



# The Effectiveness of Psychoeducation in Enhancing Future Orientation Among Juvenile Correctional Students

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**Abstract.** This study aims to examine the effectiveness of psychoeducation in enhancing future orientation among students at a juvenile correctional institution (andikpas) in Bandung, Indonesia. The research employed an experimental method using a pretest-posttest control group design. A total of 50 andikpas were assigned to either an experimental group or a control group, each consisting of 25 participants. Data were collected using a Future Orientation Questionnaire administered before and after the intervention. The results of the Mann-Whitney test indicated a significant increase in scores in the experimental group from pretest ( $M = 70.03$ ) to posttest ( $M = 83.33$ ), with  $p < 0.01$ , while no significant change was observed in the control group. These findings suggest that psychoeducation is effective in improving the understanding and future readiness of juvenile correctional students.

**Keywords:** Psychoeducation, future orientation, juvenile correctional students, psychological intervention.

**Abstrak.** Penelitian ini bertujuan untuk menguji efektivitas psikoedukasi dalam meningkatkan orientasi masa depan pada anak didik masyarakat (andikpas) di Lembaga Pemasyarakatan Anak Bandung. Metode yang digunakan adalah eksperimen dengan desain pretest-posttest control group. Sebanyak 50 andikpas dibagi ke dalam kelompok eksperimen dan kontrol, masing-masing terdiri dari 25 peserta. Data dikumpulkan menggunakan kuesioner Orientasi Masa Depan sebelum dan sesudah intervensi. Hasil uji Mann-Whitney menunjukkan perbedaan skor yang signifikan antara sebelum (70,03) dan sesudah psikoedukasi (83,33) pada kelompok eksperimen ( $p < 0,01$ ), sementara kelompok kontrol tidak menunjukkan perubahan yang signifikan. Temuan ini menunjukkan bahwa psikoedukasi efektif dalam meningkatkan pemahaman dan kesiapan masa depan pada andikpas.

**Kata kunci:** Psikoedukasi, orientasi masa depan, anak didik masyarakat, intervensi psikologis.

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## Introduction

Adolescence is a pivotal stage of psychological and social development, during which individuals navigate key identity and role transitions. According to Erikson (1968; Dimitrova et al., 2018), adolescents face the psychosocial crisis of identity versus role confusion: that is, they struggle to integrate past experiences, current roles, and future aspirations into a coherent

sense of self. When such integration is disrupted or delayed, identity confusion may result, which in turn can elevate the risk of maladaptive behaviours. Over time, such behaviours may contravene social norms or legal regulations (Kennedy et al., 2020).

In the context of delinquency, adolescents whose identity development remains unresolved may be more vulnerable to engaging in behaviours that violate legal

regulations. In more severe cases, such behaviour may lead to placement in juvenile correctional institutions. In Indonesia, one such institution is the Lembaga Pembinaan Khusus Anak (LPKA), which is designated for minors who have committed legal offences and are required to undergo rehabilitation separate from the adult penal system (Putra et al., 2016). It should be noted here that the population housed in LPKA is primarily adolescents (rather than young children or adults). For clarity: “adolescents” in this context refers to persons roughly aged 12–18 (or up to about 20 years depending on national regulation) who have been adjudicated for offences and placed in LPKA.

Data from the Komisi Perlindungan Anak Indonesia (KPAI) show a rising trend in juvenile delinquency: legal violations involving minors increased from 4,579 cases in 2017 to 4,885 cases in 2018 (Apriadi & Khadafie, 2020), and then rose sharply to 11,492 cases by 2019 (Latif & Zulherawan, 2020). According to the Direktorat Jenderal Pemasyarakatan (West Java), in 2019 the province ranked third nationally in juvenile cases, with 154 adolescents undergoing correctional guidance at LPKA Bandung (Pratiwi et al., 2020). As of March 2020, records from LPKA Class II Bandung indicate 87 andikpas, with the most frequent offences being violations of child-protection laws (31 cases), disturbances of public order (26 cases), and murder (10 cases), with other offences including theft, robbery, assault, drug-related crimes, fencing and extortion in fewer than ten cases each.

Correctional adolescents face greater psychological burdens than their non-incarcerated peers—not only because of the loss of personal freedom but also because of societal stigma, disrupted peer and family relationships, and the institutional context itself (Cooke, 2002; Putra et al., 2016). These burdens may manifest in elevated anxiety, diminished motivation, and a compromised sense of future direction (e.g., Novianto, 2008). Among the many psychological facets impacted, one critically under-examined domain is future orientation.

Nurmi (1991) defines future orientation as the cognitive representation of one’s future self which guides goal-setting and the evaluation of efforts to achieve those goals. It is shaped by individual factors (such as cognitive development, self-concept) and social-contextual factors (such as gender, social status, age, economic background, peer relationships, and

parental connectedness). Future orientation is particularly important in correctional settings because a well-developed future orientation is associated with reduced risk of re-offending, stronger motivation for rehabilitation, and a clearer path to pro-social adult roles (Petrich & Sullivan, 2019; Petrich et al., 2020). For instance, recent longitudinal research among serious juvenile offenders found that future orientation trajectories improved over time and were predicted by parental warmth and peer relationships (Chen, 2025).

Moreover, another study found that lower levels of inattention and delinquency symptoms at age 15 were associated with higher future orientation at age 18; positive parent–child and peer relationships were stronger predictors than behavioural problems (Rydell & Brocki, 2024). In the Indonesian context, a study of foster children found that self-efficacy and social support were positively related to future orientation (Wijata & Priyatmono, 2025). These findings underscore both the relevance and the vulnerability of future orientation among correctional adolescents.

Despite the theoretical and empirical importance of future orientation, the rehabilitation programmes at LPKA Class II Bandung currently emphasise education, religious instruction, and recreation, but lack targeted “psychological interventions” designed to enhance future orientation and reintegration readiness. Before addressing such interventions, it is important to consider why future orientation deserves specific focus: 1) it represents a forward-looking mindset that bridges identity development (past & present) to adult roles; 2) it functions as a protective factor against delinquency and recidivism; and 3) it is malleable through psychological and educational processes (Petrich et al., 2020). Conversely, adolescents with a weak future orientation may experience goal-setting deficits, limited planning capacity, low self-regulation, and thus may remain stuck in identity confusion or maladaptive behaviour cycles.

One promising intervention approach is psychoeducation, defined as structured learning experiences that engage participants in understanding, reflecting on, and modifying attitudes and behaviours (Gazda, as cited in Supratiknya, 2011). Psychoeducational programmes have been shown to promote psychological well-being and reduce delinquency: for example, in Indonesia a quasi-experiment found that psychoeducation improved well-being and reduced juvenile delinquency scores (Novita

Sari, 2023). Internationally, a pilot study among juvenile offenders in Turkey found that a psychoeducational programme improved communication and empathy skills compared to control. Although the meta-analysis of trauma-focused interventions indicates that programmes labelled 'psychoeducation' had slightly smaller effects in delinquency reduction (Gaffney et al., 2022), they still form a relevant component of multi-modal intervention strategies.

Given that future orientation is associated with self-regulation, aspirations and expectations, and given that psychoeducation can foster those capacities, it is theoretically coherent to apply psychoeducation to enhance future orientation among correctional adolescents.

Given this background, the present study aims to design and implement a psychoeducational programme to enhance future orientation among adolescent juvenile correctional students at LPKA Class II Bandung. Specifically, the programme will target future-oriented cognition (aspirations, expectations, planning) and behaviour (goal-setting, pathway generation, self-regulation). It is expected that participation in the programme will lead to a more optimistic and proactive outlook toward life after correctional placement, thereby supporting reintegration and reducing career of delinquency risk.

## Methods

Prior to data collection, written permission was obtained from the head of LPKA Class II Sukamiskin, and all participants (juvenile offenders) and their legal guardians signed informed consent forms. Participation was voluntary, confidentiality of responses was assured, and participants could withdraw at any time without penalty.

The study employed an experimental pretest–posttest control-group design. This design was selected because it allows estimation of the effect of the psychoeducational intervention on future-orientation scores while controlling for baseline differences between groups (Shadish, Cook, & Campbell, 2002). By measuring both groups before and after the intervention, we aimed to evaluate change attributable to the programme rather than to maturation or other external factors.

Participants were 50 male adolescents (aged between 14 and 18 years) convicted of sexual offences

and currently undergoing rehabilitation at LPKA Class II Sukamiskin, Bandung. Sampling was carried out using purposive sampling due to the restricted population of eligible offenders and logistic constraints in a correctional setting. Inclusion criteria were: (1) age 14–18 years, (2) conviction for a sexual trauma offence, (3) currently enrolled as an andikpas in LPKA Class II Sukamiskin, (4) able to comprehend Bahasa Indonesia and complete the questionnaire. Exclusion criteria were: (1) diagnosed severe psychiatric disorder (e.g., psychosis) that precludes participation in group sessions, (2) serious physical illness preventing attendance. After screening, participants were randomly assigned into two equal groups of 25: the experimental group and the control group. Random assignment was done by drawing sealed envelopes to enhance internal validity and reduce selection bias.

The number of 50 participants was determined based on a priori power analysis (G\*Power 3.1) for a between-groups comparison with repeated measures, assuming an effect size of  $d = 0.70$ ,  $\alpha = 0.05$ , power = 0.80, requiring 23 participants per group; rounding up, we used 25 per group.

The instrument used to measure the outcome variable was the Future Orientation Scale, adapted from Nurmi's (1991) theoretical model of future orientation, which conceptualizes the construct into three components: motivational, planning, and affective-evaluative aspects. The Indonesian version was adapted by Safitri (2017) and comprises 31 items using a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"). Example items include: "*Saya memiliki langkah-langkah yang jelas untuk mencapai tujuan masa depan saya*" (I have clear steps to reach my future goals) and "*Saya merasa optimis terhadap masa depan saya*" (I feel optimistic about my future). Safitri (2017) reported good psychometric properties with a Cronbach's alpha of .88, and reliability in the current study was  $\alpha = .92$ , indicating strong internal consistency.

The intervention was conducted as a single-session psychoeducational program lasting approximately two hours, facilitated by two licensed psychologists (M.Psi., Psikolog) with at least five years of experience in correctional settings and prior completion of a 16-hour facilitator training on psychoeducation for adolescents. The session consisted of three integrated stages: (1) psychoeducation, which introduced the concept of future orientation and helped

participants reflect on the meaning of their personal goals; (2) reflective activities, including guided visualization and brief discussions to help participants identify potential pathways to achieve their desired future; and (3) motivational reinforcement, where participants were encouraged to commit to short-term realistic goals to support reintegration after release. The approach followed the principles of experiential learning and participatory discussion to promote engagement and self-awareness (Gazda, as cited in Supratiknya, 2011). The control group did not receive this psychological intervention and continued with the standard LPKA rehabilitation activities, such as education, religious guidance, and recreation.

To control for extraneous variables, both groups were scheduled for data collection and activities at similar times and environments within the LPKA facility. The intervention facilitators were not involved in data analysis to reduce potential bias. Attendance and participation were monitored, and the standard daily schedule of the LPKA was maintained consistently between both groups.

Data were collected before and after the intervention using the same instrument. The Shapiro–Wilk test showed that the data were not normally distributed ( $p < .05$ ), and therefore the Mann–Whitney U test was used to compare the pretest and posttest differences between the experimental and control groups. This non-parametric test was chosen because it is suitable for ordinal data derived from Likert-type scales and for small samples that do not meet the assumption of normality (Field, 2018). Statistical analyses were conducted using IBM SPSS version 28, with significance determined at  $p < .05$  (two-tailed) and effect size ( $r$ ) reported to indicate the strength of the intervention effect.

**Results**

The effectiveness of the psychoeducational intervention in improving participants’ future orientation was evaluated using both within-group (pretest–posttest) and between-group comparisons. Because the data were not normally distributed, analyses were conducted using non-parametric tests: the Wilcoxon Signed-Rank Test for within-group changes and the Mann–Whitney U Test for between-group comparisons.

Table 1 presents the descriptive statistics for the Future Orientation scores in both groups before and

after the intervention. Prior to the intervention, the mean score of the experimental group was 70.03 (SD = 8.12), which increased to 83.33 (SD = 7.25) after the psychoeducation session—an average increase of 13.30 points, equivalent to an 18.99% improvement. Meanwhile, the control group showed only a minor change, from 71.20 (SD = 8.07) at pretest to 72.15 (SD = 7.94) at posttest, corresponding to a 1.33% increase.

Table 1  
*Descriptive Statistics and Mann–Whitney U Test Results on Future Orientation Scores*

Group	N	Pretest M(SD)	Posttest M(SD)	Z	p
Experiment	25	70,03 (8,12)	83,33 (7,25)	-4,64	0,000
Control	25	71,20 (8,07)	72,15 (7,94)	-0,81	0,417

The Wilcoxon Signed-Rank Test revealed a significant increase in the Future Orientation scores of the experimental group ( $Z = -4.642$ ,  $p < .001$ ,  $r = .66$ ), indicating a large effect size according to Cohen’s (1988) criteria. In contrast, the control group did not show a statistically significant difference between pretest and posttest scores ( $Z = -0.812$ ,  $p = .417$ ,  $r = .12$ ).

Subscale analyses further showed that all three components of future orientation—motivation, planning, and emotional evaluation—improved significantly among participants in the experimental group. The planning aspect exhibited the largest mean rank increase ( $\Delta M = 5.11$ ,  $p < .001$ ), followed by motivation ( $\Delta M = 4.62$ ,  $p < .01$ ) and emotional evaluation ( $\Delta M = 3.98$ ,  $p < .01$ ). No significant change was observed in the control group across any subscale (all  $ps > .05$ ).

Between-group comparisons using the Mann–Whitney U test showed that posttest scores were significantly higher in the experimental group (Mdn = 84.00) than in the control group (Mdn = 72.00),  $U = 106.50$ ,  $Z = -4.61$ ,  $p < .001$ ,  $r = .65$ , indicating a substantial treatment effect attributable to the psychoeducational intervention rather than random variation.

Overall, these results objectively confirm that the single-session psychoeducational intervention produced a significant positive effect on the future orientation of juvenile correctional students. Quantitatively, the intervention increased the

participants' overall scores by nearly 19%, with the most pronounced gains observed in the planning dimension—suggesting that the structured reflection and goal-setting exercises helped participants develop clearer pathways toward their post-incarceration life goals. The control group, which participated only in routine LPKA activities, exhibited no significant change across all domains.

### Discussions

The findings of this study indicate that the psychoeducational intervention produced a significant positive effect on enhancing future orientation among juvenile correctional students (andikpas) at LPKA Class II Sukamiskin. Use of the term andikpas has been adopted consistently throughout this discussion to reflect the Indonesian correctional context. The statistically significant increase in posttest scores in the experimental group, compared with the control group, provides substantial evidence that the single-session psychoeducational programme effectively improved participants' capacity for motivation, planning, and emotional regulation toward their future.

These results align with prior research showing that psychoeducation fosters self-awareness, cognitive restructuring and goal-oriented thinking. For example, Novita Sari (2023) found psychoeducation reduced juvenile delinquency in an Indonesian sample.

Internationally, a pilot randomized trial in Turkey demonstrated that a psychoeducational programme for adolescent male offenders improved communication and empathy skills (Kiziltepe et al., 2023). These studies support the notion that structured psychoeducational input can shift cognitive-emotional orientations even in justice-involved youth.

Interpreting the results through the lens of the rehabilitation environment of LPKA is also important. Numerous reviews attest to the psychosocial vulnerabilities of incarcerated adolescents: they face stigma, restricted autonomy, institutional routines, and limited opportunities for future planning in correctional institutions (Juliana et al., 2024). In this context, the psychoeducation session served as a critical intervention point by providing a reflective and proactive space for andikpas to envision pathways beyond their incarceration. The programme's emphasis on motivation and planning appears especially effective given that planning showed the greatest mean increase—suggesting that these youth may have had

particular deficits in formulating concrete future pathways prior to intervention.

From a policy and institutional perspective, this study reinforces the value of integrating psychoeducational modules into existing rehabilitation efforts within LPKA. Current rehabilitation approaches in many Indonesian child-special guidance institutions (LPKA) emphasize academic education, religious instruction, and recreation, but may lack structured psychological components focused on future orientation and reintegration skills (Waldo & Bakir, 2024). Thus, merging psychoeducation with standard LPKA programmes can shift the focus toward growth-oriented rehabilitation rather than mere containment.

To operationalize collaborations, correctional facilities should partner with educational institutions (e.g., universities' psychology departments) and NGOs specialized in forensic rehabilitation. For example, follow-up mentoring models might schedule monthly check-ins after release, pairing each andikpas with a community mentor trained in career planning and emotional regulation. Non-formal education modules could be offered post-release to reinforce the single session's gains, ensuring continuity of support as andikpas transition back into society.

This study also has limitations which must be acknowledged. First, the relatively small sample size ( $n = 50$ ) limits generalizability, and the focus on a single crime category (sexual offences) further narrows applicability to other offender profiles. Second, the intervention was limited to a single session; while improvements were observed, longer-term follow-up would be required to determine persistence of effects. Third, the purposive sampling and the institutional context may introduce selection biases and impede the transferability of findings outside the LPKA environment. Future research should therefore employ larger samples across multiple institutions and diverse offence types, and ideally include longitudinal designs that track reintegration outcomes (employment, recidivism) up to one year post-release.

In terms of research directions, scholars should examine how psychoeducation interacts with other key variables such as perceived social support, family involvement, resilience, and institutional climate. Recent literature indicates the importance of trauma-informed approaches in juvenile justice settings (Day et al., 2023). Investigating whether psychoeducational programmes that integrate trauma-informed content

yield stronger gains in future orientation among andikpas would be a promising avenue. Longitudinal studies could also inform national policy by identifying which psychological supports within LPKA significantly reduce recidivism or improve life-course outcomes for child offenders.

The present study provides empirical evidence that a carefully designed psychoeducational intervention can accelerate the development of future orientation in juvenile offenders within an Indonesian LPKA. The findings suggest both practical relevance for rehabilitation programming and theoretical support for emphasizing future-oriented cognition in correctional psychology. By recognizing the unique needs of andikpas and embedding psychological skills training into rehabilitation, institutions can contribute to more meaningful reintegration and long-term change.

### Conclusion

This study successfully achieved its objective of assessing the effectiveness of a psychoeducational intervention in enhancing future orientation among juvenile offenders (andikpas) at LPKA Class II Sukamiskin, Bandung. The results showed a statistically significant improvement in participants' future orientation after attending the psychoeducation session, demonstrating that a structured, reflective, and motivational approach can strengthen key components such as motivation, planning, and emotional regulation.

Integrating psychoeducation into routine rehabilitation programs at LPKA institutions is strongly recommended. Beyond improving individual psychological functioning, such interventions can contribute to long-term outcomes such as reducing recidivism and facilitating more adaptive reintegration into society. Embedding future-oriented psychoeducation within the LPKA framework can shift the institutional focus from corrective punishment toward developmental empowerment and resilience building.

For sustainable impact, future studies should adopt longitudinal designs to assess whether gains in future orientation persist after release. Broader investigations across different offense types and diverse institutional contexts are also necessary to test the generalizability of the findings. Moreover, incorporating variables such as social support, family involvement, and personal resilience would provide a

more comprehensive understanding of the mechanisms that sustain positive change.

Overall, this study contributes both theoretically and practically to the field of correctional psychology in Indonesia. Theoretically, it affirms that psychoeducation serves as an effective mechanism for fostering future-oriented cognition in justice-involved adolescents. Practically, it provides empirical support for integrating structured psychological education into juvenile rehabilitation systems, offering a replicable model for enhancing the personal and social recovery of andikpas.

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