

Program penguatan regulasi diri dan orientasi masa depan untuk meningkatkan disiplin serta motivasi pendidikan remaja di Rumah Pelayanan Sosial Wira Adhi Karya

Strengthening self-regulation and future orientation to improve discipline and educational motivation among adolescents at Wira Adhi Karya Social Service Home

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ARTICLE INFO	ABSTRACT
Received: 2026-05-05 Revised: 2026-07-08 Accepted: 2026-07-15 Published: 2026-08-01 Keywords <i>Educational motivation; emotional management; future orientation; self-regulation.</i> Kata Kunci Regulasi diri; orientasi masa depan; pengelolaan emosi; motivasi pendidikan.	<i>Adolescence is a crucial transitional period leading into adulthood. Adolescents, especially those in vulnerable socioeconomic circumstances, tend to experience challenges related to self-regulation. A program focused on strengthening self-regulation and future planning was implemented to improve discipline and motivation to learn among adolescent beneficiaries at the Wira Adhi Karya Social Service Center. These activities aim to help participants recognize their potential, develop plans, and manage their emotions more adaptively. The methods used include psychoeducation, interactive discussions, educational games, and reflection sessions involving 20 participants. The program was implemented through two main activities: PATHFINDER: Discovering Direction and Designing the Future, and Emotion Smart: Recognize–Control–Express. The program’s effectiveness was evaluated through post-activity interviews to assess participants’ understanding. The results showed an increase in participants’ understanding of how to recognize their own potential, set future goals, and understand emotion management strategies. The program proved effective in increasing participants’ active engagement in self-regulation and motivation, as well as providing practical insights into self-regulation. However, ongoing support remains necessary to ensure participants can consistently apply these skills in their daily lives.</i> Masa remaja merupakan masa peralihan yang krusial menuju masa dewasa. Remaja, terutama mereka yang berada dalam kondisi sosioekonomi yang rentan, cenderung mengalami permasalahan terkait regulasi diri. Program penguatan regulasi diri dan orientasi masa depan dilaksanakan untuk meningkatkan kedisiplinan serta motivasi belajar remaja penerima manfaat di Rumah Pelayanan Sosial Wira Adhi Karya. Kegiatan ini bertujuan membantu peserta dalam mengenali potensi diri, menyusun rencana masa depan, serta mengelola emosi secara lebih adaptif. Metode yang digunakan meliputi psikoedukasi, diskusi interaktif, permainan edukatif, dan refleksi dengan melibatkan 20 peserta. Program dilaksanakan melalui dua kegiatan utama, yaitu PATHFINDER: Discovering Direction and Designing the Future dan Emotion Smart: Kenali–Kendalikan–Ekspresikan. Evaluasi efektivitas program dilakukan melalui wawancara pasca kegiatan. Wawancara dilakukan untuk melihat pemahaman peserta. Hasil pelaksanaan menunjukkan adanya peningkatan pemahaman peserta dalam mengenali potensi diri, menyusun tujuan masa depan, serta memahami strategi pengelolaan emosi. Program ini terbukti efektif dalam meningkatkan partisipasi aktif peserta terkait regulasi diri dan motivasi, serta memberikan pemahaman praktis tentang regulasi diri. Meskipun demikian, pendampingan lanjutan tetap diperlukan agar peserta mampu menerapkan keterampilan tersebut secara konsisten dalam kehidupan sehari-hari. Copyright © 2026, Sarifatussalma et al. This is an open access article under the CC–BY-SA license 
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INTRODUCTION

Adolescence is a developmental phase characterized by dynamic physical, emotional, social, and cognitive changes that occur from ages 11 to 21. Adolescence is a critical period with distinct characteristics, particularly changes that influence how adolescents think, act, and behave. During this period, adolescents undergo a process of identity formation filled with challenges, confusion, and social pressure, ultimately leading to the development of a stable sense of identity (Izzani et al., 2024). This identity reflects their capacity for self-regulation and their future orientation. Self-regulation and

future orientation are crucial to adolescents' ability to set positive goals and achieve more planned, purposeful development.

Self-regulation is an individual's process of achieving the goal of becoming a well-rounded person socially, academically, and existentially (Husna et al., 2014). Self-regulation helps adolescents control their emotions, behaviors, and actions, which influence their motivation to learn and future planning (Yundani, 2022; Ghani & Surawan, 2025; Kusumawati, 2024). Adolescents with good self-regulation tend to be disciplined, responsible, motivated, and able to control negative behaviors. Conversely, however, low self-regulation leads adolescents to behave impulsively, experience social conflicts, and face mental health issues. Therefore, good self-regulation is essential for adolescents to motivate, manage, monitor, and evaluate themselves to assess the extent of their progress (Husna et al., 2014).

In addition, future orientation is another aspect that needs to be highlighted in adolescent development. Future orientation is a perspective on the future shaped by behavior, environmental information, and past experiences (Fitriani et al., 2022). There are three main processes in future orientation: motivation, planning, and evaluation, all of which are influenced by parents and peers (Nurrohmatulloh, 2016). The motivation process concerns an individual's drive to achieve goals, while the planning process involves the steps to be taken. The evaluation process, meanwhile, involves observing and assessing the behavior exhibited. Adolescents with a future orientation are generally more motivated in their education, have a passion for learning, and understand the importance of education for their future (Azmi, 2024).

However, there are still many adolescents who come from backgrounds marked by social and family problems, which hinder the development of self-regulation and future orientation. Low self-regulation is manifested through undisciplined behavior, a lack of responsibility toward tasks, and poor behavioral control (Purwaningsih & Herwin, 2020). On the other hand, a weak future orientation leaves adolescents without clear goals, resulting in low educational motivation (Muhasanah et al., 2025; Harahap et al., 2023; Latifah & Rasyid, 2014). This can occur due to the influence of family and social environments, as well as the rapid development of digital media. A less-than-harmonious family environment, a lack of emotional support, a negative social environment, and the unwise use of digital media all affect adolescents' well-being.

These issues were identified among the 27 adolescent beneficiaries at the Wira Adhi Karya Social Service Center in Ungaran. Based on discussions with their counselors, most of these adolescents are at risk of dropping out of school and exhibit low levels of discipline and responsibility. Additionally, they lack a clear vision and plan for the future, resulting in low motivation to learn and develop themselves. Observations also revealed that the adolescents tended to exhibit aggressive behavior, were prone to getting into conflicts, and struggled to control their emotions. This indicates that these adolescents need guidance and empowerment programs that can foster positive behavior and motivation to build a better future.

This problem is influenced by several factors, ranging from the individual themselves, family circumstances, and the social environment to a lack of experience (Yaneri, Suviani & Vonika, 2022; Arsita, Syafruddin & Ilyas, 2022; Lanawaang & Mesra, 2023). Most adolescents come from divorced families, live far from their parents, and receive little attention and support from them. Negative social and peer environments also encourage adolescents to engage in various negative and aggressive behaviors. If these conditions are not addressed promptly, they can lead to maladaptive behavior, an increased risk of dropping out of school, and obstacles to adolescent development. Therefore, psychosocial support and empowerment programs are needed to improve self-regulation and foster a positive outlook on the future.

Given these issues, a program to strengthen self-regulation and foster a sense of future direction among adolescents at the Wira Adhi Karya Social Service Center is needed. The intervention was carried out through a program designed by the author, titled PATHFINDER: Discovering Direction and Designing the Future. PATHFINDER was implemented to support self-regulation skills and motivation through a program that provides participants with hands-on experiences. The program also supports the Sustainable Development Goals (SDGs), particularly by promoting quality education and adolescents' psychological well-being. This activity aims to improve self-regulation skills, foster a clearer, more positive future orientation, and enhance adolescents' discipline and motivation to learn through an educational, participatory approach. Through this program, it is hoped that adolescents will develop greater self-awareness, increased enthusiasm for learning, and the readiness to plan for and face the future with greater optimism and purpose.

METHODS

This activity is a community service initiative aimed at providing guidance and strengthening self-regulation and future planning through an educational and participatory approach. The activity is carried out with the participation of

the beneficiary adolescents, mentors, and caregivers at the service center. This method is used to present an overview, objectives, and the activities to be carried out.

1. Preparation Phase

The preparatory phase began with observations, monitoring, and discussions with mentors to assess the adolescents' conditions, the problems they were facing, and their needs in the mentoring and empowerment process. The results of the observations showed that most adolescents had problems with emotional regulation, as evidenced by aggressive behavior and uncontrolled speech. The adolescents also exhibited low levels of discipline, low response rates, and suboptimal motivation for education. Mentors also noted that the adolescents lacked a clear sense of direction and future planning. Based on these conditions, program materials and plans were developed that focused on self-regulation and future orientation. During this stage, delivery methods were selected, including interactive games, participatory discussions, and worksheets.

2. Implementation Phase

The Implementation Phase was carried out through two main programs designed based on the beneficiaries' needs: the "PATHFINDER: Discovering Direction and Designing the Future" program—a program developed by the author that focuses on strengthening future orientation—and the "Emotion Smart: Recognize—Control—Express" program, which focuses on improving emotional regulation skills. Both programs are implemented in a participatory manner through the presentation of materials, interactive discussions, educational games, and group reflection.

a. PATHFINDER: Discovering Direction and Designing the Future

The PATHFINDER Program: Discovering Direction and Designing the Future was held on April 29, 2026, with 20 participants. The program aims to help adolescents recognize their potential, understand their interests and talents, and develop a focused plan for the future through an educational and participatory approach. The preparation phase involved developing materials on self-potential, interests, talents, and the importance of planning for the future. Additionally, facilitators prepared supporting materials and designed interactive activities tailored to the participants' characteristics. The implementation phase began with a brief presentation of the materials (Figure 1), followed by interactive lectures and discussions. Next, participants engage in self-exploration activities, identifying their talents and interests, and reflecting to recognize their strengths and interests. Participants are also encouraged to create a simple outline of their aspirations and the steps they can take to achieve them. The evaluation phase consists of a reflection session and a question-and-answer session to assess participants' level of understanding of the material presented.

b. Emotion Smart: Recognize—Control—Express

The Emotion Smart Program: Recognize – Control – Express was held on April 30, 2026, with 20 participants. This program aims to help participants understand the importance of recognizing, managing, and appropriately expressing emotions in daily life, and to develop emotional management skills through interactive activities. The preparation phase involved developing materials on emotion recognition, emotion management, and techniques for expressing emotions positively. In addition, facilitators prepared supporting materials and designed interactive games tailored to the participants' characteristics. The implementation phase involved a brief presentation of the material using interactive lectures and question-and-answer sessions. Next, participants took part in the "Guess the Expression" game to practice recognizing various emotions, as well as the "Emotion Control Challenge," which used role-playing to practice emotional control and appropriate responses in specific situations. The evaluation phase is conducted through reflection sessions and group discussions to assess participants' understanding of the material presented. Evaluation is also carried out through interviews and observations of participants' engagement, enthusiasm, and ability to participate in the series of activities. The evaluation compares participants' conditions before and after the program. Interviews are used to assess their status before and after the program.

RESULTS AND DISCUSSION

In an effort to improve self-regulation skills—particularly those related to emotion regulation and future orientation—the "Strengthening Self-Regulation and Future Orientation to Enhance Discipline and Educational Motivation" program was implemented for adolescent beneficiaries at the Wira Adhi Karya Social Service Center. This program was designed as an educational initiative and hands-on coaching that emphasizes behavioral and mindset changes among the adolescent beneficiaries. Through this program, participants not only gain a theoretical understanding of basic emotions and future planning but also practice managing their emotions positively and setting

future goals. Using a participatory approach, this program is expected to encourage changes in the adolescents' behavior and mindset regarding their emotions and future goals.

1. Preparation Phase

The preparation phase is carried out in a structured manner through coordination with mentors and service center leaders to ensure that all activities proceed according to schedule and run smoothly. During this phase, the implementation team designs the technical aspects of the activities, agrees on a schedule, determines the duration and methods, and prepares the venue. In addition, the implementation team also prepares the materials, tools, and resources, as well as the media to be used in carrying out the program. Furthermore, the implementers practice delivering the material and conducting game simulations to help create an interactive atmosphere and ensure participants are well-prepared for the activities. Various media and supporting equipment are also prepared to ensure the material is presented clearly, communicatively, and in an easy-to-understand manner.

2. Implementation Phase

This program, which aimed to strengthen self-regulation and provide future orientation, was held on April 29–30, 2026, in the Meeting Room at the Wira Adhi Karya Social Service Center. A total of 20 teenage beneficiaries attended and participated in this event. The program employed mentoring and empowerment methods, encouraging active participation from all participants in every session. The method used was interactive discussion, in which the facilitator explained the material and simultaneously guided the discussion for the participants. Participants were also invited to play games to assess their understanding of the material presented. This approach was deemed effective because it encouraged participants to actively discuss and understand the material and apply it in their daily lives.

The first program is PATHFINDER: Discovering Direction and Designing the Future, which aims to help teenagers understand themselves so they can channel their potential into a focused plan for the future. This program is delivered through lectures, games, sharing sessions, and interactive discussions, each lasting 100 minutes. Essentially, participants are encouraged to engage in self-reflection and gain a deeper understanding of themselves—including their talents, interests, strengths, and weaknesses. According to [Istiqomah et al. \(2025\)](#), reflective activities can provide a deeper understanding of one's own condition. The program consists of three main sessions, each featuring subtopics and discussions: the first session explores personal potential, the second addresses the role of digital media, and the third concludes with a discussion on future planning.

The first session began with psychoeducation on self-awareness and the development of adolescents' potential, covering their strengths, weaknesses, interests, and talents. The activity started with icebreakers and a simple discussion to set the tone and encourage participant engagement. Next, the facilitator guided participants to understand themselves through reflective questions and simple activities designed to explore their abilities. Most participants were able to identify their own potential, while others needed guidance and motivation to feel more confident exploring it. This session was intended to raise participants' awareness that opportunities can arise once they recognize their own potential.



Figure 1. Presentation Session



Figure 2. Interactive Game Session

The third session focused on future planning using the SMART GOALS method to help participants develop clearer life plans. Planning activities can provide adolescents with a roadmap for designing and implementing their plans (Hidayati et al., 2018). Through career guidance for adolescents, they become better equipped to organize themselves and adapt to their future careers (Hidayati & Maloti, 2025). The facilitator explained the steps for creating a plan that is specific, measurable, realistic, relevant, and time-bound by displaying an example of the structure on a poster. Next, participants were asked to fill out the provided worksheets (Figure 3), guided by the facilitator at each stage. Most participants began to formulate their life goals, although a small number still felt confused and uncertain about their choices. During this session, participants frequently sought input and feedback from the facilitator regarding the steps they had outlined to ensure they aligned with their established goals. Through this session, participants will experience increased motivation and self-confidence and gain an initial sense of what they need to achieve.

The results indicate that 60% of participants showed an improvement in their ability to understand themselves. This was demonstrated through their competence and self-confidence when asked to write down their potential. Meanwhile, 40% still require special guidance and motivation to understand their potential. A similar pattern emerged in the SMART GOALS worksheets, with 70% of participants already having clear, well-defined life goals and plans. On the other hand, 30% of participants still experienced significant confusion and a high level of self-doubt. Therefore, guidance and support are crucial in these two areas so that adolescents dare to make decisions and remain consistent in shaping their own lives.



Figure 3. Worksheet Completion Session



Figure 4. Program Delivery Channels

The second program, titled “Emotion Smart: Recognize—Control—Express,” was held the following day and involved 20 participants over a 75-minute session. This program aimed to help adolescents recognize various types of emotions, control their emotional responses, and express their emotions more appropriately and positively. The activities were conducted through lectures, interactive games, and sharing sessions designed to help participants understand the material in a more enjoyable and practical way. According to Thalib et al. (2023), the first step in developing emotional regulation is recognizing and understanding one’s own emotions.

The first session began with an opening, an icebreaker, and light-hearted questions about everyday emotional experiences such as anger, sadness, frustration, and sulking. This phase successfully created a more relaxed atmosphere, so that participants appeared quite enthusiastic and began actively responding to the facilitator’s questions. Icebreakers can help participants feel more relaxed, as they are not in an intervention or training setting (Munawwaroh et al., 2025). This indicates that an interactive initial approach is effective in creating a conducive atmosphere before presenting the

core material. Next, a brief presentation on the definition of emotions, the types of emotions, and the importance of recognizing, controlling, and expressing them was delivered in a relaxed, communicative manner (Figure 4). Participants were invited to discuss simple situations that often trigger emotions in daily life. This discussion helped participants connect the material to their personal experiences, making their understanding more contextual.

The second session continued with an interactive game, in which activities were divided into two types of educational games: "Guess the Emotion" and "Emotion Control Challenge." Both games were designed to help participants understand the material more practically through hands-on experience. While the first game focused on recognizing various emotions, the second game emphasized controlling emotional responses in specific situations.

The first game, "Guess the Emotion," was conducted by dividing the participants into several small groups. Each group was asked to line up in a single file. During the game, the facilitator showed the participant at the front of the line a picture depicting a specific expression or emotion. The image was not shown to the other participants so that the game could proceed in a relay-style manner. The participant at the very front was then asked to act out the expression or emotion the facilitator was showing without using words. After that, the second participant observed the expression acted out by the first participant and passed it on to the next participant. This process continued in a chain until it reached the participant at the very back. The last participant's task is to guess the type of emotion being acted out based on the expression received from the previous participant. After the answer is given, the facilitator shows the original image used as a reference at the beginning of the game. Through this process, participants can see whether the expression conveyed from start to finish remains consistent with its original meaning or has changed during the relay. The facilitator then invites participants to discuss how emotional expressions can be understood differently by each individual, as well as the importance of recognizing and expressing emotions clearly.

The second game, the "Emotional Control Challenge," was conducted through role-playing exercises designed to test participants' ability to control their emotions directly. At the start of the session, the facilitator asked all participants to indicate who they felt was most easily provoked and whom they felt was most capable of controlling their emotions. Based on these responses, two participants were selected to represent the characters considered most emotional and calm, respectively, as the main actors in the game. Once the participants were selected, the other participants were assigned roles to create situations that would provoke emotions in the two selected participants. The provocations took the form of simple comments, minor disruptions, or deliberate actions intended to test patience, though they remained within safe and controlled limits. The two participants were then asked to respond to these situations in real time, while the facilitator and the other participants observed their reactions to the applied pressure. During the game, the facilitator observes whether participants can refrain from spontaneous reactions such as excessive anger, raising their voices, or displaying uncontrolled emotional expressions. Participants are also guided to try applying the emotion management strategies discussed in the previous mini-session, such as taking a deep breath, pausing to think before responding, controlling their tone of voice, and choosing a calmer and more assertive way of communicating.

After the role-play ended, the facilitator led the participants in a group reflection by asking questions about their responses during the exercise. Both participants were asked to explain how they felt in that situation and what strategies they used to manage their emotions. Other participants were also invited to share their thoughts on how to respond to similar situations, drawing on the emotional control techniques they had learned during the lecture. Through this exercise, participants not only gained a theoretical understanding of emotional control but also practiced it directly in a situation that closely resembled real-life conditions.

As a result, interviews conducted with program participants after the program's completion found that they demonstrated an improved ability to recognize the emotions they experience in everyday situations. Participants were able to identify various types of emotions that frequently arise and began to understand the emotional cues they typically experience when facing certain situations. In addition, participants also demonstrated an understanding of several more adaptive emotion management strategies, such as calming themselves first, taking slow breaths, thinking before reacting, and expressing their feelings more appropriately. The interview evaluation results also showed that the majority of participants understood the importance of controlling their emotions before responding to situations that trigger anger or discomfort. This understanding was evident in the participants' ability to rephrase the coping strategies presented during the mini-sessions and relate them to their own past experiences. During the reflection session, several participants noted they were beginning to realize that impulsive responses can negatively affect their relationships with others as well as their own well-being.

Nevertheless, the evaluation results show that some participants are still inconsistent in applying these coping strategies in their daily lives. Some participants revealed that when faced with situations that are truly emotionally

triggering, they still tend to have difficulty controlling themselves and prefer to suppress negative emotions rather than healthily express them. This program has provided a solid foundation for recognizing and managing emotions, but ongoing support is still needed to help participants develop the habit of consistently applying these coping strategies.

CONCLUSION

The Program to Strengthen Self-Regulation and Future Orientation to Improve Discipline and Educational Motivation Among Adolescents at the Wira Adhi Karya Social Service Center has had a positive impact on participants' understanding of self-awareness, future planning, and emotional management. However, this program will be more effective if implemented consistently and sustainably. A sustained program is necessary because some participants have not yet consistently applied the program's principles. Through the PATHFINDER program: Discovering Direction and Designing the Future, participants demonstrated improved recognition of their potential and began to formulate a more focused vision of their future goals. Meanwhile, through the Emotion Smart: Recognize–Control–Express program, participants have shown improved understanding of the emotions they feel and greater use of adaptive emotion regulation strategies. Implementing activities with an interactive approach—through discussions, reflection, and educational games—has proven effective in increasing participants' engagement and helping them understand the material more practically. Participants not only gained theoretical understanding but also had the opportunity to directly practice emotional regulation and self-planning skills in situations that closely resembled real-life conditions.

Nevertheless, the evaluation results indicate that some participants still require ongoing support, particularly to develop consistency in applying coping strategies and to maintain confidence in the plans they have formulated. Therefore, a program of ongoing support and periodic reinforcement is needed to ensure the insights gained are optimally implemented in daily life. With continuous support, it is hoped that the beneficiary adolescents will be able to develop better self-regulation, improve their discipline, and have strong motivation to achieve a more focused future.

Ethical approval

Ethical approval was not required for this community service activity because it involved psychoeducational activities, mentoring, interviews for program evaluation, and non-invasive educational interventions without clinical procedures or collection of sensitive personal data.

Informed consent statement

All participants voluntarily participated in the community service program and provided informed consent before taking part in the psychoeducational sessions, interviews, reflection activities, and program evaluation.

Disclosure statement

The authors declare that they have no competing interests.

Author Contributions

Amalia Sarifatussalma conceived and coordinated the community service program, developed the psychoeducational modules, facilitated the implementation of the PATHFINDER and Emotion Smart programs, and led the manuscript preparation. Rina Umiati contributed to the program design, participant facilitation, implementation of the psychoeducational activities, data collection through interviews and observations, and manuscript revision. Chamilul Hikam Al Karim supervised the overall implementation, contributed to the conceptual framework, interpreted the program evaluation findings, and critically reviewed and revised the manuscript. All authors reviewed, revised, and approved the final version of the manuscript.

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Data availability statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

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