

A Review of Hypnotherapy Techniques: A Strategies from Gestalt Perspective to Enhance Counseling Practices

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ABSTRACT

The purpose of this article is to describe the modification of the Gestalt counseling strategy. Another goal of writing this article is an effort to help school counselors in solving the problem of the counselee, primarily related to academic achievement caused by the lack of self-awareness, self-acceptance, and self-esteem. It is often not realized by students, so the counselor's role becomes very strategic. This ignorance because of issues that students have has pressed into the subconscious grow an unfinished business. The use of a conventional Gestalt counseling strategy requires a long meeting time, while the school counselor's time in serving students is concise, so it is deemed necessary to modify the Gestalt counseling strategy with hypnosis.

KEYWORDS: Hypnotherapy, Gestalt strategy modification, academic achievement, unfinished business, parts therapy, past life regression.

INTRODUCTION

The current student problems are becoming more sophisticated. The Indonesian Association of Guidance and Counseling / ABKIN[1] has identified the cause of Indonesian youth problems. The unhealthy environments such as pornography on TV and VCD, free use of contraceptive pills, alcohol, unharmonious family life and adult moral weakness will affect adolescent lifestyles that lead them to deviate from ethical and behavioral rules that violate discipline, teenage fights, drunkenness, consume drugs and free sex.

Titus[2] states that during adolescence, they will begin to think about the experiences and opportunities that exist to establish identity. They begin to form value systems, belief systems and sometimes spiritual and religious philosophies. Imran[3] states that in this modern period, there have been many younger generation who are familiar with cigarettes, illegal drugs, free sex and related to some criminal activities. This statement is stronger with a report cited from the Dunia Informasi Remaja[4] that teenagers who fail in the development process do delinquency often. The developmental stage of the childhood dashes that psychological juvenile delinquency is a manifestation of an unresolved self-conflict in their youth.

The statements above show that the behavior of juvenile delinquency or deviant behavior in adolescents is more due to their inability to understand themselves so that the concept of self when entering adolescence becomes blurred. Teenagers become more confused with their condition, so they will follow the flow (negative) for the effort to prove his concept.

The problem of student delinquency will result in many things, such as academic achievement that is not as expected. Ironically, schools often focus only on academic performance but are less concerned with students' emotional and mental health problems. The problem of curriculum achievement becomes essential for the indicators of school programs achievement.

Wibowo[5] states that at this time, the learning process in the classroom is decidedly less in encouraging students to see the issues that occur in the community and the environment. Learning tends to perform in a textual manner that led to the ability of students' understanding of teaching materials given, but students are less in the process of forming self-concept. A series of relationships between students and parents, students with students, students with teachers, and students with the general school environment form the Self-concept. The density of curriculum activities in schools has unconsciously limited the process of developing relationships between students and students, students with teachers as well as students with the school environment in general. This condition leads to the students' disability in dealing with social problems and is less wise in thinking about the consequences.

Counseling services as part of the education process are suspected to be unable to provide the right solutions to the problems faced by students. It is as stated by Marshall[6] that many students who participate in counseling or psychotherapy sessions do not touch the most profound life issue, and they just feel a bit of happiness. It is because counselors have little understanding of theories and lack of counseling skills. Schellenberg[7] strengthen the statement by stating that at present, there are still many school counselors who have understanding gaps on their duties and functions, the counselor only focuses on the students' academic achievement. This condition makes counselors forget about mental health problems and individual problems. On

the other hand, school counselors are busy with the data administration activities of guidance and counseling services. School counselors are required to complete student data that must complete in a particular time. In some cases, the school that must maximize learning curriculum outcomes causes the counselors time to serve students is very limited. Data administration is more often stored in data cabinets and less used for counseling services.

The conditions mentioned above also due to the different ratio of school counselors to the number of students served. The ideal student counselor ratio is 1: 150. But this is very rare in schools. School counselor ratios are often found with foster pupils ranging from 1: 200-250 students. This condition causes the counselor to focus more on student data administration activities than on counseling. And if advice is carried out, it cannot be performed by standard counseling procedures.

Based on the above incident, Pereira[8] mentioned that at this time many counselor education programs had done the development. It is due to the increasingly complex role of the counselor in demonstrating the ability to show practical skills in dealing with problems by the model developed by the American School Counselor Association (ASCA) and the Council for Accreditation of Counseling & Related Educational Programs (CACREP). The complex background of adolescent problems described above makes it an excuse for authors to contribute alternative problem solving to assist counselors in handling students with self-awareness, self-understanding and self-esteem issues, in the hope that students can improve their academic ability.

Gestalt Perspective

Gestalt theory thought that looked counselees should be viewed as a whole. This indicates that in order to be able to recognize the counselee, the counselor should be able to understand the phenomenon that is owned counselees saw the incident or problem counselees at this point, understand the problems that have not been completed, recognize individual-individu others that are currently being actively associated with the counselee, and understanding the positive and negative energies of the counselee.

Field theory

Lewin (in Sabar)[9] explains that field theory is a way to understand and analyze the cause and effect relationship, basically that "any event is a combination of factors"; interaction and interdependence among all the factors and forces of the field; nothing can be changed in the field without affecting everything else. Yontef (in, Kolmannskog)[10] states field can be defined as "a framework or perspective to examine and explain the basis of events, experiences, objects, organisms and the system as a whole can have a means of power interplay. Furthermore, Smuts (in Parlett)[11] the things around us come and go without any strings attached, but it affects every human being. Resnick & Livestrup[12] states that the field is part of the individual that has the feelings, thoughts, fantasies, biology, culture, community, and the words perspectives. In addition, Smuts (in Kolmannskog)[10] states that the field theory is closely related to holism, and provide support for Gestalt approach that includes attention to the body, mind, emotions, spiritual aspects, social relations and the wider environment. It's challenged the view dualist or dichotomies such as internal and external, mind and body, man and nature. That statement shows that everything that is outside counselees like other humans or the environment will have an influence on the overall behavior of the counselee. Thus, to understand counselees counselor should pick the accurate information to counselees.

Phenomenological

Resnick & Livestrup[12] state that phenomenological fields include feelings, thoughts, memories, fantasies, cultures, communities within a specified period that individuals have. The phenomenology area is a Gestalt concept related to the environmental phenomena of the counselee, both internal and external. The internal environment may be the emotional state and the mind of the counselee, while the external environment is a condition outside of the counselee. These two situations are inseparable when the counselor wants to try to get to know the counselee. In fact, one of the counselor's tasks is to awaken the counselee to two environments owned. Understanding of these two environments will provide awareness and full understanding of the counselee self, so hopefully, later counselee will be able to make the right choices. Yontef (in Kolmannskog)[10] explains that phenomenology can be defined as "a discipline that helps people aside from the way they used to think that they can differentiate between what is seen and felt in the current situation and what the rest of the past". Resnick & Livestrup[12] states that the field of phenomenology is the feelings, thoughts, memories, fantasies, cultural, individual communities at a certain time.

Here and now (here and now)

The concept here and now is always used by counselors to direct the counselee to be aware of his condition during the counseling process. Gestalt focuses on here and now because he thinks that the past is mostly over, while the future is a condition that has not yet occurred, so the two periods are not of primary concern during the counseling process. It does not mean that the past has no role to play in the current problem, but with a focus on the moment, the counselee does not stick in his previous life. It is also related to the future. During the counseling

process, the counselor will invite the counselee to focus on the present, instead of sticking to the future, where the counselee cannot feel the future. Corey (in Palmer)[13] states that the Gestalt approach argue that dwell on the past and dreaming about the future can be a way to avoid the present, and that there is power in the face of today.

Fall, Holden and Marquis[14] deals with the current situation (now) then the task of the therapist / counselor is to ask "How?" and avoid the question "why?" The question "how" will lead the client to become aware of the issues that happened to him today. counselee will be encouraged to address the issues that explain the processes that occur at this time, making counselee less likely to resist or avoid. If the Counselee prevent, the decline will be reflected in the language of the body that is not with knowledge. Perls (in Kirchner)[15] explained that the importance of today do not deny the importance of the past or the future; on the contrary, he pointed out that aspects exist in the present time because of nostalgia, regret, hatred, fantasy, legend and history or expectation, planning, training, expectations, hopes, fears and despair.

Unfinished business

Gestalt theory considers that the counselee unfinished business is related to the nearest person (significant others) in the counselee's past. Resolving pending issues or solving unfinished problems is one source of the incomplete business causes. The interesting point of Gestalt's theory is that although the problem occurred in the past, it was attempted to draw into the present. Counsel requested by the counselor to realize that they have issues in the past, and this point should not be suppressed or ignored. Past issues will be recognized and understood as the key to resolving current issues. Melnick and Roos[16] stated that the primary sources that cause humans to feel uncomfortable are called unfinished business. Furthermore, Corey[17] says that when a person is unable to solve a problem in his past, they are categorized as unfinished business, where this condition can cause problems such as hatred, anger, sickness, anxiety, grief, guilt and sense of abandonment.

Contacts and blocks against contacts

Contacts and blocks against contacts. The connection has an understanding of how the counselee deals with himself and how the counselee deals with others around him. Problems that may occur are the counselee cannot know himself or not able to make contact with himself, which counselee cannot recognize his emotions and thoughts. If this happens, often the counselee fails in establishing relationships with others around him. Expressed by Corey[17] that as a human grows, contact with others becomes a concern, as one grows, changes in the individual will not be avoided. Furthermore, this connection may occur because a person sees, hears, smells, touches and moves. Kolmannskog[13] contact is the boundary of experience between "me" and "not me." Furthermore, Brownell[18] states that the contacts include the ability to sense current conditions or in certain circumstances to demonstrate the sensitivity of the body, the expression of emotions, and intellectual readiness. When the body is inhibited, then the emotional sensitivity, expression of emotions and feelings will not count.

Energy and block to energy

Energy and block to energy. Corey[17] states that these restrained energy conditions will be generated in some behaviors such as sitting with closed legs, taking a deep breath, looking around while talking to a counselor (like avoiding eye contact) and so on. These behaviors often appear unconsciously by the counselee. On the other hand, the act becomes an indicator or indicator for the counselor that the counselee has a problem or an unfinished business in the past. In the counseling process, the counselor can make a confrontation of the counselee's behavior. It is done so that the counselee fully aware of his behavior, mainly the reason why the counselee did that. Corey[17] states that Gestalt therapists seek to help counsees to gain and raise higher awareness so that they can make better choices. Recognition in question is the awareness of the surrounding environment, self-awareness, consciousness in self-acceptance, and the ability of a person to establish relationships with others. In these circumstances, Yontef[19] the counselor's role is to assist the counselee to understand his personal experiences and to understand the ability to observe his environmental conditions. When the counselee has experienced full awareness in himself, then the counselee can understand the phenomena that occur within him and outside himself. Through this mature understanding, the counselee will be able to make choices of life and be responsible for his decisions and can create relationships with others more mature.

Further, Yontef (in Fall, Holden and Marquis)[14] states that consciousness is the principle of change in the counselee himself. Through this awareness, the counselee expected to have, a) the ability to choose, b) the ability to realize self-power, c) the ability to recognize his needs, d) the ability to acknowledge his problems, and e) the ability to make choices in different ways. Corey, 2013; Joyce & Sills, 2010; Kelly & Howie, 2011, in Rocco, 2015 revealed the same thing. According to them, the purpose of Gestalt's counseling practice is to raise awareness of the counselee against themselves and the environment in conditions here and now, and to improve relationships with others and the situation in healthier ways.

Through these critical concepts, Gestalt's theory proposes a counseling process that seeks to cultivate the awareness of the counselee. Fiebert[19] suggests several steps of the counseling process as follows: a) emergence

the problem, b) working with external polarities, c) working with internal polarities, and d) integration. Explanation of the counseling process steps is as follows.

Emergence the Problem

At the beginning of the counseling process meeting, the counselor must bring the counselee problem to the here and present conditions. It becomes crucial because the orientation of Gestalt's theory is solving the issue on the here and current terms. Counseling with counsees will help counselors and counselee discover the block of the energy experienced by the counselee. Usually, this energy barrier is unfinished business. Generally, in this session, the counselor will attempt to read the body language of the counselee. It is done to get an idea of the inhibited energy. When the counselee does not fully explain the problem, something hindered will appear in an "abnormal" body language. This abnormal behavior such as scratching the head while lying, or wet palms when counselee experiencing anxiety, laugh while telling sadness and so on. Fiebert[19] described that in the Gestalt counseling process, the first attempt by the counselor is to explore the counselee's conscious experience, shown by the consciousness of the counselee's body. When the counselee has difficulty in verbally declaring, it will be demonstrated with non-verbal languages such as breathing, posture, and intonation of the changed voice.

Working With External Polarities

Fiebert[19] at this stage. Counselors invite counsees to feel the body tensions when doing "dialogue" with the people closest. The non-verbal language of the counselee will appear when there is a conflict with the intended persons. When the counselee raises verbal/nonverbal language changes that the counselor deems to be a negative clue, the counselor can ask questions such as, "When you say love, I see you clench your hands. Can you explain the meaning? ". It is done by the counselor to help the counselee be aware of the condition of his body language, which may be done unconsciously. Confrontation strategies can also be given as often as possible, especially if the counselee rejects as an attempt to inhibit the emergence of positive energy in the counselee.

Working with internal polarities

Fiebert[19] indicates that apparent tension or conflict has a huge role in the emergence of internal disputes. Especially if this condition has been running for a long time. The process of thinking, feeling, and the counselee physical condition has been formed naturally to deal with the conflict. On the other hand, the counselee will suppress thoughts, emotions and uncomfortable behavior into his subconscious as a process of "securing oneself." In cases of students' inability to receive self-awareness, self-acceptance and self-esteem are often caused because they cannot configure the polarities within them. These rejections, as mentioned above, arise because the counselee has brought the values adopted by the people closest them, especially from the people closest to him (significant others).

Integration

At this stage, when stages two and three have been exceeded well, then a counselee will be able to feel the feelings, thoughts, and body consciously Fiebert[19]. A counselee will be aware of unconscious body movements as an awareness that they have a problem to be solved. When the counselee laughs or smiles, at that moment he realizes his feelings are ashamed. Also, when the counsel sitting with a closed hand, will give awareness that the counselee is feeling anxiety and so forth. This condition will help the counselee to recognize the barriers in him that he might not realize.

Hypnosis and Gestalt

Gestalt theory developed by embracing several established counseling theories. Although Perls initially rejected the doctrine of psychoanalysis developed by Freud (in Kraft)[20], in its development, Gestalt's theory also uses the concept of the psychoanalytic method as a form of field theory and phenomenological theory. One type of complementary strategy counseling effort is the recognition that one's past is also part of a unique field of counselee that may be explored through the process of hypnosis. Hypnosis comes from the Greek word "hypnos" meaning "sleep," but the word sleep is not in the real sense of rest. Gunnison and Moore[21], a hypnotized person will not lose consciousness, nor lose self-control. This shows that someone who is experiencing the process of hypnosis still has the conscious power to organize his mind. McInnes[22] states that trance conditions in hypnosis are like daydreaming.

Resnick (in Duff)[23] believes that Gestalt therapy cannot bind to a series of counseling techniques. The leading cause is the relationship between counselor and counselee. It indicates that counselors can not only emphasize the implementation procedures for counseling strategies that will disrupt the relationship between counselors and counselee. Counselors underline their relationship quality with the counselee to identify the counselee. It will be able to help the growth of awareness for the counselee. In the implementation generally, Gestalt hypnosis is understood as a process whereby a person undertakes a method of making changes by confronting a particular situation, eliminating psychological discomfort or resolving a problem in which one feels

that the sphere of life is limited so that in the end they learn more of himself. This is strengthened through research by Shane[24], this study indicate a substantial contribution to the implementation of Gestalt counseling that focuses more on the principles of working with the body's awareness, contacts, and support of the relationship between counselee and counselors. This condition is a breakthrough in the orthodox psychoanalytic approach. Laura sees that counseling is a relationship between an aesthetic perspective and an integrated philosophy rather than just a use of counseling techniques.

The counselor realizes the above conditions and needs some strategies that can expose the past counselee's problem which is then presented at the time of the counseling session. Duff[23] states that in Gestalt counseling, bringing the past to its current state is an essential part of the process of hypnosis. One way that can be done is to use a hypnotic regression condition. When the counselee is in his past, the counselor will record the behavior that happened before, and the environment that affects counselee in the past. These two conditions are ultimately brought into the present.

Clinebell (in Duff)[23] suggests that hypnotic users in the Gestalt strategy should have attended training on Gestalt theory, so they understand the philosophy of Gestalt theory and know how the counselor's role in counseling sessions. Philosophical mastery and understanding of the Gestalt counseling process will help counselors realize the limits of counseling services to counsees. In other words, the use of hypnosis in the Gestalt strategy is expected not to violate the ethics code of counseling. Research conducted by Ramirez, Carillo, Vega, Hart, Norzagaray and Quinonez[25] found that counsees treated with gestalt hypnosis experienced significant rates of depression reduction. Hammond adds (in Louw)[26] in his statement that the use of hypnosis is not just in the field of sports that aims to increase motivation, reduce anxiety and relaxation, but also can be used to improve one's self-concept. In another states, Plassing[27] concludes from several experts such as; (Gardner, 1978a; Williams & Singh; 1976; Jacobs, 1962; 1964; King et al., 1989; Olness; 1985; Gardner; 1978b; Hatzenbuehler & Schroeder; 1978; Ambrose; 1968; Friedrich, 1991) suggest that hypnotherapy is tools or practical strategies to help students solve problems. Some student problems that can be solved through hypnotherapy strategies include sleep problems, nightmares, pain with some types, depression, phobia, and trauma-related problems and PTSD. The statement indicates that primarily hypnosis can be used to help the problems experienced by students at the school, related to physical and psychological issues. Lowe (2013) in his dissertation shows that the use of hypnotherapy in an attempt to explore the capability development and exposure is very efficient and comprehensive, primarily when it is associated with psychiatric treatments.

In the other hand, Buonanotte[28] the results of his dissertation show that the application of hypnosis can be used to improve the learning ability more effectively. It indicated by the following indicators: a) change in reading behavior and facilitate completion of homework for primary school students, b) may increase the concentration and attention to learning materials in junior high school students, and c) promote students when answering test questions. Perfect and Bressette[29] suggest that the use of hypnotherapy in schools can be used to solve student problems such as, a) depression, b) anxiety, ADHD, and c) chronic medical conditions. Stensrude Curt[30] In his dissertation shows that the use of hypnosis can increase student academic achievement significantly. Scholze[31] in his dissertation shows that the use of hypnosis can improve student self-concept. Louw[26] states that trained counselors can make the application of hypnosis in schools. They will be able to give suggestions to the counselee. Also, by using mental imagery and cognitive restructuring, the counselee's relaxation and awareness can be developed.

From the description above, it can be concluded that Gestalt and hypnosis strategies share the same views and approaches in helping counsees, especially in the effort to uncover conflict problems.

Gestalt Hypnocounseling

Until Now, the term hypnocounseling is still a debate for practitioners. Araoz[32] states that hypnocounseling is not a theory of mental health or personality theory, but a technique that can be compared with other counseling theories such as Rational Emotive Therapy, Psychoanalysis, Gestalt, Transactional Analysis or different counseling theories. It indicates that hypno-counseling can be used as a complement to an established counseling strategy. Cerio (in Gunnison)[33] states that hypnocounseling will be interpreted as an additional strategy for counselors who can facilitate a therapeutic relationship or as a catalyst to run counseling strategies such as Gestalt, Cognitive Behavioral Therapy, Rational Emotive Therapy and Transactional Analysis

Hansen, Steven, and Warner explain (in Gunnison)[33] that hypnocounseling can be performed in counseling when the counseling concept used to help re-understand the counselee, interpret and understand specific issues the counselee has. This statement shows that the use of hypnosis in counseling is not to form a new personality, but preferably in the effort to develop the character of existing counsees. The existence of positive counselee personality is often hidden in the subconscious, so the counselee is also usually not aware of it. Valen[34] states that hypnosis counseling is a hypno technique applied in counseling practice. Furthermore, Sarwono[35] noted that hypnocounseling is a therapeutic method that can be used to help counsel out of pathological problems, such as phobia, trauma, and dependence. On the other hand, hypnocounseling is beneficial for use in group counseling processes.

Hilgard (in Araoz)[32] states that under conditions of hypnosis, the counselee will show the signs of unequivocal activity of mental activity. Those are a) general physical relaxation and gap in motion, or if they move they will experience weakness, b) breathing slowly, c) emerging public indifference to disturbances in the immediate environment, d) speaking into simple (short sentences), slower and lower volumes, e) REM occurs, especially when imagination is suggested, and f) hallucinations, whether kinesthetic, visual, auditory, gustatory or olfactory. Furthermore, Araoz[32] states that in the hypno counseling process, the counselee will be able to help to experience his future when problems arise more due to the issues of the past. In this condition, the counselor should ask the counselee to provide a detailed imagination such as the scene, the people in it, the circumstances that accompany, and if possible, the counselee asked to mention the sensations that exist. Gestalt theory sees that this condition can be an indication of verbal/nonverbal language changes that can be used to help the counselee realize his body condition. It is often related to unfinished problems.

Sarwono (in Nurihsan)[36] states that in the process of hypno counseling, the counselor will give suggestions directly to the counselee. It is hoped that, through direct advice, the counselee will be able to solve the problem lightly, while the severe issues such as addiction, build confidence and relieve pain can be done by using hypnotherapy. Nurihsan[36] states that to improve the students' learning capacity with problems, counselors can use counseling strategies and techniques, including hypno-counseling and hypnotherapy and collaborating with psychologists or psychiatrists. It means that the implementation of hypno-counseling can only be done only by psychologists or psychiatrists, but can also be done by counselors who already have a hypnotherapy certification.

The use of hypnosis in Gestalt counseling is already a possible integration. Hypnosis in Gestalt counseling does not mean making the counselee unconscious but instead helping the counselee to slow his way of thinking, to achieve a maximum awareness. During the counseling process, the counselee does not experience the process of unconsciousness; they are just lazy to do physical activity, they just want to answer the counselor questions. On the other hand, a counselee will be able to refuse to give the answers submitted by the counselor, especially if the answer "hurt" him. Usually, these rejections are tears or changes to the face such as frowning or biting the lips. If this happens, the counselor will get new data and can be directly confronted.

Achieving awareness in handling problems is central to the Gestalt counseling strategy, so the use of this strategy modification also puts the awareness element in mind. One effort of attaining consciousness done by the author in some counseling process is to say often, *"Well now ..."*, *"Are you still aware that you are currently in the counseling room?"*, *"Do you still hear me right now?"*, *"Where are you right now?"*, *"Try to repeat your statement?"* And so on. These questions and statements can repeatedly be made to ensure the counselee is always in the condition here and now.

Accordance with Kirchner[15] opinion who states that the primary purpose of Gestalt therapy is to assist the counselee in restoring (or encountering) a natural self-ability to control himself as an organism that has a good, comprehensive and meaningful relationship with others. The above statement is corroborated by Yontef and Jacobs (in Corey)[17] stating that Gestalt counseling uses active approaches that continually strive to raise awareness, freedom, and self-goals rather than merely achieving the goals set out at the beginning of counseling. Another suggestion is that the therapist/counselor's job is to invite the counselee actively to learn about himself by adopting experiences on his life, where they learn new behaviors and then record what is happening at the moment.

Although Gestalt's theory does not focus on the use of counseling strategy, as a counseling approach, Gestalt's method also has a counseling strategy. The Gestalt Counseling Strategy has many varieties. Particularly in this discussion, combined with counseling implementation is, a) empty chair-parts therapy, and b) Past life regression-regression.

Empty Chair Strategy-Parts Therapy

The empty chair strategy is a strategy used to overcome conflicts or self-understanding efforts to the counselee. Conflict experienced by the counselee may stem from internal conflicts and external conflicts. Internal conflicts usually arise because of self-concept problems. The inability to recognize self-concept can develop into external conflict. The same thing is stated that the empty chair is counseling strategy that is used to help counselee understand other people (conflict). In this strategy, the counselor prepares two vacant seats. Australian Institute of Professional Counselor / AIPC(37) states that empty chair technique is a method to facilitate dialogue between counselee and others or dialogue between personality parts of the counselee.

The empty chair strategy is done by providing two empty seats which can be used by the counselee to dialogue with "other self" in counselee or another figure who has conflict to the counselee. These other characters are usually individuals who have a conflict towards the individual (significant others). Perls, Hefferline, & Goodman (in Greenberg)[38] and McInnes[22] stated that dialogue in the empty chair is a method that can facilitate unresolved emotional processes with the significant others.

The steps of using the empty chair strategy, as described by Erford[39] are as follows: a) the counselor prepares two empty seats. b) asks the counselee to select one of the empty seats available. c) asks the counselee to state the polarity of the problem. d) ask the counselee to move position and declare counter expression. e) assure

the counselee that all feelings and thoughts have been expelled, and f) provide an opportunity for the counselee to approve the plan of action to be performed.

Modification of empty chair strategy is done when the counselor finds that counseling becomes inefficient when the counselee has to move from one chair to another. The use of parts therapy strategies can be done to overcome this problem. The counselee just sits in one chair and solves the problem in less time. Kraft[20] states that parts therapy is a compelling technique in clinical practice. It because the counselor tells the counselee that there is a part of the counselee performing certain things right now, and the part of the counselee has another experience on the situation experienced by the counselee at the moment. Implementation in the counseling process will be integrated by providing instructions directed to the conditions here and now. Furthermore, Kraft[20] uses the term dissociation, primarily to help the counselee understand that another part of the counselee's. The use of words such as, *"part of you do this, on the other hand, the part of you are doing different"*. This dialogue is given to the counselee so that the counselee has the understanding and awareness that he has internal conflict problems.

Past Life Regression

Past life regression (PLR) is one of the strategies used in Gestalt theory. Freud (in Corey)[17] states that regression is a return to an earlier phase of development. Anthony[40] further explains that age regression means increasing access for counseling to enter memory in childhood, entering childhood thinking, and childhood feelings as part of the psychotherapy process. In the counseling process, the counselee will be assisted by the counselor to re-experience situations in childhood that are thought to be the source of the unfinished problem. In this condition, the counselor will ask the counselee to describe in detail about the state of the environment. Who the person is in it, what behaviors the counselee and the person around him do, even if possible, the counselor will ask the counselee to feel the sensation of his mind and emotions at that time.

This PLR strategy is possible to run in school when a counselee is having problems with his past. Unfinished business often causes the behavioral abreaction problems experienced by the counselee in the past. Research conducted by Pyun[41] against six subjects showed that the time spent to reach the desired condition or time is not too long. Simply by counting from 20-0 then the counselee will meet with the past situation that raised the current problem. Furthermore, research conducted by Nazarzadeh and Foroutan[42] showed that the combination of group counseling practices Gestalt therapy and cognitive therapy to improve and enhance the quality of life of patients with hypertension in terms of physical health, mental health, the environment and social relations are effective.

Implementation of PLR strategy should be done carefully. It is because a counselee will probably reject unpleasant past events, or considered harmful to the counselee's self (abreaction). It is indicated by the presence of nonverbal language changes that the counselee shows like crying or other body changes such as grasping the palms of his hands, frowning or biting his lips. In these circumstances, counselors should "stop" the counselee's journey to the past. The counselor must transfer the counselee's route to a place that the counselee choose and feels safe. Safe areas for counselee such as beaches, mountains, houses or lakes are usually the place of counselee choice. When the counselor invites the counselee to a safe place, counselors should observe the counselee's body language like chest movement, tears, or the hand grip. When the counselor has seen a chest gesture, the tears and the counselee's hand grip begin to subside, he can ask what the counselee experienced while in that safe place. Furthermore, if possible, the counselor may invite the counselee to explore the point at which the counselee undergoes the body language changes. The counselor should ask the counselee about the phenomenon and try to understand the meaning of the past situation in the here and now state.

Based on the above description, the counselor task in this PLR strategy is not to invite the counselee to focus on the past events, but rather the effort to invite the counselee to feel his feelings or what he thinks right now against his past. The counselor will help the counselee to explore the body language that appears when past events look (McInnes, 2017; Farahani, 2012)[43].

The Gestalt Theory also develops a dialogue strategy in the counseling process. This approach is often identified with an empty chair strategy. In principle, the counselee will have a dialogue with himself. It's just that when there are problems that can not be solved by the counselee, then he is often unable to penetrate. The effort that counselors can do is to train counsees to learn about self-hypnosis. Mastery of self-hypnosis will be able to encourage counselee to break through his subconscious, where his past problems are buried. Anthony[40] states that self-hypnosis refers to the induction of hypnosis by oneself. Self-hypnosis is also known as "auto-hypnosis", it is a process of hypnosis that is done to induce oneself. In this strategy, the counselor will train the counselee to self-hypnosis by using standard hypnotic steps.

Conclusion

Based on what has been described above, the authors conclude that the use of Gestalt counseling modification strategies can be done effectively and efficiently in schools. The incorporation of an empty seat-parts therapy strategy will be effective and efficient in dealing with internal and external conflicts that enable counsees to not switch role to the environment that is the source of the conflict.

The use of Past Life Regression (PLR) allows counselors to assist counselees in exploring unfinished business problems with nearby people. The use of this strategy is also effective when the counselee has a solid layer of neurosis.

Modification of self-hypnosis dialogue strategy can be done when the counseling session has been completed. In this session, the counselor will help the counselee to learn to solve his own problems. The use of this strategy is done after the counselee understands the experience of doing the two strategy given above. The use of modified Gestalt counseling strategies becomes highly efficient when counselor and counselee have little spare time to conduct counseling.

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