
Personality Dynamics and Theoretic Procedures in Sigmund Freud's Psychoanalytic Counseling: A Literature Review

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Abstract

The psychoanalytic theory developed by Sigmund Freud provides a fundamental foundation for understanding the structure of personality and human psychosexual development. This article aims to analyze, in depth, the basic concepts of psychoanalysis, the mechanisms of ego defense, as well as their clinical application in the counseling process. The method used is a literature review, comparing various reference sources related to the implementation of psychoanalysis. The results of the study show that the success of counseling is highly dependent on the ego's ability to balance conflicts between the id and the superego through specific techniques such as free association and transference analysis. The findings also suggest that psychoanalysis remains relevant in contemporary counseling due to its capacity to explore the depth of personality and the symbolic meaning of behavior. The implications of this study are that counselors need to integrate an understanding of unconscious dynamics with appropriate therapeutic techniques to enhance the effectiveness of interventions, particularly in cases involving trauma and long-standing psychological conflict. The conclusions of this study confirm that, although it is a classical theory, psychoanalysis remains relevant for examining the roots of psychological problems stemming from past experiences.

INTRODUCTION

Psychoanalysis is one of the main schools of psychology that views humans as deterministic beings (Decan, 2025; Samuels, 2023). The core idea of this theory states that human activities are largely determined by irrational forces, biological impulses, instincts, as well as psychological events that occur in the first six years of an individual's life (Irawan et al., 2023; Jinbo, 2025). Sigmund Freud, as the pioneer of this theory, revolutionized thinking by proposing that consciousness is only a small part of mental life, while the largest part is dominated by the unconscious (Arora et al., 2024; Iliceto, 2024; Mcleod & Guy-Evans, 2024).

In explaining the dynamics of the psyche, Freud used the metaphor of an iceberg to describe the levels of human consciousness (Freud, 1923; Glover, 2020). The part of the iceberg that appears on the surface of the water represents the conscious realm, which is much smaller in size than the part that lies beneath the water, namely the unconscious (Brown & Green, 2021). Between the two, there is a preconscious region that serves as a bridge for memories that can, at any time, come to the surface or sink back into the depths of the human psychic system (Johnson, 2019; Turner, 2021).

The history of the development of psychoanalysis underwent a long process that is generally divided into three main periods, namely the early period (1895–1905), the

development period (1905–1920), and the maturity period (1920–1939). The transition of Freud’s method of treatment began with the use of hypnosis under Jean-Martin Charcot, continued with the cathartic method developed with Josef Breuer, and ultimately led to the establishment of the definitive method of free association in psychoanalysis. Despite reaching a high level of theoretical sophistication, psychoanalysis has faced various sharp criticisms, one of which comes from the prominent behaviorist figure Hans J. Eysenck, who questioned the scientific status of this theory.

Several previous studies have examined Freud’s psychoanalytic concepts from different perspectives. Ardiansyah et al. (2022) discussed the foundations of Freud’s psychoanalysis, especially the role of the unconscious and the structure of personality. Habsy et al. (2023) reviewed the philosophical basis of psychoanalytic counseling and emphasized its relevance in understanding client dynamics. Agustin et al. (2024) focused on counseling procedures by highlighting the role and function of counselors in psychoanalytic practice. Aprillia and Fadhilla (2025) further explored the application of classical psychoanalytic counseling, particularly in relation to personality structure and counseling techniques. However, although these studies have contributed to the literature, most of them tend to discuss Freud’s theory partially, either focusing on personality structure, counseling techniques, or philosophical foundations separately. There is still limited literature that integrates personality dynamics and theoretical procedures of psychoanalytic counseling into one comprehensive literature review (Adam & Kamaruddin, 2024; Marogna et al., 2025; Philipp et al., 2025; Schechter et al., 2022).

Based on this gap, the urgency of the present study lies in the need to provide a more systematic and integrative understanding of Freud’s psychoanalytic counseling, especially regarding how personality dynamics are connected with therapeutic procedures. This topic is important because counseling practice requires not only conceptual knowledge of personality theory but also a procedural understanding of how psychoanalytic techniques are applied to uncover and resolve unconscious conflict. Without such integration, psychoanalytic counseling may be understood only as an abstract classical theory rather than as a practical therapeutic framework. Therefore, a comprehensive review is necessary to bridge theoretical concepts and counseling implementation.

The novelty of this study lies in its effort to synthesize two major dimensions of Freud’s psychoanalytic approach, namely personality dynamics and theoretical counseling procedures, within a single literature review framework. Unlike previous studies that often examine these aspects separately, this article integrates the discussion of levels of consciousness, personality structure, psychosexual development, ego defense mechanisms, counselor roles, therapeutic relationships, stages of counseling, and psychoanalytic techniques. By doing so, this article offers a broader and more interconnected perspective on how Freud’s psychoanalytic theory can be understood and utilized in counseling contexts.

Furthermore, psychoanalytic theory has enriched the understanding of human behavior in the context of educational as well as interpersonal relationships. Freud’s influence extended beyond the field of psychiatry to disciplines such as sociology, anthropology, philosophy, and the arts. In the field of counseling, this approach emphasizes the importance of the ego in optimizing its functions to achieve psychological balance and to reduce anxiety arising from ongoing intrapsychic conflict.

This article aims to comprehensively examine how the dynamics of personality structure and psychosexual developmental phases affect an individual's mental health. Through a literature study method, this research compares various perspectives on the role of counselors in reconstructing clients' personalities through therapeutic techniques such as transference and resistance analysis. It is expected that this article will contribute theoretically to guidance and counseling practitioners in addressing psychological disorders rooted in past trauma.

METHOD

This research used a literature study method. Data were collected from scientific manuscripts, textbooks, and educational journals relevant to Freud's psychoanalytic theory. The data analysis technique was carried out by comparing (comparing) the ideas of various figures and researchers, such as Freud's view of psychosexual development with contemporary findings in psychoanalytic counseling. The study is directed at three main aspects: personality structure (Id, Ego, Superego), psychosexual developmental stages, and therapeutic procedural techniques.

RESULTS AND DISCUSSION

History of the Development of Psychoanalysis

Sigmund Freud was born in Freiburg, Moravian region, May 6, 1858, his parents were of Jewish descent. When he was 4 years old his family moved to Vienna and he lived in that city for 78 years. After Hitler invaded Austria, he fled to London, and studied medicine at the University of Vienna, where he worked in the laboratory of Professor Bruecke (1876-1885) and also worked in a Vienna psychiatric hospital in 18

In the Journal of Education, Ardiansyah, et al. (2022) explained that psychoanalysis underwent a long process: period 1 (1895-1905), period 2 (1895-1920), and period 3 (1920-1939). The first period is the basis which is then developed in the second and third periods. Of course, even though the theory of psychoanalysis has reached the stage of perfection, it does not mean that it is free from criticism.

In 1885-1886 Freud studied with Jen Charcot about the treatment of mystery with the hypnotic method, Freud was not satisfied with the method because the results were considered temporary and did not mention the source of the disease. Afterwards he learned from Dr. Breuer about the cathartic method, a method of treatment by letting the patient pour out his difficulties and the doctor listening (Hall, 1980:18). It was when he treated patients with the Breuer method that Freud discovered psychoanalysis, in this case the link between forgotten memories and hysterical symptoms and the meaning of those symptoms can be stated after the patient is put into a hypnotic state. Freud seems to be dissatisfied with the Bruer method, then he used suggestions in a conscious state which he later abandoned and after that he switched to the method of free association (Bertens, 1979) and that method is the definitive one in psychoanalysis.

In the midst of a psychology that prioritizes research over consciousness and views consciousness as a major aspect of mental life. Sigmund Freud, who put forward the idea that consciousness is only a small part of mental life, while the largest part is the unconscious or unconscious nature. Freud likened the conscious and unconscious to a floating iceberg in which the part that rises to the surface of the water (the conscious nature) is much smaller than the part

that sinks (the unconscious). Furthermore, Freud views humans as deterministic beings, which is an idea that says that human activities are basically determined by irrational forces, subconscious forces, biological impulses, and instincts at the age of the first six years of life. Freud's psychoanalysis can be categorized as a new science about human beings that has experienced many contradictions. Even now, this theory still receives a lot of criticism from opposing experts. For example, the opinion of H.J. Eysenck (German Professor of Psychology) who says that psychoanalysis cannot be considered a science. He is a figure of extreme behaviorism who states that it makes no sense for people to give scientific predicates to psychoanalytic theories that are not behavioristic at all (Bertens: 2016).

In addition to the ideas mentioned above, there are many other great and important ideas of Freud that make him seen as a revolutionary and very influential not only for the fields of psychology or psychiatry, but also for other fields that include sociology, anthropology, political science, philosophy, and literature or the arts. In the field of psychology, especially personality psychology and more specifically personality theory, Freud's influence with the psychoanalysis he developed can be seen from the fact that most of his modern personality theories of behavior (personality) take part, or at least question, Freud's ideas. Psychoanalysis itself, as the main school in psychology, has a personality theory that we can easily call psychoanalytic personality theory (psychoanalytic theory of personality). The relationship between psychoanalysis and education is very complex, in the sense that psychoanalysis has modified and enriched the level of behavior (attitude) in the measure of educational relationships (relationships between educators, parents, and students). In many ways, psychoanalytic theory contributes a variety of thoughts to the development of the world of education.

The Essence of Man

There are 3 types of human consciousness, namely conscious, preconscious, and unconscious. Freud's understanding of the human soul can be likened to an iceberg floating in the ocean. The small part of it that is visible on the surface, is called the conscious realm. While most of the others are hidden in the ocean, called unconscious nature. Between the two, there is a part that sometimes appears and is submerged by the ebb and flow of the sea. This condition is also called pre-conscious nature.

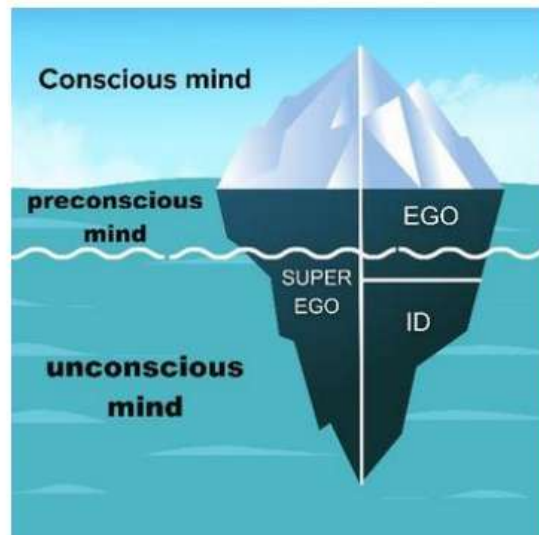


Figure 1. Freud's Model of Thought

Source: <https://ciosunidagontor.com>

Figure 1 describes the context of the "iceberg" model of the mind, where the greatest psychological influence is as a subconscious region. Freud's defense mechanism believed that these three components of the mind are always in conflict because each has a different purpose. When psychological conflict threatens psychological functioning, the ego mobilizes a series of defense mechanisms to prevent psychological disintegration (Burgo, 2012).

Behavioral Development

According to Freud, the development of healthy and unhealthy personalities is closely related to the way each individual goes through the 6 phases of life in his or her developmental phase. Obstacles that occur in the process of fulfilling sexual needs at each stage are caused by fixation and have the potential to cause behavioral disorders in adulthood. The following are the stages related to psychosexual development:

1) Oral stage (0 – 1 year)

The oral stage is the first stage of Sigmund Freud's theory of psychosexual development. During the oral stage, the baby's libido or innate energy to seek pleasure, is focused on the mouth. For example, babies derive satisfaction when engaging in oral activities such as sucking, biting, breastfeeding, and chewing on various objects, which satisfies their innate desires. During the oral stage, the baby gets a lot of satisfaction from putting all sorts of objects in his mouth to satisfy the libido. This gives them satisfaction and helps them learn about their environment.

Freud believed that the fixation of experience during the oral stage significantly affects personality development. For example, a child who is malnourished or frustrated during breastfeeding may become a pessimistic, envious, and suspicious adult. In contrast, a child who is overfed or oversatisfied can become an optimistic, deluded, and admiring individual. Freud also attributed oral behavior to certain personality types in adulthood. For example, a person who is fixated on the oral stage may overeat, smoke, nail bite, or become overly talkative, which symbolizes the continued fulfillment of oral needs

2) Anal stage (age 1 – 3 Years)

The anal stage is the second stage of psychosexual development that occurs between the ages of 18 months and three years. During the anal stage, the libido is focused on the anus and the child gets great pleasure when defecating. Therefore, toilet training exercises are important during this time. Freud believed that this type of conflict tended to culminate in potty training, where adults-imposed restrictions on when and where children could defecate. The impact of these restrictions can determine the child's future relationship with any form of authority.

Freud believed that the fixation of experience during the anal stage significantly affected personality development. For example, conflicts or issues that have not been resolved during this stage can lead to problems later on, such as excessive hygiene, stubbornness, or the need for control.

The way parents train toilet training can result in two things, namely:

Toilet training that is too early or too harsh can cause children to become individuals who like to throw dirt, do not like to be messy, very neat, punctual, respect authority, can become stubborn and miserly with their money and possessions.

Toilet training that is too liberal can cause children to become individuals who like to give something, tend to be messy, disorganized, and rebellious.

3) Phallic stage (Age 3 – 6 Years)

The phallic stage is the third stage of psychosexual development that occurs between the ages of 3 and 6. This time, it is characterized by libido (or desire) that focuses on the genitals as the main source of pleasure. At this stage, children become more aware of their bodies and show great interest in their genitals and the opposite sex. Children's understanding of gender differences begins to shape complex emotions such as erotic interest, competition, jealousy, hatred, and fear, explaining the Oedipus complex in boys and the Electra complex in girls. During this conflict, children have identified, where children begin to adopt the characteristics of their same-sex parents.

The Oedipus Complex is the most fundamental aspect of the phallic phase is the Oedipus complex, which often sparks debate. The Oedipus complex is an umbrella term that includes both the Oedipus Complex and the Electra Complex. In boys, Oedipus complexes or conflicts arise when they begin to feel sexual attraction towards their mothers. They want to have their mother completely and feel the need to get rid of their father in order to fulfill that desire.

Illogically, the boy is convinced that if his father knew his feelings, he would take away what he holds most dear. In the phallic phase, the thing that is most valuable to him is his penis. Therefore, he experienced anxiety about the possibility of being castrated. Freud argued that the fear of retaliation from the father (castration anxiety) ultimately drove the boy to suppress incest desires and switch to identifying himself with his father, taking over his character and values. The little boy then began to deal with this problem by imitating and following the behavior of the masculine father. This process is known as identification and is a way for boys aged three to five to overcome their Oedipus complex. Identification means internally adopting values, attitudes, and behaviors from others. As a result, the boy undergoes a male gender role and integrates the ideal ego as well as the values that make up the superego. Freud (1905) put forward the case study of Little Hans as supporting evidence for the Oedipus Complex.

Elektra Complex

The Elektra complex, a component of Freud's psychoanalytic theory, states that during the phallic stage of psychosexual development (roughly between the ages of 3-6), a girl unconsciously develops a sexual attraction to her father, and views her mother as a competitor. In essence, the girl longs for her father, but realizes that he doesn't have a penis, thus giving rise to a phenomenon that Freud called 'envy of the penis' and subsequently wanting to become a man. This girl then seems to solve her dilemma by suppressing her desire for her father and replacing her longing for a penis with her longing for a baby. During this process, the girl allegedly blamed her mother for the 'castrated condition' she was experiencing, which caused significant tension. To ease this tension, she then suppressed her feelings and began to identify with her mother, thus adopting traditional female gender roles. However, it is important to note that these theories have been widely debated and not widely accepted in contemporary psychology.

Freud believed that the fixation of experience during the phallic stage significantly affects personality development, leading to an adult personality that is difficult to forgive, too arrogant, a tendency to be too assertive or aggressive, exhibitionist, sexually aggressive, anxiety about sexual performance and the need to be convinced and validated for a man, and the desire to dominate men, the existence of competition with other women, or the need for male attention or approval for a woman.

4) Latent stage (Age 6 – 12 years)

The latency stage is the fourth stage of psychosexual development, which lasts for six years until puberty. During this stage the libido is inactive, latent/hidden, so there is no further psychosexual development. At this stage, Freud believed that sexual urges were suppressed, leading to a period of relative calm. During this stage, children's libido/sexual drive is suppressed or inactive. The focus shifts to other activities such as education (schoolwork), social relationships (friendships), hobbies, and other skills necessary for successful adult life.

Freud believed that the fixation of experiences during the phallic stage significantly affects personality development, such as difficulty expressing emotions or forming healthy relationships. For example, if a child fails to form strong social relationships, they may have difficulty making friends or adjusting to their peers. This can affect their social skills and potentially lead to feelings of isolation or inadequacy. Another example is if a child is academically behind during this stage, such as having difficulties in reading, writing, or numeracy skills, feeling less competent than his peers, which leads to feelings of insecurity or inadequacy. This stage ends with the onset of puberty, when sexual urges reappear, and the individual enters the final stage of psychosexual development, that is, the genital stage.

5) Genital stage (Age 12 – 18 Years)

The genital stage is the fifth and final phase of Freud's theory of psychosexual development, beginning at puberty and continuing into adulthood. During this stage, libido reappears after its latency and is directed to peers of the other sex, marking the beginning of mature adult sexuality. During this stage, the individual begins to become sexually mature and begins to explore his or her sexual feelings and desires in a more mature and responsible manner. This period marks the beginning of romantic and sexual emotions, which lead to the formation of intimate relationships. Sexual instincts are directed to heterosexual pleasure, not to self-pleasure as at the phallic level. An example of this stage is a teenager who begins to feel sexual

attraction and begins to explore his sexuality. As they grow physically, they develop a deeper romantic interest and sexual attraction to others. This feeling could lead to her first romantic relationship, or maybe falling in love with a peer. Teens also learn about sex education and experience emotional ups and downs while living through these new feelings and relationships. This stage is not only about sexual attraction, but also about the formation of meaningful emotional bonds with others. Through their experiences, they better understand their own sexual identity and learn how to form mutually satisfying relationships. This is the time of adolescent sexual experimentation, the completion of which is successful by establishing one-on-one love relationships with another person in their 20s. For Freud, in adults, the right outlet for sexual instinct is through heterosexual relationships. This can prevent sexual deviation. For example, fixation at the oral stage can cause a person to obtain sexual pleasure mainly from kissing, not necessarily from sexual intercourse. Freud believed that the fixation of experiences during the phallic or phallic stage significantly affects development, such as difficulty expressing emotions, difficulty forming healthy relationships, the presence of emotional problems, or problems such as sexual dysfunction.

Personality Structure

According to Freud (in Ardiansyah et al. 2022:25-31) personality structures consist of: id, ego, and superego.

a. *Id.*

Id is the root of the psychic energy which is formed as human instincts. The most dominant thing here is sexual instinct and aggressiveness. These two instincts cling to the sense of satisfaction, enjoyment, and pleasure that will be obtained. Therefore, Id plays a role in representing various kinds of ancient or absurd traits that exist in humans in the form of an act that is often unconscious and irregular. In general, this happens in childhood or in people who are still childish.

The id is the biological side as the original system in a person's personality and is the inner or subjective world of humans. It is not at all directly connected to the objective world. The Id also acts as a very large and large storage place (reservoir) for psychic energy or things that cause that energy to spread and then move the ego and superego. This energy can increase due to the presence of impulses or impulses from within and from without. If the energy increases or causes tension, then experiences insecurity, then the Id will immediately reduce the discomfort (pursuit of pleasure) in two ways: reflexes and automatic reactions, such as sneezing, blinking.

The primary process, for example, is that hungry people imagine food. By imagining food not being full.

It connects the personal with the objective world (the ego's system). If the ego fails, then the id is in power, then there will be a mental disorder. The transfer of energy from one object to another is a very important trait of personality

b. *Ego*

Ego is one of the psychological aspects of personality. This arises because of the many needs of living beings that will be used to connect them with reality or the real world. For example, when a person is feeling hungry, id will imagine all kinds and types of food. While the ego will move as its secondary process. The ego can distinguish between the imaginary world or the imaginary world and the world of reality. If you are feeling hungry, then the ego

will move to find something that can satisfy the hunger. He will look for the right object to reduce the feelings that arise from a person. This secondary process carried out by the ego is a process of realistic thinking, planning and re-checking that it will work or vice versa.

Ego is a subsystem of personality that brings together the subject (person) and the environment around him. Because it is related to the world and the surrounding environment which is certainly outside of living beings, the ego has a scientific or rational nature and is able to carry out a secondary process. The ego has 3 main functions, namely:

- a) A label for oneself (self-identity), which is to recognize who he is.
- b) Truth checking (reality test), this is to re-confirm whether what will be done is good or not, whether it can be well accepted by the people around you or vice versa.
- c) Self-defense mechanism, which is a method that is carried out without awareness or even irrationality that occurs in the movement of one's soul or mental life to stay away from things or the possibility of unwanted circumstances occurring.

c. *Superego*

Superego is one of the theories that comes from an understanding of the values given by people around them, such as parents to their children. This can be in the form of a rule and punishment that will be obtained for a certain thing or behavior that will or wants to be done. The superego acts as a tool to balance the subconscious impulses (*das bewusste*) and as a stimulus to ego consciousness (*das unbewusste*). Every member or officer of the psychic must have a balanced and harmonious interaction. All kinds of activities in it must run well and according to the rules. If this is not appropriate and does not go as it should, there will be mistakes, anxiety, and even inner conflicts that will lead to an imbalance in a person's personality.

Superego is a composition of psychology that contains messages from the family or the surrounding environment that parents introduce to young children. In this case, there are various kinds of values, norms or social and spiritual meanings that will be developed by parents, especially fathers.

Superego is a sociological aspect of personality. He plays the role of one of the representatives of the traditional values that are instilled as well as the desires of the community that have been previously instilled in them and in the form of prohibitions or orders. In addition, it can also be seen as a aspect of perfection or morality in a person's personality. Determining which things are good and which things are wrong, which are in accordance with rules and norms, which are not. As well as determining which things are appropriate to do and which are not appropriate to do. The superego has a conscience that plays a role in punishing a person by giving a sense of guilt, and the ideal ich plays a role in giving a sense of pleasure and pride in a person. Knowing the relationship between the three aspects of the superego, it has the following main functions:

- a) Inhibits id stimulation, which is related to sexuality and aggressiveness that goes against norms and society
- b) It encourages the ego to achieve things that are much more useful and moral than realistic things.
- c) Attaining perfection

In Freud's thought that psychic energy can change places but cannot be lost. Psychic energy can be transferred to physiological energy or vice versa. The intermediary between the

energy of the body and the personality is the id and its intrinsic (in Suryabrata, 1988:146-150). Instinct has an important role in the psychic process because instinct is a number of energies that emit commands in the psychic process. There are two types of instincts in the Id:

- a) The instinct of life is to serve the individual to stay alive, for example eating, drinking, sexual, and the form of energy used by the instinct of life is libido;
- b) A death instinct, destructive or leads the individual to the desire to die, Derivatives of the death instinct is the impulse to act aggressively, for example destructive acts and fighting with others.

The two instincts can mix, for example being involved in eating activities. Eating has two sides: one side is a necessity of life and the other side contains the activity of biting and chewing which is a manifestation of the death instinct. Psychic energy all comes from the Id. That energy is distributed and used by all three aspects of personality. Since the quantity of personality is limited, in its use there is competition between the Id and the Ego, and the Superego. The mechanism of energy transfer from the Id to the Ego is called identification, a process that individuals do in finding their needs, namely by learning to compare and contrast what is in their mind and what is in reality (secondary process). The Id actually does not distinguish everything that it faces, whether it is memory, response or hallucination so that in the selection of the object it can occur both in realistic observation and in the response of memory that fulfills desires, while in the Ego there is a difference so that in the process there is a prominence of the secondary process and it is as if the psychic energy is dominated by the Ego if it fails to satisfy the instinct, The ego is also used for other activities (other psychological process activities). Some of the energy is used to curb the Id from being influential and aggressive (the restraint or restraint force is called anticathexis and the soul is the driving cathexis). As the executing aspect of personality, the ego uses the energy it has mastered to integrate the three aspects of personality. The identification mechanism is not only related to the ego but also related to the channeling of energy to the Superego, the initial process of meeting the needs of the baby who depends on the parents or parental substitution. It is related to efforts to discipline, teach morals, and traditional values to children by giving gifts and punishments. Although the energy can be used by the Ego and the Superego, for Freud, it is possible that the energy is taken back by the Id which then causes the realization of influential and primitive behavior (Suryabrata, 1988:154-159).

Ego Defense Mechanism

The mechanism of healing is a subconscious psychological response that protects a person from feelings of anxiety, threats to self-esteem, and things that they do not want to think about or face. Defense mechanisms include:

1) *Repression (repression)*

The ego prevents disturbing memories or threatening thoughts from entering the conscious realm completely, and pushes them into our subconscious. For example, adults who have difficulty trusting others because of latent childhood trauma. His brain continues to associate pent-up memories with fear or emotional or physical insecurity in a relationship, even though there is no current threat.

2) *Denial*

The ego blocks unpleasant experiences, refusing to admit or believe what is happening. For example, a person with substance abuse problems may deny that their behavior is causing

serious problems. They may talk about how well they function at work or at home while ignoring the consequences of substance use.

3) *Projection*

The ego tries to overcome discomfort by connecting unacceptable thoughts, feelings, and motives to others. For example, someone in a serious relationship may accuse their partner of having an affair without evidence. The accusing person may indicate his desire to engage in another relationship, as he considers his desire unacceptable. By accusing their partner, the person reveals the possibility of a different relationship without acknowledging the thought.

4) *Displacement*

The ego satisfies subconscious impulses by acting on objects or substitute people in a way that is socially unacceptable. For example, feeling upset with a friend, but expressing anger at your husband.

5) *Regression*

The ego function returns to the previous stage of psychological development to cope with stress. For example, adults who exhibit tantrum-like behavior like a child when angry or disappointed.

6) *Sublimation*

The ego overcomes conflict by channeling excess energy into socially acceptable activities. For example, someone who has anxiety problems and channels them with sports activities, doing hobbies, or other creative activities.

7) *Reaction Formation*

It is an effort to overcome anxiety because individuals have impulses that are contrary to the norm, by doing the opposite.

Healthy and Problematic Personality

Psychoanalysis pioneered by Freud considers that we will get a healthy mentality if the ego succeeds in winning the quarrels or conflicts that occur between the id, ego, and the superego. However, in reality, the results of the conflict or the health obtained are not real results. These results are only pseudo-or false results. Because behind this success, the conflict between the id, ego and superego will continue continuously. The existence of the ego is always contrary to the id. Then with the existence of the superego, here it plays the role of being a mediator between the two. But basically, the superego further expands the conflict between the id and the ego.

Freud thought that the behavior that arises from a person arises because of some internal conflicts that occur continuously. The battle that occurs between id, ego, superego is a common thing and indeed often happens. This is due to the desire of the id who wants instant and fast satisfaction. While the ego always postpones it until it gains a compatibility with the outside world, the superego is often an obstacle.

A person who is able to face and overcome the conflicts that occur between these three aspects of personality, then he will have healthy and happy growth and development of the soul. From this, humans cannot be separated from the 3 aspects of personality. We will always be influenced by the id, ego and superego wherever and whenever we are. Because the three are a unit that must and always work together, even though they are not always one. Sometimes there is a conflict that occurs and has an impact on a person's life so that this affects their behavior and behavior.

The ego that exists in the lives of healthy and normal people is able to relieve or carry out its duties as it should. Although there is a contradiction between the id and the superego, each of which has an unrealistic and absolute nature. Ego has an efficient source to carry out its duties. One way is to take advantage of a possible situation and use real values as the source of their behavior. Therefore, if there is a thing that functions from id and superego it is called a primary function. Then the ego will carry out its duties as a secondary function. The primary function will be directly fulfilled by the existence of the id and the superego while the secondary function, on the other hand, will go through various processes first to obtain its main goal.

Sigmund Freud assumed that all human beings must have neurosis, more or less. According to him, among the conditions of neurosis, normal and abnormal or abnormal, there are some very vague boundaries. There are various kinds of symptoms that arise only for a moment, some that arise from low parameters and then become more and more frequent until they become a severe symptom. There are also symptoms that arise as a result of the temporary continuation of terrible (morbid) manifestations. It could be that the circumstances that are a change from a healthy mentality to an unhealthy mentality cannot be found. Various types of disorders are transformations whose manifestations arise from mistakes made accidentally and actions that are symptomatic or more than one. Its characteristics are present in the symptoms themselves and occur in unimportant psychic activities. Meanwhile, the part that has a higher psychological value will not experience disturbances or the risk of experiencing the disturbance is lower. If these cases and symptoms occur in a person or individual, then his individual activities will interfere with other things that are in him. For example, it interferes with the function of food, sexuality, professional and social life in the real world. It often occurs in advanced neurosis and is relatively rare in other forms of manifestation.

Essence of Counseling

Psychoanalytic counseling is a psychotherapeutic approach that is rooted in the theory of psychoanalysis developed by Sigmund Freud. The essence of psychoanalytic counseling lies in understanding and exploring the profound psychological dynamics that affect an individual's behavior, feelings, and thoughts. Psychoanalytic therapy (psychoanalysis therapy) is a technique or treatment method carried out by therapists by exploring problems and experiences that they were repressed during childhood and giving rise to impulses that they were not aware of so far (Nugroho, A. F in Habsy. 2024).

Purpose of Psychoanalytic Counseling

Based on the definition of psychoanalytic counseling itself, analytical counseling has a specific purpose, the purpose is to move the counselor from the repressed (unconscious) impulses that lead to fear towards the development of intellectual awareness, to revive the counselor's past by penetrating the repressed conflict, and to make the counselor selfish. an opportunity to express yourself. We are facing situations where we have failed in the past. In a sense, the person you are consulting with is being reminded of something that happened in the past. It is possible to better reconstruct the personality based on the counselor's past experiences by not forcing the counselor to remember things that he or she does not want to remember. Specifically, the goal of psychoanalysis is for the counselor to awaken the client from the subconscious and make him aware of the urges that lead to problematic behavior. Helps the individual continue to understand his or her own adaptive mechanisms. Frees the counselor from the repressive (unconscious) impulses, which instill fear regarding the development of

intellectual consciousness. Relive the client's past by breaking through repressed conflicts (Agustinet al. n.d., 2024).

According to (Habsy, 2023) in accordance with basic assumptions about human nature, psychoanalytic counseling aims to help individuals optimize Ego function by achieving psychological balance and eliminating anxiety or dealing with intrapsychic conflicts. The specific purpose of psychoanalytic counseling is to help individuals to be able to:

- a) Increase awareness and control of the ego towards impulses and various forms of irrational instincts.
- b) Enriching the nature and variety of ego defense mechanisms so that they are more effective, more mature, and more acceptable.
- c) Develop a perspective that is more grounded in clear and accurate reality assessments and that encourages adjustment.
- d) Develop the ability to form intimate, healthy relationships in a way that respects the rights of individuals and others.

Therefore, the role of a counselor is needed to help counselors and students overcome the problems they face, especially mental disorders caused by trauma or past problems that have not been resolved.

Attitudes, Roles, and Duties of Counselors

According to (Habsy, 2024) counselors in the psychoanalytic approach show very little of their feelings and experiences, so counselors can easily reflect their feelings to be used as analysis material. The role of a counselor includes:

- a) play an anonymous role (blank screen);
- b) as an active listener;
- c) as a conflict analyst.

Meanwhile, the functions of counselors according to (Habsy, 2024) are as follows:

- a) creating effective relationships in personal relationships;
- b) encourage the transfer of counseling feelings (from the subject of the problem directly to the counselor);
- c) gain control over implicit and irrational behavior;
- d) Seek to assist the counsellor in achieving awareness of the experience of experiences that are repressed into his subconscious.

According to (Gantina, 2018) the function of counselors in psychoanalytic counseling is very dominant. The counselor determines the process and direction of counseling. The roles and functions of counselors in psychoanalytic approaches are:

- a) Talks little about himself and rarely shows his personal reactions
- b) Believing that whatever counselors feel about the counselor is a product of their feelings associated with significant people in their past
- c) Analyzing the feelings of counseling is the essence of therapy.
- d) Create an atmosphere for counselors to feel free to express difficult thoughts, after several face-to-face meetings. By asking the counselor to lie on the sofa and the therapist sit behind the head of the counselor, so that it is not visible
- e) Strive for counselors to gain insight into problems by experiencing Return, then resolving their past experiences
- f) Help counselors find the freedom to love, work, and play

g) Helps counselors find self-awareness, honesty, and effective personal relationships, can cope with anxiety in a realistic way, and can control impulsive and rational behaviors

In other words, the role and function of the counselor in general is to reshape the structure of the individual's character by making the unconscious become conscious in the client. Changes in the nature of counseling can also be influenced by the readiness of counselors in assisting counselors in psychoanalytic theory using techniques that exist in psychoanalytic theory.

A. Attitudes, roles, and duties of counselors

Roles in counseling, counseling experiences can be very intense and profound. The counseling process typically involves digging deeper into the counselor's past experiences, subconscious minds, and interpersonal relationships. Counselors use techniques such as free association, interpretation, dream analysis, and sentiment expression to help counselors understand themselves better. Counselors may experience a range of emotions during counseling sessions, including a deep awareness of internal conflicts, discomfort, or confusion about feelings that arise. However, over time many counselors report that they feel more self-aware, have deeper insight into their thought patterns and behaviors, and are able to cope with issues that may have been interfering with their lives.

Counselors' motives for seeking counseling arise directly from their basic motives for maximizing pleasure and minimizing pain. They are sick, experience extreme emotional distress and engage in self-harming behaviors that result in anxiety, frustration and/or guilt. They are inherently motivated to alleviate their suffering, at this point, counselors and psychoanalysts openly agree (Andi S., 2018).

The experience of counseling in psychoanalysis reflects this dynamic. Psychoanalytic counseling has the potential to be successful is significant pain caused by subjective dynamics rather than objective conditions. Psychoanalytic counselors with the potential for success are also highly motivated to overcome their difficulties through an honest self. (Andi S., 2018). The main role of counselors in psychoanalysis is free association. In free association, the flow of one report one's uninterrupted and uncensored consciousness. Counseling brings the worries of a psychoanalytic session or a dream describing the brand and then initiates something with a free association that comes to mind and relates to the worries or dreams of another topic. Counselors must be willing to engage in intensive and long-term counseling processes. Usually, counselors visit a counselor several times a week over a period of three to five years. During the counseling stage, counseling goes through certain stages, and develops relationships with counselors that lead to the resolution of counseling problems (Andi S., 2018).

From the above, counseling in counseling plays a role in alleviating their suffering, and this can be achieved when counselors are willing to involve themselves in the counseling process. Counseling is expected to create dynamics in counseling, counseling in psychoanalytic counseling makes a commitment with counselors to stick with intensive counseling procedures. They agree to speak because their verbal production is at the heart of psychoanalytic counseling.

According to (Habsy, 2024), counseling has a commitment to participating in an intense and long-term counseling process. The basic rule in the implementation of psychoanalytic counseling is the willingness of counselors to make free associations and tell their feelings, experiences, associations, memories, and fantasies to the counselor (Habsy, B.A., 2021). In Bertens, 2006; Flanagan, et al., 2004; Corey, 2015, explains that psychoanalytic counseling is

willing to end a counseling session when he and the counselor agree, that: the counselor has resolved the symptoms and conflicts that previously did not find a way out,

- a) counselors have been able to clearly understand the root of their problems historically which have been difficult for them,
- b) counselors can integrate awareness of their problems in the past with their interpersonal relationships in the present (Habsy, B.A., 2021).

B. Relationship Situation

In Habsy, B. A., 2021., psychoanalytic counseling has 3 parts of the relationship between BK/Counselor teachers and counselors, namely;

- a) *Alliance*, i.e. the client's attitude towards the counselor that is relatively rational, realistic, and not neurotic (is a precondition for the realization of successful counseling)
- b) *Transference*, which is the transfer of all of the client's past experiences to the person who controls them, to the counselor, is part of a very important relationship analyzed, and helps the client to come to an understanding of how he or she has misunderstood, interpreted, and responded to his or her current experience in relation to his or her past.
- c) *Countertransference*, which is a condition in which the counselor develops a view that is not aligned and stems from his own conflicts. Countertransference can consist of feelings of dislike, or even excessive attachment or involvement, this condition can hinder the progress of the counseling process because the counselor will be more focused on his own problems. The counselor must be aware of his feelings for the client and prevents his destructive influence. Counselors are expected to be relatively objective in accepting anger, love, persuasion, criticism, and other strong emotions from counselors.

The counselor is tasked with presenting the awareness of the counseling in its entirety and holding meetings face-to-face. From this relationship, counselors are able to find the uniqueness that exists in them in the relationship. In addition, counselors and counselors influence each other (Anwar, 2011). However, the relationship of influence and influence is not always positive for the counselor, because in the counseling process, a counselor will face various kinds of problems, emotions and negative experiences from his counselor. Situations like this will cause the counselor to be vulnerable to experiencing secondary trauma, which is a trauma experienced by the counselor even though he did not face the traumatic incident directly (in Nina and Pranajaya, 2020), so the counselor must have certain techniques and procedures in the counseling process.

The relationship between counselor and counselor is very important in psychoanalysis. In the transference state, counselors gain insight into how their subconscious processes work. Repressed awareness and insights are the foundation of the growth process of analytics. Counselors understand the relationship between past experiences and their current behavior. Psychoanalytic assumes that without dynamic self-understanding, there can be no substantial personality changes (Ferdiansyah et al. n.d., 2023).

From the above, it can be concluded that with counseling relationships, they will find new ways of functioning that are no longer burdened by the neurotic conflicts that once interfered with their lives. Relationships in counseling can be created when there is transference, counselors will gain insight into their subconscious processes and the past that affect present relationships that have an impact on the personality.

C. Stages of Counseling

There are four stages of psychoanalytic counseling (Arlow in Nystul, 2011; Corey, 2016; Fall, 2004; Yusuf, 2016) namely:

1) The *opening phase*

The counselor builds therapeutic relationships and gains an understanding of the conflicting unconscious of the counselor. The counselor studies the psychological dynamics of counseling and interprets the conflict of consciousness of the counselor. The counselor's job is to assess the nature of the counselor's distress. According to Freud, the problems that can be helped through psychoanalysis are those that suffer from neurosis, not extreme problems in terms of impulsiveness, excessive narcissism, dishonesty, psychopathy or pathological lying.

2) The *development of transference*

The development and analysis of transference is core in psychoanalytic counseling. Transference is the feeling of counseling to the counselor. In this phase, the feelings that the counselor actually experiences begin to be directed at the counselor, who is considered a person who has mastered it in the past (significant figure person). For example, the counselor may transfer feelings of resentment toward the father toward the counselor. Transfer analysis helps counselors learn to use understanding to develop appropriate relationships. At this stage, the counselor must take care not to cause countertransference, which is an emotional response or reaction (irrational) that the counselor makes to the counselor because the counselor has unresolved feelings.

3) Working through this stage is the process of analysis or exploration of the unconscious that originated in childhood. This stage is achieved through the repetition of interpretation and exploration of the forms of resistance that produce changes in feelings so that the counselor can make new choices. This stage can overlap with the previous stage, only the transference continues, and the counselor tries to understand the personality dynamics of the counselor.

4) The *resolution of transference*

The goal of this stage is to solve the counseling neurotic behavior that is shown to the counselor throughout the counseling relationship. Counselors begin to develop relationships that can increase counselor independence and avoid counseling dependence on their counselors. When the counselor and counselor agree on the achievement of the counseling goal for the counselor, the transfer has been resolved, then the counseling can be terminated.

D. Counseling Techniques

In Habsy (2024), psychoanalytic counseling techniques include the following:

a) Free Association

Free association is a technique for uncovering experiences or material that are repressed in the client's unconscious. By encouraging clients to express their thoughts and feelings without censorship, counselors can identify past experiences related to trauma and allow catharsis to occur. The role of the counselor is to recognize the repressed material, interpret it, and then help the client understand the meaning of the material. The creation of a free atmosphere is essential for clients to bring up past experiences that are the source of maladaptive behavior in the present.

According to Natawidjaja, this technique is usually done by allowing clients to lie down and talk freely about their experiences, desires, and feelings.

b) Dream Analysis

In psychoanalysis, dreams are considered significant because they are a means of the emergence of repressed impulses or experiences. Dreams have two layers, namely manifest content, which is the form of dreams as experienced by the client and latent content, which is a hidden meaning that is unconscious. Dream analysis aims to uncover the latent meaning. The counselor interprets the symbols in the dream to find latent conflicts, then relate them to the client's childhood experiences (Setyaningrum et al., 2024)

c) Transfer Analysis (Transfer)

Transference is a process when the client transfers feelings stemming from his past relationship to the counselor. These feelings can be positive or negative. Through this process, the client can understand the patterns of his past relationships that affect his current behavior. Transference helps uncover unresolved fixations or conflicts, as well as provide insight into the client's emotional dynamics.

d) Interpretation

Interpretation is a technique that counselors use to help clients understand the subconscious material that arises during the therapy process. The goal is to stimulate the client's ego so that they can manage the impulses that arise in a more realistic and adaptive way. Through proper interpretation, clients gain a deep understanding of the conflict they are experiencing, so that the process of intrapsychic healing can take place gradually (Taufik, 2014).

e) Resistance Analysis

Conduct an analysis of the resistance attitude of counselors. Resistance can take the form of behavior that does not have a commitment to counseling meetings, does not keep promises, refuses to remember dreams, obstructs the mind during free association, and other forms.

f) Personality Analysis (*Historical Case*)

This technique is done by looking at the dynamics of the primitive impulse (libido) against the ego and how the superego resists the impulse. This technique aims to see the development phase of sexual urges whether it is normal, whether there are obstacles and when obstacles begin to occur.

g) Hypnosis

It aims to explore and understand the factors of unconsciousness that cause problems. Counseling is invited to perform catharsis by verbalizing conflicts that have been suppressed into the realm of unconsciousness. Hypnosis has been largely abandoned because the results do not last long because once conscious, the cause still remains and interferes with (Thompson, et al. 2004). This method was influenced by Joseph Breuer in helping catharsis. In later practice, Freud relied on relaxation techniques.

CONCLUSION

Sigmund Freud's psychoanalysis provides an in-depth framework for understanding psychological disorders as a result of internal conflict and childhood trauma. Through the strengthening of Ego function and subconscious interpretive techniques, individuals can achieve *the insights* necessary for substantial personality changes. Despite being a classical theory, the application of techniques such as free association and transference analysis remains a crucial instrument in modern counseling practice to comprehensively address the root causes of counseling psychic. Although psychoanalysis is often criticized as a classical theory, its

relevance persists in counseling practice because it offers deep insight into unresolved inner conflict and the historical roots of maladaptive behavior. Therefore, this study concludes that Freud's psychoanalytic counseling remains valuable as a theoretical and practical approach for understanding complex psychological problems. As a brief suggestion, future studies are recommended to examine the application of psychoanalytic counseling in contemporary settings and to compare its effectiveness with other modern counseling approaches in order to expand its practical relevance in current psychological and educational contexts.

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