

Application of Humanistic Existential Positive Basic Dimensions in Meeting the Psychological Needs of Self-Injury Perpetrators

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Abstrak. The causes of someone committing self-injury are lack of self-love, lack of ability to think about the impact of the actions taken, lack of understanding of emotional changes, lack of self-confidence to change for the better, and other alternatives in solving a problem. That requires intervention that can meet these psychological needs. The research's purpose is to know the impact of the application on the Basic Dimensions of Positive Existential-Humanistic in Fulfilling the Psychological Needs of Self-Injury Actors. The method used in this research is Pre-Experimental Design. Research subjects: five teenagers or adults who did self-injury, female, 16-21 years old. The results of this study are: There is an effect of applying positive basic dimensions in the Humanistic Extension intervention in fulfilling the psychological needs of self-injury perpetrators. When the intervention is given by focusing more on the positive basic dimensions of the human being, the Need for Attachment, the need for Control or Orientation, the need for Pleasure/Pain Avoidance, and the need for Self-Enhancement will be met.

Key words: Humanistic Extension, Psychological Needs, Self-Injury

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INTRODUCTION

Every human being when living his life cannot be separated from problems, even though the source of the problem and its level are different. There is no exception for someone who is in the stage of adolescent and early adult development. They experienced many problems, some individuals were able to solve problems well, and some did not. This inability to create distress, and can cause feelings of frustration, disappointment, sadness, which can lead to negative emotional triggers. The way a person channels emotions, can be done positively, such as by doing things he likes, such as sports, painting, watching movies, going for walks with friends, reading, and even other active activities. However, there are who use negative ways, for example by consuming drugs, illegal drugs, or hurting themselves (self-injury or self-harm). Emotional outlet by self-injury occurs when someone believes that self-injury is a way to reduce negative emotions and stress (Walgito, 2002).

This self-injury behavior poses a serious threat to mental health, given its long-term impact on physical and psychological health. Self-injury (Non-Suicidal Self-Injury) is defined as intentional tissue damage without suicidal

intent, by scraping, slicing, and carving the skin with sharp objects, hitting or banging the head, and burning certain body parts (American Psychiatric Association, 2003). In Indonesia, the phenomenon of self-injury has become an iceberg phenomenon among teenagers. From several studies in 2018, it was found as many as 56 junior high school students in Surabaya, 55 junior high school students in Pekanbaru, and 41 junior high school students in Gunung Sugih, Lampung, who self-injury, by slashing their hands using razors and other sharp objects until they were injured (Hardiansyah, 2018). In addition, in several studies, it was found that 38% of 307 private students in Indonesia and 43.1% of 116 high school students in Yogyakarta had done NSSI (Tresno et al., 2012; Kristiani, 2018).

When it comes to teenagers or adults, it is related to human development. During the process of child development into full-fledged adults, there are different basic needs at different stages of development (Gunarsa, 2008). Maslow (Gunarsa, 2008) divides the basic needs of individuals into two groups, namely primary needs, or physiological needs such as eating and drinking, and secondary needs or psychological needs such as the need for security.

Psychological needs related to the need for security are very important needs to be met during the child's development period after the primary needs or physiological needs are found because the fulfillment of these security needs will affect the psychological development of children both in terms of emotions, mental and personality. When the child succeeds in fulfilling the psychological needs, the child will mature emotionally and behavior where the emotional maturity and behavior will affect the child's ability to learn and socialize with the surrounding environment.

Grawe (2007) defines key psychological basic needs as the core of his theory of consistency, in which our behavior is driven to satisfy these needs, either healthily or pathologically. Behavior is determined by motivational schemas (ways and means we develop to satisfy needs) and is generally driven by approach (from cortical processes) or driven by avoidance (from limbic processes). There are four basic needs: The Need for Attachment; the need for Control/Orientation; the need for Pleasure/Pain Avoidance; and the need for Self-Enhancement. Of these needs, attachment and control are developed first and are thus the most powerful drivers of behavior, with self-enhancement, or self-esteem likely being the last need to develop in the individual.

Based on citations conducted in several journals, it was found that various intervention models have been carried out to reduce self-injury behavior according to some experts, namely: cognitive-behavioral therapy, dialectical behavioral therapy, dynamic deconstructive psychotherapy, emotion regulation group therapy, manual-assisted cognitive therapy, mentalization-based therapy, schema-focused therapy, transference-focused psychotherapy, voice-movement therapy, cognitive therapy, and cognitive behavior therapy. There is also a combination of medical interventions (pharmacotherapy) and psychological interventions. However, these interventions have not been very satisfying either for the perpetrators of self-injury or for therapists or psychologists, or counselors who handle the perpetrators of self-injury. The implementation of the interventions above shows that there are 2 prerequisites for their benefit, namely: for the process, it is very important to pay attention to aspects: supportive, collaborative therapeutic relationship; and motivation for treatment. Thus, clients expect their therapist to be warm and

protective. One of the client's expectations can be fulfilled through humanistic counseling.

Carl Rogers said that in the counseling process he emphasized mutual respect and trust between the counselee and the therapist or counselor (Arbayah, 2013) who was able to build a professional association that aims to specifically examine the uniqueness that exists in humans. Humanistic counseling has the main goal of helping the counselee gain the freedom to make life choices and be responsible for his decisions (Adhi, 2017). Existential humanism seeks to understand what the nature of being human is and how humans actualize themselves. In addition, existential humanism assumes that each individual is unique and has a will towards himself and can determine fate and choices but is also responsible for his choices. Humanistic existential counseling is very appropriate to use in the context of developing self-confidence and finding the identity of a counselee. This counseling does not necessarily provide services to solve the counselee's problems directly, but this counseling provides services to resolve the counselee's problems through the counselee herself.

In the implementation of techniques in humanistic counseling, there are several principles, namely: (1) fostering good relationships, the goal is that the counseling process can run smoothly because a good relationship between counselors and counsees will create openness and want to interact with counselors; (2) making the client able to accept himself with all his potential and limitations, this is by the objectives of humanistic counseling so that the counselee can realize and accept the strengths of the counselee and the limitations that exist in him so that the counselee's development can run optimally; (3) stimulate the client's emotional sensitivity, namely emotional sensitivity that will trigger awareness of the counselee's self; (4) enable clients to find solutions to their problems, the goal is to form a counselee who is independent because existentialists assume that the individual has the freedom to determine and is responsible for that choice; (5) developing the client's potential and positive emotions, this is in line with the goal of humanistic-existential counseling, which is to help the counselee realize his potential and then help to develop it which of course depends on the counselee's own choice (Khoirina, 2018).

According to Gerald Corey, the goal of existential therapy is to make the counselee have

a complete awareness of himself, which means realizing the strengths and potentials, and uniqueness contained within him and doing something according to his abilities. In addition to making the counselee aware of himself, the next goal is to expand that awareness to increase choices and be responsible for choices in his life. Then help the counselee in overcoming anxiety by awakening him to accept the facts outside of his will (Nurwan, 2019). In the humanistic-existential, six basic positive dimensions exist in humans, namely: (1) the capacity for self-awareness; (2) Freedom and responsibility; (3) Creating self-identity and creating meaningful relationships with other people; (4) The search for meaning, goals, values, and goals; (5) Anxiety as a living condition; (6) Awareness of the coming of death and non-existence (Corey, 2013).

Research Purposes

The aims of the study were: To find out the impact of the Application of Humanistic Positive Existential Basic Dimensions in Fulfilling the Psychological Needs of Self-Injured Actors.

Benefits for Science and Society

For observers and parties related to mental health as an evaluation of policies or techniques for handling and intervening in self-injury behavior that has been implemented so far.

For counselors and other researchers in dealing with the same problem as further implications in providing information to develop a humanistic counseling approach in other specific cases.

METHOD

The method used in this research is Pre-Experimental Design (Pre-Experimental Design). It is called a pre-experiment because

this type cannot be said to be a real experiment (Sugiyono, 2017), because there are still external variables that also influence the formation of the dependent variable and are passed in this form. This happened because there were no control variables, and the sample was not chosen at random. The pre-experimental design applied the treatment to the research subjects in the absence of a control group (untreated comparison). In addition, the pre-experimental research process focuses on the impact of changes in the treatment of the observed research subjects (Indrawan, dan Yaniawati, 2016).

This research was conducted on the subject of teenagers or early adults who were self-injury perpetrators, totaling five people, starting on May 18, 2022, until August 25, 2022, by conducting individual counseling based on a humanistic-existential approach. There is also a description of the research subjects, the five subjects are female, 1 high school student aged 16 years, 3 students aged 20 years, and 1 student aged 21 years. Before receiving counseling, the five subjects were asked to fill out Informed Consent, then proceed with extracting data through interviews, as well as psychological assessment with the TAT (Thematic Apperception Test) to determine the psychological needs of the subject. After the results of the assessment are known, then proceed with the individual counseling process based on a humanistic-existential approach.

RESULTS AND DISCUSSION

Based on the results of interviews and psychological assessments with the Thematic Apperception Test, the results are summarized as follows:

Table 1. Psychological Assessment Results

No.	Name	Age	Status	Symptoms	Needs (TAT results)
1.	SZ	20 years old	work	there is anger, hatred, excessive anxiety, fear, feeling insecure/insecure, mood swings, confusion, overthinking, feeling unattractive, feeling unrecognized, feeling unloved	He needs love from his parents, the desire to maintain a relationship with his lover, wants to live in peace, can eat and sleep comfortably, want to be himself, want to be appreciated, and have a passion for life.
2.	PR	20 years old	student	not confident, afraid of being left behind, often feels guilty, likes to harm himself when	Want a family that has emotional closeness, wants to have loyal friends, wants to be considered

				nervous, and injures his fingers.	important and appreciated, wants to graduate quickly and work.
3.	KZ	20 years old	student	often panic, easily anxious, not confident, self-injury	Want to get support or support from family, want to be more courageous and confident, want to be calmer, not easily anxious, and can control his emotions.
4.	AL	21 years old	student	lack of confidence, indecision and lack of assertiveness, easily anxious, there is sadness, confusion, loneliness, helpless, and feels the future is unclear, often self-injury	Want to get space and opportunity to explore themselves and their abilities, want to be free, want to get recognition and acceptance from their environment, and have hope for their future.
5.	ND	16 years old	student	not confident, feels unloved, feels insecure/insecure, confused, there is confusion and helplessness, self-injury	have a desire to achieve or produce something better, have a desire to be independent and show their existence or existence, need support and motivation from their parents, have a strong desire to change, or want change.

The needs or hopes and desires of the five subjects that the researcher got from the results of the psychological assessment were then grouped into four basic needs from Grawe (2007), which consist of: the need for

attachment; the need for Control/Orientation; the need for Pleasure/Pain Avoidance; and the need for Self-Enhancement.

The results of the grouping are:

Table 2. Classification of Grawe's Basic Needs

No.	Grawe's basic needs	Subject's need or desire
1.	The Need for Attachment	S 1: Need love from both parents, desire to maintain a relationship with her lover, S 2: Want a family that has emotional closeness, wants to have loyal friends, S 3: Want to get support or support from family S5: need support and motivation from their parents
2.	The need for Control/Orientation	S 1: want to be himself, spirit to live life S 2: want to graduate quickly and work S 3: want to be more courageous and confident, not easily anxious, and can control his emotions S 4: Want to get space and opportunity to explore himself and his abilities, have hope for the future S5: has a desire to achieve or produce something better, a desire to be independent and show his existence or existence, has a strong desire to change or wants a change
3.	The Need for Pleasure/Pain Avoidance	S 1: want to live in peace, can eat and sleep comfortably S 3: want to be calmer S 4: want to be free

4.	The Need for Self-Enhancement	S 1: want to be appreciated
		S 2: want to be considered important and appreciated
		S 4: want to get recognition and acceptance from the environment

The table above shows that each subject has different needs, namely:

The need for attachment is owned by S1, S2, S3, and S5.

The need for Control / Orientation was shared by the five subjects.

Need for Pleasure/Pain Avoidance, owned by S1, S3, and S4.

The need for Self-Enhancement, owned by S1, S2, and S4.

The five subjects were treated with a humanistic-existential counseling approach, 4 times each meeting, using the six basic positive dimensions that exist in humans, namely: (1) The capacity for self-awareness; (2) Freedom and responsibility; (3) Creating self-identity and creating meaningful relationships with other people; (4) The search for meaning, goals, values, and goals; (5) Anxiety as a living condition; (6) Awareness of the coming of death

and non-existence (Corey, 2013)

In the client's experience in existential therapy, the client can subjectively experience perceptions about his world. He must be active in the therapeutic process because he must decide what fears, guilt feelings, and anxieties to explore. Through the therapy process, clients can explore alternatives to make their views real.

Based on the results of the analysis of the data obtained, the results of this study state: There is an effect of applying positive basic dimensions in the Humanistic Extension intervention in fulfilling the psychological needs of self-injury perpetrators. After getting treatment, each subject has an awareness of the problems they are experiencing and thinks of ways to try to fulfill their needs and desires, although not all desires have a way to fulfill them. The results can be seen in the table below:

Table 3. Results of the Application of Humanistic Extensive Counseling

Subject	Grawe's basic needs	Need or want	After counseling
SZ	The Need for Attachment	Need love from both parents, the desire to maintain a relationship with her lover,	Trying to get closer to the family, and limiting association with the opposite sex.
	The need for Control/Orientation	Want to be himself, spirit to live life	Trying to encourage myself, even though I'm not sure it's true
	The Need for Pleasure/ Pain Avoidance	Want to live in peace, can eat and sleep comfortably	Thinking to be more indifferent, don't think too much about what people say
	The Need for Self-Enhancement	Want to be appreciated	Trying to keep working
PR	The Need for Attachment	Want a family that has emotional closeness, want to have loyal friends,	Awareness that he must try to be close to his family, although not sure yet.
	The need for Control/Orientation	Want to graduate quickly and work	The realization emerged that he had to graduate and work in an office.
	The Need for Self-Enhancement	want to be considered important and appreciated	Have a thought must be able to show the achievements of the results of his work
KZ	The Need for Attachment	Want to get support or support from family	Realizing that he is part of the family forever, and should support each other
	The need for Control/Orientation	Want to be more courageous and confident, not easily anxious, can	There are thoughts of being able to control emotions, and

AL	The Need for Pleasure/Pain Avoidance	control their emotions Want to be calmer	trying to be more assertive Try to enjoy life, even if it's still a bit difficult.
	The need for Control/Orientation	Want to get space and opportunity to explore himself and his abilities, and have hope for his future	Trying to carry out his responsibilities as a student, but he still does not explore his abilities.
	The Need for Pleasure/Pain Avoidance	Want to be free	Understanding the consequences of wanting to be free, there are limits.
	The Need for Self-Enhancement	Want to get recognition and acceptance from the environment	Realizing that not everyone can accept him as he is, he must keep trying
ND	The Need for Attachment	need support and motivation from their parents	There is an awareness that he still has a mother who loves him very much, and needs him.
	The need for Control/Orientation	have the desire to achieve or produce something better, the desire to be independent and show their existence or existence, have a strong desire to change, or want change	Trying to learn independently, by trying to work according to his interests, even though he is aware that he cannot be fully independent.

CONCLUSION

The humanistic-existential counseling approach is one of the interventions used to make the counselee have a complete awareness of himself, which means realizing the strengths and potentials, and uniqueness contained in him and doing something according to his abilities. This approach has a positive impact on meeting the psychological needs of the perpetrators of self-injury through the application of the basic dimensions of Positive Existential Humanism. Even though the five research subjects had different needs, and not all subjects had the four groups of needs above, the role of the Humanistic Existential positive basic dimension was quite evident after the five subjects received the counseling. Thus, there were several changes in the subject after counseling, including: (1) Trying to get closer to the family; Realizing himself part of the family; (2) Try to encourage yourself; Strive for independent study; There are thoughts to be able to control emotions, and try to be more assertive (3) Trying to enjoy life; Understanding the consequences of wanting to be free; (4) Trying to keep working; Having thoughts must be able to show the achievements of his work; he has to keep trying.

Although the application of positive basic

dimensions of Humanistic Existential influences helps self-injury actors in meeting their psychological needs, this study has limitations related to research subjects that are still less varied, for example, in terms of gender and age. In addition, the effect will be more visible if using a more complex experimental design.

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