



Know Yourself, Achieve Your Dreams: Psychoeducational Training on Self-Concept and Future Planning for Adolescents

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ABSTRACT

During adolescence, the development of personal identity and self-image is crucial. In this phase, adolescents are searching for their identity, their vision of the future, and what they want. The "Know Yourself, Achieve Your Dreams" program was established as a training to help adolescents in forming a positive self-concept and fostering three important elements of self-perception: ideal self, self-image, and self-esteem. This initiative seeks to reduce the gap between the perfect self and the real self by exploring hobbies, reflecting on personal beliefs, and setting achievable life goals. The technique used is psychoeducational self-concept training. Training tasks include learning reflection, showing inspirational videos, writing letters to yourself in the future, and group discussions. This program has been shown to be important in helping adolescents' social and emotional growth and can act as a preventive measure against poor self-concept and identity confusion.

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A. INTRODUCTION

Adolescence is an exceptional period of time in a person's life. Teenagers' lifestyle is the last stage of life before adulthood. It is a time when a person can completely solve the problem of forming a personal identity and a stable concept of self-unite. This implies that the development of psychological maturity in adulthood originates from this period. If such an event does not happen or is disturbed, then many people will feel an identity crisis.

This problem is evident in Indonesian students, especially junior high and MT students. Based on the results of observations and interviews with MTs Syafi'iyah Ngoro Jombang teachers, it can be seen that the average student shows symptoms of low self-concept and self-confidence. They look passive in learning, unable to determine how much subjective age they have, unable to set their own goals, and less confident in planning the future. This gap is an example of the outdoors, the space between the true and ideal self. Carl Rogers proposed this theory. Like a mismatch, if not handled properly, it can freeze personal growth and destroy self-esteem.



Rogers emphasized that a climate of unconditional positive regard—the concept of acceptance without contempt—needs to exist for adolescents so that no one doubts their worth and potential. This opinion is supported by a recent study by (Maurer et al., 2023) which shows that personal growth involves an open and empathetic relational space, where the experience of the cantharidus cicada self stimulates identity exploration. In this regard, schools can function as places where adolescents can begin to develop a new understanding of themselves and their influence on the future. However, despite all the positive implications of the above success, failure to develop an adequate identity has detrimental effects not only on psychological aspects but also on contributing to emotional disorders and social dysfunction.

A systematic review by (Potterton et al., 2022) found that identity problems and their outcomes were positively correlated with a high risk of developing depression, anxiety, and socialization difficulties among adolescents and young adults. On the negative side, these problems are exacerbated by maladaptive environments, where there is little space for an individual to explore, while the pressure to define who he or she is is greater than ever.

(Canete & Pandey, 2022), also write about If the latter author classifies the implications of the dangers of identity, the former observes that adolescents who fail to feel placed as individuals worthy of being involved in society tend to engage in some deviant behaviors. In a study on the concept of restorative justice, the authors found that most adolescents facing this issue come from low-income backgrounds, which affects their ability to reflect and engage in situations that foster self-esteem and future orientation. Therefore, identity is not only a psychological problem but also a social one that needs to pay attention to the educational context. In addition to psychosocial factors, systemic challenges in education are also crucial.

According to (Tresleer, 2015), junior high school and MTs students are at the stage of early career exploration and need guidance to understand it. However, this game is not yet available. In many schools, there are no adequate service programs for identity development and planning. Therefore, we need to implement psychoeducational training that integrates systematic knowledge and personal reflection.

As a solution, we design and implement the “Know Yourself, Achieve Your Dreams” service. The goal is to help students develop a positive self-concept and plan meaningful life goals. The activities are five-finger reflection, inspirational videos, writing letters to many selves, finding out about role models, and the Profession Puzzle group event. These activities are permitted by Carl Rogers' theory with the aim of facilitating a conducive and reflective environment that encourages organic growth. Thus, it is considered a preventive measure to enable adolescents through their identity and future.

B. LITERATURE REVIEW

Adolescence is an identity exploration, an emotionally turbulent, high-risk period of personal development characterized by searching for meaning and purpose in life. During this stage, adolescents experience the identity vs. role confusion phase of Erikson's theory, and successfully integrating their roles and values leads to a healthy and stable identity. On the other hand, failure at this stage can result in identity confusion with a long-term impact on psychosocial functioning.

Self-concept is the mainstay in constructing adolescent identity. Carl Rogers posits that the construction of self-concept stems from the integration of the ideal and real selves, and the contrast between these may impede personal growth. An environment that provides



unconditional positive regard, or unconditional acceptance, is necessary for adolescents to feel valued and accepted. An educational environment such as a school, when guided empathetically and reflectively, has enormous potential as a space for developing a healthy identity.

This viewpoint is asserted by (Branje, 2022) who reiterates that the construction of adolescent identity does not take place overnight but develops through micro-processes on a daily basis through interactions with peers and parents. (Maurer et al., 2023) build on this perspective using the personal growth process Model that foregrounds the importance of open and empathetic relational space in provoking identity exploration. (Potterton et al., 2022) point out the severe effects of identity development failure, including increased susceptibility to depression, anxiety, and social dysfunction in late adolescence and early adulthood. In Indonesia, there are also various social and educational issues that contribute to the complexity of the issue.

(Canete & Pandey, 2022) posit that adolescents from low-income backgrounds have insufficient access to self-reflection and usually perceive themselves as misplaced in society and thus vulnerable to deviant behavior. This is a status suggesting that the issue of identity is not just a psychological issue of an individual but a social one that needs a systemic solution via an educational approach. In an effort to address that challenge, psychoeducational-based interventions have succeeded.

(Sánchez-Herrera et al., 2022) concluded that psychoeducational training can reinforce students' family and social aspects of self-concept, but with varied outcomes depending on the dimension being assessed. (Gamgulu et al., 2024) also demonstrate that the same program among rural communities succeeds, i.e., in enhancing the self-esteem and feeling of possibility among students where centers of mental health and education have minimal access. At the local level, the "Know Yourself, Achieve Your Dreams" program implemented at MTs Syafi'iyah Ngoro Jombang provides a concrete example of how a psychoeducational approach can be adapted in the context of a school based on religious values. Activities such as five-finger reflection, river of dreams, career puzzle, and writing future letters have proven to encourage increased self-awareness and life planning among adolescents.

This intervention program also uses an interactive edumedia approach, such as showing motivational videos, pictorial worksheets, and story writing exercises as instruments for self-awareness building. This approach also matches the suggestions of (Ghassani et al., 2020), (Pravita et al., 2024), and (Nabila & Solichah, 2024) which highlight the importance of using educational media methods that address both the thinking and emotional aspects of adolescents. But challenges do exist. The brief duration of interventions, lack of follow-up support, and limitations in longitudinal studies examining the long-term impact of psychoeducational interventions across cultures are causes for concern. Therefore, collaboration between schools, families, and communities needs to be increased such that similar programs continue to be feasible and effective in the psychosocial development of adolescents.

C. METHODS

This community service program uses a behavioral modification approach, with psychoeducation methods and self-concept development training. This activity was attended



by 21 students, with an age range of 12–13 years, taken from class VIII-A MTs Syafi'iyah students. We implemented this program on May 22, 24, and 26, 2025.

1. Implementation.

The implementation began with a pre-test on May 22, 2025, to see the students' self-concept. After the program ended, a post-test was conducted on May 26, 2025, to evaluate the level of knowledge gained and its impact on students' self-awareness and goal orientation.

2. Conduct psychoeducational and training activities in three organized meetings.

During the learning class, we use two types of learning aids, namely self-learning aids and team learning tools, which motivate learners to identify their abilities and set achievable goals. The details of the training activities are as follows:

- Day one (May 22, 2025): The first meeting, especially psychoeducation, focuses on providing intriguing self-concept material through PowerPoint to understand what a positive self-concept is, the core elements of which are ideal self, self-image, and self-esteem. Discussions, speeches, and question-and-answer sessions deliver the material. This was followed by the work of LKPD, which focuses on reflection, drawing five fingers, sketching a dream river, and exchanging ideas about personal values.
- Day two (May 24, 2025): watching inspirational films, reflecting on them, composing self-written letters to the future, and looking for idol roles.
- Day three (May 26, 2025): students participated in group training using the Group Worksheet as a guide. Through the creative project "career puzzle," each group visually described their future aspirations. The session closed with a presentation of the results of their work and a joint reflection, which strengthened understanding, fostered inspiration, and strengthened commitment to each person's personal goals.

3. Program Evaluation

The program evaluation is conducted by comparing the pre-test and post-test scores, which are combined with participatory observations from facilitators during the activities. The evaluation results show an average increase of 21% in students' post-test scores. This achievement indicates a significant improvement in material understanding and the growth of self-reflective awareness among participants after completing the program.

We chose psychological education as the main approach due to its proven effectiveness in enhancing self-awareness and empowering teenagers to shape their future. Research by (Ghassani et al., 2020) reveals that education-based psychological training significantly improves career maturity among junior high school students. In line with these findings, (Pravita et al., 2024) showed that a structured psychological education program focused on career planning can enhance students' readiness to face the future. Meanwhile, (Nabila & Solichah, 2024) emphasize that future-oriented psychological education interventions play an important role in shaping teenagers' motivation and life direction in a more focused and meaningful way.

D. RESULTS AND DISCUSSION

The community service programme started with a pretest to evaluate participants' knowledge about self-concept at the beginning. The intervention proceeded with psychoeducational sessions that presented definitions of self-concept together with methods

to develop positive self-concept and its importance for reaching future objectives. The material delivery used interactive approaches together with open discussions.



Figure 1. Pretest



Figure 2. Presentation of Material

The following training session employs individual worksheets (self-guided LKPD), which include "five-finger reflection" and "river of dreams" activities to assist students in identifying their strengths while creating their desired future objectives.

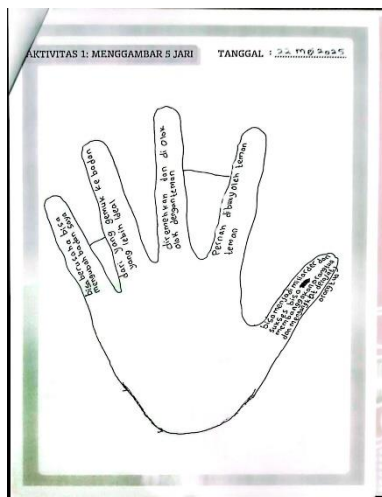


Figure 3. Five-Finger Reflection

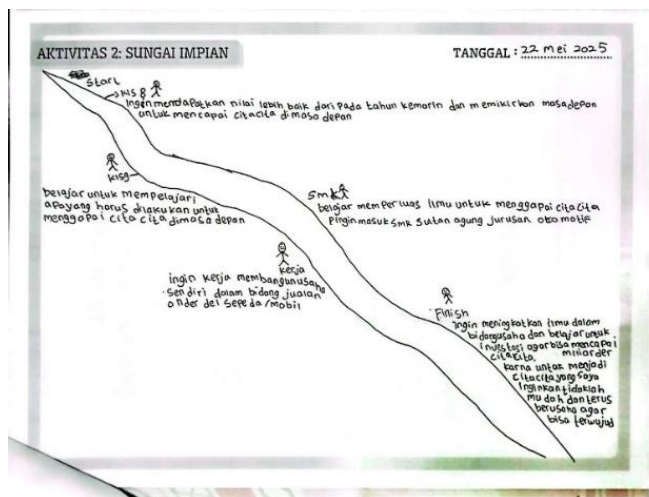


Figure 4. River of Dreams

The training programme includes inspirational video screenings as well as guided reflection and letter writing to future selves and role model exploration. The activities function as powerful instruments that help adolescents develop self-awareness and build positive self-concept. Students learn to identify their potential, clarify their values, and set meaningful life goals through visualisation and reflective writing activities. The method develops both cognitive understanding and emotional and affective aspects of identity formation.



Figure 5. Inspirational Video



Figure 6. Writing
Self Future Letter



Figure 7. Personal Role
Models

The collective group activities (group LKPD) include the career puzzle project, group discussion, result presentation, and a post-test. This method builds teamwork, enhances reflection on one's life, and develops career awareness. The students are able to identify their future goals along with actions that need to be taken towards achieving them and, as captured in the post-test results, demonstrate improved understanding of self-concept.



Figure 8. Career Puzzle



Figure 9. Presentation



Figure 10. Post-test

With the data available, the average pre-test score of 54.55% was recorded along with an increase to 74.76% in the post-test. This shows an increase of 20.21 points, or 37.05%, from the initial score. The average of the N-Gain scores was found to be 43.88%, which, according to the classification of (Hake, 1998) falls under the category of moderate improvement. These outcomes indicate that the psychoeducational and reflective methodologies that were integrated into the programme proved to be successful towards achieving self-concept understanding.

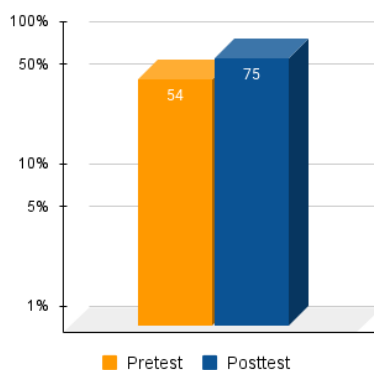


Figure 11. Result Pretest and Posttest



E. CONCLUSION

In Jombang at MTs Syafi'iyah Ngoro, their "Know Yourself, Achieve Your Dreams" programme successfully dealt with the critical issues of adolescent self-identity and futurism. Students demonstrated increased self-awareness and motivation, as well as the ability to set meaningful personal goals from different perspectives or through a psychoeducational paradigm from a humanistic approach. These outcomes were within the scope of the programme's objectives, which aimed at enabling students to possess a self-concept, which is the positive self-image and self-esteem, thus being able to undertake challenges in the future. Unfortunately, the three-day period for the programme provided only a minimal lasting impact. It is therefore suggested that the programme be sustained by integrating it into the school's guidance counselling curriculum, alongside regular follow-up sessions with student relatives, staff from the school, and active family engagement.

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G. AUTHOR CONTRIBUTIONS

The contributions provided by the implementation team include mentoring in the psychoeducation activity process for MTs Syafi'iyah Pulorejo students, such as

- Activity implementation: Ahmad Irsyad Fadzly (AIF), Mir'atul Khusniyah (MK), Fina Tri Handayani (FTH), Haichal Nanda Pratama (HNP), Millatil Qur'aniyah (MQ), Intan Alifiah Putri (IAP), Siti Nor Halizah (SNH), Wardatul Mufidah (WM)
- Article preparation: Ahmad Irsyad Fadzly (AIF), Mir'atul Khusniyah (MK), Fina Tri Handayani (FTH)
- Impact analysis: Haichal Nanda Pratama (HNP), Millatil Qur'aniyah (MQ)
- Results presentation: Intan Alifiah Putri(IAP), Siti Nor Halizah (SNH)
- Other contributions: Material development: Ahmad Irsyad Fadzly (AIF)
- LKPD creation: Mir'atul Khusniyah (MK)



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