

Development of Holland Based Career Module as a Career Guidance and Counseling Design for High School Students

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Abstract: This study aims to create a Holland-based career guidance and counseling module as a guide in designing career guidance and counseling for high school students in Gorontalo Province. This study uses research and development methods consisting of several steps: defining potentials and problems, data collection, product design, design validation, revision, and product testing. Referring to qualitative research, the data obtained came from expert validation questionnaires and product test questionnaires. This development study eventually created a Holland-based career guidance and counseling module. This module can be used by Guidance and counseling teachers as a career design guide because it has passed the expert validation test from guidance and counseling experts, language experts, and learning media design experts.

Keywords: career, holland, guidance and counseling.



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Introduction

Getting a job is the dream of everyone who has completed the education process (Louis, 2021). After graduating from school, students can choose various jobs according to their qualifications to lead a successful life (Rakhmonkulov, 2019). Meanwhile, students who will complete their studies at High School or equivalent face various choices, continue to college, take courses, find work, or are unemployed.

Students who choose to continue to college must decide which college and major to choose to support their career in the future (Donald, 2018). Students who choose not to continue to college are expected to have sufficient understanding and skills to plan, determine, and choose a job according to their expectations (Pambudi, 2020).

The current phenomenon shows that many students go to school but do not know where they are going after graduation (Abel, 2020). Moreover, students do not equip themselves with plans for the future (Iivari, 2020). Students need to plan their goals early on by determining the types of skills that must be mastered to achieve these goals (Asri, 2021). It is in line with Sukadji's statement (2000: 51) that "planning and choosing an appropriate career is an important thing because it will determine various aspects of one's life."

Problems related to student career planning should get full attention. This issue is experienced by the students of MAN 1 Kota Gorontalo. Interviews with several students and teachers of Guidance and Counseling indicated that there were still many students who did not know where to go after graduating from high school, did not recognize the types of jobs available, and other matters related to career planning. In addition, there is an apparent lack of media for career guidance and counseling, especially regarding career planning based on Holland's career theory.

Therefore, it is necessary to provide career guidance and counseling services for students who will soon graduate from high school. This career guidance and counseling service can be carried out effectively if students have obtained the information they need and have been able to prepare for their careers (Marandu, 2018). Thus, media is needed to understand the types of work that suit their personalities more easily (Prestridge, 2019). One of the media that can be used in providing career guidance and counseling services is a module (Pordelan, 2022). Therefore, the problem of this research is "How is the career planning module based on Holland's career theory that can be used as a medium for career guidance and counseling for high school/equivalent students in Gorontalo City?". The purpose of this research is to produce a career planning module based on Holland's career theory as career guidance and counseling media for high school/equivalent students in Gorontalo City.

Method

Research Design

This research is included in the Research and Development (R&D) scheme, which Sugiyono (2019: 779) divides into eleven steps. However, this research is limited to eight steps: (1) potential and problems, (2) gathering information, (3) designing the product, (4) validating the design, (5) Improving the design, (6) creating the product, (7) testing the product, and (8) revising the product. Data were collected through questionnaires for expert validation and product testing.

Results and Discussion

Result

Potential and Problems

Based on observations and interviews with Guidance and Counseling teachers, the problems found are: students cannot plan their future careers, students lack an understanding of the types of careers, students do not have a clear direction where they will go after graduating from high school/ equivalent, and career guidance and counseling media, especially regarding career planning based on Holland's career theory for students, are still lacking. These problems indicate the potential for developing a career planning module media based on Holland's career theory.

Gathering Information

At this stage, an initial draft of a career planning module based on Holland's career theory is drawn up for high school/equivalent students.

Designing the Product

At this stage, the preparation of product designs is carried out by compiling a module framework followed by doing a comprehensive module.

Validating the Design (Expert Validation)

After the product design is done, validation tests are carried out by Guidance and Counseling experts, Indonesian language experts, and learning media design experts. The instrument used is an open questionnaire. The results of expert validation are as follows.

a) Validation Results by Guidance and Counseling Expert

Table 1. Validation Results by Guidance and Counseling Expert

No.	Assessment Aspect	Yes	No	Reason
1	Conformity between module title and material	√	-	-
2	Explanation of the material	√	-	-
3	Reference suitability	√	-	-
4	Modules can help Guidance and Counseling teachers to provide career planning services.	√	-	The ideal answer will be followed by a field test where the respondents are module users (Guidance and Counseling teachers and students)
5	The content of the module is easy to understand	√	-	-
6	The module can be used as a career counseling service media.	√	-	This module can be used as a medium for career guidance, especially in planning further education, such as selecting further fields of study and placement in the job market.
7	The feasibility of the module material as a medium for career guidance and counseling	√	-	-
8	Suitability of student/counselee worksheets	√	-	There are a few notes for student worksheets on worksheet page 32. It is recommended that the columns be marked, numbered, or symbolized for each type of work/skill because there are types of work/skills written in more than one row. So are other tables.

Additional suggestions:

1. Pay attention to the citation method (see the manual for writing scientific papers)
2. Add new types of jobs included in Holland Theory, such as YouTubers, online sellers, etc.
3. Use good cover paper for easy trimming.

b) Validation Results by Indonesian Language Experts

Table 2. Results of Validation by Indonesian Language Experts.

No.	Assessment Aspect	Yes	No	Reason
1	The suitability of writing techniques with Indonesian language rules	√	-	-

2	Language compatibility with general rules	√	-	-
3	Presentation of sentences is easy to understand	√	-	-
4	The suitability of the use of terms with excellent and correct writing rules	√	-	-
5	Conformity between sentences and PUEBI (General Guidelines for Indonesian Spelling)	√	-	-
6	Module writing neatness	√	-	-
7	The coherence of the sentence writing	√	-	-
8	The coherence of the paragraph writing	√	-	-

Additional suggestions:

Mistakes such as citations and word additions need to be corrected.

c) Results of Validation by Learning Media Design Experts

Table 3. Results of Validation by Learning Media Design Experts.

No.	Assessment Aspect	Yes	No	Reason
1	Suitability of front and back cover design	√	-	-
2	Suitability of the image on the front cover	√	-	It is appropriate, but it is better to use pictures of Indonesians
3	Suitability of font	√	-	-
4	The suitability of the image on the module material	√	-	It is appropriate, but it is better to use pictures of Indonesians
5	Suitability of color selection	√	-	-
6	Suitability of table color	-	√	Use black line
7	Compatibility between module sizes and general module standards	√	-	-
8	Attractive physical appearance	√	-	-

Additional suggestions:

It is necessary to clarify the target users of this module.

Revising Design

After design validation, the next stage is revision/improvement of the module based on the validation results to improve product results by considering the aspects assessed by the validator (through validation instruments). Furthermore, the researcher describes the revision of the module as follows.

a) Validation revision by guidance and counseling experts

Table 4. Results of revised validation by guidance and counseling experts

No.	Suggestions/feedback	Information Before revision	After revision
1	Pay attention to the citation method	the quoting method is still inappropriate	Citation corrected, p. 1, 2, and 47,
2	Worksheets with more than one type of work/skill are numbered/symbol	The worksheet in question is not numbered	The worksheet in question has been numbered, p. 32-35, and 56-58
3	Add the latest types of work within Holland's career scope	The current type of work is not listed.	Current types of work, such as YouTubers, content creators, etc., have been listed, p.22
4	Use a cover that is easy to tidy	It has not used a cover	It has been replaced with

up	that is easy to tidy up	a cover that is easy to tidy up.
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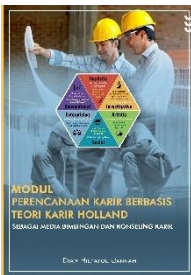

b) Validation revision by Indonesian language experts

Table 5. Results of Revised Validation by Indonesian Language Experts

No.	Suggestions/feedback	Information Before revision	After revision
1	Fix writing errors	There are still spelling mistakes	Mistakes have been fixed, such as citations, p. 1, 2, and 47, and the use of sentences, p. iii, iv, and vii.

c) Validation revision by learning media design experts

Table 6. Results of validation revision by instructional media design experts

No.	Suggestions/feedback	Information Before revision	Before revision
1	The front cover should use an Indonesian image		
2	Module material should use images of Indonesian people	It does not use images of Indonesian people.	It Already uses images of Indonesians, p. 1, 20, and 47.
3	The table line is black	Table lines are not black	The table line is already black, p. 15, 16, 18, 32-35, and 37-41.

Creating the Product

The program is written in detail at this stage, and the product is a prototype ready to be tested. In addition, the product is already in the form of a module that has been validated and revised.

Testing the Product

The product testing was carried out in five schools: MAN 1 Kota Gorontalo, SMAN 2 Kota Gorontalo, SMAN 3 Kota Gorontalo, SMKN 1 Kota Gorontalo, and SMKN 2 Kota Gorontalo, to test the feasibility of the product. The subjects in the testing were guidance and counseling teachers who assessed the module product as input for researchers.

Revising the Product

Product revisions are carried out after the product testing stage for guidance and counseling teachers. Suggestions/feedbacks from guidance and counseling teachers are that Holland's career theory-based career planning module is feasible and can be used as a medium for career guidance and counseling services for high school/equivalent students. The product revisions carried out are:

Table 7. Results of product testing revisions

No.	Suggestion/feedback	Before revision	After Revision
1	It is advisable to add the target user to the module title, such as high school, junior high, or elementary school.	The target user is not listed	The target user has been listed

The product revision resulted in a career planning module based on Holland's career theory which is suitable for use as a medium for career guidance and counseling services for high school/equivalent students in Gorontalo City.

Discussion

Students who will continue to college are faced with choosing colleges and majors for their future career interests. As stated by Ihsan (2003: 23), continuing education to higher education is essential because universities prepare students to become members of the community who have a high level of national ability and improve professional academics so that they can apply, develop, and/or create knowledge, technology, and art to participate in national development and improve human welfare (Mahyoob, 2020).

The decision to continue to college needs to be based on careful career planning. Careful career planning during school can help a person to know better and understand his talents and interests (Perry, 2022). Every individual needs to possess the ability to plan a career, including students in high school/equivalent (Bhakti, 2021). Career planning is helpful for students to select the type of further study and choose a job plan (Bian, 2018). Students' career planning in schools can be pursued through guidance and counseling services because guidance and counseling teachers play an essential role in student development efforts such as career development (Suryadi, 2020).

Guidance and counseling science has the goal that students have a self-understanding related to work, know the world of work, able to form a career identity, able to plan for the future, and have career maturity to make career decisions (Hidayah, 2022). In addition, the purpose of internalizing the act of guidance and counseling based on the task of development is to develop career planning alternatives taking into account the ability of opportunities and career variety (Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan, 2008). Thus, that student career planning requires the help of teachers/counselors' guidance and counseling (Farozin, 2020).

Implementation of career guidance and counseling services in schools aims to help students understand the job market, career, and work environment (Afanasiev, 2018). Therefore, students need to be provided with information about jobs or positions available in the job market (Hu, 2022). To achieve this goal, guidance and counseling teachers need to understand and have career-related information to help students find career information that matches their interests and abilities (Wong, 2021). Supriatna (Massie, Tewal, & Sendow, 2015) states that career planning is a student activity that leads to future career decisions. The purpose of career planning is that students have a positive attitude towards careers in the future (Burnette, 2020).

The development of the module used to discuss career planning strategies will be more focused on John Holland's Career Theory. The reason for choosing a career planning module based on Holland's career theory is that many vocational psychologists consider Holland's theory as a comprehensive theory because it examines occupational choices as part of a person's overall lifestyle and as a theory that has received much support from research results concerning environmental models and personality types (Winkel & Hastuti, 2007: 639).

Career planning that is prepared well will be able to provide many benefits for students (Jiminez, 2020). Readiness to face the future career becomes a real advantage. After graduating from school, students no longer need to be confused about the steps to be taken and the direction to go (Simamora, 2020). According to Sukardi & Sumiati (1993; 24), career planning has several benefits for individuals, including (a) help prepare themselves in making decisions based on career information received; (b) develop self-confidence; (c) can recognize the opportunities that will be found; and (d) can determine what will be prepared in pursuing a career.

Based on this explanation, it can be concluded that career planning has many essential benefits for one's career life. Through career planning, individuals will know the correct career opportunity information and are trained to make the right career decisions (Lent, 2020). Someone who already has a career plan will have a clear career direction and know the steps to take confidently.

Daryanto (2013: 9) reveals that a module is a teaching material packaged entirely and systematically. It contains a set of learning experiences that are planned and designed to help students master specific learning objectives (Bovermann, 2020). Thus, the module is one of the teaching materials made specifically for students to more easily understand the objectives of the lessons given by the teacher. In this case, guidance and counseling services and modules are vital because, in the process, guidance and counseling teachers can help provide the understanding and alleviate problems experienced by students through modules. The use of the module makes it easier for students to understand and makes it easier for teachers to provide career guidance and counseling services.

Conclusion

This development research resulted in career guidance and counseling media product, namely the Career Planning Module Based on Holland's Career Theory as a Career Guidance and Counseling Media for High School/Equivalent Students in Gorontalo City. This module has been suitable for use by guidance and counseling teachers as a medium in providing career guidance and counseling services because it has gone through the validation test stage by guidance and counseling, Indonesian language, and instructional media design experts, and has gone through product trials by guidance and counseling teachers. However, this product still needs to be developed further to be mass-produced.

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