-stage model, namely:

The first stage

In the first stage (early stage) of a group, the main emphasis is on identity and dependability. Each member of the group will be influenced by the way he or she is considered and responded to by other members and leaders in the group. The leader helps members explore questions they have about their identity or presence in the group. The leader should be able to create a climate of trust that will support risk taking and make connections between members in the group. Once the members discover what they have in common with each other, the group is ready to carry out the activity.

Second stage

In the second stage the main emphasis is on influence and dependence. During this transitional period, group members may face problems of the influence of authority and control from outside themselves. The leader's job is to work towards increasing differentiation, difference and role flexibility among members, as well as encouraging members to accept different norms and being able to openly express differences and dissatisfaction and differentiate between people's roles.

Third phase

In the third stage (work stage) the close relationship and dependence in the group is the main theme. At this stage of group development, real contact takes place within and between group members. At this stage the members have worked through issues of influence, power and authority, so that they are ready for a deeper level of work, both individually and with the group as a whole.

In a group setting, the practice of gestalt therapy can be in its pure form or alternatively, encourage group members to spontaneously engage in interaction with one another. Basically, the client and counselor work together while the other members act as observers. Because if the client has finished work, the counselor or therapist will ask other members for feedback on their own experiences.

Conclusion

Gestalt theory is a counseling approach based on the idea that individuals must be understood in the context of ongoing relationships with the environment (on going relationships). Gestalt believes that through this awareness, change will appear automatically. The main focus in gestalt counseling is to help individuals through their transition from a state that is always assisted by the environment to a state of self-support. The main concept of the gestalt approach is here and now and unfinished business which includes emotions, events, and memories that are blocked by the individual concerned.

Especially for the gestalt group counseling approach, it is emphasized on achieving client awareness so that unfinished business can be carried out properly and group members can understand what and how they think, feel and do when they interact with other people in the group. Members are encouraged and guided in experimenting with new behaviors as a way of increasing self-understanding.

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