

# Efforts to Determine Career Choices for Vocational Students with the Career Information Service Module

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## ABSTRAK

Banyaknya peserta didik yang kebingungan dalam memilih karir pasca menyelesaikan jenjang pendidikan SMK dipengaruhi karena kurangnya informasi karir yang diberikan oleh konselor. Adapun tujuan dari penelitian ini yakni untuk mengembangkan dan menguji kepraktisan modul layanan informasi karir untuk menentukan pilihan karir siswa SMK. Penelitian ini tergolong kedalam jenis penelitian pengembangan yang dikembangkan dengan menggunakan model ADDIE. Model pengembangan ADDIE terdiri dari lima tahapan, diantaranya adalah tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek yang terlibat dalam penelitian ini yakni 3 ahli dalam bidang bimbingan konseling, 2 orang guru bimbingan konseling, dan 30 orang siswa. Pengumpulan data dalam penelitian dilakukan menggunakan metode observasi dan kuesioner, dengan instrumen penelitian berupa lembar validitas produk kuesioner tentang pemilihan karir. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis validitas produk menggunakan metode CVR yang kemudian dilanjutkan dengan menghitung CVI. Pada pengujian keberterimaan produk dianalisis menggunakan analisis PAIT. Untuk mengetahui efektivitas Modul, data dianalisis dengan uji t-tes dengan bantuan SPSS windows 20. Hasil yang diperoleh dalam penelitian menunjukkan bahwa nilai sig sebesar 0,677, nilai probabilitas ini lebih kecil dibandingkan tingkat signifikasnsi 0,05. Hasil tersebut menunjukkan bahwa modul layanan informasi karir efektif untuk menentukan pilihan karir siswa SMK.

## ABSTRACT

Many students who are confused about choosing a career after completing their vocational education level are influenced by the lack of career information counselors provide. This research aims to develop and test the practicality of a career information service module for determining career choices for SMK students. This research belongs to the type of development research that was developed using the ADDIE model. The ADDIE development model comprises five stages: analysis, design, development, implementation, and evaluation. The subjects involved in this study were three experts in the field of counseling guidance, two guidance counseling teachers, and 30 students. Data collection in the study was carried out using observation and questionnaire methods, with research instruments in the form of questionnaire product validity sheets about career selection. The data obtained in the study were then analyzed using product validity analysis techniques using the CVR method, followed by calculating the CVI. The product acceptance test was analyzed using PAIT analysis. To determine the module's effectiveness, the data were analyzed by t-test with the help of SPSS Windows 20. The results obtained in the study showed that the sig score was 0.677. This probability score is smaller than the 0.05 significance level. These results indicate that the career information service module effectively determines career choices for SMK students.

## 1. INTRODUCTION

A career is defined as an effort made by a person to earn a living, develop the profession, and improve their position (Rosita et al., 2020; Wahyudi et al., 2021). A career is a step forward or carving out one's life (Fikriyani & Herdi, 2021; Rohmawati, 2019). A career can show a person's progress in a job field that he obtained while working or the progress of a person's progress in a job field during an active period

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in his life (Basri, 2021; Sari & Istiqoma, 2019). A career is one of the important aspects that members of society must possess to be well-received. The better an individual's career, the better the public's view of the individual (Andini, 2020; Widiyanti, 2019). Judging from the importance of a career for an individual, career guidance is needed by children from an early age. Career guidance is "one type of service from the guidance and counseling program (Mulyawan et al., 2020; Sa'adah & Azmi, 2022). Institutionally, guidance and counseling are part of the whole school, which is aimed at helping or facilitating learners (students) to achieve optimal self-development (Iswara, 2021; Telaumbanua, 2019). A career is an important thing in life. In determining a career, students should develop appropriate career plans so that in carrying out their careers, they do not feel forced to make career choices (Budiman et al., 2020; Muslimah & Erfantini, 2021). Career determination is carried out when looking for a job and when determining secondary school. At school, students are expected to master various abilities or competencies, both in learning and those related to personal, social, and career self-development, that they will live for in the future (Nurdianah & Maq, 2021). For students to achieve optimal development, services and guidance are needed from every element of education in schools.

The reality shows that many people do not realize that choosing a career requires maturity in thinking so that they are not wrong in choosing a career for themselves so that in carrying out their work, they do not feel pressured or forced into the job (Chandra & Wae, 2023; Nurmalasari & Chairilsyah, 2021). The results of observations and interviews conducted at SMK Negeri 3 Singaraja show that many vocational students are still confused about determining their career direction. It is due to a lack of self-confidence, not understanding passion, or cases of students whose interests are not supported by their parents or students who cannot freely express their wishes to their parents so that students are forced to follow the wishes of their parents or even just participate because of friends. Problems regarding the low understanding of student careers are also caused by career information services from counseling teachers often not fulfilling the objectives aimed at helping or facilitating learners (students) to achieve optimal self-development. It is because many students who choose their study program just follow along with their friends. If allowed to continue, this will certainly impact the lack of certainty in the student's career path. One effort that can be made to overcome these problems is to provide career information services for students. Teachers or counselors provide career information services to students as a forum for delivering information about possible career paths for students to choose (Aminuddin & Mulyadi, 2020; Tumanggor et al., 2018).

This career information service will be able to help students determine what job to choose along with the criteria that must be met in the job so that a harmonious integration is formed between the job chosen and the potential they have (Pustika et al., 2019; Rasyadi et al., 2022; Susilowati & Fauzan, 2022). In practice, career guidance services can involve teachers and parents of students. This is because the support of teachers and parents can facilitate student career choices (Darmawan & Dwikurnaningsih, 2021; Putro & Japar, 2021). To maximize career guidance services in schools, counselors can take advantage of the use of the career guidance service module. It is because the use of modules in the guidance process will make it easier for counselors to determine the right guidance for students, besides that through the use of modules, the services provided will be more systematic and directed (Karamoy, 2023; Masfiah et al., 2020; Paska, 2023). It was further explained that in implementing counseling guidance, teachers need standardized modules/guidelines to provide career information services that are more detailed, clear, and standardized (Marsudi, 2019; Rajasa, 2022).

Guidance and counseling teachers can provide information services based on a module compiled based on the students' needs. Several studies that have been conducted previously revealed that the pictorial encyclopedia-based career information service module developed to improve students' career understanding is in the valid category, so it is very feasible to be developed and used by teachers and counselors (Vica et al., 2023). Several studies that have been conducted previously revealed that the pictorial encyclopedia-based career information service module developed to improve students' career understanding is in the valid category, so it is very feasible to be developed and used by teachers and counselors (Febriyanti & Rosada, 2022). Further research revealed that the career service guidance module is important to develop to increase students' understanding of careers (Rahmi & Asnah, 2023). Based on some of these research results, it can be seen that the career guidance service module is very feasible to be used in the service delivery process because it can increase students' career knowledge. In previous studies, no studies specifically discussed efforts to determine career choices for vocational students with the career information service module. So this research is focused on this study to develop and test the practicality of a career information service module for determining career choices for Vocational High School students.

## 2. METHOD

This research is a type of development research called research and development, with the product being developed as a classical-based guidance module. "This study uses the ADDIE development model with five stages of the development process: Analyze, Design, Development, Implementation, and Evaluation. This ADDIE model relies on each stage being carried out in order. The curriculum, guidance, and counseling work programs that apply at SMK N 3 Singaraja are carried out in the analysis phase. The purpose of Guidance and Career Information Services in schools is to help students choose the right career according to their potential. At the design stage, the initial design of the career information service module is carried out. At this stage, it has adjusted to the analysis in the first stage.

A career information service module and the necessary accompanying instruments can be developed based on the analysis above. At the development stage, the researcher conducted an expert & practicality test by giving instruments to 15 Counseling Teachers and testing product validity involving 3 Counseling Lecturers at the Undiksha Faculty of Education and 2 Counseling teachers at Vocational High Schools. After validation and acceptance tests, a product trial was conducted on the real target involving 30 SMK Negeri 3 Singaraja students. The research design used was one group pre-test and post-test. The methods used are observation and questionnaires. The instruments used in this study include the Career Information Services Module, product validity instruments, and career selection questionnaires. In analyzing product validity data using the CVR (Content Validity Ratio) method, which is then followed by calculating the CVI (Content Validity Index)."

The product acceptance test was analyzed using PAIT analysis. The data was analyzed using a t-test with the help of SPSS Windows 20 to determine the module's effectiveness. "In the implementation stage, the researcher handed over the module to the counseling teacher for a trial run using a questionnaire on module usability test material carried out by 15 counseling teachers to know the accuracy of language use. The evaluation stage is meant to get a general and complete picture of the module being developed so that it can consider whether it still needs to be revised. The product validity sheet instrument lattice can be seen in [Table 1](#).

**Table 1.** Product validity sheet instrument table

No	Indicator	Item	$\Sigma$
1	Utility	1,2,3,4	4
2	Accuracy	5,6,7,8,9,10,11,12,13,14,15	11
3	Feasibility	16,17,18,19,20,21	6
<b>Total</b>			<b>21</b>

## 3. RESULTS AND DISCUSSION

### Result

The research analysis was carried out in several stages, including the First analysis of product development results. This development research was carried out using the ADDIE development model, which consisted of analysis, design, development, implementation, and evaluation stages. The Analyze phase is carried out by identifying product development needs related to providing Guidance and Counseling services. The analysis was carried out by giving questionnaires about career selection to students. The purpose of Guidance and Career Information Services in schools is to help students choose the right career according to their potential. The Design phase is carried out by designing a career information service module. At this stage, the activity is to prepare the initial design of the career information service module. At this stage, it has adjusted to the analysis in the first stage. A career information service module and the necessary accompanying instruments can be developed based on the analysis above. The service module framework compiled includes the module title. General instructions contain rationale, activity participants, implementation of counseling, activity method, activity time & assessment. After the general instructions, specific instructions contain the procedure for the activity steps. Followed by implementing a counseling section containing objectives, procedures, and student worksheets.

The Development stage is carried out by developing the material in the service module framework to make it clearer so that when students use the career information service module in their learning process, this module is more understandable. The researcher took material from several studies and expert opinions to fill out the service module material. In this stage, the researcher conducted an expert & practicality test by providing instruments to 15 counseling teachers. Implementation Stage Fourth stage, Test effectiveness. In this stage, the researcher handed over the module to the guidance and

counseling teacher and 30 students as subjects for the trial, which was carried out using a questionnaire on module usability test material carried out by the guidance and counseling teacher to know the practicality of the module being developed. Evaluation Stage The fifth stage, evaluation, "at this stage is intended to get a general and complete picture of the module being developed so that it can provide consideration of whether the module being developed still needs to be revised. The second analysis relates to the results of the expert validity test. Assessment of the career information service module to determine career choices for class XII SMK students. "Involving five judges, the assessment instrument used was a questionnaire comprising 21 statement items. The results of the assessment of each judge are presented in [Table 2](#).

**Table 2. Expert Validity Results**

No Item	Ne	CVR	CVI	Question Status
1.	5	1.00	0.05	Valid
2.	5	1.00	0.05	Valid
3.	5	1.00	0.05	Valid
4.	5	1.00	0.05	Valid
5.	5	1.00	0.05	Valid
6.	5	1.00	0.05	Valid
7.	5	1.00	0.05	Valid
8.	5	1.00	0.05	Valid
9.	5	1.00	0.05	Valid
10.	5	1.00	0.05	Valid
11.	5	1.00	0.05	Valid
12.	5	1.00	0.05	Valid
13.	5	1.00	0.05	Valid
14.	5	1.00	0.05	Valid
15.	5	1.00	0.05	Valid
16.	5	1.00	0.05	Valid
17.	5	1.00	0.05	Valid
18.	5	1.00	0.05	Valid
19.	4	0.60	0.03	Valid
20.	5	1.00	0.05	Valid
21.	5	1.00	0.05	Valid
<b>Σ CVR</b>		<b>20.60</b>		
<b>CVI= 0.98</b>			<b>0.98</b>	

The CVI calculation result based on five career information service module experts is 0.98. It shows that the career information service module for determining career choices for twelfth-grade Vocational High School students has a content validity index (CVI) with a very good category. The third analysis relates to the results of the practicality test of the module. After the validity test, a module practicality test involving 15 guidance and counseling teachers was carried out. "The practicality test instrument used was a questionnaire of 11 statement items. The results of the assessment of each BK teacher can be seen in [Table 4](#).

**Table 4. Module Practicality Test Assessment Results**

Instrument Question Items	Respondent														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	4	3	4	4	4	4	4	4	4	4	4	3	3	3	3
2.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3.	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3
4.	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3
5.	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3
6.	4	2	4	4	4	4	4	4	4	4	4	3	3	3	3
7.	4	2	4	4	4	4	4	4	4	4	4	3	3	3	3
8.	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3
9.	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3
10.	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3

Instrument Question Items	Respondent														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
11.	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3
<b>Total Score</b>	<b>42</b>	<b>38</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>

Based on the results of the practicality test of the module above, the results are presented in the data classification table, as shown in Table 5.

**Table 5. Data Classification**

Skor (X)	Frequency (F)	FX
1	0	0
2	2	4
3	75	225
4	88	352
$\Sigma$	<b>165</b>	<b>581</b>

The data in the table above is then analyzed into the mean and mean percentile formulas to obtain the practicality score. The module has a score or percentile score of 88. It means that the practicality of this module is classified as very practical according to the PAIT table. The fourth analysis is the trial analysis which is carried out by giving pre-test and post-test students. The results of the pre-test and post-test recapitulation analysis of students can be seen in Table 6.

**Table 6. Student Pre-Test and Post-Test Recapitulation Results**

NO.	Name Initials	Experiment Class		Post- Pre	Ideal Score (200)-Pre- test	Gain score	Gain Score Normalized
		Pre-Test	Post- Test				
1.	DGAJP	179	175	-4	21	-5.25	-20.525
2.	GAPD	180	195	15	20	1.33	0.00665
3.	IGBU	172	187	15	28	1.86	0.93
4.	IKVS	167	180	13	33	2.53	1.265
5.	KAPK	168	182	14	32	2.28	1.14
6.	KBA	172	186	14	28	2	1
7.	KDN	168	182	14	32	2.28	1.14
8.	KGA	150	190	40	50	1.25	0.625
9.	KKP	157	194	37	43	1.16	0.58
10.	KNR	159	195	36	41	1.13	0.565
11.	KPD	150	190	40	50	1.25	0.625
12.	KPW	154	192	38	6	0.15	0.075
13.	KW	155	170	15	45	3	1.5
14.	KES	157	194	37	43	1.16	0.58
15.	KMA	159	180	21	41	1.95	0.975
16.	KRAS	161	197	36	39	1.08	0.54
17.	KAT	163	198	35	37	1.05	0.525
18.	KNIC	182	177	-5	18	-3.6	-1.8
19.	KPA	182	199	17	18	1.05	0.525
20.	KSNS	174	180	6	26	4.33	2.165
21.	LPGP	174	188	14	26	1.85	0.925
22.	LPTD	166	198	32	34	1.06	0.53
23.	LSA	167	180	13	33	2.53	1.265
24.	MADJ	174	189	15	26	1.73	0.865
25.	MPD	177	194	17	23	0.73	0.365
26.	MWDD	177	194	17	23	0.73	0.365
27.	NKR	178	193	15	22	0.68	0.34
28.	NPPCA	170	165	-5	30	-0.16	-0.08

NO.	Name	Experiment Class		Post-	Ideal Score	Gain	Gain Score
29.	PIL	170	180	10	30	0.33	0.165
30.	PAVP	165	188	23	35	0.65	0.325
<b>Average</b>		<b>167.57</b>	<b>187.07</b>	<b>562.77</b>	<b>30.77</b>	<b>1.07</b>	<b>0.083</b>

Based on the results of the students' pre-test and post-test recapitulation above, it can be concluded that the N-Gain Score score of 0.083 is classified as low in the wrong career choice. Thus, it can be concluded that career counseling with a career information service module is effective in reducing/reducing wrong career choices in students.

The fifth analysis is the analysis of the module effectiveness test, which is carried out through a t-test analysis. Testing the effectiveness of the career information service module to determine twelfth-grade vocational students' career choices was conducted using the one-group pre-test method and post-test design using a trial sample of 30 students at SMK Negeri 3 Singaraja. The student pre-test test was carried out in several stages, including a descriptive test, data distribution normality test, group variance homogeneity test, and hypothesis testing. The descriptive test is obtained from the pre-test and post-test scores. The pre-test is given first, then the treatment, and finally, the post-test. Thus obtained, two research data. Based on the analysis of students' answers to the pretest-posttest questions given, the analysis results are shown in Table 7.

**Table 7. Results of analysis of pretest-posttest questions**

Test	Mean	N	Std. Deviation
Pre-test	167.57	30	9.41
Post-test	187.07	30	8.72

Based on the table above, the pre-test and post-test averages were 167.57 and 187.07, respectively. From this average, it is known that there was an increase of 19.50. Furthermore, the pre-test standard deviation is greater than the post-test standard deviation. This means the pre-test data variance is more diverse than the post-test data variance. The next analysis is the analysis of the normality test for data distribution using the Shapiro-Wilk test because the sample is less than 50. "Basic decision-making in the test can be done through a probability approach. The significance used is  $\alpha = 0.05$ . The basis for deciding is to look at the probability figures, with the provisions "If the score of Sig. > 0.05, then the normality assumption is met, and if the Sig. < 0.05, the normality assumption is not met. The results of the Shapiro-Wilk normality test show that the probability score or Sig. for pre-test and post-test data, respectively, of 0.302 and 0.071. This probability score is greater than the significance level of 0.05. It means that the assumption of normality is met.

After obtaining the results of the data normality test, the analysis then proceeded to the group variance homogeneity test. The data homogeneity test was carried out using Levene's Test statistical technique. "Basic decision-making in Levene's Test can be done through a probability approach. The significance used is  $\alpha=0.05$ . The basis for decision-making is to look at the probability figures, provided that if the score of Sig. > 0.05, then the assumption of homogeneity is met, and if the score of Sig. < 0.05, then the assumption of homogeneity is not met. The results of the data homogeneity test show that the probability score or Sig. Learning interest data of 0.677, this probability score is greater than the significance level of 0.05. It means that the assumption of homogeneity is fulfilled so that the research can proceed to test the research hypothesis. Hypothesis testing was carried out using the dependent sample t-test. The hypotheses used in this study are H0: Implementation of a career information service module is ineffective in determining student career choices, and H1: Implementation of a career information service module is effective in determining student career choices. Basic decision-making in the t-test can be done by comparing the t-count with the t-table. The basis for decision-making with the provision that if the t-count score > t-table, then H0 is rejected, and if the t-count score < t-table, then H0 is accepted. The t-test results show that the t-count is 35.82, while the t-table at degrees of freedom N = 30 is 2.04. The t-count score is greater than the t-table. This means that H0 is rejected. Thus, implementing the career information service module effectively determines the career choices of Class twelfth Vocational High School students. Next, a Cohen's effect size test was calculated to determine the effectiveness of implementing the career information service module. The calculation results obtained an effect size price of 1.47, referring to the table of effect size criteria, so the effect of implementing the career service module is relatively high.

## Discussion

Based on the results of the analysis that has been carried out, it can be seen that this development research produces a product in the form of a career information service module to determine career choices for twelfth-grade Vocational High School students. This module is aimed at Counseling Teachers so that this module becomes a guide in selecting students' careers appropriately. These results then indicate that the media in the form of modules can help the guidance process given by counselors to students. It is related to the characteristics of the module that can support the achievement of learning objectives through an effective and efficient learning process (Khairani, 2022; Simorangkir et al., 2020). Using modules in the guidance process will create a direct interaction between educators and students and students with the environment to enable students to learn and understand their interests (Elviana, 2022; Ramanta et al., 2023). Modules generally contain materials, methods, and limitations and evaluate learning designed systematically and interestingly to achieve the expected competencies according to their complexity (Karamoy, 2023; Masfiah et al., 2020; Paska, 2023). Modules developed to provide career guidance to students will be able to support the realization of effective and efficient career guidance services (Marsudi, 2019; Rajasa, 2022). In addition, the module can also be used independently by students so that the learning process can be more meaningful.

Counseling guidance services provided to students are carried out to realize that students become independent, successful, and have an effective daily life, especially those related to career understanding. Career guidance modules are generally cognitive, which means that these modules can help students to have an understanding through the information provided (Darmawan & Dwikurnaningsih, 2021; Putro & Japar, 2021). The availability of career guidance modules will greatly assist students in determining their careers in the future. This is because a career is an effort made by someone to make a living, develop their profession, and improve their position (Karamoy, 2023; Masfiah et al., 2020; Paska, 2023). Career can show a person's progress in a job field that he obtained while he was working or the progress of a person's progress in a job field during an active period in his life (Basri, 2021; Rosita et al., 2020; Sari & Istiqoma, 2019; Wahyudi et al., 2021). In determining a career, one must make a career plan appropriately to avoid feeling forced in the future (Fikriyani & Herdi, 2021; Rohmawati, 2019). Career is determined when looking for a job and determining secondary school (Andini, 2020; Widiyanti, 2019).

The results obtained in this study are in line with the results of previous research, which also revealed that the pictorial encyclopedia-based career information service module developed to improve students' career understanding is in the valid category, so it is very feasible to be developed and used by teachers and counselors (Vica et al., 2023). The results of other studies reveal that besides increasing career understanding, using modules in the guidance process can also increase student discipline in learning (Febriyanti & Rosada, 2022). Further research revealed that the career service guidance module is important to develop to increase students' understanding of careers (Rahmi & Asnah, 2023). So based on some of these research results, it can be seen that the career guidance service module is very feasible to be used in the service delivery process because it can increase students' career knowledge.

## 4. CONCLUSION

Based on the results of this development research, it can be concluded that the career information service module effectively determines career choices for Class twelfth Vocational High School students. These results can be seen from the media development process and the hypothesis testing that has been done.

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