

# INFERIORITY FEELINGS FROM COMPETITIVE UPWARDS: ADOLESCENT'S DIGITAL CULTURE AND SCHOOL COUNSELOR'S ROLE

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## ABSTRACT

Striving for Superiority is one of the personality dimensions from Alfred Adler's theory. Striving for superiority can help adolescents balance their sense of inferiority, so that adolescents have better understanding of their identity roles. Adolescents have a high curiosity tendency to their self-development although at the same time faced inferiority feelings. Adolescent faced the rush of development of technology and the social media era, where the idea of the ideal are everywhere in digital culture. Because of that the majority of adolescents have biased and polarized perspectives in their exploration, so that adolescents need a growth mindset. The school counselor's role guides adolescents to be optimal in adolescent development, by developing a growth mindset, adolescents willing to do self-exploration and understand their identity. The purpose of this study is to know the role of the school counselor on developing adolescents' growth mindset to adjust in inferiority feelings while striving for superiority. The method uses a systematic literature review conducted by 12 recommendations and using criteria for adolescents. The school counselor as a psychoeducational service performs many actions therefore, school counselors are needed developing adults a growth mindset to face inferiority, it focus on cognitive stimulation. The result has a recommendation focus on conceptual of growth mindset on cognitive behavioral intervention such as reframing, journaling, and bibliotherapy

**Keywords:** adolescent, digital culture, school counselor

## INTRODUCTION

According to Adler , *inferiority feelings* are natural feelings (Adler, 1927) . Humans in their lifetime are expected to be able to see *inferiority feelings* as a condition for *striving for completeness*, *striving for recognition*, but many books have written *striving for superiority* (Wolfe, 1958) . *Striving for superiority* in adolescence is necessary for self-exploration to reach the stage of *identity roles* (Carlson et al., 2012) . Adolescents today are a digital generation that is attached to the rapid development of technology and social media (Al-Kandari et al., 2016; Vogel et al., 2014) . Adolescents' ease of access to various information will increase opportunities for self-exploration, but Adolescents are also easily distracted in a second because a lot of virtual content from the development of technology and social media which is biased and tends to be ideal, making teens faced with inferiority feelings (Kennedy, 2019) . So it is necessary to develop a mindset so that, Adolescents are not trapped in technological and social media developments (Akdo an & im ir , 2019) One of them is the mindset towards growth *mindset*, this mindset encourages Adolescents to understand inferiority feelings as a condition to develop towards *striving for superiority* (Carlson et al., 2012) .

Adolescents who have a *growth mindset* while *striving for superiority* because they are able to be oriented towards competence seeking, optimal performance, and able to see mistakes as lessons rather than self-punishment, able to see collaboration rather than competition, and see talent not as an absolute, also the ability to the openness to exploration of various opportunities (A Adler & Wolfe, 1958; Alfred Adler, nd-b, nd-a; Alfred Adler & Beran Wolfe, nd) . *Striving for superiority* in adolescents who have a mindset towards a growth mindset encourages adolescents to use technology appropriately, such as self-exploration, seeking inspiration

and information, not being trapped in virtual ideal conditions that exist in social media, and can balancing the *inferiority feelings*. So that, Adolescents dare to show their potential even in the middle of social media content that tends to be ideal, also when their making mistakes they can see it as a means to learn. So that a growth mindset when *striving for superiority* is needed by Adolescents, especially to compensate for *inferiority feelings* during self-exploration in the midst of a digital culture that presents many ideal conditions.

*Growth mindset on striving for superiority* in adolescent development exists but does not immediately develop, initially adolescent are in a mindset that leads to a *fixed mindset*, this condition tends to see talent as an absolute condition, so it is difficult to open up to exploration opportunities, even though self-exploration can help adolescents understand their identity roles. So Adolescents need to develop a mindset from a fixed mindset to a growth mindset (Dweck, 2015; Park et al., 2020; Robinson, 2017). *Striving for superiority* in adolescent development can be developed, based on the results of several studies *striving for superiority* that the current pattern suggests in a curative manner. As for the psychoeducational efforts that school counselors can undertake, the process of psycho-educational services has evolved from a problem-oriented perspective to a strength-oriented perspective (Gysbers & Henderson, 2012). Thus, this study will focus on a preventive approach by developing the strengths of adolescents because the phenomenon that is the focus of this study, namely inferiority feelings as a condition for striving for superiority, not an inferiority complex that is more responsive in certain cases, could be more clinical. found in the *inferiority feelings research* to overcome inferiority feelings, namely with bibliotherapy techniques, the results obtained that bibliotherapy can be used on inferiority feelings to strengthen and implemented at the end of the session, research recommendation is to provide reframing by the school counselor to students. APA Journaling techniques help adolescents to focus and improve social skills This helps adolescents to have a striving for superiority with social interests as suggested by Adler striving for superiority to be positive when having a social interest. So it can be concluded that adolescents need cognitive stimulation as a preventive ways by providing a growth mindset framing, by strengthening journaling and bibliotherapy. So that one of the cognitive-oriented assistance efforts is cognitive behavioral intervention through group activity for positive striving for superiority (Hoyt & Burnette, 2020). Based on the opinion of several experts, the application of *reframing* to increase the *growth mindset* can be done with group activities designed to improve adolescent development (Liu et al., 2003). Based on the opinion of several experts, the application of *journaling* to increase the *growth mindset* in striving for superiority can be done with group activities designed to enhance adolescent development (Erford, 2015). Based on the opinion of several experts, the application of the *biblio* to increase the *growth mindset* in *striving for superiority* (Erford, 2014; Gagatiga, 2013; Lucas et al., 2019). Based on the explanation above, this study aims to determine the role of school counselors in providing psycho-educational services that can help adolescents develop a *growth mindset* for striving for superiority.

In the context of personality psychology, *striving for superiority* is part of the personality dimensions of Alfred Adler's theory namely individual psychology. Psychological dynamics in Adler's theory is based on the assumption that humans are not only driven by libido as in Freud's theory, humans have a choice in balancing other personality dimensions such as inferiority feelings, according to Adler, inferiority feelings are a natural thing and must be felt by all individuals but must be cultivated to be something that is complete, cognizable and superior. The meaning of superiority in Adler's theory is not a definition of excellence, but a feeling of completeness, a sense of social interest and community feelings embodied in the *striving for superiority* or called *Gemeinschaftsgefühl*, so that inferior feelings and striving for superiority are closely related. As for the aspects of striving for superiority, namely, a growth mindset that sees an advantage for self-development as well as having a purpose, competency seeking a desire to display positive performance that can help achieve

goals, and social interest how individuals involve themselves as well as goals in social interests (A Adler, 1933; A Adler & Wolfe, 1958; Alfred Adler, nd-a; McCord et al., 1956) .

There are two directions, namely striving for superiority vertically emphasizing excellence and horizontally emphasizing socialization on collaboration, if individuals in *striving for superiority* are allowed to go in a vertical direction, if achieved, have a tendency to become a superiority complex and if not achieved, have a tendency to become an inferiority complex. So the striving for superiority needs to be developed in a horizontal direction (A Adler & Wolfe, 1958; Alfred Adler, nd-a) . However, there are still a few studies developing striving for superiority. Current research has a descriptive pattern as to how it profiles striving for superiority in students with special needs, in minority communities, in certain cultures. In addition, they have a pattern of seeing the striving for superiority of the characters in literary works, novels or films. While the current pattern of inferiority research focuses more on curative, School counselors as an integral part of education have an obligation to carry out psychoeducation services not only curatively but also preventively, so in this study the focus is on the role of counselors in a preventive manner. Some techniques that can help Adolescents understand inferiority feelings include biblio according to (Erford, 2015) , journaling technique according to (Fry, 2020) . Meanwhile, there are research recommendations that contain recommendations for school counselors to do reframing to help students understand how to compensate for feelings of inferiority (Jiang & Ngien, 2020) . It can be concluded based on the analysis and recommendations of several studies above, the intervention that can be done to support students' understanding is the cognitive domain. Researchers conducted a systematic literature review to develop an intervention design, namely understanding growth mindset to help positive striving for superiority through cognitive behavioral conceptualization in cognitive behavioral intervention involving reframing techniques as the main technique and techniques to strengthen with biblio & journaling. The cognitive-behavioral approach of REBT was not used in this study because based on the results of research REBT was mostly done on curative which focused on how negative emotions due to memorable events made individuals have irrational thinking patterns (Erford, 2015; Corey, 2008 ) . While the focus of this research is to carry out the psychoeducational function of school counselors on prevention, the fixed mindset is not irrational thinking, but a stage that must occur and needs to be developed into a growth mindset for stiving for superiority.

## **METHOD**

This study uses a *literature review* technique that uses various scientific works. The source of this research comes from The British Psychology Society, Science Direct, Google Scholar, ERIC Digest , Springer, and Sage Journal with the keywords used to search for related journals are striving for superiority, school counselor's role, *growth* mindset, cognitive behavioral intervention . . The data analysis technique used is content analysis. The content analyzed relates to the role that school counselors can play in developing a *growth mindset and striving for superiority* teenagers.

Table 1. Inclusion Criteria and Search Keywords

Inclusion Criteria Publication Year Source Type age Publication Language Construct Required  Striving for superiority relationship with other positive variables  School counselor's role	Any Academic Journals, Books Adolescence (ie, mean age 12-21 years) English Adolescence's striving for superiority / growth mindset Growth Mindset (broadly) Motivation Goals  Cognitive Behavioral Group Activity reframing Journaling Bibliotherapy
Search Keywords Growth Mindset relationship with other positive variables Initial Search Subsequent search  School counselor's role Initial Search Subsequent search	“Growth Mindset ” and “adolescence” “ Growth Mindset ” and “ Motivation ” or “ Goals ” or “ Hope ”  “School counselor” and “intervention” “School counselor” and “adolescence”

## RESULTS AND DISCUSSION

Several findings from the growth mindset that support the indicators in striving for superiority recommend the importance of increasing *goals oriented*, *optimal performances*, and the desire to be part of the social environment. These indicators are to help Adolescents have a perspective that their condition and inferiority feelings can help their development . Based on several previous research results, it is stated that the application of a *growth mindset* can increase various positive variables in aspects that exist in the striving for superiority such as *growth mindset* , competition seeking and social interest which can bring individuals to a state of development and exploration of opening themselves up to good opportunities for identity roles. (Kwok et al., 2016; Muro et al., 2018; Schueller & Parks, 2014) . So that the role of school counselors that can be done to help adolescents develop positive striving for superiority in a horizontal direction can be through the implementation of psycho-educational services with cognitive behavioral intervention which includes three techniques, namely developing growth mindset, hope, motivation using reframing, journaling, and bibliotherapy . The following is a summary of the results of a literature review related to *cognitive behavioral intervention* relevant to increasing striving for superiority .

Table 2. Summary of Reviewed Intervention

Study	Sample	Intervention Type	Results
(Rhew et al., 2018)	Lower Secondary students	Growth mindset on self-efficacy and motivation	Intervention improve the student's motivation through challenges
(Christensen et al., 2020)	Upper Secondary students	a growth mindset are hypothesized to approach challenges	Intervention improve their active coping because challenges are construed as learning opportunities that can be overcome with effort.
(Martin et al., 2019)	students	adjusting growth mindsets using cognitive behavioral in group intervention	Intervention building a growth mindset proposed to assist these students with persevering through academic challenges, setting achievable goals, and achieving to their full potential
(Hoyert et al., 2019)	High school students	Building student success through a growth mindset using cognitive Intervention	Intervention improve the student's GPA from 1.45 to 2.39
(Burgoyne et al., 2018)	students	Growth mindset for academic challenges	Intervention improve their striving to challenges and effort in academic managing motivation
(Burnette et al., 2018)	students	Growth mindset for student performances	Intervention build the students motivation to learn and explore things
(Burnette et al., 2020)	students	Growth mindset as an active coping for challenges	Intervention positively related to treatment value and active coping skills in student and negatively related to psychological distress
(Bellini, 2017)	Adolescents and adults	Fostering a Growth Mindset: A Cognitive Behavioral Group	The intervention has a positive effect on increasing gratitude and well-being
(Zyromski, 2007)	students	<i>Journaling as a student personal growth</i> in school counselor tool	Intervention in guidance school counselor program improve student goals oriented and self exploration in personal growth
(Fry, 2020)	First generation student	<i>Reframing to perceived motivation</i>	Intervention improve students motivation and understanding in goals to career planning impact
(Ge & Leifer, 2017)		<i>Reframing for learning new ways of thinking and doing</i>	Reframing can improve a reconstruction one's perception and improve creativity and social cultural understanding
(Lucas et al., 2019)	Students 7-12 years old	Building hope through Bibliotherapy	These results suggest that the intervention in an improve of hopeful thinking levels. Students with low levels of hope are the ones benefiting the most from the intervention. There

Previous research has proven that the application of cognitive behavioral intervention To increase *striving for superiority*, it can be formulated based on three main techniques, namely growth mindset using reframing technique, journaling to help Adolescents focus in two areas, namely goals oriented and reflective, applying framing growth mindset to journaling. Journaling in cognitive behavioral has three stages, namely events, automatical thinking, reflective thinking, goals analysis and tracking. Meanwhile, bibliotherapy focuses on strengthening reframing and journaling by understanding the analysis of stories from books about characters with cognitive behavioral principles that promote exploration of student beliefs and growth mindset principles. Based on a number of technical activities that can be used, counseling services with cognitive behavioral intervention School counselors can do as many as 4 meetings by paying attention to how to process adolescent information, starting from the initial stage containing the opening prayer , apperception tracing the existence of a belief, assimilation tracing a belief if it already exists with increased or reduced follow -up, the core stage of reframing, journaling, and bibliotherapy , the final stage of dualism thinking through reflection and evaluation .

## CONCLUSION

Based on the previous explanation, it can be concluded that the role of school counselors in developing *striving for superiority is to compensate for inferiority feelings* Adolescents can do this by implementing psycho-educational services through a cognitive-behavioral intervention design consisting of reframing, journaling, and bibliotherapy by paying attention to the rules of cognitive behavioral and growth mindset. This psycho-educational service can be carried out in 4 meetings through three stages, namely starting from the initial stage containing the opening prayer , apperception tracing the existence of a belief, assimilation tracing a belief if it already exists with increased or reduced follow-up , the core stage of reframing, journaling, and bibliotherapy. , the final stage of dualism thinking through reflection and evaluation.

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