ANALYSIS OF THE GESTALT APPROACH IN INCREASING ADOLESCENT CONFIDENCE

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Abstract

The basic goal of Gestalt therapy is to increase awareness, which in itself is seen as curative or growth-producing. Awareness requires self-knowledge, responsibility for choices, contact with the environment, immersion in the stream of experience, self-acceptance, and the ability to make contact. The research method used is a literature review which is supported by data from several articles, source books, and other supporting documents. Guidance and counseling teachers can apply group counseling services to address career problems. One approach that can be used to help adolescents approach themselves is an approach that focuses on gestalt techniques. The results showed that counseling services with a gestalt approach could help in increasing adolescent self confidence.

1. Introduction

The founder of Gestalt psychotherapy was Frederick (Fritz) Perls and it began to develop in the early 1950s. The Gestalt approach focuses on the present and requires awareness at that moment. Consciousness is characterized by contact, sensing, and arousal. Contact can occur without awareness, but consciousness cannot be separated from contact. Geralt Corey in his book (Theory and Practice of Counseling and Psychotherapy, p. 118) says that Gestalt therapy developed by Frederick Perls is a form of therapy that requires individuals to find their own way and accept personal responsibility if they hope to reach maturity.

Gestalt counseling approach holds that humans in their lives are always active as a whole. Each individual is not merely a sum of parts of organs such as the heart, heart, brain, and so on, but is a coordination of all these parts. Active humans are driven towards the whole and the integration of their thoughts, feelings, and behavior.

Each individual has the ability to accept personal responsibility, has the drive to develop an awareness that will lead to the formation of personal integrity or wholeness. So the nature of humans according to this counseling approach are: (1) cannot be understood, except in the whole context, (2) are part of their environment and can only be understood in relation to their environment, (3) actors are not reactors, (4) have potential to be fully aware of their sensations, emotions, perceptions, and thoughts, (5) be able to choose consciously and responsibly, (6) be able to organize and direct their lives effectively. Teaching is synonymous with education.

The teaching process is an educational process. Every educational activity is to achieve educational goals. Teaching is a process of teaching and learning activities, in which there are two mutually involved objects, namely teachers and students. Learning is a process activity and is a very fundamental element in carrying out every type and level of education. The existence of a long and neatly organized and tiered process will allow learning to be better and more efficient. Gestalt learning theory is a learning theory developed by Max Wertheimer. Max

Wertheimer (1880-1943) is considered the founder of Gestalt Psychology, he collaborated with two friends, namely Kurt Koffka (1886-1941) and Wolfgang Kohler (1887-1967). For Gestaltists, development is a process of differentiation. In the process of differentiation, the primary is the whole, while the parts are secondary, the parts only have meaning as part of the whole in a functional relationship with the other parts, the whole exists first, followed by the parts. When we meet a friend, for example, from a distance what we see first is not his new clothes or his good pen, or his injured forehead, but rather our friend as a whole, as a Gestalt.

Self-confidence is an important aspect of personality in a person. Without self-confidence it will cause a lot of problems in a person. Self-confidence is the most valuable attribute in a person in social life, because with self-confidence, a person is able to actualize all the potential that exists within him. This self-confidence can also be influenced by the abilities and skills possessed.

2. Method

The method used is a literature study. Literature study is a series of activities related to the methods of collecting library data, reading and taking notes, and managing research materials. According to Danial and Warsiah (2009:80), Literature Study is a research conducted by researchers by collecting a number of books, magazines related to the problem and research objectives. This technique is carried out with the aim of revealing various theories that are relevant to the problems being faced/researched as reference material in the discussion of research results. Another definition of literature study is looking for theoretical references that are relevant to the cases or problems found.

3. Result and Discussion

a. Stages of Gestalt Counseling

The role of the Gestalt group leader is to consider the stage of group development. The Gestalt group process aims to create conditions for learning about what it means to be a member of a group. Kepner noted that

Gestalt group therapy can accentuate one of three boundaries of contact: first, intrapsychic or intrapersonal (individual thoughts, sensations, and feelings), second, interpersonal (interaction between and among group members), third group level (processes involving whole group). Therefore, the gestalt approach has 3 stages, namely:

1. Initial stage

Leaders direct and provide a climate of trust that will support risk taking and making connections between individuals. Once members find their similarities with one another, the group is ready to work on differentiation.

2. Second stage

In this period of transition, groups grapple with issues of influence, authority, and control. The leader's job is to work to increase differentiation, divergence, and role flexibility among members. The leader acts as a facilitator to help members work through the reactions they experience to what is happening in the group. Some of these facilitative activities include increasing awareness of the norms prevailing in the group, encouraging members to challenge norms and openly expressing differences and dissatisfaction, and distinguishing roles from people.

3. Final stage

In the third stage (which is similar to the work stage) intimacy and interdependence are key themes. At this stage of group development, real contact occurs within and between group members. Group members are ready to increase their deeper understanding of themselves, both individually and with groups. After group members gain understanding and awareness of their thoughts, feelings, and behavior, group leaders lead group members into the final phase of counseling. In this phase the client shows symptoms that indicate the integrity of his personality as a unique and human individual

b. Gestalt counseling techniques and procedures, namely:

1. Dialogue Games

This technique is done by conditioned clients to dialogue between two conflicting tendencies, namely top dog tendencies and under dog tendencies, for example: (a) parental tendencies versus children's tendencies; (b) responsible tendencies versus indifference; (c) "good boy" tendencies versus "stupid kid" tendencies autonomic versus dependent tendencies; (d) strong or strong tendencies versus weak tendencies. Through this contradictory dialogue, according to the Gestalt view, the client will eventually direct himself to a position where he dares to take risks. The application of this dialogue game can be carried out using the "empty chair" technique.

2. My Practice is Responsible

It is a technique intended to help clients acknowledge and accept their feelings rather than projecting them onto others. In this technique the counselor asks the client to make a statement and then the client adds in the statement the sentence: "…and I am responsible for it". For example: "I feel bored, and I am responsible for that boredom" "I don't know what to say now, and I am responsible for that ignorance"

3. Play Projection

Projection means reflecting to others feelings that one does not want to see or accept. Denying one's own feelings by reflecting them on others. Often times, the feelings that are reflected to another person are an attribute of his or her own. In the projection play technique, the counselor asks the client to try out or do things that are projected onto other people

4. Reversal Technique

Certain symptoms and behaviors often represent a reversal of the underlying drives. In this technique the counselor asks the client to play the opposite role of the feelings he is complaining about. For example: the counselor gives the client the opportunity to play the role of "exhibitionist" for an excessively shy client

5. Stay With Feelings

The technique can be used for a client who is displaying an unpleasant feeling or mood or who is anxious to avoid it. The counselor encourages the client to stick with the feelings he wants to avoid. Most clients want to escape the frightening stimulus and avoid unpleasant feelings. In this case, the counselor continues to encourage the client to endure the fear or pain he is experiencing now and encourages the client to dive deeper into the behaviors and feelings he wants to avoid.

c. Application of Gestalt in Schools

To open up and make way for the development of a newer sense of feeling is not enough just to confront and confront the feelings he wants to avoid but requires courage and experience to endure the pain of the feelings he wants to avoid.

Gestalt therapy is based on existential principles. Gestalt counseling is able to create an effective quality relationship between group leaders and members of therapeutic counseling. Gestalt counseling is very suitable for children and adolescents. Counseling with the gestalt approach has good quality because in the counseling process there is contact between the individual and the group. Lederman (in Corey. 2010) describes an example of applying Gestalt techniques with children in a special education setting, the Gestalt awareness intervention he describes can be productively adapted to work with children and youth in other school settings as well.

She describes the creative activities she uses that aim to help children understand their feelings, their relationships with the people in their environment, and this approach can help children develop a sense of responsibility for their actions. Like Lederman, Oaklander often uses the empty chair technique as a way to help children understand and deal with frustration, anger, resentment, and other unfinished business.

A limitation in gestalt therapy in children and adolescents is that when group members do not volunteer to explain or tell about the problems they are

experiencing, sometimes junior high school or high school students often think gestalt technique is a strange technique, so they are reluctant to participate in group activities. counseling. Therefore, group leaders in the gestalt approach must be skilled in introducing role-play interventions and be able to gather the spirit of participating or cooperatively from group members so that they are willing and voluntarily to do group counseling using gestalt therapy. According to Lubis & Hasnida (2016) explaining the purpose of gestalt therapy is to help clients (students) not depend on others and make clients discover early on that they can do many things, more than they know. Gestat therapy has the main key where the client has awareness, with the awareness of the client/student having the ability to understand and accept the parts of his existence that are related to the experiences and reality that exist in him.

If the client or student is not aware of his own situation, then the problems that he cannot solve will always arise so that by using gestalt therapy, it is hoped that the problem can be resolved. The existence of the concept of unfinished business such as feelings that are not expressed (revenge, anger, hatred, hurt, anxiety, feeling neglected) because these feelings are not expressed, so that it will inhibit itself. Therefore, gestalt therapy can be used in the school environment so that it can help students see reality and be aware of themselves and are willing to try and face challenges.

d. Definition of Confidence

Self-confidence is an important aspect of personality in a person. Without self-confidence it will cause a lot of problems in a person. Self-confidence is the most valuable attribute in a person in social life, because with self-confidence, a person is able to actualize all the potential that exists within him. This self-confidence can also be influenced by the abilities and skills possessed. Adolescents who have high self-confidence will easily interact with other people, are able to express opinions without any doubts and respect the opinions of others, are able to act and think positively in decision making, on

the other hand, adolescents who have low self-confidence will find it difficult to communicate, argue. , and will feel that he can not compete with other teenagers.

Self-confidence is basically the basic ability to be able to determine the direction and purpose of life. In line with this opinion, according to Anthony (1992) self-confidence is an attitude in someone who can accept reality, can develop self-awareness, think positively, have independence and the ability to have and achieve everything he wants. Self-confidence is a comprehensive evaluative dimension of self so self-confidence is also referred to as self-esteem or self-image

Self-confidence is a belief in the human soul that any life challenge must be faced by doing something (Angelis, 2003). Self-confidence means appreciating and assessing yourself (Utomo & Harmiyanto, 2016). Self-confidence is born from the realization that if you decide to do something, then something must also be done. Self-confidence will come from the individual's awareness that the individual has the determination to do anything, until the goal he wants is achieved. Fatimah (2006) explains that self-confidence is a positive attitude of an individual that enables him to develop a positive assessment, both towards himself and the environment/situation he faces. Ideally, the self-confidence possessed by the individual must be in the very high category. This is meant for an individual to develop the aspects that exist in him that requires high self-confidence. However, the reality on the ground is that there are still many individuals, especially teenagers who have low self-confidence.

According to Hakim (2002) self-confidence is a person's belief in everything that is an aspect of one's strengths and that belief makes him feel capable of achieving various life goals and being able to adapt to his environment. Individuals who are at a high level of self-confidence, are able to apply positive thoughts in themselves to be able to manage all their life needs, including their learning needs. Adolescents who have high self-confidence will be able to manage emotions well, without feeling insecure about others

e. Aspects of Confidence

Positive aspects of self-confidence, namely:

1. Confidence in self-ability, namely the individual's positive attitude about himself that he really understands what he is doing.

2. Optimism, namely the positive attitude of individuals who always have a good view in dealing with everything about themselves, hopes, and abilities.

3. Objective, namely the attitude of the individual who views the problem or everything in accordance with personal truth or according to himself is true.

4. Responsible, namely the individual's willingness to bear everything that has become the consequence.

5. Rational and realistic, namely the ability to analyze a problem, something, an event by using thoughts that are acceptable to reason and in accordance with reality.

f. Positive Impact of Confidence

Self-confidence has positive impacts on the following:

1. Emotions, individuals who have high self-confidence will more easily control themselves in a stressful situation.

2. Concentration, an individual will more easily focus his attention on certain things without feeling too worried.

3. Targets, individuals tend to aim at targets that are quite challenging, so they will also push themselves to try better.

4. Business, individuals are not easily discouraged or frustrated in trying to achieve their goals and tend to keep trying optimally until their efforts are successful.

5. Strategy, individuals are able to develop various strategies to obtain business results

4. Conclusion

Gestalt therapy has the main key where the client has awareness, with the awareness of the client/student having the ability to understand and accept the parts of his being that are related to the experiences and reality that exist in him. Gestalt therapy pays attention to how clients see their world, and the therapist pays attention to what is figural for members from their diverse backgrounds. Focusing on affection has some limitations with clients who have been culturally conditioned to keep their emotions in check, or at least not to express their emotions openly, as it is seen as a sign of one's weakness and display of vulnerability.

While this limitation can be increased by untimely intervention on the part of the leader, timely Gestalt intervention can be one approach in helping clients overcome some of their resistances and deeper struggles. Yontef (1995) suggests that therapists who are poorly trained in Gestalt therapy tend to use techniques without knowing the goals of therapy, what is central to the client's experience, and what alternative methods might be appropriate. Leaders who impose members are more interested in what they want than what members want from them. Incompetent therapists can use powerful interventions to evoke emotions and open up problems that members have kept from full awareness, only to leave members after they have succeeded in dramatic catharsis.

Self-confidence is an important aspect of personality in a person. Without self-confidence it will cause a lot of problems in a person. Self-confidence is the most valuable attribute in a person in social life, because with self-confidence, a person is able to actualize all the potential that exists within him. This self-confidence can also be influenced by the abilities and skills possessed. Students who have high self-confidence will easily interact with other students, are able to express opinions without any doubts and respect the opinions of others, are able to act and think positively in making decisions, on the contrary, students who have low self-confidence will find it difficult to communicate, argue. , and will feel that he cannot compete with other students

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