Development of Career Cards Counseling Guidance Media to Improve Students Career Planning

Nur Wahyuni[1], Akhmad Harum [2*], Abdullah Sinring[3], Muhammad Anas[4]
[1] Bimbingan dan Konseling, Universitas Negeri Makassar, Indonesia
Email: anurwahyuni@gmail.com
[2] Bimbingan dan Konseling, Universitas Negeri Makassar, Indonesia
Email: akhmad.harum@unm.ac.id
[3] Bimbingan dan Konseling, Universitas Negeri Makassar, Indonesia
Email: abdullahsinring@unm.ac.id
[4] Bimbingan dan Konseling, Universitas Negeri Makassar, Indonesia
Email: muhammadanas@unm.ac.id

Info Article

Abstract. This research aims to develop career card media based on career information services and produce valid, practical, effective, and responsive media. The existence of the media is expected to help the career guidance process at school. The method used is the research and development method of the Borg and Gall model with steps: 1) potential problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, 6) product trial, and 7) final product. The subjects in this study were seventh-grade students of SMP Negeri 51 Makassar. The data collection instrument used is a questionnaire given to material experts, media experts, practitioners, and respondents (students) to see the feasibility of the developed media. The data analysis technique used is qualitative data analysis and quantitative descriptive analysis. The results of this study indicate that 1) an overview of the needs of career card game media to improve students' understanding of career planning. 2) description of the prototype of career cards game media in increasing students' understanding of career planning. 3) description of the validity and practicality of career cards media in increasing the understanding of student career planning career cards media developed by researchers have been valid and practical to use in providing counseling guidance services specifically on career guidance at the junior high school level at SMP Negeri 51 Makassar.

Abstrak. Penelitian bertujuan untuk mengembangkan media career cards berbasis layanan informasi karir dan menghasilkan media yang valid, praktis, efektif, dan responsif. Adanya media diharapkan dapat membantu proses bimbingan karir di sekolah. Metode yang digunakan yaitu metode penelitian dan pengembangan model Borg and Gall dengan langkah-langkah: 1) potensi masalah, 2) pengumpulan data,3) desain produk,4) validasi desain, 5) revisi desain, 6) uji coba produk, 7) produk akhir. Subjek dalam penelitian ini adalah peserta didik kelas VII SMP Negeri 51 Makassar. Instrumen pengumpulan data yang digunakan berupa angket yang diberikan kepada ahli materi, ahli media, ahli praktisi serta responden (siswa) untuk melihat kelayakan dari media yang dikembangkan .Teknik analisis data

yang digunakan yaitu analisis data kualitatif dan analisis deskriptif kuantitatif. Hasil penelitian ini menunjukkan bahwa 1) gambaran kebutuhan media permainan career cards untuk meningkatkan pemahaman perencanaan karir siswa. 2) gambaran prototype media permainan career cards dalam meningatkan pemahaman perencanaan karir siswa. 3) gambaran validitas dan kepraktisan media career cards dalam meningkatkan pemahaman perencanaan karir siswa media career cards yang dikembangkan oleh peneliti telah valid dan praktis digunakan dalam pemberian layanan bimbingan konseling yang terkhusus pada bimbingan karir ditingkat sekolah Menengah Pertama di SMP Negeri 51 Makassar.

Coresponden author:
Akhmad Harum
Jalan: Tamalate 1 Kampus Tidung FIP UNM Makassar,
Email: akhmad.harum@unm.ac.id

INTRODUCTION

The development of science, technology, and information is currently so rapid that it has an impact on human life. Currently, we need human resources who can face life's challenges with good abilities, to deal with these changes and developments are needed in various fields, one of which is education. School is an educational institution that can make students have a good education and can create positive behavior. According to (Damayanti, 2020) According to their level of development, students who are at the junior high school (SMP) level include early adolescence with a formation age range of 12-15 years which is more influenced by peer groups. Apart from that according to (Islamadina & Winingsih, 2022) Adolescence is commonly referred to as adolescence, which is around 13-19 years for boys and 11-17 years for girls. In line with this according to Hurlock (Hidayati, 2015) dividing the final teenage phase after between 17-18 years. This period has different characteristics because during late adolescence the individual has reached a developmental transition that is closer to adulthood.

According to Piaget (Marinda, 2020); (Rahman, M. F., Harum, A., & Sinring, 2023) which explains that adolescents in the early stages are at a formal operational stage in intellectual development where adolescents are already able to develop more realistic thinking. As junior high school students are individuals who are still in the stage of career planning, one of the career development tasks that must be mastered by junior high school students is being able to understand and choose further studies to pursue higher education and understand student career planning. This can be done by knowing the information needed in student career planning so that they can plan a better career. In line with (Saputro, 2018) said students who have entered adolescence are at a stage of development where students begin to think about their future, choose further studies, and determine which direction and how to achieve their career. It is also supported (Nindya, Kiswantoro, & Hidayati, 2020) saying that the development of students at the junior high school level in the career field is to begin to understand about further studies and what the planning stages are.

Career guidance is very important for students in achieving goals and expectations to the fullest according to their potential (Kurniawan, 2021). One of the factors that influence the process of selecting advanced career plans is the problem of the lack of information received by students regarding

career plans and the selection of secondary schools (Zakaria, 2018). Lack of information can cause students to be less responsible for their choices. The lack of information received by students at school is due to two things. First, students don't receive explanations of information about career planning; this is related to what can be a source of information for parents, guidance counselors, families, and so on). Second, there is a lack of motivation for students to explore or search for sources when conveying career information, and there are no supporting facilities or media used by BK teachers in conveying career information, so students often find themselves confused about their future.

Knowledge of various jobs and careers in the school environment is the responsibility of the counselor/BK. Counselors have the task of broadening students' insights in selecting careers that follow their talents and interests (Rahman & Khoirunnisa, 2019). This means that the introduction of various types of professions should be carried out from the beginning in determining how to plan their careers. Aryani & Rais (2017) state in general that the purpose of career guidance in schools is to help students develop skills for making decisions about their future careers. According to Supriyono (Nurfadhillah, Azhar, Aini, Apriansyah, & Setiani, 2021) media is a teaching aid to achieve game objectives effectively and efficiently. Media makes students able to gain knowledge, skills, and attitudes and can create effective media in the process of providing career planning and understanding services, as well as determine what suitable media are used as a tool in delivering career information.

The media used is based on John Holland's theory which explains that the interaction of individuals with the environment can produce job choice characteristics. In addition, this theory also assumes that a choice of job or position is the result of the interaction between external influences such as cultural influences, peers, parents, which are considered to have an important role. Amalianital (2020) explains the selection of Holland Theory in career guidance, understanding the behavior of career interests in determining career planning both in education and the real world. As for formulating Jonh holland's personality type into 6 groups, namely: Realistic, investigative, artistic, social, enterprising, and conventional types. Each personality has a suitable tendency in certain fields of work.

The Career Cards Media is expected to help counselors provide better career planning services so that students can understand the material in a fun and easy-to-understand way. According to Nurihsan (Nafi, 2020) explains that career information services are an effort to assist students in planning, developing, solving career problems and is a service to fulfill the development needs of students as an integral process of the educational process. The developed media can be used for group guidance. Card media is a learning media that can be a solution for counseling teachers in schools to improve career insights, especially junior high school students who are planning their further studies in the future (Safira & Nuryono, 2019).

Media Career Cards cards that contain types of work, characteristics of each type of work performed and dream cards. Media Career Cards according to Hidayat & Prabowo (2019) is a card-based learning media that aims to increase students' career insights regarding a variety of profession or job-specific information for individuals who are at the stage of career exploration that supports working in that position. The presence of this media can increase students' career planning knowledge. By mastering sufficient career information and knowledge, it is expected that students can overcome problems in career planning and be able to make better career planning according to their talents and interests. After obtaining sufficient knowledge from this Career Cards media, students can write their dreams and characteristics on the dream cards provided. The purpose of developing career cards is to introduce students to careers and choose a variety of career options that suit students' abilities. If careers are not introduced to students early on, it will have an impact and mismatch between students' interests and talents.

METHOD

The method used in this research is research and development (R&D) which aims to produce or develop a particular product. The development in this study uses the Borg and Gall model which is created based on thinking and is an empirically tested concept and is carried out regularly from the beginning of planning to evaluating the results. Researchers modified the Borg and Gall development model into 7 steps, namely 1) potential problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, 6) product trial, 7) final product. This study developed a product in the form of "career cards" media as an effort to improve students' career decisions to make it easier for students to improve career planning through information services.

The data collection techniques used are observation, interviews, documentation, and questionnaires. The questionnaire used is a needs analysis questionnaire, a validation questionnaire for material experts, media experts, and practitioners, as well as a media feasibility and accuracy test questionnaire. The data used in analyzing the data obtained are quantitative and qualitative descriptive data. Quantitative data was obtained from the results of group trials in the form of a general assessment of the career cards media to show the level of feasibility. Qualitative data analysis was carried out using form analysis, namely grouping qualitative data information in the form of responses, input, and criticism and targets obtained from experts, as a consideration for revising and improving the media. The percentage results are then categorized into validity categories. Based on the formula above, this study uses the following eligibility criteria in table 1.

Table 1. Media validity criteria

90.1% -100%	= Very high
80.1% - 90%	= High
70.1% - 80%	= Medium
60.1% - 70%	= Low
Low 60%	= Very low

Description : (a) If the validated product reaches a percentage level of 90.1% - 100%, then the product is classified as valid which means it is suitable for use; (b) If the validated product reaches a percentage level of 80.1% - 90%, then the product is classified as valid which is quite feasible to use; (c) If the validated product reaches a percentage level of 70.1% - 80%, then the product is classified as valid which is quite feasible to use; (d) If the validated product reaches a percentage level of less than 60%, then the product is classified as valid which is not suitable for use.

RESULT AND DISCUSSION

Validity and Practicality Level of career card counseling guidance media

Level of Validity and Practicality. The results of the content expert validity assessment data obtained from the validation test obtained from the results of the assessment questionnaire from the content expert test which can provide an overview of whether or not the career card guidance and counseling media is used at the junior high school level. The description of the validity level can be seen in the following table 2: career card counseling guidance media. The results of the material expert validity questionnaire assessment: 85%

Based on the validation test, the data obtained shows that the career card media in junior high school is suitable for use in the implementation of group guidance services at the junior high school level. From the results of the content expert validation of the assessment aspects, it shows that the content expert validator gives an assessment in the valid category with a value of 85%, meaning that this career card media has met the validity requirements so that it is declared feasible and can be used.

Table 2. Material Expert Validation

No	Indicator	Scor	Precentage	Validity level
1.	Relevance of material to the standard of independence of learners (SKKPD)	3	75%	Valid
2.	Material presented systematically	4	100%	Very valid
3.	Material according to the level of student needs	3	75%	Valid
4.	The material is as formulated	3	75%	Valid
5.	Coverage of material related to the sub-theme discussed	4	100%	Very valid
6.	Materials are appropriate to the level of student needs	3	75%	Valid
7.	Material is clear and specific	4	100%	Very valid
8.	The images used are in accordance with the material	3	75%	Valid
9.	Clarity of material description of career information services	4	100%	Very valid
10.	Attractiveness of game media	3	75%	Valid
	Total score		34	
	Average		3,4	
	Precentage		85%	
	Criteria		Very valid	

Table 3. Media Expert Validation

No	Indicator	Scor	Precentage	Validity level
Graphics				
1.	The text can be read well	4	100%	Very Valid
2.	Background graphic selection	4	100%	Very valid
3.	Text size and font	3	75%	Valid
4.	Colors and graphics	3	75%	valid
5.	Suitability of media function with group guidance methods	3	75%	valid
6.	Attractiveness of career cards media	4	100%	Very valid
7.	Ease of understanding the card content	4	100%	Very valid
8.	Guidebook content	4	100%	Very valid
9.	Appropriateness of the contents of the cards to the career cards game with junior high school level	3	75%	Valid
Media displays				
10.	Attractiveness of game media	4	100%	Very valid
11.	Ease of use of game media	4	100%	Very valid
12.	Clarity of card content that is easy to understand	4	1005	Very valid
13.	Easy-to-understand guidebook clarity	3	75%	Valid
14.	Accuracy of text color selection	4	100%	Very valid
15.	Appropriateness of the language used in the content of the card	4	100%	Very valid
	Total score		55	
	Average		3,75%	
	Precentage		91,5%	
	Criteria		Very valid	

The results of the media expert validity questionnaire assessment: 91,5%. Based on the validation test, the data obtained shows that the career card media in junior high school is feasible to use in the implementation of group guidance services at the junior high school level. From the results of media expert validation of the assessment aspects, it shows that the media expert validator gives an assessment in the valid category with a value of 91.6%, meaning that this career card media has met the validity requirements so that it is declared feasible and can be used.

Table 4. Usability Test Practitioner Questionnaire Validation Results

No.	Indicator	Rating Scale
1.	How important are career cards to learners	4
2.	How useful is the information media for learners	4
3.	How much influence does career cards media have on students' knowledge about career planning	4
4.	How useful is the career card media for students to know various things about career planning	3
5.	Do counselors or guidance teachers need career card media to understand career planning	4
	Total	19

The results of the usability test practitioner questionnaire assessment: 95%. From the assessment results above, it can be seen that the application of tutoring information services is considered very useful (utility) for use in junior high schools. The assessment table data shows that based on 5 items of acceptability statements, the validator gave an assessment in the useful category of 95%, meaning that the career card media has met the requirements of usability.

Table 5. Practitioner Questionnaire Validation Results Feasibility Test

No.	Indicator	Rating Scale
1.	Is this media interesting for students	4
2.	Is the language used in the media easy for students to understand	4
3.	Is this career card media suitable for the needs of students	4
4.	Does this career card media have a clear goal	4
5.	As a practitioner of this career card media as a career planning understanding service for students	3
	Total	19

The results of the feasibility test practitioner questionnaire assessment: 95%.

From the assessment results above, it can be seen that the application of tutoring information services is considered feasible for use in junior high schools. The assessment table data shows that based on 5 items of acceptability statements, the validator gave an assessment in the useful category of 95%, meaning that the career card media has met the eligibility requirements.

Table 6. Results of Validation of Practitioner Questionnaire for Accuracy Test

No.	Indicator	Rating Scale
1.	Is this media appropriate for the developmental tasks of students at school	3
2.	What is the level of suitability of the content of the material with the information needs regarding career planning of students at school?	3
3.	Is this career card media equipped with material that can support students' knowledge about careers	4
4.	Does this career card media have a guidebook that can support the process	3

	of providing career information well?	
5.	Does this career card media require other supporting media	4
	Total	17

The results of the feasibility test practitioner questionnaire assessment: 85%.

From the assessment results above, it can be seen that the application of tutoring information services is considered appropriate (Accuracy) for use in elementary schools. The assessment table data shows that based on 5 items of acceptability statements, the validator gave an assessment in the useful category of 85%, meaning that the carer card media has met the accuracy requirements.

Table 7. Practitioner Test

Practitioner test aspect	Maximum Score	Gain score	Precentage %
Usability	20	19	95%
Feasibility	20	19	95%
Determination	20	17	85%
Total score		**55**	
Average		**3,5**	
Precentage		**95%**	
Criteria		**Very Valid**	

Table 8. Career Card Small Group Test Results with 22 Students

No.	Statement	Yes	No	Percentage
1.	The design of the information service media career cards for learners used is attractive.	22	-	100 %
2.	The use of career cards media is very easy for students	22	-	100%
3.	The display images in the information media are interesting	22	-	100%
4.	The media presented is easy to understand	20	2	90%
5.	With this information service media, students can be more familiar with student career planning.	21	1	95%
6.	The delivery of material in the career cards media is easy to understand	20	2	90%
7.	The material presented matches your needs	13	9	55%
8.	The font shape and size used are simple and easy to read.	22	-	100%
9.	Is the career card media appropriate for the junior high school level	15	7	65%
10.	Is the career cards media a support in student career planning services	22	-	100%
	Precentage			**89.5%**
	Criteria			**Very valid**

Based on the small group trial conducted by researchers to 22 junior high school students in class VII Cemara, the results showed that 22 students or 100% stated that the career card media already had an attractive appearance, there were 22 students or 100% stated that career cards were easy to use, there were 20 students or 90% stated that career card media were easy to understand, there were 21 students or 95% stated that with the career card media as an information service, students were more familiar with career planning, there were 20 students or 90% that the delivery of material in career card media was easy to understand, there are 13 students or 55% stating that the contents of the card are in accordance with the needs of students, there are 22 students or 100% stating that the contents of the cards presented are easy to understand, there are 22

students or 100% stating that the shape and size of the letters used are simple and easy to read, there are 15 students or 65% saying that whether the career cards media are in accordance with the junior high school level and, there are 22 students or 100% stating that career cards media are a support in student career planning services..

Discussion

In the process of implementing the three components of the activity above, researchers used the research and development model from Borg and Gall which has been modified by researchers. The steps include (1) Needs analysis, (2) Initial product development, (3) Validation of material experts and media experts, (4) Initial product revision (5) Small group trial, (6) Revision II, and (7) final product. Based on the research procedure, the following results were obtained.

Overview of Career Cards Needs for Students

The needs analysis was conducted to determine the initial description of the condition of seventh grade students at SMP Negeri 51 Makassar, how the

implementation of guidance and counseling services, especially information services regarding student career planning and student needs for media products that researchers will develop. Data collection tools conducted by researchers in the implementation of this needs analysis are using questionnaires and interviews with students and interviews with counseling teachers. Based on the results of the needs analysis, it shows that career cards for career guidance information services at SMP Negeri 51 Makassar are needed to be able to assist counseling teachers in implementing career guidance information services and assist students in increasing career understanding, helping to recognize some career-related information and helping students to understand and be able to plan careers..

Prototype Career Cards

The design made in the form of career card media. Prototype (basic model design) of career card media to improve understanding of career planning, namely:

Figure 1. Career Card Display

The method used in the career card game is snakes and ladders, as for the design, namely:
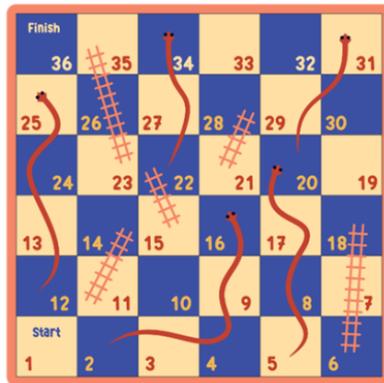

Figure 2. Method Design in Career Cards

In the career card game, there are also question cards:

Figure 3. Design of question cards

Dice and pawn design:

Figure 4: Dice stone and Pawns

Design of teacher's manual:

Figure 5: Teacher's guidebook

CONCLUSIONS AND SUGGESTION

The research results are: (1) Based on the results of the research and discussion described above, it can be concluded that: The description of the level of need obtained, the career cards media implemented at SMP Negeri 51 Makassar is needed by counseling teachers as a support for the implementation of the career planning process in junior high school. This

can be seen from the data obtained in the form of distributing questionnaires to seventh grade students and showing that the lack of implementation of career information services at school and students' knowledge of further school information; (2) The prototype of career cards media implemented in SMP Negeri 51 Makassar consists of the appearance of career cards, the design of the card display design and the design of the teacher's guidebook for using the game; (3) The level of validity in the implementation of career cards media based on the validation results of media experts and material experts shows that this career cards media is categorized as valid for use in the career planning services of students at SMP Negeri 51 Makassar, because it has met the validation requirements and has a level of usability, feasibility. The level of practicality of career cards media through the results of the validation of counseling teachers and small group trials to 22 seventh grade students of SMP Negeri 51 Makassar, it can be concluded that career cards media is practically used by students according to the research objectives to be achieved, namely it can help students in career planning

REFERENCES

Amalianital, B. (2020). Perspektif Holland Theory Serta Aplikasinya dalam Bimbingan dan Konseling Karir. *Jurnal Riset Tindakan Indonesia*, *4*(2), 65–66.

Aryani, F., & Rais, M. (2017). *Model e-peminatan: solusi Praktisi Merencanakan Karier Masa Depan*. Makassar: Badan penerbit UNM.

Damayanti, F. A. (2020). *Modul Bimbingan dan Konseling Bidang Karier*. Sidoarjo: SMAN 4 Sidoarjo.

Hidayat, D. R., & Prabowo, A. S. (2019). A Career Development Program for Higher Education in Indonesia; The Strategy to Achieve Career Maturity. *Atlantis Press*, *277*, 125–129.

Hidayati, R. (2015). Layanan Informasi Karir Membantu Peserta Didik Dalam Meningkatkan Pemahaman Karir. *Jurnal Konseling Gusjigang*, *1*(1). https://doi.org/10.24176/jkg.v1i1.258

Islamadina, A. T., & Winingsih, E. (2022). Pengembangan Booklet Career Plan Pada Siswa Kelas IX SMP Negeri 40 Surabaya.

Kurniawan, A. (2021). *Bimbingan Karir Implementasi Pendidikan Karakter*. Cirebon: Insania Anggota IKAPI.

Marinda, L. (2020). Teori Perkembangan Kognitif Jean Piaget Dan Problematikanya Pada Anak Usia Sekolah Dasar. *An-Nisa': Jurnal Kajian Perempuan Dan Keislaman*, *13*(1), 116–152. https://doi.org/10.35719/annisa.v13i1.26

Nafi, A. (2020). *Kematangan Karir Peserta Didik Jaman Now*. Yogyakarta: CV Budi Utama.

Nindya, N. N., Kiswantoro, A., & Hidayati, R. (2020). Layanan Informasi Melalui Media Animasi Untuk Meningkatkan Kematangan Karir Peserta Didik. *Jurnal Prakarsa Paedagogia*, *2*(2). https://doi.org/10.24176/jpp.v2i2.4504

Nurfadhillah, S., Azhar, C. R., Aini, D. N., Apriansyah, F., & Setiani, R. (2021). Pengembangan Media Pembelajaran Berbasis Teknologi untuk Meningkatkan Hasil Belajar Siswa SD Negeri Pinang 1. *Jurnal Pendidikan Dan Sains*, *3*(1), 153–163.

Rahman, M. F., Harum, A., & Sinring, A. (2023). Pengembangan Media Booklet Karier Model Orientasi RIASEC Sebagai Layanan Informasi Karier Siswa. *Indonesian Journal of Educational Counseling*, *7*(1), 61–71. https://doi.org/10.30653/001.202371.2514

Rahman, A., & Khoirunnisa, R. N. (2019). Hubungan Antara Regulasi Emosi Dengan Pengambilan Keputusan Karir pada Siswa Kelas XI SMA Negeri 22 Surabaya. *Character: Jurnal Penelitian Psikologi*, *6*(1), 1–6.

Safira, W. U., & Nuryono, W. (2019). Pengembangan Media Kartu Bergembar Perencanaan karier pada siswa kelas VII di SMP Negeri 1 Proppo Pamekasan. *Jurnal BK Unesa*, *10*(1), 53–59.

Saputro, K. Z. (2018). Memahami Ciri dan Tugas Perkembangan Masa Remaja. *Aplikasia: Jurnal Aplikasi Ilmu-Ilmu Agama*, *17*(1), 25. https://doi.org/10.14421/aplikasia.v17i1.1362

Zakaria, A. F. (2018). Media Layanan Informasi Karir Sekolah Lanjutan Bagi Siswa (Melankolis) untuk Meningkatkan Pemahaman Siswa dalam Memilih Studi Lanjut Setelah SMP. *Journal of Innovative Counseling: Theory, Practice, and Research*, *2*(2), 32–43.