The Use of Spinning Media as an Information Service to Improve Student Career Planning

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A R T I C L E   I N F O

A B S T R A K

Perencanaan karir merupakan upaya yang dilakukan oleh seseorang untuk menentukan jenjang karir yang akan dicapai setelah menyelesaikan proses pendidikan. Hanya kenyataan dilapangan menunjukkan bahwa kemampuan perencanaan karir siswa masih tergolong rendah, hal ini dibuktikan dengan masih banyaknya siswa yang bingung akan kemana setelah menyelesaikan pendidikan sekolah menengah atas. Adapun tujuan dari penelitian ini adalah untuk mengembangkan dan menguji alat pemintalan sebagai layanan informasi untuk meningkatkan perencanaan karir siswa. Penelitian ini tergolong kedalam jenis penelitian pengembangan, yang dikembangkan dengan menggunakan model Brog and Gall, melalui tahapan analisis potensi dan masalah, pengumpulan data, perencanaan media, validasi desain, ulasan desain, tes media, dan versi produk. Subjek yang terlibat dalam penelitian ini yakni 2 orang konselor, serta 35 siswa kelas IX SMA. Pengumpulan data dalam penelitian dilakukan menggunakan metode angket, dengan instrument penelitian berupa lembar validitas produk, serta angket kemampuan perencanaan karir. Data yang diperoleh kemudian dianalisis menggunakan teknik analisis deskriptif kuantitatif, dengan hasil analisis menunjukkan bahwa nilai t hitung ≥ t tabel yaitu 31,57 > 1,691, yang berarti bahwa Ho ditolak dan Ha diterima. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa media spinning sebagai layanan informasi efektif digunakan dalam proses bimbingan karena dapat meningkatkan perencanaan karir siswa.

A B S T R A C T

Career planning is an effort someone makes to determine the career path to be achieved after completing the educational process. Only the reality on the ground shows that students' career planning abilities are still relatively low. This is evidenced by the many students still confused about where to go after high school education. This research aims to develop and test a spinning tool as an information service to improve student career planning. This research belongs to the type of development research, which was developed using the Brog and Gall model through the stages of potential and problem analysis, data collection, media planning, design validation, design reviews, media tests, and product versions. The subjects involved in this study were two counselors and 35 ninth-grade high school students. Data were collected using the questionnaire method, with research instruments like product validity sheets and career planning ability questionnaires. The data obtained were then analyzed using quantitative descriptive analysis techniques. The results show that the value of t count ≥ t table is 31.57 > 1.691, which means that Ho is rejected and Ha is accepted. Based on these results, it can be concluded that spinning media as an information service is effectively used in the guidance process because it can improve student career planning.

1. INTRODUCTION

An individual's ability to plan a suitable career is not innate but must be developed (Adityawarman, 2021; Jati et al., 2019). Career planning is as important as meeting needs and improving well-being (Sodiq & Herdi, 2021; Wibowo et al., 2021). The definition of a career is not limited to the financial satisfaction of life's needs but also as a means of self-realization and vocation (Dumewa, 2019; Rahayu, 2022). A person's career begins when they are educated at school. Career plays the most

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important role in a person's life as a whole because the accuracy of career planning is one of the most important goals in one's life journey, career planning decisions begin in one's youth (Ashari et al., 2020; Madisa et al., 2022; Wahyanti & Folastri, 2021). In preparing for better career planning, one needs much information about what and how career planning is done, as well as knowledge about how important it is to do career planning (Aqmar, 2022; Muhazir & Syahputri, 2021; Tumiyem et al., 2021). Career choice is an expression or expansion of personality, entering a job and then being assigned certain job stereotypes (Fatmasari & Supriyatna, 2019; Fikriyani et al., 2020). Six personalities determine students' future career personalities, including job satisfaction, productivity, and others (Nisa & Budiningsih, 2019; Rohma, 2023). Personality depends on the level of compatibility of human characteristics. Individuals will be attracted to a particular career because of their personality and various background variables. Career planning results from the interaction of heredity and all cultural factors, peers, colleagues, parents, and adults who play an important role (Karamoy & Afif, 2023; Nur'Aini et al., 2022). So to maximize student career planning, teachers or counselors must be able to package the career planning process interestingly so that students can easily understand the importance of career planning (Ahsan et al., 2021; Ristian et al., 2020). However, this is very rare in some schools because many students still attend school but lack professional knowledge, so career knowledge is needed to make career plans according to their expertise. Difficulties in making career decisions can be avoided if students have sufficient information about issues related to work life. Therefore, they must receive instruction to gain an adequate understanding of their various characteristic conditions, as well as their interests, abilities, and aspirations, as well as their strengths and weaknesses. Based on this, it can be said that a person must first know the skills, intelligence, interests, abilities, and values to determine which jobs are suitable according to the abilities and potential of students. It is because there is no mistake in planning a student's future career.

Efforts that can be made to develop students' career planning abilities are to provide career information services. Information services aim to equip a person with various things that help identify and plan his life model as a student, family member, and community (Pustika et al., 2019; Widiyanti, 2019). Information services seek to fill individual information gaps to meet the daily needs of people who also need the information to plan their lives. Due to a lack of access to information and limitations in obtaining information, individuals can obtain information through guidance and counseling services (Aminuddin & Mulyadi, 2020; Putro & Japar, 2021; Tumanggor et al., 2018; Vica et al., 2023). Providing guidance and counseling services will be more interesting if accompanied by media use. It is because the media is anything that can be used to convey messages from the sender to the recipient so that it can generate thoughts, feelings, concerns, interests, and attention so that learning takes place by learning (Nindya et al., 2020; Risqiyain & Purwanta, 2019; Yona et al., 2022). Media can be in books, tape recorders, cassettes, video cameras, VCRs, films, slides (picture frames), photographs, pictures, graphics, television, and computers (Murdiyanto et al., 2017).

One of the media that can be used to help the student's career guidance process is learning media spinning career information. Media spinning is an educational tool with career information. Rotating games are adapted to learning media to help involve students' interests and facilitate the achievement of learning objectives. Several previous studies have revealed that spinning wheel media can significantly increase students' enthusiasm for participating in the learning process (Prasetyo et al., 2022). Other research results reveal that the spinning wheel media is valid, so it is feasible to develop and use (Kurnianingsih & Winda, 2023). Based on some of these results, it can be said that spinning media is very feasible and valid to be developed in the learning process. In previous studies, no studies specifically discussed spinning media as an information service to improve student career planning. So this research is focused on this study to develop and test a spinning tool as an information service to improve student career planning.

2. METHOD

This research belongs to the development research developed using the Borg and Gall model, which includes potential and problem analysis, data collection, media planning, design validation, and design review: media tests and product revisions. At the potential and problem analysis stage, research and data collection were carried out by directly observing all PUTRA 1 Jembrana guidance and counseling teachers, followed by a literature study after the report was made. At the data collection stage, various information was collected to support product creation, including consulting teaching materials books, media development books, Articulate Storyline, and media development research articles and Articulate Storylines. The media planning stage begins with determining the media cover, the main menu of learning media, and preparing learning materials. The design validation stage assesses whether the product design, in this case, animated counseling learning media based on Articulate Storyline in the form of an

application to support guidance and counseling learning, can be used. This validation is called rational validation because it is still an evaluation based on rational thinking, not facts. The design review stage is carried out when there are still many weaknesses and deficiencies in the learning environment, so this design version comes from the results of an expert survey. Various suggestions, criticisms, and comments from specialists were analyzed. The authors made product improvements through developed educational media based on the analysis results. The next stage is experimental media tested in learning activities, followed by filling in the survey of teacher responses and student responses to Articulate Storyline-based Spinning learning media products. The product test was carried out in eleventh grade, which 35 students attended. In addition, the product review stage was carried out. If the teacher and student responses said that this product was interesting, then it can be said that it has been developed to make the final product. If the product is imperfect, then the test results will be used as materials to improve and perfect the finished product. In this case, the final product is an Articulate Storyline-based Spinning environment as material for career planning guidance and counseling. Data collection in the study was carried out using observation, interviews, and questionnaires, with the research instrument testing the validity of media products. The data obtained in this study were then analyzed using quantitative descriptive analysis techniques.

3. RESULTS AND DISCUSSION

Result

   The potential problems in this study are to identify problems from the results of interviews and observations made. Based on interviews conducted with guidance counseling teacher Man 1 Jembrana, information was obtained that no media supported the career guidance process, and many students did not have career plans after graduation. Judging from the existing problems, mass media may greatly assist students in career guidance activities to develop spinning-based guidance and counseling. The design of rotating media products as a tool in the student career planning process is done by sketching on paper and starting to make media using the Articulate Storyline 3 application. This media consists of an initial section, a media content section, and an ending section.

   Design validation is required to solicit expert opinion to determine the feasibility and quality of the content and product presentation to be developed by material experts and to determine the appropriate quality of product graphics to be developed by media experts. The results of the media validity test by material experts can be seen in Table 1.

Table 1. Results of Validation by Material Experts

Component	Item Number	Validator		Vtotal	Percentage per item number	Percentage Per component
		V1	V2			
Content Eligibility	1.	4	3	7	87%	93%
	2.	4	3	7	87%	
	3.	4	4	8	100%	
	4.	4	4	8	100%	
	5.	4	4	8	100%	
	6.	4	4	8	100%	
	7.	4	3	7	87%	
	8.	3	4	7	87%	
	9.	4	3	7	87%	
	10.	4	3	7	87%	
	11.	4	4	8	100%	
	12.	4	4	8	100%	
	13.	3	3	6	75%	
	14.	4	4	8	100%	
	15.	4	4	8	100%	
	16.	3	4	7	87%	
Overall Percentage						93%
Interpretation Criteria						3,71
Classification						Very Good

   Based on the table above, it can be seen that the results of the validation of material experts obtained the following percentages: the feasibility of the content component obtained a percentage of

93% and an interpretation of 3.71 with Very Good criteria. Then the results of the validation carried out by media experts can be seen in Table 2.

Table 2. Results of Validation by Media Experts

Component	Item Number	Validator		Vtotal	Percentage per item number	Percentage Per component
		V1	V2			
Graphic Eligibility	1.	4	4	8	100%	89%
	2.	4	4	8	100%	
	3.	3	4	7	87%	
	4.	3	3	6	75%	
	5.	3	3	6	75%	
	6.	4	3	7	87%	
	7.	4	4	8	100%	
	8.	3	4	7	87%	
	9.	3	4	7	87%	
	10.	3	3	6	75%	
	11	4	3	7	87%	
	12.	4	4	8	100%	
	13.	4	4	8	100%	
	14.	3	4	7	87%	
	15.	4	4	8	100%	
	16.	3	3	6	75%	
	17.	4	4	8	100%	
	18.	4	4	8	100%	
	19.	3	3	6	75%	
	20.	3	4	7	87%	
Overall Percentage						89%
Interpretation Criteria						3,56
Classification						Very good

Based on the table above, it can be seen that the validation results by media experts get a percentage of the message design component, namely 89%, and interpretation of 3.56 with Very Good qualifications. At the planning review stage, the researcher did not check the results of the rotary media based on the product design being developed for Career planning because, based on contributions and suggestions from valid material and media expert groups, he concludes that the media is feasible to use and transmit.

Product testing is done by providing services to students to determine student reactions to the attractiveness, convenience, and usefulness of the products produced and to test the effectiveness of the media. However, before the research experiment, trainers/teaching teachers were also involved in evaluating the learning perspective of the product being developed. The researcher's opinion about the involvement of educators in product evaluation, bearing in mind that educators are prospective users and implementers of learning, presents the results of the educator's evaluation of the products developed in Table 3.

Table 3. Educator Response Results

Component	Item Number	Validator		V total	Percentage per item number	Percentage Per component
		V1	V2			
Content Eligibility	1.	4	4	8	100%	92%
	2.	4	3	7	87.5%	
	3.	3	4	7	87.5%	
	4.	4	4	8	100%	
	5.	4	4	8	100%	
	6.	4	4	8	100%	

Component	Item	Validator		V total	Percentage per	Percentage Per
	7.	4	3	7	87.5%	
	8.	3	4	7	87.5%	
	9.	4	3	7	87.5%	
	10.	4	3	7	87.5%	
	11.	4	4	8	100%	
	12.	4	4	8	100%	
	13.	3	3	6	75%	
	14.	3	4	7	87.5%	
	15.	4	4	8	100%	
	16.	3	4	7	87.5%	
Overall Percentage						92%
Interpretation Criteria						36,8
Classification						Very Good

Based on the table above, it can be seen that the results of the trainer's assessment get a percentage of the content eligibility component gets a percentage of 92%, and interpretation gets a percentage of 36.8 with Very good criteria. Furthermore, 20 students in the class are given group tests or individual tests. After being given a media test, students get an attractiveness, convenience, and usefulness questionnaire at the end of their learning. The results of the attractiveness test are obtained on average with 86% of the interpretation criteria achieved, namely Very interesting, then the comfort test results with an average of 85% of the interpretation criteria are Very easy, and usability test results obtained with an average of 85% interpretation criteria Very useful. Thirty-five students then took the large group test. Based on results of the test, it can be seen that the average pretest score is 10.51, and the post-test average is 15.6. It shows that the post-test performance of the eleventh graders of Religion is better than the pretest performance. Pretest and post-test data were analyzed using the t-test at a significant level of 0.05. This analysis method is used to determine whether a treatment affects a subject. The data is analyzed by calculating success indicators, with the analysis result being 82.86. The hypothesis used in this study is the Ha hypothesis, which means there is a significant difference in the grade eleven students of Religion Man 1 Jembrana before and after using spinning media to improve student career planning as well as the Ho hypothesis, which means that there is no significant difference in the scores of class XI Religion Man 1 Jembrana students between before and after using spinning media to improve student career planning.

The t-test analysis in this study obtained a result of 31.57, with the criteria if tcount ≤ ttable and Ha was rejected with dk = (n - 1) and a significant level α = 5%. If the error rate is 5%, dk = (n - 1) = (35-1) = 34, then the t table value = 1.691 for the one-sided test. Based on the calculation results above, it turns out that count≥ table or 31.57 > 1.691. It can be concluded that Ho is rejected and Ha is accepted. So that spinning media as an information service is effectively used and can improve student career planning.

Discussion

Based on the results of the analysis that has been done, it can be seen that spinning media as an information service is very effective in improving student career planning. It is, of course, in line with the benefits of using media in the guidance process. Learning media is an important component that can support the success of the guidance process (Murdiyanto et al., 2017; Nindya et al., 2020). The media will be able to become a bridge between material, teachers, and students (Risqiyain & Purwanta, 2019; Yona et al., 2022). In addition, media use will provide concrete examples of aspects of the material being discussed (Hasan et al., 2019; Irfan et al., 2020). It is further explained that the media is anything that can be used to convey messages from the sender to the recipient to generate thoughts, feelings, attention, and interest and attention so that learning takes place by learning (Andriati et al., 2020). Implementing media guidance can be used to develop various student abilities, such as career planning skills. As we all know that nowadays, career planning is one of the things that must be prepared by individuals from an early age, this is because career planning will determine the direction in which a person will go in life (Nisa & Budiningsih, 2019; Rohma, 2023).

Career planning is a process carried out by someone in choosing a career target and the steps to be taken to achieve that career (Ashari et al., 2020; Wahyanti & Folastri, 2021). In this era of technological development, career planning is very important to prepare students to enter the world of work (Madisa et al., 2022; Muhazir & Syahputri, 2021). Career planning will force individuals to see various career opportunities that match their interests and talents (Adityawarman, 2021; Jati et al., 2019). The career

planning process will force individuals to see various career opportunities that match their interests and talents (Dumewa, 2019; Rahayu, 2022). At the same time, external factors include society, family socio-economic conditions, family influence, peer influence, and school education, including the guidance process (Ahsan et al., 2021; Ristian et al., 2020).

The career planning process can be carried out at the educational level by providing career information services. Career information services aim to equip students, helping them identify and plan their life models as students, family members, and society (Putro & Japar, 2021; Vica et al., 2023). Information services seek to fill individual information gaps to meet the daily needs of people who also need the information to plan their lives. Due to a lack of access to information and limitations, individuals can obtain information through guidance and counseling services (Aminuddin & Mulyadi, 2020; Tumanggor et al., 2018). The results obtained in this study align with previous studies' results, which also revealed that the application of spinning wheel media can significantly increase students' enthusiasm for participating in the learning process (Prasetyo et al., 2022). Other research results reveal that the spinning wheel media is valid, so it is feasible to develop and use (Kurnianingsih & Winda, 2023). So based on some of these results, it can be said that spinning media is very feasible and valid to be developed in the learning process.

4. CONCLUSION

Based on the data analysis and discussion results, it can be concluded that spinning media as an information service is effectively used and can improve student career planning. These results can be seen from the results of the product validity test, which are in the very valid category, and the results of the pretest and post-test analysis which show an increase in scores after using the media.

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