

The Effectiveness of The Hello, Me! Program to Increase Teenagers' Self-Awareness

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DOI: <http://dx.doi.org/10.15294/edukasi.v15i2.33622>

Info Articles

History Article

Submitted 2021-08-21

Revised 2021-10-16

Accepted 2021-11-14

Keywords:

Talents, Interests, Teenagers,
Self Awareness

Abstract

During the Covid-19 pandemic, unemployment increased to 9.77 million. Youth competition in the world of work will be more challenging if they do not have soft and hard skills. Teenagers who grow up in an environment with complex social problems such as Tikungbaru, where poverty, crime, and juvenile delinquency rates are high, actually need it. Teenagers need self-awareness to select the right career. The purpose of the research was to determine the "Hello, Me!" by searching for interests and talents to increase teenagers' self-awareness. The research method uses an experimental pre-post test design with teenagers aged 12-13 years in RW 08 Tikungbaru. The intervention is the "Hello, Me!" program in tracking interests and talents through CFIT and RMIB, self-awareness training, and group counselling. The data collection uses a self-awareness scale before and after the program. Data analysis used the Parametric Paired-Samples T-test. The results show that sig (2-tailed) value of $0.000 < 0.05$ means a significant difference in self-awareness in teenagers before and after the program. The conclusion is that "Hello, Me!" can increase teenagers' self-awareness in Tikungbaru. This research can provide literature references and program solutions to increase teenagers' self-awareness.

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INTRODUCTION

The Central Statistics Agency (BPS) reports that the COVID-19 virus pandemic has caused the open unemployment rate (TPT) in Indonesia to increase from 5.23 per cent to 7.07 per cent. In the August 2020 period, there was an increase of 2.67 million people, bringing the number of unemployed workers in Indonesia to 9.77 million people (Fauzia, 2020). This increase was due to the occurrence of layoffs. The 212,394 workers have been laid off (Indayani & Hartono, 2020). Indonesia's economic growth rate is slowing due to changes in people's behaviour during the pandemic. There are social restrictions policies on a small or large scale that impact the formal and informal sectors. The informal sector, which is relatively more fragile, is also experiencing a loss of livelihood because it depends on daily income, mobility of people, and the activities of people working in the formal sector. So, one thing that can distinguish workers who survive and not in this pandemic condition is competence or expertise (skills).

The soft skills needed by the business/industry world include communication skills, honesty, and good behaviour, a sense of responsibility, time discipline, working safely, creatively, and resourcefully, high commitment to keeping promises (Muslikah, et al., 2021). The ability to manage information, ethics, and morals in words and actions, able to manage oneself well at work, enthusiastic in work, respect for elders, tough/persistent at work, coping with stress, not depending on others at work, caring towards others and work, and easy to accept input (Suryanto et al., 2013). Teenagers as prospective workers will face these challenges and demands. Teenagers' competition in the world of work in the future will be even tighter, especially if they do not have sufficient competence or expertise in the form of soft skills and hard skills.

Teenagers are a period of transition and change from children to adults. There are five significant changes (Rifai & Anni, 2018) : (1) heightened emotions whose intensity depends on the level of physical and psychological changes that occur; (2) the changes that accompany sexual maturity make teenagers unsure of themselves, their abilities, and their interests; (3) changes in body, interests, and roles, which the environment expects, create new problems for teenagers; (4) changes in values accompany changes in interests and behaviour; (5) some teenagers are ambivalent towards any changes.

They want to demand freedom but are often afraid of taking responsibility for the consequences and unsure of their ability to take on those responsibilities. One of the characteristics of teenagers is the existence of changes such as changes in their bodies, interests, and roles that they need to do in social groups (Hurlock, 2007).

Teenagers experience turmoil in their souls in the process of adjustment. The most critical things teenagers need to adjust are knowledge and awareness of themselves and what is happening (self-awareness). Self-awareness is the ability of a person to consciously understand his internal state, such as his emotions at the time, and understand his tendencies between situations. According to Daniel Goleman, self-awareness is a person's ability to know the strengths, weaknesses, drives, values, and impact (Kalaiyaran & Daniel Solomon, 2016). Someone who has good self-awareness increases the ability to reflect for self-development and learning, or psychological insight increases self-acceptance and understanding and is more productive at work (Arfah & Bakar, 2019).

Interest and talent search can increase self-awareness. The Psychology Dictionary explains that interest is a motivational state or a set of motivations that guide behaviour towards specific goals (Rufaidah, 2015). At all ages, interest plays an essential role in a person's life. It dramatically impacts behaviour and attitudes because interest is vital for learning motivation (Sarwita et al., 2018). According to the KBBI, interest means: (a) Towards attention; (b) There is a desire to pay attention; (c) Willingness to do something; (d) Interested; (e) there is interest; (f) there is a sense of liking; (g) there is a will; (h) would like to. One way to express interest is through the Rothwell-

Miller Interest Blank (RMIB) test. There are 12 interest options: outdoor, mechanical, computational, scientific, personal contact, aesthetic, literary, musical, social service, clerical, practical, and medical. While talent is a condition or ability that a person has with special training can obtain a particular skill, knowledge, and skill (Anggraini et al., 2020).

If teenagers do not have self-awareness regarding the description of their interests and talents and without facilitation from families, especially parents, to help teenagers explore themselves in this period of change, they will experience self-disturb. Exploring his interests is carried out independently without any direction, which is good or bad for his future and career. So those teenagers are often trapped in behaviour that deviates from the norm and is known as juvenile delinquency. Some juvenile deviant behaviours are juvenile delinquency, drug use, promiscuity, STDs (Sexually Transmitted Diseases), pregnancy out of wedlock, abortion. The cause is the unpreparedness of adolescents to face physical, psychological, mental, emotional, and biological changes (Apriani & Suminar, 2015).

The absence of support in a healthy environment makes it difficult for teenagers to carry out their developmental tasks (Jannah, 2016). The Tikungbaru area in North Semarang has complex social problems such as being vulnerable to criminal acts such as lying, smoking, drinking, fighting, drug users, and dealers. The level of juvenile delinquency behaviour in Tikungbaru is also relatively high. Saputri's research states three forms of juvenile delinquency in Tikungbaru: ordinary juvenile delinquency, moderate juvenile delinquency, and particular juvenile delinquency. Common juvenile delinquency, such as (1) lying, (2) saying impolite words, and (3) hanging out without a clear purpose. Moderate juvenile delinquency, such as (1) smoking and (2) consuming alcohol. Specific juvenile delinquency, such as (1) brawls, (2) taking Koplo pills or drugs, and (3) becoming drug dealers (Saputri, 2020). This condition further supports the level of crime in Semarang. In 2015, there were 2,792 incidents. The most prominent theft was 667 incidents, and the theft of weighting as many as 476 incidents. The poverty rate there is also high, with many slum settlements. Teenagers who grow and develop their experience limitations in knowing and exploring their talents and interests to prepare themselves for challenges in work. Good self-awareness will provide teenagers with a basic understanding of the areas they are interested in and what potential they have. It will direct teenagers to take the right path and make decisions for themselves, their careers, and their future better.

Based on the problem description above, the writer formulates the problem: Is there any effect of the "Hello, Me!" program through the search for talent interests to increase teenagers' self-awareness in Tikungbaru? The aim is to test the effectiveness of the "Hello, Me!" program by searching for talent interests to increase teenagers' self-awareness in Tikungbaru.

METHODS

The subjects in this study were 11 teenagers aged 12-13 years (6th-grade elementary school and first junior high school) in RW 08 Tikungbaru, North Semarang. This research method is quantitative through quasi-experimental (quasi-experimental) with non-randomized pre-test-post-test control group design. The following is a schematic drawing of the research design.

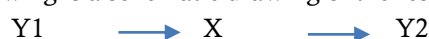


Figure 1. Research Design Schema

Y1: Pre-test; X: Intervention; Y2: Post-test

The intervention carried out in this experimental study was the "Hello, Me!" program by searching for talent interests through the CFIT and RMIB test kits, followed by self-awareness training, socialization of talent and interests, and group counselling related to psychological tests

results. CFIT is a test tool to reveal the level of intelligence that can indicate abilities and talents cognitively. Meanwhile, RMIB (Rothwell Miller Interest Blank) is a test tool to reveal a Figure of teenagers' interests which consists of 12 areas of interest. The subject's desire or aspiration is associated with that outcome. Self-awareness training using the lecture method, then the socialization session of interest and talent using the lecture method, and group sharing.

In group counselling, the researcher divided the participants into three groups. Each group has one lecturer as a counsellor and one student as an assistant counsellor. The results of the interest and talent psychological test reports carried out in the previous session are given to each participant and counsellor as a guide in carrying out the group counselling process. The implementation is offline using health protocols. This intervention uses the module entitled "Hello, Me!": Program to Increase Self Awareness Through Searching for Interests and Talents of Teenagers in Tikungbaru. In more detail, the research interventions are the following table.

Table 1. Intervention Phase of *Hello, Me! Program*

Number	Phases	Methods
Session 1		
1	Self-awareness pre-test	<i>Self-awareness Scale</i>
2	<i>Ice breaking</i>	<i>Klasikal</i>
3	Tracing interests and talents through psychological tests (CFIT dan RMIB)	<i>Group Psychological Test</i>
Session 2		
1	Self-awareness Training	Lecture
2	Socialization of talent interests	Lecture and discussion
Session 3		
1	Group counsellin (Psychotest Report)	<i>Group</i>
2	Self-awareness post-test	<i>Self-Awareness Scale</i>

The data for this study were collected using a self-awareness scale related to talent interests consisting of open and closed questionnaires. The researcher took the data twice, before and after the "Hello, Me!" intervention. Then the data were analyzed statistically with the Parametric Paired-Samples T-Test. We test the effectiveness of the intervention by comparing the condition of the participants before and after the intervention.

RESULTS AND DISCUSSION

The descriptive analysis results that the minimum value of teenagers self-awareness obtained before the intervention was 9, while the maximum value was 13, and the average self-awareness score of 10.82. After receiving the intervention, the minimum value is 10, and the maximum is 16, with an average self-awareness of 13.36. This result shows in the following table.

Table 2. Pre-test and post-test intervention score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	11	9	13	10.82	1.168
Post test	11	10	16	13.36	1.804

Regarding the hypothesis test, the distribution of the data in this study is usually distributed. It is analyzed using the Paired-Samples T-Test parametric test. The results show that the sig (2-tailed)

value of $0.000 < 0.05$ means a significant difference in self-awareness in teenagers before and after the intervention. It means the "Hello, Me!" program effectively increases the self-awareness of teenagers in Tikungbaru. The following is a test table for the difference.

Table 3. Different Test Results with Paired-Samples T-Test

	Sig. (2-tailed)
Pre test	0,000
Post test	

After the intervention of the "Hello, Me!" program, which consists of searching for interests and talents (psychological test) to reveal their interests and talents, then being given self-awareness training, socialization of talent interests, and group counselling related to the results of psychological tests that can help teenagers to increase self-awareness, they can recognize their talents in the form of cognitive potential through their level of intelligence, the areas of work that are most desirable to those that are not, and the suitability of their talents, aspirations, and interests.

Researchers provide initial intervention in the form of tracking interests and talents through psychological tests for adolescents. The use of interest tests and aptitude tests is one form of applying psychodiagnostic methods in education. Psychological tests are used to determine the potential of individuals to maximize the potential of individuals. One application of the psychological test method in the educational environment is the Talent and Interest Search, which aims to help choose a senior high school in SMA or SMK. This test is given to junior high school students who want to determine their major in senior high school (Nastiti & Laili, 2020). This psychological test can be beneficial for schools, namely principals, teachers, and parents, to understand students better and help provide the environment needed by students (Sukardi & Kusmawati in(Rohmah, 2011)). Psychological test results can also direct, assist, or guide teenagers in planning for the future, choosing jobs and positions, and making appropriate and accurate career decisions in welcoming a better youth future (Sukardi & Kusmawati in(Daulay et al., 2014)).

Psychological tests in the field of education have the following roles: (1) Help carry out majors. Psychological tests are predictive by considering talents, interests, and personalities to help add consideration for teenagers choosing educational programs. Psychological tests help find unique talents that are not immediately apparent, especially in teenagers who are called underachievers or teenagers who have high intelligence but low learning outcomes; (2) Help diagnose difficulty study. The diagnosis results through psychological tests can help teachers, especially BP teachers or tutors, in helping students overcome learning difficulties. In addition, it is also difficult to adjust so that they can learn better and feel happier. (3) Help choose the right major in the College. Psychological tests can help consideration by showing students' tendencies by disclosing their abilities, talents and interests, and the personality of the students concerned (Manufandu, 2015).

Researchers used two test kits to track the interests and talents of teenagers. Researchers used RMIB to track youth interests. The Rothwell Miller Interest Blank (RMIB) was formed by Miller and then refined by Rothwell RMIB, and there are 12 categories of job types. The aim is to measure job interest based on stereotyped ideas about the job in question and attitudes towards the type of work and field of work in society. In addition, to know that the concept someone knows a job. The usefulness of this test can be used in the field of job counselling, career counselling, school student majors, planning student learning materials (Mabruri & Sulistyanto, 2016). Interest test in education helps students majoring and career counselling. RMIB shows general and broad areas of work so that students understand and immediately narrow down alternatives (focus) on a clear field of work. Adolescents who drop out of school will also find suitable jobs according to their interests (Nastiti & Laili, 2020).

In talent search, researchers use intelligence tests or general aptitude tests to measure a person's general ability, namely the ability to achieve various abstract relationships and use past experiences to imagine the possibility of future problems (predictive). A measure of the intellectual ability of a teenager will be seen from the total score achieved by everyone. This test is used to reveal the intellectual abilities and individual adolescents aged 12 to 40 years (SMP, SMA, and PT) (Manufandu, 2015). An *aptitude test* is a test designed to measure the tendency of a person's potential abilities. An aptitude test can help junior high school students know whether they should continue to vocational school or senior high schools, such as should choose a different education program for science or social studies or language. They are included in the determination of extra-curricular activities further to hone their interests and talents (Nastiti & Laili, 2020). Student talent development factors positively impact self-awareness, study and work skills, problem-solving, and the strength of character and personality of students (Yohana et al., 2020). These tests can provide an overview of talents in the form of general potential of adolescents and interests in the form of their interest in specific fields of work in a Psychological Examination Results (HPP) report. This report will encourage teenagers to be more aware of themselves.

Self-awareness is the ability to recognize oneself through interests, talents, hobbies, and aspirations, including recognizing strengths and weaknesses, recognizing the clock, recognizing the body, the contents of the mind, and the conscience. Self-awareness will be helpful for self, family, nation, and country. Adolescents will also be able to live independently according to their identity. Self-awareness is an effort to build awareness of behaviour (soft skills) as a challenging skill reinforcement. Finally, there will be peace, peace, prosperity, and happiness for the nation and state (Makmun, 2017). If teenagers have self-awareness, they will be able to overcome various challenges of the nation's problems, such as unemployment in the long term.

Self-awareness is related to developing a self-image of "who I am", an essential psychological structure that they need to get as a teenager. This self-image is related to the way teenagers communicate with others to help them define their identity. This self-awareness will lead them to achieve more realistic life goals. Self-awareness helps them become professionals and establish moral values and principles (Sandu et al., 2015). A negative image of juvenile delinquency that is currently embedded in the Tikungbaru environment will later change if teenagers can determine moral values and principles. It will also encourage them to behave by the morals accepted by society.

Self-awareness training can provide knowledge for adolescents about how to know themselves with all their weaknesses and shortcomings and their interests and talents. Training is a process that consists of a series of activities to expand personal knowledge so that they can influence behaviour change according to their life situation. There is a cognitive area that grows from this intervention (Agochiya, 2009). In changing the cognitive aspects of the training, participants gain mental skills in the form of knowledge, understanding, application, synthesis, evaluation, and analysis through discussion of material about self-awareness before and after the intervention (Bloom in (Anderson et al., 2001). Self-awareness training effectively improves adolescent self-adjustment, such as solving personal, social, study and career problems (Julianto & Muslim, 2016). Self-awareness training through painting activities can increase the self-awareness value of adolescents in orphanages (Hatami et al., 2016). During adolescence, abstract thinking skills have developed, and individuals reach a specific level of self-awareness. Adolescents find their stable and logical identity better to understand their environment and them selves (Zanden, 2004). Self-awareness becomes the starting point for personal development (Maharani & Mustika, 2016). Self-awareness significantly affects the ability of mothers who have children with intellectual disabilities (Moradpoor et al., 2013).

In the third stage, the researcher provided intervention to socialize interests and talents in adolescents. It aims to teach adolescents about the definition, types and ways to develop interests and talents. According to Sandjaja, interest is a tendency that causes someone to try to find or try

activities in a particular field. *Interest* is also defined as a positive attitude towards environmental aspects. In addition, interest is also a persistent tendency to pay attention and enjoy an activity accompanied by a sense of pleasure. Interest is related to the process of someone showing attention and focusing on things of interest, which are carried out continuously with feelings of pleasure and create a sense of satisfaction (Ikbal, 2011). Interest has two aspects, namely cognitive aspects and affective aspects. Cognitive aspects are based on concepts children develop regarding fields related to interests. In contrast, affective aspects of emotional weights of concepts that build cognitive aspects of interest are expressed in attitudes towards activities that generate interest (Hurlock, 2007).

Talent is an ability already owned by everyone who is used to learning something quickly, even some of them in a short time and have excellent results. Talent has indeed been possessed by every human being when he was born into this world (Nastiti & Laili, 2020). *Aptitude* is an innate ability that is a potential that still needs to be developed or trained to achieve a special skill, knowledge and skill, such as language skills, playing music, painting, and others. Realization of talent needs to be supported by interest, training, knowledge, and experience to actualize talent properly (Ahmadi & Sholeh, 2005).

Several factors can influence the development of a person's talents, including education level, surrounding environment, nervous and motor structure, motivation, interests, emotions, physical maturity, biological, improving the quality of physical skills. The goal of individuals to know and understand talent is twofold, first, for diagnostic purposes. By knowing someone's talent, we can know and understand what potential is in a person. Second, for prediction purposes. By knowing someone's talent, we can predict whether someone will be successful or will experience failure in specific fields in the future (Nastiti & Laili, 2020).

Before the intervention, the average self-awareness of adolescents was 10.82. Then it increased to 13.36 after the intervention was given. Prior to the intervention, adolescents did not yet know their potential Figure. The self-awareness scale shows that they do not know their strengths, weaknesses, goals, and strategies to achieve them. Based on Jembarwati's research, most students do not know what steps to take for their future. Most respond to counselling by understanding the potential of intelligence and trying to formulate advanced strategies in learning. Counselling aims to find out and help solve problems in the educational process and can be used for student development, teachers' classroom actions, and essential decisions (Jembarwati & Anggraheni, 2021).

The counselling process is the process of gathering facts about adolescents and information about their experiences and focusing on specific issues that need to be addressed by adolescents. Counselling is an interaction between counsellor and client that occurs in a professional environment to facilitate behaviour change, improve problem-solving skills, improve decision-making skills, and improve interpersonal relationships (Jones, 2011). Counsellors and counsellor assistants accompany the subject by bringing and providing Psychological Examination Results (HPP). *Group counselling* is a service that is considered reasonably practical because it takes a short time and deals with small groups. General goals of group counselling: (1) Develop communication so that they can provide mutual assistance, (2) Learn to respect and care for each other, (3) Generate a sense of empathy (Hasanah).

The trait and factor group counselling affects the ability to overcome career planning difficulties so that youth work programs are appropriate. Group counselling helps adolescents gain self and work understanding. It makes their career planning becomes more precise than before. After group counselling, understanding teenagers' interests and talents increased to 70% (Hasanah & Prianggita, 2020). Group counselling had an impact, namely that all participants (100%) reported having gained a better understanding of the choice of majors or careers they would like to choose after graduating from school in the future. 83.3% of students feel confident about their major or career choice after attending interest and talent counselling (Pratiwi et al., 2020).

In this study, researchers involved parents (father or mother) in training, socialization, and group counselling. Researchers found the following data.

Table 4. Different Test Results with Paired-Samples T-Test on parents

	Sig. (2-tailed)
Pre test	0,002

The pre-test and post-test results of parents showed that in the different tests, the sig (2-tailed) = 0.002 < 0.05, which means that there is a significant effect of self-awareness training interventions, socialization of talent interests and group counselling on parents' self-awareness. Participants formed three groups wherein each group; there were 3-4 pairs of teenagers and parents (father or mother), totalling 6-8 people. Adolescents and parents discuss and get directions from counsellors about the interests and talents of teenagers to what strategies can be done by teenagers and parents to support teenagers. They can get an idea of what they should do and a follow-up plan to develop their potential and interests to become the right career choice in the future. This interest talent search program can support students when determining their future career fields according to their talents and interests and can increase enthusiasm, motivation, and achievement in students in higher education in the future (Marsidi & Hatta, 2019).

The involvement of parents in the group counselling process is essential. Family thinking is a joint discussion between children and parents, with joint considerations from various aspects concerning besides the wishes of the parents and their ability to realistically finance their child's studies, as well as the interests and abilities of the child concerned as other considerations. The decision that will be taken is absolutely a compromise of the various considerations (Manufandu, 2015). Parental attention has a significant effect on student achievement at school (Kusuma & Mustikawati, 2017). The involvement of parents can identify the characteristics of adolescents and their talents. Especially in terms of funding and providing facilities as a form of support. Parents must understand that the school aims to find out the interests and talents of teenagers so that teenagers become more focused on planning for the future. However, school efforts will usually be thwarted without good teacher guidance and counselling and other extra-curricular activities, such as journalism, sports and arts activities (singing, dancing, drama, drawing, and sculpture). Parental participation is also associated with the potential to gain appropriate experts to encourage the development of students' talents and interests (Yohana et al., 2020).

CONCLUSION

Based on the results of the hypothesis testing, it shows a significant difference in the value of self-awareness in teenagers before and after the intervention. The conclusion is that the "Hello Me!" program effectively increases teenagers' self-awareness in Tikungbaru. This research can be used as a literature and program reference solution to increase teenagers self-awareness, especially talent and interests.

ACKNOWLEDGEMENT

The authors thank the Ministry of Education and Culture and the State University of Semarang for providing the 2021 DIPA grant. Thanks to the entire research team of lecturers, student research teams, and research partners (the PKK Team, Bandarharjo Village) in Tikungbaru, North Semarang.

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