

The development of a career guidance module to improve the understanding of career planning among students at MAN Sorong

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Abstract: This study aims to: (i) assess the understanding of career planning among the 10th-grade students at MAN Sorong; (ii) create a practical, valid, and engaging career guidance module aimed at improving their comprehension of career planning; and (iii) demonstrate that the utilization of this module can enhance the understanding of career planning among these students. Adopting the research and development framework established by Borg and Gall, this study employed scales, observations, and Focus Group Discussion (FGD) for data collection. The results showed that: (i) the level of career planning understanding among 10th-grade students at MAN Sorong was low, emphasizing the necessity for a career guidance module as a counseling tool to enhance their understanding; (ii) the developed career guidance module was deemed valid, practical, and engaging, as affirmed by the utility, feasibility, and accuracy assessments conducted by experts and field practitioners; and (iii) implementing the career guidance module effectively enhances the understanding of career planning among 10th-grade students at MAN Sorong. Additionally, the module's acceptability is confirmed through a limited group test involving 10 students who are ready to utilize it in school to improve their grasp of career planning.

Keywords: career guidance module, career planning.

Abstrak: Penelitian ini adalah sebuah studi pengembangan yang memiliki tujuan: (i) Memperoleh gambaran pemahaman perencanaan karir siswa kelas X MAN Kota Sorong; (ii) Mengembangkan modul bimbingan karir yang valid, praktis, dan menarik untuk meningkatkan pemahaman perencanaan karir siswa kelas X MAN Kota Sorong, (iii) Pengembangan modul bimbingan karir dapat meningkatkan pemahaman perencanaan karir siswa kelas X MAN Kota Sorong. Penelitian ini merupakan penelitian pengembangan atau *research and development*, model Borg and Gall. Teknik pengumpulan data menggunakan instrumen skala, observasi, dan FGD (*Focus Group Discussion*). Hasil penelitian menunjukkan bahwa (i) Gambaran pemahaman perencanaan karir siswa kelas X MAN Kota Sorong berada pada kategori rendah sehingga perlu adanya pengembangan modul bimbingan karir sebagai salah satu media bimbingan dan konseling untuk meningkatkan pemahaman perencanaan karir siswa; (ii) Modul bimbingan karir yang dikembangkan telah valid, praktis dan menarik dari hasil penilaian terhadap *utility/kegunaan*, *feasibility/kelayakan*, dan *accuracy/ketepatan* yang dilakukan dua orang ahli dan praktisi di lapangan; (iii) Pengembangan modul bimbingan karir dapat meningkatkan pemahaman perencanaan karir siswa kelas X MAN Kota Sorong. Selanjutnya modul yang dikembangkan diuji keberterimaannya melalui uji kelompok terbatas yang melibatkan 10 orang siswa yang siap untuk digunakan di sekolah dalam membantu siswa dalam meningkatkan pemahaman perencanaan karir.

Kata Kunci: modul bimbingan karir; perencanaan karir.

INTRODUCTION

Unemployment has been a major problem in Indonesia. High rates of unemployment pose negative consequences, such as crime and poverty, which can lead to social problems. Anton Sagrim, the head of the Labor and Transmigration Office of Sorong City, stated that in 2018, the unemployment rate in Sorong rose 70% or approximately 16,000 people. It was primarily high among high school graduates (Papua Barat News, 19 May 2019). This condition indicates that high school graduates lack effective career planning. In fact, according to Hidayat (2019), sufficient understanding of career planning is necessary for achieving career success.

Career planning is crucial for an individual's life. According to Prayitno, individuals generally complete their primary and secondary education at the ages of 16-18, marking a transition from early to late adolescence. In this context, successful career maturity requires crucial steps, including planning for a suitable career (Ibrahim & Khairani, 2018). Lau et al. (2021) argued that it is important to have comprehensive career planning to make informed career decisions. Career planning requires a deep understanding of self, skills in designing the steps to pursue a desired career, knowledge of different types of jobs, and skills in choosing an appropriate career.

The results of a preliminary research conducted on students of MAN Sorong revealed that the majority of 10th-grade students experienced confusion regarding their choice of major and university. Furthermore, guidance and counseling services provided by the school counselor were not yet an optimal level. As a result, students were lacking career information, including self and work awareness, as well as majors offered in universities.

The obstacles to career planning encountered by 10th grade students at MAN Sorong can be prevented if students have sufficient career information. Thus, students should be provided with guidance to raise their awareness of their aspirations, interests, aptitudes, as well as both strengths and weaknesses.

Preliminary data through interviews with the school counselors at MAN Sorong demonstrate that career guidance at this school was unsatisfactory due to inadequate career guidance programs for its 10th grade students. The absence of a career guidance module presented difficulties for the school counselors to provide

students with career guidance services. The services were still outdated and not supported by both media and a module.

The career guidance module developed in this study contains information that promotes self-understanding so that students can identify their aspirations, interests, aptitudes, strengths and weaknesses. This knowledge can help students with choosing a secondary school or university major and exploring the types of careers. This is in line with the career theory proposed by Super (Saifuddin, 2018), known as the Life-Span, Life-Space theory, suggesting that adolescence is a period of career exploration. In this period, adolescents (ages of 14-18) are expected to construct a clear and stable vocational concept that allows them to align their interests and skills with potential career choices (crystallization). For the crystallization process to be fruitful, adolescents need to obtain accurate information on the vocational world and to make connections between careers and skills. This can also help them develop their competencies necessary for their career choices.

The module was developed based on the literature search and data indicating that most of the existing career guidance modules focus solely on one aspect, such as self-awareness, and fail to provide details about further study and career options. The results of the study by Aulia et al. (2021) showed that adolescents, especially senior high school students, often face challenges in career planning as it involves making choices about further study and career paths. The challenges include poor awareness of aptitudes and interests, as well as insufficient knowledge and confusion regarding further education and career paths. These challenges result from a lack of information and awareness of oneself, further education, types of careers, and the professional world.

Career guidance modules can help students improve their understanding of career planning. Based on the background of the study, the researchers developed a career guidance module to enhance an understanding of career planning among 10th grade students at MAN Sorong.

According to Anwar (2019), guidance is defined as an aid provided to an individual in preventing and solving problems and cultivating happiness in life. Miller (Nasution & Abdillah, 2019) defined guidance as a process of assisting an individual in thoroughly understanding themselves to make appropriate adjustments in

school, family, and society. Thus, it can be inferred that guidance is a program created to help individuals from varying ages, genders, and educational backgrounds understand themselves, their community, family, and environment, as well as identify life objectives and discover potentials, interests, and solutions to challenges.

Marciniak et al. (2022) defined career as a series of jobs an individual has in their lifetime. Similarly, Garcarz and Chambers (2018) argued that an individual's career journey occurs throughout their lifetime. Thus, it can be inferred that career is a series of activities an individual performs at work to improve their quality of life throughout their lifetime.

The definitions of career guidance are also discussed. Surya (Hartono, 2018) stated that career guidance is a guidance and counseling technique concentrated on addressing career issues. Wong et al. (2021) defined career guidance as an effort to guide individuals in designing personal growth, overcoming obstacles in career, and enhancing their self-awareness and knowledge of the work environment through a better understanding of job categories and roles. Therefore, it can be concluded that career guidance is a process that assists individuals in recognizing themselves, understanding the world of work, planning for the future to achieve desired objectives, making informed decisions, and acquiring meaningful development.

Sukardi (Rohmah, 2018) identifies both general and specific objectives of the implementation of career guidance in school. The general objective of career guidance in school is to guide students to recognize themselves to be able to make informed and fulfilling career decisions. On the other hand, the specific objectives of career guidance in school include: a) enhancing students' self-awareness, b) enlightening students about the world of work, c) assisting students in improving and evaluating behaviors when making career decisions, d) assisting students in choosing suitable job positions, and e) developing students' skills needed in the workplace, especially collaboration skills. The explanations above suggest that the primary objective of career guidance is to help students recognize themselves, have knowledge of the world of work, and choose career paths that align with their skills, interests, strengths, and values through career planning and informed decision-making.

Syams et al. (2021) argued that an individual with effective career planning: a) feels motivated to search for career information, b)

knows how to select a study program, c) can identify a university following high school graduation, and d) can make career choices based on personal interests, abilities, talents, and skills.

Hariko and Anggriana (2019) explained that effective career planning requires: 1) the awareness of skills and insights about oneself, encompassing potentials, talents, interests, academic achievement, personality, ambition, strengths, and weaknesses; 2) comprehensive knowledge of the world of work, including the work environment and job requirements, the advantages and disadvantages of different types of jobs, and career prospects; and 3) rational thinking when making decisions regarding educational and career choices.

Jackson and Tomlinson (2020) identified the procedures for career planning: assessing oneself, setting career goals, making plans, and executing the plans. Winkel and Hastuti (Nurul, 2021) argued that career planning is carried out by having career guidance, career exploration, and available information.

METHOD

The Research and Development (R&D) model was employed to conduct this study. In this study, a product, which is a module or a handbook, was developed to assist school counselors in providing guidance to students and to help them with career planning. This study adopted the framework established by Borg and Gall (Sugiyono, 2019), which had been adapted to align with the objectives of this study.

RESULTS AND DISCUSSION

a. Needs Assessment

The development of the module began by needs assessment. Needs assessment aims to gather information regarding the presence of the module and the level of needs for the module, as well as the implementation, significance, and primary issues about the use of the guidance career module to foster students' understanding of career planning.

After the questionnaire was completed by 30 students, the results showed students had low self-awareness (53.45%), inadequate information about educational majors (58.15%), poor understanding of the world of work (63.20%), and unsatisfactory follow-up in career planning (60.5%). These results suggest that the 10th grade students at MAN Sorong had poor understanding

of career planning. The school counselors at MAN Sorong revealed that students often experienced confusion when selecting their concentration in the 11th grade due to poor internal and external knowledge. The school counselors also asserted that career guidance was still inadequate and information provided was mostly about universities only.

The results of the interviews also indicated that counseling in school was focused primarily on education, personal and social development, with less emphasis on careers. The school counselors said that career guidance was provided through dissemination of information about universities. The common methods used were lecturing and discussion without incorporating a media or a module. The school counselors admitted that the accurate information during career can students assess themselves and their surroundings.

This study focused on students' understanding of career planning. The school counselors assisted students in career planning by providing accurate information. The 10th grade students at MAN Sorong are in a developmental stage where they can plan for appropriate careers (Lissa, dkk 2019). Therefore, it is important to provide career guidance in school to foster students' understanding of themselves, academic majors, and the world of work that can help them with career planning.

b. Planning

In this stage, a career guidance module was prepared by formulating the following components: 1) activities for career planning 2) materials provided for the program. The materials for the programs were classified into four activities: 1) understanding oneself, 2) understanding majors, 3) understanding the world of work, and 4) following up. This study was conducted for approximately six months.

c. Development of Preliminary Form of Product

The developed career guidance module consisted of: 1) Opening, comprised of a cover page, preface, table of contents, short introduction to career guidance, introduction, and guidance to warm up the class, 2) Body, comprised of the objectives and main materials of career guidance, material explanations, and worksheets for students, and 3) Closing, comprised of references.

d. Results of Expert Validation

Expert validation was obtained through interviews that assessed the content, suitability, and usefulness of the career guidance module aimed at fostering students' understanding of career planning. Expert validation involved two experts: a career guidance and counseling expert named Fiki Febrian Dwi Prasetya, M.Si.Kons., and a child and adolescent developmental psychology expert named Evie Syalviana, M.Psi., as well as a counseling practitioner who is also a school counselor at MAN Sorong, named Djumalia, S.Pd. The results of the interviews with the experts and the practitioner are presented in the table below.

Table 1. Results of Interviews with Experts and Practitioner

Results of Interviews		
Career guidance and counseling expert	Child and adolescent developmental psychology expert	Guidance and counseling practitioner
Fiki Febrian Dwi Prasetya, M.Si. Kons.	Evie Syalviana, M.Psi. Psychologist	Djumalia, S.Pd.
1. The module is generally good.	1. The materials provided are of good quality, but should be made more interesting.	1. The career guidance module is feasible for use.
2. Hopefully the implementation will provide informative and engaging opportunities for students to solve some examples of cases.		2. It is useful as a reading text or informative media.

The data on the attractiveness of the career guidance module was collected by evaluating its acceptability, encompassing the utility, feasibility,

and accuracy of the content. The evaluation, performed by two experts and one practitioner, yielded the following results.

Table 2. Criteria for Module Assessment by the Experts and Practitioner

No	Assessment Scale Weighting	Meaning
1	1	Disagree
2	2	Slightly disagree
3	3	Agree
4	4	Strongly agree

Table 3. Results of the Utility Test of the Career Guidance Module by the Experts and Practitioner

Statements	Level of Utility			Total	%
	Expert 1	Expert 2	Practitioner		
1	4	4	4	12	100
2	4	4	4	12	100
3	4	4	4	12	100
4	4	4	4	12	100
5	4	4	4	12	100
6	4	4	4	12	100
Total	24	24	4	72	
%	100	100	100		100

The experts and practitioner used six acceptability statements to examine the utility of the career guidance module. Table 3 shows that

the career guidance module is deemed very useful to be used by school counselors and students

Table 4. Results of the Feasibility Test of the Career Guidance Module by the Experts and Practitioner

Statements	Level of Feasibility			Total	%
	Expert 1	Expert 2	Practitioner		
1	4	4	4	12	100
2	4	4	4	12	100
3	4	4	4	12	100
4	4	4	4	12	100
5	4	4	4	12	100
Total	20	20	20	60	
%	100	100	100		100

The experts and practitioner used five acceptability statements to examine the feasibility of the career guidance module. Table 4 shows that

the career guidance module is deemed very feasible to be used by school counselors and students.

Table 5. Results of the Accuracy Test of the Career Guidance Module by the Experts and Practitioner

Statements	Level of Accuracy			Total	%
	Expert 1	Expert 2	Practitioner		
1	4	4	4	12	100
2	4	4	4	12	100
3	4	4	4	12	100
4	4	4	4	12	100
5	4	4	4	12	100
6	4	4	4	12	100
7	4	4	4	12	100
8	4	4	4	12	100
Total	32	32	32	96	
%	100	100	100		100

The experts and practitioner used eight acceptability statements to examine the accuracy of the career guidance module. Table 5 shows that the career guidance module is deemed very to be used by school counselors and students.

Based on the results of the acceptability questionnaire on the utility, feasibility, and accuracy of the career guidance module developed to increase students' understanding of career planning, it is evident that the module is valid, practical, and appealing for use at school.

e. Revision I

The first revision was performed based on the results of expert review. According to the experts and practitioner, the module is considered effective to be utilized for students to improve their understanding of career planning. However,

some feedback was provided by the experts to revise the career guidance module.

f. Small group testing

Small group testing was conducted on 10 students. The results of Focus Group Discussion (FGD) with the school counselor at MAN Sorong showed that the module is valid, practical, and engaging. The activities and content of the module is very useful for students to improve their self-awareness and knowledge of the surroundings. Thus, the module is highly recommended to be incorporated at MAN Sorong, and potentially other schools as well.

The levels of students' understanding of career planning were assessed from the first session to the fourth session, and the results are presented below.

Table 6. The Levels of Understanding of Career Planning among Students at MAN Sorong Before and After the Utilization of the Career Guidance Module

Interval	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
145-172	Very high	0	0	1	10%
117-144	High	0	0	8	80%
89-116	Moderate	0	0	1	10%
62-89	Low	8	80%	0	0%
34-61	Very Low	2	20%	0	0%
Total		10	100%	10	100%

Table 8 shows the degree to which MAN Sorong students understood career planning before and after being involved in the activities of the four sessions using the module.

The statistical analysis was conducted using SPSS 20 for Windows and the Wilcoxon Signed Ranks Test. The results showed that there is a significant difference in the average score of students' levels of understanding of career planning before and after utilizing the module. The test results demonstrate a z-score of -2.807, with a significance level (P) of 0.005, indicating statistical significance below the predetermined $\alpha = 0.05$ significance level. These results showed that students' understanding of career planning increased after using the career guidance module.

Based on the results of the small group testing involving 10 participants, using the mean gain score which measured the average difference in scores before and after attending career guidance module activities, the initial average score for comprehending career planning was low, specifically 74.3, prior to the implementation of the module. However, after the incorporation of the module, the students' average score increased

to 130.1, suggesting a high level of understanding. Overall, these results suggest that the career guidance module is effective in increasing the MAN Sorong students' understanding of career planning.

g. Revision II

Based on both quantitative and qualitative data obtained through expert validation, the career guidance module is deemed valid, practical, and engaging and can serve as a useful tool for guidance and counseling tool in schools. The data does not indicate a need for revision of the module. The final stage of revision incorporated qualitative data in the form of feedback given by school counselors and students.

h. Final Product

At this stage, the module is ready for use as a handbook by school counselors. The career guidance module designed to enhance students' understanding of career planning has been successfully developed. Having undergone expert validation and small group testing, the module produced significant improvements, notably an increased comprehension of career planning among the MAN Sorong students.

The module is a tool that integrates a guidebook and counseling materials. The guidebook contains the stages of the implementation of career planning, while the materials provide information about careers, encompassing a) self-awareness, b) educational majors, c) the world of work, and d) career planning follow-up. Initially, the module underwent a validation process to assess its content and practicality.

The validation was performed by two experts and one practitioner with the results suggesting the career guidance module was well received. However, revision was necessary to improve the module as suggested by the experts and practitioner after expert validation was conducted. The module underwent a revision before the tryout was performed in the field.

In addition, the FGD was carried out with the aim of collecting reviews and suggestions from the school counselors at MAN Sorong. During the FGD, the school counselors offered positive feedback and showed enthusiasm about the career guidance module.

Subsequently, small group testing was administered by involving 10 students to evaluate the feasibility of the career guidance module in increasing students' understanding of career planning. Based on the results of the questionnaire concerning comprehension of career planning before and after the module was given, substantial differences were observed.

Following that testing, the career guidance module was revised for its improvement. Finally, the career guidance module is ready to use to increase the comprehension of career planning among 10th grade students at MAN Sorong.

CONCLUSION AND SUGGESTIONS

Based on the results and discussion, some conclusions can be drawn: 1) the understanding of career planning among 10th-grade students at MAN Sorong was initially low, indicating a need for the development of a career guidance module; 2) the career guidance module that was developed succeeded in passing the validity, practicality, and attractiveness tests after being evaluated by a career guidance and counseling expert, a child and adolescent development psychologist, and a field practitioner; and 3) the career guidance module can effectively enhance the understanding of career planning among 10th grade students at MAN Sorong.

Based on the results of the study and the validity of the module, this career guidance

module is anticipated to have a broader impact. This module contributes to the advancement of science, facilitates institutional development through its incorporation, and serves as a foundational resource for subsequent research in this field.

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