



The Application of Life Design Counseling (LDC) to Improve Career Planning Skills in Senior High School Students

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ABSTRACT

This study aimed to determine the effectiveness of Life Design Counseling (LDC) through group counseling in improving the career planning skills (CPS) of students at Wajo State Senior High School 3. The study used a quantitative approach with a quasi-experimental design of the pretest-posttest nonequivalent control group type. The research sample consisted of 20 students selected using proportional random sampling and divided into experimental and control groups. The instrument used was a career planning skill scale analysed with a t-test. The results showed a significant increase in CPS in the experimental group after the LDC intervention. Before the treatment, 50% of students were in the low category and 50% were in the very low category. After the treatment, the distribution changed to 20% very high, 40% high, and 40% moderate. These findings confirm that LDC is efficacious in improving students' CPS. The study concludes that LDC is a preventive and curative strategy supporting students' career planning. The contributions of this study include: (1) a theoretical contribution in the form of empirical evidence of the effectiveness of LDC in the context of Indonesian education, and (2) a practical contribution by providing alternative interventions for guidance and counseling teachers to help students design more meaningful career paths and prevent wrong major choices.

KATA KUNCI

Life Design Counseling (LDC);
Keterampilan
Perencanaan Karier;
Siswa SMA

ABSTRAK

Tujuan penelitian ini untuk mengetahui efektivitas Life Design Counseling (LDC) melalui konseling kelompok dalam meningkatkan career planning skill (CPS) siswa SMA Negeri 3 Wajo. Penelitian menggunakan pendekatan kuantitatif dengan desain quasi-experimental tipe pretest-posttest nonequivalent control group design. Sampel penelitian berjumlah 20 siswa yang dipilih dengan proportional random sampling dan dibagi ke dalam kelompok eksperimen serta kontrol. Instrumen yang digunakan adalah skala career planning skill yang dianalisis dengan uji t-test. Hasil penelitian menunjukkan adanya peningkatan signifikan CPS pada kelompok eksperimen setelah diberikan intervensi LDC. Sebelum perlakuan, 50% siswa berada pada kategori rendah dan 50% sangat rendah. Setelah perlakuan, distribusi berubah menjadi 20% sangat tinggi, 40% tinggi, dan 40% sedang. Temuan ini menegaskan bahwa LDC efektif meningkatkan CPS siswa. Kesimpulan penelitian adalah LDC terbukti sebagai strategi preventif dan kuratif dalam mendukung perencanaan karier siswa. Kontribusi penelitian meliputi: (1) kontribusi teoretis berupa bukti empiris efektivitas LDC dalam konteks pendidikan Indonesia, dan (2) kontribusi praktis dengan menyediakan alternatif intervensi bagi guru bimbingan dan konseling untuk membantu siswa merancang arah karier yang lebih bermakna dan mencegah kesalahan pemilihan jurusan.

1. INTRODUCTION

Adolescence is an important transitional period, and for high school students, this period is marked by pressure to make big decisions about the future, particularly in choosing an educational and career path (Rahma & Putri, 2019; Haryati, 2020). In this context, career planning skills become crucial so that students do not get stuck

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in a major that does not suit their interests, talents, or life goals. Unfortunately, many high school students lack readiness, leading to the "wrong major" in college (Wijaya & Lestari, 2021).

This reality shows a gap between the ideal condition, where students deeply understand themselves and the available career options, and the actual condition in the field, which shows low career planning skills among students. This occurs due to the limited availability of structured career guidance services based on a strong psychological approach (Pratama & Nugraha, 2020). Life Design Counseling (LDC) is one innovative approach that is capable of addressing this challenge. This postmodern counseling approach places individuals as active agents in designing their career lives based on meaningful life narratives (Savickas, 2019).

One innovative approach that is considered capable of responding to this challenge is Life Design Counseling (LDC). This postmodern counseling approach places individuals as active agents in designing their career lives based on meaningful life narratives (Savickas, 2019). LDC was developed based on social constructivism theory and Donald Super's Life-Span, Life-Space career development theory. This approach emphasises four main dimensions of career adaptability, namely concern (concern for the future), control (the ability to control career decisions), curiosity (curiosity to explore possibilities), and confidence (confidence in facing challenges) (Savickas, 2020).

In practice, LDC is implemented through six counseling stages, namely: (1) story construction, (2) deconstruction, (3) exploration, (4) renewal, (5) action, and (6) reflection. Each stage is designed to help counselees understand their life experiences, discover their values and potential, and set career goals that are relevant to their life context (Hartung & Santilli, 2021). Thus, LDC provides career information and encourages students to reflect on themselves, build self-confidence, and design a more meaningful and realistic life direction.

Previous studies have shown the urgency of developing career planning skills among high school students. Rahmawati & Arifin (2016) stated that social pressure and family expectations are the leading causes of career confusion among adolescents. The findings of Wijaya & Lestari (2021) show that 60% of 12th-grade students experience confusion in choosing a college major due to a lack of self-understanding. On the other hand, Lestari & Pratama (2019) revealed that good career guidance helps students identify their interests and potential.

In terms of intervention, the LDC approach has proven to be effective. Yuliana (2019) found that 75% of students who participated in group counseling using the LDC approach experienced an increase in career understanding. Santilli et al. (2020) also proved that LDC can help adolescents connect personal values with career choices in a contextual manner. These studies show that narrative-based counseling approaches are highly relevant for high school students who are in the career identity exploration stage (Yusof et al., 2025).

So far, career guidance in schools has been more informative in nature and does not touch on aspects of deep self-reflection (Handayani & Utomo, 2020). Guidance services are still unstructured and often general in nature without targeted psychological intervention. As a result, students do not yet have mature career planning skills. There has not been much research that explicitly integrates the LDC approach into group counseling formats at the high school level. Therefore, it is necessary to conduct new studies and interventions that combine the reflective power of LDC and group dynamics as a vehicle for career exploration.

The intervention in question needs to provide space for students to: (1) recognize their personal potential, values, and interests through the construction and reflection of life stories; (2) explore various educational and career alternatives that are relevant to themselves; (3) set realistic career goals in accordance with their stage of development; and (4) develop career adaptability skills in the form of concern, control, curiosity, and confidence. Thus, guidance services are not limited to the delivery of information, but also become a psychological process that helps students design meaningful and adaptive career narratives.

This study offers novelty in the specific application of LDC in a group counseling format at the high school level, which has not been widely developed in previous studies in Indonesia. The advantage of this approach lies in its ability to build career narratives that are meaningful on a personal and social level, unlike conventional career guidance services, which are one-way and informative in nature. The distinguishing value of this study also lies in the dual function of the LDC approach, namely as a *preventive* approach to avoid choosing the wrong major, as well as a *curative* approach for students who are already experiencing career confusion. This study contributes a new intervention model based on Super and Savickas' Life-Span, Life-Space theory, which is rarely used in the context of secondary education in Indonesia.

The purpose of this study is to examine and develop relevant counseling interventions to improve the career planning skills of high school students. Specifically, this study aims to analyze the actual condition of students' career planning skills at SMA Negeri 3 Wajo as a starting point for identifying needs. Furthermore, this study also aims to implement group counseling services based on the Life Design Counseling (LDC) approach as a systematic

and targeted intervention strategy. Through this implementation process, this study seeks to evaluate the effectiveness of the LDC approach in improving self-understanding, clarity of life goals, and students' readiness in determining their future educational and career choices. Finally, this study is directed at developing and offering an adaptive, contextual, and applicable LDC-based career guidance service model to be applied more widely at the secondary education level, especially in high school environments.

Theoretically, this study enriches the body of knowledge in the field of guidance and counseling, particularly by integrating the narrative approach (LDC) into group counseling as an innovation in career guidance services. It also expands the application of Super and Savickas' theory in the context of Indonesian education. Practically, this research provides an applicable and effective alternative intervention for guidance and counseling teachers to improve students' career planning skills. The resulting service model can be adapted as a group counseling-based career development program that can be widely implemented in high schools.

2. METHOD

2.1 Research Design

The research design applied is a pretest-posttest, nonequivalent control group design. In this model, there will be two groups, namely the experimental group and the control group, both of which will begin with initial measurements (pretest) and final measurements (posttest), but only the experimental group will be given treatment, while the control group will not receive any special treatment (Pandang & Anas, 2019).

Table 1. Research Design

Group	Pretest	Treatment	Posttest
Experimental	Y1	X	Y2
Control	Y3		Y4

Note:

- Y1 = Pretest for the experimental group
- Y2 = Posttest for the experimental group
- Y3 = Pretest for the control group
- Y4 = Posttest for the control group
- X = Treatment (Life Design Counseling Technique)

This study applies a quantitative approach using a quasi-experimental design. Quasi-experimental research uses two groups, namely an experimental group and a control group for comparison, where the experimental group is given treatment while the control group is not. In this study, the experimental group was given an intervention in the form of Life Design Counseling (LDC) techniques conducted in group counseling. In contrast, the control group only received conventional counseling services without any special intervention. The control group was used to determine the difference in results between the group that received the intervention and the group that did not. The experimental group and the control group took a pre-test and post-test using the same career planning skill scale instrument to measure the effectiveness of the Life Design Counseling approach in improving students' career planning skills.

2.2 Research Subjects

This study was conducted on students who had low *career planning skills*. The population in this study consisted of 50 eleventh-grade students at SMA Negeri 3 Wajo, who were identified as having low career planning skills based on the results of the *career planning skills* scale that had been distributed. The sampling technique used in this study was the Proportional Random Sampling technique, which is random sampling of population members by considering the proportion or strata in the population (Pandang & Anas, 2019). Samples were taken proportionally and evenly from classes with low career planning skills.

In addition, the intervention was carried out in this study as group counseling services. Therefore, the consideration of group size was based on Tohirin's opinion, which stated that the provision for forming a counseling group was to have between 8 and 10 members and not to exceed 10 people (Tohirin, 2019). Based on Carroll & Wiggins's opinion, if a group has been organized according to therapeutic goals, the number of group members must be limited to 7 or 8 people (Pandang & Anas, 2019). Therefore, the sample in this study consisted of 20 stu-

dents from grade XI who had career planning skills in the low to very low category. Furthermore, these students were divided into an experimental group of 10 people and a control group of 10.

2.3 Data Collection

Data collection in this study used a career planning skill scale developed by the researcher based on Donald Super's Life-Span, Life-Space theory (Super, 1980) and Mark Savickas' concept of career adaptability (Savickas, 2020), supplemented with observation guidelines. The developed career planning skill scale contains indicators such as self-concept, career maturity, career adaptability, decision making, and goal setting.

This research instrument was then validated by lecturers who are experts in educational psychology and guidance, and then tested in the field by taking a sample of 50 students. After that, validity and reliability tests were carried out using SPSS version 26 software. Based on the analysis results, 19 statement items were categorised as valid, while 15 were categorised as invalid.

Next, a reliability test was conducted, which showed that the reliability coefficient value of the instrument was 0.893. Thus, the reliability of the career planning skill scale is extreme, so the instrument is suitable for this study to measure students' career planning skills.

2.4 Data Analysis

Data analysis in this study aims to test the hypotheses that have been proposed. The formulated hypotheses will be tested with parametric statistics using the *t-test*. The *t-test* requires that the data from each variable analysed must be normally distributed and have a homogeneous variance. Therefore, a data normality test was first conducted using the Shapiro-Wilk test. The test results showed that the significance value (sig.) in the experimental and control groups, both at the pretest and posttest, were all higher than 0.05. This indicates that the data from both groups are normally distributed.

Next, a homogeneity test was conducted to determine whether the variances of the two groups were homogeneous. The homogeneity test results showed that all pretest and posttest data in the experimental and control groups had a significance value ≥ 0.05 . Thus, it can be concluded that the data had a homogeneous variance.

After the normality and homogeneity requirements were met, a t-test was conducted to test the difference between the pretest and posttest results in the experimental and control groups. The test results showed that the probability value *is significant*. = 0.000 for the experimental group and *sig.* = 0.000 for the control group. Because these values are smaller than the significance value α (0.05), it can be concluded that there is a significant difference between the average *career planning skills* of students before and after the treatment. This means that applying the Life Design Counseling approach significantly improves the career planning skills of students at Wajo 3 Public High School.

2.4 Research Procedure

The research procedure followed the established quasi-experimental design methodology. The intervention in this study used the Life Design Counseling (LDC) approach, which was implemented as group counseling services. The implementation of group counseling referred to the six main stages in the LDC approach as developed by Savickas (2020), namely: story construction, story deconstruction, story exploration, story renewal, action, and reflection.

The first stage is story construction, where counsellors help students explore and reconstruct their life narratives based on meaningful experiences, personal values, and career aspirations. The second stage is story deconstruction, which identifies old limiting narratives, such as negative beliefs or social pressures restricting career choices. The third stage is story exploration, where students are invited to explore their strengths, potential, interests, and various career possibilities that suit them. Next is story renewal, the stage where students build a new and more positive life narrative relevant to the career direction they want to achieve. The fifth stage is action, where students develop concrete action plans to realise their career plans, such as choosing a suitable major, seeking further education information, and setting short-term goals. The final stage is reflection, where students are invited to evaluate the counseling process, strengthen their commitment to their career goals, and integrate the lessons learned during the counseling sessions.

All stages of LDC are carried out in six sessions conducted over three months, each lasting approximately 45 minutes. Meanwhile, the control group is only given regular counseling services without the *Life Design Counseling* approach. The difference in treatment between the experimental and control groups allows researchers to empirically test the effectiveness of the LDC approach in improving the *career planning skills* of students at Wajo 3 Public High School, who are classified as low based on the pretest results.

3. RESULTS AND DISCUSSION

3.1 Results

a) Overview of Career Planning Skills

In this study, there were two groups, namely the experimental and the control groups, each of 10 students. The following is an overview of the level of *career planning skills* in each group based on the results of the *pretest* and *posttest*:

Table 2. Description of *pretest* and *posttest* data for the experimental and control groups

Interval	Career Planning Skill Category	Experimental Group	Control Group
		Pretest	Posttest
67-76	Very High	-	-
55-66	High	-	-
43-54	Medium	-	-
31-42	Low	5 (50%)	-
19-30	Very Low	5 (50%)	-
Total		10 (100%)	10 (100%)

The data show that in the experimental group, before being given the intervention in the form of Life Design Counseling, the career planning skills of students at Wajo 3 Public High School were in an alarming category. All students were classified as low (50%) and very low (50%), with no students reaching the medium, high, or very high categories. These low career planning skills were demonstrated by the students' inability to make career decisions appropriate to their stage of development, confusion in planning for the future, pressure from parental expectations, low self-confidence, and limited access to information about higher education.

After being given an intervention in the form of Life Design Counseling techniques, there was a significant change in the students' career planning skills. The posttest results showed that 20% of students reached the very high category, 40% were in the high category, and the remaining 40% were in the moderate category. No students were classified in the low or very low categories anymore. This change reflects the success of the Life Design Counseling approach in improving students' ability to make independent decisions, better understand career planning in line with their potential, and actively explore information on further education.

Meanwhile, no significant changes were observed in the control group, which only received regular counseling services using the lecture method. The pretest results showed that 60% of students were in the low category and 40% in the very low category. This condition remained the same after the posttest was conducted. There was no improvement in career planning skills, indicating that conventional services without a narrative-based and personalised approach, such as LDC, are less effective in promoting progress in these skills.

Table 3. Career planning skill trends in the experimental and control groups

Group	Data Type	Average (Mean)	Interval	Category	Gain Score
Experimental	Pretest	28.70	19-30	Very Low	31.30
	Posttest	60.00	55-66	High	
Control	Pretest	36.90	31-42	Low	0.90

Table 2 shows a significant difference in average scores between the two groups. In the experimental group, there was an increase in the average score from 28.70 (very low category) to 60.00 (high category), with a gain score of 31.30. In contrast, the control group only experienced a minimal increase, from 36.90 to 37.80, with a gain score of 0.90, and remained in the low category.

Based on this data, the Life Design Counseling intervention improves students' career planning skills. This intervention model helps students reflect on their life narratives, integrate personal values with career choices, and develop more precise and focused plans. Conversely, the conventional approach does not touch on personal and narrative dimensions and does not produce significant changes.

b) Implementation of the *Life Design Counseling* Technique

The implementation of the *Life Design Counseling* technique is carried out through six main stages as developed by Savickas (2020), namely: (a) Constructing the Story; (b) Deconstructing the Story; (c) Exploring the Story; (d)

Reconstructing the Story; (e) Taking Action; and (f) Reflecting the Story. This technique was applied systematically in six meetings from February 10 to May 6, 2025, with each session having a specific focus and intervention goal.

The first stage, Constructing the Story, aimed to build students' self-awareness of who they are by exploring concepts of self, interests, life values, and potential. This session focused on reflective activities and filling out a worksheet titled "Who Am I?", which guided students in creating a mind map about their identity.

The second stage, Exploring the Story, was conducted with a session on career development stages.

In this session, students map out their life journey and future dreams using a career timeline and reflect on inspirational figures to broaden their horizons regarding career choices. The third stage, Deconstructing the Story, is aimed at helping students identify external pressures and limiting mindsets, such as dependence on their parents' opinions or anxiety about choosing a major.

Students can evaluate and deconstruct these beliefs through the "Honing Career Maturity worksheet."

The fourth stage, Reconstructing the Story, emphasises the development of a new narrative that is more flexible and adaptive. Students can develop alternative plans if their dream major is not achieved, through re-exploration activities and writing the worksheet "Developing Career Adaptability."

The fifth stage, Taking Action, encourages students to develop concrete strategies for facing reality. This session combines reflection with Action, where students learn to compromise between personal aspirations and real challenges, through the worksheet "Compromise between Self and Reality."

The final stage, Reflecting the Story, invites students to reflect on their career narrative journey and build future commitments.

By writing a "Letter to Myself," students convey the messages, hopes, and strategies they want to hold on to in facing the future.

During the intervention process, observations were also conducted to monitor student participation and activity at each meeting. The following is the data from observations of student activity during six meetings:

Table 4. Observations of student activity

Interval	Criteria	Meeting					
		I	II	III	IV	V	VI
X < 55	Loe	-	-	-	3	5	6
55 ≤ X < 75	Medium	3	3	4	5	3	2
75 ≤ X	High	7	7	6	2	2	2
		10	10	10	10	10	10

Based on the above observations, student participation was still relatively high in the first and second meetings, with most students falling into the high and moderate participation categories. However, starting from the third meeting, there was a decline in active participation, which was then followed by an increase in reflective activity in the fourth to sixth meetings, where students began to show deeper participation through self-reflection and open discussion.

This change reflects a shift from superficial involvement to more emotional and cognitive involvement, in line with the objectives of the Life Design Counseling approach in building meaningful and future-oriented career narratives.

c) Life Design Counseling Techniques to Improve Career Planning Skills

Hypothesis testing in this study was intended to determine the effect of applying Life Design Counseling techniques on improving the career planning skills of students at SMA Negeri 3 Wajo. To determine this effect, the initial hypothesis in this study was changed to a null hypothesis (H₀), namely: "Life Design Counseling techniques cannot improve the career planning skills of students at SMA Negeri 3 Wajo." The testing criteria were: Reject H₀ if the significance value (sig) ≤ 0.05.

To test this hypothesis, a parametric statistical test was used with a t-test (independent samples t-test) through the SPSS version 26.0 for Windows application.

Table 5. Test Results

Research Group	Average (Mean)	t	Sig	Remarks
	Pretest	Posttest	Gain Score	
Experimental	28.70	60.00	31.30	-34.27
Control	36.90	37.80	0.90	

Based on the test results shown in Table 5, it is known that the average gain score in the experimental group was 31.30, while in the control group it was only 0.90. This shows that the increase in career planning skills in the experimental group that was given treatment using the Life Design Counseling technique was far more significant than in the control group that was not given special treatment.

Furthermore, the t-test results show that the significance value (Sig. 2-tailed) = 0.000, far below the significance threshold $\alpha = 0.05$. Therefore, according to the testing criteria, H_0 is rejected and H_1 is accepted.

Thus, the null hypothesis (H_0) stating that "there is no difference in career planning skills between the experimental and control groups" is rejected. Conversely, the alternative hypothesis (H_1) stating that "there is a difference in career planning skills between the experimental group that received the Life Design Counseling technique and the control group that did not receive the treatment" is accepted. Therefore, it can be concluded that applying the Life Design Counseling technique is proven effective in improving students' career planning skills at SMA Negeri 3 Wajo.

3.2. Discussion

Career planning (career planning skill) is an important skill that students need to have in order to determine their future direction in a conscious, realistic, and planned manner. However, based on the results of a pretest conducted on the experimental group at SMA Negeri 3 Wajo, it was found that 50% of students were in the very low category and the other 50% were in the low category. This condition shows that most students do not yet understand themselves, experience confusion in choosing a major or profession, and are influenced by environmental pressures and a lack of information. This answers the initial problem in the study, which is that many students are still weak in career planning skills.

To overcome this condition, the researcher provided an intervention in the form of group counseling using the *Life Design Counseling* technique for six sessions. The posttest results showed a significant increase in career planning skills, with 20% of students in the very high category, 40% in the high category, and 40% in the moderate category. No students were in the low or very low categories. This shows that the Life Design Counseling technique can positively and significantly change students' ability to plan their educational and career futures. This improvement was achieved through self-reflection, exploration of interests and values, life narrative construction, and realistic decision-making.

The findings in this study align with Savickas (2013), who states that *Life Design Counseling* is a *constructivist* approach that helps individuals build a cohesive and meaningful life narrative in response to the challenges of modern life and the world of work. This study also supports the findings of Cardoso et al. (2016) which prove that the consistent application of Life Design Counseling can increase career goal clarity, self-efficacy, and resilience to change. However, unlike previous studies that mostly used an individual approach, this study proves that Life Design Counseling techniques can also be applied effectively in a group counseling context.

This advantage lies in the social interaction, exchange of experiences, and emotional support among group members, accelerating the process of reflection and cognitive change. These findings indicate that intervention using the Life Design Counseling technique has a strong influence on improving students' career planning skills. The main finding of this study is that Life Design Counseling effectively improves students' ability to know themselves, make career decisions, develop alternative plans, and form commitments to future goals. The significance of these findings is crucial in the context of 21st-century education. In an increasingly complex and uncertain world of work, students need to be equipped with adaptive skills and flexible life narratives. Life Design Counseling equips students with information and helps them build deep self-awareness and develop resilience in the face of career change dynamics. These findings reinforce Donald Super's concept that careers reflect an individual's self-concept, emphasizing the importance of self-awareness in career development (Otwine et al., 2024). According to Super, effective career planning begins with deeply understanding one's strengths, values, and interests (Savickas, 2015). Life Design Counseling (LDC) aligns with this idea by guiding students through self-exploration, allowing them to connect their values and aspirations to potential career paths (Maree & Maree, 2021). This approach highlights that career decisions should not only be based on external factors like job availability or market trends but also on a clear sense of self. By helping students develop a more refined self-concept, LDC fosters a stronger foundation for making informed and authentic career choices.

In addition to supporting existing theory, these findings also show that group experiences make a unique contribution. A supportive atmosphere, mutual sharing, and collective reflection are important factors not found in individual counseling or lecture methods. Alternative explanations that need to be considered are the active involvement of counsellors or external factors, such as academic encouragement from the school and family environ-

ment. However, the success of this program is primarily determined by the systematic structure of the sessions, the relevance of the material to students' lives, and the empowering facilitation techniques.

Thus, the results of this study prove that the Life Design Counseling technique is practical and relevant for use in counseling services to improve students' career planning skills. This study's strength lies in applying LDC in a group counseling format, which has been less frequently studied than individual counseling. Through group dynamics, students gain self-reflection and emotional support, experience sharing, and social validation that accelerate the formation of career narratives. Theoretically, these findings reinforce Donald Super's Life-Span, Life-Space theory and Savickas' idea of the dimensions of career adaptability (concern, control, curiosity, confidence) as the foundation of adaptive career planning. Practically, this research contributes a systematic, reflective, and applicable LDC-based group counseling service model as a preventive and curative strategy in helping high school students overcome career confusion. Thus, the novelty of this research is the development of an adaptive narrative-based intervention model tailored to the needs of high school students in Indonesia, enriching the body of career counseling theory, and offering practical innovations for guidance and counseling teachers in improving students' career planning skills.

4. RESEARCH IMPLICATIONS

- a) For guidance and counseling teachers. This research is helpful for guidance and counseling teachers in helping students develop career planning skills through group counseling services based on Life Design Counseling. This technique can guide students in self-discovery, career decision-making, and designing a more focused future.
- b) For school principals. The results of this study can be used as consideration for school principals in supporting the implementation of more innovative guidance and counseling services, as well as providing space for guidance and counseling teachers to develop narrative-based services that suit students' needs.
- c) For future researchers. This research can be used as a reference for future researchers in developing similar studies, expanding samples, or applying Life Design Counseling at different levels of education to see its effectiveness in other contexts.

5. CONCLUSION

Based on the research results, the application of Life Design Counseling (LDC) has a significant impact on improving career planning skills in high school students. Before the intervention, the career planning skills of students in the experimental group were mainly in the very low and low categories. However, after receiving group counseling services using the Life Design Counseling technique, there was a significant change, with many students moving to the moderate, high, and even very high categories. In contrast, the control group that did not receive the intervention did not show any significant changes before or after the study, confirming the effectiveness of this technique in helping students develop their career planning skills.

Life Design Counseling (LDC) was implemented in this study through six main stages to support the students' comprehensive self-development process. These stages included story construction, deconstruction, exploration, renewal, action, and reflection. Each stage was carried out systematically and participatively, allowing students to actively engage in the counseling process. With this approach, students were allowed to explore their potential, explore various career possibilities, and make more rational and planned decisions about their future. This process provided knowledge about careers and equipped students with the skills to face challenges in the world of work.

Based on the statistical analysis, it was proven that Life Design Counseling (LDC) significantly improved students' career planning skills. Therefore, it is recommended that schools and education policymakers facilitate the implementation of this technique in career counseling programs in schools. This approach can be an effective strategy for guidance and counseling teachers to help students recognise their potential and desires, plan their careers more thoroughly, and make informed career decisions. Further research is also expected to develop the concept of Life Design Counseling in a broader context, both in terms of sample size, education level, and intervention duration, to ensure that this approach can be applied more widely and have a greater impact on improving students' career readiness in the future.

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AUTHOR CONTRIBUTION STATEMENT

Author NPK is the principal author of this article and is responsible for conducting the research and processing the data. In contrast, authors AS and A are the second and third authors, serving as supervising lecturers who guided the research and writing of the article.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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