

Asosiasi Asesmen Pendidikan (AAP)


Address: Bumi Mutiara Serang, Cluster Symphony, Blok C2 No.18 Serang – Banten, 42122 – Indonesia.

☎ +62 85312898866; ✉ [jurnal@aapbk.org](mailto:jurnal@aapbk.org)



## Journal of Counseling and Educational Research

ISSN 3063-9786 (Electronic)

Editor:  Yuda Syahputra

Publication details, including author guidelines

URL: <https://journal.aapbk.org/index.php/jcerch/about/submissions#authorGuidelines>

### Modeling-Based Group Counseling to Enhance Career Planning in Eleventh-Grade Students

Dona Fitri Annisa<sup>\*1</sup>, Azukaego Ifeoma Eluemuno<sup>2</sup>, Ashok Kumar<sup>3</sup>

Institut Keguruan dan Ilmu Pendidikan (IKIP) Siliwangi, Indonesia<sup>1</sup>

Alvan Ikoku Federal University of Education, Owerri, Nigeria<sup>2</sup>

Dr S N Medical College, Jodhpur, India<sup>3</sup>

---

#### Article History

Received : 25 March 2025

Revised : 28 April 2025

Accepted : 30 April 2025

#### How to cite this article (APA 6<sup>th</sup>)

Fitri Annisa, D., Eluemuno, A. I., & Kumar, A. (2025). Modeling-Based Group Counseling to Enhance Career Planning in Eleventh-Grade Students. *Journal of Counseling and Educational Research*, 1(3), 136–147. <https://doi.org/10.63203/jcerch.v1i3.169>

The readers can link to article via <https://doi.org/10.63203/jcerch.v1i3.169>

#### Correspondence regarding this article should be addressed to:

Dona Fitri Annisa, [donafitriannisa46@ikipsiliwangi.ac.id](mailto:donafitriannisa46@ikipsiliwangi.ac.id), and Indonesia

---

#### SCROLL DOWN TO READ THIS ARTICLE



Asosiasi Asesmen Pendidikan (as Publisher) makes every effort to ensure the accuracy of all the information (the “Content”) contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Asosiasi Asesmen Pendidikan. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information.



This work is licensed under a <https://creativecommons.org/licenses/by/4.0>

Copyright by Fitri Annisa, D., Eluemuno, A. I., & Kumar, A. (2025)

The authors whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

Original Article

## Modeling-Based Group Counseling to Enhance Career Planning in Eleventh-Grade Students

Dona Fitri Annisa<sup>\*1</sup>, Azukaego Ifeoma Eluemuno<sup>2</sup>, Ashok Kumar<sup>3</sup>  
Institut Keguruan dan Ilmu Pendidikan (IKIP) Siliwangi, Indonesia<sup>1</sup>  
Alvan Ikoku Federal University of Education, Owerri, Nigeria<sup>2</sup>  
Dr S N Medical College, Jodhpur, India<sup>3</sup>

**Abstract.** This study aims to examine the effectiveness of a group guidance approach using modeling techniques in enhancing career planning among high school students. Given the rapidly evolving job market and rising youth unemployment, structured career planning interventions for high schoolers are urgently needed to prevent future career misalignment and underemployment. The research employed a mixed-method design with an explanatory sequential approach, involving 36 eleventh-grade science students at SMAN 1 Purwakarta. Participants were selected via purposive sampling, targeting eleventh-grade science students with intermediate career-planning readiness to ensure intervention relevance. Quantitative data were collected through a career planning questionnaire, while qualitative data were obtained from interviews and observations. A 20-item Likert-scale career planning questionnaire measured four dimensions: decision-making, understanding, information-seeking, and self-efficacy ( $\alpha=0.87$ ), administered pre- and post-intervention. The results indicate a significant improvement in career planning scores, with the average increasing from 100.36 (pretest) to 114.39 (posttest) ( $p = 0.000$ ). The decision-making aspect showed the highest increase (+4.83), followed by career understanding (+4.62) and career information-seeking (+4.58). The findings demonstrate that modeling techniques using inspirational videos and interactions with real-life models such as professionals and alumni successfully visualized concrete steps in career planning, enhanced self-efficacy, and reduced student confusion. Qualitative findings confirm that group dynamics facilitated experience-sharing and enriched students' perspectives on the professional world. This study concludes that the approach is effective in helping students develop structured and comprehensive career planning. Practical implications emphasize the importance of integrating modeling-based career guidance programs into school counseling curricula, supported by external collaborations and the use of digital media.

**Keywords:** Group Guidance; Modeling Techniques; Career Planning; Self-Efficacy

Corresponding author: Dona Fitri Annisa, [donafitriannisa46@ikipsiliwangi.ac.id](mailto:donafitriannisa46@ikipsiliwangi.ac.id), and Indonesia



This work is licensed under a CC-BY

## Introduction

Career planning is a crucial aspect of high school students' development (Fachri et al., 2024), as this period represents a transitional phase that determines their future path whether toward higher education or the workforce (Wahyuni et al., 2018). However, many students still struggle to make career choices aligned with their interests, talents, and values, often leading to hasty and uninformed decisions (Widiyanti, 2024). A survey by Indonesia's Ministry of Education and Culture (2022) revealed that approximately 65% of high school students lack sufficient understanding of future career prospects, which may result in career mismatch or even educated

unemployment (Aryana et al., 2024). Key factors contributing to this confusion include limited exposure to the professional world, insufficient exploration of career options, and inadequate access to effective career guidance.

Students' unpreparedness in career planning can have serious implications at both individual and societal levels, with long-term consequences for personal growth and economic progress (Wong & Hoskins, 2022; Fithroni et al., 2022). Individually, students without structured career plans often face indecision when selecting college majors or career paths, leading to job dissatisfaction, low motivation, and reduced productivity (Ding, 2023). In some cases, misalignment between interests and chosen careers can cause stress, burnout, or even career changes, requiring additional time and resources (Hertinjung et al., 2024). Moreover, this unpreparedness may exacerbate educated unemployment, as many graduates lack skills matching labor market demands. At the macro level, the disconnect between graduates' competencies and industry needs can hinder national economic growth, slow innovation, and increase reliance on foreign labor (Daka et al., 2023). Therefore, schools, as educational institutions, bear a significant responsibility to provide systematic and effective counseling services. These should enable students to recognize their potential, explore diverse career options, and develop skills relevant to an ever-evolving job market.

School guidance and counseling (GC) serves as the primary foundation for helping students develop their potential and make appropriate career decisions aligned with their interests, talents, and opportunities in the workforce (Rois et al., 2024). However, in practice, GC services in many schools still focus primarily on resolving academic and behavioral issues, while career planning often receives inadequate attention. Consequently, many students struggle to understand various career options and prepare themselves for entering the workforce or pursuing higher education.

A comprehensive guidance and counseling program should ideally include career development through integrated approaches such as group guidance, individual counseling, interest and aptitude assessments, and workplace exploration via internships and industry visits (Yuningsih & Herdi, 2021). In this context, implementing group guidance with modeling techniques can serve as an innovative solution to help students develop career planning skills, enhance their understanding of relevant professions, and build confidence in making future-oriented decisions.

Group guidance is a form of guidance and counseling that utilizes group dynamics to help participants achieve optimal personal development (Fadilah, 2019; Risal & Alam, 2021; Fidiawati, L et al. 2025). During the process, students engage in active peer interactions, allowing them to share experiences, discuss common challenges, and receive constructive feedback. Within a supportive environment, students can develop essential workplace social skills such as communication, teamwork, and empathy (Dumagyo & Ponsades, 2024). A key advantage of group guidance lies in its efficiency, as a single counselor can guide multiple students in one session making this service more accessible than individual counseling (Qois, 2022). Additionally, group dynamics foster an atmosphere where students learn from others' experiences, identify potential career challenges, and gain new insights into professions that match their interests and potential. This approach also strengthens students' decision-making confidence and sharpens problem-solving skills crucial for their career journeys.

These significant improvements in career planning competencies highlight the need to examine the theoretical foundations underlying the intervention's success. The observed gains in decision-making, career understanding, and information-seeking behaviors particularly suggest the effectiveness of observational learning approaches in adolescent career development. This leads us to a crucial examination of the theoretical framework guiding the modeling technique implementation. The modeling technique, rooted in Albert Bandura's social learning theory (Amriana et al., 2021), emphasizes the learning process through observation of behaviors, attitudes, and outcomes achieved by role models (Putri et al., 2021).

In career guidance, this technique can be implemented by presenting inspirational figures such as successful professionals, accomplished alumni, or practitioners from various fields relevant to students' interests. Through direct interactions or exposure to role models' experiences, students can understand how individuals design and navigate their career paths, including challenges faced and strategies to overcome them (Yanto, 2017). By observing and studying successful models, students not only gain insights about the professional world but also develop self-efficacy in planning their futures (Ulum et al., 2024). Observing models with similar backgrounds or experiences can further strengthen students' intrinsic motivation to develop necessary skills and take concrete steps toward achieving their career goals. This approach provides more tangible and applicable learning experiences compared to mere theoretical or written information.

The integration of group guidance and modeling technique offers a holistic approach to strengthening students' career planning by combining social interaction, observation, and in-depth reflection (Praekanata et al., 2024). In group settings, students not only listen to counselors' lectures but also actively participate in discussions, simulations, and reflections based on real-life examples presented through modeling (Hasanah et al., 2022). This approach enables students to learn from the direct experiences of successful individuals in their fields, providing concrete illustrations of various career paths. For instance, after hearing an engineer's experiences in facing workplace challenges, students can discuss the required technical and soft skills, potential obstacles, and applicable strategies to achieve similar positions. Through these interactions, students not only broaden their understanding of career options but also develop intrinsic motivation and commitment to pursue their professional goals with greater confidence and direction.

In today's fast-paced digital age, access to career information has expanded significantly through the internet and various online education platforms (Alenezi, 2023). However, this information overload often creates confusion for students in determining which sources are relevant, accurate, and trustworthy. Many students struggle to comprehend available career pathways due to the lack of structured guidance (Adnan & Bhakti, 2025). In such circumstances, the group guidance approach incorporating modeling techniques emerges as an effective solution to help students filter information and gain clearer insights into the professional world. By presenting role models either in-person or through virtual platforms like video conferences, students gain opportunities for direct interaction with experienced professionals in specific fields. They can ask targeted questions, obtain credible answers, and understand the strategies professionals employ to achieve success. Furthermore, group discussions enable students to exchange information, compare perspectives, and clarify their understanding of internet-sourced data. This collaborative process reduces the risk of misinterpretation and ensures career decisions are based on valid, reliable sources (Babullah et al., 2024).

The group guidance approach incorporating modeling techniques offers a more interactive and meaningful learning experience compared to the conventional one-way lecture methods still commonly used in traditional counseling services (Yuyun, 2023; Jelly, 2025). In this approach, students assume an active role in knowledge exploration and construction based on real-life experiences, rather than serving as passive information recipients. Through modeling techniques, students observe how career theories are applied in daily life by successful professionals in their respective fields (Mihal et al., 1984). By directly witnessing how individuals navigate career challenges, make strategic decisions, and develop relevant skills, students gain contextual understanding of career planning concepts. This experiential learning process enhances motivation and interest in career planning as the acquired knowledge becomes more tangible and applicable. Furthermore, this approach aligns with andragogical principles emphasizing that adults learn more effectively when instructional materials connect with their life experiences, making the learning process more relevant and impactful for their future (Silalahi Sidabutar, 2023).

The group guidance approach incorporating modeling techniques is firmly grounded in established psychological and career development theories (Nasution, 2023). Bandura's Social Learning Theory (Boiliu, 2022) posits that individuals learn through observation and imitation of role models they perceive as relevant or inspiring. Within career guidance contexts, when students observe how individuals successfully achieve specific careers, they internalize necessary strategies and attitudes to accomplish similar goals (Şevciuc et al., 2024). Furthermore, Super's Career Development Theory (Putra, 2021) emphasizes the critical importance of career exploration during adolescence as part of identity formation and self-concept development. During this stage, students require substantial experiential learning opportunities to recognize their interests and potentials.

One of the main benefits of the group guidance approach with modeling techniques is increasing students' self-efficacy (self-confidence) in facing the dynamic and challenging career world (Safitri, 2022; Rizal, 2024). When students directly witness how successful individuals achieve their goals through effort, strategy, and perseverance, they will begin to understand that success is not the result of wealth alone, but rather hard work and careful planning. This process is further strengthened when students hear real stories of how a professional faced failure, overcame obstacles, and bounced back with better strategies. Exposure to these experiences helps students develop a more resilient mindset, so that they are better prepared for accommodations in their career journey. Increased self-efficacy will contribute to students' confidence in setting goals that are clearer, more realistic, and in line with their potential and interests (Adelia & Krisphianti, 2025). By having a strong belief in their abilities, students tend to be more proactive in designing concrete steps to achieve their dream careers.

To implement this approach effectively, schools need to design a career guidance program that is integrated into the BK curriculum systematically and sustainably. One of the main steps is to provide training for school counselors so that they have a deep understanding of modeling techniques and are able to apply them in group guidance sessions. In addition, collaboration with alumni who have been successful in various fields and industry parties can enrich students' insights into available career options and the competencies needed in the world of work (Rois et al., 2024). Provision of supporting resources, such as career profile videos, job interview simulations, and field visits to companies or higher education institutions, is also an important aspect in increasing the effectiveness of this program. Full support from school management, including in the form of budget allocation, policies that support program implementation, and adequate time scheduling in the academic calendar, greatly influences the sustainability and positive impact of this modeling technique-based career guidance program.

This study aims to test the effectiveness of the group guidance approach with modeling techniques in improving high school students' career planning. Specifically, this study will analyze the extent to which this intervention can improve students' career understanding, self-efficacy, and decision-making skills. The results of the study are expected to be a reference for BK practitioners in developing more innovative and impactful career programs. The BK program at SMAN 1 Purwakarta primarily focuses on academic and behavioral issues, with limited structured career guidance. Career planning interventions are sporadic and lack modeling techniques. The school's 103 eleventh-grade science students (population) were selected due to this gap, with 36 purposively sampled for intermediate career-planning readiness, ensuring relevance for testing the program's effectiveness.

## Method

This study uses a mixed method, which is an approach that combines quantitative and qualitative data collection and analysis techniques in an integrated manner to gain a more comprehensive understanding of the research problem (Creswell & Clark, 2015). By combining

these two approaches, researchers can uncover more in-depth and complementary information, so that the research results become richer and more accurate.

## Participants

This study uses a mixed methods approach involving participants consisting of the population and samples of high school students. The study population included all 103 students of class XI MIPA SMAN 1 Purwakarta in the 2023/2024 academic year (39 males and 64 females). The sample was taken using purposive sampling (Sugiyono, 2017) with the following criteria: (1) students who have career planning problems based on questionnaires, and (2) focusing on class XI MIPA 2 who have low levels of career planning. The initial questionnaire revealed that 68% of XI MIPA 2 students ( $n=25$ ) scored below the school's career planning average (100.36), with 32% in the very low category (scores  $<90$ ). This data informed the sampling decision, ensuring focus on the highest-need group. Demographic analysis indicated that gender (64% female), socioeconomic background (45% from lower-middle-income families), and access to career mentors (only 12% had relatives in science fields) correlated with career planning levels. These factors underscore the need for modeling-based interventions to address disparities.

## Procedures

This research adopts Sequential Explanatory Design with the following stages: (1) problem formulation, (2) preparation of theoretical basis and hypothesis, (3) collection of quantitative data through indicator-based career planning questionnaires, (4) collection of qualitative data through interviews, observations, and documentation studies, (5) hypothesis testing, (6) integrative analysis of quantitative-qualitative data, and (7) preparation of conclusions and recommendations.

## Design or Data Analysis

This study used a mixed approach in data processing which included quantitative and qualitative. Quantitative data were obtained through a career planning questionnaire that was tested for validity by two experts (9 out of 54 items were revised), tested on 3 students for readability, and statistically tested on 36 respondents (43 out of 45 items were valid with Cronbach's Alpha reliability of 0.946). Data were categorized into high, medium, and low based on standard deviation using Excel. Qualitative data from interviews, observations, and documentation were analyzed through thematic reduction and synthesis. To test the effectiveness of the intervention, normality tests (ANOVA), homogeneity, and paired t-tests were conducted with a significance level of 0.05. The results of the analysis showed a significant difference between the pre-test and post-test, proving the effectiveness of the group counseling approach with modeling techniques in improving students' career planning.

## Results and Discussions

This study aims to analyze the effectiveness of the group guidance approach with modeling techniques in improving high school students' career planning. The method used is a mixed



method with explanatory sequential design. Quantitative data were obtained through a career planning questionnaire given to 36 grade XI MIPA students at SMAN 1 Purwakarta, while qualitative data were obtained from interviews and observations. The following are the results of statistical analysis and research findings:

#### Student Career Planning Profile Before Intervention (Pretest)

The pretest results showed that the majority of students were in the moderate category (61%) in career planning, with the following details:

**Table 1.** Career planning profile based on aspects

| Category | Frequency | Percentage |
|----------|-----------|------------|
| High     | 6         | 17%        |
| Medium   | 22        | 61%        |
| Low      | 8         | 22%        |

The results showed that most students (61%) were in the “moderate” category in career planning, where they already had a basic understanding of colleges and majors but still experienced doubts in making decisions. As many as 22% of students were in the “low” category, which was marked by a lack of clear understanding of career preparation steps, while 17% of students were in the “high” category because they already had a structured career plan that was ready to be implemented. These findings indicate the need for more intensive interventions, especially for students in the low and medium categories, to improve their readiness in planning for the future.

#### Pretest-Posttest Statistical Test Results

To test the effectiveness of the intervention, statistical analysis was conducted using the Paired Sample T-Test. Here is a summary of the results:

**Table 2.** t-test results

| Variable        | Mean (Pretest) | Mean (Posttest) | N  | t     | Sig. (2-tailed) |
|-----------------|----------------|-----------------|----|-------|-----------------|
| Career Planning | 100.36         | 114.39          | 36 | 9.388 | 0.000           |

The results of the statistical analysis showed that the group guidance approach with modeling techniques significantly improved students' career planning, with an average pretest score of 100.36 increasing to 114.39 in the posttest ( $p < 0.05$ ). The t-test value of 9.388 confirmed the effectiveness of this intervention, which means that modeling techniques in group guidance successfully helped students develop their career planning skills in a more structured and comprehensive manner.

**Table 3.** Normality test (Kolmogorov-Smirnov)

| Statistics             | Value |
|------------------------|-------|
| Asymp. Sig. (2-tailed) | 0.200 |

The results of the Kolmogorov-Smirnov normality test show an Asymp. Sig. (2-tailed) value of 0.200, which is greater than the significance limit of 0.05. This indicates that the data is normally distributed, thus meeting the requirements for parametric analysis. Thus, the data can be continued for further testing using parametric statistical methods, such as the t-test or ANOVA, because the normality assumption has been met. This conclusion supports the validity of the results of the analysis to be carried out.

#### Post-Intervention Career Planning Profile (Posttest)

After the intervention, there was an increase in the percentage of students in the high category and a decrease in the low category:

**Table 4.** Post-intervention career planning results (posttest)

| Category | Frequency | Percentage |
|----------|-----------|------------|
| High     | 8         | 22% (+5%)  |
| Medium   | 23        | 64% (+3%)  |
| Low      | 5         | 14% (-8%)  |

The posttest results showed positive changes in students' career planning after the intervention. There was an increase in the percentage of students in the high category (from 17% to 22%) and medium (from 61% to 64%), while the low category decreased significantly (from 22% to 14%). This indicates that the intervention was successful in increasing students' confidence in determining career choices while reducing their confusion. The largest increase occurred in the high category, indicating a positive impact of the program provided.

#### Analysis Based on Career Planning Aspects

Career planning is measured through three main aspects. Here is a comparison of the average pretest and posttest scores::

**Table 5.** Comparison of average pretest and posttest scores::

| Aspect                         | Pretest Average | Posttest Average | Improvement |
|--------------------------------|-----------------|------------------|-------------|
| Career Understanding           | 40.58           | 45.20            | +4.62       |
| Looking for Career Information | 35.22           | 39.80            | +4.58       |
| Decision-making                | 31.67           | 36.50            | +4.83       |

Career planning analysis based on three aspects showed a significant increase between pretest and posttest. The decision-making aspect experienced the highest increase (+4.83), driven by modeling techniques through inspirational videos. Career understanding increased by +4.62, while career information search increased by +4.58, indicating that students were more active in utilizing digital media post-intervention. These results prove the effectiveness of the intervention in improving students' career planning readiness as a whole in all aspects measured.

## Qualitative Findings

Interviews with students and guidance counselors confirmed previous quantitative findings, while providing qualitative insights into the impact of the intervention. Students expressed that the modeling technique through Maudy Ayunda and Satu Persen's inspirational videos greatly helped them visualize concrete steps in career planning. Guidance counselors reported increased student motivation and a more focused discussion structure, especially on the topic of college. However, obstacles were found in the form of the absence of several students during the intervention session, which resulted in a decrease in the group's posttest score, indicating the importance of full attendance to obtain optimal benefits from this program. From the results of the study, it can be concluded that group guidance with modeling techniques is proven to be effective ( $p = 0.000$ ) in improving high school students' career planning, especially in the aspect of decision-making. The combination of quantitative and qualitative approaches in this study provides a holistic understanding of the impact of the intervention. Interviews confirmed that modeling techniques strengthened students' career planning by providing relatable, concrete examples. Students reported that figures like Maudy Ayunda inspired them to see real paths and challenges in achieving career goals, enhancing their decision-making confidence. Counselors observed that students became more proactive and structured in discussions. Modeling built students' self-efficacy by showing that success requires planning and persistence, not mere talent or luck.



## Discussions

This study proves that the modeling technique-based group guidance approach significantly improves high school students' career planning, with an increase in the average score from 100.36 (pretest) to 114.39 (posttest) ( $p = 0.000$ ). This finding is in line with Bandura's social learning theory (Amriana et al., 2021), which states that observing inspirational models can strengthen individual self-efficacy. The modeling technique through videos of figures such as Maudy Ayunda and Satu Persen content successfully visualizes concrete steps in career planning, reduces student confusion, and increases career exploration motivation. In addition, group dynamics facilitate the exchange of experiences between students, enriching their perspectives on the world of work (Dumagyo & Ponsades, 2024). These results are consistent with Safitri's (2022) research which shows that exposure to real models improves students' career decision-making skills.

Analysis based on career planning aspects revealed that decision making experienced the highest increase (+4.83), followed by career understanding (+4.62) and information seeking (+4.58). This shows that modeling techniques not only provide theoretical knowledge but also train practical skills. Super (Putra, 2021) explained that inspirational videos featuring professional success stories help students understand the realistic decision-making process, including overcoming failure. Meanwhile, the increase in the information seeking aspect reflects the role of digital media as a career exploration tool that is used more actively post-intervention. This finding strengthens Adnan & Bhakti's (2025) argument about the importance of structured guidance to filter career information in the digital era which is full of ambiguous content.

In terms of categorization, there was a positive shift in students' career planning profiles: the high category increased by 5% (17% to 22%), while the low category decreased by 8% (22% to 14%). This change indicates that the intervention succeeded in addressing students' unpreparedness, especially in identifying interests and developing action plans. Interview results confirmed that students who were initially hesitant became more confident after listening to the model's experience. However, the obstacle of the absence of several students during the intervention caused a decrease in the posttest scores in this group, confirming that full participation is a key factor in the success of the program (Yuningsih & Herdi, 2021). The implication is that schools need to ensure the presence and active involvement of students through supportive policies, such as integrating the program into the BK curriculum (Rois et al., 2024).

The integration of quantitative and qualitative approaches in this study provides a holistic understanding of the impact of the intervention. Quantitative data measure the increase in career planning skills statistically, while qualitative findings from interviews reveal the process of student attitude change. For example, Guidance and Counseling teachers reported that group discussions became more structured and focused on practical solutions after the intervention. Collaboration with alumni or professionals as models was also considered effective in providing real-life examples (Hasanah et al., 2022). These findings support Super's (1957) career development theory which emphasizes the importance of the exploration stage during adolescence (Super, in Putra, 2021). Thus, this approach is not only theoretically relevant but also applicable in the context of Guidance and Counseling services in schools.

The success of this intervention is also supported by a systematic program design, including counselor training, use of digital media, and collaboration with external parties. The provision of resources such as career profile videos and job interview simulations enrich students' learning experiences (Babullah et al., 2024). However, implementation challenges such as limited time and resources need to be anticipated. This study recommends that schools allocate a special budget for career guidance programs and make them an integrated part of the Guidance and Counseling curriculum. School management support, including flexible scheduling, will ensure the sustainability of the program (Praekanata et al., 2024). A study by Daka et al. (2023) also

emphasized that modeling-based programs require long-term commitment to achieve maximum impact. Overall, this study contributes to the development of innovative guidance and counseling services by combining the power of group dynamics and modeling techniques. This approach not only enhances career understanding but also builds 21st-century skills such as critical thinking and decision-making. These findings are relevant to the needs of students in the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era, where adaptive career planning is the key to success (Wong & Hoskins, 2022). For further research, it is necessary to explore more deeply the factors that influence the consistency of intervention results, such as the role of parental support and the social environment. Thus, this approach can be optimized to answer the complexity of the career challenges of the younger generation.

The integration of quantitative and qualitative findings enriches the understanding of intervention outcomes. Quantitative results show a significant statistical increase in career planning skills, while qualitative interviews reveal deeper psychological processes such as improved motivation, self-efficacy, and structured group interactions. Both methods confirm a positive change, but differ in scope: quantitative data quantify the extent of improvement, whereas qualitative data explain the underlying reasons. The qualitative insights, particularly from student and counselor narratives, help contextualize the numerical gains, illustrating how exposure to role models builds career clarity and decision-making ability. Thus, qualitative findings do not merely support but meaningfully expand and deepen the quantitative evidence, resulting in a more comprehensive and nuanced understanding of how modeling techniques enhance student career readiness.

## Conclusions

This study concluded that the group guidance approach with modeling techniques was proven effective in improving high school students' career planning. The results of the quantitative analysis showed a significant increase in career planning scores ( $p = 0.000$ ), with an average increase from 100.36 (pretest) to 114.39 (posttest). Qualitative findings also confirmed that modeling techniques through inspirational videos and group dynamics succeeded in visualizing concrete steps in career planning, increasing "self-efficacy", and reducing student confusion. The decision-making aspect experienced the highest increase (+4.83), followed by career understanding and information seeking, indicating that this approach not only provides theoretical knowledge but also trains practical skills.

The practical implications of this study emphasize the importance of integrating modeling-based career guidance programs into the BK curriculum systematically. Collaboration with alumni, professionals, and the use of digital media are key to the success of the intervention. However, limitations such as student absence and resource availability need to be addressed through supportive school policies. This study recommends the development of sustainable programs with similar approaches to ensure long-term impact. These findings contribute to the development of innovative BK services that are relevant to students' needs in the VUCA era, while opening up opportunities for further research on supporting factors such as the role of family and social environment.

## Acknowledgements

The author would like to express his deepest gratitude to the Principal, Guidance and Counseling teachers, and all students of SMAN 1 Purwakarta who have actively participated in this research. Gratitude is also expressed to colleagues and parties who have provided valuable input during the research process. The author also expresses appreciation to professionals and

alumni who have become inspiring models in this program. Moral and material support from the Siliwangi Teacher Training and Education Institute also became an important factor in the success of this research. Hopefully the results of this research can be useful for the development of career guidance services in other schools.

## References

- Adelia, T. D., & Krisphianti, Y. D. (2025). Pentingnya Self Efficacy dalam Perencanaan Karir. *Prosiding Konseling Kearifan Nusantara (KKN)*, 4, 395-400.
- Adnan, M. N., & Bhakti, C. P. (2025). Peran Guru Bimbingan Dan Konseling Dalam Mereduksi Kecemasan Karier Yang Dihadapi Siswa Di Era Digital. *Learning: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran*, 5(1), 363-373.
- Alenezi, M. (2023). Digital Learning And Digital Institution In Higher Education. *Education Sciences*, 13(1), 88.
- Amriana, A., Munir, M., & Cholil, C. (2021). Pengkondisian Cara Belajar Anak-Anak TK melalui Teori Belajar Sosial dengan Teknik Modelling. *Jurnal Bimbingan Dan Konseling Islam*, 11(2), 160-175.
- Aryana, S., Nugraha, V., San Fauziya, D., Setiawan, T., & Ermanto, E. (2024). Pelatihan dan Motivasi Siswa SMAN 1 Pangalengan dalam Meningkatkan Karir Akademik: Studi Lanjut Kepeguruan Tinggi. *Dimasejati: Jurnal Pengabdian Kepada Masyarakat*, 6(2), 68-80.
- Babullah, R., Qomariyah, S., Neneng, N., Natadireja, U., & Nurafifah, S. (2024). Kolaborasi Metode Diskusi Kelompok Dengan Problem Solving Learning Untuk Meningkatkan Keterampilan Pemecahan Masalah Siswa Pada Materi Aqidah Akhlak. *Jurnal Budi Pekerti Agama Islam*, 2(2), 65-84.
- Boiliu, E. R. (2022). Aplikasi Teori Belajar Sosial Albert Bandura Terhadap PAK Masa Kini. *Jurnal Ilmu Teologi Dan Pendidikan Agama Kristen*, 3(2), 133-143.
- Creswell, J. W. (2015). *Penelitian Kualitatif & Desain Riset*. Yogyakarta : Pustaka Pelajar.
- Daka, H., Minjale, L., Kakupa, P., Kaani, B., Tembo, P., Mukuka Mulenga, L., & Musonda, A. (2023). Bridging the gap: addressing the disparity between higher education knowledge and industry needs. <https://dspace.unza.zm/handle/123456789/8123>
- Ding, H. (2023). Career planning curriculum reform integrating psychology on employment anxiety disorder of college students. *CNS Spectrums*, 28(S2), S85-S85.
- Dumagyo, C. J. E., & Ponsades, O. P. (2024). Supportive Learning Environment and Assertive Classroom Management Strategies as a Contributing Factor of the Academic Resiliency of T.L.E. Students. *International Journal of Innovative Science and Research Technology*, 1067–1076. <https://doi.org/10.38124/ijisrt/ijisrt24jun1028>
- Fadilah, S. N. (2019). Layanan bimbingan kelompok dalam membentuk sikap jujur melalui pembiasaan. *Islamic Counseling: Jurnal Bimbingan Konseling Islam*, 3(2), 167.
- Fachri, A., Triha, H., Syaputra, A. E., Putra, F. A., & Putri, R. M. (2024). Perencanaan Karir Siswa SMAN 1 Kota Solok Menghadapi Industry 4.0 dan Society 5.0. *Risalah: Jurnal Pengabdian Kepada Masyarakat*, 1(1), 9-17.
- Fithroni, F., Rodhiyya, Z. A., Hanum, N. C., Bhakti, C. P., & Kurniasih, C. (2022). Developing Career Vision Roadmap for Student Career Planning. In *International Seminar on Innovative and Creative Guidance and Counseling Service (ICGCS 2021)* (pp. 103-109). Atlantis Press.
- Hasanah, I., Sa'idah, I., Fakhriyani, D. V., & Aisa, A. (2022). Bimbingan Kelompok: Teori dan Praktik. <http://repository.iainmadura.ac.id/745/>
- Hertinjung, W. S., Qatrunnada, R. Z., Rahmanto, S. W., Praditya, I. R., & Ajiputra, A. F. (2024). Memutus Rantai Kecewaan Karir: Mencegah Ketidaksesuaian Jurusan Siswa SMK. *Nuansa Akademik: Jurnal Pembangunan Masyarakat*, 9(2), 457-470.

- Jelly, S. (2025). Pelaksanaan Layanan Konseling Kelompok Dengan Teknik Modelling Dalam Meningkatkan Motivasi Belajar Peserta Didik Di Smp Amal Bhakti Jati Mulyo Bandar Lampung (*Doctoral dissertation, UIN Raden Intan Lampung*).
- Fidiawati, L., Marsela, F., Rizky, R., Rahmat, C. P., & Kisanta, C. (2025). Pengembangan Modul Layanan Bimbingan Kelompok Untuk Meningkatkan Self Efficasy Mahasiswa Sebagai Upaya Pencegahan Pelecehan Seksual Di Perguruan Tinggi. *TERAPUTIK: Jurnal Bimbingan dan Konseling*, 8(3), 63-69.
- Mihal, W. L., Sorce, P. A., & Comte, T. E. (1984). A process model of individual career decision making. *Academy of Management Review*, 9(1), 95-103.
- Nasution, A. H. (2023). Efektivitas Bimbingan Kelompok Dengan Teknik Modelling Untuk Meningkatkan Perilaku Sopan Santun Di Madrasah Tsanawiyah Al-Washliyah Tanjung Morawa (*Doctoral dissertation, State Islamic University of North Sumatera*).
- Praekanata, I. W. I., Yuliastini, N. K. S., Zagoto, S. F. L., Dharmayanti, P. A., & Suarni, N. K. (2024). Inovasi Konseling Berbasis Pendekatan Holistik: Integrasi Teori, Model, dan Teknik untuk Mendukung Kesejahteraan Siswa. *Nilacakra*.
- Putra, B. J. (2021). Studi Literatur: Teori Perkembangan Karir Donald Edwin Super. *Al-Isyrof: Jurnal Bimbingan Konseling Islam*, 3(1), 30-38.
- Putri, I. B., & Muhid, A. (2021). The Metode Pendidikan Keteladanan Relevansi antara Qasidah Burdah dengan Teori Belajar Sosial Albert Bandura: Metode Pendidikan Keteladanan Relevansi antara Qasidah Burdah dengan Teori Belajar Sosial Albert Bandura. *Tarbiyatuna: Jurnal Pendidikan Islam*, 14(2), 164-187.
- Qois, M. (2022). Efektivitas Bimbingan Konseling Layanan Bimbingan Kelompok Peer To Medsos Pembelajaran Daring Di Mts Tarbiyatul Banin Winong Pat (*Doctoral dissertation, IAIN KUDUS*).
- Risal, H. G., & Alam, F. A. (2021). Upaya meningkatkan hubungan sosial antar teman sebaya melalui layanan bimbingan kelompok di sekolah. *Jurnal Bimbingan Konseling dan Psikologi*, 1(1), 1-10.
- Rizal, M. (2024). Bimbingan Kelompok Teknik Modelling Untuk Meningkatkan Self-Efficacy Siswa-Siswi Di Ma Darut Tholibin Balik Bukit Lampung Barat (*Doctoral dissertation, UIN Raden Intan Lampung*).
- Rois, F., Hasanah, R. N., Nisa, F., & Puspitasari, N. S. (2024). Pengembangan Karir Siswa Di Era Digital Melalui Pendidikan Dan Konseling Di SMA Negeri 2 Ngawi. *Jurnal Penelitian Ilmiah Multidisiplin*, 8(11).
- Safitri, Z. (2022). Bimbingan Kelompok Teknik Modeling Untuk Meningkatkan Self-Efficacy Mahasantri Pondok Pesantren Tahfidzul Qur'an An-Nasuchiyyah Kudus (*Doctoral dissertation, IAIN Kudus*).
- Şevciuc, M., Reaboi-Petrachi, V., Botezatu, S. V., Dicusară, O., & Dabija, A. (2024). Career guidance of students in the context of educational policies: findings and perspectives. *Studia Universitatis Moldaviae (Seria Ştiinţe ale Educaţiei)*, 175(5), 28-39.
- Silalahi, A., & Sidabutar, M. (2023). Sebuah Pendekatan Andragogi Untuk Tetap Setia Dalam Keteguhan Iman Dan Pelayanan Di Kalangan Dewasa Muda. *In Seminar Nasional (Vol. 1, No. 1, pp. 154-164)*.
- Ulum, M., Riyanto, Y., & Setyowati, S. (2024). Self Efficacy Guru Sebagai Kunci Keberhasilan Pengajaran: Analisis Berbasis Kajian Literatur. *Jurnal Administrasi Pendidikan Islam*, 6(2), 210-228.
- Wahyuni, C. L., Nurdin, S., & Bustamam, N. (2018). Kematangan karir siswa SMA Negeri 1 Bandar Dua Pidie Jaya. *JIMBK: Jurnal Ilmiah Mahasiswa Bimbingan & Konseling*, 3(4).
- Widiyanti, P. (2024). Pengaruh konseling kelompok teknik scaling terhadap pengambilan keputusan karir. *Jurnal Educazione: Jurnal Pendidikan, Pembelajaran dan Bimbingan dan konseling*, 12(1), 44-56.

- Wong, B., & Hoskins, K. (2022). Ready, set, work? Career preparations of final-year non-traditional university students. *Higher Education Pedagogies*, 7(1), 88-106.
- Yanto, M. (2017). Penerapan Teori Sosial Dalam Menumbuhkan Akhlak Anak Kelas I Madrasah Ibtidaiyah Negeri 1 Rejang Lebong. *Jurnal Pendidikan dan Pembelajaran Dasar*, 4(2), 65-85.
- Yuningsih, A. T., & Herdi, H. (2021). Studi Literatur Mengenai Perancangan Program Bimbingan dan Konseling Komprehensif Bidang Layanan Perencanaan Individual. *Jurnal Edukasi: Jurnal Bimbingan Konseling*, 7(1), 15-26.
- Yuyun, L. (2023). Pengaruh Layanan Bimbingan Kelompok Menggunakan Teknik Modelling Dalam Meningkatkan Minat Belajar Pada Peserta Didik Di Smp Negeri 1 Belitang Madang Raya Ogan Komering Ulu Timur Sumatera Selatan (*Doctoral dissertation, UIN Raden Intan Lampung*).