REVIEW OF PSYCHOANALYSIS IN CHARACTER FORMATION IN FIFTH SEMESTER STUDENTS OF THE DEPARTMENT OF ENGLISH LITERATURE, BALIKPAPAN UNIVERSITY

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Abstract	Article Information
This study examines the influence of childhood experiences on the character development of fifth-semester English Literature students at Universitas Balikpapan through a psychoanalytic perspective. Utilizing qualitative methods, including surveys and interviews, the research explores how early life experiences, internal conflicts, and academic environments shape students' social interactions and decision-making processes. The findings indicate that 65.6% of respondents feel their childhood experiences significantly affect their current social interactions, aligning with Sigmund Freud's theory that early developmental stages impact adult personality. Additionally, 34.4% of student's report that past emotional experiences influence their ability to face academic challenges, highlighting the role of the id, ego, and superego in managing internal conflicts. The study underscores the importance of positive interactions with educators in reinforcing moral values and shaping student character, suggesting that higher education should not only focus on academic knowledge but also support holistic character development. The implications for educators include creating an environment conducive to fostering students' emotional resilience and integrity.	

INTRODUCTION

Education is important in human life because education is a teaching and learning process activity to recognize knowledge and skills (Parinduri et al., 2024). Throughout history, "education" has meant deliberate adult direction offered to children. Children so that

they mature into adults. Education is further defined as efforts made by a person or group of people to persuade another person or group of people to mature and achieve a higher standard of living. Therefore, education refers to all efforts made by adults to help children develop physically and mentally, so they can reach maturity. The term "adult" in this context refers to both psychological and physical development, not just physical maturity (Ramadhan, 2022), but the highest education not only aims to provide knowledge and technical skills to students but also plays an important role in shaping their character. Good character traits, such as integrity, responsibility, and empathy, are an important foundation for a person's personal and professional success. The formation of students' character is greatly influenced by the academic and social environment they face during their education, as well as the psychological processes they experience in interactions with themselves and others. Education plays an important role in the moral and ethical growth of students. Student values and character can be identified through academic and extracurricular factors. Students' non-academic views are seen in daily behavior patterns and national perspectives. Meanwhile, scientific mentality and academic honesty express academic attitudes. (Mohammad Rudiyanto & Ria Kasanova, 2023).

One approach that is relevant in understanding student character formation is through a psychoanalytic perspective. Psychoanalysis, which was pioneered by Sigmund Freud and developed by other figures such as Carl Jung and Erik Erikson, emphasizes unconscious dynamics that influence human behavior. According to Freud, past experiences and internal psychological conflicts, especially those related to the stages of psychosexual development, can have a major impact on the formation of a person's character in adulthood (Candraningrum & Handayani, 2012) Erik Erikson, His theory of psychosocial development expanded this concept by identifying eight stages of development throughout life, where each stage requires the resolution of certain psychosocial conflicts to develop a healthy character (Emiliza, 2019)

In the context of students, college is often a transition period from adolescence to adulthood, where they face various psychosocial challenges such as searching for identity and determining life direction. Erikson's theory about identity and role confusion (identity versus role confusion) at the adolescent stage is relevant in explaining the process of character formation among students (Rusuli, 2022). In the process, students also face academic, social, and emotional pressures that can affect their psychological dynamics. Therefore, the psychoanalytic approach provides a useful framework for exploring how internal conflicts and past experiences interact with educational experiences and the social environment in shaping student character. His theory of psychosocial development expanded this concept by identifying eight stages of development throughout life, where each stage requires the resolution of certain psychosocial conflicts to develop a healthy character (Emiliza, 2019)

In the context of students, college is often a transition period Apart from that, research in the field of educational psychology also shows that student character is not only influenced by intrapsychic factors, but also by their interactions with lecturers, peers, and the educational institution itself. A supportive environment, learning that emphasizes self-reflection, and moral guidance from educators can accelerate the process of forming positive character

(Nucci et al., 2014). Psychoanalysis in this context can be used to understand the role of interpersonal relationships and power dynamics in the classroom and their impact on development. Emotional and moral students.

Given the importance of this understanding, this research article aims to review the psychoanalytic perspective in the formation of students' character, with a focus on how subconscious dynamics, past experiences, and the academic environment influence their character development during college. This study will also explore the practical implications for educators and educational institutions in creating a conducive environment for the development of healthy student character and integrity.

LITERATURE REVIEW

Psychoanalysis

Psychoanalysis is a psychological theory first introduced by Sigmund Freud. This theory focuses on understanding how human personality is formed and how the subconscious mind influences individual behavior. Psychoanalysis emphasizes the importance of unconscious mental processes in shaping human behavior. Psychoanalysis studies mental processes involving the structure, dynamics, and development of personality. Psychoanalysis is also used as a technique to treat mental disorders, focusing on the role of the unconscious in shaping human behavior. Psychoanalysis aims to explain how personality develops and functions, through three main components, namely id, ego, and superego. (Rahmawati et al., 2023)

Character formation occurs through a process of imitation, by observing and following the behavior of others. Character education is very important and needs to be taught in schools because good character will form a positive personality in each individual.

In psychoanalysis, early life experiences, especially those of a traumatic nature, are thought to influence the formation of a person's personality and behavior in adulthood. Psychoanalysis is also used as a therapeutic technique to understand and overcome mental disorders by exploring the patient's subconscious mind, and psychoanalytic theory is a theory that attempts to explain the nature and development of personality. The elements prioritized in this theory are motivation, emotions, and other internal aspects. This theory assumes that personality develops when there are conflicts from these psychological aspects, which generally occur in children or at an early age (Helaluddin, 2019).

Adolescents In Psychoanalysis Review

Adolescence or adolescence (English) comes from the Latin word 'adolescere' which means growth and development towards maturity. Maturity here does not only include physical maturity, but also social and psychological maturity. (Astriyani et al., 2024). Adolescence is a transition phase from childhood to adulthood. At this stage, teenagers are in an uncertain position, they do not want to be considered children, but are also not fully ready to be considered adults. They refuse to be treated like children, but are also unable to adapt to the behavior expected of adults. As a result, during this transition period, teenagers

experience an identity crisis which has an impact on psychological aspects, such as their emotions, behavior and psychosocial development. (Rusuli, 2022)

Most of the students fall into the teenage category because they are still in the transition period towards adulthood.

Character

The word 'character' is defined as character, mental qualities, morals or manners that differentiate a person from others, and character. Ki Hajar Dewantara views character as character or manners. According to him, character is the unity of thought, feeling, and will or desire which then gives rise to energy (Efendi & Ningsih, 2020).

Character education is a serious effort to help someone understand, care about, and act based on core ethical values (Lichona, 1991). There are nine pillars of character that come from universal noble values, namely: Love for God and His creation, Independence and responsibility, Honesty and diplomacy, Respect and politeness, Generous and likes to work together, Confident and hardworking, Leadership and justice, kindness and humility, tolerance, peace and unity. These nine pillars are taught through a holistic education model which includes three stages: knowing the good (cognitive knowledge about goodness), feeling the good (feeling and loving goodness), and acting the good (doing goodness) (Efendi & Ningsih, 2020).

RESEARCH METHODOLOGY

Research Design

This research was conducted by focusing on a review of psychoanalysis in the formation of student character, with the main aim of analyzing the influence of past experiences, and this article seeks to understand how internal conflicts and past experiences, which are part of Freud and Erikson's psychoanalysis, become a reference for supporting data in terms of things that influence the formation of student character, linking the academic and social environment with character formation, this article also explores how student interactions with the academic environment, peers, lecturers, and educational institutions can shape their character, both in terms of morals and ethics, and provide implications practical for education: it is hoped that this article will also provide suggestions for educators and educational institutions on how to create an environment that supports the development of healthy student character and integrity. To achieve several objectives that have been set, this research was carried out using descriptive qualitative methods with data search methods in the form of previous document analysis and a simple survey method given to research subjects. The author uses a qualitative research method because this method is an approach to conducting research that is oriented towards natural phenomena or symptoms. Qualitative research is basic and naturalistic in nature, and cannot be carried out in a laboratory. Therefore, this kind of research is often called naturalistic inquiry, or field study. (Abdussamad, 2021).

Sample/Participants

The research was carried out by taking research subjects who were students of Strata 1 semester V, Faculty of Cultural Sciences, Department of English Literature, totaling 32 people. The research subjects were not divided based on age because all the answers taken were the same based on past and present experiences, for the age range that took part in the questionnaire. ranging from 19 (nineteen) to 25 (twenty-five) years with the majority of applicants aged 20 (twenty) years old.

Instruments

The collecting data using observation, literature review, Interview and survey as a complement to the required data, observations were carried out by observing students' behavior patterns when interacting in class with lecturers and classmates, interviews were also carried out in casual chat so that the research subjects were able to answer clearly. Conveniently, for the survey questions, 15 (fifteen) questions were given which were divided into 12 (twelve) multiple choice questions and 3 (three) essay questions. After the data was collected, the researcher classified the answers and drew conclusions. However, in the discussion in this article, the researcher will not present the entire data obtained so that it can be used for further articles in the future.

FINDINGS

The Influence of Childhood on Interaction

After collecting data and analyzing the survey results, initial results in the form of information relating to the influence of childhood on social interactions, researchers asked the question to what extent do you feel that your childhood experiences influenced the way you interact with other people today, and the results obtained were 65.6% Respondents stated that childhood experiences had a big influence on the way they interacted with other people. Some of them felt that it was quite difficult to socialize quickly because they felt less confident, because some of the respondents felt that they were not given enough supplies from home to be confident in their abilities**.**

Sejauh mana Anda merasa pengalaman masa kecil memengaruhi cara Anda berinteraksi dengan orang lain saat ini?

32 jawaban

Salin diagram

- a. Sangat mempengaruhi
- b. Cukup mempengaruhi
- c. Tidak terlalu mempengaruhi
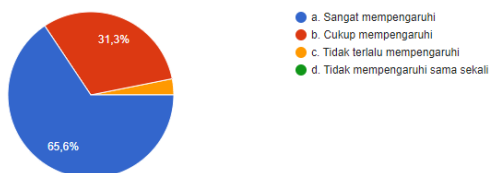- d. Tidak mempengaruhi sama sekali

31,3%

65,6%

Diagram 1 The Influence of Childhood Experiences on Interaction

Menurut Anda, apakah pengalaman emosional dari masa lalu (misalnya hubungan dengan keluarga) memengaruhi cara Anda menghadapi tantangan akademik saat ini?

32 jawaban

Salin diagram

- a. Sangat berpengaruh
- b. Cukup berpengaruh
- c. Tidak terlalu berpengaruh
- d. Tidak berpengaruh sama sekali
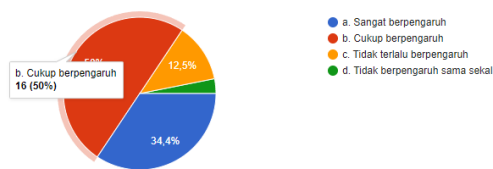
b. Cukup berpengaruh
16 (50%)

12,5%

34,4%

Diagram 2 Past Emotional Experiences

From the results of further data processing, it was found that emotional past experiences also influence the way students face academic challenges in the present. This can be seen from 50% of respondents stating that they were quite influential, 34.4% said they were very influential, 12.5% said they were not very influential. influential and 3.1% not very influential.

These results are in accordance with the opinion expressed by (Kurnia, 2020) that social interactions need to be trained since children are still small. One form of social interaction in children is relationships with peers that occur in the school and community environment. In these interactions, children tend to choose friends who are almost the same age. Apart from that, children are also expected to be able to accept their peers, show interest in various games, accept other children from different groups, learn to be independent without always depending on parents or adults, and be able to accept differences in social class, and Freud also stated that development Early childhood has a strong influence on personality in adulthood. (Candraningrum & Handayani, 2012).
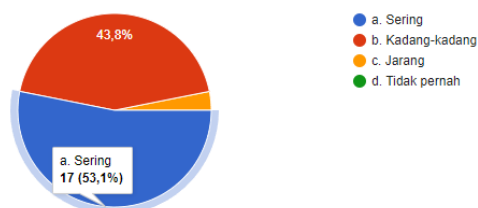
Diagram 3 The Existence of Internal Conflict in Decision Makers

For further information, the researcher asked the question whether there was internal conflict within the respondent when making decisions, and the results obtained were that fifth semester students experienced inner conflict when they had to make important decisions. According to (George R. Terry, 1977) in (Putri & Afriansyah, 2019) the factors in making decisions, one of which is that decision making is a mental act, and the decision taken must be in accordance with the problem and the decision taken can solve an existing problem. Instead of adding to the problem (Prajudi, 1982), it turns out that this has also been theorized by Sigmund Freud, who stated that individual decision making is influenced by the interaction between the three components of personality, namely the id, ego and superego. (Hamali, 2018).
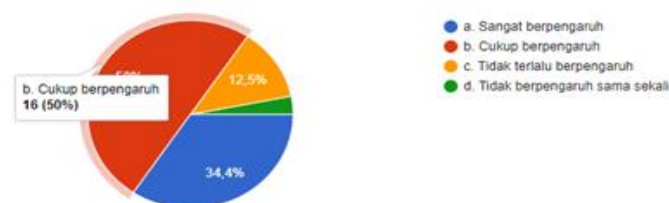

Diagram 4 Pengaruh Hubungan Dosen Dalam Pengembangan Karakter

From the diagram above, it can be concluded that student relationships also influence their character development during the lecture period. This is related to lecturers often providing positive feedback when they make mistakes that they are not aware of. This finding is considered quite natural because education has an important role in shaping students' character and has a big influence on their personal development. Even though academic education remains a priority in higher education, various studies show the importance of instilling moral values, developing a strong personality, and positive attitudes. in the educational process. This emphasizes that education is not only about imparting knowledge and skills, but also forming individuals who are responsible and have integrity.

DISCUSSION

Based on research findings, it can be discussed that childhood experiences have a significant influence on an individual's ability to interact socially in adulthood. Apart from that, past emotional experiences were also found to play a role in facing academic challenges. This indicates that the process of processing past emotions contributes to students' ability to overcome pressure in the higher education environment. There are several things that can be paid attention to, the first is that interactions between parents and children are the main foundation for children's social development. Through positive communication, emotional support, and examples provided by parents, children's self-confidence, social skills, and ability to interact well in social relationships are formed. Thus, the role of parents in providing positive and supportive interactions is very important to optimize children's social development.

Other findings show that internal conflict often arises in making important decisions among fifth semester students, which can be explained through Freud's views regarding the role of the id, ego and superego in the decision-making process (Hamali, 2018). This process reflects the mental complexity of facing various choices, where students need to balance their emotional impulses, rationality, and moral values. Furthermore, positive relationships between students and lecturers also have an impact on student character development, with lecturers often providing input that helps students to learn from their mistakes. This confirms that education in higher education, even though it focuses on academic aspects, plays a role in forming a personality with responsibility and integrity. This is in line with various studies that show the importance of moral values and positive attitudes in education, which contribute to the formation of individuals who are not only knowledgeable, but also have strong character and are ready to face future challenges.

CONCLUSION

Based on the results of this research, it can be concluded that childhood experiences and past emotions play an important role in shaping students' personalities and the way they interact in adulthood. These findings are in line with Sigmund Freud's psychoanalytic theory, which emphasizes that experiences in childhood, especially those involving psychological conflicts at early developmental stages, can have a significant impact on the formation of a person's character and social interaction patterns.

Freud identified three main components in the personality structure, namely id, ego, and superego. In the context of this research, students who experience difficulties in socializing or making decisions are often faced with a conflict between the drives of the id which seeks immediate gratification, the ego which tries to adapt to reality, and the superego which reflects moral values. For example, the inner conflict experienced by students in making decisions can be explained as the result of the tension between subconscious desires (id) and social norms or expectations (superego) that they have internalized since childhood.

In addition, past emotional experiences also influence the way students face academic challenges, which indicates how the ego tries to manage anxiety that arises from the conflict between emotional impulses and academic demands. This reinforces Freud's view that

trauma and experiences in childhood have a lasting effect on a person's emotional life in adulthood.

Positive relationships with lecturers also help strengthen students' superego function, where the input and guidance provided by lecturers helps students to better understand their mistakes and adjust their behavior in accordance with moral values. This shows that, although subconscious drives play an important role, the influence of the academic and social environment also plays a role in the process of forming a more mature and adaptive character.

Overall, these findings support Freud's psychoanalytic view that unconscious dynamics, past experiences, and interactions with the social environment together influence the development of a person's personality and character. Education in higher education is not only a medium for transferring knowledge but also plays a role in helping students navigate internal conflicts rooted in the past, thereby forming individuals who are more emotionally and socially balanced.

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