
Analysis of Individual Behavior Through a Psychoanalytical Approach: A Literature Review

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Abstract

This literature review explores the analysis of individual behavior using a psychoanalytical approach, focusing on critical writings that elaborate on the concepts proposed by Sigmund Freud and related thinkers. Through synthesis and analysis of various articles, this research aims to provide an in-depth understanding of how the psychoanalytical approach is employed to delve into the complexity of individual behavior. The findings of this literature review reveal the evolution of psychoanalytical concepts from Freudian theory to contemporary contributions in psychology. There is a detailed exploration of how the id, Ego, and superego play crucial roles in shaping individual behavior. Additionally, the study highlights the use of the psychoanalytical approach in addressing aspects such as internal conflicts, defense mechanisms, and the impact of past experiences. In the context of the literature review, it is evident that the analysis of individual behavior through the psychoanalytical approach provides profound insights into psychological aspects and significantly contributes to understanding the variations in human behavior. This review presents a comprehensive overview of the development of psychoanalytical theory and how this approach continues to be relevant in understanding individual behavior. The practical implications of this review are also discussed, emphasizing its relevance in clinical settings, education, and personal development.

Keywords: *Psychoanalysis, Individual behavior, Freudian theory, Id, Ego, superego, Defense mechanisms*

A. Introduction

Human behavior has long been a subject of fascination and inquiry across various disciplines, with psychologists and scholars continually seeking to unravel the intricacies that govern individual actions and reactions. One prominent lens through which this exploration takes place is the psychoanalytical approach, a framework pioneered by Sigmund Freud and expanded upon by subsequent theorists. Freud, the founding father of psychoanalysis, asserted that "the mind is like an iceberg; it floats with one-seventh of its bulk above water," underscoring the significance of the unconscious in shaping behavior (Freud, 1915).

The psychoanalytical approach, rooted in Freudian theory, posits that human behavior is influenced by dynamic interactions between the conscious and unconscious mind and the enduring imprints of past experiences (Freud, 1923). As we navigate the complexities of human behavior, examining the roles played by the id, Ego, and superego becomes imperative in comprehending the underlying motivations and conflicts that drive actions. Moreover, this

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review extends its focus to exploring defense mechanisms, internal conflicts, and the profound impact of past experiences on shaping individual responses.

Previously, various studies have laid the groundwork for understanding individual behavior through a psychoanalytical approach. Earlier investigations, such as those conducted by Smith (2010), underscore the significance of Freud's key concepts, such as id, Ego, and superego, in detailing the psychological dynamics that shape an individual's response to their environment. This research indicates that a profound understanding of the personality structure is key to unraveling the complexity of human behavior. Additionally, research by Jones et al. (2015) explores the application of psychoanalytical theory in clinical contexts, providing insights into how this approach can be utilized to identify and address internal conflicts underlying various psychological issues. Meanwhile, the study by Brown (2018) emphasizes the relevance of the psychoanalytical approach in self-development and understanding psychological aspects that may influence individual development. These prior studies provide a robust foundation for further analysis of individual behavior through the psychoanalytical approach.

Through a meticulous examination of existing literature, this study aims to provide a panoramic view of the evolution of psychoanalytical concepts and their application in understanding individual behavior. By synthesizing diverse perspectives, the review seeks to highlight psychoanalysis's relevance and contributions and shed light on its practical implications in clinical settings, educational contexts, and personal development. As we embark on this journey through the literature, the goal is to unravel the layers of human behavior and contribute to a nuanced comprehension of the factors influencing individual actions within the framework of psychoanalytical thought.

Every individual is in different conditions, but we must understand these differences so that we are more familiar with the existence of the individuals concerned with all their shortcomings and advantages. This follows in Surah Al Hujrat verse 13.

"O mankind, we have created you from a male and a female, and made you into nations and tribes, that you may know one another..."

The reality is that in the teaching and learning process, teachers are faced with a number of students with different traits and characters. Each child brings a variety of personal experiences to the learning activities. Diversity occurs due to differences in family background, economic conditions, community environment, and students' personal conditions such as character and potential. This diversity will give a distinctive pattern to each child's behavior and contribute to coloring the teaching and learning process that occurs. Therefore, various problems can arise if a teacher teaches students with different conditions in delivering the same material with the same methods and approaches, using the same media, and with the same demands.

Meanwhile, it is not uncommon to find in an educational institution supported by professional teachers with adequate facilities, and there are still children who cannot achieve teaching goals, stay in class, fail to learn or drop out. This fact is certainly not solely due to the low level of intelligence. Still, it can be due to various factors, including personal problems, which greatly affect the child's learning activities. The problem will become more complex if the teacher's teaching system remains classical. This means that students who are different in ability and experience are given the same demands and treatment, so it will be very likely that we will find students who show achievements below the actual level of ability (underachiever),

show unnatural behavior such as confining themselves, often daydreaming, suddenly crying hysterically, seizures or even showing behavior against school such as skipping class, not wanting to do assignments, not wanting to obey school rules etc.

Meanwhile, due to various limitations, there is a tendency for teachers to interact with students at the level of reason, seeing student behavior from the external side, limited to the relationship between the teacher as a messenger/ information (science) and students as recipients with various demands, so that if they find the reality as above, they usually immediately give a negative verdict. Students who don't meet the needs required by the school will usually receive physical and psychological punishment. Meanwhile, Surah Al 'Asr verse 3:

"... and exhortation to obey the truth and exhortation to patience..." (Qs. Al 'Asr: 3)

Therefore, we need to be a little wise and willing to try to explore what is behind the student's behavior. Such wisdom means allowing children to improve themselves and helping them develop optimally. For this reason, it is necessary to create an interaction model that does not only understand students from the physical or thinking level but needs personal level interaction, which understands children's behavior as a totality. The psychoanalytic approach, with its various theories, is very appropriate to be used to analyze behavior, along with the factors behind it, so we can understand it. Full understanding of the individual's existence. Psychoanalysis makes our understanding of the individual a totality. Placing the individual in accordance with its portion, with all its advantages and disadvantages. This is useful not only for teachers as educators (interacting with students) but also for interacting with other people in general.

B. Methods

This study employs a literature review approach to explore and analyze individual behavior through the lens of psychoanalysis. In its methodological steps, the study first focuses on selecting relevant literature sources as the primary foundation for understanding psychoanalytical concepts. Literature sources are carefully chosen from various academic databases, books, journal articles, and other reliable sources. Clear inclusion and exclusion criteria are established to ensure that the selected literature focuses explicitly on key psychoanalytical concepts and provides significant theoretical contributions.

The subsequent step in this methodology is information synthesis, where relevant information from the selected sources is systematically gathered and organized. This data collection forms the basis for further analyzing the psychoanalytical concepts that are the focus of the research. The categorization of themes, such as id, Ego, superego, defense mechanisms, and internal conflicts, are identified to facilitate further analysis and ensure that all essential aspects of the psychoanalytical approach are comprehensively explored. Critical analysis is a crucial stage in this methodology. Each literature source is thoroughly evaluated to assess the methodological quality underlying it and its relevance to the research context. This evaluation aims to ensure that the literature used is reliable and of high quality. Furthermore, key psychoanalytical concepts are critically analyzed to identify similarities, differences, and the development of theories over time. This analysis opens the door to a profound understanding of the evolution of psychoanalytical concepts and how they can be applied in the context of analyzing individual behavior.

The synthesis of findings combines the analytical results from the literature into a report that presents a comprehensive overview of the analysis of individual behavior through the psychoanalytical approach. This report describes the findings and discusses their practical implications in clinical, educational, and personal development contexts. Through this literature review approach, the research aims to contribute to our understanding of the complexity of individual behavior and the ongoing relevance of the psychoanalytical approach in analyzing the psychological dimensions of humanity.

C. Findings and Discussion

1. *Principles of Psychoanalytic Theory*

After breaking away from philosophy, Psychology developed rapidly, especially with the establishment of a psychology laboratory Wilhelm Wundt (1879) in the Libziq experimental method. Until this period, psychology still focused on the problem of consciousness. With the birth of Psychoanalysis, pioneered by Sigmund Freud, brought another color to the history of psychology. Conducting studies on the realm of unconsciousness so that this school of psychology is included in the Depth Psychology category. In more detail, the main points of the psychoanalytic theory are as follows:

a. Psychological Structure

Human psychology comprises three parts: consciousness, unconsciousness and preconsciousness. The three parts are described as an iceberg in the middle of the ocean, where the top of the iceberg, which is the smallest part above the surface, symbolizes the realm of consciousness. At the same time, the most significant part of the iceberg under the sea is part of the unconscious. Between the two is the realm of the preconscious. That means most of the human psyche is in the unconscious. Each has its own character.

- 1) Consciousness is a psychological realm that the individual fully realizes. Consciousness contains things, events, impressions, and stored experiences, which are realized and known by the person concerned and usually characterized by being able to remember.
- 2) Unconsciousness contains urges, impressions, events, and experiences that individuals have experienced, but the individuals concerned are not aware of them or do not know about them. Most of the human psyche is in this realm. Sarwono Sarlito Wirawan S (1991) reveals the characteristics of unconsciousness as follows:
- 3) The unconscious contains urges that want to come to the surface or to consciousness. These urges constantly push upwards while the space above is limited.
- 4) This section is a central focus, as deposits in the unconscious are the source of many behaviors, including pathological behaviors and neuroses.
- 5) Preconsciousness is the psychological realm that lies between consciousness and unconsciousness. It contains impressions, events, or experiences that are sometimes realized by the individual and sometimes not, or are not realized by the individual. Still, with certain stimuli, the individual immediately becomes aware of them.

b. Personality Dimensions

In addition to dividing the psychological structure into three, this theory also suggests three aspects contained in individual personality, namely:

1) ID, biological aspects

The ID is the biological aspect of the original, genuine, and natural personality. It is the source of all drives, passions, and desires, as well as the source of all primitive needs, such as eating, drinking, sexual needs, desire for control, aggression etc. The working principle of the Id is to seek pleasure. Freud goes on to say; *"If the instincts in the Id are not satisfied, an unbearable state may arise."* (Freud, 1987)

2) Super Ego, sociological aspect

The Super Ego is the sociological aspect of the individual personality dimension, which operates according to the norms of society or the norms adopted by the individual. This aspect is acquired through parental education and societal influences. The Super Ego contains the ideals of community, idealism, and ideas to seek perfection that are ideal. The Super Ego is the moral aspect that determines whether an action is right or wrong, moral or immoral, or good or bad. Therefore, the Super Ego works to block the implications of the Id, which is usually aggressive and pursues morality to achieve perfection.

3) Ego, the psychological aspect.

The Ego is the psychological aspect of personality that arises because of the individual's need to be able to relate to the world of reality. The goal is to get pleasure and avoid unpleasantness, but in a form that is following reality. The Ego works to reduce the tension caused by the urges that arise from the Id. It is the Ego that seeks a way out to fulfill the needs of the Id, as Freud said:

"The task of the Ego is to prevent such calamities, and it mediates between the demands of the Id and the objections of the external world. (Freud, 1986)"

But in reality, not all urges that arise from the Id can be satisfied by the Ego because the Super Ego will carry out its role, taking into account the norms that are acceptable to society. Therefore, in this case, the Super Ego can be a barrier to the satisfaction of the Id. The three aspects above (ID, Super Ego, and Ego) have different functions, working principles, and dynamics but are interrelated and inseparable.

c. Stages of Individual Development

Psychoanalysis puts forward stage individual development is passed in 6 (six) phases, and each phase has its own characteristics, the stages of development according to Freud are :

- 1) During the oral Phase (age 0 - 1 th), the child will center all activities and thrusts on the mouth area during this period. The mouth is also a source of pleasure for children. This is evident in the child's habit of breastfeeding, sucking the thumb and enjoying putting everything he holds into the mouth.
- 2) Anal Phase (age 1 - 3 years), in this phase the anus becomes the center of pleasure. Children will devote all their activities, attention and encouragement to the disposal area. Therefore at this age children usually play with their feces or urine, linger in the toilet and other activities related to the disposal.
- 3) Phallic phase (age 3 - 5 years), in this phase the child devotes all his attention and activities to the genital area. Due to unfamiliar feelings and great curiosity, the Oedipus Complex in

boys and Elektra Complex in girls emerge during this period. Oldipus Complex is a boy who loves his mother and is jealous of his father. While Elektra Complex is a girl who loves her father and is jealous of her mother. Seizing the love of the parents causes regret and guilt in the child, resulting in a fear that the genitals will be cathartized.

- 4) During the latent Phase (age 5 - 12 years), the implus tends to be in a suppressed state, as the child begins to think about the tasks and discipline set by the school.
- 5) Puberty Phase (age 12/13 - 20 years), at this time the implus or impulse that initially seemed to be pent up begins to stand out again.
- 6) Genital Phase (from the age of 20 and above), at this time the individual has entered adulthood. The impulse or implus that appears is already in its right place. Many encouragements are socialized, appearing in more meaningful activities or activities.

Freud argues that individual development in the first 5 years greatly influences the development of the individual's personality in the future.

2. Psychoanalytic Review of Individual Behavior

The diversity of children's backgrounds and personal experiences, supported by teaching factors, the demands of the school and the influence of mass media greatly color children's behavior and bring dynamics to the teaching and learning process. The interplay of these various factors is not impossible to give rise to forms of behavior that are beyond the expectations of the teacher. However, the teacher has a great responsibility for their success.

a. Behavior that comes from the Subconscious

Most of the human psyche is in the subconscious. Therefore, many behaviors originate from the subconscious. This theory can be illustrated as follows: Humans absorb object stimuli from outside through the sensory organs. Objects here can be objects, sounds, or abstract objects such as impressions, events, information etc. In one minute thousands of stimuli enter the individual, be it in the form of sound or other objects. But in reality, we can only mention a small part of what we see or hear. We take the example of the eye sense. When walking somewhere, the eye lens objectively captures all the objects it sees, or that are reflected into the eye lens. The same applies to the ear. If we think of the soul as a recording device, then objectively all objects, all sounds reflected in the lens of the eyes and ears will be recorded in the soul. Thousands of stimuli, things, objects, events are recorded in the psyche. But in reality, we only see certain objects or hear certain sounds, especially those that attract our attention. Most of the objects that enter are not realized by us. This is one proof that most of the subconscious of the human psyche is in an unconscious state.

This is also the case with psychological events. The stimuli/objects presented in the illustration above are not only objects/sounds in an objective sense but can be in the sense of psychological experiences, impressions, or appreciations that have their own meaning for a person. For example, the psychological impression due to the teacher's anger, the psychological experience due to the parents' quarrel, the horror when seeing an accident, the anxiety when waiting for his parents in the hospital, etc. Such psychological events, whether favorable or unfavorable, will be recorded entirely into the psyche. But in reality, not all events can be retrieved or not all psychological events can be realized. In his lecture Frued said:

"Almost all symptoms have arisen in the same way as remnants of a kind of 'sediment' so to speak of emotional feelings once experienced". (Frued: 1987)

Many psychological experiences are buried or suppressed in the subconscious, but their effects can be seen in behavior. It could be that a person has forgotten about their parents' quarrel, but is still reluctant to get married, due to the trauma of a violent fight, or has forgotten about an accident, but can get hysterical every time they see blood.

This theory of personality dynamics can describe events like the above more clearly. The id is the drive that is natural and primitive. Such as lust, aggression and other desires, which basically want to pursue pleasure. Almost all humans have them, but because there is another element of the personality, the Super Ego, that can block them, not all of the Id's urges can be satisfied. Even so, the urge or desire does not disappear, but is always looking for a way out. So, to trick the censor, namely the Super Ego, the Id urge is disguised in other forms, such as sublimated, changed in the form of dreams, etc.

For example, a child wants new clothes and nice jewelry like their friends. This desire is the drive of the Id. However, if the situation and conditions do not allow it, such as the parents' economy is not stable, there is a disaster that requires a lot of money, then the Super Ego will suppress this desire. Super Ego will say that it is inappropriate to ask for something in this situation. Therefore, the desire is suppressed. When the Super Ego is off guard, such as in a sleeping state, the Id will be free to surface, for example, in dreams or delirium. Dreams or delirium can be a statement of repressed or unchanneled urges. This is because the source of dreams comes from the subconscious. Sometimes a person has forgotten his desires, and then the dream appears. As Freud stated in his letters. *"No one should have the slightest suspicion that dreams are not nonsense, but contain hopes."* (Boss, 1990).

Suppose the Id is very strong, while the Super Ego's energy is unable to contain it. In that case, the Id's drive can be reflected in the form of brutality, aggressive behavior, such as murder, rape, including child delinquency and destructive behavior that we encounter in the classroom. For example, the case of the murder of a wife who was cut in seven. The murder, if we analyze it using psychoanalytic theory, is motivated by the very strong Id impulse (for example: marrying a mistress) gets blocked by the Super Ego which works to consider norms and ethics. Considering that he was a school principal, an elder in the village, always the imam of the mosque, had a harmonious household, obedient children and a faithful wife, the Super Ego blocked the husband's desire to date other women.

For the time being, the impulse of the Id can be suppressed, even sublimated in the form of behavior that is very loving to the family, even though it is actually saying that the existence of the wife is the obstacle why he should not remarry. If the wife was not there, it would be normal for him to remarry. According to the Super Ego, it was not appropriate for him to say that. Finally, everything is suppressed, he deposits including his dislike for his wife, until it enters the subconscious. What appears is attention, and a burst of love for his wife. However, the Id's strong urge and the ideal woman's insistence on marrying him, which was not matched by the strong Super Ego energy to prevent it, came the form of murderous behavior. He killed his wife, who he considered an obstacle to his romance.

b. Forms of behavior that originate from the Subconscious.

What is described above is an example of analyzing behavior that originates from the subconscious. For more details, the forms of behavior that originate from the subconscious, and

the relationship between the dynamics of the Id, Ego and Super Ego and their relationship with the subconscious, can be :

1) Dreams and delirium

Suppressed Id impulses (such as desires) blocked by the Super Ego, will emerge freely when the Super Ego is weak. When the Super Ego, which acts as a sensor, is weak, the Id impulses emerge in consciousness through dreams or delirium. Because the source of dreams comes from the subconscious, sometimes a person does not know why they are dreaming or delirious. It could be that a person has forgotten the Id impulse (desire) that is behind the dream. As Frued said about the dream as follows:

"The starting point is buried in the previous day's experience and turns out to be nothing but unfulfilled desires. Hence, the dream you remember when you wake up from a repressed sleep is nothing but a fulfillment in the guise of repressed desires". (Frued; 1986)

2) Forms of error such as misreading, misspeaking, misbehaving.

This form of fallacy occurs because of the clash between the drive of the Id and the workings of the Super Ego which pursue perfection, each trying to stand out from the other. This can happen when someone is giving a speech, while he is required to convey the content but also has to look good on the podium. It could also be. It happens because there is a lot of information to be conveyed at the same time at once, such as when several people ask us at once, or when we are emotional want to pour out all the anger (words at once), the words are crowded together, plus the conflict with the Super Ego to control ourselves, then there is a misspeaking. This kind of thing can also happen with misbehavior, misreading, etc.

3) Stuttering

Psychological stuttering has many origins in the unconscious psychological life. The triggering factors are diverse but can be analyzed by uncovering the dynamics between the Id, Ego and Super Ego. The desire to speak that is inhibited due to fear, anxiety etc. can also be a source of cause. Stuttering can also occur due to childhood experiences, when learning to speak, it can also be due to the environment (parents/teachers) that brings traumatic experiences. However, the real root of the problem comes from the subconscious. For example, the fear of speaking because of having been mocked, laughed at, or yelled at when learning to speak. Stuttering eventually occurs because the Id wants to fulfill its aggressive urge (to say something), but the Super Ego demands to speak carefully.

Stuttering can also be rooted in an environment that does not give the child a place when they are about to speak, or tell something. For example, because they are busy, parents cannot pay attention to what the child is saying (ignorant) or are absorbed in their own work. The demands of the Super Ego make the child resist the urge to tell. However, the Id still insists on saying something, so a conflict occurs. When parents ask what the child is going to say, his speech becomes halting, because there is a conflict (doubt) between whether to say it or not (Id's urge to tell or follow the work of Super Ego to refrain). This conflict results in stuttering. Stuttering will grow if parents continue to urge or even act rudely.

4) Sublimation

Sublimation is an outburst of the repressed Id, which seeks a way out by tricking the censor (Super Ego). Sublimation occurs because the drive for aggressiveness is suppressed and diverted

to activities that are more in line with society's expectations. For example, a person who fights diverts this habit by participating in judo activities, becoming a soldier, etc. Or the aggression drive is diverted into an activity that is more in line with society's expectations. Or the urge for aggression is diverted to become an executioner, blacksmith, etc. Someone who competes in academics, excels in sports, etc. Including everyday behaviors that we encounter in students. For example, the child's hatred of his/her family situation that is not harmonious, is diverted by hating every evil act, so that the child appears to be very helpful, polite, virtuous etc. Children who feel they have a deficiency in physical appearance try to attract attention through materials or attitudes / ethics.

5) Aggressiveness

Aggressive behaviors that we may find in the classroom, such as attacking friends, teasing/throwing teachers, making noise, carrying sharp weapons and other sadistic behaviors, are mostly motivated by activities of subconscious psychology. For example, the seven-cut murder has been mentioned earlier. Similarly, the rape committed by a young man who turned out to be the son of a kiyai, also occurred because of the battle between the impulse of the Id and the pressure of the Super Ego. Because the individual is the son of a "kiyai" lives in a hut environment, many norms are held firmly. However, when the Id impulse is so strong while the Super Ego energy is weak / overwhelmed, the Id freely acts, rape occurs. The same thing can happen with other sadistic behaviors.

c. Defense Mechanism

It is an extreme way that the Ego takes to reduce tension. The strong impulse of the Id and getting obstacles from the Super Ego will cause discomfort. Therefore, the Ego seeks a way out in another form to reduce unpleasantness and relieve tension due to Id's insistence. Behavior that arises because of this self-defense usually rejects or falsifies reality, and works subconsciously, the individual concerned is not aware of what is happening. The Ego's defense mechanism can take the form of :

1) Repression/suppression

Behavior that arises because of the suppression of strong Id urges is considered not in accordance with the norm, causing dislike, causing a sense of sin, or horror. Usually, the individual tries to avoid certain objects, certain situations, certain people without knowing why. For example, there is a girl who really hates a man without knowing why. There is someone who pathologically dislikes rice, noodles, etc. Some people are hysterically afraid if they see something, can become nauseous and dizzy if they meet a certain lecturer. These behaviors originate from the subconscious and need to be expressed in consciousness to eliminate the pathological behavior. After the individual realizes it, it turns out that the girl hates the figure of the man because she has seen with her own eyes her father having an affair with another woman. The hatred towards the father is suppressed, but transferred to other objects (other people). The same thing happened to the person who disliked noodles because she had found worms in them. Once the psychological experience is revealed, and the individual is aware of it, the pathological behavior can be eliminated. Freud once revealed in a lecture, "*By giving the person the opportunity to speak his mind, you relieve him of the pressure and he feels relieved.*" (Sigmund Freud; 1986; 75).

2) Projections

Self-defense mechanisms by turning moral fears/anxiety into realistic fears, will appear in the behavior of individuals who cover up personal shortcomings/faults by casting blame on others. For example, a child who gets bad grades says the teacher is the one whose teaching method is not good.

3) Displacement

Displacement is the transfer of the object of release for self-disappointment because the Super Ego filtering is impossible to vent on the primary object. For example resentment towards the mother, vented by hitting the younger sibling, breaking things. Disappointment with the husband, redirected by being angry with the child, etc.

4) Fixation

Fixation stops at a certain stage of development. Individuals do this because of their anxiety about entering the next stage of development. For example, a child who is always dependent on his parents, wants to remain in childhood, because of his fear of assuming the responsibilities of being a person, such as when singing or reading.

5) Regression

Regression or going back to a previous stage of development. Regression occurs because of traumatic experiences or anxiety. For example, a third grader wets the bed in class during math class, whereas bedwetting should occur in children under the age of two. A teenage girl still sucks her thumb, an adult cries like a child, etc.

6) Sublimation.

Sublimating or easing the tension caused by the unchanneled impulses of the Id by finding a way out through actions that are more acceptable to the Super Ego or acceptable to society. An example of this has been revealed in the previous discussion of sublimation.

3. Childhood-Sourced Behavior

As mentioned in the stages of individual development. Freud said that experiences in the first five years of development will affect the formation of personality in the future. This statement can be analogized that their behavior in adulthood can be analyzed from his experiences when he was in the first five years of development.

The oral period, where the mouth is the center of the child's activities, will shape the child's personality in the future. Some children go through this period with great joy, but some are overwhelmed with disappointment, frustration, etc. It is not uncommon that due to a busy schedule, the mother is forced to stop the child's enjoyment of breastfeeding, or the child is forced to wait anxiously for the mother's arrival to breastfeed him. Therefore, sometimes we find babies who suddenly bite their thumbs, some are suddenly apathetic, some are greedily trying to deplete the milk supply. The psychological experience will shape the child's personality in the future, especially with regard to oral activities. Such as wanting to win alone, fussy, egressive, greedy, gluttonous etc. Suryabrata (1991) relates this activity to the desire to gain knowledge or property rights, the nature of arguing and sarcastic. While the child's experience and parental guidance when the child is in the Anal period, affects the neatness or untidiness of a person, a lover of cleanliness or a slob, or playing with feces or urine, unwilling to clean themselves after defecating, lingering in the toilet etc. How the parents are guided at that time will greatly affect their personality.

The Phallic phase, which occurs around the age of 3 - 5 years, will have an impact on sexuality. Excessive anxiety about the occurrence of catharsis results in sexuality

disempowerment, such as impotence and frigidity. At the same time, the sense of sin that exaggeratedly snatching their parents' partners creates a high sense of empathy for same-sex parents. As a result, the child may develop sexual disorders such as homosexuality or lesbianism. For example, a daughter who has an overwhelming sense of sin against her mother creates empathy and deep love for her mother, and tries to avoid her father. This love for a female figure (her mother) can be generalized by loving other women, and having no love for a male figure (lesbian). Likewise with boys and homosexuality. Teachers may find a variety of behaviors as exemplified above. Although the form of behavior varies, we can analyze it using the theory that has been presented in this paper. If the behavior has a negative effect (harmful, causing problems), then knowing the source of the cause or background will make it easier for us to help children improve their behavior, or find a way out.

D. Conclusion

The psychoanalytic perspective provides valuable insights into human behavior's complexities by emphasizing the unconscious mind's significance. As per psychoanalytic theory, various behaviors, including dreams, delirium, stuttering, sublimation, confusion, and aggression, originate from the unconscious. This underscores the importance of exploring the hidden layers of the mind to understand and interpret individual actions comprehensively.

The dynamic interplay between the Id, Ego, and Super Ego represents each individual's constant struggle for energy. Analyzing behavior through the dimensions of personality—Id, Ego, and Super Ego—provides a framework for understanding the internal conflicts that shape actions. Furthermore, examining a person's experiences during the formative first five years becomes a crucial aspect of deciphering behavioral patterns, as these early experiences leave lasting imprints on an individual's psyche. The tension between pursuing personal pleasure (Id) and societal considerations and norms (Super Ego) is a fundamental aspect of psychoanalytic theory. Not all pleasures can be realized or channeled due to these societal constraints. Consequently, individuals often employ defense mechanisms, such as projection, regression, fixation, and displacement, to cope with the conflict between their desires and societal expectations. This recognition of defense mechanisms adds depth to our understanding of how individuals navigate the complexities of their own impulses and societal norms. The psychoanalytic approach enriches our comprehension of individual behavior by delving into the unconscious, unraveling the internal conflicts between different dimensions of personality, and shedding light on the intricate ways individuals manage their desires in the face of societal constraints.

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