

Mapping Future Time Perspective Research among Indonesian Youth: A Scoping Review of Socio-Cultural Adaptation in the Age of Global Transformation

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Abstrack

In the accelerating era of globalization and digital transformation, understanding how Indonesian youth perceive the future is crucial in psychology and education. Despite global advances in future time perspective (FTP) research, its socio-cultural dimensions in Indonesia remain underexplored. Using a scoping review guided by PRISMA criteria, this study systematically maps the scope, trends, and conceptual gaps in FTP research among Indonesian adolescents. Of the 178 identified studies, 17 met the inclusion criteria and were thematically synthesized into four themes: the evolution and contextual adaptation of FTP research in Indonesia, variables in FTP studies, conceptual and methodological contributions, and implications for youth counseling and development. The findings bridge Western and Indonesian FTP frameworks and emphasize the need for diverse qualitative, mixed, and longitudinal approaches. Future research should further explore socio-emotional and cultural dynamics while developing contextually grounded FTP-based interventions for Indonesian youth.

Keywords: future time perspective, youth development, scoping review, socio-cultural adaptation, global transformation

Abstrak

Di era globalisasi dan transformasi digital yang semakin cepat, memahami bagaimana pemuda Indonesia memandang masa depan sangat penting dalam psikologi dan pendidikan. Terlepas dari kemajuan global dalam penelitian perspektif masa depan (FTP), dimensi sosial-budayanya di Indonesia masih kurang dieksplorasi. Dengan menggunakan tinjauan pelingkupan yang dipandu oleh kriteria PRISMA, penelitian ini secara sistematis memetakan ruang lingkup, tren, dan kesenjangan konseptual dalam penelitian FTP di kalangan remaja Indonesia. Dari 178 studi yang teridentifikasi, 17 memenuhi kriteria inklusi dan disintesis secara tematik menjadi empat tema: evolusi dan adaptasi kontekstual penelitian FTP di Indonesia, variabel dalam studi FTP, kontribusi konseptual dan metodologis, serta implikasi terhadap konseling dan pengembangan pemuda. Temuan ini menjembatani kerangka kerja FTP Barat dan Indonesia dan menekankan perlunya pendekatan kualitatif, campuran, dan longitudinal yang beragam. Penelitian di masa depan harus mengeksplorasi lebih lanjut dinamika sosial-emosional dan budaya sambil mengembangkan intervensi berbasis FTP yang didasarkan secara kontekstual untuk pemuda Indonesia.

Kata kunci: future time perspective, perkembangan remaja, scoping review, adaptasi sosial budaya, transformasi global

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INTRODUCTION

Indonesia, like many countries, is currently facing challenges in the era of transformation, characterized by volatility, uncertainty, complexity, and ambiguity (VUCA). This results not only in shifts in socio-cultural values but also in problems for youth welfare, such as economic uncertainty and unemployment. According to Badan Pusat Statistik, Indonesia's open unemployment rate (TPT) will reach 4.76 percent in early 2025, affecting around 7.28 million individuals, with the highest rate among 15-24-year-olds at 16.16 percent (BPS, 2025). This condition requires young people to be able to cope socially and culturally in the era of transformation and underscores the urgency for them to think about the future. Thus, there is an urgent need to understand how Indonesian youth imagine and plan for their futures, which is generally conceptualized in psychology as Future Time Perspective (FTP).

FTP refers to an individual's cognitive-motivational representation of the future that guides decision-making, goal setting, and behavioral regulation (Zimbardo & Boyd, 2008; Nurmi, 1991). Adolescents with well-developed FTP tend to engage in proactive behavior, make adaptive academic and career choices, and exhibit higher psychological well-being (Coscioni et al., 2024). Instead, thinking about a limited future can lead to lower motivation, poor self-regulation, and detachment from long-term goals (Hong, 2025). FTP thus plays an important role in developmental psychology, education, and career counseling, as it links temporal cognition to real-life outcomes. However, most existing research on FTP has been conducted in Western individualistic societies, where social values and future orientations differ substantially from those in Indonesia's collectivist culture (Mascia et al., 2023).

In the Indonesian context, cultural norms that emphasize family obligations and interdependence can influence how young people interpret their future. Indonesian adolescents often face social expectations to align their aspirations with family or community values (Pakpahan et al., 2025). Western FTP models, such as Zimbardo's Theory of Time Perspective or Nurmi's Developmental Framework, highlight personal autonomy. These cultural differences can lead to unique developmental trajectories, raising questions about whether global FTP theory can adequately explain the future perspectives of youth in non-Western societies, especially in this era of transformation. However, systematic mapping of how Indonesian studies conceptualize and measure FTP, as well as the extent to which socio-cultural transitions in this era of transformation shape youth FTP, remains underexplored.

In Indonesia, studies such as Karlina and Sunawan (2021) and Subekti (2022) have begun to link FTP to academic emotion, self-efficacy, and career maturity, but their findings pertain only to youth groups in certain regions. As a result, the research gap lies not only in demographic data but also in the absence of a comprehensive, evidence-based synthesis linking the FTP of Indonesian youth to the problems of the current era of global transformation.

This scoping review seeks to address this gap by mapping an empirical study on FTP among Indonesian youth using the PRISMA feasibility framework. Specifically, this study examines how Indonesian researchers conceptualize, operationalize, and apply FTP construction in various contexts such as education, career development, and socio-cultural transformation. The review also identifies key thematic patterns and methodological trends. Thus, this research contributes both conceptually and methodologically. Conceptually, by extending FTP theory into the cultural framework of



Indonesian society in the era of transformation, while methodologically, by integrating various studies into a coherent knowledge map about FTP.

Three research questions guide this review: 1) How has research on the future time perspective among Indonesian youth evolved over time in relation to socio-cultural adaptation in the era of global transformation? (2) What variables characterize the current state of FTP research in Indonesia? (3) What conceptual and methodological contributions emerge from the synthesis of these studies, as well as what implications do they offer for youth counseling and education?

The importance of answering these questions is twofold. Theoretically, this study explains FTP by situating it in a collectivist society, thereby enriching the dominant model originally developed in the Western context (Nurmi, 1991; Zimbardo & Boyd, 2008). Integrating cultural dimensions aligns with emerging science that requires context-sensitive psychological construction models for non-Western populations (Coscioni et al., 2024). Practically, mapping FTP research in Indonesia can provide information for educators, policymakers, and counselors to design interventions that improve youth's future time perspective, which is important for addressing economic uncertainty and unemployment in the era of global transformation (Pakpahan et al., 2025).

METHOD

The research method employed is a scoping review. Arksey & O'Malley (2005) define a scoping review as a method for identifying in detail the literature obtained from various sources, including different research methods, that are related to the research topic to be conducted.

In this scoping review, the research will focus on several topics: the future perspective, youth issues, the research context in Indonesia, the research design/methods, influencing factors, and the impact of the future perspective. The scoping review implementation process draws on the phases of the scoping review (Arksey & O'Malley, 2005). This phase of the scoping review consists of identifying research questions, identifying relevant studies, selecting studies for inclusion in the review, mapping data, compiling/summarizing, and reporting results.

In this phase, research questions must be identified and adapted to the research objectives. The main purpose of this study is to determine the development of future time perspective research on adolescents in Indonesia. Research Questions: The questions in this study are as follows: First, how has research on the future time perspective among Indonesian youth evolved in relation to socio-cultural adaptation in the era of global transformation? Second, what thematic domains and variables characterize the current state of FTP research in Indonesia? The final question in the third question is, what conceptual and methodological contributions emerge from the synthesis of these studies, as well as what implications do they offer for youth counseling and education?

2. Identification of relevant literature sources

The process in the literature identification phase begins by determining the PCC (person, content, and context) to be used. In this study, the person is an adolescent, the content is future time perspective, and the context is Indonesia. The database used in this study contains research articles from Indonesia, especially those related to future perspectives among adolescents. The researchers used three databases considered the most representative and reliable for searching for literature on the future time perspective of Indonesian adolescents: Garuda, Google Scholar, and Perpustakaan. The literature search strategy is shown in Table 1.



Table 1.
 Literature search strategy

Databases	Keywords	Number of Results
Garuda	future time perspective	24
Perpusnas	“future time perspective” “Indonesia”	58
Google Scholar	“future time perspective” “remaja” “Indonesia”	126

The keyword used in the Garuda database is “future time perspective”, and 24 articles were obtained. The keywords for the Perpusnas database are “future time perspective” and “Indonesia,” and the search yielded 58 articles. The keywords used in the Google Scholar database are “future time perspective,” “remaja,” and “Indonesia,” yielding 126 articles. The overall number of articles was 178, tracked from 2018 to February 2024.

Before selecting a study for the review, inclusion and exclusion criteria must be established, tailored to the research question. This step of preparing the inclusion and exclusion criteria is necessary to determine which literature to include and which to exclude. The inclusion and exclusion criteria are listed in Table 2.

Table 2.
 Literature Selection Criteria

PCC Criteria	Inclusion Criteria	Exclusion Criteria
Person	Literature focuses on youth issues	The test subjects used do not belong to the young age range, e.g., adults and elderly people
Content	The literature deals with the future time perspective	Unfocused on future time perspective
Context	The context of the literature is Indonesia	Not the result of research conducted in Indonesia

Selecting studies is necessary to ensure that the articles chosen do not deviate from the topic to be covered in the scoping review. Literature selection process using the Rayyan AI website, an application that facilitates online literature research.

This literature selection is conducted by removing duplicate articles, then selecting articles based on titles or research abstracts that match the topic and finally reading those that meet the criteria in detail. At the stage of selecting articles, duplicates were identified, of which we edited up to 51 and left 127. In the next step, titles and abstracts are selected using inclusion and exclusion criteria. In this phase, the selection process is carried out by two reviewers, and after resolving conflicts between reviewers, a total of 17 articles will be included in the inclusion criteria.

The literature containing the inclusion criteria is carefully read to better understand it, and the key data are then entered into a table in Microsoft Excel. Data extraction results include author(s)/year, location, participant, research design, main variables, and key findings. The process in this phase involves the researcher conducting a synthesis of the literature that meets the specified criteria. A synthesis analysis is conducted to address the research questions. After the analysis is completed, the researchers report the results and discuss



The phases of the literature selection process are then presented in the Prisma flowchart. This diagram describes the process of identifying PRISMA literature in detail and transparently. The PRISMA future time perspective diagram among adolescents in Indonesia is shown in Figure 1.

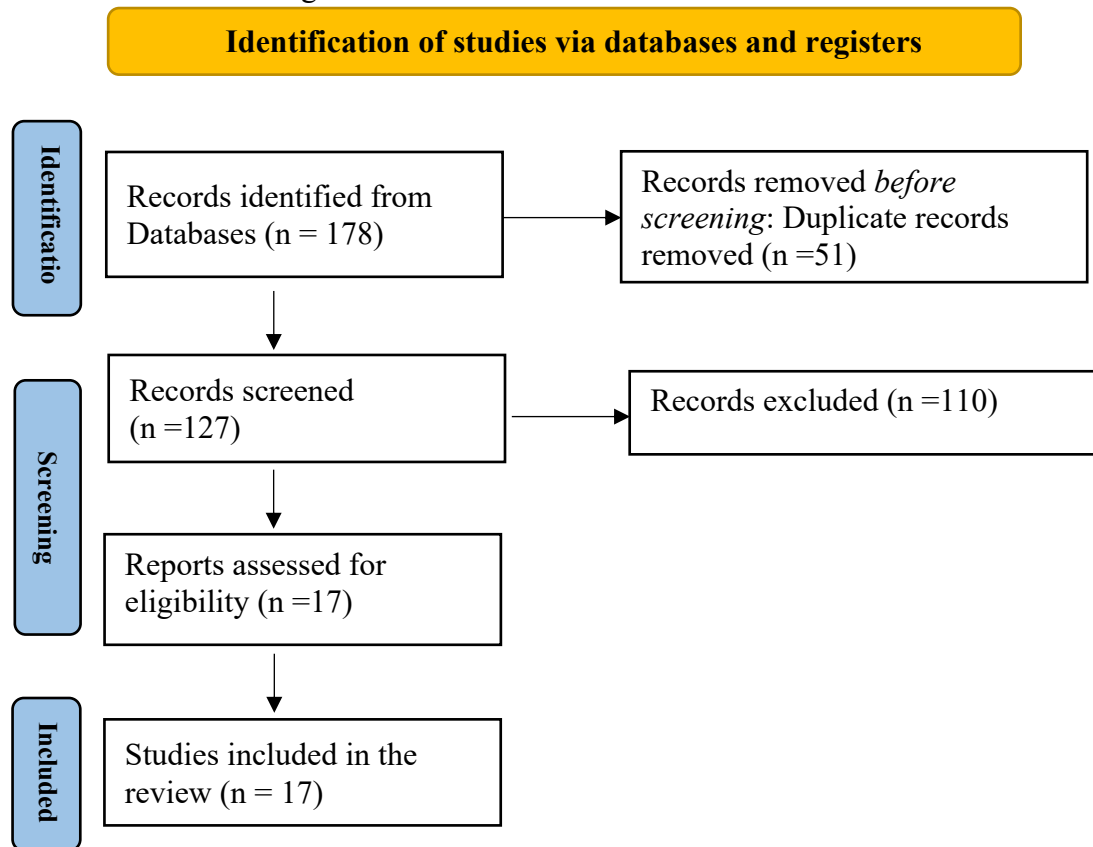


Figure 1. PRISMA Flowchart 2020

RESEARCH AND DISCUSSION

Results

Of the 17 studies included, all used a quantitative approach. Most of the participants were high school or college students. Information regarding the characteristics of the included studies is summarized in Table 3.



Table 3.
 Characteristics of Included Studies

Author(s)/ year	Location	Participants	Research Design	Main Variables	Key Findings
Grashinta et al. (2018)	Jabodetabek	156 college students	Quantitative with regression analysis	FTP, career maturity	FTP significantly predicts career maturity
Salim et al (2020)	Sigi Central Sulawesi Regency	141 high school students	Quantitative with multivariate regression analysis	FTP, Career Decision Self-Efficacy (CDSE)	FTP contributes positively and significantly to the five dimensions of CDSE
Ridho & Siswanti (2020)	Malang	90 college students	Quantitative with bivariate regression analysis	FP, work readiness (WR)	FP has a strong relationship with WR, and FP can be a good predictor for WR
Agustina & Dwanoko (2021)	Malang	150 college students	Quantitative with multiple regression analysis	FTP, career maturity, work readiness	The career maturity variable has a dominant influence on the work readiness variable than the FTP variable.
Kurniawati (2021)	Purwokerto	110 college students	Quantitative with multiple regression analysis	FTP, emotional intelligence, peer support, career maturity	A combination of FTP, emotional intelligence, and peer support affects career maturity
Mutiasari & Sunawan (2021)	Semarang	364 college students	Quantitative (correlation)	FTP, personal growth initiative	FTP connects with personal growth initiatives



Kunwijaya, et al (2021)	Semarang	567 high school students	Quantitative with regression analysis	FTP, hope, life satisfaction	Hope fully mediated the relationship between FTP and students' life satisfaction
Fajrin, et al. (2021)	Semarang	400 high school students	Quantitative with Hierarchical Regression Analysis	FTP, self-efficacy, self-regulation, online learning engagement	A positive relationship between FTP and self-efficacy on online learning engagement, but Self-regulation did not predict
Praptiwi, et al (2022)	Malang	141 high school students	Quantitative with regression analysis	FTP, internal locus of control, career maturity	FTP and internal locus of control together contribute to career maturity.
Medellu & Fadhilah (2022)	Jakarta	283 College students	Quantitative with multiple regression analysis	FTP, career adaptability	FTP has a significant effect on career adaptability
Rokhmah & Achmad (2022)	Malang	117 College students	Quantitative with regression analysis	FTP, decision-making	FTP can predict decision-making
Anaresti, et al (2022)	West Lampung Regency	300 high school students	Quantitative with regression analysis	FTP, Career Decision Making Self-Efficacy (CDSE), social support	Positive relationship between FTP and CDSE, while social support while social support not related
Putri, et al (2022)	Bekasi	312 students' vocational high school	Quantitative with correlation analysis	FTP, career maturity	Positive relationship between FTP and career maturity



Febriyati, et al (2023)	Banyuasin Regency	366 high school students	Quantitative regression-based analysis test, and Bootstrap Bias correction methods	FTP, social support, positive affect, Career Decision Making Self-Efficacy (CDSE)	FTP had a significant effect on positive affect and CDSE
Safitri & Syofyan (2023)	Padang	218 college students	Quantitative with multiple regression analysis	FTP, internship experience, work readiness	Internship experience and FTP affected student work readiness
Murshal, et al (2023)	Ogan Komering Ulu regency, South Sumatra province	21 high school students	Quantitative experimental methods using pre-test and post-test control groups	FTP Group Guidance with mind mapping and group discussion	FTP base guidance v mapping a discussion t is effec improving planning
Miftahuddin & Robbani (2023)	Banten	400 students' vocational high school	Quantitative with multiple regression analysis	FTP, job readiness, emotional intelligence, and attitude towards career counseling	Emotional intelligence, future time perspective, and attitudes toward career counseling have a significant influence on vocational school students' work readiness

And then, Table 3 presents a thematic mapping of the research questions and findings. The synthesis revealed that the main domain of FTP research in Indonesia is education and careers. FTP research in Indonesia has begun to address challenges in the era of global transformation, although the socio-cultural framework remains underdeveloped. Conceptual and methodological gaps indicate the need for a culturally adaptive and integrative approach in FTP research and to shape youth counseling and education programs.



Table 4.
 Thematic Mapping of Research Questions and Findings

Research Question	Identified Themes	Supporting Studies	Key Insights / Interpretation
<p>RQ1: How has research on the future time perspective among Indonesian youth evolved in relation to socio-cultural adaptation in the era of global transformation?</p>	<p>1. Evolution and contextual Adaptation of FTP research in Indonesia Evolution of FTP research (2018–2023) Research conducted in Java, such as Semarang, Malang, Jakarta, Purwokerto, Banten, and Jabodetabek Involving college and high school students The focus of the study is predominantly on self-efficacy, career maturity, and work readiness Limited exploration of globalization and digital transformation impacts</p>	<p>Grashinta et al. (2018); Ridho & Siswanti (2020); Agustina & Dwanoko (2021); Kurniawati (2021); Mutiasari & Sunawan (2021); Kunwijaya, et al (2021); Fajrin, et al. (2021); Praptiwi, et al (2022); Medellu & Fadhilah (2022); Rokhmah & Achmad (2022); Putri, et al (2022); Miftahuddin & Robbani (2023)</p>	<p>Research on Future Time Perspective (FTP) among Indonesian youth is still relatively new and unevenly distributed. Most studies remain focused on educational and career fields, with minimal integrated socio-cultural frameworks and global adaptation</p>
<p>RQ2: What thematic domains and variables characterize the current state of FTP research in Indonesia?</p>	<p>2. Variable in FTP studies Education and career domains Adolescent careers Work readiness Psychological dimensions Factors influencing FTP The impacts of FTP</p>	<p>Grashinta et al. (2018); Salim et al (2020); Ridho & Siswanti (2020); Agustina & Dwanoko (2021); Kurniawati (2021); Praptiwi, et al (2022); Putri, et al (2022); Anaresti, et al (2022); Medellu & Fadhilah (2022); Febriyati, et al (2023); Safitri & Syofyan (2023); Miftahuddin & Robbani (2023)</p>	<p>thematic synthesis revealed that FTP is mainly associated with adolescent career, job readiness, psychological dimension, and FTP dampak. while FTP factors are mainly related to Socio-cultural and contextual factors are still poorly explored.</p>



<p>RQ3: What conceptual and methodological contributions emerge from the synthesis of these studies, as well as what implications do they offer for youth counseling and education?</p>	<p>3. Conceptual and Methodological Contributions Definition (view and think about future, Conceptualization of FTP as cognitive–motivational construct) Research methods in future time perspective research (Quantitative methodological dominance, Lack of qualitative, longitudinal, and cross-cultural approaches)</p> <p>4. Implications for Youth Counseling and Development Strengthening FTP in Counseling Practices Designing Future-Oriented Educational Programs</p>	<p>Grashinta et al. (2018); Salim et al (2020); Agustina & Dwanoko (2021); Mutiasari & Sunawan (2021); Kunwijaya, et al (2021); Fajrin, et al. (2021); Putri, et al (2022); Anaresti, et al (2022); Medellu & Fadhilah (2022); Febriyati, et al (2023); Safitri & Syofyan (2023); Mursal, et al (2023).</p>	<p>FTP as An individual's holistic view of the future serves as a cognitive, affective, and motivational framework to direct current behaviors toward long-term goals. Research is dominated by quantitative surveys with limited methodological diversity. Culturally responsive FTP-based counseling</p>
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The mapping identified 17 eligible studies published between 2018 and 2023, indicating that research on Future Time Perspective (FTP) among Indonesian youth remains relatively new and unevenly distributed. Most studies were conducted in Java-based regions such as Semarang, Malang, Jakarta, Purwokerto, Banten, and Jabodetabek (Jakarta, Bogor, Depok, Tangerang, Bekasi), with a few from other provinces, such as Central Sulawesi, South Sumatra, West Lampung, Padang, and Banyuasin. The research settings primarily involved college students and high school students, indicating a strong focus on educational and career fields. Thematically, studies focused predominantly on self-efficacy, career maturity, and work readiness.

Discussion

Although several Indonesian studies have begun to address issues related to unemployment and the challenges of global transformation (Agustina & Dwanoko, 2021; Fajrin et al., 2021; Grashinta et al., 2018; Madellu & Nur Fadhilah, 2022), these discussions remain largely situated within individual psychological factors rather than integrated socio-cultural frameworks (Nurmi, 1991; Trommsdorff, 2020). As a result, themes such as digital disruption, globalization, and socio-cultural adaptation are touched upon only indirectly and are not theoretically connected to how future time perspective (FTP) is shaped by broader cultural and structural contexts. In contrast, global FTP research has increasingly emphasized digital-age uncertainty, socio-cultural change, and new forms of future orientation shaped by technological acceleration and global mobility ((Hechavarría et al., 2023; Rasa & Laherto, 2022). Compared with these global developments, Indonesian FTP studies appear to be in an early developmental phase, showing growing interest in the impact of globalization and unemployment, yet still lacking theoretical integration that explains how collectivist cultural norms, rapid technological change, and global transformations reshape young people's temporal orientation.

The thematic synthesis of 17 selected studies revealed five themes that represent the current landscape of Future Time Perspective (FTP) research among Indonesian youth: adolescent careers, work readiness, psychological dimensions, factors influencing FTP, and the impacts of FTP. These themes demonstrate how Indonesian researchers have explored FTP as both a psychological construct and a developmental framework. However, the analysis also indicates that most studies remain descriptive and fragmented, lacking an integrative model linking FTP to broader socio-cultural and global transformation contexts.

Based on the results of the scoping review, future research related to adolescent careers was found (Agustina & Dwanoko, 2021; Anaresti et al., 2022; Febriyati et al., 2023; Grashinta et al., 2018; Kurniawati, 2021; Madellu & Nur Fadhilah, 2022; Praptiwi et al., 2022; Putri et al., 2022; Salim & Darmayanti, 2020). Grashinta (2018) noted in his research article that increasing professional maturity is an important factor in career prospects, especially for students in the career planning stage. The results of his research show a positive and significant influence of Future Time Perspective (FTP) on students' career maturity, with the level of Future Time Perspective (FTP) in the middle category. Students with Future Time Perspective (FTP) and intermediate career maturity are known to have begun career planning but remain unsure about the available options. They have an idea about the future, but face difficulties when there is a wide variety of career options available to them, with different job openings.



The study by Salim et al. (2020) examined the influence of Future Time Perspective (FTP) on Career Decision Self-Efficacy (CDSE) among high school students affected by the Sigi Regency earthquake. Results showed that FTP significantly affected all five CDSE dimensions: self-assessment, job information gathering, goal selection, future planning, and problem solving. This finding contrasts with earlier Indonesian studies, which showed that FTP influenced only three dimensions. The regression analysis indicated that higher FTP levels increased students' confidence in career decision-making tasks, helping them explore career information, plan education paths, and address career-related obstacles effectively. Agustina and Dwanoko (2021) found that Future Time Perspective (FTP) and career readiness jointly influence students' willingness to work, contributing 38%. Career readiness had the dominant effect (33%), while FTP contributed 5%, indicating its role in preparing students to be mentally prepared and competent in the workplace.

Kurniawati (2021) analyzed the partial and simultaneous influences of future perspective, emotional intelligence, and peer support on students' career maturity. The data analysis showed that future perspectives and emotional intelligence significantly influence students' career maturity. On the other hand, partial peer support does not significantly affect career maturity. However, this study shows that the combination of future perspective, emotional intelligence, and peer support influences students' career maturity. Putri et al. (2021) found a link between future orientation and career maturity among vocational high school students in Indonesia. Low career maturity stems from limited career information, low self-confidence, and unclear future visions, causing inconsistencies between students' career aspirations and their chosen study fields.

Several studies have consistently shown the significant role of Future Time Perspective (FTP) in shaping students' career development. Praptiwi et al. (2022) found a positive relationship between FTP and career maturity among high school students. Similarly, Anaresti et al. (2022) reported that FTP and social support together accounted for 22% of the variance in career decision self-efficacy, whereas social support alone was not significant. They recommended exploring mediator and moderator variables in future studies. Madellu and Fadhilah (2022) analyzed FTP through two dimensions: chances of future outcomes and a limited time perspective and found that a broader future view increases students' career adaptability. Febriyati et al. (2023) showed that FTP positively affects self-efficacy in career decisions, with positive affect mediating and social support moderating this relationship. Meanwhile, Mursal et al. (2023) demonstrated that group counseling based on FTP using mind mapping and group discussions effectively enhanced students' career planning, with mind mapping yielding better results. These findings align with international studies such as Phan (2014) and Jia, Hou, and Shen (2020), which emphasize that FTP is crucial for early-career commitment and adaptability, as it helps students anticipate future goals, strengthen motivation, and manage career challenges effectively.

Research on Future Time Perspective (FTP) has expanded to include its relationship with work readiness. Miftahuddin and Robani (2023) found that emotional intelligence, FTP, and attitudes toward career guidance significantly affect vocational students' career readiness. Emotional intelligence had the strongest influence, reflecting the importance of emotion regulation, empathy, and motivation in preparing for work. FTP contributed positively by enhancing students' motivation and self-preparation, while positive attitudes toward career counseling fostered active career exploration and improved decision-making. Similarly, Ridho and Siswanti (2020) reported that students



with a strong future perspective demonstrate greater willingness to work, as positive future attitudes improve their readiness to enter the workforce. They also emphasized the importance of connectedness in strengthening work readiness. Safitri and Syofyan (2023) supported these findings, showing that internship experience and FTP significantly enhance students' career readiness. Their study highlights that both factors shape essential attitudes, skills, and knowledge required to enter the labor market. Overall, these studies indicate that FTP, along with emotional intelligence, career guidance, and practical experience, plays a crucial role in improving students' preparedness, adaptability, and motivation to face future employment challenges in Indonesia's dynamic job landscape.

The scoping review revealed that studies on Future Time Perspective (FTP) among Indonesian adolescents are closely linked to psychological aspects such as life satisfaction, personal growth, decision-making, and engagement. Kunwijaya et al. (2021) found that expectations fully mediate the relationship between FTP and life satisfaction, indicating that students with positive future views and high expectations experience greater satisfaction and see the future as both a challenge and an opportunity. Fajrin et al. (2021) showed that the hedonic present aspect of FTP negatively affects online learning engagement, suggesting that students focused on present pleasure participate less in learning. Mutiasari and Sunawan (2021) found that FTP influences the Personal Growth Initiative (PGI); individuals who are future-oriented tend to actively develop themselves to achieve goals, especially by being aware of time's passage, connectedness, and the consideration of long-term consequences. Rokhmah and Achma (2022) demonstrated that FTP significantly predicts students' decision-making abilities, contributing 17% of the variance. Higher FTP levels enhance decision-making, while lower levels reduce it. Collectively, these studies emphasize that a strong future time perspective fosters life satisfaction, personal growth, effective self-regulation, and better decision-making, highlighting its critical role in adolescents' psychological and developmental outcomes.

The results of the scoping review did not indicate that the future is affected by predictor variables. From McInerney it is known that factors that can influence the future perspective are the complexity of the society in which an individual lives and the values of the society (e.g contributing to the progressive development of society, maintaining the status quo, or others), the perceived opportunities that need to be planned in a particular society, the influence of parents, technology, spirituality, and many other features of the individual's socio-historical environment (McInerney, 2004). Research development in Indonesia does not seem to have addressed these factors or how they can influence a person's future perspective, especially for adolescents entering the adult phase.

The lack of research highlighting the predictive factors affecting future time perspective (FTP) in Indonesian adolescents indicates an important scientific gap amid increasingly complex modern social challenges. The era of digitalization, globalization, and rapid cultural change has reshaped how teens view and plan for their future. Social media exposure and the pressure to conform to global standards create uncertainty about education, career, and identity choices (Maltby et al., 2024; Zhang, 2024). On the other hand, educational inequality, limited employment opportunities, and shifts in values from collectivism to individualism also affect the motivation and direction of adolescents' future planning (Malmberg & Trempała, 1998; Nurmi, 1991; Twumasi et al., 2018). This condition creates tension between personal demands and social responsibilities, which can hinder the formation of a directed future orientation (Lens et al., 2012). In this context, adolescents are required to have adaptive abilities and psychological resilience to cope



with disruptions caused by technological advances and economic uncertainty. Therefore, further research also needs to delve deeper into how social, economic, and cultural transformations in the modern era interact in shaping the future time perspective of Indonesian adolescents as the basis for their readiness to face the future.

The results of data extraction through a scoping review revealed that a future perspective can influence career maturity (Grashinta et al., 2018; Kurniawati, 2021; Praptiwi et al., 2022; Putri et al., 2022), indicating that a positive future perspective can support a teenager's professional maturity. Future perspective also influences young people's willingness to work. Young people who have an eye on the future will seek to engage in current activities that will help them achieve their career goals and be better prepared for the world of work. Career readiness, guided by a future perspective, was examined (Agustina & Dwanoko, 2021; Miftahuddin & Robani, 2023; Ridho & Siswanti, 2020; Safitri & Syofyan, 2023). Future perspective also impacts career adaptability (Madellu & Fadhilah, 2022) and career planning (Mursal et al., 2023). Furthermore, it was found that career decision self-efficacy (CDSE) was also influenced by future perspective.

This is supported by Salim et al. (2020), the CDSE on earthquake victim youth in Sigi, Central Sumatra, Anaresti et al. (2022) among high school students in West Lampung, and Febriyati et al. (2023), by adding social support as a moderator variable and positive affect as a mediator for high school students. Research on the effects of future perspective has also shown that it influences the Personal Growth Initiative (PGI) this shows that adolescents have a desire to develop themselves because they consider the consequences for future goals for actions taken today, so individuals will take actions that can help achieve their goals in the future, namely by themselves further develop (Mutiasari & Sunawan, 2021). Likewise, adolescents' life satisfaction will be better if they have a positive future outlook and high expectations (Kunwijaya et al., 2021). In the context of education, future perspectives will also affect students' participation in learning (Fajrin et al., 2021) and decision-making (Rokhmah & Achmat, 2022).

The synthesis of the reviewed study highlights the conceptual diversity in FTP research in Indonesia. Most studies included a definition of FTP within motivational and cognitive frameworks, whereas others did not. This concept has not developed towards a typical Indonesian socio-cultural orientation, such as the collective concept. Methodologically, research remains predominantly quantitative, with a focus on correlational analysis. This explanation of the definition and methodology outlines how Indonesian researchers conceptualized FTP, the theoretical directions that emerged from their definitions, and the methodological tendencies that indicate the development of FTP studies in Indonesia.

The definition of future time perspective from the analyzed article can be summarized as referring to the definition as an individual's view of everything in the future (Agustina & Dwanoko, 2021; Grashinta et al., 2018; Mutiasari & Sunawan, 2021; Safitri & Syofyan, 2023) the tendency of individuals to think deeply about their future, taking into account current behavior and some things that contribute to the future (Salim & Darmayanti, 2020) as a motivating force for individuals to engage in any activity that helps them prepare for the future (Fajrin et al., 2021; Putri et al., 2022), cognitive beliefs and expectations for the future, in which the future is viewed as a time frame for setting individual goals (Kunwijaya et al., 2021), as a future orientation that provides a basis for defining goals, plans, and commitments to guide the development of adolescents (Anaresti et al., 2022), the perception of the emergence of opportunities and hope for the



future (Madellu & Fadhilah, 2022; Miftahuddin & Robani, 2023) is a personality trait that includes thoughts, feelings, and everything related to the future (Febriyati et al., 2023) and projections of the adolescent's future that can optimally influence his career planning (Mursal et al., 2023).

The data extraction results revealed that all articles analyzed in this study used quantitative research methods. The method used in the seventeen analyzed articles is similar to a research method commonly used in other countries to study FTP. Peetsma and van der Veen have also previously conducted correlational quantitative research and found that different time perspectives in the future, particularly about school career and career, are good predictors of school investment (Peetsma & Van Der Veen, 2011). Jia et al. also conducted quantitative research to examine future perspectives and identify relationships among variables related to career adaptability, career building, and youth expectations (Jia et al., 2022). The results of their research also recommend measurement tools for these variables, based on tests of their validity and reliability.

Based on the results of this scoping review, the most widely used research method is the quantitative correlational method, while qualitative methods are largely underused. This result shows that there is still a gap in the use of qualitative or mixed methods that can be applied in future time perspective studies, as Phan mentioned that such studies require a variety of methodological instruments. Future retrieval studies may adopt mixed or qualitative methods to examine future perspective and its socio-historical origins (Phan, 2015).

Strengthening the Future Time Perspective (FTP) among Indonesian adolescents holds significant implications for educational and counseling practices. A strong FTP can foster better decision-making, enhance career maturity, adaptability, and work readiness, and support a smoother transition into adulthood. Research indicates that adolescents with higher FTP demonstrate greater academic motivation, more proactive career planning, and stronger engagement in online learning environments, which are essential in navigating the challenges of digital transformation.

In the era of global transformation and socio-cultural transition, developing FTP must go beyond individual traits to include contextual and cultural adaptation. Counselors and educators should design interventions that integrate family dynamics, community support, and local cultural values, recognizing that Indonesian youth often shape their futures around collective goals rather than individual ambitions. Guidance and counseling programs should incorporate future-oriented modules that align with national education goals and digital literacy development.

Moreover, culturally responsive FTP-based counseling can serve as a transformative framework for strengthening resilience, life satisfaction, and identity formation amid rapid social change. By situating FTP within Indonesia's collectivist and value-based context, youth development programs can cultivate adaptive, future-ready generations capable of thriving in global uncertainty and socio-cultural transformation.

CONCLUSION

This study mapped 178 publications and confirmed only 17 articles that actually met the FTP criteria in Indonesian adolescents for the period 2018-February 2024. The main findings show that (1) FTP research in Indonesia is still concentrated in the context of Javanese education/population and has not captured much of the dynamics of digital and cultural transformation; (2) FTP is most often associated with career maturity, job readiness, and self-efficacy of career decision-making; (3) almost all studies use a



correlational quantitative design so that their contribution is still at the level of confirmation of Western FTP theory to the local context, not yet on the development of a collectivistic FTP model. The limitations of this study lie in the database sources, which are dominated by national repositories, the limited time period, and the absence of methodological quality assessments for each study. Therefore, further research is needed: to expand the sample area outside Java, to use mixed/longitudinal designs to capture family and cultural factors, and to test the effectiveness of FTP interventions in school guidance and counseling services. The results of this mapping can be used directly by guidance and counseling program compilers and vocational education policy formulators to develop modules that strengthen future perspectives relevant to the current Indonesian context.

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