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Research Article

Developed Learning Management through Task-Based Learning Combined with Guided Writing to Enhance Career Planning Skills for Second-Year Vocational Students

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ABSTRACT

This research aimed to: 1) compare the career planning skills of second-year vocational students before and after learning through traditional teaching methods; 2) compare the career planning skills of students before and after learning through task-based learning combined with guided writing; and 3) compare the career planning skills of students between traditional teaching methods and task-based learning combined with guided writing. The study employed a quasi-experimental pretest–posttest control group design. The sample consisted of 80 second-year vocational students from the Faculty of Education at a Chinese college, selected using cluster random sampling and assigned to two groups. The instruments included: 1) a traditional learning management plan, 2) a learning management plan based on task-based learning combined with guided writing, and 3) a career planning skills assessment. The data were analyzed using means, standard deviations, and t-tests. The results indicated that: 1) the career planning skills of the students after learning through traditional teaching methods were significantly higher than before learning ($p < .05$), with a large effect size ($d = 2.88$); 2) the career planning skills of the students after learning through task-based learning combined with guided writing were significantly higher than before learning ($p < .05$), with a large effect size ($d = 4.20$); and 3) the career planning skills of the students after learning through task-based learning combined with guided writing were significantly higher than those of students who learned through traditional teaching methods ($p < .05$), with a large effect size ($d = 0.88$).

Keywords: Task-Based Learning, Guided Writing, Career Planning Skills

Introduction

Career planning skills constitute a critical bridge between vocational students' academic experiences and their long-term career success (Fedrina & Juliejantiningsih, 2024). For second-year vocational students, this developmental stage marks a pivotal transition in which academic engagement must increasingly align with emerging professional aspirations, making effective career planning essential for informed decision-making and sustainable personal growth.

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Despite its importance, empirical evidence consistently indicates that many university students struggle with career planning. Fedrina and Juliejantiningsih (2024) reported that a substantial proportion of students lack clear career direction, have a limited understanding of their academic programs, and fail to meaningfully connect education with future careers. Similarly, studies of Chinese college students reveal below-average career planning ability, with notable deficiencies in self-awareness, career information processing, and goal formulation (Gao, 2020). Although most students recognise the importance of career planning, they often lack the skills and structured support necessary to translate intentions into actionable plans.

Career planning skills play a decisive role in reducing career-related anxiety, supporting informed educational choices, and promoting long-term employability and personal development (Martini et al., 2023; Zuhara et al., 2025). For second-year vocational students, establishing a coherent career direction helps align interests, abilities, and academic trajectories, thereby reducing mismatches between education and future employment outcomes (Fedrina & Juliejantiningsih, 2024). In the Career Planning classroom context at a vocational college, baseline data indicated that these second-year vocational students faced specific local challenges: over half lacked formal career planning skills, were unable to link their study programs to potential careers, had weak self-awareness of their own strengths and interests, and failed to create feasible career goals and action plans, which are core skills that the Career Planning course aims to develop. These challenges highlighted the urgent need for instructional approaches that actively support both career planning skills and students' learning management capabilities.

Task-Based Learning has been widely recognised as a learner-centred approach that promotes authentic engagement, decision-making, and problem-solving through meaningful tasks grounded in real-life contexts (Sholeh et al., 2020; Zuhara et al., 2025). Such characteristics make Task-Based Learning particularly suitable for developing career-related competencies and learning management skills. Meanwhile, Guided Writing provides structured scaffolding that enables students to reflect on experiences, articulate goals, and organise ideas systematically, key processes underlying effective career planning and self-regulated learning (Wendimu & Gebremariam, 2024; Virgiawan et al., 2020).

However, when applied independently, each approach presents limitations. Task-Based Learning prioritises action and collaboration but may not sufficiently support deep reflection and long-term goal internalisation, whereas Guided Writing enhances introspection and goal articulation but lacks opportunities for authentic decision-making and interactive problem-solving (Zuhara et al., 2025). Considering their complementary strengths, this study proposes an integrated instructional model—Task-Based Learning combined with Guided Writing (PIPRAL Model) to enhance second-year vocational students' career planning skills and learning management. The integrated PIPRAL model combined task-based learning and Guided Writing to engage students in authentic contexts, support structured reflection, and connect learning with career pathways, thereby promoting self-efficacy and informed decision-making.

Although prior research has examined TBL and Guided Writing separately, empirical evidence on their integrated application for career planning and learning management development remains limited, particularly in vocational higher education contexts (Song, 2015). Task-Based Learning alone may not sufficiently support structured introspection, while Guided Writing may not provide authentic contexts for career-related decision-making. Their integration combines experiential task-based practices with reflective

processes, thereby addressing these limitations and fostering more comprehensive career planning skills. Addressing this gap, the present study employs a quasi-experimental design to compare the effectiveness of traditional instruction and the integrated PIPRAL model in developing career planning skills and learning management among second-year vocational students.

This study was initiated by identifying and analyzing the key challenges related to career planning faced by second-year vocational students. These prevalent issues provided the primary motivation for investigating a more effective instructional approach to enhance students' career planning skills. By systematically integrating experiential task engagement with structured reflective writing, this study advances an instructional framework that reconceptualises career planning as both a cognitive–behavioural process and a learning management competency. The findings aim to contribute empirical and pedagogical insights that inform the design of career-oriented instruction in higher education, particularly for students navigating critical academic–professional transitions.

Research Objectives

1. To compare the career planning skills of second-year vocational students before and after learning management through traditional teaching methods.

2. To compare the career planning skills of second-year vocational students before and after learning management through Task-Based Learning combined with Guided Writing.

3. To compare the career planning skills of second-year vocational students between learning management through traditional teaching methods and Task-Based Learning combined with Guided Writing.

Research Methodology

This study employed a quasi-experimental pretest–posttest control-group design to examine the effects of different instructional approaches on the career planning skills of second-year vocational students.This study used intact classes (no random assignment of individual students) for the experimental and control groups, which was necessary to keep normal teaching in a Chinese college. To ensure fairness, the same instructor taught both groups, and strict rules were set: groups had classes in different rooms at different times, and students could not share learning materials or talk about the course with each other across groups.

1. Population and Sample.

The population of this study consisted of 200 second-year vocational students enrolled in five classes within a Chinese college during the first semester of the 2025 academic year. The sample comprised 80 students selected through cluster random sampling from two intact classes within the same faculty and semester. The experimental group (n = 40) received instruction using Task-Based Learning combined with Guided Writing (PIPRAL Model), while the control group (n = 40) learned through traditional teaching methods.

2. Research Instrument.

The research instruments were developed to examine the effectiveness of traditional teaching methods and Task-Based Learning combined with Guided Writing (PIPRAL Model) in enhancing students' career planning skills. All instruments were reviewed and validated by a panel of experts, yielding an Item–Objective Congruence (IOC) index of 1.00, indicating high alignment with the intended learning objectives. All instruments were reviewed and validated by a panel of five experts in career education and vocational pedagogy. The Item–Objective Congruence (IOC) index was calculated, yielding mean IOC values ranging from 0.8 to 1 across all items, indicating a high degree of alignment with the intended learning objectives.

2.1. Learning Management Plan Using Traditional Teaching Methods. The learning management plan for the control group was designed for second-year vocational students enrolled in the Career Planning course. The total instructional time was eight hours. Traditional Learning Management Plans used learning management through Traditional teaching methods, in the Learning Areas: Career Planning, which covered Area 2: Career Planning and included one core task: Core Task: How to Make Effective Career Planning? Allocated a total of 8 hours of instructional time.

2.2 The learning management plan used learning management through Task-Based Learning combined with Guided Writing, in the Learning Areas: Career Planning, which covered Area 2: Career Planning and included one core task: Core Task: How to Make Effective Career Planning? Allocated a total of 8 hours of instructional time. Allocated a total of 8 hours of instructional time.

2.3 Career planning skills were assessed using a rubric-based evaluation tool adapted from Yavuz Eroğlu (2020), Prescod et al. (2019), and Martini et al. (2023). The rubric comprised two dimensions: 1) Skill dimension, including self-awareness, career information literacy, decision-making ability, goal setting and planning, and language use and reflection; and 2) Product dimension, including structural completeness, content depth and relevance, language quality, originality and personalisation, and task fulfilment and timeliness. The rubric employed a four-level performance scale. Expert validation yielded an IOC index of 1 for all items, confirming alignment with the research objectives.

3. Research Hypothesis

3.1 The career planning skills of second-year vocational students after learning management through traditional teaching methods were higher than before, at a statistically significant difference at .05.

3.2 The career planning skills of second-year vocational students after learning management through Task-Based Learning combined with Guided Writing were higher than before, at a statistically significant difference at .05.

3.3 The career planning skills of second-year vocational students learning management through Task-Based Learning combined with Guided Writing were higher than those of Traditional Teaching Methods, at a statistically significant difference at .05.

4. Data Collection

The data collection was carried out step by step. First, the researchers contacted the Faculty of Education at a Chinese college to obtain permission and coordinate data collection. All students' personal information and assessment data were kept confidential and used only for this research. .Data collection took place during the first semester of the 2025 academic year over 4 weeks (September 15 to October 10, 2025), with two 2-hour sessions per week for both groups. Students were selected using

cluster random sampling, with one class assigned to the experimental group and another to the control group.

Before the learning activities started, both groups completed the Career Planning Skills Assessment as a pre-test to determine their initial level of career planning skills. During the study, the control group learned through traditional teaching methods, while the experimental group participated in Task-Based Learning combined with Guided Writing. After the learning activities were completed, the same assessment was administered again as a post-test to measure changes in students' career planning skills

Finally, the pre-test and post-test data were analysed using statistical methods. The results were then presented in tables and discussed in relation to the research objectives.

5. Data Analysis

Descriptive statistics, including means and standard deviations, were calculated to summarise the pretest and posttest scores of career planning skills for both groups. Dependent-samples t-tests were used to compare pretest and posttest scores within each group to examine internal improvements in career planning skills. Independent-samples t-tests were employed to compare posttest scores between the experimental and control groups. Levene's test was conducted to assess the homogeneity of variances, and Welch's t-test was applied when the assumption of equal variances was violated. Statistical significance was set at the .05 level. In addition, effect sizes were calculated using Cohen's d to determine the magnitude of differences for both within-group and between-group comparisons.

The Conceptual Framework

This study is guided by an experimental conceptual framework integrating Task-Based Learning, Guided Writing, and career planning skills. Task-Based Learning, as conceptualised by Wongchalee and Tutwisoot (2024), provides a structured sequence of meaningful tasks that promote collaboration, communication, and real-world problem-solving. Guided Writing, as outlined by Risqi et al. (2016), provides scaffolded instruction that enables students to reflect on their experiences, organise their ideas, and articulate their career goals systematically. Career planning skills, as defined by Zuhara et al. (2025), function as the central learning outcome, encompassing self-reflection, goal-setting, and informed decision-making. The integration of Task-Based Learning and Guided Writing operates through a clear causal pathway: first, experiential task engagement immerses students in real-life career scenarios; second, structured reflective writing helps students process these experiences; third, this reflection enhances self-awareness of personal interests and abilities; fourth, improved self-awareness supports more informed career decision-making; finally, these combined processes strengthen overall career planning skills.The integration of Task-Based Learning and Guided Writing is expected to create a complementary instructional environment in which experiential task engagement is reinforced by reflective and structured writing activities. Together, these components form a theoretically grounded and pedagogically coherent framework for enhancing second-year vocational students' career planning skills.

This framework provides a systematic structure for hypothesis testing, data collection, and analysis, ensuring methodological rigour and enabling valid conclusions regarding the effectiveness of Task-Based Learning combined with Guided Writing in career planning education.

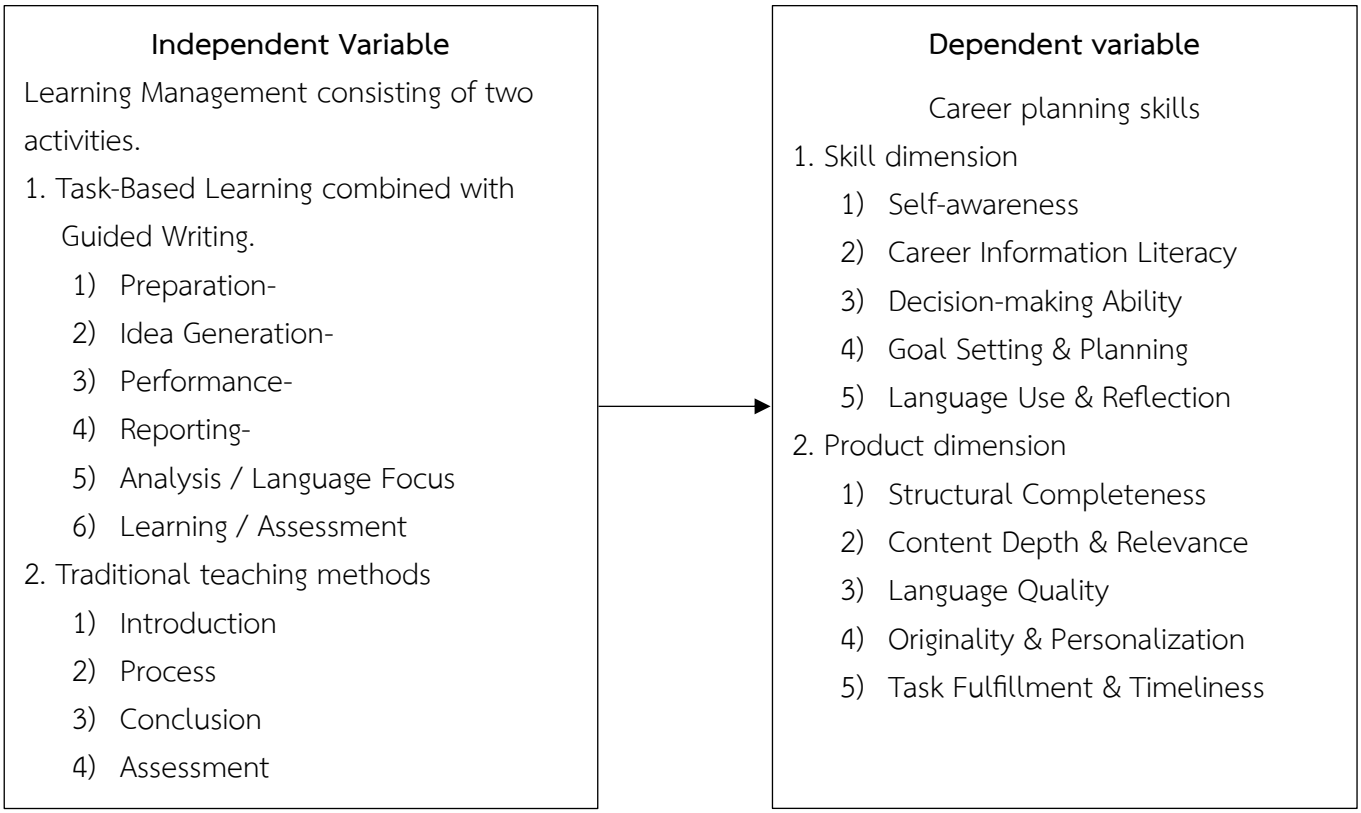

Figure 1 Conceptual Research Framework

Research Results

1. Comparison of Career Planning Skills Before and After Learning Management Using Traditional Teaching Methods.

The comparison of career planning skills of second-year vocational students before and after learning management through traditional teaching methods. The results indicate that the mean pretest score was 23.80 (S.D. = 4.63), while the posttest mean score increased to 37.90 (S.D. = 5.46). The paired-samples t-test revealed a statistically significant difference between the pretest and posttest scores ($t = 25.483$, $df = 39$, $p < .05$). The magnitude of the effect size was exceptionally large (Cohen's $d = 2.88$). This finding suggests that traditional teaching methods contributed to a significant improvement in students' career planning skills, as presented in Table 1.

Table 1 Comparison of students' career planning skills before and after learning management through Traditional teaching methods.

Traditional teaching methods	Number of Units (n)	Mean ($\bar{x}$)	Standard Deviation (S.D.)	Computed t-value (t)	Degrees of Freedom (df)	Sig. (p-value)	Cohen's d
Before	40	23.80	4.63	25.483*	39	< .001	2.88
After	40	37.90	5.46				

2. Comparison of Career Planning Skills Before and After Learning Management Using the PIPRAL Model

Students who learned through Task-Based Learning combined with Guided Writing (PIPRAL Model) demonstrated a substantial increase in career planning skills. The mean pretest score was 23.80 (S.D. = 4.66), whereas the posttest mean score rose markedly to 42.10 (S.D. = 4.04). The paired-samples t-test indicated that this improvement was statistically significant ($t = 24.420$, $df = 39$, $p < .05$). The magnitude of the effect size was exceptionally large (Cohen's $d = 4.20$), confirming the effectiveness of the PIPRAL Model in enhancing students' career planning skills, presents at Table 2.

Table 2 Comparison of students' career planning skills before and after learning management through PIPRAL Model.

PIPRAL Model	Number of Units (n)	Mean ($\bar{x}$)	Standard Deviation (S.D.)	Computed t-value (t)	Degrees of Freedom (df)	Sig. (p-value)	Cohen's d
Before	40	23.80	4.66	24.42*	39	< .001	4.20
After	40	42.10	4.04				

3. Comparison of Career Planning Skills Between Traditional Teaching Methods and the PIPRAL Model

Before conducting the between-group comparison, Levene's test for equality of variances was performed, yielding a statistically significant result ($F = 0.006$, $p = .937 > .05$), indicating that the assumption of homogeneity of variances was met. Therefore, the independent samples t-test assuming equal variances was used. As presented in Table 3, students in the experimental group achieved a higher mean score ($\bar{x}$= 42.10, S.D. = 4.04) than those in the control group ($\bar{x}$= 37.90, S.D. = 5.46). The results of Welch's t-test revealed a statistically significant difference between the two groups ($t = 3.911$, $df = 53$, $p < .05$). The magnitude of the effect size was large (Cohen's $d = 0.88$). This finding indicates that Task-Based Learning combined with Guided Writing (PIPRAL Model) was significantly more effective than traditional teaching methods in improving career planning skills, presents at Table 3.

Table 3 Comparison of Career Planning Skills Between Traditional Teaching Methods and the PIPRAL Model

Learning Management	Number of Units (n)	Mean ($\bar{x}$)	Standard Deviation (S.D.)	Computed t-value (t)	Degrees of Freedom (df)	Sig. (p-value)	Cohen's d
PIPRAL Model	40	42.10	4.04	3.911*	53	< .001	0.88
Traditional	40	37.90	5.46				

Discussions

1. The results of Objective 1 indicate that traditional instruction remains effective in delivering foundational knowledge for career planning, including key concepts, processes, and theoretical frameworks. For students with limited prior exposure, such approaches help establish an initial cognitive structure, explaining their continued use in higher education. However, the results also highlight clear limitations in supporting the development of deeper career planning skills. Traditional teaching is predominantly teacher-centered and relies on lectures, presentations, and knowledge reproduction, positioning students as passive recipients of information. As noted by Chen (2025), this one-way transmission limits interaction and reduces opportunities for active engagement, critical thinking, and intrinsic motivation. In the present study, students tended to memorize career-related content rather than meaningfully integrate it with their personal contexts, resulting in limited gains in core skills such as self-awareness, career information evaluation, and decision-making.

Moreover, traditional instruction provides insufficient opportunities for practical application, collaboration, and reflection. The lack of experiential tasks constrains students' ability to transform conceptual knowledge into usable skills, consistent with Tularam's (2018) assertion that teacher-led models often fail to promote long-term learning outcomes such as problem-solving and knowledge transfer. Supporting this view, Li et al. (2025) emphasized that lecture-dominated classrooms increase cognitive load and limit learning depth, while Khan and Khan (2024) highlighted constraints related to flexibility and technology integration. Collectively, these findings demonstrate that although traditional teaching supports basic knowledge acquisition, its pedagogical limitations hinder the comprehensive development of career planning skills, underscoring the need for more learner-centered approaches.

2. The Results of objective 2 findings revealed that after adopting the PIPRAL Model of Task-Based Learning combined with Guided Writing, second-year vocational students effectively enhanced their career planning competencies at the .05 level, indicating that the instructional approach. This improvement can be attributed to the pedagogical structure of the PIPRAL Model, which emphasizes learning through authentic and meaningful tasks. Task-Based Learning requires students to actively engage in problem analysis, communication, collaboration, and decision-making through tasks such as drafting career planning outlines and participating in group discussions on career goals. These activities reflect real-life career planning processes and encourage students to apply knowledge in practical contexts. This finding aligns with Sholeh M. B. et al. (2020, p. 141), who reported that Task-Based Learning promotes the integrated development of multiple skills and enhances learner engagement and motivation through collaborative learning environments.

In addition, the Guided Writing component plays a crucial role in supporting students' reflective and analytical thinking. Through structured stages such as pre-writing discussions, idea organization, collaborative writing, and feedback-based revision, students are guided to systematically reflect on their interests, strengths, and future career goals. Wendimu & Gebremariam (2024, pp. 2–4) similarly emphasized that Guided Writing enhances learners' confidence, logical expression, and problem-solving abilities by providing scaffolding through modeling, collaboration, and feedback. Therefore, the significant improvement observed in post-test scores reflects not only increased knowledge of career planning concepts but also the development of reflective and self-regulatory skills essential for effective career

planning. The integration of Task-Based Learning and Guided Writing creates a synergistic process in which experiential task engagement is reinforced through reflective writing, leading to deeper development of career planning skills.

3. The Results of objective 3 findings that Task-Based Learning combined with Guided Writing is more effective than traditional teaching methods in enhancing career planning skills among second-year vocational students. The PIPRAL Model's superiority lies in its alignment with the core competencies required for career planning. Traditional teaching methods often emphasize knowledge transmission and passive learning, which may limit students' opportunities to engage in self-exploration, decision-making, and goal setting. In contrast, the PIPRAL Model actively involves students in collaborative tasks that stimulate initiative and responsibility for learning, thereby reducing reliance on rote memorization.

Moreover, integrating Guided Writing enables personalized reflection, allowing students to connect self-awareness with career planning in a meaningful way. This reflective dimension supports the transformation of experiential learning into internalized understanding. Lestariani (2023, pp. 54–56) similarly found that Task-Based Learning enhances problem-solving, critical thinking, and analytical skills, while structured task design supports the application of theory to practice and fosters self-directed learning. Overall, the PIPRAL Model promotes a continuous learning cycle of practice, reflection, and revision, which strengthens essential career planning skills such as decision-making, goal setting, and future-oriented thinking. As a result, students not only acquire knowledge of career planning but also develop transferable skills that provide long-term benefits for their academic and professional development.

Several limitations of this study should be noted. First, the sample of 80 second-year vocational students from two intact classes at a single college provided a focused context, and future research may include more diverse populations to enhance generalizability. Second, the 8-hour intervention offered initial insights into career planning skill development; longer durations may better capture sustained effects. Third, rubric-scored assessments enabled structured evaluation, although additional methods may further strengthen the findings. Finally, while the quasi-experimental design supported practical classroom implementation, future studies may incorporate individual random assignment to enhance causal interpretation. These limitations suggest directions for future research, including larger samples, longer interventions, and more diverse assessment approaches.

Originality and Body of Knowledge

This study's core contribution is the development of the PIPRAL Model, a novel instructional integration framework that synergizes Task-Based Learning and Guided Writing for cultivating career planning skills among vocational students. Conceptually, the study addresses the inherent limitations of standalone Task-Based Learning and Guided Writing by merging the former's experiential, collaborative task cycles with the latter's scaffolded reflective writing stages into a coherent six-step instructional structure. This integration advances the understanding of career education instructional design, as it unites hands-on experiential practice with structured written reflection to form a holistic pathway for transforming theoretical career planning knowledge into actionable cognitive and behavioral skills.

Methodologically, the study provides notable value to career planning education research through its rigorous quasi-experimental pretest-posttest control group design, paired with a systematic dual-

dimension (Skill, Product) rubric-based assessment for career planning skills. The structured task-reflection cycle embedded in the PIPRAL Model also establishes a replicable methodological protocol for designing and evaluating career planning skill interventions, filling the gap of standardized instructional and assessment design in vocational career education research.

Empirically, the study extends existing research on task-based instruction and reflective learning in higher education by offering empirical validation for their integrated application in vocational career planning education. The findings confirm that the PIPRAL Model outperforms traditional teaching methods in enhancing students' career planning skills, demonstrating that the fusion of Task-Based Learning's authentic task completion and Guided Writing's guided reflective writing fosters deeper and more sustainable development of core career planning competencies among second-year vocational students.

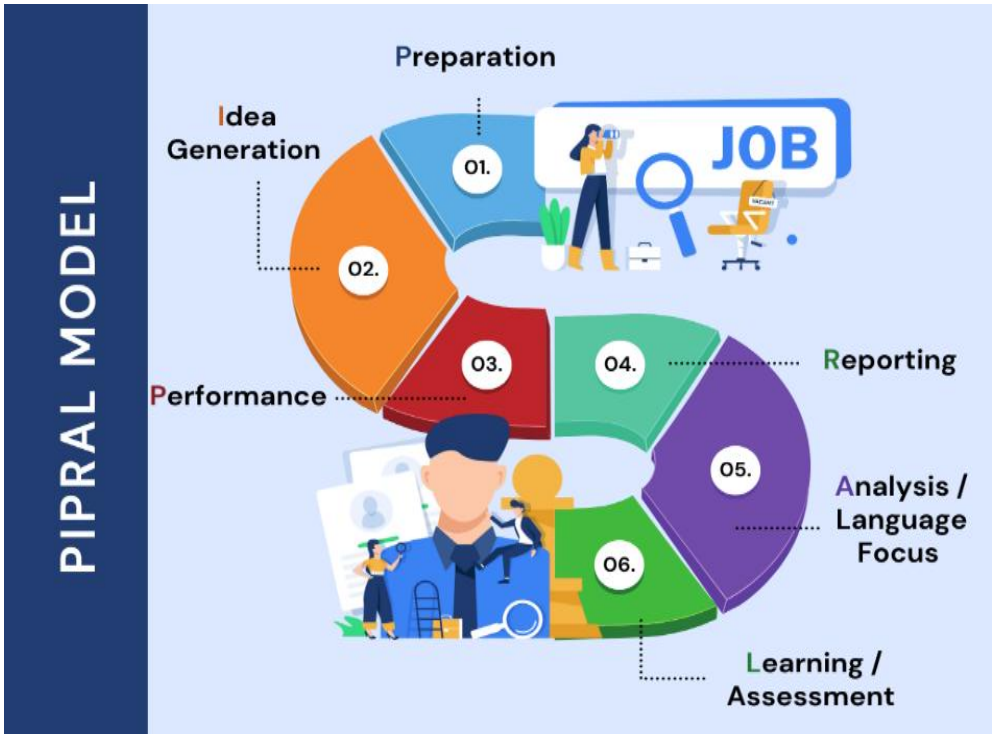

Figure 2 Task-Based Learning Combined with Guided Writing Activities.

Conclusion

This study compared the effectiveness of traditional teaching methods and Task-Based Learning combined with Guided Writing (the PIPRAL Model) in enhancing career planning skills among second-year vocational students. Both approaches significantly improved students' career planning skills, with the PIPRAL Model yielding stronger outcomes. The findings support the integration of experiential, collaborative tasks with scaffolded reflective writing to promote holistic career development. Practically, the PIPRAL Model provides educators with a structured framework to enhance students' career planning competencies and self-regulated learning. Limitations include the small sample size, short intervention period, and reliance on rubric-based assessments, suggesting directions for future research with larger samples, longer interventions, and diversified evaluation methods.

Recommendations

1. Recommendations for Teaching Practice

Vocational colleges should apply the PIPRAL Model in career planning courses. Teachers design career-related practical tasks and guided writing activities following its six stages, turning passive knowledge learning into students' active exploration and improving their practical career planning skills.

2. Recommendations for Future Research

Expand research objects to vocational students of different majors and grades, and conduct long-term follow-up studies. Explore the universal applicability and long-term effect of the PIPRAL Model, and enrich the empirical basis for its promotion in vocational education.

3. Implications for the Curriculum of Career Planning

Optimize the career planning curriculum system with the PIPRAL Model as the core, integrate task-based learning and guided writing into course modules. Balance theoretical knowledge teaching and practical skill training to fit the cultivation needs of vocational students' career planning abilities.

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