

# Gestalt Counseling Theory, Modeling Techniques, Traveling Around through Scout Activities to Improve Personal Achievement and Personal Defence as a Profile of *Pancasila* Students

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## ABSTRAK

Profil pelajar Pancasila adalah profil kepribadian pelajar Indonesia merupakan pelajar sepanjang hayat yang kompeten, berkarakter, dan berperilaku sesuai nilai-nilai luhur Pancasila. Siswa yang memiliki kepribadian Pancasila tercermin dalam dirinya pribadi achievement dan pribadi deference. Tujuan dari penelitian ini adalah untuk menguji efektifitas teori konseling Gestalt dengan teknik modeling berkeliling melalui kegiatan pramuka untuk meningkatkan pribadi achievement dan pribadi deference sebagai profil pelajar Pancasila. Desain penelitian ini adalah true experimental, dengan pretest-posttest control group design. Populasi Penelitian adalah siswa kelas X di SMAN 1 Pagai Utara Selatan dengan kurikulum merdeka yang berjumlah 210 orang. Pengambilan sampel penelitian menggunakan teknik random sampling dan random class sebagai intact group sehingga diperoleh empat kelas sebagai sampel penelitian. Uji hipotesis menggunakan uji-t sampel/kelompok dependen (berpasangan) atau biasa disebut uji paired sampel t-test. Dari analisis data deskriptif terlihat adanya perbedaan nilai rerata pre-test dengan nilai rerata post-test. Berdasarkan uji t-test  $H_1$  diperoleh thitung sebesar 10,546 sementara  $t_{tabel}$  dengan db  $(N_1 + N_2) - 2 = 60 - 2 = 58$  dan taraf signifikan 5% (0,05) sebesar 2,002. Sedangkan untuk uji ttest  $H_2$  diperoleh thitung sebesar 11,784 sementara  $t_{tabel}$  dengan db  $(N_1 + N_2) - 2 = 60 - 2 = 58$  dan taraf signifikan 5% (0,05) sebesar 2,002. Maka dapat disimpulkan berdasarkan uji t-test  $H_1$  dan  $H_2$  diterima dan  $H_0$  ditolak.

## ABSTRACT

The *Pancasila* student profile is the personality profile of Indonesian students who are lifelong students who are competent, have character and behave in accordance with the noble values of *Pancasila*. Students who have the *Pancasila* personality are reflected in their personal achievements and personal differences. The aim of this research is to test the effectiveness of Gestalt counseling theory using traveling modeling techniques through scout activities to improve personal achievement and personal defence as a *Pancasila* Student. This research design is true experimental, with a pretest-posttest control group design. The research population was 210 class X students at SMAN 1 Pagai Utara Selatan with an independent curriculum. The research sample was taken using random sampling techniques and random classes as an intact group so that four classes were obtained as research samples. Hypothesis testing uses a dependent sample/group t-test (paired) or commonly called a paired sample t-test. From the descriptive data analysis, it can be seen that there is a difference between the pre-test mean score and the post-test mean score. Based on the  $H_1$  t-test, the  $t_{count}$  was 10.546, while the  $t_{table}$  with db  $(N_1 + N_2) - 2 = 60 - 2 = 58$  and a significance level of 5% (0.05) was 2.002. Meanwhile, for the  $H_2$  t-test, the  $t_{count}$  was 11.784, while the  $t_{table}$  with db  $(N_1 + N_2) - 2 = 60 - 2 = 58$  and a significance level of 5% (0.05) was 2.002. So it can be concluded that based on the t-test  $H_1$  and  $H_2$  are accepted and  $H_0$  is rejected.

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## 1. INTRODUCTION

The *Merdeka* Curriculum provides space for students' interests, talents and abilities to develop optimally, as well as being the basis for providing intracurricular learning services, projects to strengthen the profile of *Pancasila* students, and extracurricular activities (Arnes et al., 2023; Nurdyansyah et al., 2022). With the freedom to choose subjects according to your interests, talents and abilities. It is hoped that the freedom given to students in Phase E to choose elective subjects will make students more skilled in optimizing their own potential and can complete each learning achievement in accordance with the elective subjects they choose (Ministry of Education, Culture, Research and Technology, 2022). The *Pancasila* student profile is the personality profile of Indonesian students who are lifelong learners who are competent, have character and behave in accordance with the noble values of *Pancasila* (Bahtiar & Sholeh, 2023; Setyaningsih & Wiryanto, 2022). Students who have the characteristics of the *Pancasila* student profile within themselves have their personal achievements reflected. Students who have personal achievement are individuals who have high motivation so they have a strong desire to determine and achieve goals, calculate every risk to achieve goals, enjoy getting feedback on their progress and achievements, and enjoy working alone or working with individuals who have achievement motivation. the same one. to excel and be ready to face challenges (Li et al., 2024; Putra et al., 2019; Saputro et al., 2022). Their achievement motivation will encourage students to work more so that one day they can create new things beyond our expectations. Personal achievement that radiates within oneself will stimulate students to be able to make appropriate decisions, think imaginatively and be motivated to improve learning achievement results in accordance with their talents, interests, potential and future goals.

Haryanto et al, (2024) describes that students with personal achievements have characteristic needs which include: 1) Doing their best. 2) Achieve success. 3) Completing tasks that require skill and effort. 4) Achieving authority and respect. 5) Do difficult tasks well. 6) Solve difficult problems. 7) Doing tasks better than others. 8) Write a good novel. Apart from personal achievement, the personal characteristics that students need to have in strengthening the *Pancasila* student profile are those who have knowledge and understanding of the dimensions of global diversity (Agustia et al., 2024; Shofia Rohmah et al., 2023; Suryaningsih et al., 2023). In this dimension, personality characteristics are reflected in students who have personal differences. Personal defence can be defined as the need to adapt, respect others and be tolerant (Hidayah et al., 2021; Karagiannopoulou et al., 2020; Khoirunisa et al., 2020). Pitaloka (2022) describes the characteristics of deference as a person who has the following needs: 1) Get suggestions from other people. 2) Find out what other people think. 3) Follow orders and carry out as expected. 4) Compliment others. 5) Tell others they have done a good job. 6) Accept the leadership of others. 7) Read stories of great people. 8) Follow customs and reject anything unusual. 9) Let others make decisions.

Guidance and counseling services have a very central role in implementing the independent curriculum, especially in developing student character. Counseling guidance services in schools have various theories, approaches, models and counseling techniques that can be used as options for strengthening character. In connection with strengthening the character of the *Pancasila* student profile to increase personal achievement and personal defence, the theory that is considered appropriate is Gestalt counseling theory. This theory focuses on the what and how of behavior and experiences in the here and now by integrating fragmented and unknown parts of the personality. The basic assumption of Gestalt counseling is that individuals have the capacity to regulate themselves in their environment. The counselee will change when he realizes that the counselee is challenged to be his whole self in his current position, instead of trying to be 'what he should be' in the past, or in the future (Andriyani et al., 2022; Nurismawan et al., 2023; Permadi, 2023).

The Gestalt view of humans originates from existential philosophy and phenomenology. This view emphasizes concepts such as acceptance of personal responsibility, expansion of consciousness, personal unity and experiencing the ways in which consciousness is inhibited (BA Habsy, et al., 2024; Kurniawaty et al., 2022; Widyawati & Nurjannah, 2023). The Gestalt counseling approach prioritizes awareness and the integration of polarities and dichotomies within the self. The counseling process in the Gestalt approach is not focused on analysis, but rather on integration which takes place step by step, until the client progresses and becomes strong enough to support his personal life (ANN Afifah et al., 2021; Ulhaq, 2022).

Gestalt counseling theory has various techniques that can be used to develop student character. In increasing personal achievement and personal defense as a profile of *Pancasila* students, the traveling modeling technique is used. This technique is a combination of Bandura's learning concepts and traveling itself which is part of the Gestalt counseling technique (Aryanto et al., 2022; BA Habsy, et al., 2024; Trujillo & Holler, 2023). Modeling is someone who is used as a model, while traveling is moving around (R. Afifah

& Fadilah, 2023; Nafi'ah & Sulthon, 2024). From the combination of these two theories, the researcher carried out a theoretical synthesis to describe the traveling modeling technique as a learning process through observation by adding or subtracting observed behavior, generalizing various observations which also involve cognitive processes by means of going around to group members to communicate, interact and collaborate to do something with group members.

The implementation of Gestalt counseling theory with traveling modeling techniques is collaborated through scout activities. The philosophy of scout activities is in line with the basic concept of traveling modeling techniques. Scouting education as a constitutionally obligatory extracurricular activity in basic education, junior secondary education and senior secondary education, is in line with the function of national education to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students so that become a human being who believes and is devoted to God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen (BA Habsy, et al., 2024; Kurniawaty et al., 2022). Based on the background of the problem that has been described, this research aims to test the effectiveness of the Gestalt counseling theory of traveling modeling techniques in increasing personal achievement as a profile of *Pancasila* students and to test the effectiveness of Gestalt counseling theory of traveling modeling techniques in increasing personal defence as a profile of *Pancasila* students.

## 2. METHOD

This research uses a true experimental design with a pretest-posttest control group design (Sundari et al., 2024; Trisna & Wibowo, 2023). Measurements were taken before and after treatment. For the purposes of hypothesis testing, the average post-test results of the experimental class were tested with the average post-test results of the control class. The research design will be presented below in Table 1.

**Table 1. The Research Design**

| Group      | Pre-test | Treatment | Post-test |
|------------|----------|-----------|-----------|
| Experiment | Y1       | X         | Y1        |
| Control    | Y2       |           | Y2        |
| Experiment | Y3       | X         | Y3        |
| Control    | Y4       |           | Y4        |

Information: X = Treatment; Y1 = Pre-test and post-test personal achievement experiment group; Y2 = Pre-test and post-test Personal achievement control group; Y3 = Pre-test and post-test Personal defence treatment group; Y4 = Pre-test and post-test Personal defence control group.

The research population was all class What is meant by random sampling is that sampling of population members is carried out by selecting samples at random, without paying attention to the strata in the population. All objects in a class are considered to have the same chance of being taken as a sample (Ardiansyah et al., 2023; Firmansyah & Dede, 2022). The personal achievement instrument grid was prepared based on theoretical synthesis from opinions from previous research so that a research instrument grid was produced as in Table 2.

**Table 2. The Personal Achievement Instrument Grid**

| Variable             | Indicator                                       | Statement No |           | Amount    |
|----------------------|-------------------------------------------------|--------------|-----------|-----------|
|                      |                                                 | Positive     | Negative  |           |
| Personal Achievement | Do your best.                                   | 1,2          | 17,18     | 4         |
|                      | Achieve success                                 | 3,4          | 19,20     | 4         |
|                      | Completing tasks that require skill and effort. | 5,6          | 21,22     | 4         |
|                      | Achieving authority, respect.                   | 7,8          | 23,24     | 4         |
|                      | Performs difficult tasks well.                  | 9,10         | 25,26     | 4         |
|                      | Solve difficult problems.                       | 11,12        | 27,28     | 4         |
|                      | Doing a job better than anyone else.            | 13,14        | 29,30     | 4         |
|                      | Write a good novel                              | 15,16        | 31,32     | 4         |
| <b>Amount</b>        |                                                 | <b>16</b>    | <b>16</b> | <b>32</b> |

Source: (Faebudodo & Harefa, 2023)

The personal defense instrument grid was prepared based on theoretical synthesis, resulting in a research instrument grid as in Table 3.

**Table 3. Personal Defense Instrument Grid**

| Variable            | Indicator                                   | Statement No |           | Amount    |
|---------------------|---------------------------------------------|--------------|-----------|-----------|
|                     |                                             | Positive     | Negative  |           |
| Personal<br>Defense | Get suggestions from other people.          | 1,2          | 19,20     | 4         |
|                     | Find out what other people think.           | 3,4          | 21,22     | 4         |
|                     | Follows orders and carries out as expected. | 5,6          | 23,24     | 4         |
|                     | Complimenting others.                       | 7,8          | 25,26     | 4         |
|                     | Telling others, they have done a good job.  | 9,10         | 27,28     | 4         |
|                     | Accept the leadership of others.            | 11,12        | 29,30     | 4         |
|                     | Read stories of great people.               | 13,14        | 31,32     | 4         |
|                     | Follow customs and reject anything unusual. | 15,16        | 33,34     | 4         |
|                     | Let others make decisions.                  | 17,18        | 35,36     | 4         |
|                     | <b>Amount</b>                               |              | <b>18</b> | <b>18</b> |

Source: (Avana, 2024)

Validity test analysis is carried out using the product moment correlation formula. Meanwhile, to test the reliability of the instrument, it is tested using a formula Cronbach's Alpha. After analyzing the validity of the personal achievement instrument, the results obtained were that 28 of the 32 instrument items were declared valid and 4 items were declared invalid or invalid. Instruments that are declared valid are then tested for reliability using the Alpha reliability formula. After carrying out a reliability analysis test, it was obtained that  $r_{11} = 0.978$ . So, it can be concluded that  $r_{11} > r_{table}$  ( $0.978 > 0.361$ ) then the personal achievement instrument is declared reliable. Meanwhile, for the validity test of the personal defense instrument, the results obtained from the 36 instrument items which were declared valid were 32 items and 4 items were declared invalid or invalid. Instruments that are declared valid are then tested for reliability using the Alpha reliability formula. After carrying out a reliability analysis test, it was obtained that  $r_{11} = 0.988$ . So, it can be concluded that  $r_{11} > r_{table}$  ( $0.988 > 0.361$ ) then the personal differentiation instrument is declared reliable. Hypothesis testing uses t-tests to compare differences in groups at certain measurement times. The data tested was the difference in the posttest mean of the experimental class and the control class. Decision making criteria:  $H_0$  is rejected if  $t_{count} > t_{table}$ .  $H_0$  is accepted if  $t_{count} < t_{table}$ .

### 3. RESULTS AND DISCUSSION

#### Result

The results of descriptive data analysis show differences between before and after the treatment given to both the experimental class and the control class. But very significant differences occurred in the experimental class. To make it easier to understand the research data, it can be seen in Table 4 which displays a comparison of research data for both the experimental class and the control class.

**Table 4. The Data from Experimental and Control Class Research Results**

| Category   | Percentage |              |            |              |            |              |            |              |
|------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|
|            | Pretest Y1 | Post-test Y1 | Pretest Y2 | Post-test Y2 | Pretest Y3 | Post-test Y3 | Pretest Y4 | Post-test Y4 |
| Very high  | 0          | 93           | 0          | 0            | 0          | 93           | 0          | 0            |
| High       | 63         | 7            | 70         | 77           | 63         | 7            | 63         | 67           |
| Currently  | 37         | 0            | 30         | 23           | 37         | 0            | 37         | 33           |
| Not enough | 0          | 0            | 0          | 0            | 0          | 0            | 0          | 0            |
| Very less  | 0          | 0            | 0          | 0            | 0          | 0            | 0          | 0            |

Based on research data on the pre-test variable Y1, it can be described that 0% are in the very high category, 63% are in the high category, 37% are in the medium category, 0% are in the poor category and 0% are in the very low category with an average of average in the high category. Meanwhile, the data from research on the variable Y1 post-test can be described as saying that 93% are in the very high category,

7% are in the high category, 0% are in the medium category, 0% are in the poor category and 0% are in the very low category with an average of average in the very high category. For research data on the pre-test variable Y2, it can be described that 0% are in the very high category, 70% are in the high category, 30% are in the medium category, 0% are in the poor category and 0% are in the very low category with an average of average in the high category. Meanwhile, the data from the post-test variable Y2 research can be described as 0% being in the very high category, 77% being in the high category, 23% being in the medium category, 0% being in the poor category and 0% being in the very low category with an average of average in the high category.

Based on research data on the pre-test variable Y3, it can be described that 0% are in the very high category, 63% are in the high category, 37% are in the medium category, 0% are in the poor category and 0% are in the very low category with an average of average in the high category. Meanwhile, the data from the post-test variable Y3 research can be described as saying that 93% are in the very high category, 7% are in the high category, 0% are in the medium category, 0% are in the poor category and 0% are in the very low category with an average of average in the very high category. For research data on the pre-test variable Y4, it can be described that 0% are in the very high category, 63% are in the high category, 37% are in the medium category, 0% are in the poor category and 0% are in the very low category with an average of average in the high category. Meanwhile, the data from the post-test variable Y4 research can be described as 0% being in the very high category, 67% being in the high category, 33% being in the medium category, 0% being in the poor category and 0% being in the very low category with an average of average in the high category.

Significant data differences occurred in the experimental class for both individuals achievement or personal defence. This difference can be concluded due to the Gestalt counseling process using traveling modeling techniques through scout activities. These findings are also supported by the results of hypothesis testing, both for H<sub>1</sub> and H<sub>2</sub>. Based on the H<sub>1</sub>  $t_{test}$ , the  $t_{count}$  was 10.546, while the  $t_{table}$  with  $db (N_1 + N_2) - 2 = 60 - 2 = 58$  and a significance level of 5% (0.05) was 2.002. So, it can be concluded that, Gestalt counseling theory using traveling modeling techniques through scout activities is effective in increasing personal achievement as a *Pancasila* student profile for class X students at SMAN 1 Pagai Utara Selatan Mentawai Islands. Based on the H<sub>2</sub>  $t_{test}$ , the  $t_{count}$  was 11.784, while the  $t_{table}$  with  $db (N_1 + N_2) - 2 = 60 - 2 = 58$  and a significance level of 5% (0.05) was 2.002. So, it can be concluded that, Gestalt counseling theory with traveling modeling techniques through scout activities is effective in increasing personal defence as a *Pancasila* student profile for class X students at SMAN 1 Pagai Utara Selatan Mentawai Islands.

## Discussion

The traveling technique is a counseling technique that helps clients achieve mature development and become more aware of what is happening within themselves through interaction in going around to group members, talking or carrying out activities with members collaboratively. The go-around technique is used to identify, correct behavior that you don't have or want to improve behavior by going around and interacting in a predetermined group (Andriyani et al., 2022; Trujillo & Holler, 2023). By traveling around, counselees also learn to interact and collaborate with other colleagues in groups through work support. So that a model learning ecosystem is established from each member of the community. The implementation of Gestalt counseling on the traveling modeling technique which was integrated with scout activities proved to be effective and in accordance with the characteristics and procedures of the traveling modeling technique itself. The findings of this research are supported by the results of research conducted by Andini & Puspitasari (2024) which states that mandatory extracurriculars in implementing the curriculum in schools are scout extracurriculars. So that in practice the counselor does not experience difficulties in conditioning the counselee.

Educational Standards, Curriculum and Assessment Agency Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (2022) Scout extracurriculars are designed and implemented based on the educational unit's operational curriculum which is integrated with Gestalt counseling services with mobile modeling techniques based on the values of Satya and Scout Dharma. . Scout satya is a scout promise that must be adhered to by scout members, with the promise "For the sake of my honor, I promise to seriously: (1) carry out my obligations towards God, the Unitary State of the Republic of Indonesia, and practice *Pancasila*; (2) help others in life and prepare to build society and (3) fulfill the principles of *dharma*. *Dasa Dharma* explains that scouts must: (1) be devoted to God Almighty; (2) love of nature and compassion for fellow humans; (3) polite and chivalrous patriot; (4) obedient and likes deliberation; (5) willing to help and steadfast; (6) diligent, skilled, and happy; (7) thrifty, efficient and modest; (8) disciplined, brave and loyal, (9) responsible and trustworthy and (10) pure in thoughts, words and deeds (Destiana et al., 2023; Gunawan, 2023).

Scout activities are an educational process outside of school and outside the family environment in the form of activities that are interesting, fun, healthy, regular, focused, practical, which are carried out in the open air with the aim of developing good counselee character with noble morals and manners that can be an example for society in everyday life. So, through scouting activities which are integrated with Gestalt counseling services with traveling modeling techniques, this can be done to increase personal achievement and personal defence in implementing character education for the nation's successors towards a civilized and cultured Indonesia (ANN Afifah et al., 2021; Andini & Puspitasari, 2024).

Increasing personal achievement and personal defence are a reflection of the student's personal profile of *Pancasila* which is a strength in forming the identity of the Indonesian nation to face the challenges of becoming a great nation towards realizing a golden Indonesia in 2045. Human resources who excel in achievement and are able to adapt to the demands and challenges of the times are character traits, which is the identity of the Indonesian people as a great nation and upholds the cultural values that have been inherited by national figures (Gunawan, 2023; Ulhaq, 2022).

The profile of *Pancasila* students as reflected in their personal achievements and personal differences is in line with the results of the research conducted R. Afifah & Fadilah (2023) that Indonesia is a multicultural country with various ethnicities, nationalities, cultures, geographies, customs, habits, views of life and religions guaranteed by the 1945 Constitution and *Pancasila* as the basis of the State. So, this potential needs to be maintained and cared for through the development of human resources with a *Pancasila* personality, so that Indonesian human resources become individuals who are religious, intelligent, creative, tolerant, independent and work together. This study has several limitations that need to be noted. First, there are limitations to the research sample, namely that it only involved class Second, the duration of the treatment provided may not be long enough to see the long-term impact of the changes that occur in students' personal achievement and personal defence. In addition, external factors such as family environment and other social factors may influence the results, but were not controlled for in this study. Finally, the limitations of the instruments used, both in terms of validity and reliability, can influence research results, so interpretation of the results must be done carefully.

This research has several significant advantages. First, this research succeeded in integrating Gestalt counseling techniques with scout activities, which were proven to be effective in increasing students' personal achievement and personal defence. This approach is also very relevant to the cultural and educational context in Indonesia, especially in developing the *Pancasila* student profile. In addition, the use of a quasi-experimental method with a pretest-posttest control group design provides deeper analysis of the effectiveness of the intervention being implemented. Another important contribution is in the development of a character education curriculum in Indonesia, where the results of this research can be a reference in enriching extracurricular activities such as scouting. The implications of this research are quite broad. In counseling practice, the results of this research can be a reference for counselors to develop more effective counseling programs, by integrating Gestalt techniques in extracurricular activities, especially scouting. Apart from that, these findings also have policy implications, where the Ministry of Education can consider improving the quality of extracurricular activities as part of student character development. This research also opens up opportunities for further research that can explore the application of Gestalt techniques to different groups of students, with a longer intervention duration, and tighter control of external factors. Finally, the increase in personal achievement and personal defence found in this research can be used as a reference in developing educational programs aimed at strengthening the profile of *Pancasila* students, as preparation for facing the challenges towards a Golden Indonesia 2045.

#### 4. CONCLUSION

Based on the results of this research, it can be concluded that applying Gestalt counseling theory with traveling modeling techniques, integrated through scout activities, has proven effective in enhancing the personal achievement and personal defense of Class X students at SMAN 1 Pagai Utara Selatan in the Mentawai Islands. The significant increase in these two variables indicates that integrating the Gestalt counseling approach with scout activities is highly relevant for strengthening the *Pancasila* student profile, particularly in developing students' character to excel and adapt to diversity. This research also underscores the importance of developing educational programs that focus not only on academics but also on character building, preparing students to face future challenges. Although this study has several limitations, its results contribute significantly to the development of counseling curricula and practices in schools and provide a solid foundation for further research in this area. These findings also have policy implications, suggesting that the Ministry of Education could use them to enhance extracurricular

activities as a key component of character development, contributing to the vision of a Golden Indonesia 2045

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