

META-ANALYSIS: GESTALT COUNSELING CONTRIBUTION IN INCREASING STUDENTS' SELF-CONFIDENCE: A META-ANALYSIS

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ABSTRACT

This study aims to conduct a meta-analysis of the effectiveness of gestalt counseling in increasing students' self-confidence. The study meta-analyzed eight research results on the effectiveness of gestalt counseling in increasing students' self-confidence. Analysis was performed using a pre post contrasts meta-analysis. The results show the mean value of the weighted effect (M) of 3.484, meaning that the difference between the pre-test and post-test scores was 3.484. A positive value on M indicates that the post-test score is higher than the pre-test. The value of the mean effect size is a parameter that shows the effective contribution. Based on these data, it can be concluded that gestalt counseling is effective in increasing students' self-confidence. The results of this study are expected to conclude the effect of using gestalt counseling in schools to overcome students' self-confidence problems. In addition, the results of this study are useful for counselors in carrying out counseling, both individual and group counseling, to increase students' self-confidence.

Keywords: counseling, gestalt, self-confidence

INTRODUCTION

Education is an effective means to develop students' potential. Students' potentials may differ from one another and confidence plays critical role in optimizing them. However, some students suffer from low level of self-confidence. Such a condition is concerning, as self-confidence is the students' foundation to fulfill their needs and helpful to make them

accepted by the environment (Supriadi et al., 2014). Self-confidence is also pivotal for one's self-actualization. In other words, it is a must-have aspect in students' development.

Self-confidence is defined as one's belief in his/herself related to ability to develop self-awareness, positive thinking, autonomy, and ability to achieve one's goal (Mayangsari, Nurhasanah & Nurbaity., 2019). Self-

confidence is a student's foundation in fulfilling their life needs (Warjono, Sultani & Anisah, 2020). Hence, each student should possess self-confidence.

Counseling services can be conducted to solve issues on low self-confidence. Counseling is a personal, face-to-face relationship between the counselor and a client. Clients are assisted to understand themselves, the present and future conditions through their own potential to develop their wellbeing (Susanto, 2018).

Having a positive thinking skill, an individual can actively solve their problems. In addition, they can discuss their problems confidently in solving the problems (Goleman, 2015). The implementation of Gestalt counseling can help students improve their self-confidence (Rahman, 2019). Having adequate level of self-confident, students can be motivated to achieve their goals (Rufaidah, Ranata & Tobing, 2019). Self-confidence serves as the foundation to satisfy one's needs (Warjono, Sultani & Anisah, 2020). Gestalt counseling can help individuals develop their self-awareness (Sharf, 2012)

The previous study reports that gestalt counseling can be used to improve self-confidence (Komang et al., 2014). In the same vein, Mayangsari, Nurhasanah & Nurbaity (2019) reports a significant score difference (an 80% improvement) in students' self-confidence before and after receiving gestalt counseling service.. Supriadi et al. (2014)'s study also report an improvement of students' self-confidence. The effectiveness of gestalt counseling in improving students' self-confidence is also reported by Rosdiana (2019).

Gestalt technique can be applied in both individual and group counseling (Warjono, Sultani & Anisah, 2020). A well-designed Gestalt counseling, both in individual and group setting, allows students to identify the causes of their low self-confidence. Individual Gestalt and group counseling can be used to improve students' self-confidence since this technique guides students to be aware of their feeling and action and responsible for their thought, feeling, and action (Jones, 2011). Previous studies consistently prove the

effectiveness of Gestalt counseling in significantly improving students' self-confidence (Munandar, Dantes & Tirka, 2017).

In this regard, the present study focuses on the implementation of Gestalt counseling in the school context. This study meta-analyzes the result of existing studies on the effect of Gestalt counseling on students' self-confidence. This study is expected to provide a conclusive depiction on the effectiveness of Gestalt counseling in handling students' self-confidence issue. The result of this study can serve as a source of information for school counselor in implementing gestalt counseling to solve students' issue.

RESEARCH METHOD

This study applied a pre-post contrast meta-analysis method. The sample of the study were selected using purposive sampling technique based on several criteria. The first criterion is the study should apply Gestalt counseling as the independent variable. Second, the article uses self-confidence as the dependent variable. Third, the selected article uses pre-post experimental design. Fourth, the article should present statistical or qualitative data. This study did not limit the year of publication; thus, it was expected to provide a broad depiction through different years of publication. In general, the steps of analysis applied in this study were: 1) estimating *effect size*, *effect size variance*, and *standard error of the effect size*, 2) calculating *summary of the effect size*, *effect variance*, *standard error effect*, 3) calculating confidence interval, 4) testing the hypothesis by calculating Z and p values, and 5) interpreting and drawing the conclusion of the analysis result (Retnawati et al., 2018).

RESULT AND DISCUSSIONS

This study found eight result of the studies from undergraduate thesis and scientific journal. The analyzed sample was the result of the study on the effectiveness of Gestalt counseling in improving students self-confidence. The characteristic of the analyzed data is presented in Table 1.

Tabel 1
Sample Characteristic

Research ers	Average		St. Dev		r Pre- post
	Pre	Post	Pre	Post	
Supriadi et.al (2014)	67.75	114.75	3.09	12.28	0.662
Ni, N, D (2014)	122.1	124.1	8.07	9.81	0.486
Euis, N,N (2015)	74.3	127.8	0.823	0.972	0.486
Sueb, M, S (2016)	88.25	155.5	5.203	11.711	0.403
Arif M (2017)	78	152.00	7.563	12.313	0.629
Rosdiana (2019)	59.83	80.58	19.599	11.002	0.415
Arif K (2019)	54.7	88	0.409	0.548	0.402
Pri, S, L.A (2020)	614	711	3.512	23.259	0.441

Ms. Excell was used to calculate the effect size, effect variance, and standard error effect. Once the effect size, effect variance, and the standard error effect has been calculated, the summary effect was calculated using FE Model, which result is presented in Table 2.

Tabel 2
W, WY, WY2 and Calculation W2 Result

Resear chers	Effect Size (Y)	Vari ansi (V _y)	Weig hting W _i	Weighted Effect		
				WY	WY ²	W ²
Gede, N. D (2014)	18.83	19.4 3	0.051	0.969	18.82	0.003
Ni, N.D (2014)	18.66	18.7 3	0.053	0.996	18.58	0.003
Euis, N.N (2015)	37.26	66.8 7	0.015	0.557	20.76	0.001
Sueb, M.S (2016)	15.45	11.5 3	0.087	1.339	20.69	0.008
Arif, M. (2017)	2.90	0.15	6.862	19.89	57.67	47.09
Rosdia na (2019)	13.32	29.4 2	0.034	0.453	6.03	0.001
Arif, K (2019)	43	401. 37	0.002	0.107	4.61	0.001
Pri, S.L.A (2020)	8.02	10.2 6	0.097	0.782	6.27	0.009
			7.203	25.09 7	152.8 5	47.11

Subsequently, after the required values had been calculated, the variance-weighted effect average, and standard error effect. The sum of the analysis result using FE model is presented in Table 3.

Table 3
Fixed-Effect Model

Mean and precision		
Mean effect	M	3.484
Variance	V _M	0.138
Standard error	SE _M	0.371
Confidence intervals		
Lower limit (95%)	LL _M	2.756
Upper limit (95%)	UL _M	4.211
Test of the null that M=0		
Z for test of null Z	Z	9.390
p-value (1-tailed) p 1	p ₁	0.000
p-value (2-tailed) p 2	p ₂	0.000

Based on the analysis result using the FE model, the weighted mean effect was 3,484. The difference between pre-test and post-test value was 3.484. The positive M value shows that the post-test value was higher than the pre-test. The mean effect size value is the parameter showing the effective contribution. The score of 3.484 indicated the moderate effect size, meaning that Gestalt counseling contributes to the increased self-confidence.

The calculation result showed a score of 9.390 with the p-value (onetailed and two-tailed) less than 0.05. Since $- < (0.05)$, H₀ is rejected. Thus, based on the study published between 2014 and 2020, it could be concluded that the gestalt counseling is effective in improving self-confidence.

The improvement of self-confidence is also affected by several factors. There are two factors causing low self-confidence, internal and external factors. Some characteristics of students with low self-confidence include: 1) lack of confidence when making a decision 2) complaining when facing difficulty 3) tend to easily discouraged and have no solution to solve their own problems 4) feeling anxious when performing a task (Supriadi et al., 2014).

One of the techniques in Gestalt counseling that can be used to improve students self-confidence is the empty chair technique (Supriadi et al., 2014). This technique invites the client to externalize his/her position (Corey, 2013). Another technique in Gestalt counseling is the paradoxical intervention ((Mayangsari, Nurhasanah & Nurbaity, 2019). Using this theory, counselors explicitly confront their clients' irrational belief, especially when dealing with self-confidence problems (Maba, 2017). Another effective technique is by

asking students to move around and talk to group members to develop maturity and self-awareness (Rahman, 2019). The last common technique in Gestalt counseling is the confrontation technique (Rosdiana, 2019). Using this technique, counselors help the clients to realize the gap between their words and action, thought, and feelings, thus the client can change their behavior (Erford, in Rosdiana, 2019).

Gestalt approach has been used among psychiatrist and family therapy to handle trauma in relationship, and clinical practice (Jenkins, 2016). Gestalt approach is also developed in neuroscience and neurobiology and even batik design in Kalimantan, Indonesia (Cahyadi, Suprpto & Hidayanto, 2019) and mosque design in Jordan (Pintus, 2018)

In Indonesia, Gestalt approach is commonly used to solve students' problem at school. This therapy is proven to improve students' religious tolerance, intensity in self-regulated learning, socialization, and adaptation (Mujahidin, Rahman, & Aqilah, 2020; Herna, Antari & Dantes, 2014; Cholid, 2018). Other studies show that this therapy can improve one's self-awareness, self-regulated learning, environmental awareness, discipline, and responsibility (Asnawi, 2017; Fitriawati, 2019; Laila, Muswardi, Mayasari, 2019; Widayanti, 2018).

Gestalt is an existential humanistic therapy believing that individuals should find their own way of life and receive personal responsibility. Existential approach is affected by a cornerstone in which a client comes to a counselor in an existential crisis condition and needs to be responsible for his/her existence as a human (Jones, 2011). This approach teaches the client how to be aware of their feeling and action and be responsible for their own feeling, thought, and action.

The basic concept of gestalt counseling lies in the individual's internal and external experiential world and signs of change resulting from the increased awareness (Corey, 2018). Gestalt therapy is virtually an existential of here-and-now problems that emphasize the importance of dialog.

Gestalt counseling approach aims to help clients find themselves, achieve awareness, face the reality and develop their potentials (Corey, 2013). Gestalt counseling emphasizes the improvement of clients awareness and vitality through realization, experimental, sympathy, frustration, and dreamwork techniques (Jones, 2011). Following Gestalt theory, Gestalt counseling aims to help clients to be autonomous and independent. To be more specific, Gestalt counseling aims to: 1) help clients obtaining self-awareness, understanding the reality and full insight, 2) help clients to achieve personality integrity, 3) help clients to be true to himself, 4) help clients improve their self awareness and behave according to Gestalt principles, i.e., any unfinished business can be properly solved (Kholifah, 2016).

The technique and procedure in Gestalt counseling, according to Corey (2013), include:

1. Dialog play

Clients are asked to make dialog about two contradictory tendencies, namely top dog and under dog. Top dog can include topic like being fair, authoritarian, and manipulative, while the under dog put clients a victim, self-defense, and helpless. For instance, good vs. bad, autonomy vs. dependence, strong vs. weak, etc. Through this contradictory dialog, according to Gestalt, clients direct themselves in a risk-taking position. This dialog can be done using the empty chair technique, a technique asking clients to externalize their position.

2. Taking Responsibility

When using this technique, counselors ask their clients to make a statement. For instance: "... and i am responsible for that." This technique can be helpful in improving clients' awareness of feelings they deny.

3. Projection

This technique is useful to deny one's feeling by projecting to others. Counselors ask clients to project their feelings to others..

4. Reversal Technique

Counselors ask clients to play roles contradicting to feelings they express. For

instance, clients are asked to express their negative feeling they have never done to others, e.g., expressing disappointment, to keep them integrate that side into their personality.

5. Staying with Feeling

This technique is used to express unpleasant, avoided feelings. Counselors encourage clients attempting to escape unpleasant feelings to stay with their fear or pain to help them dive into behaviors they want to escape from.

6. Dreamwork

Clients are asked to retell their dreams and suggested to make a dream list, remember people, event, and mood within the dream by creating a dialog.

CONCLUSION

The data analysis result shows that gestalt counseling is effective in improving students' self-confidence. The meta analysis result showed the effective contribution value or mean weighted effect () of 3.484. The difference between pre-test and post-test value was 3.484. The positive value on M shows that the posttest value was higher than the pretest value. Studies published between 2014 and 2020 report that Gestalt counseling is found to be effective in improving students' self-confidence. This study concludes that gestalt counseling can be used to solve students' problem related to self-confidence. This study is also useful for counselors in conducting individual and group counseling aiming to improve students' self-confidence.

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