

# The Phenomenon of Social Loafing among Guidance and Counseling Students Viewed from the Perspective of Gestalt Counseling Theory

Riskiyana Prihatiningsih\*<sup>1</sup>, Erna Puji Lestari<sup>2</sup>, Ella Faridati Zen<sup>3</sup>

<sup>1</sup>, Prodi Bimbingan dan Konseling, Universitas Negeri Malang, Indonesia

<sup>2</sup>, Prodi Bimbingan dan Konseling, Universitas Negeri Malang, Indonesia

<sup>3</sup>, Prodi Bimbingan dan Konseling, Universitas Negeri Malang, Indonesia

Corresponding author : [riskiyana.prihatiningsih.fip@um.ac.id](mailto:riskiyana.prihatiningsih.fip@um.ac.id)

## ARTICLE INFO

*Article history:*

*Received 21 June 2025*

*Revised 15 July 2025*

*Accepted 29 July 2025*

*Keywords: gestalt counseling theory*

*Keywords: maladaptive personality*

*Keywords: social loafing*

*Keywords: working group*

## ABSTRACT

Social loafing is the tendency of individuals to reduce their contribution when they are in a group. This phenomenon reflects maladaptive personal characteristics, which ideally should not be exhibited by Guidance and Counseling students at a university in Malang City. This study aims to explore views, actions, and causal factors of social loafing from the perspective of personality development based on Gestalt counseling theory. The research method used a qualitative phenomenological approach and Interpretative Phenomenological Analysis. The results of the study show that social loafing is a reflection of maladaptive personality in Gestalt counseling theory. This is indicated by views related to an incomplete awareness of roles when working in a group. In addition, there is also evidence of behavior that is less motivated and responsible as part of a group. The causes of the social loafing phenomenon identified are a rigid self-image and failure to maintain values due to environmental influences. This research contributes to guidance and counseling, particularly in higher education, with considerations for implementing both preventive and corrective services related to social loafing. Furthermore, it can also serve as a reference for the education sector to provide a group work environment that reduces social loafing among members.

ISSN: 2722-2365 (Online) 2722-2357 (Print)

## Introduction

Group systems are often implemented in student learning, with the presence of groups emphasized so that students can contribute maximally as members in completing tasks or exchanging ideas through collaboration (Lahopang et al., 2025; Raffles & Husna, 2024; Rosyidah et al., 2022). Indirectly, group work can help achieve more efficient and effective

task completion due to equal cooperation. However, field evidence shows that group assignments can become ineffective (Luo et al., 2021). This is due to uneven contributions from members or free-riders who rely on other members to work maximally to achieve the group's success (Wahyuni, 2022; Wirayudha et al., 2024).

This phenomenon is called social loafing, which is the condition where individuals reduce their effort when working collectively compared to when working alone (Libarnes et al., 2025; Sherif, 2022). Not only does it involve a lack of effort, but also a lack of motivation (Berhanu, 2025; Rajaguru et al., 2020). This means that when in a group situation, individuals deliberately reduce their motivation and effort in performing their roles fully and maximally according to the assigned tasks within the group. Among the forms of social loafing frequently carried out by students are focusing only on completing their own tasks, ignoring evaluations, not responding during discussions, showing disinterest in communicating with the group, not completing assigned tasks, not adhering to deadlines, and procrastination (Bestari et al., 2022; Hermawan et al., 2022; Naila, 2021; Pradipta & Raharja, 2022).

The phenomenon of social loafing demonstrates the existence of a less-than-ideal personality condition. The imperfections that occur reflect a maladaptive or maladaptive personality according to Gestalt counseling theory. In Gestalt, individuals are encouraged to develop awareness, which guides them to fully recognize their experiences, be conscious of their responsibilities, and direct themselves effectively (Corey, 2017; Solikin et al., 2023; Wudy, 2021). An individual is considered healthy if they can demonstrate responsible behavior and overcome obstacles optimally. This means that a healthy individual can perform various necessary roles; for instance, within a group, a healthy individual will be fully engaged in their role. However, social loafing shows the opposite of the healthy personality concept in Gestalt, which is a lack of complete awareness in carrying out the given role.

Ideally, every healthy individual can perform their role optimally without being affected by environmental conditions. This is especially true for individuals who directly study the concepts of healthy and maladaptive individuals. However, in reality, counseling students engage in social loafing. Pre-research data using a social loafing instrument modified from (Munawwaroh, 2020) shows that 55 out of 60 counseling students engage in social loafing when working in groups, with a moderate to high category. Some social loafing behaviors observed include waiting for other members to take the lead, preferring and prioritizing individual tasks, showing little enthusiasm in completing group tasks, and relying on other members to lead and contribute maximally.

Some studies related to the phenomenon of social loafing in universities include the influence of Big Five personality traits on social loafing (Libarnes et al., 2025; Sherif, 2022). In addition, research on the factors causing social loafing includes member competence, emotional relationships among members, and collective identity (Luo et al., 2021). Meanwhile,, (Fitriana & Saloom, 2018; Paksi et al., 2020; Rosyidah et al., 2022; Teng & Luo, 2015) examined other driving factors such as cohesiveness, achievement motivation, gender, efficacy, as well as the acceptance of laziness and inter-member dependency. Based on previous research, there has been no study that focuses on exploring the subjective experiences of social loafers as a concept of personality development according to Gestalt counseling theory. Therefore, this study aims to examine the subjective experiences of individuals who engage in social loafing through the perspective of Gestalt counseling theory. Herein, the research focuses on exploring individual meaning when involved in a group, namely views, actions, and the causal factors of social loafing from the perspective of Gestalt counseling theory.

## **Method**

This study used a qualitative research design through a phenomenological study approach. The phenomenological approach is an approach to uncover the meaning of subjective experiences experienced by individuals (Bado, 2022; Mertens, 2010). Subjects were selected based on purposive sampling, aiming to ensure that the subjects met the research criteria, namely having a tendency to engage in social loafing (Hardani et al., 2020; Sutikno & Hadisaputra, 2020). In addition, other criteria considered were students of Guidance and Counseling; having experience working in groups; and having passed the course in Gestalt counseling theory and practice. This study involved three subjects, namely IN, AF, and SH. The three subjects were carefully selected according to the criteria, so they could provide a homogeneous perspective across subjects. Furthermore, in phenomenological research, the focus is on observing the unique subjective experiences of individuals, thus requiring detailed research to be able to explore individual experiences (Smith et al., 2009). This study uses interviews and document studies. The data collected are analyzed using Interpretative Phenomenological Analysis, which consists of reading and re-reading, initial noting, developing emergent themes, searching for connections across emergent themes, moving to the next case, and looking for patterns across cases (Smith et al., 2009).

## **Findings and Discussion**

### **Findings**

Based on the results of data analysis using the IPA method, findings were obtained regarding views, behavior, and factors causing social loafing. More specifically, they are as follows:

**Table 1. Data Analysis Results**

| <b>Focus</b>    | <b>Theme</b>                                                                                             |
|-----------------|----------------------------------------------------------------------------------------------------------|
| View            | <ul style="list-style-type: none"><li>• Limited contribution</li><li>• Group work system</li></ul>       |
| Action          | <ul style="list-style-type: none"><li>• Discussion activities</li><li>• Task completion</li></ul>        |
| Factors causing | <ul style="list-style-type: none"><li>• Internal conditions</li><li>• Environmental conditions</li></ul> |

### **Views on Group Work from the Perspective of Gestalt Counseling Theory**

Views are related to an individual's understanding of group work experiences. The analysis results show that the views held regarding the group are very limited. This can be seen from the perception of contribution, which is limited to performing structural tasks. The subjects feel that they have contributed significantly just by completing these structural tasks. Other activities outside of completing structural tasks, such as initiating discussions, are left to other members. This view is based on the subjects' statements as follows: "...I feel that, for example, once I have finished my assigned task, eh, what should I say, done" (IN/SL/F1/A1/1); "...if it turns out the other members are already active, my role is not that important, I just follow along, okay, follow along, okay, that's it" (AF/SL/F1/A1/3); "Yes, more often just wait for someone to give instructions first before doing it, never initiating instructions myself..." (DH/SL/F1/A1/3)

In addition, it was also found that group work does not become the main priority requiring subjects to contribute maximally compared to individual work. This is because group assignments have a lower value weight, lecturers' assessment is more lenient, and responsibility is distributed, making students less motivated. Here are the subjects' statements: "... Well, individual assignments are really important. Group assignments are daily tasks, so I don't feel I need to push myself too hard for group tasks..." (IN/SL/F1/A3/1); "Because I'm also an individualistic type, first of all, you know.... Also, for individual tasks, whether they're right or wrong, lacking or not, what I put into the assignment is entirely my

responsibility" (AF/SL/F1/A3/8); "... because, for group tasks, well, we, eh, there are many members, you know. So we can't really rush..." (DH/SL/F1/A3/3)

From a gestalt perspective, the limited contribution shows an incomplete awareness as part of the group. Within the group, contributions are not only limited to structural tasks but also to other activities, such as initiating when the group is passive. Although the subject is aware of completing structural tasks, other contributions that members should normally make are considered unnecessary. Furthermore, it appears that group tasks are not a priority, meaning the subject only focuses on and prioritizes individual tasks. This indicates that the subject is unable to redirect focus according to the present experience. When the subject only considers individual tasks as a priority, they contribute less optimally when group tasks are involved.

### **Social Loafing Behavior from the Perspective of Gestalt Counseling Theory**

The analysis results indicate that social loafing occurred during group discussion activities and the completion of structured tasks. During discussions, the subjects were not fully engaged, meaning they were present but did not provide opinions, did not seek necessary information, and did not follow the course of the discussion (during online discussions). It can be said that the subjects tended to accept and follow the majority's decisions rather than have the desire to contribute opinions. This aligns with the subjects' statements: "Eehh participating, but ee maybe just listening, because I'm not the type, like uh, what's it called, to voice out..." (IN/SL/F2/B2/5); "...well basically I just stay silent, even though I read it, I didn't respond, like I only replied an hour after reading it" (AF/SL/F2/B1/3); "...If, for example, I really understand or really don't understand at all, I won't join the conversation at all. So it's like just seeing the notification above, oh looks like I don't need to join in, so I don't join." (DH/SL/F2/B2/3)." (DH/SL/F2/B2/3)

Next, regarding task completion, the subjects tend to take the parts that require minimal thinking and time, or tasks with the lightest workload, such as PPT or theory that is easy to find references for."... Or if not, I just make the PPT" (IN/SL/F2/B4/1)"The easiest one to find references for, sis" (AF/SL/F2/B4/5); "For group assignments, I usually only arrange the paper format, sis, and design the PPT..." (AF/SL/F2/B4/6)"Yeah, just rush the PPT. For PPT, it's really just like, there's a template, then just copy, copy, copy" (DH/SL/F2/B4/12).

In addition, the subject did not take the remaining material and waited for other members to take over the material. The subject did not make an effort to help if they were not

asked for help by other members. "I just let them move around and make a fuss (laughing)" (IN/SL/F2/B4/7) "I just let it be (laughing) until someone takes it..." (AF/SL/F2/B4/1) "It's just small talk (laughing), but I don't, I don't want to take that material, just merely making small talk.." (DH/SL/F2/B4/12)

Moreover, the subject does not take the remaining material and waits for other members to take over the material. The subject does not make an effort to help if the members do not ask for assistance. This is in line with: 'I rather let them go on and on (laughing)' (IN/SL/F2/B4/7); 'I just let it (laughing) until someone takes it...' (AF/SL/F2/B4/1); 'It's just small talk (laughing), but I don't, I don't want to take that material, just wanted to chit-chat...' (DH/SL/F2/B4/2)

In completing assignments, subjects also tend to finish them in a procrastinated manner, especially if the task is difficult. This affects the quality of task completion, with less attention given to aspects such as irrelevant references. This is revealed from: 'No, even if it's close to the deadline, it's important to finish, it doesn't have to be perfect' (IN/SL/F2/B3/4); 'Close to the deadline, like two days before, only then opening the group' (AF/SL/F2/B1/5); 'Yes, hehe (laughs), that's actually true, but I didn't cross-check it with the AI...' (AF/SL/F2/B3/5); 'Eh, I'm the type who waits until the last minute. So, like, just waiting. Only a few days or hours before, I start looking for it' (DH/SL/F2/B3/9); 'No, as long as it looks similar. Like oh, this looks a bit similar, put it in, put it in, put it in...' (DH/SL/F2/B3/7)

Based on the results above, it appears that the subject does not have high motivation to engage in discussion activities or task completion. In gestalt, motivation is a characteristic of a healthy personality. When there is insufficient motivation to participate in a group, it will affect actions that are less responsible in carrying out roles within the group. It can be concluded that the subject exhibits social loafing behavior in the group. The social loafing behavior demonstrated indicates an avoidance of actively engaging in communication with other group members, refusal to take on difficult tasks, and a desire to be accepted in the environment, as shown by a lack of participation in expressing opinions.

### **Factors Causing of Social Loafing from the Perspective of Gestalt Counseling Theory**

The factors causing social loafing that were found come from internal and external sources. The internal factor identified is the subject's dependence on other group members. Therefore, the subject does not start working when there is no clear division of tasks within the group, and decides to rely on or depend on other members to allocate the tasks. Here are

the subject's statements: '...because I didn't understand either, and my friends didn't understand it either, so I ended up procrastinating until the seventh and eighth meetings' (IN/SL/F3/C1/2); 'Emmm, it's not really laziness, more like confusion, eh wait, maybe a little laziness too, yeah... so in the end, I waited for someone to divide the tasks first or just went along as it was' (AF/SL/F3/C1/2). However, for DH, the reliance is more on observing how other members complete tasks. When it appears that other members have not started working, DH decides not to work. '... If, for example, others haven't done it yet, then I'll just wait, take it later' (DH/SL/F3/C1/2)

Then, in the case of justice that is uneven or not equal, according to the subject, fairness is needed within the group. In this context, the justice emphasized concerns the distribution of tasks and the dynamics within the group. When the subject experiences high levels of injustice, such as being assigned structural tasks with unequal burdens or with the authority of certain members, the subject feels unaccepted and exploited within the group. As a result, they decide to contribute minimally, such as being passive during discussions or reducing the quality of their work. This is reflected in the subject's statements as follows: "...because I already feel somewhat annoyed, I choose to be silent and contribute minimally...." (IN/SL/2/B3/C5); "Unless, for example, if the task distribution makes me get a relatively difficult task, the level of perfectionism might be slightly reduced, right..." (AF/SL/F3/C3/1); "Eeeeeee.... like, oh well, it's not really recognized, so just do it as best as you can, like that... But really, just as it is, not really putting in the effort to do it properly" (DH/SL/F3/C4/1).

In addition, the subject AF also felt that the contributions made were difficult to identify by the lecturers. According to him, group assessments would have an equal score, which encouraged the subject to make minimal contributions within the group. "Laughs, oohh hmm yeah, I guess just realistic, maybe. Because I'm not that good either, so what you said is also true. So it's like raising your hand but not really raising it" (AF/SL/F3/C2/2).

Not only are there internal factors, but there are also external factors originating from the group environment, namely group size, cohesiveness, and acceptance of laziness. First, regarding group size, when the group has many members, the subject feels no need to push themselves to initiate discussions, provide responses, or remind other members. This is because of the opportunity for contributions from the many members. This is in line with: '...not like a group of four or five, you know.... So I feel relaxed, enjoying it without feeling stressed thinking about the group, eh, thinking about other members who do not participate' (IN/SL/F3/C5/3) '...because there are many members, yes, it's somewhat masked, you could

say...' (AF/SL/F3/C5/4); '...if there are many people, it's safer, but if the group is small, it's like I would feel very lazy for sure, hahaha, something like that' (DH/SL/F3/C5/1).

In addition, cohesiveness also influences the subject. Here, cohesiveness is related to personal closeness and a high commitment to resolving issues together. The subject is more motivated to contribute more when the group has high commitment and personal closeness. When only with a highly committed group, the subject focuses solely on completing structural tasks to the best of their ability. However, they do not give many opinions or suggestions. '...Actually I'm the type of person that if I meet a lazy group, I tend to be lazy too' (IN/SL/F3/C6/2); 'Yes, (laughs), I also tend to get lazy. Because the people are like that too, right?' (AF/SL/C6/1); 'Yeah, if the friends aren't close, it usually feels scary, because surely they would think like, wow Diah isn't really doing anything. So it's like they check every day to make sure things get done...' (DH/SL/F3/C6/3). A different thing occurs with DH; in groups with personal closeness, it actually encourages the subject to be lazier. This is because the subject's personal environment does not have a high level of commitment. As a result, the subject follows the pace of completion of other group members. This is based on DH's statement: '...If it's close friends, it's like, well, whatever, just do it somehow, like that' (DH/SL/F3/C6/3)

Next, regarding the acceptance of laziness. When the group allows space for lazy members, it will influence AF and DH's willingness to contribute less. Although the acceptance of laziness does not have a significant impact, there is still a noticeable effect on their motivation, in terms of the subjects' thoughts and feelings. "Actually, I get lazy quite often... I also want things to get done, I want to get away from members like that. So, whether I like it or not, I have to do it" (AF/SL/F3/C7/1); "But sometimes, I feel like it's convenient for this person that others do it, like that. But sometimes, in situations like that, I just do it carelessly" (DH/SL/F3/C7/1).

Based on the results above, from a gestalt perspective, internal factors occur because the subject has rigidity in self-image related to work preferences; the subject places too much emphasis on the idea that an ideal group is one in which there is a clear division of tasks and a standard for completing them. In addition, there is a sense of injustice that makes the subject feel that their contributions are being exploited for the success of the group, which is related to equal assessment. This is different from individual tasks, where the subject can act according to their own wishes. Moreover, in terms of external factors, it appears that the subject adjusts contributions according to the group situation. This shows that the subject

does not have the strength to maintain their contributions without considering the surrounding environment..

## **Discussion**

### **Views on Group Work from the Perspective of Gestalt Counseling Theory**

The research findings above show that there are two perspectives, namely regarding contribution and group work systems. Both perspectives suggest the presence of an maladaptive personality concept according to Gestalt counseling theory. First, concerning the perspective on contribution, from a Gestalt viewpoint, this perspective reflects an incomplete awareness of contribution within the group. Complete awareness is an individual who possesses genuine knowledge of themselves and their environment, which includes understanding and acceptance of their existence (Mudana et al., 2014; Ulhaq, 2022). An aware individual in this context is related to the awareness to be fully engaged and to make contributions as part of a group. Contributions within the group are not limited to merely being conscious of completing structural tasks. Rather, it also involves collaborating to overcome obstacles within the group, such as during discussions (Diansyah & Fauzi, 2021). When an individual possesses complete awareness, they will direct themselves to take actions that align with the group's concepts (Hanafi & Zen, 2024).

Next, regarding the group work system that is not a priority task. When a subject only focuses on individual tasks compared to group tasks, this is a form of a static background figure. A background figure is a tendency to view something in terms of a figure or main focus and a background, or something that exists behind or around the main focus (Kaisler et al., 2023; Pinna et al., 2018; Praszkie & Nowak, 2023). In lectures, tasks can be assigned individually or in groups. When an individual does not shift focus, even when experiences change—in this case, the group experience—it will encourage the individual not to contribute maximally. The reason is that the individual fails to dynamically shift focus and background. The static condition shows a contrast with the concept of a healthy Gestalt personality, which emphasizes the individual's ability to regulate themselves and continuously adapt to various experiences (Raffagnino, 2019; Soedarmadji, 2017).

Overall, it can be said that the subject's view regarding group work shows a lack of complete awareness and a static background figure. When an individual does not have a comprehensive view of the contributions that must be made within the group, the obligation that should be part of themselves, namely cooperation, becomes a part of their experience in

the group that is rejected. Furthermore, the presence of a static background focus indicates that the subject lacks the ability to shift and adapt their focus. These two aspects suggest the presence of an maladaptive personal perspective when viewed from a Gestalt counseling approach.

### **Social Loafing Behavior from the Perspective of Gestalt Counseling Theory**

The actions exhibited by the subject represent a form of social loafing that can hinder the success of the group (Aggarwal & O'Brien, 2008; Agung et al., 2019; Schippers, 2014). The subject's actions demonstrate aspects of social loafing, namely a decline in motivation, passive attitude, diffusion of responsibility, free riding, and decreased awareness (Myers (dalam Munawwaroh, 2020). This is indicated by the incomplete contribution during task completion and discussions. From a gestalt perspective, the social loafing behavior exhibited suggests the presence of an individual who lacks motivation, thereby affecting incomplete responsibility.

In more detail, it is as follows: first, the subject indicates a lack of high motivation to engage in the group. Motivation is the drive within an individual to perform actions optimally to achieve certain goals (Mandasari et al., 2022). This means that high motivation can direct an individual to take optimal actions to achieve specific goals. In gestalt, motivation is considered a characteristic of a healthy individual (Ahmad, 2021; Sukmawati et al., 2019; Uke et al., 2022). When an individual is motivated, it will lead to effective actions. This is because, in gestalt, individuals are emphasized to be able to manage every present experience (Lobb et al., 2020). However, when an individual lacks sufficient motivation to achieve goals within a group, they tend to act inefficiently and irresponsibly.

Responsibility in gestalt is a characteristic of a healthy personality, which is an attitude and behavior that carries out the duties and obligations that must be fulfilled, both towards oneself and the environment (Asnawi, 2017; Dewirati et al., 2021). Individuals who have responsibility are able to make choices and accept the consequences (Khayun & Ahmadi, 2022). This means that an individual knows the things that are their obligations as a member. In a group, success can occur if each member works together, both in completing the tasks that have been assigned and in engaging in the discussion process. Therefore, when an individual sorts out actions that are considered necessary or unnecessary, this shows that responsibility is not fully and comprehensively possessed. This behavior can be seen from the concept of an maladaptive gestalt personality, specifically in deflection and confluence (Corey, 2017; Mann, 2010).

Deflection is the avoidance of contact with the environment (Ünüböl & Topaloğlu, 2020). This is evident from several contributions not being undertaken so that the subject is not burdened either psychologically or physically. The subject tends to choose tasks within their comfort zone and refuses to engage in activities outside the assigned tasks. Activities outside the assigned tasks are seen as not part of their responsibility and are rejected as part of themselves. In addition, there is evidence of confluent behavior, which is the tendency of individuals to conform to environmental conditions or have high acceptance to be accepted by the environment (Tusadia & Aly, 2023). When individuals engage in confluent behavior, they tend to follow the flow of the environment, and, in this case, the individual does not give personal opinions and agrees with the decisions of other members. Based on the discussion above, it can be concluded that the actions taken by the subject constitute social loafing.

Based on the discussion above, it can be concluded that the actions taken by the subject constitute social loafing. From a gestalt perspective, these actions indicate a low drive to engage in group activities. This causes the subject to not orient themselves to fully participate responsibly in group activities and to refuse responsibilities that should be undertaken, while tending to go along with the flow in the group. As a result, the subject differentiates between actions that are necessary and unnecessary within the group.

### **Factors Causing of Social Loafing from the Perspective of Gestalt Counseling Theory**

Based on the explanation regarding causal factors, it can be said that both the individual's internal conditions and external or group environment provide motivation for the individual to engage in social loafing (Liden et al., 2004; Piezon & Donaldson, 2005; Tosuntaş, 2020). The first discussion related to internal factors concerns interdependence, visibility, and fairness. It appears that these factors influence subjects to engage in social loafing. It can be said that this occurs because the subjects feel a mismatch between their personal preferences and working in a group. The subjects' preference in completing tasks prioritizes individual tasks over group tasks.

From a gestalt perspective, the presence of preference discrepancies can be linked to the existence of a self-image or rigid 'what must be done,' which characterizes an maladaptive individual due to excessive attachment to the self-image (Depie & Fatchurahman, 2017). When the self-image does not align with actual reality, it encourages the subject to withdraw from group activities. It can be said that the subject's self-image dictates the necessity to complete tasks without involving other members, demands fairness, and requires personal

contributions. However, when in a group, the subject may struggle to adapt, as the self-image they hold might not align. For instance, in dependency, the subject has a self-image as a group member, so when there is no distribution within the group, the subject feels no responsibility to share.

It is also observed that within the group, the subject feels that task completion cannot be done independently due to the interdependence among members. This is also evident in terms of fairness and visibility; the subject feels that it is unfair if, within the group, they receive different treatment compared to other members, which of course harms the subject. The subject's disadvantage can be associated with the group evaluation being generalized, not based on individual contributions. As a result, the subject feels that in a group, giving maximum contribution is disadvantageous, because the task is not solely their responsibility, but other members should also be accountable. On this basis, the subject chooses not to contribute to the fullest extent.

Next, regarding external factors that refer to the group's environmental situation. This means that the group environment influences how a subject evaluates and then decides on the involvement or contribution required. When the group environment is perceived as uncondusive, the subject feels there is no need to get more involved, and vice versa. This shows that the subject does not have a healthy personality. In Gestalt theory, an individual with a healthy personality can maintain awareness of the values they hold without being influenced by the surrounding environment (Mulyani & Karneli, 2022; Putri et al., 2024; Ramli, 1999). It appears that the subject intentionally differentiates their contributions according to the group environment. When the group is perceived as offering opportunities, the subject decides not to get more involved. This means that a healthy individual should be able to contribute fully without being influenced by environmental opportunities.

Although, essentially, individuals tend to be influenced by their environment (Alfaiz et al., 2019). However, as individuals who hold high values of responsibility in individual tasks, ideally, regardless of the type of task assigned, they should not deliberately reduce their contribution due to an unfavorable environment. They should also be able to consider whether their actions are good or bad. Therefore, it can be said that the subject does not have strong self-direction according to the values they hold when in an unfavorable environment. This means that the subject is influenced by the environment and fails to recognize the necessary obligations. Furthermore, external factors are not something that can be controlled by the individual; rather, the individual can control how the environment affects them. Selain

itu, tidak menampik, bahwa faktor eksternal perlu untuk diberikan perhatian khusus bagi dosen pengampu untuk menciptakan lingkungan kelompok yang kondusif. Sehingga, mengurangi kemungkinan terjadinya *social loafing*. Furthermore, it cannot be denied that external factors need to be given special attention by the lecturers in charge in order to create a conducive group environment. This will reduce the likelihood of social loafing.

## **Conclusion**

Based on the results of the data analysis, it can be said that the phenomenon of social loafing is a form of maladaptive personality when viewed from the perspective of Gestalt counseling theory. This can be seen from research findings that show subjects who lack full awareness regarding the contributions they should make within a group, as well as a static background figure that only prioritizes individual work. Such views manifest in actions that demonstrate a lack of enthusiasm and responsibility in fulfilling roles as part of a group. The driving factors can originate from both the individual and the group; the individual factors relate to a rigid self-image, while the external factors are apparent due to the value awareness held being influenced by an environment perceived as not conducive. This research contributes to providing insights into the phenomenon of social loafing, which is a maladaptive personality, from the perspective of Gestalt counseling theory. This contribution can serve as a consideration for conducting interventions using Gestalt counseling for individuals who exhibit social loafing, as well as preventive services related to social loafing. This research can also be of concern to educators, particularly lecturers, to be able to create a conducive group work environment, such as considering group size and individual performance assessment for each member. Additionally, it can serve as a reference for future researchers to conduct studies related to the profile of social loafers.

## **Acknowledgment**

The author would like to thank Universitas Negeri Malang and LPPM for providing financial support for the process and publication of this research. Thanks also to the subjects who were willing to provide honest answers.

## **References**

Aggarwal, P., & O'Brien, C. L. (2008). Social loafing on group projects: Structural antecedents and effect on student satisfaction. *Journal of Marketing Education*, 30(3), 255–264. <https://doi.org/10.1177/0273475308322283>

- Agung, I. M., Susanti, R., & Yunis, R. F. (2019). Properti Psikometrik dan Struktur Skala Kemalasan Sosial (Social Loafing) pada Mahasiswa. *Jurnal Psikologi*, 15(2), 141. <https://doi.org/10.24014/jp.v15i2.7413>
- Ahmad, B. (2021). Pendekatan Gestalt : Konsep dan Aplikasi dalam Proses Konseling. *IJoCE: Indonesian Journal Counseling and Education*, 1(2), 44–56. <https://doi.org/10.32923/ijoce.v2i2.1975>
- Alfaiz, A., Sanjaya, W., Heriyani, E., & Handriadi. (2019). Identifikasi moral remaja di era informasi post-truth: perspektif psikologi sosial gestalt. *Prosiding SNBK (Seminar Nasional Bimbingan Dan Konseling)*, 3(1), 62–71.
- Asnawi, K. U. (2017). Konsep Konseling Gestalt Berbasis Islam Untuk Membantu. *Jurnal Bimbingan Konseling Dan Dakwah Islam*, 14(1), 1–14.
- Bado, B. (2022). Model Pendekatan Kualitatif: Telaah Dalam Metode Penelitian Ilmiah. In *Model Pendekatan Kualitatif: Telaah dalam Metode Penelitian Ilmiah* (1st ed.). Tahta Media Group.
- Berhanu, K. Z. (2025). Academic social loafing in teamwork among university students: Effect of intervention. *Perspectives in Education*, 43(1), 267–281. <https://doi.org/10.38140/pie.v43i1.7135>
- Bestari, D. R. A., Oktari, S., & Purna, R. S. (2022). Perilaku social loafing mahasiswa dalam mengerjakan tugas kelompok melalui sistem daring. *Jurnal Psikologi Tabularasa*, 17(1), 1–10. <https://doi.org/10.26905/jpt.v17i1.8059>
- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
- Depie, D., & Fatchurahman, M. (2017). Konseling Kelompok Gestalt Dengan Reversal Technique Untuk Meningkatkan Pemahaman Tentang Self-Management Dalam Belajar Peserta Didik Kelas VIII di SMP. *Suluh: Jurnal Bimbingan Dan Konseling*, 2(2), 19–25.
- Dewirati, J. B., Susanti, R. H., Permatasari, D., Bimbingan, P., Fakultas, K., & Malang, K. (2021). Upaya Meningkatkan Tanggung Jawab Akademik Mahasiswa Manggarai Universitas PGRI Kanjuruhan Malang Melalui Konseling Kelompok Realita. *JKI (Jurnal Konseling Indonesia)*, 6(2), 56–61.
- Diansyah, S. N., & Fauzi, A. (2021). Penerapan Model Pembelajaran Kooperatif Tipe STAD Student Teams Achievement Divisions Dalam Materi Fungsi Polinomial Pada Mahasiswa. *DIKMAT: Jurnal Pendidikan Matematika*, 1(2), 29–34.
- Fitriana, H., & Saloom, G. (2018). Prediktor Social Loafing dalam Konteks Pengerjaan Tugas Kelompok pada Mahasiswa. *INSAN Jurnal Psikologi Dan Kesehatan Mental*, 3(1), 13–22. <https://doi.org/10.20473/jpkm.v3i12018.13-22>
- Hanafi, H., & Zen, E. F. (2024). Permainan Simulasi Langkah Positif Sebagai Metode Bimbingan Kelompok Untuk Peningkatan Nilai Moral Keberanian Siswa. *Bhinneka Tunggal Ika Journal of Counseling*, 1(1), 30–36.
- Hardani, Auliya, N. H., Andriani, H., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Metode Penelitian Kualitatif & Kuantitatif*. Pustaka Ilmu.
- Hermawan, A. H., Sholikhah, R. N. A., & Amalia, H. N. (2022). Perilaku Social Loafing Mahasiswa Pendidikan Agama Islam di Era Media Sosial. *Jurnal Kajian Keislaman Multi-Perspektif*, 2(2), 211–228.

- Kaisler, R. E., Fede, M., Diltsch, U., Probst, T., & Schaffler, Y. (2023). Common mental disorders in Gestalt therapy treatment: a multiple case study comparing patients with moderate and low integrated personality structures. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1304726>
- Khayun, D. S., & Ahmadi. (2022). Implementasi Kepemimpinan Unit Kegiatan Mahasiswa (UKM) Bela Diri Dalam Pengembangan Karakter Tanggung Jawab di IAIN Ponorogo. *Journal of Islamic Education Management (Edumanagerial)*, 1(2), 119.
- Lahopang, D. V., Mandang, J. H., & Sengkey, S. B. (2025). Hubungan Kohesivitas Kelompok dengan Social Loafing Dalam Pengerjaan Tugas Kelompok Mahasiswa Psikologi di Universitas Negeri Manado. *Future Academia : The Journal of Multidisciplinary Research on Scientific and Advanced*, 3(2), 824–833. <https://doi.org/10.61579/future.v3i2.502>
- Libarnes, J. B., Cataquez, J., Bombales, K., Khua, H. A., & Cuarte, R. (2025). Personality Traits as Predictors of Social Loafing Behavior in Collaborative Tasks Among University Students. *Asia Pacific Journal of Educational Technologies, Psychology, and Social Sciences*, 1(1), 46–61. <https://doi.org/10.70847/592759>
- Liden, R. C., Wayne, S. J., Jaworski, R. A., & Bennett, N. (2004). Social loafing: A field investigation. *Journal of Management*, 30(2), 285–304. <https://doi.org/10.1016/j.jm.2003.02.002>
- Lobb, M. S., Sciacca, F., Rosa, A. R. Di, & Mazzone, M. (2020). Bodily and Emotional Activation in Pain: Bridging Neurosciences and Gestalt Therapy to Understand the Therapist's Wish for Help. *Psychology*, 11(12), 2102–2112. <https://doi.org/10.4236/psych.2020.1112131>
- Luo, Z., Marnburg, E., Øgaard, T., & Okumus, F. (2021). Exploring antecedents of social loafing in students' group work: A mixed-methods approach. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 28(December 2019). <https://doi.org/10.1016/j.jhlste.2021.100314>
- Mandasari, N. D., Setiyowati, A. J., & Prihatiningsih, R. (2022). Hubungan antara dukungan keluarga dan academic burnout dengan motivasi belajar siswa SMK pada masa pandemi. *Jurnal Kajian Teori Dan Praktik Kependidikan*, 7(2), 2548–6683. <https://doi.org/10.17977/um027v7i22022p119-133>
- Mann, D. (2010). *Gestalt Therapy 100 Key Points and Techniques* (1st ed.). Routledge.
- Mertens, D. . (2010). *Research and Evaluation in Education and Psychology* (3rd ed.). SAGE Publications.
- Mudana, I. N. O., Dharsana, I. K., & Suranata, K. (2014). Penerapan Konseling Gestalt dengan Teknik Reframing untuk Meningkatkan Kesadaran Diri dalam Belajar Siswa Kelas VIII A1 SMP Negeri 4 Singaraja tahun Ajaran 2013/2014. *Jurnal Ilmiah Bimbingan Dan Konseling*, 2(1), 1–11. <https://doi.org/10.23887/jibk.v2i1.3922>
- Mulyani, K., & Karneli, Y. (2022). Mereduksi Kecemasan dalam Pernikahan dengan Konseling Gestalt. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 5(3), 275–284. <https://doi.org/10.26539/teraputik.53414>
- Munawwaroh, F. (2020). *Hubungan Antara Kepercayaan Diri dengan Social Loafing dalam Tugas Kelompok Pada Mahasiswa UIN Suska Riau Pekanbaru*.
- Naila, I. (2021). Perilaku Social Loafing Dalam Pembelajaran Daring: Studi Kasus Pada Mahasiswa Pendidikan Guru Sekolah Dasar. *Jurnal Pendidikan Dasar Flobamorata*, 2(1),

136–141. <https://doi.org/10.51494/jpdf.v2i1.417>

- Paksi, E. W. H., Okfrima, R., & Mariana, R. (2020). Hubungan Antara Kohesivitas Dan Motivasi Berprestasi Dengan Kemalasan Sosial (Social Loafing) Pada Mahasiswa Jurusan Psikologi Universitas Negeri Padang. *Psyche 165 Journal*, 13(1), 53–59. <https://doi.org/10.35134/jpsy165.v13i1.45>
- Piezon, S. L., & Donaldson, R. L. (2005). Online Groups and Social Loafing: Understanding Student-Group Interactions. *Journal of Distance Learning Administration*, 8(4).
- Pinna, B., Reeves, A., Koenderink, J., van Doorn, A., & Deiana, K. (2018). A New Principle of Figure-Ground Segregation: The Accentuation. *Vision Research*, 143, 9–25. <https://doi.org/10.1016/j.visres.2017.08.009>
- Pradipta, A. R., & Raharja, E. (2022). Menguak Fenomena Social Loafing Di Kalangan Mahasiswa Yang Patah Hati. *Diponegoro Journal of Management*, 11(5), 1–11.
- Praszkie, R., & Nowak, A. (2023). In and Out of Sync: an Example of Gestalt Therapy. *Trends in Psychology*, 31(1), 75–88. <https://doi.org/10.1007/s43076-021-00133-8>
- Putri, D. A., Arsini, Y., & Ummah, N. (2024). Pendekatan Gestalt Untuk Mengatasi Kecenderungan Narsistik Pada Mahasiswa Melalui Layanan Konseling Kelompok. *Sinar Dunia: Jurnal Riset Sosial Humaniora Dan Ilmu Pendidikan*, 3(1), 121–127. <https://doi.org/10.58192/sidu.v3i1.1802>
- Raffagnino, R. (2019). Gestalt Therapy Effectiveness: A Systematic Review of Empirical Evidence. *Open Journal of Social Sciences*, 07(06), 66–83. <https://doi.org/10.4236/jss.2019.76005>
- Raffles, F., & Husna, M. T. (2024). Perbedaan Social Loafing pada Mahasiswa dalam Mengerjakan Tugas Kelompok Ditinjau dari Jenis Kelamin. *Jurnal Intensi: Integrasi Riset Psikologi*, 2(2), 46–54. <https://doi.org/10.26486/intensi.v2i2.3970>
- Rajaguru, R., Narendran, R., & Rajesh, G. (2020). Social loafing in group-based learning: student-created and instructor-created group perspectives. *Education and Training*, 62(4), 483–501. <https://doi.org/10.1108/ET-01-2019-0018>
- Ramli, M. (1999). *Konseling Gestalt*. Universitas Negeri Malang.
- Rosyidah, E., Meiyuntariningsih, T., & Ramadhani, H. S. (2022). Social Loafing pada Mahasiswa: Bagaimana Peranan Self Efficacy dan Kohesivitas Kelompok? *INNER: Journal of Psychological Research*, 2(3), 1–10.
- Schippers, M. C. (2014). Social loafing tendencies and team performance: The compensating effect of agreeableness and conscientiousness. *Academy of Management Learning and Education*, 13(1), 62–81. <https://doi.org/10.5465/amle.2012.0191>
- Sherif, D. M. (2022). How Students' Big Five personality traits manifest in perceived social loafing behavior. *British Journal of Educational Psychology*, 92(3), 1034–1067. <https://doi.org/10.1111/bjep.12486>
- Smith, J. A., Flowers, P., & Larkin, M. (2009). Interpretative Phenomenological Analysis: Theory, Method, and Research. In *Africa's potential for the ecological intensification of agriculture* (1st ed.). SAGE Publications.
- Soedarmadji, B. (2017). Penanganan Siswa Korban Kekerasan Melalui Modifikasi Strategi Konseling Gestalt. *Prosiding Seminar Nasional Bimbingan Dan Konseling*, 67–75.

- Solikin, A., Setiawan, M. A., Karyanti, K., & Khairunnisa, K. (2023). Spiritual Group Counseling: An Overview of the Gestalt Approach in Handling Imitation Behavior. *Jurnal Konseling Dan Pendidikan*, 10(3), 541–554. <https://doi.org/10.29210/188600>
- Sukmawati, I., Neviyarni, Karneli, Y., & Netrawati. (2019). Penilaian dalam Konseling Kelompok Gestalt. *JPGI: Jurnal Penelitian Guru Indonesia*, 4(1), 25. <https://doi.org/10.29210/02353jpgi0005>
- Sutikno, S., & Hadisaputra, P. (2020). Penelitian kualitatif Penelitian kualitatif. In *Holistica* (1st ed.).
- Teng, C. C., & Luo, Y. P. (2015). Effects of Perceived Social Loafing, Social Interdependence, and Group Affective Tone on Students' Group Learning Performance. *Asia-Pacific Education Researcher*, 24(1), 259–269. <https://doi.org/10.1007/s40299-014-0177-2>
- Tosuntaş, S. B. (2020). Diffusion of Responsibility in group work: Social loafing. *Journal of Pedagogical Research*, 4(3), 344–358. <https://doi.org/10.33902/jpr.2020465073>
- Tusadia, A., & Aly, H. N. (2023). Pendekatan Humanistik Dalam Pengembangan Kurikulum Pendidikan Agama Islam Di SDN 12 Bengkulu Selatan. *Jurnal Pendidikan Dan Konseling*, 5(4), 256.
- Uke, O. G., Maulana, P., & Fatoni, A. A. (2022). Efektifitas Pendekatan Teori Gestalt Dalam Meningkatkan Motivasi Belajar Siswa. *Journal of Education Counseling*, 1(2), 82–88. <https://doi.org/10.62097/jec.v1i2.1136>
- Ulhaq, S. D. (2022). Efektivitas Konseling Gestalt Untuk Meningkatkan Self Esteem Pada Remaja Korban Bullying: Literature Review. *Realita: Jurnal Bimbingan Dan Konseling*, 7(2), 1642–1650. <https://doi.org/10.33394/realita.v7i2.5545>
- Ünüböl, H., & Topaloğlu, M. (2020). Gestalt Contact Styles in OCD patients: A controlled study. *Archives of Clinical Psychiatry*, 47(1), 1–6. <https://doi.org/10.1590/0101-60830000000221>
- Wahyuni, F. (2022). Hubungan Antara Kohesivitas Kelompok dengan Social Loafing pada Tugas Kelompok yang Dilakukan Mahasiswa Universitas Negeri Padang. *Ranah Research: Journal of Multidisciplinary Research and Development*, 4(3), 194–200. <https://doi.org/10.38035/rrj.v4i3.468>
- Wirayudha, A., Shakti Firdaus, F., Ariq Maajid, R., Nurfarida, F., & Iqbal Santosa, M. (2024). Social Loafing Behavior of Students in the Group Learning Process in Faculty of Economics and Business Universitas Islam Bandung. *KnE Social Sciences*, 2024, 98–109. <https://doi.org/10.18502/kss.v9i22.16669>
- Wudy, S. (2021). Gestalt approach group counseling implementation in junior high school: systematic literature review. *COUNS-EDU: The International Journal of Counseling and Education*, 6(4), 145–156. <https://doi.org/10.23916/0020210639240>
- Yontef, G., & Jacobs, L. (1989). Gestalt therapy. *CIPOH\G*. <https://doi.org/10.1037/0013186>