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Spiritual group counseling: an overview of the gestalt approach in handling imitation behavior

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ABSTRACT

Negative imitation behavior follows a behavior that they feel is acceptable, and it is common for students to imitate and sometimes becomes a habit. It could also be habits learned from parents and the environment. The environment makes them people who follow the climate when they are around it. Without realizing it, negative imitation will negatively impact, sometimes even contrary to existing norms. From these problems, this research aims to see whether Spiritual Group Counseling with the Gestalt Approach is in Handling Negative Imitation Behavior. The research method used is a pre-experiment that will be used to determine whether there is any influence in gestalt spiritual group counseling. The research sample comprised sixteen people divided into two groups of guidance. The results of the analysis of the process of implementing spiritual group counseling services using the Gestalt approach prove that Gestalt spiritual group counseling services can reduce negative imitation behavior. Indications of successful implementation of counseling services can be seen from the role played by the group leader and group members at each stage, both from the stages of formation, transition, activities, and actions. Statistical analysis also showed a change in imitation behavior before being given treatment and after being given treatment. The results of the analysis show that group counseling is effective in reducing negative imitation behavior.



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Introduction

Adolescence is a period of transition from childhood to adulthood. In youth, there are usually various changes and developments, both physically and psychologically. From a physical perspective, it can be seen that there are changes that have occurred psychologically. At this time, conflict often approached them. The disputes among students make them look for a figure or something that can be followed to be recognized and accepted in society. Undoubtedly, behavior is determined by students in the learning process, both behavior, and style. Also, the habits learned from parents and the environment makes them a person who follows the environment as they are around. Behavior that occurs due to imitation carried out by students, namely following an excessive lifestyle as has happened in Palangkaraya, we can find juvenile delinquency caused by a lifestyle that is increasingly developing with the times' influence uncontrolled lifestyle can have harmful consequences. Lifestyle or lifestyle that is too free now has damaged adolescents' mindsets and behavior, especially in big cities such as Palangkaraya. The lifestyle of students who currently tend to follow a westernized lifestyle results in them behaving freely and not following the rules and norms in their environment.

According to Bandura, in the social cognitive learning theory, imitation is part of the Social Learning theory, which states that individual behavior is caused by environmental, personal, and cognitive influences

(Trisanti, 2016). Imitation behavior is a natural thing for every human being. Imitation behavior can produce positive and negative things in life (Z. Chen & Lin, 2020). It will be a positive thing for students to imitate good and useful behaviors. One is the positive imitation applied in learning that will improve one's abilities (Maeda et al., 2020). Negative imitation behavior is imitating negative behavior as a result of observing the environment with living models and symbolic models that carry out deviant behavior, including aggressive behavior and problematic behavior in learning (Z. Chen & Lin, 2020). This behavior mostly starts with inviting friends or seeing other people do things they think are right and relaxed. They need to follow or imitate occasionally, and it eventually becomes a difficult habit to break. Usually, students do this because they follow the environment and idols who are imitated to feel that doing such things is normal, and they think that such behavior is not wrong, and from their understanding, it is ultimately too excessive, which is terrible for them in the future. Previous research on imitation explained that imitation first occurred within his own family (Rustan, 2020). During the Covid 19 pandemic, students were more active with family and social media than with their colleagues.

The covid pandemic has spread to various countries and affects multiple aspects of human life (Z. Chen & John Wherry, 2020; Gupta et al., 2020; Nishiga et al., 2020; Robilotti et al., 2020). Covid-19 Encourages various changes to lead to the new normal era (Thanh Le et al., 2020). During the Covid-19 pandemic, most students spent at home playing on their cell phones. They also a lot of imitation of impressions on social media. The findings from an interview with the counseling teacher on January 5, 2021, regarding negative imitation behavior found that parents reported some of their children practicing negative imitation behavior. The imitation behavior that is carried out is that students have an impolite way of speaking with peers and even teachers. Dressing that is not polite, and such as wearing a miniskirt or tights and buying and wearing clothes that he sees online, smoking, therefore this behavior needs to be paid attention to and get special treatment so that this behavior does not have a major influence on the lives of students. In addition, students do not hesitate to show their emotions on social media, as has happened in the school environment; they do not hesitate to fight just to get recognition from their surroundings. It is undeniable that social media has a great influence on students. Negative imitation tends to lead someone to do anything to follow the current trends. In addition, imitation behavior makes them unable to accept themselves and not confident if they do not follow the existing trends. These behaviors certainly make us sad, therefore, the role of a counselor is needed to help students to shape their behavior and personality of students to be better.

The existence of negative imitation behavior really needs proper handling by the counselor. So far, handling problems for students has only provided conventional services without any special services for handling negative imitations. Conventional services that are carried out are just giving advice and group counseling services without using a specific counseling approach. When services are carried out carelessly, without using the right approach, it will impact unresolved problems. So that from these conditions, it is necessary to have proper handling by using an appropriate approach so that the problems that students are experiencing can be resolved properly. Therefore, researchers will conduct spiritual group counseling services so students can find out the problems they face and the consequences of their behavior. The basis for choosing spirituality is because spirituality does not only refer to goodness but also refers to the beliefs and values that are developing today and to a broader range (Donaldson, 2018; Snodgrass, 2009; Watson, 2006). Spirituality will help individuals to make decisions that are right for them (Chi-Kin Lee, 2020). Spirituality can improve a person's health and well-being (Harvey, 2016; Hunt, 2020; King, 2011). Students can solve the problems they face; in this case, it is done in groups to exchange opinions on various issues. Past research has shown that spiritual counseling can reduce stress and depression (Asadzandi et al., 2020). Spirituality shows a causal relationship with resilience that helps individuals overcome problems and protect individuals in dealing with issues (Jones et al., 2016). The results of the analysis of the dimensions of spiritual well-being show that the eight theories or concepts of spiritual welfare show similar dimensions, which can be reduced to four dimensions, namely: (1) faith in God Almighty, (2) the meaning and purpose of life, (3) internal resources, and (4) harmony with the environment. Previous research on spiritual group counseling shows that spiritual group counseling is effective for several treatments, including self-esteem and self-concept (Dwi Bhakti et al., 2016; Faith & Dwi Bhakti, 2016; Fitriah & Dzinnun, 2022).

Every individual can accept personal responsibility and has the drive to develop awareness that will lead to the formation of personal integrity or wholeness. So human nature has the potential to be fully aware of its sensations, emotions, perceptions, and thoughts, to be able to choose consciously and responsibly and to be able to organize and direct its life effectively. From this concept, it seems clear that the Gestalt approach can be used to deal with negative imitation behavior. People with negative imitation behavior must know how to live their lives effectively and be responsible for improving these conditions. Researchers will use a strategy in gestalt spiritual group counseling services to reduce negative-imitation behavior in students. The basis for

choosing the gestalt approach is because this approach emphasizes experience and also an awareness that can generate new possibilities that will facilitate a person to become responsible (Ali & Cerkez, 2020; Gading, 2020; Santos & Cruz, 2020). This condition is strengthened by research results showing that spiritual counseling can increase medication adherence (Moradi, 2020). With the spiritual group counseling service, it is hoped that it can reduce imitation behavior in students through a religious approach and provide that this negative imitation must be avoided because it will negatively impact them. It is becoming more aware of imitation behavior, both consciously and unconsciously, that they have done a lot in their lives to get recognition from others even though sometimes by doing wrong things. Reducing negative-imitation behavior in students requires various parties' help to facilitate students' negative-imitation behavior, including the counseling guidance teacher. From these conditions, this study aims to determine whether spiritual group counseling with the gestalt approach can reduce negative imitation behavior.

Method

This type of research is experimental and the experimental research design used is One Group Pretest-Posttest Design. This study aims to determine whether spiritual group counseling can decrease imitation, given the gestalt approach. The research will produce an analysis of the causal relationship of the treatment given to the research sample. The relationship can be illustrated by the pre-test and post-test analysis results, which show whether there is an effect after the treatment is done or there is no change. Researchers on this occasion used only one experimental group to find out the changes that occurred in students. The assessment stages are presented as follows:

1) The initial stage of the pre-test: The initial step is the initial condition of the subject's behavior; before getting the intervention of the researcher, the researcher first observes the interview, the researcher determines the students who perform imitation behavior, the data obtained apart from the results of observations at school by providing scale. The scale used in this study is a scale of negative imitation behavior. This negative imitation scale emphasizes the indicators of your speaking style, clothing style, and self-declaration. The results of the validity test found that there were 32 valid and suitable items for use in research;

2) Intervention stage: The intervention stage is the stage of giving treatment to the research subject. This intervention stage is also carried out by providing spiritual counseling services whose frequency depends on the members' acceptance and ability. The intervention is carried out with spiritual group counseling services using the group counseling stage, as for the following steps: (1) Phase I / early group stage, (2) Phase II / Transitional stage, (3) Phase III / Activity stage, (4) Phase IV / Termination stage. Spiritual group counseling was carried out in eight group counseling sessions. The material provided in spiritual group counseling with a gestalt approach examines material about negative imitation. The gestalt approach used in this study was applied in the core activities of the spiritual group counseling that was carried out. The following is the research procedure carried out:

Table 1. stage group counseling spiritual

Stage	Description
Early group stage	In this early stage, the group leader forms a group so that it can run well
Transitional stage	At this stage, the group leader recognizes the condition of the counselee and whether he is ready to proceed to the next stage
Activity stage	This core stage combines the gestalt approach in the process of handling problems regarding negative imitation that occur in students
Termination stage	The process of ending counseling activities carried out

3) The final stage of the post-test: The final stage of the post-test is a measurement of the research subject after treatment to know the success of the implementation of the intervention to what extent the effectiveness of the spiritual counseling services provided to reduce imitation behavior in students, and the final step of the stage This was carried out post-test, namely observation on the research subject to monitor changes in imitation behavior in students before and after the intervention was given.

Sample/Working Group/Participants

Students who are the target of research subjects are students who have negative imitation behavior. The results of the problem analysis carried out on students of SMA Negeri 2 Palangkaraya obtained a sample of 16 students. Sampling was done by purposive sampling. The sample taken is a mixed sample between men

and women. Samples were taken from students who had imitation behavior based on the results of the imitation scale analysis. Guidance and counseling teachers also advise people who are wrong about imitation to reach students who experience negative imitation.

Table 2. Research Sample

No	Class	Gender Male Female		Amount
1	X IPS 2	8	8	16

Research data collection instruments and techniques

The instruments used in this study were the material for the treatment and data collection instruments. The researchers themselves developed malicious scale imitations in the Gestalt Spiritual group counseling service, which will later be validated. The scale is a set of structured statements to reveal specific attributes through responses to these statements (DEMİRTAŞ et al., 2020). In this study, researchers used a Likert scale. The value for each answer choice on the Likert scale is SS (strongly agrees), S (agrees), TS (disagrees), and STS (strongly opposes).

Table 3. Grid of negative-imitation behavior scales after validation

Variable	Sub variable	Item	
		+	-
Imitation	Speaking style	6, 10, 11,12, 13	1,2,3,4,5,7,8,9
	Fashion style	14,17,20	15,16, 18,19
	Declare yourself	25,26,30,32	21,22,23,24,27,28,29,31

Data Analysis

The data analysis used in this research is quantitative analysis with the Paired-Sample T Test technique. The paired-Sample T-Test is an analysis involving two measurements on the same subject to a specific effect or treatment (Bulkani et al., 2022; Endang Sri et al., 2022; Tat et al., 2019). The first measurement is done before the client is given treatment, and the second measurement is given after the students are given treatment. The study was conducted on the negative-imitation scale behavior that occurred before and after the intervention. It was used to compare two free samples from the same sample to see the significance of students' Imitation behavior before and after the intervention. Researchers in the process of analyzing this data will use SPSS version 22 as a tool to calculate the results of the research instrument (Yildirim Seheryeli & Tan, 2019), (Kuzucu, 2020). With a significance level or alpha value set at 0.05 or 5%.

Results and Discussion

The research data includes the objective conditions for implementing Gestalt spiritual group counseling services in schools. The initial conditions of imitation behavior that students tend to do are that researchers conduct Gestalt spiritual group counseling services to reduce students' negative-imitation behavior. An explanation of the research results was obtained through a preliminary study that aims to get initial data on the implementation of Gestalt spiritual group counseling services in schools and an overview of various negative imitation behaviors that tend to be carried out by students. The results of preliminary studies, coupled with a literature review and relevant research, are considered by researchers to apply Gestalt spiritual group counseling services. The results of these studies are reinforced by several previous studies that have been carried out. Social imitation influences changes in a person (Y. Chen et al., 2020). The gestalt approach provides a view of itself related to the problems it faces (Francesetti & Roubal, 2020). The gestalt approach believes that individuals are influenced by the surrounding environment (Kapllani & Elmimouni, 2020). As one of the social service officers, the counselor needs to provide good service to get satisfying results. Based on the research analysis results, it can be concluded that the Gestalt Spiritual Group Counseling service can reduce malicious implication behavior. The following is an analysis table of the three aspects of negative imitation analyzed.

Table 4. Analysis of each research aspect

Aspect	Speaking Style	Fashion Style	Self-statement	Total
amount	367	180	300	847
percentage	43,32 %	21,25 %	35,41 %	100 %

Normality and hypothesis testing

The researcher performed a normality test before testing the hypothesis to determine whether the data to be analyzed was normally distributed or not. Researchers used the Shapiro-Wilk method because the samples in the study were less than 50.

Table 5. Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Early	,198	8	,200*	,974	8	,925
End	,216	8	,200*	,896	8	,263

The statistical analysis results with SPSS can indicate that the pre-test and post-test data's significant value is more than 0.05, which means the data is normally distributed. The results of hypothesis testing can be seen in the table below:

Table 6. Hypothesis Test

		Paired Differences						T	df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					(2-tailed)
					Lower	Upper				
1	Pair pre_test - post_test	-21,375	6,696	2,367	-26,973	-15,777	-	9,029	7	,000

Researchers concluded from the table above a significant value (2-tailed) of 0.00. Value $\alpha / 2 = 0.05$ is more than the Sig (2-tailed) value, so H_a is accepted, and H_o is rejected, meaning that there is a decrease in students' negative-imitation behavior after being given Gestalt spiritual group counseling.

Group analysis

Before and after the treatment of research subjects, the results data are equipped with changes in students who become the research sample. The following are the results of the pre-test and post-test research subjects.

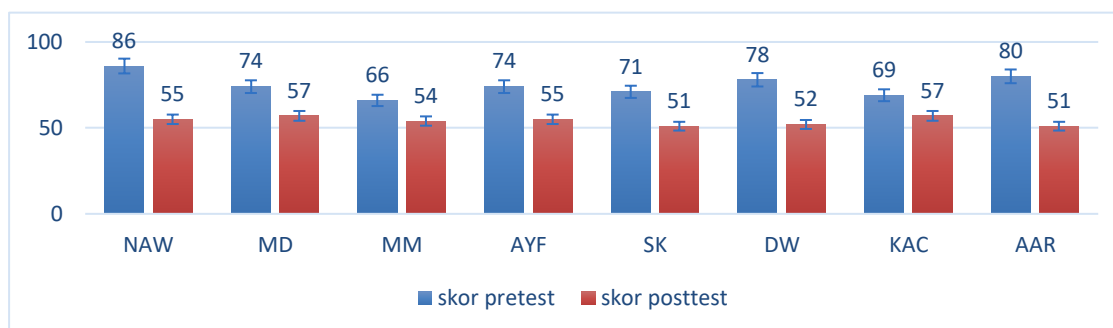


Figure 1. Diagram of the results of the pre-test and post-test group 1

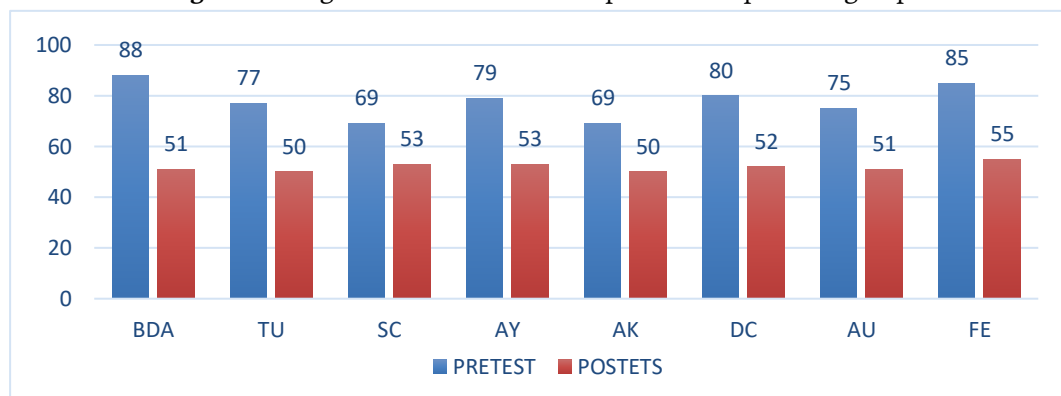


Figure 2. Diagram of the results of the pre-test and post-test group 2

The field test results were given to 16 people who received Gestalt spiritual group counseling services carried out eight times. Research results appear to be a change and can be observed from the diagram above. Researchers will use the procedure research group spiritual gestalt counseling in this study. The activity design and implementation stages of gestalt spiritual group counseling can be seen in the table below:

Table 7. Activities for implementing Gestalt spiritual group counseling services

Session	Description
Session1 Stage I: Initial or Preparatory Stage At this stage, the counselor: Accept openly, and say thank you. Pray. Introduce yourself and explain yourself as a group leader. Explain the meaning of gestalt spiritual group counseling. Describe the general goals that gestalt spiritual group counseling wants to achieve. Explain the implementation methods to be followed to achieve the agreed goals. Explain the principles of gestalt spiritual group counseling. It displays behavior and communication that contains respect for others (in this case, the counselee), sincerity, warmth, and empathy. Stage II Mid or Work The counselor explores the problems experienced by the counselee. After the counselor and counselee investigated the problem, a discussion problem is carried out, which is related to why it can happen, what the counselee feels when in this problem, guiding the counselee to look for the positive and negative sides of the issue, and assessing what efforts the counselee has made to deal with these problems. After the steps in stage "b" are passed, the counselor must guide the counselee to determine a change plan and followup on the problems revealed at this stage. Stage III Final Stage or Closing The counselor assesses the counseling session's success by asking the counselee to conclude the counseling session he is going through. Discuss the meeting time for the next counseling session. The counselor expresses his gratitude and invites the counselee to return to his activities.	In the implementation of the Gestalt spiritual group counseling service on March 26-27, the stages carried out were the initial welcome by getting to know each other, then proceeding with a service implementation contract with students so that in the implementation of the service, students were willing to participate in the performance of counseling. At this meeting, all students were ready to carry out a spiritual group counseling process from the beginning of the performance to the end with the initials: NAW, MD, MM, AYW, KAC, DW, SK, BDA, TU, SC, AY, AK, DC, AU, FE, and AAR Students are confused and ask why they are called to the BK room. Then the researcher explains what their purpose is to collect in the BK room, namely implementing Gestalt Spiritual Group Counseling to reduce negative-imitation behavior carried out by students.
Session2 (Gestalt spiritual group counseling to deepen awareness of problems) Stage I: Initial or Preparatory Stage At this stage, the counselor: Accept openly, and say thank you. Pray. Introduce yourself and explain yourself as a group leader. Explain the meaning of gestalt spiritual group counseling. Describe the general goals that gestalt spiritual group counseling wants to achieve. Explain the implementation methods to be followed to achieve the agreed goals. Explain the principles of gestalt spiritual group counseling. It displays behavior and communication that contains respect for others (in this case, the counselee), sincerity, warmth, and empathy.	The gestalt spiritual group counseling service was conducted in the Bk room on March 29-30, 2018. At the initial stage of the meeting, most group members were still not seen as conducive. This condition can be understood that some group members have never implemented group counseling services; in this case, students in the initial implementation are still awkward in conveying the problems they face. But by being lured by other students, the other students even gradually dare to reveal their problems. Students learn to describe the issue raised by the group leader of imitation behavior. This activity

Stage II Mid or Work

The counselor explores the problems experienced by the counselee.

After the counselor and counselee have investigated the problem, discussing the issue is related to why it can happen and what the counselee feels about it. Guiding the counselee to look at the positive and negative sides of the issue and assessing the counselee's efforts to deal with these problems.

After the steps in stage "b" are passed, the counselor must guide the counselee to determine a change plan and followup on the problems revealed at this stage.

Stage III Mid or Work

The counselor explores the problems experienced by the counselee.

After the counselor and counselor investigate the problem, a discussion of the issue is carried out regarding why it can happen and the counselee feels pain. Counselors and counsees see the positive and negative sides of the problem and assess the counselee's efforts to overcome the problem.

After the steps in stage "b" are passed, the counselor must guide the counselee to determine a change plan and followup on the problems revealed at this stage.

Stage IV Final Stage or Closing

The counselor assesses the counseling session's success by asking the counselee to conclude the counseling session he is going through.

Discuss the meeting time for the next counseling session.

The counselor would like to say thank you and invite the counselee to return to his activities.

Session 3

(Gestalt spiritual group counseling to deepen awareness of problems) Gestalt counseling fosters spirituality as an attitude (such as openness or love) and can benefit from spiritual awakening.

Stage I: Initial or Preparatory Stage

At this stage, the counselor:

Accept openly, and say thank you.

Pray.

Introduce yourself and explain yourself as a group leader.

Explain the meaning of gestalt spiritual group counseling.

Describe the general goals to be achieved from gestalt spiritual group counseling.

Explain the implementation methods to be followed to achieve the agreed goals.

Explain the principles of gestalt spiritual group counseling.

It displays behavior and communication that contains respect for others (in this case, the counselee), sincerity, warmth, and empathy.

Stage II Mid or Work

The counselor explores the problems experienced by the counselee.

After the counselor and counselee have investigated the problem, discussing the issue is related to why it can happen and what the counselee feels about it. Guiding the counselee to look for the case's positive and negative sides and assessing the counselee's efforts deal with problems.

After the steps in stage "b" are passed, the counselor must guide the counselee to determine a change plan and followup on the

Students begin to believe in the chairman that this problem group is secret—one of the students who appreciate the action that ever tells of speaking style. The beginning is to follow a free speech style in the surrounding environment because they often listen and are used to it. To pronounce it in his conversational style. At first, the counselee underestimated his words, but when he entered the world of higher education, the counselee realized that what he said to other people was painful and ugly. In the final stage, students are asked to convey messages and impressions of the activities that have been carried out then the group leader concludes the results of the meetings that have been held

The third Gestalt spiritual group counseling service was held on April 3-4, 2018. The treatment given in this session was still related to problem definition and formulation. The following will be described in detail—the formation Stage. In implementing Gestalt spiritual group counseling services, group members are not too awkward when interacting with one group member, and they dare to greet the group leader first. The group leader reviews the discussions that have been discussed in the previous session about negative imitation before returning to the next debate. Games carry out the transitional stage because of the ineffective condition if it immediately proceeds to the next step due to feeling bored and sleepy during the subjects taken by group members before counseling. The game, which is done by guessing the picture, is carried out for about 2-3 minutes; this game is useful for training group members' concentration and thinking speed. This game is expected to eliminate the boredom felt by students. Core Stage: After the students feel the

problems revealed at this stage.

Stage III Final Stage or Closing

The counselor assesses the counseling session's success by asking the counselee to conclude the counseling session he is going through.

Discuss the meeting time for the next counseling session.

The counselor would like to say thank you and invite the counselee to return to his activities.

enthusiasm of the group leader,

continue to the next stage. The group leader asked about the willingness of other group members who had not had the chance to tell the problems they were facing. Even though one group member still felt he was not doing imitation behavior, even though the scale he had shown, he tended to do negative imitation behavior.

In the last stage, the group leader reflects on the counseling implementation process that has been carried out and then concludes.

Session 4

(Gestalt spiritual group counseling to deepen awareness of problems)

Stage I: Initial or Preparatory Stage

At this stage, the counselor:

Accept openly, and say thank you.

Pray.

Introduce yourself and explain yourself as a group leader.

Explain the meaning of gestalt spiritual group counseling.

Describe the general goals to be achieved from gestalt spiritual group counseling.

Explain the implementation methods to be followed to achieve the agreed goals.

Explain the principles of gestalt spiritual group counseling.

It displays behavior and communication that contains respect for others (in this case, the counselee), sincerity, warmth, and empathy.

Stage II Mid or Work

The counselor explores the problems experienced by the counselee.

After the counselor and counselee have investigated the problem, a discussion is carried out on why it can happen. The counselor feels guiding the counselee to look for the positive and negative sides of the problem and assess the counselee's efforts to deal with the problem.

After the steps in stage "b" are passed, the counselor must guide the counselee to determine a change plan and followup on the problems revealed at this stage.

Stage III Final Stage or Closing

The counselor assesses the counseling session's success by asking the counselee to conclude the counseling session he is going through.

Discuss the meeting time for the next counseling session.

The counselor would like to say thank you and invite the counselee to return to his activities.

The fourth Gestalt group counseling service was held on April 6-7. At the initial stage, students explain again the purpose of the meeting to be saved and then pray that the implementation of the service runs smoothly. The next step is because students have told all the problems they have faced. Then the group leader expressed some of the impacts of the behavior they met in this case. The group leader inserts the value of the spiritual dimension, namely the belief in God Almighty, because this dimension is related to their behavior. Their goal is to know that their behavior is not following the teachings of their religion. On this occasion, the group leader opens the views and thoughts of students about the impact of activities that students experience

Session 5

(Gestalt spiritual group counseling to deepen awareness of problems) Gestalt counseling cultivates and also reflects spirituality by involving the peak of self-experience in terms of negative imitation.

Stage I: Initial or Preparatory Stage

At this stage, the counselor:

Accept openly, and say thank you.

Pray.

The fifth service was given on April 6; at the initial stage, the reception was performed, as usual, starting with a prayer and welcoming with full openness. Then the group leader asks how the situation is and how the learning has been carried out. Entering the core stage, namely at the activity stage, the group leader reviews the

Introduce yourself and explain yourself as a group leader.
Explain the meaning of gestalt spiritual group counseling.
Describe the general goals to be achieved from gestalt spiritual group counseling
Explain the implementation methods to be followed to achieve the agreed goals.

Explain the principles of gestalt spiritual group counseling.
It displays behavior and communication that contains respect for others (in this case, the counselee), sincerity, warmth, and empathy.

Stage II Mid or Work

The counselor asks the counselee to tell about problems or experiences related to negative imitations that have been done.

After the counselee tells about his problems, it is related to negative-imitation behavior and why it can happen. The counselor guides the counselee to look for positive and negative sides of the problem by assessing what the counselee is doing to deal with it.

After the steps in stage "b" are passed, the counselor must guide the counselee to determine a change plan and followup on the problems revealed at this stage.

Stage III Final Stage or Closing

The counselor assesses the counseling session's success by asking the counselee to conclude the counseling session he is going through.

Discuss the meeting time for the next counseling session.

The counselor would like to say thank you and invite the counselee to return to his activities.

discussion at the previous meeting so that students can continue the debate as optimally as possible. Students reveal why they are doing negative-imitation behavior at this activity stage, and group leaders provide various solutions to the problems they face by involving the spiritual dimension. Namely, inner awareness so that students realize and find answers that their issues are the behavior they are doing. Then in the last session, the group leader reflects on the students by asking them to give impressions and messages on the implementation of services that have taken place

Session 6

Initial Phase I or Preparation

At this stage, the counselor:

Accept openly, and say thank you.

Pray.

Introduce yourself and explain yourself as a group leader.

Explain the meaning of gestalt spiritual group counseling.

Describe the general goals to be achieved from gestalt spiritual group counseling

Explain the implementation methods to be followed to achieve the agreed goals.

Explain the principles of gestalt spiritual group counseling.

It displays behavior and communication that contains respect for others (in this case, the counselee), sincerity, warmth, and empathy.

Stage II Mid or Work

The counselor asks the counselee to tell about problems or experiences related to negative imitations that have been done.

After the counselee tells problems related to discussing negative-imitation behavior issues and what the counselee feels when he is in that problem, a counselor guides the counselee to look at the case's positive and negative sides counselee has done to overcome the problem.

After the steps in stage "b" are passed, the counselor must guide the counselee to determine a change plan and followup on the problems revealed at this stage.

Stage III Final or Closing

The counselor performs a reflection to assess this counseling session's success by asking the counselee to conclude this session. counselor and counselee agree on an action or change in the next plan

The provision of the sixth implementation of services is on April 10-11. The initial stage is carried out as usual. Students are welcomed openly and pray together. Then, at the activity stage, the group leader explains the previous service implementation again so that students feel openness among fellow group members. The group leader asks each group member to reflect by reversing the situation if they had not previously performed imitation behavior. Then the group leader asks how things are after turning things around, and the group leader asks group members to express temporary solutions to the problems they face. In the last stage, students are requested to convey the impression and message of the implementation of counseling

The counselor acknowledges that the session is over and discusses the time for the next meeting.

Session 7

Gestalt counseling fosters spirituality within the framework of development, primarily through increasing self-awareness.

Initial Phase I or Preparation

At this stage, the counselor:

Accept openly, and say thank you.

Pray.

Introduce yourself and explain yourself as a group leader.

Explain the meaning of gestalt spiritual group counseling.

Describe the general goals to be achieved from gestalt spiritual group counseling

Explain the implementation methods to be followed to achieve the agreed goals.

Explain the principles of gestalt spiritual group counseling.

It displays behavior and communication that contains respect for others (in this case, the counselee), sincerity, warmth, and empathy.

Stage II Mid or Work

The counselor asks the counselee to tell about problems or experiences related to negative imitations that have been done.

After the counselee tells about his problems, it is related to negative-imitation behavior and why it can happen. When he is in trouble, the counselee guides the counselee to look for the positive and negative sides of the issue and assesses what efforts the counselee has made to deal with these problems.

After the steps in stage "b" are passed, the counselor must guide the counselee to determine a change plan and followup on the problems revealed at this stage.

Stage III Final or Closing

The counselor performs a reflection that aims to evaluate this counseling session by asking the counselor.

After all the stages pass, the counselor with the counselee an action or change the plan.

The counselor acknowledges that the session is over and discusses the time for the next meeting.

Session 8

Initial Phase I or Preparation

At this stage, the counselor:

Accept openly, and say thank you.

Pray.

Introduce yourself and explain yourself as a group leader.

Explain the meaning of gestalt spiritual group counseling.

Describe the general goals to be achieved from gestalt spiritual group counseling

Explain the implementation methods to be followed to achieve the agreed goals.

Explain the principles of gestalt spiritual group counseling.

It displays behavior and communication that contains respect for others (in this case, the counselee), sincerity, warmth, and empathy.

Stage II Mid or Work

The counselor explores the problems experienced by the counselee.

After the counselor and counselee have investigated the problem, a discussion of the issue is carried out, Which is related to why it can happen and what the counselee feels—guiding the counselee

The seventh Gestalt spiritual group counseling service was carried out on April 17, 2018. The group leader reflected on what had been discussed at the previous meeting; group members were invited to review what had been discussed during several sessions. Then group members are shown several photos and videos that show the imitation behavior and its effects. Then asked them to describe what they captured from the video. The group leader then concludes what the group members perceive from the video relating to spirituality. Negative-imitation behavior that is consciously or not done so long as it becomes a habit is related to spiritual values, whether it is the right thing to do or not. Group members are invited to understand and be aware of the negative-imitation behavior they have been doing so far. After this is enough, the group leader asks the group members to conclude the discussion and closes the counseling session

The eighth Gestalt spiritual group counseling service was implemented on April 24-25, as in the previous counseling session; in the early stages, the group leader welcomed group members openly and invited them to pray so that the counseling poses could run smoothly. Followed by the next step, the group leader is asked to reflect on each session they have participated in and describe their experiences during the gestalt spiritual group counseling process. Group members are more aware of the negative-imitation behavior that has become a habit, which harms them and others. At the final stage, the group leader concluded the meeting and explained that this was the last session

to look at positive and negative sides of the problem and assessing what efforts the counselee has made to deal with these problems. After the steps in stage "b" are passed, the counselor must guide the counselee to determine a change plan and followup on the problems revealed at this stage.

Stage III Final or Closing

The counselor performs a reflection to assess this counseling session's success by asking the counselee to conclude this session.

Counselor and counselee agree on an action or change plan for the next.

The counselor said that the session was over.

NAW and TU students feel enthusiastic when participating in the Gestalt Spiritual group counseling. NAW and TU students think they can share their problems with their fellow students, which they have never done before, even though they are in the same class. Even so, at the beginning of the meeting, the NAW and TU students were impressed that they were still hesitant to express their opinions or tell specific negative-imitation behavior. However, NAW and TU became more open in expressing their thoughts and were willing to reveal their imitation behavior. NAW and TU are accustomed to saying bad words like "bungul / bastard," which they have heard from their surroundings, making them imitate and get used to saying words like that.

BDA and MD seem reluctant to follow, but they are still willing to follow the counseling process well. BDA and MD students imitate saying bad words to their friends, mainly when joking; for MD students saying the phrase "bangsat," is common. Also, BDA and MD students dyed their hair because they idolized a blonde hair singer. Even though she dyed her hair while on holiday, it was detrimental to her; she was damaged using cheap hair dyes. MD students gradually experience changes after following the counseling process. MD students no longer want to use hair dyes and reduce bastard words when joking with friends. MD students realized that what they were doing was wrong.

MM SC and AY seemed unconcerned and felt that this meeting discussed everyday things to follow, but they were still willing to follow the counseling process well. They do imitate behavior to say bad words to friends, mainly when joking, saying the name stupid, "bungul" is a common thing. At the beginning of the Gestalt Spiritual Group counseling implementation, AYF students seemed reluctant to follow, but they were still willing to follow the counseling process well. AYF students engage in negative-imitation behavior in teasing friends because AYF feels it is normal when joking. At the beginning of the initial implementation of the Gestalt Spiritual Group counseling, AK, DC, and KAC, students were enthusiastic about participating in the activity. They wanted to express their opinions. They wanted to share and find solutions to the problems they faced but only kept it because they felt the issues they faced when he met did not affect his daily behavior.

DW students seem to hide their problems in attending, but they are still willing to follow the counseling process well. DW students do imitation behavior to say bad words to their peers, often mentioning animal words such as bangke, pig, and dog. It has become a habit because the friends they tease accept what they say without realizing his words' impact. SK students seem closed to following, but they are still willing to follow the counseling process well. SK students engage in negative-imitation behavior in the form of fighting. AU, FE, and SK students were very enthusiastic at the beginning of the service, but they were a little closed following the counseling process. They engage in negative-imitation behavior in the form of speaking disrespectfully to their friends.

Imitation is behavior imitating that is done by someone to others. Positive imitation will have a good impact on someone, but if what is done is a negative imitation, it will have a bad impact on him and can also impact others. The process of imitating others will have an impact on changes in various aspects of one's life. Changes can trigger conflicts or problems both from within and outside of themselves in adapting to the environment and behaving as parents want and teach. Stress and new hopes experienced by adolescents make them prone to disturbances in thoughts, feelings, and behavior disorders. In their adolescence, to show their existence, they usually try to imitate to get recognition from others. This imitation can be flattering as well as negative-imitation. When negative imitation is done, that is negative, and it will harm students. Students' negative-imitation impolite sentences while playing cellphones, chatting with foul language, and imitating other people's styles due to observing social media.

One alternative that can be used to overcome this condition is spiritual group counseling in terms of the gestalt approach. Spiritual counseling is one of the holistic methods used in problem management in the UK (Jones et al., 2016). This approach helps a person to understand better the meaning of life (Zamroni et al., 2020), (Benefiel et al., 2014), (Lepherd et al., 2020). Spiritual will guide someone to being better because, in the spiritual, there is a feeling of unity between humans and God and with others (Norberg et al., 2019)(Mills et al., 2015)(Peng-Keller, 2019). This aspect of Gestalt counseling has been associated with various religions and spiritual traditions. Gestalt is also considered to be implemented by combining multiple elements, a color perception implemented in the gestalt approach (Dresp-Langley & Reeves, 2020). The relationship between the Gestalt approach and spirituality has been shown in various ways. Gestalt Spiritual Counseling is an essential approach that humans must find their way of life and are willing to accept responsibility if they want to reach maturity in solving every problem they experience. The basic goal is for students to gain awareness of what they are doing and experiencing. Through this awareness they gain understanding and knowledge of themselves so that they realize that they can change themselves. Guided by Gestalt counseling theories, counselors can provide Guidance and Counseling services both individually and in groups to their students.

Gestalt spiritual group counseling services as an alternative were tried out on 16 students who had negative-imitation behavior. The guide analysis results between the empirical findings in the field with the principles of conceptual group counseling services and the formal provisions of implementing group counseling services. The analysis of the service implementation process and the results achieved by group members proves that the Gestalt spiritual group counseling service reduces negative-imitation behavior. Indication of service implementation's success can be seen from the roles played by group leaders and group members at each stage, both from the step of formation, transition, activities, and actions. Statistical analysis also shows a change in imitation behavior before being given treatment and treatment.

This study finds that speech style is the most significant imitation of students during the Covid pandemic. The analysis results show that 43.32% of negative-imitation behavior imitates other people's speech styles. The speech style that can be implemented in life and considered a standard form of speech is "bungul" or stupid. The self-statement aspect is the second-largest aspect that contributes to negative-imitation in students by 35.41%. Imitation behavior by The adverse effects of self-declaration will damage the child's personality if they do not get proper treatment. For imitation, in terms of clothing, the lowest contribution was 21.25%. Clothing that is a form of negative imitation is a fashion that tends to open up and reveal body shape. This condition requires attention so that the clothes used still adhere to the norms and rules in Indonesia. Research recommendations for future researchers are expected that researchers can examine aspects of imitation apart from the three aspects studied in this study. And if possible, do an in-depth study of the impact of positive imitation on changing one's life. Positive imitation will provide reinforcement which can be the initial path to even better conditions later.

Conclusion

Researchers feel that in giving Gestalt spiritual group counseling, there are several obstacles and limitations so that the implementation process is deemed less effective. Some of the challenges faced by researchers in the form of limited research time. In research, the time they have in the study is minimal due to the limited time off during the national exams and holidays in Ramadan, so the researcher agrees with students to carry out the counseling process according to the time contract has been approved.

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