




# Titik Kristiyani

## Young People Hopes

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# YOUNG PEOPLE HOPES FOR THE FUTURE AFTER DIGITAL DISRUPTIONS AND THE COVID-19 PANDEMIC

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## Abstract

The uncertainty condition due to disruption, which had been strengthened by the emergence of the Covid-19 pandemic, have had an impact on how young people view their future. This research aimed to describe young people's hopes for the future. This research is a qualitative research with a phenomenological approach. Participants in the research were 390 people who were in the emerging adulthood period, aged 18-25 years. The data collection method was carried out through a survey with an open questionnaire as a data collection tool and interview with five respondents. Data analysis used thematic content analysis, with four main steps namely coding, determining the themes, categorizing the themes, and interpreting. The research results showed that young people's hopes for the future can be grouped into three factors, namely personal factors, closest interpersonal relationship factors, and broader environmental factors. Personal factors consist of career success, education, self-development, emotional well-being, material well-being, and entertainment. The closest interpersonal relationship factor was the family, while the broader environmental factors consist of social concerns as well as development in the world and living together

**Keywords:** *emerging adulthood; future; hope*

## Introduction

The uncertain condition caused by technology digital and covid-19 pandemic had significance effect on many aspect of human live, including education (Onyema et al., 2020), financial (Wulan et al., 2023), and mental health (Dewa et al., 2024). Many changes happended immediately and many people worry about the future (Hacimusalar et al., 2020 ; Nen et al., 2022; Uysal & Dönmez, 2024 ). People also faced 'new normal' phase that is transformation a new life style to minimize virus spread (Baharuddin et al., 2021 ; Sundawa et al., 202 ; Yong et al., 2022). The new normal that demand adaptation and habituation to the new life style lead to people perceive and feeling about the future (Newson et al., 2022; Alexander et al., 2022 ; Yong et al., 2022). That perception had change many things in life until the end of covid 19 pandemic. One thing that change was how people perceive and manage the future hope (Farris et al., 2021).

## The Future Hope

Psychologically, the future consist of three dimensions, namely time, hope, and worry. Hope is an emotion and thought that drives behavior and direct to one's future goals (Callina et al., 2014; Churu et al., 2022 ;Lo-oh, 2021). Hope is the easiest space that one can have in their

life. Without hope, people will experience an emptier life (Fowler et al., 2017; Marsay, 2020; Lo-oh, 2021). Hope allows people to see challenges as the opportunities for life development (Buheji, 2020). Worry about the future is another side of hope, where negative feelings and thoughts come stronger than positive feelings and thoughts (C. Zhang et al., 2022; Hernandez & Overholser, 2021; Marchetti et al., 2023). Worry of future is fear of future events as well as feelings of threat that will happen in the future (Zaleski et al., 2019).

Hope for the future begins with a view of the future, namely a person's thoughts, plans, motivations and feelings about their future (Bazzani, 2023; Johnson et al., 2024; Takle, 2021). Views about the future begin to develop in adolescence when individuals are 11-12 years old, along with the development of independence, self-regulation, and personal identity (Bühler-Niederberger et al., 2022; Turner et al., 2023; Wapano & Paguta, 2022). In this period of life, a person has a more detailed picture of future goals, so they can focus more on educational and career goals for the next stage of life (Arnett, 2000).

Hope is a human strength that is manifested in the ability to: (1) think about goals clearly (goals thinking); (2) develop specific strategies to achieve goals (pathways thinking); and (3) mobilize and maintain motivation to use strategies for achieving goals (agency thinking) (Corrigan & Schutte, 2023; Husnawati et al., 2019; Turner et al., 2023). Goals, goal achievement strategies, and efforts to maintain motivation are three components of hope. (Corrigan & Schutte, 2023; Snyder, 2002; Turner et al., 2023).

The stage in human life that is most related to future thinking is the early adulthood stage. This stage in the age range between 18-25 years is often referred to as emerging adulthood, which is the age of identity exploration, where instability in life often occurs (Arnett, 2007; Contini et al., 2019; Palmer & Connolly, 2023). Early adulthood is the age where people start to seriously think about their future, which includes choosing a life partner, family, and profession. It is also in this life span that hopes and worries about the future are most felt, so planning and activities related to the future are important (Aktu & İlhan, 2017).

Hope and optimism about the future play an important role in the development of early adulthood life (Grobler & Joubert, 2020; Sun & Shek, 2012; Wider et al., 2022). Hopes and

worries about the future will shape a person's attitude towards the future which will influence their attitude in the present (Kocayoruk & Simsek, 2020). Hope for the future provides a basis for setting goals and making plans (Creed et al., 2021; Gavilano et al., 2018; Stoddard et al., 2011).

### **Previous Studies on Future Hope**

Previous studies have shown that future expectations are related to various behavioral domains. Expectations about the future that are the focus of someone in early adulthood include aspects of study, career, and heterosexual relationships (Sun & Shek, 2012). The more positive a person's expectations for the future, the fewer behavioral problems will arise (Chen & Vazsonyi, 2013). Hope for the future has also contributed to young people's life satisfaction (Park et al., 2004; Piko et al., 2009), increase self esteem (Halama & Dědová, 2007), enhance positive emotions and psychological well-being of adolescents (Valle et al., 2006), improve academic achievement (Ciarrochi et al., 2007; Snyder et al., 2002), and negatively correlated with depression (Piko et al., 2009). Hope for the future has been shown to have many positive impacts. These positive impacts include success in academic achievement (Ciarrochi et al., 2007; Lopez et al., 2009); psychosocial well-being (Lopez et al., 2009); competence, self-confidence, character, cooperation, and caring (Callina et al., 2014); as well as self-efficacy, self-regulation, and well-being (Callina et al., 2014).

The future orientation influence behavioral flexibility and more effective planning to achieve goals (Schacter et al., 2008). Therefore, an orientation of the future is important in decision making. It is an integral part of a person's self-construction (Conway, 2005). The absence of future orientation can result in a lack of hope for oneself and the future, and also has an impact on the discontinuity of a person's behavior from future goals (Stoddard et al., 2011). The hopes that develop in early adulthood will influence on increasing a person's life satisfaction and self-esteem (Marques et al., 2011).

The results of the study show that factors that influence expectations for the future include personality and education factors (Kaya et al., 2013). One of the goals of education is to teach

young people to develop a positive attitude towards the future and increase life satisfaction by equipping them to become quality and professional individuals. Thus, young people's perceptions of the future are also determined by the educational program they are currently undergoing (Kaya et al., 2013).

Based on the fact that the majority of early adulthood students are of college age, programs designed to support students need to be adapted to the developmental needs of the early adulthood phase of life (Aslam et al., 2022; Yin, 2023). One of the goals is to make young adults' views of the future more hopeful (Jurišová et al., 2023; Ojala, 2017). As the early adulthood is a time when future orientation is rapidly developing, future plans become increasingly thoughtful as individuals begin to make more realistic evaluations of their abilities to achieve future goals, including critical decisions regarding education and employment (Creed et al., 2021; Wong & Hoskins, 2022). Feelings of hope for the future can facilitate positive development and a successful transition into the next period (Stoddard et al., 2011). This is very important and it is the duty of the college to facilitate it because after graduating from college the students will enter the future. The success of a program in achieving its goals is likely to depend greatly on the suitability of the context or background with the type of program designed (Alshumaimeri, 2022; Bond et al., 2022).

Based on this background, young people's hopes for the future are important to explore because they determine how a person lives their life today and sets goals for their future (Kaya et al., 2013). Of the many important impacts of hope for the future for young people, it encourages the need to form hope for young people (Creed et al., 2021; Garst et al., 2009). The formation of hope in early adulthood can be supported, among other things, through educational programs at universities (Ehlers & Eigbrecht, 2024; Pereira & Felicetti, 2023). In order for the designed educational programs to be relevant to needs, exploration of what young people's hopes are for the future and what the focus of life is that young people think about continuously, needs to be done. In addition, the importance of exploring hopes for the future is also triggered by the still rare research that aims to describe the views of young adults on the future, especially in the context of Indonesian culture. Previous studies have been more aimed at testing the impact of future hopes (Callina et al., 2014; Chen & Vazsonyi, 2013; Ciarrochi et al., 2007; Conway, 2005; Halama & Dědová, 2007; Marques et al., 2011;

Park et al., 2004; Piko et al., 2009; Schacter et al., 2008; Snyder et al., 2002; Valle et al., 2006) and factors that influence the growth of future expectations (Kaya et al., 2013). Research on future expectations in the Indonesian context uses more quantitative approaches aimed at testing their correlation with anxiety (Syuhadak et al., 2023), describe the level of expectation (Pratiwi et al., 2020), and future preparation training (Azizah et al., 2023; Jembarwati, 2015). From the previous studies, the researcher has not found any research that aims to describe the hopes for the future of young people that are carried out in depth through the meaning of individual experiences. Therefore, this study was conducted to explore how young people's hopes for the future and things that are thought about with hope.

## **Method**

### **Respondents**

Respondents in this study were determined through purposive sampling techniques, namely looking for people who meet the criteria according to the research objectives. Based on the objectives that have been explained previously, the appropriate respondents are those who were in an important decision-making period during the Covid-19 pandemic, for example choosing the next level of education. Thus, when this study was conducted, they were in early adulthood who were preparing for the future through higher education, namely active students aged 18-25 years. A request for approval as a research respondent was submitted to all prospective respondents through a statement at the beginning of the distributed Google form, namely by starting with providing information regarding the general objectives of the study, the procedure for providing responses, an affirmation that the response will not have a personal impact on the respondent's life and is solely used for research purposes, and the confidentiality of the response. This Google form does not require the respondent's identity to be written specifically, only data in the form of gender, study program, semester, and age. At the end of the information, a statement of willingness to become a research respondent is given voluntarily. Prospective respondents are given time to decide whether or not they are willing to become respondents for up to two weeks. At the end there is also a question regarding willingness/unwillingness to be interviewed further if necessary, and if you are willing, you are asked to write down a contact number where you can be contacted. All respondents responded willingly to be interviewed further, but for practical purposes only

nine respondents were randomly selected from each study program.

Based on these criteria, there were 390 students who were willing to be involved in this research, with an age range of 19-21, where the majority of respondents were 20 years old. Of the 390 respondents, 260 were female, twice the number of male respondents, which was 130. Data on the age and gender of respondents can be seen in table 1:

Table 1  
Age and gender of research respondents

Age (years)	Total		Total
	Male	Female	
19	40	103	143
20	69	140	209
21	21	17	38
	130	260	390

Respondents in this study came from five scientific fields, as can be seen in Table 2.

Table 2.  
Data on the scientific fields of research respondents.

Field of Science	f	%
Social humanities	86	22,05
Teaching-Language	82	21,03
Teaching-Social	81	20,77
Teaching-Science	49	12,56
Science and Technology	92	23,59
Total	390	100%

## Research Design

This research is a Heideggerian phenomenological qualitative research that aims to explore a person's daily life experiences (Lisboa et al., 2016). This approach is used to explain the meaning of respondents about life experiences related to hopes for the future, especially after experiencing the Covid-19 pandemic. The analysis approach used is qualitative content analysis (AIK), which is a research approach carried out by interpreting the contents of research data in the form of text subjectively through a systematic categorization process in the form of coding and identifying themes (Hsieh & Shannon, 2005). In this type of research, respondents are allowed to respond to research questions according to their conditions, and



researchers analyze the themes that emerge in each respondent's answer.

## **Procedures**

The research data collected by submitting a research permit application to the vice rector for academic affair that had in an university. The researcher received permission in February 2024. After the permission was obtained, from March 1-5, 2024, the researcher distributed a survey compiled using Google Form media to all students at the university through the assistance of each head of study program. The head of study program distributed the Google Form through the WhatsApp Group media for students in the first to fourth years.

The distributed Google Form is equipped with an introduction that includes general information on the purpose of the research, estimated duration of time to fill out the form, instructions on how to respond, and a statement of confidentiality of the respondent's identity and answers. After all this explanation, respondents are given the freedom to agree or disagree to continue filling out the survey instrument as research respondents. The researcher gives time to decide whether or not to become a research participant and fill out the survey within a period of two weeks. Data recapitulation was conducted on March 25, 2024. After the respondents responded, nine respondents were randomly selected who were willing to provide an explanation of their responses through semi-structured interviews, which were conducted between March 27-29, 2023.

## **Instrument**

The research instruments were open-ended questionnaires and interviews. The open-ended questionnaire contained questions adapted from the Future Orientation Questionnaire (FOQ), which is a scale for measuring future orientation (Hejazi et al., 2013), especially in the open-ended questions section that aims to reveal future hopes. Interviews were conducted with nine respondents with the aim of deepening the responses that each had written. The interview used was a semi-structured interview.

There are two questions used in this study, namely:

I. What are your hopes for the future?

2. What other things make you think about it most hopefully?

### **Data Analysis Techniques**

The initial stage of data processing in this study follows the steps for processing open questionnaire data (Rea & Parker, 2014), namely: 1) checking the accuracy, completeness, and readability of the answers; 2) coding the answers to open questions; and 3) recording the answers. Furthermore, the data analysis technique used is thematic content analysis, where the themes produced in this study are concluded from the contents of the respondents' answers. There are three steps in this data analysis, namely: (1) coding, determining the codes that can be found from the respondents' answers; (2) determining the theme, which is obtained from similar codes and can be included in a particular theme; and (3) determining the category, namely looking for similarities in the themes that appear and naming the categories according to these themes. The data analyzed is each keyword that appears, so that one respondent can have more than one keyword in their response. The data whose frequency of appearance is calculated is the theme and category.

The second stage of data analysis is processing the interview data using thematic content analysis, with the following steps: (1) determining the analysis unit, (2) determining the meaning unit, (3) coding, (4) sorting the codes, (5) determining the relationship between the similarity of meaning of each code, and (6) formulating the meaning or interpreting (Supratiknya, 2015).

### **Trustworthiness**

The trustworthiness of this research data is obtained in three criteria, namely credibility, dependability, and confirmability, as is commonly used in thematic analysis (Nowell et al., 2017). Credibility in this study was carried out by discussing the themes interpreted by the researcher to the respondents to get feedback. The aim is to ensure that there are no misinterpretations. The dependability criteria are met through a research process that is carried out logically, the stages can be traced, and are clearly documented. The confirmability criteria are carried out with the researcher's interpretation and findings clearly derived from

the data, which requires the researcher to show how conclusions and interpretations have been reached. This stage is carried out by asking for input on the results of the mapping of themes and categories of findings in this study from experts in the fields of Educational Psychology and Measurement Psychology who work as lecturers at the Faculty of Psychology of a Private College in Yogyakarta. Credibility testing is carried out by ensuring the accuracy of coding and determining themes, as well as categories, which is carried out through professional judgment by an expert in the field of measurement and educational psychology.

## Result

From 390 participants, 904 keywords were obtained for answers to questions about young people's hopes for the future. Of the 904 existing keywords, researchers categorized them into nine major themes.

### Young People Future Hope

The categories of themes regarding hopes for the future can be seen in table 3. The categories are sorted based on the percentage of the most responses appearing.

Table 3.  
Categories of young people hopes for the future.

Kategories	f	%
Career success	345	38,2
Family	174	19,2
Education	92	10,2
Social concern	83	9,2
Self-development	68	7,5
Emotional well-being	55	6,1
World progress and life together	42	4,6
Material well-being	36	4,0
Entertainment	9	1,0
Total	904	100%

Table 3 show the category with the largest percentage of expectations for the future is career success ( $f=345$ ; 38.2%). The responses included in the career success category can be grouped

into ten keywords, ranging from general responses such as getting a job to more specific responses referring to a particular job. The frequency and percentage of each keyword in the career success category can be seen in table 4.

Table 4.

Keywords of young people expectations for the future in the category of career success.

Keywords	f	%
get a job	112	32,5
good and successful career	102	29,6
have a good and prestigious future	61	17,7
work in a particular field	25	7,2
have a profession with certain qualities	23	6,7
businessman	22	6,4
Total	345	100%

Examples of interview results that show the category of career success are as follows:

*"My hope is that after graduating, I hope to get a good job according to the degree I get"*

*"My hope is to have a good career, strengthen my skills and be able to work where I want"*

*"be able to become a successful person in my career"*

The second largest category is family, which includes seven keywords with the highest frequency of welfare of parents and family which include making happy, proud, and other things related to improving welfare. The frequency and percentage of each keyword in the family category can be seen in table 5.

Table 5.

Keywords of young people hopes for the future in the family category.

Keywords	f	%
improve the welfare of parents and family	123	70,7
build a family (get married)	16	9,2
have a place to live	14	8,0
lighten the family's economic burden	11	6,3
have a good partner	8	4,6
have children	2	1,1
Total	174	100%

Examples of interview results from respondents that show the family category are as follows:

*"I hope I can go through my future well, become a mature person and make my family happy"*

*"Happiness for family, loved ones and closest people, and have time to go on vacation and relax with family"*

*"have your own income and at least help ease the family's economy".*

The third largest category is education. The responses included in the education category include three main categories, namely graduating with good results and on time, further studies, and undergoing lectures well. The frequency of each keyword can be seen in table 6.

Table 6.

Keywords for youth hopes for the future in the education category.

Keywords	f	%
graduated with good results and on time	63	68,5
further studies	18	19,6
do well in college	11	12,0
Total	92	100%

Examples of interview quotes that show the education category are as follows:

*"Hope to graduate on time"*

*"Graduate from college as soon as possible and be able to continue to Masters"*

*"I have many hopes for the future. One of them is that I want to finish my studies on time..."*

The fourth largest category is social concern. The responses included in the social concern category are responses with the keywords useful to others, improving the welfare of others, being involved in society, initiating goodness for the environment, and inspiring others. The frequency of each keyword can be seen in table 7.

Table 7.

Keywords of young people hopes for the future in the category of social concern.

Keywords	f	%
useful for others	61	73,5
prosper others	10	12,0
involved in society	7	8,4
initiating goodness for the environment	3	3,6

inspire others	2	2,4
Total	83	100%

Examples of interview quotes that show the category of social concern are as follows:

*"be a role model for others and can help many people, especially children with disabilities"*

*"be a useful person for the surrounding environment and can make people around me happy. When I grow up and am known, I want to establish a free school for underprivileged children"*

*"work and help others, be a good listener, help them solve their problems"*

The next largest category is self-development. Keywords included in the self-development category consist of various domains of self-development, which include mental-personality, cognitive, spiritual, language, social, and also physical domains. More detailed data on these domains can be seen in table 8.

Table 8.

Keywords for young people hopes for the future in the self-development category.

Keywords	f	%
have a strong mental personality	13	22,4%
have good cognitive competence	9	15,5%
getting better in general	8	13,8%
active and productive	7	12,1%
have specific competencies	5	8,6%
self-confident	5	8,6%
persistent to life values	5	8,6%
spiritual life increases	2	3,4%
have language skills	2	3,4%
have social competence	1	1,7%
attractive physical appearance	1	1,7%
Total	58	

Examples of interview results that show the category of self-development are as follows:

*"I also hope that I will continue to be able to develop myself even though I am faced with various challenges or obstacles. In the end, I hope that I will be able to become a good person with a good character"*

*"Have creativity and ability in the field being worked on"*

*"Have more than two language skills"*

The next category is emotional well-being, which consists of two keywords, namely established, comfortable, happy, and physically healthy, as seen in table 9.

Table 9.

Keywords of youth hopes for the future in the emotional well-being category.

Keywords	f	%
established, comfortable, happy	39	70,9
physically healthy	16	29,1
Total	55	100%

Examples of interview quotes that show the category of emotional well-being are as follows:

*"A comfortable normal life, being able to control all situations, living healthily and happily"*  
*"happiness and comfort, being physically, mentally and spiritually healthy"*  
*"Good and well-maintained physical and mental health"*

The next category is world progress and life together. This category contains various keywords as seen in table 10.

Table 10.

Keywords for young people's hopes for the future in the category of world progress and life together.

Keywords	f	%
education, knowledge, more advanced technology	12	30,8
the world becomes a better place	6	15,4
tolerance between humans is increasing	5	12,8
Indonesia's socio-economic conditions are increasingly advanced	5	12,8
dare to help the weak and marginalized	4	10,3
the government is functioning properly	4	10,3
guaranteed public welfare	3	7,7
Total	39	100%

Examples of quotes interviews that show categories of world progress and communal life are as follows :

*"Technology is getting more advanced, human resources are getting more developed, and human welfare is guaranteed"*  
*"Conditions are getting better and everything is made easier with technological"*

*advances. Of course I hope that it is also balanced with more and more people in Indonesia who are literate with the latest technology so that it is easier to interact with one another"*

*"technology is developing as an alternative to all life problems, and society is more literate with technology (the digital world) especially the lower middle class"*

Keywords for category of material welfare are sufficient income, sufficient personal assets, and sufficient living. More detailed data can be seen in table 11.

Table 11.

Keywords for young people future hopes in the category of material well-being.

keywords	f	%
sufficient income	27	75
sufficient personal property	5	13,9
Sufficient life	4	11,1
Total	36	100%

Examples of interview quotes that show the category of material well-being are as follows:

*"having a steady income that is sufficient or even more than sufficient"*

*"having enough wealth that I can share with others. I want to have my own house so as not to bother my parents"*

The last category regarding young people's hopes for the future is entertainment. The keywords that emerge cover four different domains, namely traveling, me time, watching concerts, and shopping, as seen in table 12.

Table 12.

Keywords for young people hopes for the future in the entertainment category.

keywords	f	%
<i>travelling</i>	4	44,4
<i>me time</i>	3	33,3
watch a concert	1	11,1
<i>shopping</i>	1	11,1
Total	9	100%

Examples of interview quotes that show the entertainment category are as follows:

*"Traveling around the world"*

*"Can go to London, can watch NCT concerts, when buying anything you don't have to think*

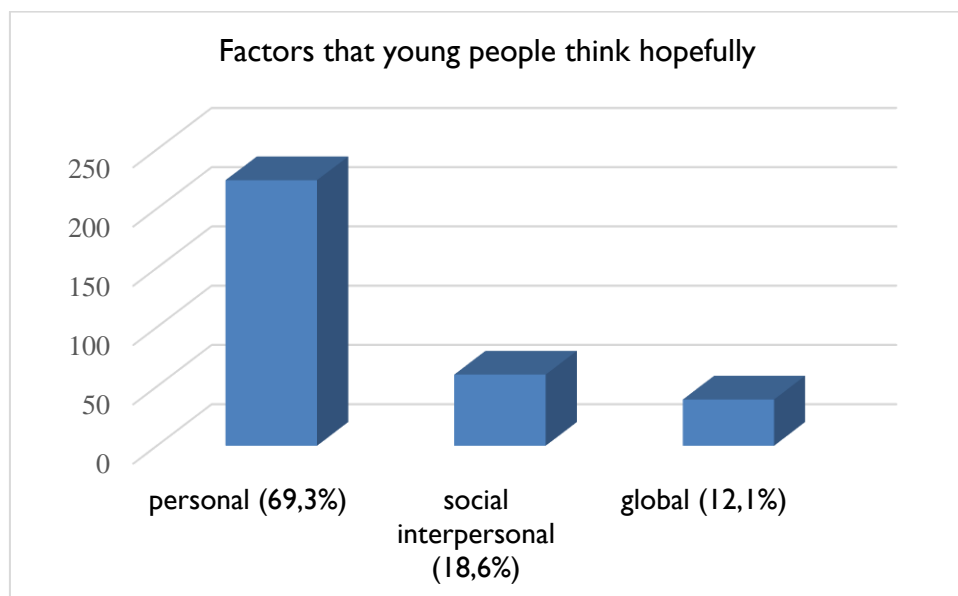


*about rupiah”*

*“Can still have me time”.*

### Factors that young people think hopefully

Responses regarding the things that young people think hopefully can be grouped into three factors, namely personal, social interpersonal, and global factors. Personal factors are intended for things related to fulfilling personal needs, social interpersonal factors include things that are related to other people, while global factors are intended for groups that contain things that are broader than the individual and interpersonal relationships with other people. The magnitude of the response for each factor is depicted in Figure 1.



Picture 1. Factors that young people think hopefully

Personal factors are the factors most frequently mentioned by respondents as the things they think about most with great hope. Personal factors in this study include personal development, work and career, study, finance, love-partner-family, self-pleasure, future conditions, physical health, self-success, self-happiness, residence, independence, mental health, spirituality, self-esteem, safety, physical appearance, luck, old age, life problems, and age. Examples of interview quotes with respondents that show personal factors are as follows:

*“What I think about most is myself. Will I be able to face everything in the future and will my current skills be able to support that career. Because I myself feel that it is not*

*enough. And that boomerangs on me, sometimes I keep blaming myself for not wanting to try..”*

*“The success that is in me and the efforts that I make”*

*“Health, life problems, heartache and other things that have a short-term effect on me”.*

The second largest factor is the global factor, which includes social concern, role in society, government policy, justice, and the environment. An example of an interview quote that shows the global factor category is as follows:

*“...the thing I think about most with full hope is whether the world of education system is in accordance with the definition of humanizing humans and thinking when life does not match expectations, making the right solution to be able to rise. Still standing on the principle of independence in order to serve the wider community”*

*“The government works for the people and sides with the welfare of the people”*

*“about goodness, justice, and wisdom in life. I fully hope that it can be realized in all people's lives”*

*“Unfortunate children, education in Indonesia, and poor justice in Indonesia”*

The next factor is the interpersonal social factor consisting of parents and family and social relations. Examples of interview results with respondents that show the category of social factors are as follows:

*“Having a prosperous, healthy, and harmonious family”*

*“The desire to repay parents, the desire to help my siblings, the desire to satisfy myself and my family in the future in worldly matters, and the desire to open up employment opportunities for others, and my desire to help many people in trouble”*

*“Reconnecting extended family relationships, thinking about the father being happy to see his children succeed from heaven, relationships with the community, and having facilities that are useful for many people”.*

## Discussion

The results of the study show that young people's hopes for the future can be categorized into nine categories, namely: career success, family, education, social concern, self-development, emotional well-being, world progress and life together, material well-being, and entertainment categories. The results of previous studies stated that for young people there are two domains that are the main focus of attention regarding the future, namely the instrumental and relational domains. The instrumental domain includes education, work, and career, while the relational

domain consists of social relations, marriage, and family (Seginer, 2009, 2019). In this study, in addition to these two domains, new findings also emerged that differed from previous studies regarding the focus of young people's attention, which went beyond the instrumental and relational domains. These findings were more related to the topics of material and emotional well-being, self-development, world progress and life together, and entertainment.

In the post-covid-19 pandemic situation and the rapid development of communication and information technology, it seems that well-being, self-development, and thinking about world progress have become important things. The results of research on the impact of the covid-19 pandemic on young people show problems in learning, social relations, mental health, as well as financial crises and parental involvement (Sarker, 2023). Besides these negative impacts, the development of communication and information technology which has been accelerated by the Covid-19 pandemic has also made young people more skilled in using technology and creative in using this technology (Sarker, 2023). These findings are able to be one of the explanations of the findings regarding the topics of material and emotional well-being, self-development, world progress and life together, and entertainment which are hopes as well as things that are thought about with full hope in this research.

This study was conducted on young people who are included in the emerging adulthood development stage. Emerging adulthood is a transitional stage marked by five characteristics that distinguish it from adolescence and early adulthood, namely identity exploration, instability, self-focus, being in the feeling of being 'in between', and an age full of possibilities. The emerging adulthood period is also often referred to as the self-focused age because young people begin to have responsibilities that can impact career decisions (Arnett, 2007; Jensen & Arnett, 2012). At this age, young people are faced with crucial choices, especially regarding work and love. In the realm of work, young people will choose a job that suits their condition and consider the opportunities that arise. At this time, young people tend to easily change jobs, or continue their education to the next level. The results of this study support this theory, where young people's greatest hope for the future is career success. The results of the study show many concerns at the local and global levels regarding the psychological well-being of students. Levels of anxiety, depression, and suicidal ideation have increased among students

(Liu et al., 2024).

The emerging adulthood period is also a time full of hope because young people feel that their lives will be better (Jensen & Arnett, 2012), although some research results show a decrease in hope for the future at this age (Rédei et al., 2011). Social demands on the achievement and socialization skills of young people are quite large, and this greatly influences how young people view their future. The family is the first and safest environment for young people and the first place to learn to socialize. Young people also learn to socialize and adapt to the systems that exist in educational institutions and other living communities. In socializing and adapting to the wider community, family ties play a very large role. Learning about norms, ethical values, and morals is first obtained from the family (Horváth & Nováky, 2016). The importance of family bonding is also in line with the results of this study, where family is the second largest category that young people imagine about the future.

Young people hopes for the future related to parents and family in this study include hopes to be able to provide the best for parents and family. This is a form of parental involvement in the lives of young people. This finding supports and further clarifies the results of previous studies related to the important role of parental involvement in the lives of young people. Research on parental involvement shows that strong bonds between young people and their parents have a positive impact on several outcomes, such as academic performance, emotional development, and reducing behavioral problems in young people (Salgado et al., 2021).

The influence of parents on thinking about the future for young people occurs because in addition to being directly involved in the lives of young people, for example providing basic needs and educational facilities, also in terms of attention, instilled life values, and aspirations. This parental involvement can also increase positive future orientation for young people. Parents play a crucial role in communicating values, interests, and goals that influence how young people view the future (Hong et al., 2020).

Future orientation has shifted from an approach that focuses primarily on how individuals cognitively represent their future in terms of prospective life domains (thematic approach) to

an approach that views future orientation as a multidimensional process (three-component approach). In young people, these three components include higher education, work and career, and marriage and family. Future expectations in adolescents can be identified into two life domains: universal and culture-specific. Universal domains include education, work and career, marriage and family, and self-care (e.g., being happy), while culture-specific domains include leisure conditions and significant people in one's life (Seginer, 2008).

The results of the study conducted by showed that the most important concepts about the future include six categories, namely: family, career, traveling, material well-being, self-development, and emotional well-being. The family category includes several keywords, namely family, home, marriage, children, husband, and father. The career category consists of the keywords career, work, favorite job, success, and business. The traveling category consists of the keywords traveling, moving to another city, and becoming a tourist. The material well-being category includes welfare, high salary, and money. The self-development category includes the keywords self-development, elaboration, creation, creativity, and perspective. The emotional well-being category includes the keywords love, nirvana, sea, warm atmosphere, freedom, and happiness. In the study, the most common category was family (Meshcheryakova & Lukianova, 2015). The results of this study are more in line with the results of previous studies in six categories, namely career success, family, self-development, emotional well-being, material well-being, and entertainment. The findings in this study that were not found in previous findings were education, social concern, and world progress and life together.

The concepts that person develops about the future, namely hopes, desires, aspirations, and fears, are important factors for young people because they greatly influence the formation of identity, goal setting, decision-making processes, and ultimately have a major impact on their current behavior (Lo-oh, 2021). For young people, there are many benefits to having positive expectations for the future. Research shows that a positive future orientation is proven to be correlated with academic achievement (Eren & Abant, 2009), decreased problem behavior (Chen & Vazsonyi, 2013), increase self-efficacy (Kerpelman et al., 2008), and improve mental health (J. Zhang et al., 2009).

## Research Limitations

The limitation of this study is the lack of variation in the scientific field groups that are the research respondents. This limited variation in scientific fields also has an impact on the respondents' responses. Further researchers who want to study the same topic can consider the factor of respondent diversity, for example from various educational institutions or study programs.

## Conclusion

The results of the study showed that there are three factors of youth hope for the future, namely personal factors, interpersonal relationship factors, and broader environmental factors. Personal factors include career success, education, self-development, emotional well-being, material well-being, and entertainment. Interpersonal relationship factors include family relationships, while broader environmental factors include social concerns and the progress of the world and life together. In line with these results, the factors found to be the most thought about with full hope include personal factors, global factors, and social factors. Personal factors include personal development, work and career, study, finance, love-partner-family, self-pleasure, future conditions, physical health, self-success, self-happiness, residence, independence, mental health, spirituality, self-esteem, safety, physical appearance, luck, old age, life problems, and age. Global factors include social concerns, roles in society, government policies, justice, and the environment, while social factors consist of parents and family and social relations.

The implications of the results of this study for educational institutions, especially higher education, are the need to create programs and meeting spaces for students that accommodate increased personal development, social relations, and contributions to global development. The existence of these meeting spaces is expected to meet the development needs of students' hopes for the future. New findings in this study are themes related to material and emotional well-being, self-development, world progress and life together, and entertainment.

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