IMPLEMENTING SIGMUND FREUD'S PSYCHOANALYSIS THEORY IN THE ACADEMIC ARENA: A CRITICAL STUDY

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Abstract

Sigmund Freud's Psychoanalysis continuously develops as it also does in the academic arena. The theory explains humans' personality structure which covers three aspects: id, ego, and superego. Freud has successfully developed a personality theory that divides the structure of the mind into three: consciousness, preconsciousness, and unconsciousness. From the above three, consciousness can be said to be the most dominant and important to determine humans' behavior (analogy with an iceberg). In the academic arena, psychoanalysis has correlations that are complex and modificative. How far the implementation of psychoanalysis in the academic arena can be served as the main discussion of this article, which will be initiated on the theory in-depth and its critical analysis.

Keywords: **implementation, psychoanalysis, Sigmund Freud, education**

A.   INTRODUCTION

Psychoanalysis is a theory developed by Sigmund Freud in the 1980s. Freud is a neurologist who has discovered an effective treatment for patients having neurotic symptoms and hysteria. The treatment is an experimental technique called abreaction, a combination of hypnosis and catharsis, which he learned from his senior and best friend, Dr. Josef Breuer.

Freud successfully developed a personality theory that divides the structure of the mind into three: consciousness, preconsciousness, and unconsciousness. From those three, unconsciousness is the most dominant and important structure in determining human behavior (its iceberg analogy).

Freud developed the concept of mind structure by developing mind apparatus, known as Freud's personality structure. The structure consists of its most important constructs: id, ego, and superego. Id is the very basic structure of personality, of which all are not realized, and work based on the principle of happiness to satisfy feeling soon. Ego develops from id, a personality structure that controls consciousness and how they decide upon their behavior. Superego develops from ego when humans understand good and bad values, and morals. Superego reflects social values and bring individuals around on moral demands. If there is a value violation, superego punishes ego by producing guilty. Ego always face tension between id and superego demands. If these demands cannot be met, the ego is threatened and causes anxiety. In order to save oneself from the threats, ego reacts defensively as a self defense. It is called as a defense mechanism which can be in a various form such as identification, projection, fixation, aggression, regression, and repression.

Freud's psychoanalysis continuously develops, and so does it is in the academic arena where it contributes thoughts. Psychoanalysis has many aspects offered to education. The correlation between psychoanalysis and education is complex and modificative. How far this implementation of psychoanalysis in the academic arena will be the main topic of this paper; it will be preceded by the discussion of psychoanalysis in depth and its critical analysis.

B.   SIGMUND FREUD'S PSYCHOANALYSIS

1.   Sigmund Freud's Biography

Sigmund Freud was born on May 6, 1856, in Freiberg, Moravia, which is previously a part of Austria and now is known as a part of Czech Republic. He is a Jews Austrian and the founder of the psychoanalysis school. His father was a wool seller with a forward-thinking and humorous. Although his parents were Jews, they were in fact apathetic when it comes to religion especially in relation to foods. Freud lived in an anti-semitic era making him apathetic to religion as well. Freud lived in a Christian environment. His experiences on Catholic rituals were com from his nanny, a Czech woman who took care of him since he was a little.[1]

When he was 4 or 5, he and his family moved to Vienna due to economy reason and spent most of his lifetime there.

In 1873, he studied in a medical university in Vienna because he was motivated by the Darwin's evolution theory. He was very into biology as a

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[1] http://id.wikipedia.org/wiki/Sigmund_Freud/ accessed on April 4, 2018

measure to understand organisms. Due to his spirit in studying biology, he then worked in a physiology laboratory in Vienna in 1876-1882 which was led by Ernest Bruche at the time. Under Ernest' supervision, Freud could make his dream as a neurologist come true.[2] Freud was enthusiastic in doing research focusing on neuropsychology. With the Brucke's help, Freud was able to pursue his higher degree and learn from a famous psychiatry, Cahrcot, in France. Moreover, he also studied together with Burke's rival, Bernheim, in Nancy. These two experts conducted research on hypnosis for hyster sufferers.[3]

In 1881, after graduated as a doctor, Freud started his career in Vienna General Hospital. In Vienna, he also opened a neurology practice with the help of Joseph Breuer, and he was a director of the kindergarten. Freud got married to the beautiful woman, Martha Bernays. [4]

In 1885, he was acknowledged as a professor in the neurology field in Vienna. Because of feeling lack of knowledge in certain field, he went to Paris to learn about hypnose theory to Prof. Charcot who is accompanied by Janet. Back from Vienna, he worked together with Prof. Breuer, a doctor in neurology and hysteria specialization. In this time, Freud and Breuer began collaborative research, which emerging the co-authored book entitled *Studies on Hysteria* (1895).

Freud's main interest was treating neurotic disorders, especially hysteria. Freud was impressed with the many patients who tried to cover their sad memory. Freud named this resistance, and he believed that if the patients are representing their important memory. His next task was to examine the patients' unconsciousness and reveal why they were being resistant.[5]

Freud found that his patient was due to traumatic experiences during childhood. Freud was surprised when he found that such memories were, in fact, related to sexual experiences. This finding then leads to the birth of the libido theory. Freud, when he was doing free association, often found that their patients mentioned their dreams. Hence, Freud concluded that dreams are significant and can uncover unconsciousness.

In 1900, Freud's expertise in psychoanalysis was getting known after it was criticized sharply. During the time, Freud consistently defended his ideas. The acknowledgment started with an invitation of Stanley Hall in order for Freud can deliver a speech in the commemoration of 20 years of Clark University in the

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[2] George Boeree, C. *General Psychology*, (Jogjakarta: Prismasphie, 2008), 407
[3] George Boeree, C. *General Psychology*, (Jogjakarta: Prismasphie, 2008), 408.
[4] George Boeree, C. *General Psychology*, (Jogjakarta: Prismasphie, 2008), 408
[5] Alex Sobur, *Psikologi Umum*, (Bandung: Pustaka Setia, 2009), 115

United States. On that occasion, Freud also received an honoris causa title due to his attempts, commitments, and dedications in defending psychoanalysis so that it is internationally recognized.

During his academic and professional career, Freud has produced several works, including *Studies on Hysteria* (1895), with Josef Breuer (1895); *The Complete Letters of Sigmund Freud to Wilhelm Fliess, 1887-1904*, (1986). The popular works that made him well-known as psychoanalysis are *The Interpretation of Dreams* (1899/1900); *The Psychopathology of Everyday Life* (1901); *Three Essays on the Theory of Sexuality* (1905); *Jokes and their Relation to the Unconscious* (1905). *On Narcissism* (1914); *Introduction into Psychoanalyze* (1917); *Beyond the Pleasure Principle* (1920); *The Ego and the Id* (1923); *Civilization and Its Discontents* (1930); *An Outline of Psycho-Analysis* (1940); *A Phylogenetic Fantasy: Overview of the Transference Neuroses* translated by Axel Hoffer by Peter Hoffer, Harvard University Press; *On Creativity and the Unconscious: The Psychology of Art, Literature, Love, and Religion*, (2009) (http://id.wikipedia.org/wiki/Sigmund_Freud). On the other hand, his attention to religious study was proofed by several works, including *"Obsessive Acts and Religious Practices"*(1907); *Totem and Taboo* (1913); *The Future of an Illusion* (1927); *Moses and Monotheism* (1939) **New Introductory Lectures on Psycho-Analysis** *(1933-1932),The Question of Lay Analysis (1926), Civilization and its Discontents (1930), New Introductory Lectures on Psycho-Analysis (1933-1932], Analysis Terminable and Interminable (1937),Constructions in Analysis* (1937),*The 'Uncanny' (1919) A Child is Being Beaten (AContribution to the Study of the Origin of Sexual Perversions) (1919)*[6]

Freud's old age was along with the occurrence of World War I. This war influenced his ideas and research. The facts on massacre and sufferings were very soul pressing for Freud, which leads him to suffer from death instinct: a universal death instinct in a human's life. In the 1930s, when Hitler was in power, Freud's books were burned in Berlin, and he was moved to Vienna by his friends. When Nazi invaded Austria in 1938, Freud then moved to London. At the time, Freud was very sick and suffered from mouth cancer, requiring him to undergo operations more than 30 times. He passed away in 83 years on September 23, 1939, in London.[7]

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[6]Adam Phillips, Becoming Freud The Making of a Psychoanalyst, (United States of America: Yale University Press, 2014

[7] http://id.wikipedia.org/wiki/Sigmund_Freud/ accessed on April 4, 2018

2.   Freud's thoughts on Psychoanalysis

The first who proposed psychoanalysis was not Freud. According to him, there was a doctor who once used the psychoanalysis method to treat hysteric patients, Dr. Josep Breuer. Freud stated this in one of his speeches in front of academicians of Clark University, as follows:

"if you think that those who proposed psychoanalysis deserved an acknowledgment, do not praise me then. At first, I was not part of it. I was only a student and prepared for the final exam when another doctor, Dr. Josep Breuer, for the first time use this method to treat a young woman suffering from hysteria."[8]

The dynamic and consistent development was done by Freud to deliver his ideas which then leaves an impression that psychoanalysis was identical to Sigmund Freud. He popularized the psychoanalysis theory successfully. Psychoanalysis was considered one of the revolutionary movements in psychology: from treating patients with mental disorders to a new conception of the human. The main thesis of psychoanalysis claims that humans' behaviors are determined by unconscious motives, so that Freud is regarded as an observer who can map humans' unconsciousness. Freud's theory is called dynamic psychology since he emphasizes the dynamics or movements that encourage the unconscious to be conscious. This movement is also called depth psychology which schematically depicts human's soul as an iceberg. The part above the water is the smallest one, i.e. the tip of the iceberg, which is consciousness. Beneath the surface of the water is called subconsciousness or preconsciousness, referring to encouragement to emerge to the surface level or consciousness. The biggest part of the iceberg is below the surface of the water, which is called unconsciousness referring to encouragement to emerge to the surface level or consciousness. These encouragements force them to be at the surface level while their places on the surface are very limited.[9]

The idea of conscious mind, preconscious mind, and unconscious mind have been the important aspects of Freud's studies. Conscious mind is what has been consciousness in certain times, such as direct senses, memories, thoughts, fantasies, and one's feelings. These all are related to the preconscious mind, which is called available memory. It is things that can be easily recalled to the conscious mind, memories that are not remembered when one thinks but can be

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[8] Sigmund Freud, *Ueber Psychoanalyse*, terj. K. Bertens, (Jakarta: Gramedia, 1979), 3
[9] Sigmund Freud, *General Introduction to Psychoanalysis: Psikoanalisis Sigmund Freud*, translated by Ira Puspitorini. (Yogyakarta: Ikon Terali- tera, 2002), 405

recalled easily. According to Freud, these two minds are a small part of mind[10] while the biggest part of the mind is the unconscious one. This part covers all things that are difficult to be brought to the conscious mind. Among the things are those coming from the unconscious mind, such as desire, instinct, and things inside the two that are difficult to reach out, e.g., memories or traumatic emotions. Freud claims that the unconscious mind is the source of motivation and support for one's desire: simple ones such as eating, sex, or creativity.

Instinct can be referred to the manifestation of psychology from the inner somatic stimulation from birth.[11] Its psychological manifestation is called desire while its physical stimulation is called needs. Desire functions as a motive for one's behavior. For example, when one is hungry, they will find food. Here instinct can be the driving factor of personality. Instinct does not only support but also maneuver the behavior.[12] Thus, instinct, which is under the unconscious mind, performs the selective control of behavior by increasing one's sensitivity to types of stimulus. For instance, a hungry person can be more sensitive towards food stimulation. People who are in lust easily respond to erotic stimulations.

In psychoanalysis theory, human's personality structure consists of id (es), superego (uber ich), and ego (ich). Id is a system of original personality and a place and source for ego and superego to develop.[13] For Freud, people are energized creatures. All of their behavior are determined by those controlling the unconscious mind.[14] Id is beneath the unconscious mind as a personality component containing negative and libinal impulses, through a working system of pleasure principle. Ego is a part of personality functioning as an executor where its working system is to evaluate the reality from outer world and connect to the inner world to manage the id so that they do not violate the superego values. Superego is a part of moral of human's personality since it is a filter from a sensor of good and bad, right and wrong, allowed and not allowed things are done by the ego.[15]

Freud's theory of personality shows that every part of personality have their own functions, natures, components, dynamic work principles and mechanism. However, they are all interacted closely one another so that they

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[10] George Boeree, C. *General Psychology* George (Jogjakarta: Prismasphie, 2008   2008, 409

[11] Sigmund Freud, *Teori Seks*, translated by Apri Danarto (Yogyakarta: Jendela, 2003), 43

[12] Sigmund Freud, *Teori Seks*, translated by Apri Danarto (Yogyakarta: Jendela, 2003), 60

[13] Sigmund Freud, *Sekelumit Sejarah Psikoanalisis*, translated by K. Bartens. (Jakarta: PT. Gramedia, 1983), 56

[14] Kluytmans, Frits, *Perilaku Manusia: Pengantar Singkat tentang Psikologi*, trans. Samsunuwiyati Mar'at and Lieke Indieningsih Kartono, (Bandung: Refika Aditama, 2006), 64

[15] Sigmund Freud, *Sekelumit Sejarah Psikoanalisis*, translated by K. Bartens. (Jakarta: PT. Gramedia, 1983), 57

cannot be separated. Id is the oldest part of the mental apparatus and the most important component throughout life. Id and other instincts represent goals of every human being. So, id is the dominant party in the partnership within the human's personality.[16] The main difference between id and ego is that id only recognizes the reality of soul subjectivity while ego distinguishes those within the soul and those are not.[17] Meanwhile, superego is the referee that hold the justice or functions as a filter for the two personality systems so that one can recognize right and wrong, good and bad, allowed and not allowed, etc. Here superego acts as an ideal matter according to the people's norms and morals. In other words, superego is a sociological aspect of personality, a system consisting of values and regulations that are evaluative. It is created by values that are internalized or regulations from significant others. According Freud, superego containing two important parts i.e. conscience and ideal ego.[18] Conscience is a part of superego that is punitive, negative, and critical prohibiting one to do things and punishing with guilty of violating regulations. Meanwhile the other part of superego is ideal ego, ideas or positive aspirations done hoping for a reward for doing so.[19] The main functions of superego in the Freud's psychoanalysis are (1) controlling the id, (2) directing the ego to the goals that are oriented to morality not pragmatic-reality, (3) encouraging individuals to perfection.[20] To understand Freud's ideas easily, one can understand in the following orders: (1) dreams as a reflection of needs, desires, and conflicts within one self, (2) wrong talk such as mentioning a name that is previously recognized, (3) suggestions after hypnosis, (4) materials from free association technique, (5) materials from projection technique, and symbolic content from psychotic symptoms.

Due to a pressure between the id and superego, ego is where the system of the two fight each other. Ego's functions are to keep the balance between the other two systems so that there will be not much pressure from id to be in the surface, and vice versa. The ego itself does not have encouragement nor energy. It only performs the reality principle, matching the encouragement of id or superego to the reality in the outer world. Ego is the only one system that is directly connected to the outer world so that it can consider the factor of reality. Weak ego cannot keep the balance between superego and id. If the ego is

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[16] Calvin S. Hall & Lindzey, Gardner, *Theories of Personality*, trans. Yustinus, (Yogyakarta: Kanisius, 1993), 64-65

[17] Calvin S. Hall & Lindzey, Gardner, *Theories of Personality*, trans. Yustinus, (Yogyakarta: Kanisius), 65

[18] Sigmund Freud, *The Ego and the Id*, (New York: W. W. Norton & Co, 1960), 24-25

[19] William, Crain, *Theories of Development, Concepts and Applications*, trans. Yudi Santoso, (Yogyakarta: Pustaka Pelajar, 2007), 411

[20] Calvin S. Hall & Lindzey, Gardner, *Theories of Personality* trans. Yustinus, (Yogyakarta: Kanisius, 1993), 67

controlled only by the id encouragement, one can be a psychopath (not considering norms in all their actions). On the other hand, if one is controlled only by their superego, one can be psychoneurosis (cannot discharge most of their primitive encouragement).[21] Freud also said to discharge primitive encouragement that cannot be allowed by the superego, ego has its own ways called defense mechanism. This defense mechanism is for protecting the ego from the primitive encouragement which pushes continuously since it is not allowed by the superego to surface. Nine defense mechanism proposed by Freud are:[22] first, repression, a matter that one once experienced and causes threats for the ego. As a consequence, the ego suppresses it to the unconsciousness and save it for it can no longer disturb the ego. It is different from the process of forgetting where one saves things under the unconsciousness and can recall it whenever. Meanwhile, things repressed cannot be brought to the consciousness and saved in the unconscious mind. Second, reaction formation where one reacts as opposed to what they want to as long as it does not violate the superego provision. Third, projection where because one's superego prohibits them to have a feeling or show certain behavior towards the other. Therefore, they behave as if they are the others are the ones having feelings or showing certain behavior towards themselves. Fourth, displacement where one cannot release their certain feelings towards the other due to challenges from the superego so that they will release those feelings to the third party. Fifth, rationalization where the encouragement is basically prohibited by the superego but one rationalizes it so it seems to be able to be allowed. Sixth, suppression is also emphasizing on things. However, it is different from repression where the emphasized things are from one's unconsciousness and never surfaces to the consciousness. Seventh, sublimation refers to the encouragement that is not allowed by the superego but is still done in accordance with the people's demands. Eighth, compensation is an attempt to cover weakness in one side or organ by creating a higher presentation on the other side. Freud contends that compensation is a form of compromising by changing the instinct that needs to be satisfied. In this case, a solution will be provided by satisfying the other instinct. Ninth, regression is an ego defense mechanism which emphasizes individuals to keep away from threatening reality. Individuals will be back to the development stage that may be lower and behave as if when one is present.

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[21] Koeswara, E., *Teori-teori Kepribadian. (*Bandung: Eresco, 1991), 45

[22] Alwisol, *Psikologi Kepribadian*. (Malang: UMM Press, 2004), 33-36

C.   EDUCATION IN THE PERSPECTIVE OF SIGMUND FREUD'S PSYCHOANALYSIS

Education in the perspective of psychoanalysis by Freud has a broad meaning referring to all actions applied by adults, experts or non-experts, teachers, and parents, to create and influence students' behavior in a directed way. The word education will also be used to point to principles serving as a basis for protecting actions towards the students. Psychoanalysis, as used here, refers to a series of propositions and not on the therapeutic techniques or observing methods from where the propositions originated.

The goals of psychoanalysis-based education are to provide demands for the teachers and students of what needs to achieve, activities they do, and progress made by the students.[23]

1.   Problem Solving of Education in the Perspective of Sigmund Freud's Psychoanalysis

In relation to the challenges during the students' learning activities, a teacher can measure from three aspects: first, motor development is a progressive developmental process and related to the acquisition of numerous motor skills. Second, cognitive development is intellectual development or the development process of ability or intellectuality. Third, social and moral development is the process of mental development related to changes in how students communicate with others, either as an individual or group. Those three aspects should be held tightly by the teachers since today's teachers are facilitated by the institutions to learn other fields of study.[24]

In the education arena, learning difficulties may refer to an English term of learning disability. The word disability is translated as difficulties to give an optimistic vibe that students can still learn. The other words of learning disabilities are learning difficulties and learning differences. These three have a different nuance of meanings. On the one hand, the use of learning differences would be more positive; on the other hand, learning disabilities can depict the factual condition more precisely. To avoid biases and different references learning difficulties are used instead (Subini, 2012:56).[25] In general, learning difficulties are divided into three groups: dyslexia (difficulties in reading),

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[23] Helaluddin, Sayhrul Syawal, Sigmund Freud and Psychoanalysis Implications in Education. https://www.researchgate.net/publication/323535054, downloaded on 3 Mei 2018

[24] Anwar, K. 2014. Problematika Belajar dalam Perspektif Psikologi Pendidikan. *Jurnal Pelopor Pendidikan*, 6 (2), 105—107.

[25] Helaluddin, Sayhrul Syawal, Sigmund Freud and Psychoanalysis Implications in Education. https://www.researchgate.net/publication/323535054, downloaded on 3 Mei 2018, 8

dysgraphia (difficulties in writing), and dyscalculia (difficulties in counting). These difficulties basically are not a form of physical disabilities such as vision problems, but it is more to how the brain processes information read by students. **First**, dyslexia is one of disorders on the brain functions throughout life and is regarded as an effect caused by a disruption in memory associations and central processing called primary reading. To be able to read, students need to go through education and have normal intelligence without any sensorial disorders. Therefore, these learning difficulties are not dependent on the intelligent levels. **Second** is dysgraphia learning. In general, children aged 2 or 3 years may not learn writing yet but may like to write, although it is a not meaningful scratch. When they start to school, writing activity is a fun thing because they realize that students who can write can get good grades from the teachers. Meanwhile, writing needs further ability compared to reading. **Third**, dyscalculia learning is a disorder on the arithmetical or computational ability which surely affect the students' achievement or daily life.

Diagnosing as a problem solving may play several roles in solving learning difficulties as proposed by Freud as follows: first, diagnosis and learning improvement can help students to develop based on their ability. The two can play a significant role for the students' classmates. Without the above two programs, students who may have lower abilities will be left behind. Smart students may use their ability for negative things. Second, diagnosis and learning improvement may make teachers recognize their students. These programs bring the teachers to realize the diverse characteristics of the students. This awareness can help the teachers to make learning activities vary so that the students can reap the benefits. Third, diagnosis and learning improvement can play a significant role in increasing the teachers' satisfaction in teaching and students' satisfaction in learning. Students who learn in a conducive environment will feel like having an ability since they can master what they are studying.[26]

2.   Implementing Psychoanalysis Theory in Education

During the development, many has implemented psychoanalysis in education. Among of them are elaborated in the following. **First**, Freud's concept on unconsciousness can be used by the teachers during guidance process in order to reduce the id's impulses that are irrational to be more rational.

Second, it is related to the concept of anxiety proposed by Freud and the education process. Anxiety is an ego function to remind individuals on the possibility of danger so that it can prepare an adaptive reaction that is relevant.

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[26] Helaluddin, Sayhrul Syawal, *Sigmund Freud and Psychoanalysis Implications in Education*. https://www.researchgate.net/publication/323535054, downloaded on 3 Mei 2018, 8

In education, the concept of anxiety on every individual can be processed and developed by the teachers or consolers for the students. Also, with this concept, students are helped to respect themselves, others, and the environment. In other words, the concept of anxiety is directed to education in the affective realm.

Third, the psychoanalysis concept stated that human is a creature that has needs and wants.[27] With this concept, teachers can implement it in the academic arena. Numerous elements in education can be developed based on this concept. Curriculum or learning media, for example, teachers should analyze students' needs and learning goals so that materials will be relevant to the students' needs and development. It is common to use in the various process of education and research development.

Fourth is the need for inclusive education at all education levels. Shapon-Sevin in the book *Mengenal Pendidikan Terpadu* (Directorate of Special Education) stated that inclusive education is a system of education requiring all children with special needs should go to the nearest school, in a regular class together with their peers.[28] In this case, schools should be able to accept students with the special needs. Psychologically, children with special needs will suffer from crisis of confidence or inferiority. To reduce or even get rid of the inferiority, schools should accept those students without feeling separated from the society. With inclusive education, this problem should be able to help those in needs.

Fifth, related to the students' aggression, a teacher should be able to control and behave more positively. Aggression in psychology is a platform for the students to satisfy their needs which are more to the destruction, disturbance, or hurt the others. In other words, aggression is an expression of frustration that are inappropriate. In this case, the cause of this aggression can be from the negative assessment or hurtful words. If students do something wrong, they should not be punished by rough words or any other punishment which can hurt them psychologically. The treatment in such cases can be done by approaching personally, giving suggestions, not punishing but giving freedom in responsibility, and help them to interact with the surroundings.

Sixth, the concept of psychoanalysis implemented in education is an education that empties on the students' creativity. Today we are in an era of information technology revolution. In this era, every person is demanded to have the original and best creativity. Successful people in this era are those having unlimited creativity. They exist and are successful in achieving the peak of the

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[27] Sigmund Freud, *General Introduction to Psychoanalysis: Psikoanalisis Sigmund Freud,......* 2002, 78

[28] Direktorat PLB, *Pedoman Penyelenggaraan Pendidikan Inklusi* (*Mengenal Pendidikan Terpadu*), (Jakarta: Depdiknas, 2004), 9.

glory due to their advanced innovation and creativity. According to Freud, creativity is a part of the personality that is encouraged to be creative in case they cannot meet their sexual demands directly.[29] Due to failure of meeting the demands, there will be sublimation, and finally, imagination emerges.

Seventh, in the cognitive aspect, psychoanalysis theory can also be used in the educational process based on multiple intelligence. Howard Garner stated that there are nine intelligence: verbal-linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical-rhythmic, inter-personal, intra-personal, naturalistic, and existential.[30]

This perspective can inflict a new paradigm for teacher in understanding people's intelligence and learning needs. Therefore, teachers can understand students' potential in learning and that there are no smart nor stupid students; they only stand out in one or several bits of intelligence. Every person has their own way to know, understand, and learn. The differences should be respected if we want to have a bigger picture on how a student learns in general and help them to achieve success in schools. Developing skills and talents based on their needs surely is in accordance with Freud's statement that human is a creature that has needs and desires.

D.   CRITICAL ANALYSIS ON SIGMUND FREUD'S PSYCHOANALYSIS

As an intellectual, Freud's construction of thought is not perfect. Like the other theory, psychoanalysis is a construction of perspective on human's existence. Freud has attempted to understand human's complex life. This complexity is impossible to be constructed in a comprehensive system, which can explain thoroughly. It cannot be neglected that Freud's idea has been a daily vocabulary. Although it was reviled and rejected at first, it is glorified at the end. Who does not know the concept of personality, unconsciousness, repression, sublimation, defense, anxiety, ambivalence, and complex Oedipus.[31] Critics against scientific methodology used by Freud to construct the psychoanalysis theory may be crucial. Freud depends more on the deductive reasoning than strict research methodology, and he observed subjectively with a relatively small number of samples. He used the case study approach exclusively, and formulated the hypotheses based on the facts of the cases he knew. Freud used a non-valid methodology, subjective, and small number of clinical clients. The

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[29] Sigmund Freud, *Teori Seks*, translated by Apri Danarto (Yogyakarta: Jendela, 2003), 44

[30] Imanuella F. Rachmani, *Multiple Intelligences Mengenali Dan Merangsang Potensi Anak*, (Jakarta: PT. Aspirasi Pemuda, 2003), 6.

[31] Beilharz, Peter, *Social Theory: A Guide to Central Thinkers*, terj. Sigit Jatmiko, (Yogyakarta: Pustaka Pelajar, 2005), 180

opponents of Freud's theory cannot accept that the analysis of mental patients can be generalized.

The critics object Freud's methodology. Freud is seen to accept the way it is without any selection process and scientific standard as well as not attempting to prove by comparing to other data. Freud also did not conduct controlled observations and procedures that can guarantee the data validation.[32] Due to the data quality, critics of Freud question the results of his scientific theory of psychoanalysis.

The focus of other critics is on the theory of sex. Freud's theory of sexual in the essay *Three essays on the Theory of Sexuality* (1905) seems reducing the reality of complex life. Freud stated that the only thing that can keep human live is id (sexual libido). With libido, one can try to maintain their existence since they want to fulfill their instincts, which is happiness oriented. According to Freud, sexuality is a vitality. For him, libido is a life instinct which can motivate ones to eat, drink, rest, and procreate, including practicing religion. Freud's perspectives above surely received complaints from other psychologists. In the perspective of humanity, Freud's theory can only explain that there is a basic need for humans i.e., physiological and cannot explain the other four needs such as safety, belongingness and love, esteem, and self-actualization.[33]

Freud's psychoanalysis is seen not be able to address all problems and human's need. Likewise, Freud's focus on unconsciousness in mainstream psychology pays much attention to the aspect of consciousness. Freud was like a thunder on a day. Many experts are shocked by Freud's idea. According to Freud, "consciousness is a small part of the mental life, the biggest part is the unconsciousness."[34] To make others understand his theory, Freud illustrated consciousness-preconsciousness-unconsciousness as an iceberg phenomenon. Like a floating iceberg, where the part that surfaces above (conscious mind) seems small while the ones that are beneath (unconscious mind) is bigger, larger, or deeper.

Freud's idea of unconsciousness, of course, makes the fur fly. It can be understood though since dominant ideas in psychology at that time were to pay more attention to the perceived behavior. With a behavioral approach,

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[32] Calvin S. Hall & Lindzey, Gardner, *Theories of Personality* trans. Yustinus, (Yogyakarta: Kanisius, 1993), 109.

[33] Frank G.Goble, , *Mazhab Ketiga, Psikologi Humanistik Abraham Maslow*, terj. A. supratinya, (Yogyakarta: Kanisius, 1987), 71-75

[34] Alex Sobur, (Bandung: Pustaka Setia, 2009), 113

psychologists study an individual by observing their behavior.[35] According to this group, only studying what is done by humans will enable psychology as objective knowledge. John B. Watson and B.F. Skinner are behind this group. Psychoanalysis theory that was developed by listening to the patients and subjective interpretations of various neurosis is also criticized. Freud's approach is seen not being scientific since it is subjective and cannot be measured, observed, and verified. Freud placed the stimulations and encouragement (desire and libido) which are under the unconscious mind, as a source of motivation. This aspect can receive criticism from behavioral psychologists. Behavioral psychologists prioritize outer strengths from the surroundings, not an inner one, let alone the unconscious mind. For behavioral psychologists, all subjective matters are neglected. Watson manifesto "behaviorist crossed from their scientific dictionary, all terms that are subjective such as sensations, perceptions, desires, goals, thinking, and emotions, as long as they are subjectively defined."[36] It is also said "irresponsible and unscientific to talk about psychology solely in terms of subjective events, that is, events that supposedly occurred in the mind but could not be observed or measured (for example, id, ego, and superego functions)" (Calhoun and Acocella, 22).

The accusations were of course directed at Freud's theory. They clearly stated that "irresponsible and not scientific to discuss psychology only based on subjective events i.e. events that are estimated to happen within one's mind but cannot be observed and measured (such as functions of id, ego, and superego). Mentioning id, ego, and superego clearly hits the most vital concept in the system of psychoanalysis theory. Who else other than Freud? More than that, Freud's theory is also criticized recently because it follows the mechanistic and deterministic of knowledge in the 9th century making Freud's idea is less humanistic. Freud's postulates often hurt ordinary, religious, pious, and polite people. Freud's argument that a baby has libido and destructive things that all people have incest and are evil. Also, the conclusion that human's behavior is sourced from sexual instinct,[37] making people less sympathetic to Freud.

E.   CONCLUSION

The essence of psychoanalysis theory about human's personality structure covers three things: id, ego, superego. Id is a system of authentic personality and

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[35] Atkinson, Rita L., dkk., *Introduction to Psychology*, 1st ed., trans. Nurdjannah Taufiq dan Rukmini Barhana, (Jakarta: Erlangga, 2005), 7-15

[36] Frank G.Goble, *Mazhab Ketiga, Psikologi Humanistik Abraham Maslow*, terj. A. supratinya, (Yogyakarta: Kanisius, 1987), 1987, 23

[37] Calvin S. Hall & Lindzey, Gardner, *Theories of Personality* trans. Yustinus, (Yogyakarta: Kanisius, 1993), 108

a place for ego and superego to develop. For Freud, humans are energized creatures. All of their behavior is determined by those controlling unconsciousness. Id is a personality component containing aggressive and libinal impulses, through a working system based on happiness principle. Ego is a part of the personality that assesses reality and is connected to the inner world to control id so that it does not violate superego. Meanwhile, superego is a part of the moral of personality as it is a filter, a sensor that determines something is good-bad or right-wrong.

The relationship between psychoanalysis and education is quite complex, in a sense that psychoanalysis has modified and enriched behavior in educational relationship (relationship between teachers, parents, and related students). In many things, psychoanalysis contributes thoughts in the development of the academic arena, and it even offers solutions to educational problems in the contemporary era.

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