KONSELING: Jurnal Ilmiah Penelitian dan Penerapannya
Vol.8, No.1, Oktober 2026, pp. 55-65
e-ISSN: 2686-2875
https://journal.ilininstitute.com/konseling
DOI: 10.31960/konseling.v8i1.3620
Received on 25/08/2026; Revised on 11/09/2026; Accepted on 19/10/2026; Published on: 29/10/2026



Adolescent Psychosocial Competencies in Guidance and Counseling: A Conceptual Review

Qawiyyan Fitri [*)1], Salsabila Nasution[2], Nurfaidah Ardis[3], Abid Raisardhi Abdullah[4]
Guidance and Counseling, Universitas Negeri Makassar, Indonesia
[*)]Corresponding author, E-mail: qawiyyan.fitri@unm.ac.id

Abstract. Adolescent psychosocial competencies provide a developmental focus for guidance and counseling, although scholarship addresses capacities, foundational constructs, environmental influences, developmental outcomes, and maladaptive conditions through different conceptual lenses. This conceptual review clarifies their interrelationships and presents an organizing framework for adolescent guidance and counseling. The study integrates a thematic mapping of 125 article records published in 2022–2026 with a narrative-comparative synthesis of ten foundational publications. A first analytical layer differentiates five conceptual positions: core competencies, foundational constructs, contextual factors, developmental outcomes, and maladaptive conditions. A second layer organizes ten candidate competencies into three functional orientations: Self, Self–Others, and Others. The mapped literature comprises 68 articles in Indonesia-based journals and 57 in journals published elsewhere, distributed across the ten competency themes. The framework contributes a conceptually explicit pathway from broad psychosocial terminology to strength-oriented needs assessment, formulation of developmental objectives, and preliminary indicators for counseling services. Future research can extend the framework through expert appraisal, culturally responsive operationalization, and evaluation of measurement properties.

Keyword: developmental counseling; psychosocial competencies; adolescents; conceptual review; developmental assessment

This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2026 by author.

Introduction

Adolescence is characterized by changes in self-understanding, emotion regulation, autonomy, identity formation, and relationships with others. These changes unfold through reciprocal interactions between individual capacities and the environments of families, peers, schools, and communities. Frameworks of adolescent well-being also recognize social connectedness, opportunities for development, and the capacity to act as important elements of positive development (Beyers et al., 2025; Ross et al., 2020). Cross-national meta-analytic evidence further indicates that school-based social and emotional learning interventions are associated with improvements in social-emotional skills, peer relationships, and school functioning, although outcomes vary across intervention designs and contexts (Cipriano et al., 2023).

In schools, guidance and counseling services are responsible not only for responding to existing problems but also for facilitating students' knowledge, attitudes, and skills before difficulties become persistent. The ASCA Student Standards emphasize the importance of academic competencies, career readiness, and social-emotional development for student success (Association, 2021). Meanwhile, CASEL (2020) identifies self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as the five core areas of social and emotional learning. Systematic-review evidence supports the potential of school-based interventions to develop adolescents' emotion regulation, although study quality and the continuity of evaluation vary (Pedrini et al., 2022).

Despite its practical value, the term psychosocial development often encompasses concepts operating at different levels of abstraction. For example, self-concept clarity describes the quality of self-representation;

emotion regulation refers to the capacity to manage emotional experiences; family support constitutes a contextual condition; and social adjustment may be understood as an outcome of an individual's functioning within a social environment (Setiana et al., 2023; Silvers, 2022; van Dijk et al., 2014). Treating all these concepts as equivalent indicators risks obscuring the intended targets of change in guidance and counseling services.

Conceptual distinctions are important because support needs and counseling objectives are not necessarily identical to observable symptoms of difficulty. Peer conflict, for example, may be associated with assertiveness, emotion regulation, communication, or conflict resolution. Such associations, however, remain conceptual propositions requiring individual assessment and should not be interpreted as causal relationships established by this review (Nesi et al., 2017; Silvers, 2022).

International frameworks also differ in their primary emphases. CASEL (2020) addresses the development of social-emotional competencies within educational systems, whereas ASCA (2021) describes mindsets and behaviors that support student success. This article does not seek to replace either framework. Rather, it offers an analytical classification distinguishing capacities that can become targets of counseling services from conditions, determinants, and developmental outcomes. Contemporary meta-analytic evidence on social and emotional learning (SEL) programs provides an empirical rationale for competency frameworks in educational services; nevertheless, evidence of program effectiveness does not automatically validate the taxonomy proposed here (Cipriano et al., 2023).

Comparative contribution. CASEL organizes social and emotional learning into five competence areas and emphasizes its enactment within educational and relational systems, whereas the ASCA Student Standards foreground mindsets and behaviors associated with student success. Neither framework needs to be displaced for the present analysis to offer a distinct contribution. This review asks an earlier classificatory question: when concepts from adolescent psychosocial literature enter a counseling formulation, which should be treated as developable capacities, which as explanatory resources or conditions, and which as indicators or difficulties? That distinction connects established competency-oriented education with the more specific task of selecting counseling objectives. The proposed Self–Others orientation additionally makes explicit the interaction between personal agency and the consequences of action for other people.

Developmental rationale. Psychosocial functioning is interpreted here as situated rather than purely individual. Self-concept, regulation, and volitional direction develop in interaction with families and peers; interpersonal skills, in turn, depend on self-awareness and emotional responsiveness. This reciprocal perspective explains why personal and social competencies can be distinguished for planning purposes while remaining mutually influential in actual adolescent experience.

The present review addresses a specific conceptual need within developmental guidance and counseling: to distinguish psychosocial capacities that may be formulated as developmental service objectives from constructs that explain development, contexts that shape opportunities, outcomes that indicate functioning, and manifestations that call for support. It pursues three connected aims: (1) to clarify the conceptual positions of psychosocial constructs relevant to adolescence; (2) to map ten competencies through three functional orientations; and (3) to articulate their implications for counseling assessment and developmental service planning. The resulting framework complements established educational standards by making the analytical pathway from construct to counseling objective explicit.

Method

Review Design and Scope. This study employed a conceptual literature review with narrative-comparative synthesis. This approach was chosen because the primary purpose was to clarify the meanings, boundaries, and relationships of constructs and establish an initial conceptual organization, rather than calculate intervention effects or estimate prevalence. The initial manuscript used the term scoping review and referred to JBI and PRISMA-ScR guidance (Peters et al., 2024; Tricco et al., 2018).

The review was designed to produce a coherent conceptual map rather than a quantitative estimate of association or intervention effect. Its mapping component offers a documented account of theme coverage, while narrative-comparative interpretation is used to examine construct boundaries. The two activities are reported separately so that frequency of mapped references is not mistaken for evidence of conceptual priority.

Sources and Selection Principles. Two complementary bodies of literature informed the review. First, ten foundational publications published between 1991 and 2025 provided close conceptual material concerning self-representation, self-acceptance, emotion regulation, autonomy, empathy, interpersonal

competence, and social adjustment. These works were retained as conceptual anchors for comparing construct definitions and developmental functions. Second, a structured thematic mapping workbook recorded 125 distinct journal-article entries published from 2022 through 2026. The mapping search, documented on October 28, 2026, comprised 25 recorded batches and 70 Indonesian- and English-language thematic queries. Its search log describes web-based discovery with follow-up checks of publisher or bibliographic-index records; it does not represent a single reproducible database-wide hit count. The workbook organizes 68 articles in Indonesia-based journals and 57 in journals published elsewhere. Each entry has one principal thematic assignment, bibliographic details, and a working relevance descriptor. The ten foundational works and the 125 mapped records therefore serve complementary purposes: close interpretation of selected conceptual traditions and broader orientation to recent scholarship.

Thematic inclusion was guided by relevance to adolescents' psychosocial development and to at least one candidate competency, including conceptual definitions, developmental processes, interpersonal functioning, and potential counseling implications. The workbook provides an initial thematic synthesis and working conceptual definitions. Its article-level classification uses preliminary title/abstract and bibliographic information where available; it is not presented as a uniform full-text appraisal of all 125 articles. The categorization reflects a primary thematic emphasis and does not imply that each publication addresses only one competency.

Analytical Procedure. The analysis proceeded through four linked steps. First, relevant psychosocial concepts were identified through the foundational literature and organized by the thematic mapping. Second, each concept was examined with seven comparative questions concerning its definition, defining attributes, conceptual role, relationships with adjacent constructs, developmental relevance, potential for facilitation, and relevance to counseling assessment or services. Third, concepts were assigned a dominant conceptual position by applying an explicit decision rule: capacities that can be cultivated were distinguished from explanatory attributes, environmental conditions, indicators of functioning, and manifestations of difficulty. Fourth, candidate competencies were organized by their principal target of functioning: regulation and understanding of the self (Self); negotiation of personal agency alongside responsibility to other people (Self–Others); and reciprocal understanding, communication, and relationships (Others). The matrix in the results preserves whether a label was directly addressed by foundational research or developed through conceptual inference or integration.

Interpretive Integrity. The five conceptual positions and three orientations are analytical distinctions used to make counseling decisions intelligible, not claims that psychosocial constructs have immutable boundaries or form psychometrically established factors. Inferences are distinguished from directly investigated constructs in the source-to-competency matrix. The workbook's quantitative distribution provides a description of mapped literature rather than a measure of the importance, frequency, or effectiveness of a competency. Conceptual propositions are thus presented as outcomes of explicit comparative interpretation, with expert consultation, local indicator refinement, and empirical structure testing identified as productive subsequent research pathways.

Results and Discussions

Characteristics of the Literature and Thematic Coverage. The review integrates two levels of evidence organization. The ten foundational sources represent complementary traditions in adolescent self-representation, agency, emotion regulation, acceptance, empathy, and social functioning; their roles in the conceptual comparison are documented in the foundational-source matrix. The thematic mapping covers 125 distinct records from 2022–2026 and assigns each record to a principal competency theme (Table 1). Such descriptive counts show the coverage of the assembled thematic map, not the relative importance of competency domains. The two evidence levels jointly support a broad map of recent work and a closer conceptual explanation of the proposed distinctions.

Table 1. Distribution of the 125 thematically mapped article records (2022–2026).

Orientation	Candidate competency	Records (n)	Indonesia-based	Elsewhere
Self	Self-understanding	10	3	7
Self	Self-acceptance	12	7	5
Self	Emotion regulation	13	7	6
Self	Self-direction	9	5	4

Self–Others	Assertiveness	16	15	1
Self–Others	Responsible decision-making	15	6	9
Others	Empathy	10	5	5
Others	Interpersonal communication	11	6	5
Others	Relationship-building skills	18	8	10
Others	Conflict resolution	11	6	5
Total	Ten themes	125	68	57

The thematic mapping of 125 publications identified ten psychosocial competencies organized into three functional orientations: Self, Self–Others, and Others. Of these publications, 68 were from Indonesia-based journals and 57 from journals based elsewhere. Relationship-building skills represented the largest thematic category (n = 18), followed by assertiveness (n = 16) and responsible decision-making (n = 15), while self-direction had the fewest publications (n = 9). This distribution illustrates the representation of psychosocial competencies across the reviewed literature and provides a descriptive foundation for their conceptual organization within guidance and counseling.

Table 2. Foundational Publications and Their Roles in the Conceptual Synthesis.

No.	Source	Focus and type of evidence	Role in the synthesis
1	Ito (1991)	Scale development/self-acceptance	Self-acceptance as a developmental construct
2	Hui & Tsang (2012)	Review of self-determination	Foundation for self-direction
3	van Dijk et al. (2014)	Longitudinal study of self-concept clarity	Foundation for self-understanding
4	Becht et al. (2017)	Longitudinal study of the self and relationships	Reciprocal links between self and relationships
5	Nesi et al. (2017)	Study of interpersonal competence	Foundation for assertiveness, relationships, and conflict
6	Nakamura et al. (2021)	Concept analysis of self-acceptance	Attributes and boundaries of self-acceptance
7	Sesso et al. (2021)	Systematic review of empathy measurement	Cognitive and affective dimensions of empathy
8	Silvers (2022)	Developmental review of emotion regulation	Adolescent emotion regulation
9	Setiana et al. (2023)	Counseling service model and social adjustment	Social adjustment as an outcome
10	Beyers et al. (2025)	Review of developmental autonomy	Distinguishing volition from independence

Distinguishing Five Conceptual Positions. The first analytical layer classifies psychosocial concepts by the question each is best positioned to answer in a guidance and counseling formulation. A core competency specifies what adolescents may learn or practice; a foundational construct describes a characteristic or mechanism relevant to development; a contextual factor identifies the conditions within which learning and relationships unfold; a developmental outcome indicates functioning that may change over time; and a maladaptive condition identifies a manifestation that warrants support or additional assessment. Distinctions are made according to the concept's dominant explanatory use rather than a claim that the categories are mutually exclusive in all research traditions.

Table 3. Five Conceptual Positions of Psychosocial Constructs in Guidance and Counseling.

Position	Working definition	Examples	Use in guidance and counseling
Core competencies	Capacities that can be trained or facilitated	Emotion regulation, assertiveness, empathy	Targets of service objectives
Related/foundational constructs	Broad concepts or attributes underlying competencies	Self-concept clarity, autonomy, self-determination	Basis for interpretation
Contextual factors	Social conditions affecting developmental opportunities	Family support, school climate, culture	Context for assessment and collaboration
Developmental outcomes	Potential outcomes or indicators of functioning	Social adjustment, relationship quality, well-being	Evaluation of service outcomes
Maladaptive conditions	Difficulties or problem manifestations, not skills	Emotion dysregulation, aggression, persistent conflict	Needs identification and referral

For example, social adjustment is positioned as an outcome to be supported through services rather than a single competence (Setiana et al., 2023). Emotion regulation, by contrast, is treated as an adaptive capacity, whereas emotion dysregulation denotes difficulty exercising that capacity (Silvers, 2022). Self-concept clarity provides one foundation for formulating self-understanding, although the two are not identical (van Dijk et al., 2014)..

Traceability from Source Constructs to Candidate Competencies. The source-to-competency matrix makes the inferential steps visible. Direct conceptual correspondence is distinguished from the re-expression of a broader construct as a counseling-relevant capacity. The mapping is analytically important because labels such as self-understanding, assertiveness, or conflict resolution may describe actionable objectives even when the cited foundational source investigated a wider construct, such as self-concept clarity or interpersonal competence. Source alignment therefore establishes conceptual plausibility, whereas the proposed competency label specifies a possible developmental target.

Table 4. Mapping of Foundational Sources to Proposed Psychosocial Competencies.

Proposed competency	Core source basis	Mapping status
Self-understanding	van Dijk et al. (2014); Becht et al. (2017)	Inferred from self-concept clarity
Self-acceptance	Ito (1991); Nakamura et al. (2021)	Construct directly addressed
Emotion regulation	Silvers (2022)	Construct directly addressed
Self-direction	Hui & Tsang (2012); Beyers et al. (2025)	Inferred from self-determination and volitional autonomy
Assertiveness	Nesi et al. (2017)	Inferred from interpersonal competence
Responsible decision-making	Hui & Tsang (2012); CASEL (2020)	Conceptual integration; limited direct support in the corpus
Empathy	Sesso et al. (2021)	Construct directly addressed
Interpersonal communication	Nesi et al. (2017); Becht et al. (2017)	Inferred from communication/relationship processes
Relationship-building skills	Becht et al. (2017); Nesi et al. (2017)	Inferred from relational quality and competence
Conflict resolution	Nesi et al. (2017)	Inferred from conflict-management skills

Organizing Ten Competencies into Three Functional Orientations. After identifying concepts that can serve as competency-oriented developmental targets, the second analytical layer organizes ten candidates by their predominant function. Self concerns self-knowledge, self-acceptance, emotion regulation, and intentional self-direction. Self–Others brings together self-expression with respect for other people and decision-making that considers consequences beyond the individual. Others concerns empathy, reciprocal

communication, developing and maintaining relationships, and constructive conflict resolution. These orientations are interrelated interpretive categories rather than developmental stages, independent latent dimensions, or competing alternatives to CASEL and ASCA.

The framework is deliberately two-layered rather than a flat list of attributes. Five conceptual positions answer what kind of explanatory or practical role a psychosocial term plays; the three orientations answer where a candidate developable capacity is principally directed. Thus, family support can be analyzed as a contextual factor without being counted as a student competency; social adjustment may be interpreted as an outcome; and assertiveness may be placed within Self–Others because its expression simultaneously concerns personal boundaries and respect for others. This separation provides a logical bridge between broad assessment information and the formulation of focused service goals.

Table 5. Conceptual Operational Definitions of Ten Psychosocial Competencies

Orientation	Candidate competency	Conceptual operational definition
Self	Self-understanding	Recognizing personal needs, values, strengths, and limitations
Self	Self-acceptance	Realistically accepting one's characteristics and limitations
Self	Emotion regulation	Recognizing and adaptively managing emotional responses
Self	Self-direction	Setting goals and guiding choices based on personal values
Self–Others	Assertiveness	Expressing needs and personal boundaries while respecting the rights of others
Self–Others	Responsible decision-making	Weighing choices and their consequences for oneself and others
Others	Empathy	Understanding others' perspectives and emotional states
Others	Interpersonal communication	Reciprocally sending, receiving, and interpreting messages
Others	Relationship-building skills	Building, maintaining, and navigating healthy relationships
Others	Conflict resolution	Addressing disagreements constructively and nonviolently

Self Orientation: Understanding, Accepting, Regulating, and Directing Oneself. Self-understanding encompasses recognizing personal characteristics, values, strengths, and limitations. Longitudinal research on self-concept clarity supports the relevance of clear self-representations during adolescence, including their associations with parent–adolescent communication and relationship quality (Becht et al., 2017; van Dijk et al., 2014). However, self-concept clarity is a characteristic of self-representation; treating self-understanding as an actionable competence in this review is an interpretive step that still requires testing.

Self-acceptance is distinguished from self-understanding because awareness of personal characteristics does not guarantee the ability to accept them without excessive rejection. Developmental research and concept analyses of adolescent self-acceptance identify elements of understanding and accepting one's own circumstances (Ito, 1991; Nakamura et al., 2021). This distinction matters in counseling practice: activities promoting self-reflection do not automatically produce adaptive self-acceptance.

Emotion regulation concerns the capacity to monitor and modify emotional experiences and their expression in response to situational demands. Adolescents undergo neurocognitive and social changes that make emotion-regulation development especially important (Silvers, 2022). This concept is distinguished both from broader self-regulation and from emotion dysregulation, which describes difficulties exercising the capacity. A recent systematic review emphasizes emotion-regulation flexibility, or the fit between regulatory strategies and contextual demands; therefore, emotion regulation should not be reduced to using a single strategy assumed to be universally effective (Haag et al., 2024). Meta-analyses and recent studies on SEL and emotion-regulation flexibility further demonstrate the relevance of developing these skills in school settings, although intervention effectiveness cannot automatically be assumed for every form of guidance and counseling service (Cipriano et al., 2023; Haag et al., 2024; Pedrini et al., 2022).

Self-direction emphasizes goal setting and choosing actions that reflect personally endorsed intentions. Literature on self-determination highlights choice, planning, goals, and purposeful action; studies of adolescent autonomy also distinguish voluntary action from merely being independent of others (Beyers et al., 2025; Hui & Tsang, 2012). Self-direction therefore does not necessarily imply that adolescents should make decisions without consulting their parents or teachers.

Self–Others Orientation: Connecting Agency and Social Responsibility. The Self–Others orientation is proposed for competencies that simultaneously take personal interests and the interests of others into account. Assertiveness, for example, involves more than the courage to speak: it entails expressing opinions or personal boundaries while respecting others' rights. Research on adolescent interpersonal competence supports the relevance of self-expression and the management of interactions (Nesi et al., 2017). A literature review in educational counseling also connects assertiveness training with interpersonal communication skills without treating them as identical (Nuha et al., 2024).

Responsible decision-making belongs to this bridging domain because decisions may originate in personal preferences, whereas responsibility entails considering consequences, safety, norms, and the well-being of oneself and others. This interpretation is consistent with CASEL (2020), although that comparative source falls outside the core corpus. Classifying this competency under Self–Others is therefore an analytical proposition, not evidence of an empirically distinct dimension. A review of interventions supporting children's and adolescents' participation in decision-making indicates the need to consider context and participation capacities. Because that evidence concerns healthcare, applying it to school counseling is a conceptual analogy rather than direct evidence of effectiveness (Bosch et al., 2025).

Theoretically, this bridging domain helps avoid a simplistic division between personal and social domains. In counseling practice, adolescents need to express their needs and make choices while respecting relationships and responsibilities. Whether this orientation constitutes a factor empirically distinct from the Self and Others orientations requires further validation. Meta-analytic studies of SEL underscore the importance of connecting individual capacities with school contexts and peer relationships, but the separate Self–Others domain remains the authors' conceptual proposal (Cipriano et al., 2023).

Others Orientation: Understanding, Communicating, Relating, and Managing Conflict• Empathy is understood as the ability to appreciate another person's perspective or emotional experience. A systematic review of empathy measures highlights the importance of distinguishing cognitive from affective components and shows variation in how different instruments operationalize them (Sesso et al., 2021). Consequently, empathy indicators for counseling assessment must explicitly specify the dimension being assessed. A meta-analysis by Li et al. (2025) found that empathy mediated the relationship between peer influence and prosocial behavior; this supports distinguishing empathy as a psychosocial capacity from prosocial behavior as a potential outcome (Li et al., 2025).

Interpersonal communication focuses on exchanging and interpreting messages, whereas relationship-building skills involve initiating, sustaining, and navigating relationships over time. This distinction is practically useful: students may communicate fluently while still struggling to establish trust or maintain relational boundaries. Studies on adolescent interpersonal competence and social relationships provide an initial foundation for this distinction (Becht et al., 2017; Nesi et al., 2017). Nuha et al. (2024) link assertiveness training to students' interpersonal communication, but that review does not demonstrate that all dimensions of relationship skills and conflict resolution are empirically separate factors (Nuha et al., 2024).

Conflict resolution emphasizes constructively managing differences in needs, opinions, and expectations. Disagreement does not automatically indicate developmental failure; what matters is how adolescents respond through emotion regulation, perspective-taking, negotiation, and nonviolent communication. Evidence regarding adolescent interpersonal competence supports the relevance of this domain, although it is insufficient to establish conflict resolution as a psychometrically distinct dimension (Nesi et al., 2017).

Positioning the Framework in Relation to CASEL and ASCA. CASEL (2020) specifies five social-emotional domains, while the ASCA standards (2021) describe mindsets and behaviors important for student success. The framework proposed here takes a different classificatory approach: it first distinguishes capacities targeted for development from foundational constructs, contextual influences, outcomes, and problems; it then organizes the capacities by functional orientation. Its contribution is therefore analytical reorganization rather than the discovery of previously unknown competencies. A meta-analysis by Meulenbeek et al. (2026) examined relationships between positive-development competency domains, including self-awareness and self-management, and prosocial behavior (Meulenbeek et al., 2026). These findings highlight relationships across competencies but do not validate the proposed three-orientation classification. Evidence linking experiences of autonomy with student well-being also strengthens the rationale for examining self-direction further (Vite et al., 2024).

The distinctive use of the proposed framework lies in its sequence of decisions. Rather than treating every construct associated with well-being as a competency, the counselor first clarifies whether the term denotes a capacity, developmental basis, contextual influence, outcome, or manifestation of difficulty. Only then are developable capacities located in the three functional orientations. Such sequencing offers a

practical interpretation layer between general social-emotional frameworks and context-sensitive counseling formulation; it is not an assertion that existing frameworks lack relevance or that their empirically supported domains should be replaced.

Table 6. Comparison of the Proposed Framework with CASEL and ASCA

Framework	Focus	Relationship to the proposed framework
CASEL 5 (2020)	Self-awareness, self-management, social awareness, relationship skills, responsible decision-making	Competency coverage overlaps; this framework distinguishes subcompetencies and conceptual positions
ASCA Student Standards (2021)	Knowledge, skills, attitudes, and behaviors for student success	Reinforces the focus of counseling services; the proposed taxonomy is narrower in its psychosocial scope
Three-orientation taxonomy (this review)	Conceptual positions + Self/Self–Others/Others functional orientations	Proposed mapping for profile-based assessment; not yet validated

Implications for Guidance and Counseling Services. The taxonomy may help school counselors interpret student needs as profiles of strengths and areas for development rather than merely lists of complaints. For instance, two students with similar difficulties in peer relationships may require different service priorities: one may need emotion-regulation support, while the other may benefit more from assertive communication training. Identifying needs still requires contextual assessment, observation, and dialogue with students; conceptual classifications cannot replace counselors' professional judgment (ASCA, 2021; CASEL, 2020). Cross-national SEL meta-analytic evidence has found improvements in skills, peer relationships, and school functioning following universal programs, although differences among programs and contexts call for adaptation when applied to counseling services (Cipriano et al., 2023).

In preventive-developmental programs, competencies may provide a basis for formulating specific service objectives. Classroom guidance, for instance, can facilitate reflection on personal strengths and the consequences of decisions, while group guidance can provide opportunities to practice communication, empathy, and conflict resolution. Students with more individualized needs may receive individual counseling or coordinated support involving families and teachers, depending on assessment findings. The following applications are examples of service design, not effectiveness findings from this study. In particular, a systematic review of school-based emotion-regulation interventions suggests potential benefits of both universal and at-risk approaches, but does not establish the effectiveness of every competency proposed here (Pedrini et al., 2022). Broader empirical support for school-based SEL is reported in meta-analytic research (Cipriano et al., 2023). Translating these findings into Indonesian guidance and counseling services nevertheless requires adaptation to student needs and independent evaluation.

Behavioral specification and cultural interpretation. The proposed service indicators should be treated as formative descriptions of potentially observable responses rather than item-level evidence of a standardized test. For instance, assertiveness may be represented by respectfully communicating disagreement or setting a boundary; responsible decision-making by articulating options, consequences, and responsibilities; and conflict resolution by proposing and negotiating nonviolent responses. The interpretation of these performances should consider conversational setting, relationships, developmental opportunity, and student choice. In Indonesian schools, parent–adolescent expectations, classroom hierarchy, collaborative norms, and local ways of expressing respect can affect how a competency is demonstrated. Consequently, cultural responsiveness is integral to the meaning of an indicator rather than a later modification to a universally fixed behavior.

Directions for scholarly and applied development. The conceptual map provides a basis for qualitative studies of students' lived experiences, expert comparison of competency definitions, design and evaluation of developmentally appropriate guidance activities, and construction of culturally situated indicators. Subsequent studies may examine the structure and measurement properties of the three orientations where an assessment instrument is needed. These inquiries would extend the present conceptual contribution from mapping and clarification toward context-specific applications and empirical tests.

Table 7. Examples of Counseling Services and Preliminary Behavioral Indicators

Competency	Examples of counseling services	Examples of preliminary behavioral indicators
Self-understanding	Classroom guidance for self-exploration	Identifying personal strengths, needs, and limitations
Self-acceptance	Self-reflection in group guidance	Describing personal characteristics without self-deprecation
Emotion regulation	Emotion-management practice	Selecting adaptive responses to emotionally triggering situations
Self-direction	Personal goal planning	Formulating realistic goals and action steps
Assertiveness	Communication role-play	Expressing opinions without attacking others
Responsible decision-making	Discussion of social dilemmas	Explaining the consequences of choices for oneself and others
Empathy	Perspective analysis of social scenarios	Identifying another person's point of view
Interpersonal communication	Active-listening simulation	Responding appropriately and respectfully to messages
Relationship-building skills	Peer-relationship guidance	Recognizing boundaries, reciprocity, and support in relationships
Conflict resolution	Conflict-negotiation simulation	Proposing nonviolent solutions

Conclusions

This conceptual review articulates adolescent psychosocial competencies through two connected analytical layers. The first distinguishes capacities available for developmental facilitation from foundational constructs, contextual conditions, developmental outcomes, and maladaptive manifestations. The second groups ten competency themes into Self, Self–Others, and Others according to their principal functional emphasis. A thematic mapping of 125 recent article records situates the proposed competencies within a broad research landscape, while close comparison of foundational publications clarifies their meanings, overlaps, and counseling relevance. Together, these results provide an organizing framework for interpreting adolescents' strengths and needs, specifying developmental objectives, and designing formative behavioral indicators for guidance and counseling services.

The contribution of this review is conceptual clarification and a coherent translation of psychosocial scholarship into guidance and counseling language, rather than the introduction of wholly new psychological constructs. The framework offers an explicit route from conceptual position to functional orientation and to examples of service planning. Its continuing development invites expert dialogue, school-context adaptation, culturally responsive indicator construction, and empirical examination of the interrelationships among competencies. These avenues extend the practical and scientific uses of the framework developed here.

References

Association, A. S. C. (2021). *ASCA student standards: Mindsets & behaviors for student success*. American School Counselor Association. https://www.schoolcounselor.org/Standards-Positions/Standards/ASCA-Mindsets-Behaviors-for-Student-Success

Becht, A. I., Nelemans, S. A., van Dijk, M. P. A., Branje, S. J. T., van Lier, P. A. C., Denissen, J. J. A., & Meeus, W. H. J. (2017). Clear self, better relationships: Adolescents' self-concept clarity and relationship quality with parents and peers across 5 years. *Child Development*. https://doi.org/10.1111/cdev.12921

Beyers, W., Soenens, B., & Vansteenkiste, M. (2025). Autonomy in adolescence: A conceptual, developmental and cross-cultural perspective. *European Journal of Developmental Psychology*, *22*(2), 121–141. https://doi.org/10.1080/17405629.2024.2330734

Bosch, I., Siebel, H., Heiser, M., & Inhestern, L. (2025). Decision-making for children and adolescents: A scoping review of interventions increasing participation in decision-making. *Pediatric Research*, *97*, 1840–1854. https://doi.org/10.1038/s41390-024-03509-5

Cipriano, C., Strambler, M. J., Naples, L. H., Ha, C., Kirk, M., Wood, M., Sehgal, K., Zieher, A. K., Eveleigh, A., McCarthy, M., Funaro, M., Ponnock, A., Chow, J. C., & Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*, *94*(5), 1181–1204. https://doi.org/10.1111/cdev.13968

Collaborative for Academic, Social, and Emotional Learning. (2020). CASEL's SEL framework: What are the core competence areas and where are they promoted? https://casel.org/casel-sel-framework-11-2020/

Haag, A.-C., Bagrodia, R., & Bonanno, G. A. (2024). Emotion regulation flexibility in adolescents: A systematic review from conceptualization to methodology. *Clinical Child and Family Psychology Review*, *27*, 697–713. https://doi.org/10.1007/s10567-024-00483-6

Hui, E. K. P., & Tsang, S. K. M. (2012). Self-determination as a psychological and positive youth development construct. *The Scientific World Journal*, *2012*, 759358.

Ito, M. (1991). Construction of self-acceptance scale and its developmental changes in adolescence: The developmental process of self-acceptance from the viewpoint of two dimensions. *The Japanese Journal of Developmental Psychology*, *2*(2), 70–77. https://doi.org/10.11201/jjdp.2.70

Li, W., He, Q.-F., Lan, J.-Z., Attiq-Ur-Rehman, Ge, M.-W., Shen, L.-T., Hu, F.-H., Jia, Y.-J., & Chen, H.-L. (2025). Empathy as a mediator of the relation between peer influence and prosocial behavior in adolescence: A meta-analysis. *Journal of Youth and Adolescence*, *54*(3), 682–703. https://doi.org/10.1007/s10964-024-02079-3

Meulenbeek, K., Loheide-Niesmann, L., Spagnuolo, F., & Cima, M. J. (2026). Positive youth development and prosocial behavior: A systematic review and multilevel meta-analysis. *Journal of Adolescence*, *98*(1), 7–35. https://doi.org/10.1002/jad.70040

Nakamura, H., Nagata, A., & Ito, K. (2021). Concept analysis of self-acceptance in Japanese adolescents. *Journal of Japan Academy of Nursing Science*, *41*, 546–555. https://doi.org/10.5630/jans.41.546

Nesi, J., Widman, L., Choukas-Bradley, S., & Prinstein, M. J. (2017). Technology-based communication and the development of interpersonal competencies within adolescent romantic relationships: A preliminary investigation. *Journal of Research on Adolescence*, *27*(2), 471–477. https://doi.org/10.1111/jora.12274

Nuha, M. S., Hidayah, N., & Wahyuni, F. (2024). Behavioral approach through assertive training in improving interpersonal communication skills of students: A systematic literature review. *Indonesian Journal of Educational Counseling*, *8*(2), 175–189. https://doi.org/10.30653/001.202482.401

Pedrini, L., Meloni, S., Lanfredi, M., & Rossi, R. (2022). School-based interventions to improve emotional regulation skills in adolescent students: A systematic review. *Journal of Adolescence*, *94*(8), 1051–1067. https://doi.org/10.1002/jad.12090

Peters, M. D. J., Godfrey, C., McInerney, P., Munn, Z., Tricco, A. C., & Khalil, H. (2024). Scoping reviews. In E. Aromataris, C. Lockwood, K. Porritt, B. Pilla, & Z. Jordan (Eds.), *JBI manual for evidence synthesis*. JBI. https://doi.org/10.46658/JBIMES-24-09

Ross, D. A., Hinton, R., Melles-Brewer, M., Engel, D., Zeck, W., Fagan, L., Herat, J., Phaladi, G., Imbago-Jácome, D., Anyona, P., Sanchez, A., Damji, N., Terki, F., Baltag, V., Patton, G., Silverman, A., Fogstad, H., Banerjee, A., & Mohan, A. (2020). Adolescent well-being: A definition and conceptual framework. *Journal of Adolescent Health*, *67*(4), 472–476. https://doi.org/10.1016/j.jadohealth.2020.06.042

Sesso, G., Brancati, G. E., Fantozzi, P., Inguaggiato, E., Milone, A., & Masi, G. (2021). Measures of empathy in children and adolescents: A systematic review of questionnaires. *World Journal of Psychiatry*, *11*(10), 876–896. https://doi.org/10.5498/wjp.v11.i10.876

Setiana, S., Taufik, A., Rusmana, N., Nurihsan, J., & Susanto, E. (2023). The effectiveness of personal-social guidance services through strength-based advising for the development of social adjustment in adolescents. *Jurnal Konseling Dan Pendidikan*, *11*(4), 298–312. https://doi.org/10.29210/187300

Silvers, J. A. (2022). Adolescence as a pivotal period for emotion regulation development. *Current Opinion in Psychology*, *44*, 258–263. https://doi.org/10.1016/j.copsyc.2021.09.023

Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., & Straus, S. E. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): Checklist and explanation. *Annals of Internal Medicine*, *169*(7), 467–473. https://doi.org/10.7326/M18-0850

van Dijk, M. P. A., Branje, S., Keijsers, L., Hawk, S. T., Hale III, W. W., & Meeus, W. (2014). Self-concept clarity across adolescence: Longitudinal associations with open communication with parents and internalizing symptoms. *Journal of Youth and Adolescence*, *43*, 1861–1876. https://doi.org/10.1007/s10964-013-0055-x

Vite, A., Patall, E. A., & Chen, M. (2024). Relationships between experiences of autonomy and well(ill)-being for K-12 youth: A meta-analysis. *Educational Psychology Review*, *36*, 127. https://doi.org/10.1007/s10648-024-09967-x