

## Building a Bright Future: Self-Awareness and Hope in School-Adolescent Students' Decision-Making

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### Article Information

Submitted date 28-10-2025  
Revised date 07-12-2025  
Accepted date 10-12-2025

### Keywords:

*hope;*  
*self-awareness;*  
*decision-making;*  
*adolescent students.*

### Kata kunci:

*harapan;*  
*kesadaran diri;*  
*pengambilan keputusan;*  
*siswa remaja.*

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### Abstract

High school students often face situations that require decision-making, but are vulnerable to social pressure and risky behavior. Self-awareness and hope are two important aspects that can influence adolescents' ability to assess options and consider their consequences. Therefore, this study aims to analyze the role of self-awareness and hope in student decision-making. Respondents in this study were 200 students aged 14–19 years. Data collection used questionnaires with modified Likert scales, namely the Situational Self-Awareness Scale (SSAS), the Trait Hope Scale (THS), and the Assessing Decision-Making Skills of Youth (ADYS). The data analysis technique used was multiple regression analysis. The results of this study indicate that self-awareness plays a positive role in decision-making, with a regression coefficient of 0.627 and a contribution of 54.9%, and hope also plays a positive role, with a regression coefficient of 0.379 and a contribution of 45.1%. Together, self-awareness and hope account for 38.9% of student decision-making, making them important predictors of students' ability to make adaptive decisions.

### Abstrak

Siswa sekolah menengah sering menghadapi situasi yang membutuhkan pengambilan keputusan, tetapi rentan terhadap tekanan sosial dan perilaku berisiko. Kesadaran diri dan harapan adalah dua aspek penting yang dapat memengaruhi kemampuan remaja dalam menilai pilihan dan mempertimbangkan konsekuensinya. Oleh karena itu, penelitian ini bertujuan untuk menganalisis peran kesadaran diri dan harapan dalam pengambilan keputusan siswa. Responden dalam penelitian ini adalah 200 siswa berusia 14–19 tahun. Pengumpulan data menggunakan kuesioner dengan skala Likert yang dimodifikasi, yaitu Situational Self-Awareness Scale (SSAS), Trait Hope Scale (THS), dan Assessing Decision-Making Skills of Youth (ADYS). Teknik analisis data yang digunakan adalah analisis regresi berganda. Hasil penelitian ini menunjukkan bahwa kesadaran diri berperan positif dalam pengambilan keputusan, dengan koefisien regresi sebesar 0,627 dan kontribusi sebesar 54,9%, dan harapan juga berperan positif, dengan koefisien regresi sebesar 0,379 dan kontribusi sebesar 45,1%. Secara bersamaan, kesadaran diri dan harapan berkontribusi sebesar 38,9% terhadap pengambilan keputusan siswa, menjadikan keduanya sebagai prediktor penting kemampuan siswa dalam membuat keputusan adaptif.



## INTRODUCTION

High school students are in the mid-adolescent developmental stage, aged 15 to 18 years, and can be considered adolescents. Adolescence is a bio-psycho-social transition period from childhood to adult-

hood, during which adolescents face a series of challenges, including the search for self-identity, academic pressure, and peer relationships (Tendolkar et al., 2021). One of the developmental tasks in adolescence is school and higher education (Santrock, 2019). The educational period is an important and decisive time for adolescents because success during this period can guarantee success at other stages of the lifespan (Sarace & Shabani, 2021). The educational environment is understood as part of the social environment formed at all stages of society to influence the growing generation. The integrity of the individual environment comprises conditions that ensure vital activities at all levels of the development of adolescent students' personal needs, thereby guaranteeing the self-expression of adolescent students at the level of social needs (Djurayev, 2023).

Another important developmental task for adolescents is adapting to social change. Social change can affect the structure and dynamics of the social contexts adolescents experience in everyday life, such as family, school, and youth groups (Crockett & Silbereisen, 2000). In social adjustment, some adolescents are still vulnerable to falling into unhealthy environments such as youth gangs, bullying, free sex, smoking, drug use, and alcohol consumption. This is because some adolescents interact more with their peers than with their families, even though adolescents previously also had relationships with family members (Miller-Day, 2002). Most adolescents today are faced with various issues such as global warming, hunger, poverty, suicide, alcohol, drug abuse, sexual harassment, smoking, anti-social behavior, and so on (Prajapati et al., 2017; Javadi et al., 2024).

In Indonesia, one of the real issues affecting many teenagers today is early marriage and teenage pregnancy, which impacts education, health, and psychological well-being. Early marriage is not only found in indigenous communities but has also spread to school-aged adolescents, who should be in a phase of learning, developing interests, and preparing for the future. This phenomenon is inseparable from the still-strong patriarchal culture and traditional beliefs that are deeply rooted in Indonesian society (Putri et al., 2019). The low level of education among children is one of the most influential factors, as education is closely related to the age at marriage; the higher a person's education level, the greater the likelihood that their age at marriage will be higher (Maulidar et al., 2021). *Badan Pusat Statistik* et al. (2020) reported that the prevalence of early marriage in Indonesia remains quite high at 11.21%. Approximately 1,220,900 women aged 20–24 years were married before age 18 in 2018, and as many as 61.3 thousand women had their first marriage before age 15. One area in Indonesia with a high rate of early marriage is the Special Region of Yogyakarta. *Dinas Pemberdayaan Perempuan, Perlindungan Anak dan Pengendalian Penduduk* (Department of Women's Empowerment, Child Protection and Population Control; DP3AP2) of the Special Region of Yogyakarta reported 632 cases of early marriage in 2022, with 84% resulting from unplanned or unwanted pregnancies. Of these cases, Sleman Regency had the highest number of early marriages (Huda, 2023).

Awareness of the dangers of early marriage in Indonesia has become a serious concern for the government and various stakeholders. This is reflected in various efforts and practices undertaken to prevent and reduce the high rate of early marriage, including implementing laws and regulations that set minimum marriage ages, conducting outreach activities, and running programs such as *Bimbingan Remaja Usia Sekolah* (School-Age Youth Guidance; BRUS) implemented by the Ministry of Religious Affairs. Despite this, the phenomenon of early marriage and teenage pregnancy continues to occur and impacts aspects of education, health, and psychological development of adolescents. This condition indicates that adolescents are in a situation that demands the ability to make appropriate decisions amid the pressures and complexities of their social environment. Therefore, this study seeks to examine the role of psychological factors, particularly self-awareness and hope, in shaping the

quality of adolescent students' decision-making regarding various issues they face, including early marriage.

In this context, self-awareness and expectations regarding adolescent students' decision-making are important aspects. Decision-making is understood as a cognitive process involving the selection of actions based on consideration of information, values, and potential consequences. In general, adolescents tend to be less prepared to face changes (lifestyle, low self-esteem, lack of motivation) that occur in the present, which may complicate their decision-making (Risyda et al., 2021). Social influences, especially peers, can play a significant role during adolescence in maladaptive and risky decisions, such as driving under the influence of alcohol and substance use (Ciranka & van den Bos, 2019). Empirical studies of early adolescents show that, when making prosocial/civic decisions, adolescents consider self-identity, others' perspectives, and meaningful consequences, and that adolescent decision-making already involves cognitive aspects, identity, and personal values (Castro et al., 2025). Therefore, adolescents who often face these situations must be able to make serious decisions with long-term impacts and develop problem-solving skills in social interactions with family and peers (Karsli, 2015).

Self-awareness includes the ability to understand emotions, values, form an identity, maintain interpersonal and academic relationships, and face and resolve challenges effectively (Ulya et al., 2021; Khatibzadeh et al., 2023). Students with self-awareness can recognize their strengths and weaknesses and have values and motivation of their own (Mardlia et al., 2021). The increasing self-awareness of individuals provides opportunities to improve adolescent social behavior, such as education, socio-economic status, education and employment of parents, friends, and facilities provided for growth, adolescent motivation, and the surrounding environment (Tendolkar et al., 2021). Adolescent students with good self-awareness will be aware of their duties as students, enabling them to become better, more productive individuals in society after graduating (Rachmah et al., 2022). Therefore, students with high self-awareness will be more aware of the situations they will face, and students who understand themselves will be more confident in determining what they want to achieve (Arfah & Bakar, 2019).

Furthermore, an important task in positive development during adolescence is thinking about and "hope" for the future (Bryce et al., 2020). Hope is defined as the ability to set goals, design paths, and hold beliefs to achieve them, and as a cognitive-emotional resource that supports future orientation and resilience in the face of obstacles (Bowers & Bowers, 2023). During adolescence, students play a crucial role in future-focused functional development (Jembarwati, 2015). Hope can be cultivated among adolescents, as the younger generation, through solution-focused conversations and activities (Madden et al., 2011). Adolescents who have a clear vision of what they want and what they don't want are more likely to act in accordance with their vision to achieve their hopes and avoid their fears in the future (Dumont et al., 2022). High hope encourages future orientation, resilience in the face of obstacles, and a tendency to avoid decisions that may be detrimental to personal development, including early marriage. Thus, adolescents in a state of good hope can maintain a positive outlook regarding their future, express balanced optimism by motivating themselves, and move forward while supporting others in the process (Niemic & McGrath, 2019).

Based on the explanation above, given the complexity of the challenges adolescents face today, their ability to make informed decisions is a crucial aspect to examine. Efforts to prevent early marriage have been implemented through government policies and programs, but the phenomenon remains prevalent and requires further attention. Self-awareness and hope are two psychological factors that influence the decision-making of school-aged adolescents. Therefore, this study specifically aims

to analyze how self-awareness and hope influence the decision-making process of school-aged adolescents and whether they can predict their decision-making abilities. This focus is expected to provide a more comprehensive understanding of the internal mechanisms that drive adolescents to make adaptive choices, while also addressing the gap in the literature regarding the role of psychological factors in adolescent decision-making in Indonesia, particularly in the context of early marriage.

## **METHODS**

The research approach is quantitative, using a survey method. This study aims to analyze the role of self-awareness and expectations on decision-making in high school students. The respondent population in this study comprised 407 students at MAN 1 Sleman, Indonesia, aged 14–19 years. Sampling was done using the proportionate sampling method. To determine the sample size, the Krejcie and Morgan formula was used with a 5% margin of error. Based on the sample size calculation, 194 students were obtained. However, based on the researcher's considerations, the sample size was rounded to 200 students. The data collection technique involved distributing questionnaires to students via Google Forms. The measuring instrument used was a Likert-scale questionnaire with five response options, ranging from *very appropriate* to *very inappropriate*.

This study used three modified scales: decision-making, self-awareness, and hope. Modifying a measurement instrument involves changing behavioral indicators or adding items to align with the research objectives while still adhering to the existing theoretical framework. The stages in modifying a measuring instrument are: (1) adjusting behavioral indicators; (2) adding new items or compiling items; and (3) testing psychometric properties through validity and reliability testing (Azwar, 2018).

The procedure in this study involved first requesting permission from the developers of each decision-making, self-awareness, and hope measurement tool to modify the measurement tool to suit the researcher's objectives. The second stage involved modifying the measurement tool to suit the researcher's needs and objectives, translating the items and adding several items to each aspect or dimension, resulting in a total of 22 items on the decision-making scale, 19 on the self-awareness scale, and 18 on the hope scale. The third stage involved the researcher consulting two psychology experts to obtain their expert judgment on the measurement tool. The fourth stage involved field trials of the instrument with respondents to obtain empirical data. The fifth stage involved validating the data obtained through content validity testing using Gregory's formula based on expert opinion to determine the suitability of the item content with the behavioral indicators, measurement objectives, and conclusions that determine whether the content of a scale truly supports the theoretical construct being measured so that it can be evaluated through reason and common sense (Azwar, 2021). Construct validity testing using the item-total correlation technique obtained from a trial of 30 respondents to prove that the theoretical measurement construct that had been built at the beginning of the test design was correct, in the sense that it was supported by empirical data. The criterion for item-total correlation is that items with a correlation coefficient of at least .30 are considered satisfactory (Azwar, 2021). Items that do not meet the item-total correlation criteria will be corrected or deleted. The sixth stage, reliability testing, uses Cronbach's alpha for each scale to assess the instrument's internal consistency over time (Nurgiyantoro et al., 2017). Reliability testing of an instrument can be considered reliable if Cronbach's alpha exceeds .60, indicating a good and acceptable level of consistency.

The decision-making scale was modified from the Assessing Decision-Making Skills of Youth (ADSY) scale developed by Mincemoyer and Perkins (2003). This decision-making theory is based on the concept proposed by Mincemoyer and Perkins (2003), who stated that adolescents who make decisions to engage in risky behavior can negatively affect themselves and the general public. Good

decision-making in adolescents not only helps them resist negative pressure but also fosters social skills and self-awareness, inspires them to reflect on and understand the consequences of their actions, choose goals, and understand their own feelings about themselves and others.

This decision-making scale originally had 19 items, which were later expanded to 22. The content validity test of the 22-item decision-making scale, using the Gregory formula, yielded values of 1 or .80 and above for each item, indicating very strong or “valid” content. This indicates that the content validity results are strong and the content can be used as a measurement tool. The construct validity test using the item-total correlation technique was conducted on 30 respondents on the 22-item decision-making scale; there were five items eliminated in this scale. The results of the item-total correlation on each item had a score of .335–.669, which means that the items were above .30 as many as 17 items distributed across five aspects of decision-making, with a Cronbach’s alpha value of .891.

The self-awareness scale in this study was modified from the Situational Self-Awareness Scale (SSAS) developed by Govern and Marsch (2001). The underlying theory of this scale is that of Fenigstein et al. (1975), who define self-awareness as a focus on oneself, whether public or private, and as either dispositional or situational. Dispositional self-focus is known as “self-consciousness”, while situational self-focus is known as “self-awareness”. An individual’s consistent tendency to direct attention inward or outward is a characteristic of self-consciousness, while self-awareness refers to a condition, such as the presence of self-directed attention. The process of self-focused attention is when an individual focuses on his thoughts, feelings, behavior, or appearance; when he ruminates, fantasizes, or daydreams about himself; when he makes decisions or plans that involve himself.

The self-awareness scale originally had 9 items, which were later expanded to 19. The content validity of the 19-item self-awareness scale was assessed using the Gregory formula, yielding values of 1 or .80 or above, indicating very strong or “valid” content for each item. This indicates that the self-awareness measuring instrument can be used. The construct validity test used the item-total correlation technique, which was applied to 30 respondents on the 19-item self-awareness scale; 9 items were eliminated from the scale. The final set of items used as a measuring instrument comprised 9 items, each with a correlation coefficient of .296–.669 (all above .30), distributed across three dimensions of self-awareness, with a Cronbach’s alpha of .787.

The hope scale used in this research was adapted from the Trait Hope Scale (THS) developed by Snyder (2002). This hope theory is based on Snyder’s goal-directed view, with two components: agency, which is an individual’s determination that goals can be achieved, and pathways, which are an individual’s belief in a successful plan to achieve those goals (Peterson & Seligman, 2004). Hope in the development of full thinking: pathway thinking can increase agency thinking, meaning that hopeful thinking requires pathway thinking, and that agency is both positive and additive throughout a series of cognitions directed at a particular goal (Snyder, 2002).

This hope scale originally had 12 items, which were later expanded to 18. The content validity test of the 18-item hope scale using the Gregory formula obtained a value of 1 or .80 and above, meaning very strong or “valid” on each item. The results of the content validity test indicate that the items on the scale are valid and suitable for use as a measurement tool. The construct validity test using the item-total correlation technique was conducted with 30 respondents on the 18-item hope scale; 8 items were eliminated. Based on the item-total correlation analysis, 12 items had correlation coefficients above .30 (ranging from .316 to .798) across three aspects of hope, with a Cronbach’s alpha of .886.

Data analysis to test the hypothesis of this study is multiple regression analysis, with the hypothesis: (1) self-awareness has a positive effect on student decision making; (2) hope has a positive effect on student decision making; and (3) self-awareness and hope together have an effect on student decision making. Before conducting the hypothesis test, prerequisite tests are needed to ensure that the data meet the test’s assumptions, including tests for normality, multicollinearity, and heteroscedasticity.

**RESULTS**

A total of 200 students were selected as respondents, distributed according to the demographic data presented in Table 1.

Table 1.  
Demographic Data of Research Respondents

	<b>Classification</b>	<b>N</b>	<b>Percent</b>
Gender	Man	68	34%
	Woman	132	66%
<b>Gender</b>	<b>Age (in years)</b>	<b>N</b>	<b>Percent</b>
Man	15–16	44	68%
	17–18	24	33%
<b>Total</b>		<b>68</b>	<b>100%</b>
Woman	15–16	91	68%
	17–18	41	33%
<b>Total</b>		<b>132</b>	<b>100%</b>

Based on the demographic data in the table above, the majority of respondents in this study were female adolescent students (132, 66%), and the remainder were male adolescent students (68, 34%). Furthermore, across the overall age range, the majority were students aged 15–16 years (68%), and the remainder were aged 17–18 years (33%).

Table 2.  
Descriptive Analysis and Variable Categorization

<b>Variables</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Category</b>	<b>Category Results</b>	<b>Frequency</b>	<b>Presentation</b>
Decision Making (Y)	38.47	5.769	Low	$X < 33$	28	14%
			Moderate	$33 \leq X < 44$	172	86%
			High	$X \geq 44$	-	-
Self-Awareness (X <sub>1</sub> )	21.98	3.629	Low	$X < 18$	20	10%
			Moderate	$18 \leq X < 26$	180	90%
			High	$X \geq 26$	-	-
Hope (X <sub>2</sub> )	27.99	5.222	Low	$X < 24$	37	19%
			Moderate	$24 \leq X < 34$	163	82%
			High	$X \geq 34$	-	-

The results of descriptive analysis of empirical data in Table 2, it is known that the variable (Y) decision making ( $M = 38.47$  and  $SD = 5.769$ ) and the variable (X<sub>2</sub>) expectations ( $M = 27.99$  and  $SD = 5.222$ ) have high average values and relatively high standard deviations indicating that respondents or

students tend to have good decision-making and expectations abilities, but with quite large variations. While the variable ( $X_1$ ) self-awareness ( $M = 21.98$  and  $SD = 3.629$ ) has a relatively high average value and a relatively low standard deviation, indicating that respondents or students tend to have good and stable self-awareness.

Furthermore, the results of the variable categorization in Table 2 show that the results of the categorization of the decision-making variable shows that most students (86%) have moderate decision-making abilities, while the remaining 14% have low decision-making abilities. Categorization of the self-awareness variable, most students (90%) have moderate self-awareness, while the remaining 10% have low self-awareness. In addition, categorization of the hope variable, most students (82%) have moderate expectations, while the other 19% have low expectations. Thus, it can be concluded that students' decision-making abilities, self-awareness, and expectations are mostly in the moderate category, with a small portion of respondents having them in the low category. No respondents have decision-making abilities, self-awareness, and expectations in the high category.

Before conducting a hypothesis test, prerequisite tests must be met, including a normality test, a multicollinearity test, and a heteroscedasticity test.

Table 3.  
Prerequisite Test

Prerequisite Test	Results	Conclusion
Normality Test	$p = .200$	The research data is normally distributed ( $p > .05$ )
Multicollinearity Test	Tolerance = .819	There are no symptoms of multicollinearity, because the tolerance value is $> .100$ and VIF $< 10.00$
	VIF = 1.222	
Heteroscedasticity Test	$p = .694$	There were no symptoms of heteroscedasticity, and the assumptions of the heteroscedasticity test were met ( $p > .05$ )
	$p = .556$	

First, the results of the normality test, as indicated by the p-value, are  $p = .200 > .05$ , indicating that the data in this study are normally distributed. Second, the results of the multicollinearity test show that the tolerance value for the self-awareness variable and the hope variable is  $.819 > .100$  and it is known that the variance inflation factor (VIF) for the self-awareness variable and the hope variable obtained a value of  $1.222 < 10.00$  which can be concluded that there are no symptoms of multicollinearity, so that the multicollinearity assumption has been met. Third, the results of the Glejser heteroscedasticity test were  $.694$  for the self-awareness variable and  $.556$  for the hope variable, indicating no evidence of heteroscedasticity and that the assumption is met. Based on the prerequisite tests conducted, the results of the three tests above are satisfactory.

Next, a hypothesis test was conducted using multiple regression analysis to examine the role of self-awareness and expectations in student decision-making and to determine whether they could predict student decision-making, as presented in Table 4 below.

Table 4.  
Hypothesis Testing

Model	B	β	t	p	Contribution (%)
(Constant)	14.059	-	-	-	-
Self-Awareness (X <sub>1</sub> )	0.627	0.395	6.411	< .001	54.9%
Hope (X <sub>2</sub> )	0.379	0.343	5.580	< .001	45.1%

Note. Predictors: (Constant), Self-Awareness, Hope. Dependent Variable: Decision Making.  $R^2 = .389$ .

Based on Table 4 above, the self-awareness and hope variables each have a significance level < .05, indicating that both independent variables contribute to decision-making. The regression coefficient for the self-awareness variable is 0.627 ( $\beta > 0$ ), indicating a positive relationship with the decision-making variable. The regression coefficient for the hope variable is 0.379 ( $\beta > 0$ ), indicating a positive relationship with the decision-making variable. Meanwhile, the coefficient of determination ( $R^2$ ) of .389 indicates that the self-awareness and hope variables together account for 38.9% of the variance in the decision-making variable, while the remaining variance is not explained by this regression model. This 38.9% contribution, or variance, is the proportion of variance explained by the independent variables in this regression model, namely the self-awareness variable, which accounts for 54.9% of the variance in the decision-making variable. Meanwhile, the hope variable accounts for 45.1% of the decision-making variable. The multiple linear regression equation obtained is as follows.

$$Y = 0.627X_1 + 0.379X_2 + 14.059 \quad (1)$$

Based on the results of the multiple regression analysis hypothesis test, it was concluded that self-awareness and hope played a positive role in student decision-making, and self-awareness and hope together played a role in student decision-making, with the overall regression model being statistically significant and able to explain around 38.9% of the variance in decision-making.

## DISCUSSION

The results of the research conducted show that self-awareness and hope can predict students' decision-making. As found in the hypothesis that self-awareness positively influences student decision-making, indicating that adolescent students are able to recognize emotions, strengths/weaknesses, and personal values, enabling them to evaluate the long-term consequences of the choices they face. The results of a similar study conducted by Mardlia et al. (2021) regarding self-awareness and decision-making in students showed that there is a significant positive relationship between self-awareness and student career decision-making; the higher the self-awareness, the higher the student's career decision-making. This shows that adolescent students with good self-awareness are generally able to recognize their thoughts and feelings and interact with others (Sholihat et al., 2022). Students who are aware of themselves are expected to remain focused on their duties and obligations as students and to uphold principles in their lives so as not to engage in deviant behavior, because doing so will damage their plans for both the present and the future. However, when adolescents have weak self-awareness, all psychological, social, occupational, and educational aspects are vulnerable, making individuals less able to regulate their behavior effectively (Blakemore et al., 2019). Adolescent students' low self-awareness is caused by their not receiving accurate information regarding physiological, psychological, and sexual changes in their bodies (Jain et al., 2013). Therefore, it is very im-

portant to instill self-awareness in adolescents to help them better understand themselves and develop a strong, positive character (Lailatussaidah et al., 2021).

The importance of students' expectations regarding their duties and obligations as learners can be fostered through school activities and facilities that develop their talents and interests. Students who are able to engage with and adapt to activities in the school environment are among the factors that help them grow and develop, and have good expectations for their future. Research by Marques et al. (2017) on expectations and academics shows that the relationship between expectations and academic outcomes is stronger among elementary, middle, and high school students than among undergraduate and graduate students. The important role of teachers in schools is to help students by instilling habits that enable them to develop and expand their agency in determining their expectations (Idan & Margalit, 2013). Teachers who understand the actions and emotions of adolescent students can help adolescents strengthen their belief that the world makes sense and benefits them. Teachers can also help adolescent students strengthen their basic expectations (Myślińska et al., 2016). Therefore, adolescent students with high hopes can think about and formulate clearer, better-defined hopes for their lives to prepare themselves for the future.

Together, self-awareness and hope positively influence student decision-making. This finding confirms that internal psychological aspects have a substantive role in the adolescent decision-making process and cannot be underestimated when designing interventions to prevent problems such as early marriage. Nearly 40% of the variation in student decision-making can be explained by self-awareness and hope. Practically, this is a meaningful contribution in highlighting the importance of these psychological variables as targets for intervention. In line with the findings of Arfah & Bakar (2019), which showed that self-awareness and hope together contribute to students' career maturity. It can be concluded that the higher the self-awareness and hope students possess, the greater the potential to increase their ownership of career adaptability. However, this study focuses on the broader concept of decision-making among adolescent students, examining how adolescents make sound, appropriate decisions to address and solve problems in their lives. This is because adolescent students today are faced with a variety of complex issues, and they may not yet be able to address these challenges, which can lead them to deviant behavior and juvenile delinquency. The important roles of family, peers, and school are among the factors that significantly influence the formation of adolescent attitudes and behavior patterns.

Thus, the finding that self-awareness and hope together explain 38.9% of the variation in students' decision-making underscores the importance of strengthening adolescents' internal psychological capacities as part of a strategy to prevent real-world problems, such as early marriage, juvenile delinquency, bullying, and other youth issues. Interventions that build self-awareness and hope, whether implemented through schools, families, and policy programs, have real potential to improve the quality of decision-making and direct adolescent students toward more adaptive and future-oriented choices.

## **CONCLUSION**

The results of this study indicate that self-awareness and hope play a significant role in predicting decision-making in adolescent students. These two psychological variables together accounted for 38.9% of the variation in decision-making, confirming that adolescents' ability to recognize themselves, understand their goals, and have confidence in their future strongly influences the quality of their decisions. These findings suggest that strengthening intrapersonal aspects, such as self-awareness and hope, deserves attention in efforts to improve adolescents' ability to face various problems, including the risk of negative decision-making, such as early marriage. However, this study has limi-

tations regarding the instruments and the scope of the theory employed. Therefore, future research is recommended to expand the theoretical framework, incorporate additional relevant variables, and employ more diverse methods to gain a more comprehensive understanding of the factors influencing adolescent decision-making. Overall, the findings of this study make an empirical contribution to the developmental psychology literature and provide an important basis for developing interventions to improve adaptive decision-making skills in adolescents.

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