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ILLUSTRATED STORYBOOK TO IMPROVE TEENAGERS' UNDERSTANDING OF FUTURE CAREER ASPIRATIONS: A SYSTEMATIC REVIEW

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Abstract

Planning a future career according to one's desires and skills is a hope for many people. This study was conducted to systematically review what influences adolescents in planning their future careers and whether illustration-based books can be a medium that can help them in achieving success in future career planning. The method used was a Systematic Literature Review (SLR) with reference to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines with data sources originating from international publishers and resulting in 51 articles that meet the inclusion and exclusion criteria. The results of the review found that future career planning is influenced by various factors both internally and externally, both of which have the same line in influencing motivation and emotions in individuals. Technology-based counseling guidance is needed, and interactive digital books can be a medium in conveying information in a fun way. Further research is recommended to focus more on emotions by designing fun interactive digital book media to increase adolescents' confidence in future careers that suit their desires.

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INTRODUCTION

Preparing for a future career is crucial for success. Every individual must do this in order to be able to make the right career decisions for the continuity of their career development in the future (Nurmalasari & Eridiantoro, 2020). Adolescents are individuals who still need in-depth guidance and direction because their career aspirations are often influenced by various factors, including skills, economics, social views, parental influence, and their own emotions.

Teenagers' desires regarding their future career are influenced by these various factors, but are not accompanied by an understanding of the careers they want. Many of them feel confused about their own desires when planning their careers after graduating from school (Merdiyasi & Kasandra, 2023). This confusion causes anxiety and internal conflict. Some individuals feel trapped by this confusion, which makes it difficult for them to make informed career decisions and negatively impacts both their internal and external lives (Juniarti & Adrian, 2022).

In overcoming this confusion, various media can be utilized as solutions to address problems within individuals, one of which is print media (Putro & Japar, 2019). Print media can take many forms, such as modules, magazines, books, brochures,

posters, and so on. But right now, conventional print media is less popular because the discussions are way too heavy and filled with text. According to Apriliani & Radia (2020), print media that only displays text often makes readers feel bored. Books with pictures are more popular because they are considered more engaging and stimulate the reader's imagination.

There have been numerous studies on print media, such as illustrated books or storybooks with pictures, regarding career development and introductions for children and elementary school students. However, there is still a lack of research that highlights teenagers who need support in strengthening their understanding of their future career dreams. This reinforcement takes the form of emotional support that encourages teenagers to be confident in the choices they have made. This study employs the Systematic Literature Review (SLR) method to identify and comprehend all previous studies, thereby discovering a new media that is more relevant and necessary for adolescents in supporting their understanding of future career aspirations.

In an effort to achieve this objective, this study covers the following research questions:

RQ 1: What factors make it difficult for someone to determine their future career?

RQ 2: Can current counseling guidance still help students determine their future careers?

RQ 3: What motivates someone to determine their future career?

RQ 4: What implementation can be used in a book to help someone understand their desires in determining their future career?

RESEARCH METHOD

This research employed the Systematic Literature Review (SLR) method to collect data. SLR was chosen to examine and discover facts from previous studies in answering research questions (Kitchenham, 2007) related to the appropriate media and materials to encourage teenagers' motivation in understanding their future career desires.

The creation of this systematic article follows the SLR design structure through four stages, including (1) compiling a research review, (2) conducting observations, (3) analysis, and (4) compiling a literature review (Synder, 2019).

Addressing this issue involves identifying problems faced by teenagers who have difficulty determining their future careers in line with their desires through online content analysis. This analysis found that many teenagers have difficulty determining their careers due to a lack of understanding and uncertainty about their

future career desires as a result of external and internal factors.

From these problems, three keywords were selected for data mining, namely Book OR storybook AND graphic OR illustration AND "future career".

Data mining was conducted on September 15, 2025, using Publish or Perish and produced data from international publishers. The data was then analyzed and generated four research questions listed in the introduction. The data was then selected in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which were applied so that the reporting of this SLR research could be conveyed transparently and systematically (Sarkis-Onofre *et al.*, 2021).

Before analyzing the existing data, the researchers determined the inclusion and exclusion criteria to ensure that the articles to be reviewed were relevant and appropriate to the topic under study.

Table 1. Inclusion and Exclusion Table

Inclusion	Exclusion
Publication range 2015-2025	Publications before 2015
Complete Article Metadata	Incomplete metadata
Journal articles and conference proceedings	Review articles, books, book chapters, review papers
Using English	Other than English

Contains the keywords Career, book, and illustration or graphic	Does not contain any of the three
Focuses on future career planning for adolescents when they are students	Career development planning when already working

Source: (Personal Documentation)

Articles that meet the inclusion criteria are those that discuss issues of future career planning and book design, were published between 2015 and 2025, are in English, and are journal articles and conference proceedings.

Meanwhile, articles that do not meet the exclusion criteria include career development planning when already working, in the form of review articles, books, book chapters, review paper proceedings, using languages other than English, and published before 2015.

Source: Personal documentation

In the initial stage of the PRISMA process, a search was conducted and 966 articles were obtained from various types of databases from various international publishers. After removing incomplete metadata, 574 articles remained for the next screening stage.

The screening stage was carried out by eliminating databases that were books, book chapters, and review articles. There were 425 articles remaining, which then underwent the next stage of reading relevant titles and abstracts to assess articles that were relevant to the topic being researched, and 365 were eliminated.

Thus, 60 final articles remained that had been thoroughly examined and then entered the full inclusion criteria in accordance with the RQ that had been made. Nine articles did not meet the qualifications, leaving 51 articles to be included in the study. Details of the PRISMA flow diagram are shown in Figure 1.

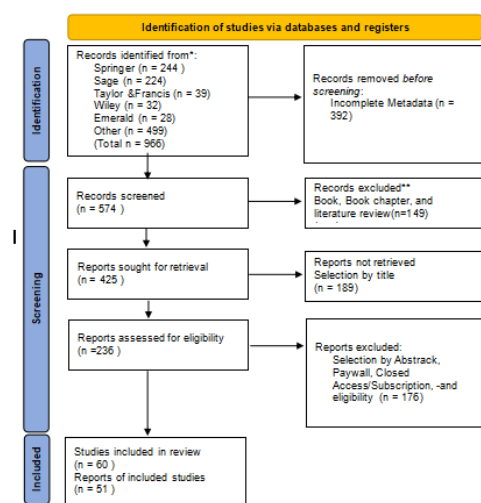


Figure 1. Prism Diagram

RESULT AND DISCUSSIONS

A total of 51 articles were identified through the inclusion selection process and their suitability with the RQ. The articles were published between 2015 and 2025, with the majority of studies conducted in Europe and Africa. The majority of the articles used a qualitative approach, as shown in Figure 2.

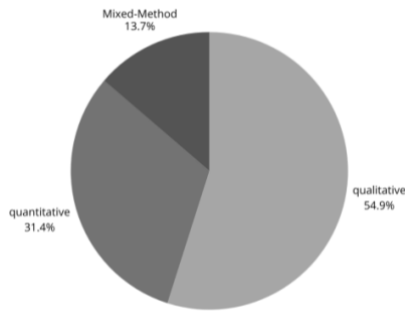


Figure 2. Article Approach Diagram

Source: Personal documentation

Based on the initial synthesis results, the research to be discussed is divided into four parts to answer *the Research Question*. The following are the results and discussion of the division of the study.

A. Causes of Difficulty in Determining Future Careers

There are fourteen studies that examine the causes of why someone has difficulty determining their future career. Yamamoto & Black (2015) reveal that internal and external influences are two important things for someone making decisions about the future. Family influence and social stereotypes are pretty strong in determining an individual's career because they are directly related to individual psychology (Turner, 2022), while Wang et al. (2021) emphasize that some people dreams are influenced by their educational environment.

Based on the above statement, it shows that decisions are often not made independently and are affected by several factors, both outside and inside of the individual. This impact often comes from people who are close to the individual, specifically those who interact frequently and are emotionally involved. Tuner highlights that parents are the closest person to their children physically and emotionally,

making it easy for unconscious relationships to change a person's opinion.

This finding reinforces the research by Goodwill et al. (2019), which shows that a person's career success is not only influenced by those closest to them, but also by the reciprocal relationships around the individual. So, the environment and family can have a major impact, both negative and positive, on the decisions an individual makes.

Other studies have found that bad perceptions and social standards play a role in lowering adolescents' confidence in their career aspirations (Marsay, 2024; Chiu et al., 2023).

From the synthesis, this will happen if social relationships result in negative outcomes. For example, someone has chosen a career that suits them, but other people's views of their chosen career are not good for those who choose that career, making them feel insecure about their preference. Marsay has proven that a person's self-preparedness is often undermined by negative factors from their surroundings, a statement that is in line with and expands on the understanding of previous studies.

In more complex cases, such as gender, women have more considerations in determining their future careers due to the dominance of jobs performed by men (Jung & Kim, 2020). These results further indicate that social norms regarding certain jobs still refer to one gender, namely men, and cause women to have low expectations for their future careers. These findings also amplify the research conducted by Chiu et al., where social standards become the reason why a job is acceptable to a person.

Unlike some juveniles who are still confused about their identity, research by Kasmana & Annisya (2023) found that confidence in one's abilities is a determinant of success in future career planning. The meaning of these results is that when individuals have skills or talents in a particular field but are insecure about their own talent, they may hesitate that their skills can help them in their future career planning. This lack of confidence can be improved through education and a curriculum that supports the abilities of adolescents at school and becomes an important foundation for them to be able to understand the skills that are in line with the realities in the field (Cezzar, 2020).

However, career expectations and hopes among adolescents are quite high, and this creates a gap when they enter the workforce that does not match what they had imagined (Childers, 2022).

The statements presented explain that a person's imagination often expands and produces overly high expectations, and this is not accompanied by abilities that match the realities in the field. Cezzar's research provides a solution to Childers' research that education can be a way for someone to obtain information and understand the suitability of the realities in the field with their expectations.

Al Safi's (2017) research highlights the surrounding culture as a source of information for future careers, while Allen et al. (2019) found that ethnic differences can affect self-efficacy for individuals preparing for their future careers.

Both results indicate that a person's cultural background also has an influence on their career planning. For example, if the career

has narrow qualifications, such as a job that is only understood by a certain ethnicity and group of people, or a career that is not allowed for someone whose cultural background has traditionally prohibited it, this will affect their future career planning.

Based on the findings presented, it can be concluded that the factors that influence a person in making future career decisions come from outside and within themselves, which can affect a person psychologically and hinder them from achieving success in determining their future career if these influences are negative.

B. The Influence of Counseling Guidance in Determining Future Careers

There are nine studies that discuss the influence of counseling guidance in determining future careers. Guidance counseling is important so that students can understand what they want and also know what potential they have (Baska & VanTassel-Baska, 2016). In other words, guidance counseling can provide direction regarding what individuals already have towards a career that suits their needs.

The research by Anapiyayeva et al. (2024) expands on the views of Baskara & VanTanssel-Baska that emotional guidance and skills are necessary for individuals to increase their confidence in facing challenges in life and the professional world. This study further emphasizes that it is not only ability that motivates a person, but also the support of their feelings, which is needed to strengthen their self-confidence

In line with this, the research by Chinyamurindi et al. (2021) argues that the involvement of parents and teachers is necessary

in guiding students in determining their career direction, which means that guidance from experienced individuals is important in providing direction but needs to be in line with a person's interests and talents. Meanwhile, according to Raji (2019), it is the role of professionals that is needed to help students find careers that match their interests and talents. These two studies have the same direction, which is that involving the views of others as guidance is necessary in determining a person's future career.

And yet, if professionals like counselors are not equipped with professional training, it will have fatal consequences for students (Kozielska, 2018). Counseling guidance will also be ineffective if it is not carried out intensively and reflectively (Ozlem, 2019).

From the statements, it is clear that professionals who are not accompanied with adequate training will have a negative impact because students will only make decisions independently without expert guidance to guide them. This negative impact will also arise if intensive and reflective guidance for students is not carried out regularly.

Meanwhile, research conducted by Grigal et al. (2019) highlights the importance of introducing future careers early on so that students can consider their skills and abilities more thoroughly to support their desired future. This means that the period between childhood and adolescence which is when they must be prepared to plan their future careers, is quite long. This period can be used to introduce various careers and give them more opportunities to understand their future career aspirations.

Several other studies have also found few things that need to be improved and developed in counseling guidance. According to Safargaliev et al. (2020), counseling guidance needs to establish a new model so that mistakes in choosing a major and career planning can be eliminated. This research is in line with efforts to improve counseling guidance with technology that can replace the conventional counseling management system, which is restricted by time (Dwikurnaningsih et al., 2024).

From these two studies, there are two perspectives on counseling guidance in this moment, which emphasize innovation in counseling guidance and recommendations for more effective guidance that is relevant for this period. These two studies can also be a new opportunities for counseling guidance in the future that is more independent with technology but still under professional supervision.

Based on the results of the various studies discussed, it can be concluded that individuals still need professional guidance in planning their future careers, and that direction can also be adapted to current developments in the digital age.

C. Motivation Determines Future Careers

There are thirteen studies that discuss about this issue. The first understanding of career among adolescents is what is around them (Saputi & Purwanta, 2021), which shows that the environment plays a role in providing an overview and understanding of careers. This social role also has a major influence in fostering optimism about future careers and adaptability (Newman et al., 2022). The two studies are consistent in terms of the immediate motivation

of individuals, where positive emotions are formed because social influences in encouraging career goals provide greater self-confidence (Ruschoff et al., 2022).

However, it should be noted that good relationships are what motivate individuals to continue to develop (Ismail & Rishani, 2018). In line with this research, Luchaninov et al. (2018) argue that reciprocal relationships in education increase confidence in determining future careers. Both interpret that when external relationships provide affirmation and positive support, a person's self-confidence increases, and this creates a great opportunity for someone to succeed in planning their future career.

In addition to emotional support from outside sources, a person's psychological state also plays an important role in achieving success in career planning. According to Nikandrou & Galanaki (2016), mental readiness is more important in a person's career advancement. This study found something interesting in predicting a person's satisfaction and progress in determining their future career, meaning that a person will feel satisfied when they are psychologically prepared before and during career planning.

Still in the same context, career motivation often arises from personal life experiences, especially challenging experiences and deep emotional involvement (Gee, 2023). This study opens up a new perspective on an individual's psychological involvement in driving successful career planning, where a person's traumatic experiences can also become motivation in planning a good future career. This means that a person is able to turn negative things that happen to them into positive things

so that they are mentally prepared to plan a mature career.

In addition to psychological motivation, interests and talents are among the strongest motivations for individuals to pursue careers that match their abilities (Gbadegbe et al., 2024). This argument is in line with the research by Fedrigo et al. (2022), which states that planning depends on individual goals and needs.

From two arguments above, prove that an individual's abilities become their goal in planning their future career, and these skills can continue to develop when individuals take additional programs according to their wishes (Kelley & Buchanan, 2017). This means that the ability that have been mastered need to be developed periodically and adjusted to the needs of the world of work. In this regard, field practice helps provide an overview of the professional world and reduces fears of being unable to adapt when starting a career (Sakapurnama, 2023). which mean, experience can provide insight into the future careers of young people and will continue to develop over time.

The research by Bazine et al. (2023) looks at the importance of a combination of inner drive, a desire to continue learning, and a positive outlook on the future and their careers. This reinforces previous research where the skills possessed by individuals can encourage them to continue to improve and develop their future career plans.

Unlike many studies, Peters et al. (2020) found that income is a motivator, but this study provides a broader new perspective that enjoyable and meaningful work is what makes a person satisfied with their career. So even though income provides security, it is the

comfort of pursuing a career that motivates a person.

From the studies discussed, it can be concluded that a person's motivation arises from emotional implication. Mental readiness, personal experience, and self-ability influence a person's internal motivation. Meanwhile, positive reciprocal relationships with those closest to them and their views on their future careers influence a person's external motivation to succeed in achieving their future careers.

D. Implementations that can be used in the book to help someone understand their future career aspirations

Recommendations that can be implemented in the book will be discussed from fifteen studies that have been found. According to Hadi (2020), books can be a means of information and motivation reinforcement for individuals who read them. This shows that books can be a source that can convince readers to understand and guide them in the knowledge presented.

Not only that, there are continuous benefits in creating a book between the author and the reader. The author becomes knowledgeable about the discipline being conveyed, while the reader finds interest in the subject matter and describes it in their imagination through literacy (Bosman & Chelberg, 2021).

Meanwhile, by adapting to the changing times, digital books provide understanding not only of the material they carry but also improve digital literacy (Terton & Greenaway, 2015). This statement reinforces the findings of Schattelman

& Liu (2020), who revealed that digital literacy is important for improving digital ability.

Through the ideas described above, digital books are now preferred because they not only present the information but also train readers to gain understanding from digital sources.

However, print media can be a means of introducing careers and enhancing individuals' imagination about their future careers (Trianasari & Purwanta, 2019). Books are a form of print media and come in many varieties. In addition to written text that can spark a person's imagination, books can also include images to reinforce that imagination. Graphic novels can be a medium for imagining the intended message (Park, 2016). Text and visuals are a good combination for helping a person understand a book.

This is reinforced by discussions and illustrations in literature, which play an important role in improving literacy comprehension (Kardaş İşler & Dedeoğlu, 2019). This shows that written information and illustrations are interrelated in literature because both provide descriptions, especially illustrations that clarify the discussion presented in written form. This is in line with the research conducted by Nakagaki (2025), which states that graphics are able to explain in more detail and can combine fictional imagination with the real world. His findings provide a new perspective that even if information is conveyed fictionally, if it is aligned with what happens in the real world, the information can be conveyed clearly when using images.

Previous research expands on that conducted by Late et al. (2024), which

emphasizes the use of visuals that can offer a more detailed picture of information than words. This reinforces the idea that if a book contains more images than text, it still gives sufficient information if the images are drawn appropriately and refer to the information to be conveyed.

In addition, theoretical involvement in design is necessary to help create works that can be critically digested (Veryeri Alaca & Onmuş, 2018). This statement expands on the existing argument that, in addition to presenting visuals as detailed information, these visuals must also be formed in accordance with the principles described by theory.

In addition to the structure of a book, its theme can also serve guidance for reading and stimulate the reader's imagination about what is in the book (McAdam et al., 2020). Therefore, the main idea in the content of a book needs to be carefully considered because it guides the flow of reading so that the reader's imagination matches the information that has been compiled.

Furthermore, research conducted by Jager et al. (2021) found that selecting good, structured content with visuals that are not only attractive but also help users understand the material can increase their knowledge. This means that visuals are displayed not only to make the book look attractive and prevent boredom when reading, but the elements displayed must also be appropriate and relevant to the information that readers will obtain with a good structure.

In addition, the content in the book can be adjusted to several things other than visuals. According to Uy (2019), interactive elements provide insight in a fun way. This is because it

makes a person directly involved and creates interaction between humans and media in an interesting way. However, enjoyable activities must be appropriate to the level of need in the individual's development (Welde et al., 2016). Thus, interactive media requires a theoretical basis that not only provides an enjoyable experience but also provides insights that are well conveyed and appropriate to the individuals using it.

In contrast to existing research, Lesmana et al. (2021) found that mind mapping strengthens students' preparation for future careers in their fields of interest. The study proved that mind mapping successfully reduced teenagers' confusion in planning their careers, as mind mapping helped them direct their future career goals.

Therefore, from the many studies discussed, it can be concluded that print media such as books are more effective when using visuals because they can indicate more detailed picture than writing, but this needs to be based on recuitation so that it suits the needs of the reader. However, digital books are now superior in this modern era because they provide a more extensive experience, especially when combined with fun interactive elements.

CONCLUSION

The results of systematic analysis show that teenagers' considerations and their success in their future careers are influenced by various aspects, from family and environmental factors to their ability to manage their emotions and experiences, which are the strongest indicators of a person's success. Counseling can help guide teenagers on these issues, but it is limited by

human resources and requires more modern innovations.

Visual media in books can be used as elements that convey information emotionally from an imaginative perspective. However, printed books are now being replaced by digital books and interactive media.

Further studies are recommended to emphasize the design of interactive digital books that involve emotional connections with enjoyable interactions to convince and provide understanding to adolescents in line with their future career aspirations.

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