Improve Future Orientation with Goal Setting Training is viewed from Internal Locus of Control

Kholifah, Siti Ainun[1*], Noviekayati, IGAA[2] & Santi, Dyan Evita[3]

[1,2,3]Magister Psychology, University of 17 August 1945 Surabaya, Indonesia

*Corresponding author: sitiainun_S2@untag-sby.ac.id

Abstract: Everyone dreams of a bright future according to their interests and abilities. Time orientation problems occur in early adulthood because individuals are in a period of crisis and generally experience worry, doubt and confusion about the direction of their life, these feelings may have an effect on their developmental tasks. The aim of this research is to determine the effectiveness of goal setting training to improve future orientation in terms of internal locus of control. This research was a quasi-experiment with a sample size of 33 people determined using a saturated sampling technique. Data collection uses a Likert scale type. Data were analyzed using t-test. The research results show that 1) there is a significant difference between the future orientation pretest and the future orientation posttest because the significance value of the paired t test is 0.000 where this value is <0.01, this means that goal setting training increases students' future orientation; 2) there are differences in future orientation in terms of high and low internal locus of control after being given training on goal setting. Students with low future orientation in the pretest session after being given goal setting training, their future orientation posttest scores increased. It is hoped that the research results can be used as reference material for further research on the same topic, as well as helping agencies in solving future orientation problems. More broadly, it is hoped that this research will serve as a guide for society in improving future orientation by using goal setting training and increasing internal locus of control.

Keywords: Future orientation, goal setting training, internal locus of control

1.   Introduction

Having a bright future is everyone's dream, the future is a hope for the future. Humans as His creatures are gifted with reason to think and plan for the future in order to live a better life. Especially for individuals entering early adulthood, they should be able to anticipate and prepare for future life as best as possible, because individuals are responsible for themselves (Hermawati, 2013). The future is a situation that has not yet happened, cannot always be predicted but can be a future plan for each person, it is very important to focus on the future (Vani et al, 2023).

Individuals who have a future orientation are people who understand what they have to go through, what efforts they have to make for their future in order to be successful in the future in accordance with their desired expectations (Amalia et al., 2022). According to Horvath & Novaky (2016) in setting future goals a person must be positively oriented towards the future so that in realizing the desired future the individual will be full of optimism. An individual's view regarding the future they want to achieve is called future orientation.

Future orientation is the main description of an individual's way of thinking and acting regarding future events and their results. Future orientation is closely related to hopes, goals, standards, plans and strategies for achieving goals in the future (Noprida et al., 2020). The future orientation aspect according to Nurmi (2009) consists of motivation, something that is of interest to the individual in the future. Knowledge about the future has an important role in forming individual future expectations, showing individual interest in the future that will be achieved in the future; 2) Planning, how individuals realize their interests, someone will process the planning by forming sub-goals and then constructing them, which will produce a good plan and also the individual must have extensive knowledge about the individual's future; 3) Evaluation, individual assessment of the realization of individual interests can visualize the possibility of both positive and negative realization of the goals and plans that have been prepared.

The problem of time orientation occurs in early adulthood because individuals are in a period of crisis where they will generally experience worry, doubt and confusion about the direction of their life, these feelings may have an effect

on their developmental tasks, how they respond and face various demands from within and from outside oneself (Wijaya, 2021). Early adulthood is a transition period from adolescence to adulthood, a transition from dependence to independence or control over oneself and a more realistic view of the future (Putri, 2019). Early adulthood is also called emerging adulthood, which means the transition period from adolescence to adulthood with an age range of 18 to 25 years. At this time, individuals are still exploring the career they want to pursue and thinking about what they want to be like in the future (Santrock, 2003). The period that is still quite good for studying future orientation is when individuals are faced with transitional choices and changes. When individuals move from adolescence to adulthood, this transition makes them face important decisions, such as career choices and increasingly serious interests (Juniarti et al., 2019).

The phenomenon of future orientation is shown by the research results of Hanim and Ahlas (2020) that as many as 229 people or 68.4% do not have specific future plans. The findings of Angelica and Marpaung (2020) show that out of 90 people, 41 or 45.6% were found to have low future orientation. Noprida et al. (2020) also found the same thing that as many as 76 students out of 142 students or around 53.5% had a low level of orientation.

The results of the latest research conducted by Stefani and Arianti (2023) also specifically show that out of 270 respondents they were found to have low future orientation with a specification of 22.59% on the motivational component, 20.74% on the cognitive component and 21.48% on the behavioral component. Motivation is everything that encourages individuals to think about their future, cognitive refers to hopes and fears related to a specific domain, behavior relates to exploration and commitment regarding future choices related to a specific domain. The research results also showed that between women and men it was found that female subjects were more likely to have low front orientation.

Researchers also found the phenomenon of future orientation in the field, namely at the LPK Mandiri Entrepreneur Center (MEC) Surabaya. MEC is a LAZNAS Yatim Mandiri empowerment program to make the younger generation independent through 1 year education and training which has been established since 2007 in the city of Surabaya. The results of interviews on August 7, 2023, with the head of student affairs, head of operations and head of curriculum revealed that the problem that often occurs in LPK is future orientation, many students still have difficulty planning for the future so that after three months of the academic period it appears that some students lack enthusiasm. students even decided to quit LPK MEC. Students also enter majors that do not suit the students' talents and interests because the determination of academic majors is left to the administrators of each institution. Students also lack confidence in their abilities to be successful in achieving the future because they view themselves as orphans with their limitations. Students have low self-confidence, because of the perception of themselves as orphans, plus failure to take part in the PTN test process, considering students at LPK as outcasts. Individual backgrounds are students who have completed high school/K education and are then given directions to continue their studies or additional education for 6 months at MEC, especially for those who fail to take the PTN test. The management also informed that the students at LPK MEC are mostly aged 19-21 years, which is included in the early adulthood category. Based on the problems above, researchers want to prove the effectiveness of goal setting training to improve future orientation in terms of internal locus of control.

2.   Literature Review

Future orientation factors according to Nurmi (2006) consist of: a) Individual factors, these factors are factors that originate from within the individual himself, while if studied in more detail based on research results, these individual factors include, among others, self-efficacy, confidence or individual self-confidence regarding his ability to organize, carry out a task and implement actions to achieve certain skills; Achievement motivation, a very strong urge to try and work hard to achieve success and try to avoid failure, especially in the academic field; Self-concept, a combination of thoughts and feelings that a person has which causes awareness of how the individual evaluates himself, and b) social context factors, are all factors that come from outside the individual or come from the surrounding environment, such as goal setting training factors, the results of research conducted by Zakariyya and Koentjoro (2017) prove that providing goal setting training interventions can increase future orientation. to students. This training can improve a person's ability to make careful plans about future goals; Parental social support, research results from Aprilia (2018) show that parental social support plays a very big role in a person's future orientation, because parents are the closest social environment; Peer influence, the results of Fitriani and Masing's (2022) research on 134 respondents prove the influence of peers on students' future orientation. Closeness to peers is a strong basis for individuals in orienting their future. This research focuses on individual factors, namely internal locus of control and social context factors, namely goal setting training.

Internal locus of control is the level of control where individuals believe that only themselves control their fate (Robbins & Judge, 2013). Locus of control is an individual's perspective in assessing one's own ability to control events that occur. Students who have an internal locus of control are students who have a firm stance, are firm in their own choices, are not easily influenced by other people, and always make the best effort to achieve a goal (Yunita & Rahayu, 2021). The results of research conducted by Rulinawaty et al. (2022) show that views about the future/career are influenced by internal locus of control by 97% rather than external locus of control. Future problems are more likely to be considered internally, such as what is expected, planned and what preparations must be made.

Individuals who are in the early adulthood age range need assistance and direction to build strong and sturdy early adults who can complete developmental tasks optimally (Siregar et al., 2022). It is hoped that efforts will be made to increase future orientation as one of the developmental tasks for students at LPK who are in the early adulthood age

range, namely by providing goal setting training. This is in accordance with the opinion of Chua et al. (2015) that appropriate interventions to increase current future orientation focus on increasing adolescents' ability to set goals and make appropriate plans to achieve them or what is known as goal setting.

Goal setting is a cognitive theory with the basic premise that every person has a desire to achieve specific, specific results or goals that are expected to be achieved (Locke & Latham, 2013). One effort to introduce goal setting to students can be done by providing training. The training approach was chosen because training is a learning method that aims to change cognitive, affective aspects and the results of skills or expertise. Goal setting training is training provided with the aim of helping students set goals, increase motivation and future orientation to form human resources who are able to determine career decisions and become quality resources for the younger generation (Sulistiyana & Arsyad, 2022).

3.   Methodology

This research is experimental research with a quasi-approach providing a pretest and posttest using the same instruments before and after the intervention is given.

The subjects in this research were 33 students at LPK MEC Surabaya. Determining the sample in this study used a saturated sampling technique. According to Saifuddin (2020), saturated sampling is a sample determination technique by including all members of the population as research subjects because the population is small so that the results can be generalized if using all existing subjects. This research will use the minimum error level possible, namely 1%, because in the research it is impossible for the results to be 100% perfect. The smaller the error level, the more valid the research results are to be generalized to all members of the population (Sugiyono, 2016). To determine which subjects are included in the control group and experimental group, a lottery system will be used.

The data collection method uses a Likert scale type consisting of 4 answer options. Some of these statements are favorable and unfavourable. To show the score on the scale, the following norms for assessing answers are determined.

Table 1. Scoring system on scale

Item score scale answers	Item score scale answers	Item score scale answers
Very suitable (SS)	4	1
Compliant (S)	3	2
Not compliant (TS)	2	3
Highly unsuitable (STS)	1	4

Meanwhile, Table 2 shows the future orientation variable.

Table 2. Future orientation scale blueprint before trial

No	Aspect	Favorable	Unfavorable	Total
1	Motivation	1, 2, 3, 4, 5,6	25, 26, 27, 28, 29, 30	12
2	Planning	7, 8, 9, 10, 11, 12, 13, 14, 15	31, 32, 33, 34, 35, 36, 37, 38, 39	18
3	Evaluation	16, 17, 18, 19, 20, 21, 22, 23, 24	40, 41, 42, 43, 44, 45, 46, 47, 48	18
	Total	**Total**	**24**	**48**

Based on the results of trials on 52 subjects with different power values > 0.3, it is known that of the 48 items of the future orientation scale there are 11 items, namely numbers 4, 7, 11, 19, 22, 26, 30, 32, 38, 40, and 46. The results of the reliability test show that the Cronbach's Alpha value is 0.968 > 0.6, meaning that the future orientation scale is reliable. The blueprint for item distribution after the trial is shows in Table 3.

Table 3. Future orientation scale blueprint after trial

No	Aspect	Favorable	Unfavorable	Total
1	Motivation	1, 2, 3, 4, 5	20, 21, 22, 23	9
2	Planning	6, 7, 8, 9, 10, 11, 12	24, 25, 26, 27, 28, 29, 30	14
3	Evaluation	13, 14, 15, 16, 17, 18, 19	31, 32, 33, 34, 35, 36, 37	14
	Total	**19**	**18**	**37**

Table 4. ILOC scale blueprint before trial

No	Aspect	Favorable	Unfavorable	Total
1	Control	1, 2, 3, 4, 5, 6	22, 23, 24, 25, 26, 27	12
2	Independent	7, 8, 9, 10, 11, 12	28, 29, 30, 31, 32, 33	12
3	Responsibility	13, 14, 15, 16, 17, 18	34, 35, 36, 37, 38, 39	12
4	Expectation	19, 20, 21	40, 41, 42	6
	Total	**21**	**21**	**42**

Based on the results of trials on 52 subjects with a difference power value > 0.3, it is known that of the 48 items of the future orientation scale there are 9 items, namely numbers 6, 9, 12, 14, 19, 27, 29, 34, and 39. Results The reliability test shows that the Cronbach's Alpha value is 0.960 > 0.6, meaning that the future orientation scale is reliable. The blueprint for item distribution after the trial is as follows in Table 5.

Table 5. ILOC scale blueprint after trial

No	Aspect	*Favorable*	*Unfavorable*	Total
1	Control	1, 2, 3, 4, 5	17, 18, 19, 20, 21	**10**
2	Independent	6, 7, 8, 9	22, 23, 24, 25, 26	**9**
3	Responsibility	10, 11, 12, 13, 14	27, 28, 29, 30	**9**
4	Expectation	15, 16	31, 32, 33	**5**
	Total	**16**	**17**	**33**

The initial stage of the research was to prepare a proposal and measuring tools. The trial was carried out on 30-31 December 2023 on 52 students at LPK MEC Surabaya. Test data uses a scale loaded on Google Form at the link https://forms.gle/4oHo8RBSUR7JKEGX7. All subjects filled out the scale completely, so that no test subjects were declared disqualified, then the data obtained were analyzed using the Microsoft computer program. Excel and SPSS then the data results are interpreted in the form of validity and reliability tests.

After the trial results, research data was collected and then scored and analyzed. The research was conducted on 33 subjects on 07 December 2023 as a training and pretest implementation which was published on Google Form at the link https://forms.gle/e692WkNRBd36ZRDL8 and a posttest was carried out on 08 December 2023 with Google Form at the link https://forms.gle/93n4nMDawZe5wZKL7. The data obtained were analyzed using the Microsoft computer program. Excel and SPSS then the data results are interpreted.

4.   Results

A summary of hypothetical data and empirical data can be seen in the following Table 6.

Table 6. Hypothetical and empirical data

Variable	Hypothetical data				Empirical data pre-test				Empirical data post-test			
	Min	Max	Mean	SD	Min	Max	Mean	SD	Min	Max	Mean	SD
Future orientation	37	148	92.5	18.5	45	122	83,5	12,8	66	128	97	10,3
Internal locus of control	33	132	82.5	16.5	45	234	84	13	59	125	92	11

The results of the pretest and posttest categorization of future orientation can be seen in the following Table 7.

Table 7. Future orientation pre-test categorization

Score	Category	Total	Percentage (%)
$\chi \leq 74$	Low	17	51.61%
$74 < \chi \leq 111$	Currently	13	39.30%
$\chi > 111$	Tall	3	9.09%
	Total	**33**	**100 %**

Based on table 7, it is known that the pre-test on future orientation was in the low category as many as 17 people (51.51%), as many as 13 people (39.30%) in the medium category and 3 (9.09%) in the high category. It can be concluded that future orientation is in the low category. The following is a post-test Table 8 on future orientation.

Table 8. Post-test categorization of future orientation

Score	Category	Total	Percentage (%)
$\chi \leq 74$	Low	8	27.27%
$74 < \chi \leq 111$	Currently	16	63.64%
$\chi > 111$	Tall	9	9.09%
	Total	**33**	**100 %**

Based on Table 8, it is known that the post-test on future orientation was in the low category as many as 8 people (27.27%), in the medium category there were 16 people (63.64%) and in the high category there were 9 (9.09%). It can be concluded that future orientation after the intervention increased to the medium category.

Based on Table 9, it is known that the pre-test on internal locus of control was in the low category as many as 13 people (41.21%), in the medium category there were 15 people (43.64%) and in the high category there were 5 (15.15%). It can be concluded that the internal locus of control is in the medium category. The following is the post-test table on internal locus of control.

Table 9. Internal locus of control pre-test categorization

Score	Category	Total	Percentage (%)
$\chi \leq 66$	Low	13	41.21%
$66 < \chi \leq 99$	Currently	15	43.64%
$\chi > 99$	Tall	5	15.15%
	Total	**33**	**100 %**

Based on Table 10, it is known that the post-test on internal locus of control was in the low category as many as 7 people (21.21%), in the medium category there were 15 people (45.45%) and in the high category there were 11 (33.34%). It can be concluded that the internal locus of control after the intervention was included in the medium category and the high category increased from 5 people to 11 people.

Table 10. Internal locus of control post-test categorization

Score	Category	Total	Percentage (%)
$\chi \leq 66$	Low	7	21.21%
$66 < \chi \leq 99$	Currently	15	45.45%
$\chi > 99$	Tall	11	33.34%
	Total	**33**	**100 %**

Before analyzing the data in the hypothesis test, it is necessary to test the assumptions of research data are as follows in Table 11.

Tabel 11. Result of normality test

Variable	Kolmogorov Smirnov Z	p	Meaning
Future orientation pre-test	0.924	0.200	Normal
Pre-test internal locus of control	0.977	0.200	Normal
Future orientation post-test	0.922	0.172	Normal
Post-test internal locus of control	0.961	0.200	Normal

Based on the Table 12, the linearity test in the table above, the results obtained for the internal locus of control variable have an F value of 96.126 with significance in linearity ($p<0.01$), so it can be concluded that the future orientation variable and the internal locus of control have a relationship. the linear one.

Table 12. Result of linearity test

Variable Y	Variable X	Value		Meaning
		F	**p**	
Future orientation	Internal locus of control	96.126	0.000	Linier

The results of the prerequisite tests, namely the normality test and linearity test, show that the research data is normally and linearly distributed, so data analysis for hypothesis testing in this research can be continued with the following hypothesis testing.

a) The first hypothesis is that there is a significant difference between the future orientation pretest and the future orientation posttest because the significance value of the paired t test is 0.000 where this value is <0.01. The mean future orientation posttest value is 88.06 which is > the future orientation pretest mean value of 72.97, this means that goal setting training increases students' future orientation.

b) The second hypothesis is that there are differences in future orientation in terms of high and low internal locus of control after being given training in goal setting.

Additional data analysis: 1) there is a relationship between internal locus of control and future orientation in students as evidenced by an F value of 51.075 which is greater than F table = 4.160 and with a significant probability of 0.000 which is <0.01 so it can be said that the internal locus of control variable has a significant effect on Future orientation variables and the effective contribution of internal locus of control influence future orientation by 62.2%, the remaining 37.8% is influenced by other factors not examined in this research, and 2) the test of differences in future orientation between men and women shows that there is no significant difference between the future orientation of men and women because the significance value of the independent t test is 0.512 where this value is > 0.01.

5.   Discussion

Based on the results of hypothesis testing in this research, it is known that the two proposed hypotheses are accepted, namely first, there is a significant difference between the future orientation pretest and the future orientation posttest because the significance value of the paired t test is 0.000 where this value is <0.01, this means that Goal setting training increases future orientation in students. The pretest on future orientation in the low category was 17 people (51.51%), the medium category was 13 people (39.30%) and the high category was 3 (9.09%). It can be concluded that the pretest future orientation is in the low category. Meanwhile, for the posttest on future orientation in the low category there were 8 people (27.27%), in the medium category there were 16 people (63.64%) and in the high category there were 9 (9.09%). It can be concluded that future orientation after the intervention increased to the medium category.

The acceptance of this hypothesis can also be seen from the research process where in goal setting training each session has its own goals that support students to have a good future orientation. Before students carry out direct practice, the trainer provides an understanding of the importance of having a future orientation first in the inspiration session with the aim of providing motivation to students so they can prepare well for the future. Next, the Who Am I session aims to recognize oneself and reflect on the positive and negative actions/thoughts that have been carried out. So that the goal setting process can avoid negative blueprints about themselves, trainers use the Jouhari Window method and students work on worksheet 1 (attached). In the next session, the Smart Goal trainer provides an understanding of the theory and concept of goal setting so that you can clearly understand what will be done during the training and increase students' knowledge.

The following stage is the main session, namely Action Plan My Dream. In this session the trainer guides participants to plan future goals based on SMART aspects using worksheet 2 (My Smart Goal). Students are also asked to make short-term, medium-term and long-term plans. Initially, students do not know the ways and goals of the future, then after receiving direction, students become more aware of what must be done to achieve the goals with the plans they have made. Apart from that, from the categorization results it is known that the pretest on future orientation was in the low category, while the posttest on future orientation after the intervention increased to the medium category.

The effectiveness of carrying out this research is supported by Super's theory (Leong & Serafica, 2005) which states that future orientation will be formed if individuals have well-prepared goals and an understanding of themselves. Future orientation is also defined as an individual's perspective on their future, in future orientation there are hopes, goals, plans and strategies for achieving goals that they have (Hanim & Ahlas, 2020). In terms of research, goal setting training includes making strategies or future plans that are appropriate and in accordance with the individual's interests and abilities. Apart from that, the results of previous research conducted by Zakariyya (2020) showed that goal setting training was proven to increase students' future orientation. There is a need for intervention or training to support future orientation so that individuals can anticipate events that may arise in the future, as well as prepare for the future more maturely because it will involve the entire life journey (Hadianti & Krisnani, 2017).

The second hypothesis is differences in future orientation in terms of high and low internal locus of control after being given training in goal setting. Students with low future orientation in the pretest session after being given goal setting training, their future orientation posttest scores increased. This can be seen in the results of the total student scores, which show that 17 students had low future orientation pretest scores and 13 students also had low internal locus of control, while 3 students with high future orientation pretest scores also had internal locus of control. which was also high after being given the goal setting training intervention, showing that 8 students had low future orientation posttest scores. Meanwhile, after the training, it was suspected that as many as 8 students still had low future orientation scores, it turned out that 5 students had low internal locus of control as well. It can be said that students with low future orientation tend to have low internal locus of control too. Pretest on internal locus of control in the low category as many as 13 people (41.21%), in the medium category as many as 15 people (43.64%) and in the high category as many as 5 (15.15%). It can be concluded that the pretest internal locus of control is in the medium category. Meanwhile, for the posttest on internal locus of control, there were 7 people (21.21%) in the low category, 15 people (45.45%) in the medium category and 11 (33.34%) in the high category. It can be concluded that the internal locus of control after the intervention was included in the medium category and the high category increased from 5 people to 11 people.

These findings are also proven by the results of additional data analysis which shows that there is a relationship between internal locus of control and future orientation in students as evidenced by the F value having a significant probability of 0.000 where <0.01 so it can be said that the internal locus of control variable has a significant effect on the variable future orientation and the effective contribution of internal locus of control influence future orientation by 62.2%, the remaining 37.8% is influenced by other factors not examined in this research. And there is no significant difference

between the future orientation of men and women because the independent t test significance value is 0.512 where this value is > 0.01. Apart from that, 11 students were found to determine their major in determining their major (not themselves). There were 11 students with a low future orientation and internal locus of control.

The acceptance of this second hypothesis is supported by the opinion of Robbins and Judge (2013) who state that an individual's fate depends on control over oneself, meaning that to have a good future an individual also needs to be well oriented towards the future. This is in line with previous research which proves that students who have an internal locus of control are students who have a firm stance, are firm in their own choices, are not easily influenced by other people, and always make the best effort to achieve a goal (Yunita and Rahayu, 2021). Rulinawaty et al. (2022) show that views about the future/career are influenced by internal locus of control by 97% rather than external locus of control. If students have good self-control, then their future orientation will also be positive. Students with an internal locus of control will tend to assume that everything that happens in their lives is the result of what the individual has prepared and done, so that even in terms of the future there will be an awareness of the importance of controlling oneself to prepare for the future optimally. Individuals who have an internal locus of control High control tend to have more fighting power and careful consideration in making decisions, especially in relation to the future (Hsiao et al., 2016). Students with a good internal locus of control are expected to be able to know their talents and interests, and what job they want to do in the future, so they can choose and plan the education they will take next and ultimately get the job they want (Puspitasari, 2017).

6.   Conclusion

Based on the research results and discussion, it can be concluded that the two hypotheses in this research are accepted. It is hoped that the practical suggestions that researchers can give from the research results can be used as reference material for further research on the same topic, as well as helping LPK in solving future orientation problems. More broadly, it is hoped that this research will serve as a guide for society in improving future orientation by using goal setting training and increasing internal locus of control. The researcher realizes that this research is not perfect so it is hoped that further research can perfect this research as a reference in conducting research related to students' future orientation.

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