



The Role of the Id, Ego, and Superego in Shaping Student Personality: A Study in Psychoanalytic Counseling

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ABSTRACT

This study aims to examine the role of psychoanalytic counseling in shaping students' personalities by exploring the dynamics of the id, ego, and superego. This study uses a qualitative, conceptual approach, grounded in literature analysis of reference books and national and international journal articles relevant to psychoanalytic theory and counseling practices in education. Data analysis was conducted using descriptive-interpretative content analysis techniques. The results of the study show that the id is the source of instinctual drives, the ego acts as a rational controller, and the superego functions as a moral guide. A healthy personality develops when the ego balances the id's impulses and the superego's demands in proportion. The conclusion of this study confirms that psychoanalytic counseling has a strategic role in helping students understand intrapsychic conflicts and form adaptive personalities. The implications of this study indicate that psychoanalytic counseling can serve as a conceptual basis for the development of school guidance and counseling services.

KATA KUNCI

Id, Ego dan Superego; Kepribadian Siswa; Konseling Psikoanalisis

ABSTRAK

Penelitian ini bertujuan untuk mengkaji peran konseling psikoanalisis dalam pembentukan kepribadian siswa melalui pemahaman dinamika id, ego, dan superego. Penelitian ini menggunakan metode kualitatif dengan pendekatan kajian konseptual melalui analisis literatur yang bersumber dari buku referensi dan artikel jurnal nasional maupun internasional yang relevan dengan teori psikoanalisis dan praktik konseling di bidang pendidikan. Analisis data dilakukan menggunakan teknik analisis isi secara deskriptif-interpretatif. Hasil kajian menunjukkan bahwa id menjadi sumber dorongan nalariah, ego berperan sebagai pengendali rasional, dan superego berfungsi sebagai pengarah moral. Kepribadian siswa yang sehat terbentuk ketika ego mampu menyeimbangkan dorongan id dan tuntutan superego secara proporsional. Kesimpulan penelitian ini menegaskan bahwa konseling psikoanalisis memiliki peran strategis dalam membantu siswa memahami konflik intrapsikis dan membentuk kepribadian yang adaptif. Implikasi penelitian ini menunjukkan bahwa konseling psikoanalisis dapat dijadikan landasan konseptual dalam pengembangan layanan bimbingan dan konseling di sekolah.

1. INTRODUCTION

The development of social life and education in the modern era brings various new challenges for individuals, particularly students. Students are not only expected to achieve academic success but are also required to adapt to their social environment, manage their emotions, and develop a healthy personality (Fatimah et al., 2023). These diverse demands often create psychological pressures that, if not appropriately addressed, can evolve into serious problems affecting students' mental well-being and behavior.

The problems faced by students are multidimensional, encompassing family, economic, and social relationships, as well as internal conflicts within the individual. Persistent pressure can lead to psychological

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conditions such as anxiety, stress, emotional tension, and feelings of insecurity (Mizan & Uce, 2025). In the long term, this can potentially hinder personality development and reduce students' ability to function optimally both socially and academically (Tondang et al., 2025).

The school-age to early adulthood period is a phase of development highly vulnerable to psychological conflicts (Lating, 2016). During this stage, individuals engage in self-discovery and character formation (Pratama et al., 2025). Inability to manage conflicts and psychological pressures can lead to maladaptive behaviors that negatively affect the development of a healthy personality. Therefore, understanding the psychological mechanisms underlying student behavior becomes crucial in the educational context.

One theory that provides an in-depth explanation of human personality dynamics is Sigmund Freud's psychoanalytic theory. This theory views personality as the result of interactions among three main structures: the id, ego, and superego (Kwirinus, 2022). The id serves as the source of instinctual drives oriented toward pleasure, the ego functions as a regulator that adapts these drives to reality, and the superego acts as a moral controller based on internalized values and norms (Habsy et al., 2023). Imbalances in the interaction of these three structures can trigger intrapsychic conflicts that influence individual behavior (Fajar et al., 2021).

In the educational context, intrapsychic conflicts experienced by students are often not consciously recognized but manifest in deviant behavior, learning difficulties, decreased motivation, or emotional disturbances. The psychoanalytic counseling approach emphasizes that problematic behavior in the present often has roots in past experiences, particularly during early developmental stages (Kondo & Karneli, 2020). Therefore, this approach is relevant for understanding and assisting students in developing a more adaptive personality.

Psychoanalytic counseling plays a critical role in shaping students' personalities by addressing intrapsychic dynamics that influence behavior and psychological development. This approach helps counselors identify unconscious conflicts arising from the interaction among the id, ego, and superego that students may not be fully aware of. By exploring these internal conflicts, counselors help students understand the roots of their emotions, impulses, and past experiences, enabling them to gain insight into their behavioral patterns at school. Through this process, students become more aware of their motivations and can learn to manage impulses and emotional responses more effectively, preventing the development of maladaptive behaviors.

Moreover, psychoanalytic counseling emphasizes strengthening the ego, which serves as a mediator between instinctual drives and moral demands. A well-developed ego allows students to balance the id's impulses with the superego's standards, promoting self-control, rational decision-making, and adaptive behavior in both academic and social contexts. Counselors also guide students in achieving a healthy integration of internalized moral values, helping them develop a balanced superego that supports ethical behavior without causing excessive guilt or anxiety. Consequently, psychoanalytic counseling contributes to the formation of mature, stable, and adaptive student personalities capable of navigating the complex demands of the school environment.

Although the theory of id, ego, and superego has been widely discussed in psychological studies (Putri et al., 2023; Rahman, 2021; Aritonang & Heriyati, 2022; Wachyudin et al., 2025; Kartanegara et al., 2025), research specifically examining the role of these three personality structures in shaping students' personalities in educational settings remains relatively limited. Most studies focus more on clinical or literary aspects, while discussions integrated within the context of educational guidance and counseling have not yet been systematically developed through literature reviews.

Although the theories of id, ego, and superego have been extensively explored in general psychology and clinical studies, research specifically investigating their role in shaping students' personalities in the educational context remains limited. Most existing studies focus on clinical populations or literary analyses, leaving a lack of systematic examination of how these personality structures interact to influence student behavior, motivation, and emotional well-being in schools. Furthermore, the integration of psychoanalytic theory into educational guidance and counseling remains underdeveloped, creating a gap between theoretical understanding and practical strategies for supporting students' adaptive personality development. This gap highlights the need for research that bridges psychoanalytic concepts with actionable approaches in educational settings.

This study aims to examine the role of the id, ego, and superego in shaping students' personalities through a psychoanalytic approach. This review is expected to provide a theoretical contribution to enrich the understanding of student personality dynamics and to serve as a conceptual reference for educators and school counselors in designing guidance and counseling services that are more effective and oriented toward the development of healthy personalities.

2. METHOD

2.1 Research Design

This study employs a qualitative approach with a conceptual review design through document analysis (qualitative content analysis). This approach was chosen because the research objective is not to test hypotheses or statistically measure variables, but rather to gain an in-depth understanding of the concepts and theoretical constructs regarding the roles of the id, ego, and superego in shaping student personality from Sigmund Freud's psychoanalytic perspective.

The research design is a conceptual review that traces, examines, and synthesizes theoretical ideas from relevant scholarly sources. This design allows the researcher to integrate multiple expert viewpoints, clarify key concepts, and build a comprehensive understanding of the relationship between personality structures (id, ego, and superego) and student personality development within the context of education and counseling.

2.2 Location and Year of Research.

The data in this study are secondary data obtained from scholarly literature sources, including: 1) textbooks and reference books in psychology, educational psychology, and guidance and counseling; and 2) previous research relevant to the topics of id, ego, superego, and student personality. The selection of data sources is based on criteria of content relevance, source credibility, and publication recency. Literature from the last 10 years is prioritized, although classical sources that underpin psychoanalytic theory remain primary references.

2.3 Data Collection

Data were collected through document studies, involving the identification, inventory, and review of scientific documents relevant to the research focus. Literature searches were conducted across academic databases and online journals to identify relevant references. Each document was critically reviewed to identify concepts, definitions, and findings related to the role of the id, ego, and superego in shaping student personality

2.4 Data Analysis

Data analysis was conducted using a descriptive-interpretative content analysis approach. The analysis process involved several stages: 1) Data reduction, by selecting literature that directly discusses personality structures and their relevance in educational and counseling contexts; 2) Coding and categorization, by grouping key concepts into specific themes, such as the characteristics of the id, ego, and superego, and the dynamics of their interaction in shaping student personality; 3) Analysis and interpretation, by interpreting the literature findings within the framework of psychoanalytic theory to understand their meaning and implications; 4) Synthesis and conclusion drawing, by integrating various theoretical findings into a coherent and systematic conceptual understanding.

To ensure data validity, this study applied source triangulation, comparing multiple perspectives and findings from different literature sources. In addition, the researcher ensured conceptual consistency and alignment of interpretations with the psychoanalytic framework, ensuring that the review results have sufficient credibility and academic validity.

3. RESULTS AND DISCUSSION

3.1 Results

The research findings were obtained through content analysis of various literature discussing Sigmund Freud's psychoanalytic theory, particularly the concepts of the id, ego, and superego and their relationship to student personality development. The analysis focused on the characteristics of each personality structure, their primary functions, and their implications for student behavior and personality development in the educational environment.

In general, the study indicates that the id, ego, and superego play interrelated and inseparable roles in shaping student personality. The id serves as the source of instinctual drives, the ego functions as a rational regulator, and the superego acts as a moral overseer influenced by social values and norms. The interaction among these three

structures determines behavioral patterns, decision-making processes, and students' ability to adapt to the school environment.

Conceptual findings on the role of each personality structure in shaping student personality are presented in Table 1 below.

Table 1. Conceptual Analysis of the Role of Id, Ego, and Superego in Shaping Student Personality

| Personality Structure | Main Characteristics | Function in Personality | Implications for Student Behavior |
|-----------------------|-----------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Id | Instinctual, impulsive, and unconscious | Drives basic impulses and need fulfillment | Emergence of spontaneous behavior, instant gratification, and tendencies to act without considering consequences |
| Ego | Rational, realistic, and conscious | Balances the demands of the id with reality and social norms | Ability to self-regulate, make logical decisions, and adapt behavior to school situations |
| Superego | Normative and idealistic | Internalizes moral and social values | Disciplined behavior, sense of responsibility, and feelings of guilt or shame when rules are violated |

The analysis also indicates that a healthy student personality is formed when the ego functions optimally in balancing the id's impulses and the superego's demands. Imbalances among these personality structures can lead to behavioral problems, such as excessive impulsivity or internal conflicts, which in turn affect students' adaptation within the school environment.

3.2. Discussion

a) The Role of the Id in Shaping Student Personality

The id is the most basic structure of personality, operating according to the pleasure principle and functioning unconsciously (Nuryana, 2025). In students, the id is expressed through instinctual drives, such as the desire for immediate gratification, avoidance of discomfort, and instant fulfillment of emotional needs. These drives may manifest in spontaneous behaviors, such as procrastinating on assignments, breaking school rules, or reacting emotionally without rational consideration. In this context, the id serves as a source of psychic energy that motivates initial student behavior.

Although often perceived as a source of negative behavior, the id plays a crucial role in personality development. It provides the basic motivation that drives students to act, take initiative, and express themselves. Without the id, individuals would lack the drive to satisfy basic needs and achieve psychological growth (Aulia, 2025). Therefore, the id's role in student personality cannot be eliminated; instead, it must be guided and regulated by other personality structures to prevent maladaptive behavior.

b) The Role of the Ego in Shaping Student Personality

The ego functions as a mediator between the id's drives and the demands of social reality. It operates according to the reality principle, taking into account norms, rules, and the consequences of actions (Daulay et al., 2024). In students, the ego is essential for logical thinking, impulse control, and aligning personal desires with academic and social expectations at school. The ego helps students determine socially acceptable behavior without entirely suppressing the id's impulses.

Optimal ego development enables students to cope with various pressures, such as academic demands, peer conflicts, and expectations from teachers and parents (Al Zari et al., 2025). A strong ego helps students manage emotions, solve problems adaptively, and make rational decisions. Conversely, a weak ego may leave students overwhelmed by the id's impulses or experiencing inner tension due to superego demands. Thus, the ego plays a central role in shaping a balanced, mature student personality.

c) The Role of the Superego in Shaping Student Personality

The superego is the personality structure associated with moral values, social norms, and internalized behavioral standards. It develops through socialization from early childhood, particularly through the influence of

parents, teachers, and the social environment (Ayun, 2016). In students, the superego is reflected in discipline, adherence to school rules, a sense of responsibility, and the ability to distinguish right from wrong.

The superego acts as a moral regulator, guiding the ego in decision-making (Amelia & Hikam, 2025). A well-developed superego helps students cultivate ethical behavior, sound character, and actions aligned with educational values. However, an overly dominant superego may lead to excessive guilt, anxiety, and psychological stress. Therefore, the superego's role in student personality development must be balanced to support healthy psychological growth.

d) Interaction of Id, Ego, and Superego in Shaping Student Personality

Student personality development results from the dynamic interaction of the id, ego, and superego. These three structures influence each other and operate simultaneously in determining student behavior. A healthy personality forms when the ego balances the id's impulses with the superego's demands proportionally (Daulay et al., 2024). In this state, students can satisfy personal needs without violating social norms or moral values.

Conversely, imbalances among the id, ego, and superego can trigger behavioral and emotional problems. Dominance of the id may lead to impulsive behavior and rule violations, whereas dominance of the superego may cause anxiety and internal conflict (Hidayati & Solihat, 2025). Therefore, maintaining a balance among these personality structures is a key factor in forming adaptive, stable student personalities that can adjust to the educational environment.

e) The Role of Psychoanalytic Counseling in Shaping Student Personality

Psychoanalytic counseling plays a crucial role in student personality development by focusing on understanding intrapsychic dynamics that influence behavior and psychological growth (Utomo & Ardian, 2024). This approach helps counselors identify internal conflicts arising from interactions among the id, ego, and superego, which students may not consciously recognize. Through counseling, students gain awareness of their drives, emotions, and past experiences that shape their behavioral patterns at school.

In personality development, psychoanalytic counseling emphasizes strengthening the ego as a regulator and mediator between the id's drives and the superego's demands (Habsy et al., 2023). Counselors assist students in developing self-reflection, emotional regulation, and rational decision-making skills. An optimally developed ego enables students to handle academic pressure, social conflicts, and school demands more adaptively and realistically.

Beyond ego strengthening, psychoanalytic counseling also helps students understand and balance superego demands (Jofipasi et al., 2023). An overly dominant superego can cause excessive guilt, anxiety, and psychological stress, while a weak superego may lead to deviant behavior. By exploring internalized values, norms, and moral standards, counselors help students build a healthy, proportionate moral awareness, which is essential for personality formation.

Psychoanalytic counseling contributes to healthy personality development among students by fostering a balance among the id, ego, and superego. This process not only deepens students' self-understanding but also fosters a mature, stable personality capable of adapting to academic and social demands. Thus, psychoanalytic counseling plays a strategic role in supporting comprehensive student personality development in educational settings.

The findings of this study reveal that the role of psychoanalytic counseling in shaping student personality is closely related to the understanding of intrapsychic dynamics involving the id, ego, and superego. Psychoanalytic counseling helps students become aware of unconscious drives, emotional conflicts, and internal pressures that influence their behavior and personality development. Through this process, students are better able to recognize the sources of maladaptive behavior and emotional difficulties that emerge in academic and social contexts.

The findings indicate that psychoanalytic counseling plays a significant role in strengthening ego functioning, enabling students to balance instinctual impulses and moral demands better. A well-developed ego allows students to regulate emotions, make rational decisions, and adapt to environmental demands. These results suggest that psychoanalytic counseling contributes to the formation of a healthier, more adaptive, and more stable student personality by facilitating intrapsychic balance and self-awareness.

4. RESEARCH IMPLICATIONS

The findings of this study have theoretical implications for the development of guidance and counseling studies, particularly for the application of psychoanalytic counseling approaches in educational settings. The results emphasize that understanding the dynamics of the id, ego, and superego is a crucial foundation for explaining student personality development. This reinforces the relevance of psychoanalytic theory as a conceptual framework for understanding intrapsychic conflicts and student behavior in schools.

Practically, this study has implications for the implementation of school guidance and counseling services. Counselors are expected to integrate psychoanalytic counseling principles in assessment and intervention processes, particularly in helping students manage emotional drives, internal conflicts, and moral pressures. Strengthening ego functions through counseling services can assist students in developing self-control, rational decision-making, and more adaptive adjustment to academic and social demands.

Furthermore, this study guides the development of counseling programs focused on holistic student personality development. Schools can use these findings as a basis for designing preventive and curative counseling services that emphasize the balance among the id, ego, and superego. Proper application of psychoanalytic counseling is expected to support the development of students' healthy, mature, and well-rounded personalities.

5. CONCLUSIONS

Psychoanalytic counseling plays a crucial role in shaping students' personalities by understanding the dynamics of the id, ego, and superego. These three structures interact and influence students' behavior and psychological development. Through the psychoanalytic approach, student personality is understood as the result of intrapsychic conflicts that need to be recognized and managed appropriately to prevent maladaptive behavior.

The role of psychoanalytic counseling is to strengthen ego functions, helping students achieve a balance between id impulses and superego demands. An optimally developed ego enables students to regulate emotions, think rationally, and adapt to academic and social expectations. Counseling helps students build self-awareness, understand the sources of internal conflict, and develop healthier, more adaptive skills.

The implementation of psychoanalytic counseling in educational settings contributes to the formation of students' healthy, mature, and adaptive personalities. The balance among the id, ego, and superego achieved through counseling supports character development and psychological well-being. Thus, psychoanalytic counseling can serve as a relevant and strategic approach in school guidance and counseling services.

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AUTHOR CONTRIBUTION STATEMENT

Fanistika Lailatul Makrifah contributed to the formulation of the research idea, data collection and analysis, and manuscript preparation. Budi Purwoko contributed to the conceptual framework review, strengthening the theoretical foundation, and to a critical review of the article's content. Bakhrudin All Habsy contributed to methodological guidance, refinement of the discussion, and finalization of the manuscript. All authors actively participated and approved the final version of the article for publication.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this study.

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