

## **Quarter Life Crisis Card Game Design Based on The Purpose Venn Diagram and IPE Ciputra Concept**

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### **ABSTRACT**

As individuals transition towards emerging adulthood, the younger generation often experiences what is commonly referred to as a quarter-life crisis. Anxiety in choosing a profession and the future is a problem that needs to be solved. In order to be able to achieve a life balance with the principles of The Purpose Venn Diagram and to have a personality with values of integrity, professionalism, entrepreneurship, and creativity, this study designed an interactive card game design as a communication medium for sharing stories with peers. A qualitative approach utilizing the design thinking method has been implemented to observe the psychological shifts in students following the use of this game card. According to the study findings, this playing card has the potential to serve as both a communication facilitator and an engaging form of entertainment for college students.

**Keywords:** quarter life crisis, purpose venn diagram, card game design, design thinking, communication medium

### **INTRODUCTION**

As individuals progress through life, they inevitably encounter transitions and experiences that broaden their self-exploration. Adolescence, commonly viewed as the most crucial and defining development period, is often characterized as a tumultuous phase, marked by the pursuit of identity and the journey toward maturity (Lestari et al., 2022). The young adult phase can present numerous challenges, including difficult life choices and poor mental health management. According to the (Council & Medicine, 2015) many young adults lead unhealthy

lives due to the inability to manage mental health during these challenging times. In Indonesia, emotional mental health disorders have been on the rise among individuals over 15 years of age since 2013, according to the (RISKESDAS) Riset Kesehatan Dasar, (2018) in 2018. Additionally, low levels of self-efficacy contribute to higher stress levels. Putri et al., (2022) note that early adults in Indonesia face many demands from their environment and family, including work and marriage plans. This stage can bring about various pressures that may leave some individuals feeling anxious, frustrated, and lacking a sense of purpose. These feelings can culminate in what is commonly referred to as the Quarter Life Crisis. Afnan et al., (2020) found that high school graduates experience the highest anxiety levels, followed by undergraduate students. The age range of 18-28 years is typically considered as the Emerging Adulthood period, during which individuals experience an ambiguous sense of their status as adults, a period of self-exploration, instability in carrying out their roles and relationships, adaptation time to determine future investment, and time to focus on the future and optimism (Arnett & Mitra, 2020). The Quarter Life Crisis is often influenced by an individual's environment, particularly their family. The more pressure that exists, the more likely negative emotions and self-perception will take root. This can leave an individual feeling trapped and unable to reach their full potential, despite possessing many positive qualities that could otherwise be developed. Meanwhile, Habibie et al., (2019) suggest that the academic advancements experienced by students can often lead to emotional instability, as they navigate the numerous demands placed upon them. Being in this phase can create a negative self-image and difficulties in decision-making. Developing a positive self-view is crucial in order to find purpose in life in the future.

In 2011, a psychological astrologer and writer from Spain, namely Andres Zuzunaga, has created a concept called "The Purpose Venn Diagram" that encourages individuals to reflect on four aspects in order to find their purpose in life and move beyond the Quarter Life Crisis phase. This diagram first appeared publicly in the book Qué Harías Si No Tuvieras Miedo (What Would You Do If You Weren't Afraid?) by Borja Vilaseca (Vilaseca, 2013). Eventually, the diagram was translated into English and then started to be used by HR

managers and many coaches as a simple illustration to find purpose in one's career.

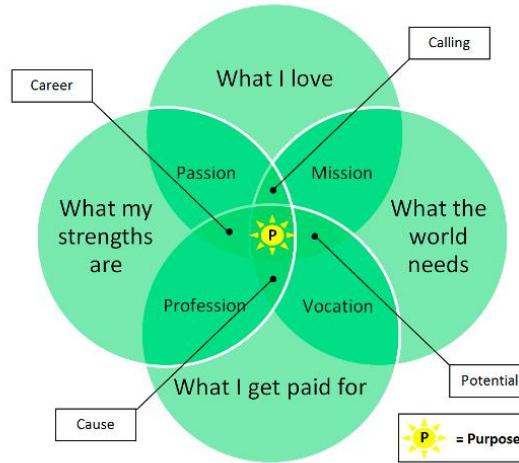


Figure 3.1 The Purpose Venn Diagram by Andrés Zuzunaga  
Source: Holly Beale, n.d.

These four areas include whether they are doing what they love, whether it meets the needs of the world, whether they are good at it, and whether it can generate income. This diagram is designed to help leaders and entrepreneurs focus and ensure that all aspects of their lives are aligned. Balancing one's work, hobbies/passions, and future career development can enable individuals to gradually escape the Quarter Life Crisis and discover their life's purpose. Andres advises individuals seeking to find their purpose to open their minds to all the possibilities of who they are and connect with their surroundings. The Purpose Venn Diagram is often confused with Ikigai, a Japanese concept that translates to "a reason for being" or "a reason to get up in the morning". It is often associated with finding one's passion, mission, vocation, and profession, and is believed to be a key factor in promoting longevity and a fulfilling life. This happened because a business coach and entrepreneur named Marc Winn wrote a blog post entitled "What's your Ikigai?" after watching an episode of Dan Buettner's TED Talk called "How to Live 100+". In his blog post, Marc uses a redesigned version of The Purpose Venn Diagram that replaces the word 'purpose' with 'Ikigai'. His blog posts went viral and the diagrams he designed have been seen by tens of millions of

people around the world and copied for reproduction by hundreds if not thousands of others (The Zuzunaga Venn Diagram of Purpose by Andrés Zuzunaga., 2020)

PT. Ciputra Development Tbk was founded by Dr. (HC) Ir. Ciputra since October 22, 1981 (About Ciputra Development, n.d.) This company engaged in the property sector continues to grow by adhering to the cultural values created by the late Ir. Ciputra, who until now continues to underlie all of his movements. There are three cultural values, namely Integrity, Professionalism, and Entrepreneurship which is abbreviated as IPE (Integritas, Profesionalisme, dan Entrepreneurship (IPE) Berkelanjutan, n.d.) Integrity here is defined as a value that belongs to an individual who can be trusted and respected, obedience to the Almighty so that they are able to behave fully according to morals and ethics, and are able to build relationships with each other. Professionalism is interpreted as a form of human intelligence that is competent to solve problems, is responsible, becomes a superior and reliable figure. Entrepreneurship contains a fighting spirit that elevates the value of continuous innovation, being able to create new opportunities and looking far ahead. Ciputra Group is also engaged in the field of education and until now has established 15 schools in several cities in Indonesia, ranging from elementary schools to universities. These schools also hold IPE cultural values which are taught to all their students (About Ciputra Development, n.d.; Nilai Budaya IPE, n.d.)

To facilitate effective communication within guidance counseling or discussion groups, it is essential to utilize a medium that can transmit messages between participants (Daryanto, 2013). One such medium is the card game, which not only provides entertainment through visual imagery but also promotes learning through the questions and answers printed on the cards (Sativa, 2012). (Nursalim, 2013) further suggests that employing game cards creatively can capture the counselee's attention and facilitate the achievement of learning and guidance objectives during the discussion process. This approach stimulates emotions, enhances self-understanding, facilitates message comprehension, aids in problem-solving, and promotes decision-making. Numerous studies have demonstrated that well-designed card game media encourage productive discussions, positive

communication responses, and heightened interest and motivation. Moreover, players are more willing to express the challenges they are facing, enabling counselors to gather more comprehensive information (Martunis et al., 2017). Various studies have also shown the effectiveness of different types of card games. For instance, (Purwaningrum, 2019) revealed that career guidance services utilizing career card media resulted in improved student decision-making regarding their future careers. Additionally, Ajul et al., (2021) demonstrated that playing card matching games contributed to increased cognitive function among the elderly. (Sofyani et al., 2022) found that the use of quartet card media enhanced communication and encouraged students to express their ideas more freely, thereby facilitating teachers' ability to motivate student learning. Regarding issues related to quarter-life crisis, Permatasari et al., (2020) conducted a study using "Nrimo Cards," which aimed to foster self-understanding, self-acceptance, and self-appreciation among players, resulting in an increase in individual self-acceptance.

The purpose of this research is to address the common psychological problems experienced by adolescents transitioning into adulthood, such as anxiety surrounding identity and the future. The development of this counseling card game aims to serve as a communication bridge between young people and their counselors or supervising lecturers. Ultimately, this project aims to provide a solution for young individuals grappling with the challenges of transitioning into adulthood, helping them to overcome psychological obstacles and achieve a greater sense of clarity and purpose based on The Purpose Venn Diagram and IPE Ciputra.

## **RESEARCH METHOD**

The development of the Quarter Life Crisis card game, based on the concept of The Purpose Venn Diagram and IPE Ciputra, utilized the Design Thinking method as the research approach. Design Thinking is commonly employed in the development of user-centered products or services. The method comprises five main stages, namely Empathize, Define, Ideate, Prototype, and Test, which can be repeated and do not necessarily follow a linear progression (IDF, 2022). This

iterative process allows for a deep understanding of user needs, the formulation of problem statements, generation of creative ideas, creation of prototypes, and testing to refine and improve the game.

The Quarter Life Crisis game card prototype, developed based on the concept of The Purpose Venn Diagram and Ciputra IPE, underwent successful testing with two groups of students aged between 19 and 21 years. The first group comprised six students in their fifth semester, while the second group consisted of five students in their third semester. The testing took place in a closed room, with participants seated in a relaxed circular arrangement. The students involved were acquainted with each other, fostering an environment of familiarity and trust, which encouraged them to openly share their thoughts and emotions.

Data collection for the study involved administering a pre-test and post-test to all participants. The tests consisted of a series of questions related to the anxiety experienced during the quarter-life crisis phase, as well as feedback regarding the card game. The pre-test was conducted before the participants played the game, while the post-test was administered after they had completed the gameplay. The purpose of these tests was to assess any changes in participants' anxiety levels and gather their feedback on the effectiveness of the card game as a tool for addressing quarter-life crisis concerns.

## **RESULT AND DISCUSSION**

### **1) Empathy**

During the empathy stage, an exploration of the challenges faced by young individuals going through the Quarter Life Crisis was conducted. Participants were presented with a series of prepared questions to gain insight into their self-awareness, including their potential, passions, and areas of expertise. Additionally, inquiries were made regarding their willingness to share their problems or concerns with others.

The results of this stage revealed that all respondents believed they had a sufficient understanding of their passions and strengths. However, they acknowledged feeling confused and anxious about their future, partly influenced by parental expectations and fear of making choices that could lead to failure. Participants described various coping mechanisms, such as self-reflection, seeking information and references, practicing self-confidence, and attempting to find solutions independently. Nevertheless, a significant need to share their stories was evident, with half of the respondents encountering difficulties in confiding in others. Most participants mentioned being selective when choosing people to share their problems with, typically feeling more comfortable discussing them with close friends, romantic partners, or mothers. However, some individuals felt increased pressure when confiding in their parents or family members. Difficulties in sharing anxiety stemmed from fears of being judged, receiving negative judgments from others, and apprehension about the responses they would receive. Respondents who had no difficulty sharing their stories attributed it to their naturally open character, while others mentioned filtering their conversations to determine what was worth sharing.

When participants did choose to share their problems with others, doubts and anxiety arose. They hoped that by sharing their stories, they could exchange opinions, gain insights from different perspectives, receive support and assistance, or develop closer relationships with the individuals they confided in. Ultimately, regardless of whether they received solutions or satisfactory answers, all respondents expressed a sense of relief, diminished feelings of loneliness, increased self-confidence, enhanced rationality, motivation, and a lighter burden. While they recognized that finding solutions and making decisions remained their individual responsibility, the need to share their stories in the appropriate context remained essential.

## **2) Define**

Based on the findings from the empathy stage, a preliminary understanding emerged that young individuals in the phase of emerging adulthood require a space where they can freely express their concerns and anxieties, particularly those related to future life decisions. It became evident that they feel more at ease sharing these concerns with their close peers who are going through similar experiences. Despite not always obtaining satisfactory solutions or answers, they still expressed a strong need to confide in others to find comfort and gain strength.

## **3) Ideate**

Building upon the insights gathered from previous stages, the idea emerged to develop a versatile card game that could be played among peers during gatherings or various social situations. The objective was to create a game that not only provided entertainment but also featured thought-provoking questions aimed at fostering idea exchange and discussions about the challenges and life issues young individuals commonly face during this stage.

The design of the question ideas was structured around four main categories, based on the concept of The Purpose Venn Diagram and integrated with IPE Ciputra principles:

- 1) What you love - Integrity: This category encompassed questions related to self-awareness and interpersonal relationships, including aspects such as understanding oneself and the qualities sought in a life partner.
- 2) What you are good at - Professionalism: Questions in this category focused on exploring personal potential, independence, and readiness to face challenges, particularly within a professional context.
- 3) What the world needs - Creativity: This category contained questions related to collaborative efforts, problem-solving, and critical thinking skills necessary for addressing societal needs and fostering creativity among participants.

4) What you can be paid for - Entrepreneurship: Questions in this category aimed to explore future plans and career aspirations, encouraging participants to contemplate their desired paths and opportunities.

The question ideas were developed with the intention of promoting life balance principles, drawing inspiration from The Purpose Venn Diagram created by Andres Zuzunaga. By aligning their interests, talents, and current abilities with their dream careers and future opportunities, young individuals could reconsider their own perspectives. Additionally, by incorporating the values of integrity, professionalism, entrepreneurship, and creativity embodied by the late Ir. Ciputra, the questions presented in each category aimed to provide personal growth and development opportunities for the players.

#### **4) Prototypes**

During the prototyping phase, the game card prototype was designed with simplicity in mind, following the standard size of playing cards to ensure easy and comfortable handling. The design of the card prototype was organized into four main colors, each representing one of the four categories derived from The Purpose Venn Diagram and IPE Ciputra principles. In each category, there were 12 questions, accompanied by an additional challenge card to enhance the excitement of the game. The total number of cards in the prototype was 52, aligning with the number of cards in a typical playing card deck. This decision was made to ensure the versatility of the game, allowing it to function not only as a discussion tool but also as a multi-functional playing card game.



Figure 3.2 Quarter Life Crisis Card Game Design Prototype  
Source: author's documentation

## 5) Testing

The card game trial involved two sessions with separate groups of students from semester 3 and semester 5. The participants were seated in a circle, facing each other. At the beginning of the session, the researcher provided an explanation about the research study and gave a brief overview of the game cards. The participants then started the game by reading the included game rules. Observations during the game trials indicated that both groups displayed similar responses, showing enjoyment and engagement in the process. The participants approached the game with a balance of seriousness, jokes, and laughter.

After playing for approximately 60 minutes, the participants were asked to complete a post-test as a means of providing feedback, criticism, and suggestions for further evaluation and improvement. Based on the post-test results, the participants, who served as the primary users of the card game, expressed that the game successfully served as a medium for communication, making it easier for them to open up and share personal information with others. Throughout the game, they experienced both joy in sharing their thoughts and feelings, as well as anxiety when confronted with questions on the cards that provoked new perspectives and considerations.

Following the game, the participants acknowledged that they gained multiple viewpoints and obtained new insights, allowing them to deepen their understanding of their friends' personalities. While the game did not necessarily provide direct solutions, it played a crucial role in facilitating story-sharing and fostering self-confidence among the participants. They realized that they were not alone in their struggles, as many of their peers were experiencing similar challenges. This realization reduced feelings of loneliness and created a sense of community among the participants.

The results align with the findings of Martunis et al. (2017), which demonstrated that playing card media can foster communicative discussions and facilitate learning. Furthermore, all participants in the trial demonstrated the courage to express the problems they were facing. The quarter life crisis game card, based on

the concept of The Purpose Venn Diagram and IPE Ciputra, encompasses various topics and discussions similar to the existing variations of game cards for learning. For instance, Purwaningrum (2019) developed career cards for career guidance services, Sofiyani et al. (2022) used quartet card media to enhance student learning motivation, and Permatasari et al. (2021) created "Nrimo Card" to promote self-acceptance. The quarter life crisis game card incorporates aspects of understanding oneself, self-acceptance, identifying personal skills that can be leveraged in the professional world and future career paths, as well as encouraging critical thinking and creative problem-solving. In this way, the game card covers a wide range of discussions and topics relevant to individuals facing the challenges of the quarter life crisis.

## **CONCLUSION**

This study demonstrates that a card game based on the concept of The Purpose Venn Diagram integrated with IPE Ciputra can serve as an effective communication medium for individuals in the Emerging Adulthood period who are navigating the self-exploration phase and making important life choices. These choices often have a significant impact on their emotional and psychological well-being. The card game provides a platform for teenagers to open up and express their anxieties, thoughts, and concerns about their future and decision-making process. It includes specific questions related to the Quarter Life Crisis, which encourage critical thinking and self-reflection. Moreover, the game can be played in a group setting with friends, fostering stronger relationships and creating a sense of support and camaraderie. This helps individuals feel less alone in their experiences and boosts their confidence. Additionally, the card game can be utilized during consultations with teachers or counselors, facilitating meaningful discussions and guidance. Overall, this card game serves as a valuable tool to address the challenges faced by individuals in the Emerging Adulthood phase, providing a platform for communication, self-exploration, critical thinking, and building supportive relationships.

This study acknowledges its limitations in focusing on college students between the ages of 19 to 21. To further expand and generalize the findings, future research can explore the experiences of emerging adulthood in a broader age range, including teenagers and young adults up to 28 years old, as this period extends until that age. Additionally, incorporating a quantitative research method with a larger sample size and a longer study period can provide more comprehensive data on the direct impact and changes experienced by individuals as a result of using the card game.

This would enable researchers to analyze the effectiveness of the intervention more extensively and draw stronger conclusions. By considering these suggestions, future studies can contribute to a more comprehensive understanding of the role of communication media, such as the card game based on the concept of The Purpose Venn Diagram integrated with IPE Ciputra, in supporting the psychological and emotional well-being of individuals during the emerging adulthood period.

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