

Humanistic Existential Counselling Model to Improve Psychological Well-Being in Adolescents

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Keywords: Existential Humanistic Counselling, Psychological Well Being.

Abstract: This study aims to describe the influence and contribution of existential humanistic counselling in improving psychological well-being in adolescents. The method used in this study is the literature review by searching for relevant literature and relating to existential humanistic counselling and psychological well-being. The development in the post-modern era led to some maladaptive behavior in adolescents, specifically in Indonesia it formed by involvement in motorcycle gangs that are negative and brawl between adolescents. One of the causes of the emergence of maladaptive behavior in adolescents is the presence of psychological wellbeing (PWB) at low levels. PWB defined as the concept of psychological wellbeing of individuals to be able to accept themselves as they are, have no symptoms of depression, and have a purpose of life. Humanistic existentialist counselling is commonly known as one of the counselling models that can be used to improve adolescent PWB.

1 INTRODUCTION

As the times progressed, there were many changes to the environment and people. In today's post-modern era, there are several events that indicate a change in the mental health of the community in Indonesia, especially in adolescent age groups. The worrying phenomenon that often happens lately is brawl between teenagers. As reported by (Sindo News, 2017), there are more than five incidents of brawl between adolescents in Indonesia during the year 2017. The brawls usually triggered by mocking each other. In addition, another worrying phenomenon that occurs in the community is the emergence of motorcycle gangs who persecute citizens as requirement of member recruitment. As reported by (Sindo News, 2017) dozens of motorcycle teens attacked residents in Jalan Siaga Raya, Pejaten Barat, Pasar Minggu, South Jakarta Wednesday, July 5, 2017 night. The attack results numbers of houses and stalls are damaged. Public Relations of Polda Metro Jaya Kombes Argo Yuwono explained, the incident happened right in front of Indomaret Jalan Siaga Raya store. At that time, two of them carrying samurai and attacking the local people.

The occurrence of clash events and motorcycle gangs caused by the low existence of Psychological Well Being (PWB) among adolescents. Psychological Well Being is the individuals

condition which able to accept themselves and their past life (self-acceptance), have the development or personal growth, have belief that their life are meaningful and have goals (purpose in life), have positive relationships with others, able to manage life and environment effectively (environmental mastery), and have the ability to determine their own actions (autonomy) (Ryff, 1995; Ryff and Singer, 2013).

Based on Cardak's research (Çardak, 2013) one of the negative impact of low level of PWB on the individual is Internet addiction, because the individual finds sense of comfort from the depression he felt. Another negative impact is triggering the individual anxiety when faced with an exam that affecting their academic success (İşgör, 2016). (Saricaoglu and Arslan, 2013) revealed that low PWB levels affecting the individual personalities development, particularly in terms of autonomy and self-acceptance.

The various negative impacts that arise indicates an importance of handling the individuals with low PWB levels. One of the handling that can be done are using of humanistic existential counselling. Humanistic existential counselling focuses on the human-being's nature and condition which includes the ability to be self-aware, free to choose self-determination, freedom and responsibility, anxiety as a basic element, the search of the unique meaning in the meaningless world, being alone and being in

relationship with others which associated with death, also self-actualizing tendencies (Corey, 2003). Through humanistic existential counselling, individuals with low PWB expected to have a better and more positive meaning of life, which result positive action, and the individual ready to face the challenges of the post-modern era.

2 METHODS

This is a literature review. The authors conducted a relevant literature is an essential feature of any academic project. In this case, we collected a literature about humanistic existential counselling, psychological well-being, adolescents, and other relevant material in this manuscript.

3 RESULTS AND DISCUSSION

3.1 Humanistic Existential Counselling to Improve PWB

One aspect of the PWB is the belief in having a purpose in life including the meaning of life. The aspect of belief is closely linked to the goal of Humanistic Existential Counseling that helps individuals discover the value, meaning, and purpose of human life itself, is also directed at helping the client become more aware that he or she has the freedom to choose and act, and then help the client make the life choices possible he can actualize himself and achieve a meaningful life.

Several studies have demonstrated the success of existential humanistic counseling in helping clients deal with problems, including helping to increase the meaning of life in sexual abuse victims (Miller, 2003; Ronel and Elisha, 2011), increasing learning responsibility and improving learning motivation. Moreover, humanistic existential counseling can also increase self-confidence (Akerjordet and Severinsson, 2007).

At the stage of humanistic existential counseling, there are stages that require the individual to seek meaning in life. When applied in adolescence, the stage is supported by the cognitive development of adolescents who are at the stage of formal operations. The formal operation stage in adolescents include abstract, idealistic, and logical aspects. (1) Abstract, adolescents start thinking more abstract (theoretical) than children. Abstractive thinking ability to overcome ideas, ideas or concepts

of understanding to analyze, and solve problems encountered in formal or non-formal. (2) Idealistic, adolescents often think about something likely. They think ideal about themselves, others, as well as the societal problems encountered in life. If there are things that are not true, then the teenagers criticize for it to be immediately elected and soon become true again. (3) Logic, adolescents start thinking like a scientist. They can make a plan to solve a problem. Then they do it coherently, regularly and systematically. This is according to Piaget, hypothetical deductive reasoning thinking (deductive reasoning hypothesis), is a way of thinking by taking a problem, then taken an allegation, and then tried to be systematically solved by scientific method (Yusuf, 2004).

Based on the results of research, humanistic existential counseling is proven to be closely related to the increase of PWB in individuals so that this intervention can be recommended for use by counseling practitioners to help clients with low PWB scores, especially in adolescents. In addition, the stage of cognitive development that occurs in adolescence is a formal operation allows adolescents to follow humanistic existential counseling activities well.

3.2 Psychological Well Being

3.2.1 Understanding Psychological Well Being

Ryff (Ryff, 1995; Ryff and Singer, 2013) reveals that Psychological Well Being is an individual condition that able to accept themselves and their past life (self-acceptance), have their self-improvement or self-development (personal growth), believe that their life have meaning and purpose, (purpose in life), has a positive relationship with others, have capacity to manage life and environment effectively (environmental mastery), and the ability to determine self-actions (autonomy).

PWB or psychological well-being becomes an important part of personality theory and development in both theoretical and practical theories. Clinical studies of psychological well-being will help clients make decisions and achieve their goals, informing them about the purpose of psychological counseling (Schultheiss, 2003; Markland *et al.*, 2005; Christopher and Maris, 2010). The concept of subjective well-being generally refers to the pleasure of the individual in life, in other words happiness. Psychological happiness refers to the development of self and obstacles in

life. Extensive analysis of psychological wellbeing involves an individual's relationship with the purpose of life, awareness of his potential, the quality of his relationship with others, and what he feels about his own life (Çardak, 2013).

3.2.2 Aspects of PWB

According to Ryff (Ryff, 1995) there are six Aspects of Psychological Well Being (PWB). (1) The aspect of self-acceptance is a positive attitude toward oneself and is an important feature of psychological well-being. A high score on this aspect indicates that the individual has a positive attitude toward himself, acknowledges and accepts many aspects of himself including good and bad qualities, and positive feeling about the life he has lived. (2) Positive relationship with others is the ability of individuals to build relationship with others. Individuals with good PWB are described as individuals who have empathy and friendship. Factors in this aspect include close, warm and intimate relationships with others, building trust in a relationship, having a sense of empathy, and caring for others. The aspect of positive relationships with others can be operationalized as the high ability of the individual to maintain a warm relationship with others (3) The autonomy aspect (autonomy) is the ability to determine one's own actions. This relates to self-directed ability, independence, and behavioral management skills. Factors in this aspect include self-reliance, ability to resist or face social pressure, and the ability to regulate behavior autonomy concepts deals with self-directed ability, independence and behavioral ability. shows that individuals are self-directed and self-sufficient, able to cope with social pressures, regulate their own behavior and evaluate themselves with personal standards (Mccollum, 2002; Chaffin and Harlow, 2005). (4) Aspects of environmental mastery are the individual ability to choose or change the environment to suit their needs. Factors in this aspect include the ability to organize and choose an environment conducive to achieving goals. (5) The aspect of belief has purpose of life is the ability of individual understanding of the purpose and direction of his life. Factors in this aspect include having meaning of life, and have direction and purpose of life. Aspects of life goals can be operationalized as a high level of individual understanding of the purpose and direction of life. (6) The aspect of personal growth is the ability of individuals to develop self-potential in a sustainable manner. Factors in this aspect include the capacity to

grow and develop the potential, personal or personal changes throughout life that reflect self-knowledge and increased effectiveness, openness to new experiences, acceptance of reality, self-defense, and self-respect (Mccollum, 2002; Chaffin and Harlow, 2005). The aspect of personal growth can be operationalized as the high ability of the individual to develop self-potential in a sustainable manner.

3.2.3 Factors Affecting PWB

The factors affecting individual PWB are demographic factors, through various studies conducted, it was found that demographic factors such as age, gender, socioeconomic status and culture influence the development of individual PWB (Ryff, 1995, 1995; Ryff and Singer, 2013). The results of Ryff's research, found a difference in psychological well-being levels in people of different age groups. In the aspect of mastery of the environment seen profile increased by age. The more of individual ages shows the more of individual knowledge about their best conditions. Therefore, the individual ability to regulate his environment to fit into his condition are increased.

Individuals in late adult age have lower PWB scores on goals of life and personal growth; individuals in middle age have higher PWB scores on environmental mastery; individuals who were in early adulthood had lower PWB scores on aspects of autonomy and environmental mastery and had higher PWB scores on personal growth aspect. The self-acceptance aspect and the positive relationship aspects with others do not show any difference with age.

The only aspect that shows significant differences between men and women is the aspect of positive relationships with others (Warr, 1990; Ryff, 1995). Since childhood (DE, Papalia & R, 2009) gender stereotypes have been embedded in boys who are described as aggressive and independent, while women are described as passive and dependent, and sensitive to the feelings of others. It is not surprising that the stereotype traits are finally carried on until the individual is mature. As the depicted figure is dependent and sensitive to the feelings of his fellow throughout his life, women are used to fostering a state of harmony with those around him. That's why women have higher scores on aspects of positive relationships ability to sustain good relationships with others.

Socio-economic status is related to aspects of self-acceptance, life goals, environmental mastery and personal growth. Individuals with low

socioeconomic status tend to compare themselves with others who have better socioeconomic status than themselves (Windle, Markland and Woods, 2008; Huppert, 2009). The value system of individualism-collectivism impacts on community owned PWB. Western culture has a high PWB score on aspects of self-acceptance and autonomy, while eastern cultures that uphold the value of collectivism, have a high score on aspects of positive relationships with others (Darya, 2007).

According to research (Sahdra, Shaver and Brown, 2010; Michalos, 2017), individuals who get social support have high PWB scores. Social support is defined as a sense of comfort, attention, appreciation, or help perceived by individuals gained from other people or groups. Such support can come from various sources, including spouses, family, friends, co-workers, doctors, and social organizations.

Other factors that influence the formation of PWB based on number of studies are spirituality and meaning of life (Liang *et al.*, 2017), conflicting family conditions and divorce can also trigger levels of PWB in individual (Ayu *et al.*, 2013). In addition, Ersoz (Ersöz, 2017) found that continuity in exercise can also affect the formation of PWB in individuals.

3.3 The Development of Adolescents

3.3.1 Physical Development

Development in adolescence is a process to reach maturity in various aspects until the achievement of maturity level (Dahl, 2004; Blakemore and Choudhury, 2006). This process shows a close relationship between the development of physical aspects with the psychic in adolescents. Adolescence begins with puberty, the period of physical changes (including physical appearance such as body shape and body proportions) and physiological functions (maturity of sexual organs). Physical changes that occur during puberty is the most important event, takes place quickly, drastically, irregularly and occurs in the reproductive system (Tobin-Richards, Boxer and Petersen, 1983; Baxter-Jones, Eisenmann and Sherar, 2005; Tanner, 2009).

Hormones begin to be produced and affect reproductive organs to initiate the reproductive cycle as well as affect the occurrence of body changes. This body change is accompanied by a gradual development of primary sexual characteristics and secondary sexual characteristics. Primary sexual characteristics include the development of reproductive organs, whereas secondary sexual

characteristics include changes in body shape according to gender for example, in young women characterized by menarche (first menstruation), growth of pubic hair, breast enlargement, hip, young men experience first wet dream, enlargement of voice, grow pubic hair, grow hair on certain parts like in chest, in feet, mustache and so on (Retnowati, 2013).

3.3.2 Personality Development

When entering puberty, every child has a personality system that is the formation of the development so far. Beyond the child's personality system such as the development of science and information, the influence of mass media, family, school, peers, culture, religion, values and community norms cannot be ignored in the process of forming the personality. In adolescence, often these supporting factors can be mutually supportive and can clash with values (Steinberg and Morris, 2001).

In the various studies that have been conducted, it is argued that children/ adolescents raised in family social environment is not good/ family disharmony, then the risk of children to experience personality disorder become antisocial personality and deviant behavior greater than the children/ adolescents who grew up in a healthy family/ harmonic (Steinberg and Morris, 2001). Unhealthy family criteria according to experts, among others; (1) The family is not intact (broken home by death, separation, divorce), (2) Parent's busyness, non-existence and unity of parents and children at home, (3) Interpersonal relationships between family members (father-mother-child) are not good (bad), (4) Substitution expression of parental affection to the child, in the form of material rather than psychological (psychological) (Skowron and Schmitt, 2003).

In addition, adolescents also have developmental tasks that must be achieved to be optimal and wholly personal. There are developmental tasks that must be met are as follows; (Hurlock, 2001) (1) Achieve new and more rigorous relationships with peers of both same and opposite sex, (2) Achieving a masculine and feminine social role, (3) Accept the physical state and can use it effectively, (4) Achieve emotional independence from parents and other adults, (5) Achieve certainty to be economically independent, (6) Choose a job and prepare to work, (7) Prepare to enter marriage and family life, (8) Developing intellectual capabilities and concepts for achieving competence as citizens, (9) Wanting and achieving socially responsible behavior (10) Obtain

a set of value and ethics systems as a code of conduct. It is further said that society in today's technologically advanced era requires highly competent and skilled people to manage the technology. The inability of adolescents to follow such rapid technological developments can make them feel like failure, shame, loss of self-esteem, and emotional distress (Erikson, 1956).

There are a number of studies that specifically address the influence of media pressure on adolescent development. Teenagers are faced with an environment where everything changes very quickly. They are overwhelmed by too much information and too quick to be absorbed and understood. Everything keeps piling up to reach what is called information overload. As a result, feelings of alienation, despair, absurdity, identity problems and problems related to cultural clashes arise (Christofides, Muise and Desmarais, 2009; Darren J. and Geraldine A., 2010). Developmental tasks in adolescence accompanied by the development of intellectual capacity, stress and new expectations experienced by adolescents make them susceptible to interference either in the form of mental disorders, feelings and behavioral disorders. Stress, sadness, anxiety, loneliness, adolescent self-doubt keeps them at risk by doing misbehavior (Yusuf, 2004).

There are several times and tasks of development that must be passed by adolescents. The ability of adolescents to go through a period of development and achieve developmental tasks can affect the formation and level of psychological well-being. therefore, for adolescents with low psychological well-being, care should be taken to avoid falling into negative behavior. One of the interventions that can be given to adolescents to improve their psychological well-being is humanistic existential counseling.

3.4 Humanistic Existential Counselling

3.4.1 Understanding Humanistic Existential Counselling

Humanistic existential counseling seeks to condition individuals to feel and exist in the world in which they belong. Humanistic Existentialist Counseling on its application focuses on the nature of the human condition which includes the ability to be self-aware, free to choose self-determination, freedom of responsibility, anxiety as a basic element, the search for meaning in a meaningless world, to be alone and in the tendency to actualize self (Corey, 2003).

Humanistic existential counseling is a counseling that emphasizes the implications and philosophy of life in living the meaning of human life on earth. Humanistic Existential Counseling focuses on the human life situation in the universe, which includes personal responsibility, anxiety as a basic element in the inner life. Attempts to discover the meaning of human life, existence in communication with other human beings, death and the tendency to develop himself as much as possible (Chen, 2001; Mascaro and Rosen, 2005).

3.4.2 Phasing of Humanistic Existential Counselling

When the counselor finds the client in complete perspective, that's the best moment to the therapeutic process initiated. The invention of the counselor's self-creativity arises from the bond of mutual trust and the meaningful cooperation of clients and counselors. The counseling process by existential counselors includes three stages: (Corey, 2003) 1) The first stage, the counselor helps clients identify and clarify client assumptions to the world. The client is invited to define the worldview to accept his existence. The counselor teaches client to reflect on their existence and examines their role in terms of creating problems in his life. 2) In the second phase, the client is encouraged to be more eager to examine the source and authority of his system. This spirit will give the client a new understanding and restructuring of values and attitudes to achieve a better and more appropriate life. 3) The third stage, focusing on how the client can carry out what has been learned about him. Clients are encouraged to apply their new values concretely. The client will usually find the strength to live the existence of a purposeful life. In an existential perspective, the technique itself is seen as a tool to help the client be conscious of his choice, as well as the responsibility for the use of his or her personal freedom.

The most preferred by the humanistic existential counselor is the relationship with the client. The quality of two face-to-face people in a therapeutic situation is a stimulus for positive change. Counselors believe that their basic attitudes toward clients, personal characteristics of honesty, integrity and courage are the things that must be offered. Counseling is a journey by counselors and clients, a quest to investigate into the world as seen and perceived by clients (Weiser, 2004; Sullivan, Skovholt and Jennings, 2005).

The counselor shares his reaction with his client with uncompassionate care and empathy as a way of

establishing a therapeutic relationship. The crucial role played by the capacity of counselors to be there for clients during the hours of therapy that include being fully present and intimately involved with clients. Before the counselor guides the client to connect with others, it must first be intimately connected with the client (Gelso and Carter, 1985; Rønnestad and Skovholt, 2003; Rizq and Target, 2008).

4 CONCLUSIONS

Based on the description that has been proposed, it can be concluded that psychological well-being (PWB) in adolescents should be improved well, because adolescence is classified as a vulnerable development period and there is no emotional stability, therefore it is necessary to get guidance to make choices about the right action. Humanistic existential counselling is one of the right steps to help adolescents in improving PWB through proper meaning of life, awareness of their potential and a tendency to actualize themselves.

ACKNOWLEDGEMENTS

We would like to thank to Dean of Faculty of Education and Social Science of University Indraprasta PGRI for the support. We also express our great appreciation to Mr. Itsar Bolo Rangka for technical help in this manuscript.

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