



Konseling Edukasi

Journal of Guidance and Counseling

[https://journal.iainkudus.ac.id/index.php/Konseling Edukasi](https://journal.iainkudus.ac.id/index.php/Konseling_Edukasi)

E-ISSN : 2580-9008

Vol. 7 No. 1 Tahun 2023 | 50 – 72

DOI: [10.21043/konseling.v7i1.22445](https://doi.org/10.21043/konseling.v7i1.22445)

Leveraging the Career Cards as Career Guidance Media Through Group Guidance Services for Islamic Junior High School's Student

Ghaitsa Febiyanti Santoso

Institut Agama Islam Negeri Kudus, Indonesia

ghaitsafebiyantisantoso@gmail.com

Ildiko Hajnal

Springboard, Surrey, U.K

hajnallidiko@gmail.com

Khilman Rofi' Azmi

Institut Agama Islam Negeri Kudus, Indonesia

rofiazmi@iainkudus.ac.id

Abstract

Leveraging the Career Cards as Career Guidance Media Through Group Guidance Services for Islamic Junior High School's Student. The purpose of this research is to to get the product result for helping the student through the career card development process; determine the feasibility of career cards and determine the effectiveness of career cards as a medium of career guidance through group guidance services. The method used in this research is Research and Development which was developed by Borg and Gall. The development phase involved research and information gathering, planning, product development, material and media expert validation tests, revisions and trials. Product eligibility criteria include aspects of feasibility, accuracy, attractiveness and usability carried out by the material expert validator and media expert validator. Validation by material experts obtained a score of 90.06% in the very feasible category and validation by media experts obtained a value of 89.47% in the very feasible category. Based on these results, the career card as a medium for career guidance through group guidance services is appropriate to use. The results of the analysis of the paired sample T test showed that the career card had a significant effect on student career maturity with a t value of 10.48 and a significant value of 0.00. So it can be concluded that the career card as a medium of career guidance through group guidance services has an effect on the career maturity of class VII students.

Keywords: *Career Guidance; Group conseling; Career Card.*

A. Introduction

The digital era has had a major impact on the development of aspects of science, technology and information. With the developments in these various aspects, the demand to become individuals who are more productive, fast and dynamic becomes a challenge in dealing with change and development. One of the changes and developments affected in this digital era is individual career development. According to Hadi et al, the loss of the profession will occur in the digital era for workers who have low skills (Adha, Asyhadie, and Kusuma 2020). Facing challenges in this digital era, it is necessary to prepare quality human resources through courses, training and certification. One of the most important efforts in human resource development is career development. Education is very closely related to career development to prepare individual competencies. An important part of efforts to assist the process of achieving career development tasks is formal education (Anwar and Purwanta 2016). According to Widyastuti, through education, individuals are able to learn attitude and behavioral skills that support the attainment of career goals (Widyastuti and Widjowati 2015). The individual's ability to prepare for his career is related to career maturity. According to Super career maturity is an individual's ability to complete developmental tasks that are typical at a certain stage of development. Preparing for a career at the secondary education level is the right phase for forming career interests. Psychologically, children at the secondary school level are in a transitional period and can be influenced by the environment so that in this phase the formation of career interests is appropriate to give.

According to Super, the task of career development in the adolescent phase *crystallization* is requires individuals to formulate ideas about work and self-concept. Winkel said crystallization. helps individuals to determine relevant educational choices as a temporary determination in their career

choices (Hastuti 2004) At this stage individuals begin to seek information related to professions that match their abilities and interests in the process of building a picture of work. According to Sitompul, the maturity of career planning and the ability to make decisions are indicators of achieving a successful career (Sitompul 2018). Developmental tasks that have been achieved can be seen from the knowledge possessed about information about work so that individuals are able to formulate career choices that are suitable for themselves.

In education, teachers are needed as educators who have the ability to conceptually understand career-related practical procedures. BK teachers are the right educators to guide students in achieving career development tasks. Steps that can be taken by educators for students is to provide career guidance services. Career guidance in high school is important for students to get a picture of the future related to their lives as individuals, members of society and citizens.

According to Brown in his book *Career Choice and Development*, students in the transition period limit the process of career maturity based on information obtained from the closest circle (Duane Brown & Associates 2002). Perry and Vand Zandt argue that gathering as much and as deep information as possible is an important process in career development (Nancy Perry & VanZandt 2006). Munandir said that the vital thing in the career planning process is career information (Munandir 1996). Information about careers is very necessary for students for career planning which can include types of professions, skills to have, place of work, education to be taken and income generated.

According to Eli Trisnowati, in his research, he stated that one of the inhibiting factors for not achieving the right career decision was due to the lack of information about education and profession (Trisnowati 2016). In line with the facts found by the OECD that the challenge for countries with relatively low per capita income is updating career information (Organization

for Economic Co-operation and Development 2004). Facts about the lack of updating of career information such as providing information about types of work that are still monotonous, for example the types of work of doctors, teachers and police. Information regarding the types of work that are still monotonous needs updating because in this digital era various types of professions are emerging that are increasingly varied.

However, the opposite occurs due to the flood of information in this digital era which can be accessed easily and accepted without filtering. The phenomenon discovered in 2022 is the Ministry of Trade blocking 1,222 websites for illegal commodity futures trading and the use of gambling applications under the guise of trading which are used as job choices. (Afditya Imam 2022) From the phenomenon of increasing information in the digital era, it is a big challenge for career guidance in schools. BK teachers need to provide concrete information related to work in order to fulfill the need for an understanding of careers by students at school. With these two conflicting facts, what the counseling teacher has to do is provide actual and accurate career information because career information is vital in the career planning process. Provision of actual and accurate career information aims to fulfill the task of developing student careers during high school as a form of individual career maturity.

Based on these findings, it can be understood that the implementation of career guidance is very necessary, especially for MTs students to understand their career information. The method chosen for providing information must be interesting and fun so as to stimulate the child's curiosity. One of the interesting methods that can be given by the guidance counselor/counselor to students is through group guidance services. According to Prayitno, group guidance activities are carried out with the aim of providing information that is social, vocational and professional (Prayitno and Zadrian Ardi 2017). Group guidance services are a preventive step before problems faced by counselees develop by providing career

information to students in groups (Sa'adah and Azmi 2022). The technique used in group counseling to provide information is the *expository* technique (technique of providing information). By using the expository technique the counseling teacher/counselor can provide explanations regarding career-related information to students.

Counselor teachers/counselors can develop their own career information materials that are tailored to the needs of students' developmental tasks in the exploration phase. Providing interesting information related to jobs, positions and careers through various media is a step for the guidance counselor in building students' interest in planning their career goals. Actual information is provided as a form of career information update related to types of jobs with capability orientation in the field of digital technology that have great opportunities in the present and the future. Updating career information aims to make students familiar with types of work other than previously known types of work such as doctors, teachers and police. With the updating of career information, it is hoped that the insights possessed by students will increase so as to form an interest in work career orientation in the field of digital technology.

The role of career guidance is a challenge for counseling teachers/counselors to master various fields, especially technology. In the digital era, counseling teachers/counselors are required to have digital skills in order to be able to socialize career information to students in real time. The ability to innovate media that is used as a learning resource is a skill requirement that must be possessed by teachers as a professional competency of a teacher (Wina Sanjaya 2014).

The media is a communication tool for conveying information so that guidance is carried out and also as a tool for students to explore careers. Therefore the media used must be interesting, in accordance with the developmental needs of students and concretize the message. Media becomes a significant thing in career guidance with the aim of making it easier for

students to understand information about the world of work so that the quality of guidance services can be effective and efficient. The media chosen is career card media because it is not yet available in schools with the target of using career cards is class VII MTs students.

The supporting procedure for matching the activity is through a game of snakes and ladders. Through the game of snakes and ladders students can easily do it because they are already familiar with the game. The selection of media presentation in this game aims to make it easy for users to use it because the media is said to be practical if the media is easy to use and in accordance with the abilities of its users.

Research on the development of career guidance media through group guidance services in the form of a career card game aims to develop guidance media to increase students' career maturity in line with the goals of career guidance.

B. Method

This research model is included in research and development or Research and Development (R & D). In this development research, according to Sugiyono, there are 6 steps that are tailored to the needs of researchers, namely: 1) initial research and information gathering; 2) planning; 3) product development; 4) product validation; 5) product revision; 6) trials (Sugiyono 2017). The steps of the development procedure can be described as follows:

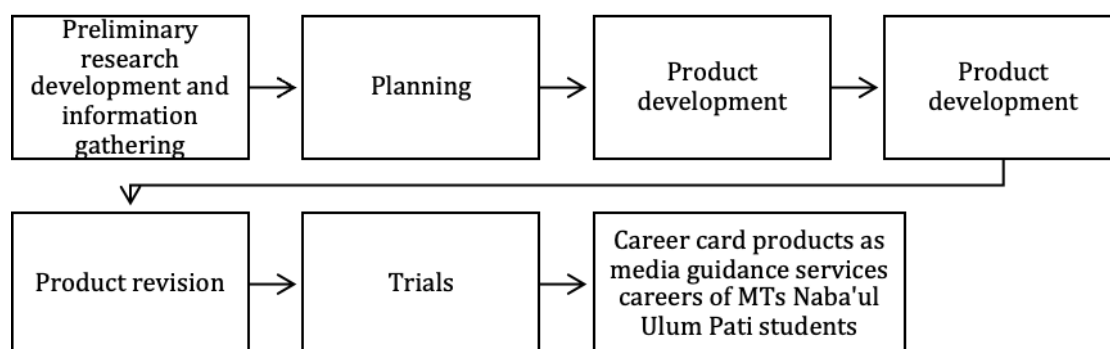


Figure 1. Research Procedures

The research was carried out at Islamic Junior High School in Pati, Central Java. The research subjects in this development research consisted of media experts, material experts, and 6 students of Islamic Junior High School Pati. Data collection techniques used in this research are observation, literature study, and questionnaires. Observations were made at the beginning of the research to obtain data as a basis for conducting research and development. Interviews were conducted with Islamic Junior High School Pati students to find out students' knowledge of career information. In addition to observations and interviews, researchers also conducted literature studies related to career guidance for junior high school students through books, journals, and other sources. The questionnaire was used to obtain research data on the appropriateness and quality of the media developed according to media experts, subject matter experts and students in small-scale field trials.

Subject selection and research settings are based on the following (1) Lowest score on student career aspects (2) Schools that have facilitated with all risks and problems related to careers (3) collaboration with school advisors to succeed in product development and scientific testing continuously.

C. Discussion

1. The Theroy and Literature Review

a. Career Guidance

Career guidance according to WS Winkel quoted by Ketut Sukardi is guidance that is carried out to prepare individuals before entering the world of work (Dewa Ketut Sukardi 2010). Munandir's opinion was quoted by Hartono regarding the purpose of career guidance, namely for students' understanding of the world of work, job opportunities and as the development of skills in planning and making work decisions (Hartono 2016). Information about the world of work and self-understanding in the world of work is really needed by students through career guidance at school.

b. Group Guidance

Based on Prayitno's opinion group guidance is a guidance service provided in group conditions (Prayitno and Zadrian Ardi 2017). This group guidance has its own distinctive characteristics, namely using groups for the service process, group guidance in schools is an information activity for a group of students in providing assistance in making appropriate planning and decision making. Prayitno group guidance is provided for personal development, understanding information, discussing general topics and discussing issues that are useful for group members (Prayitno and Erman Amti 2009). In addition to the general goal of Group Guidance, it also has a specific goal, namely guiding students/counselees so that they can fulfill developmental tasks including personal, social, career and study aspects. Career aspects that must be achieved in their developmental tasks include: 1) Being able to recognize work; 2) Can plan for the future; 3) Can arrange a career pattern; 4) Able to understand interests, abilities and skills (S 2003). According to David P. Ausubel quoted by Evia Darmawani, the expository technique is an effective and efficient learning technique (Darmawani 2018). The purpose of

guidance with expository techniques is that it is more directed to cognitive aspects than affective and motor aspects. So it can be said that the main purpose of the expository technique is to achieve developmental tasks in the cognitive aspect in the form of recognition rather than accommodation and action.

c. Career Card

Career card is media made of thicker paper with writing in the form of material regarding career information used as a visual communication tool. The career card material is aligned with the career guidance service material. Based on Anak Agung Nugraha's opinion, the material for career guidance services with groups includes understanding related to the world of work and choice of positions and future plans as well as understanding related to further education (Anak Agung Nugraha Adhi Putra 2013). Career card material is also aligned with career guidance for students at the MTs level. The material on the career card is the name of the job, its definition, skills that must be possessed, related majors and wages or income earned. The purpose of the career cards is to help students get to know the various types of jobs and their description of the types of jobs. The career card component is a combination of the two theories, so an explanation can be given: 1) Person oriented: Education and training, art, law, audio visual and communication technology, security and protection of residents; 2) Non-person oriented: technology, science, technical expertise, mathematics, marketing, service, transportation, sales, logistics and distribution, tourism, hospitality. Referring to this presentation, he concludes that the career card component is aligned with his theory regarding Anna Roe's career. The career card includes 30 types of person oriented and non person oriented jobs.

2. Research Results and Discussion

The development of a career card game as a medium for career guidance through group guidance services consists of several stages including:

- a. Research and information gathering. At this stage the researcher conducted observations and interviews to obtain the necessary information so that they could find the determination of the basic problems encountered in the guidance and counseling process at MTs Naba'ul Ulum pati.
- b. Planning. At this stage the researcher conducted an analysis of students, task analysis, analysis of guidance material and guidance objectives.
- c. Product development. At this stage the researcher designs the media that will be developed through the following steps: 1) Media selection. The media is selected based on the adjustment of the characteristics of the students with the results of the material analysis. The selected media aims to give students interest in the material provided in the guidance process. The media used are career cards; 2) Format selection. The selection of this media format includes the design and content of career card media that are tailored to the goals of career guidance. The goals or indicators of achievement of career guidance results based on competency standards of independent students in junior high schools (SLTP) listed in ABKIN (Indonesian Guidance and Counseling Association) are identifying a variety of alternative jobs, education and activities that contain relevance to self-ability. The contents of the career card media include types of professions, skills that must be possessed, and education that must be taken; 3) Preliminary design. In the initial design stage, media content was prepared including writing, images and colors that were adjusted to the contents of the career card media material. The following is a description of the contents of the material in the product draft:
 - (a) Job information cards are designed in such a way with color composition, writing and pictures. The composition of the selection

of bright colors that have gradations. The image on the job information card describes the shape of the type of work itself. The type of profession or work chosen is a type of work that is considered to have great opportunities in the present and in the future. The writing on the job information card is in the form of the type of job or profession, a description of the type of profession, skills that must be possessed or qualifications, related majors and amount of income. The information contained in the career information card is taken from the website campus.quipper.com which provides complete information about careers.



(b) Career planning cards also have a composition of images and bright colors that have gradations. This career planning card contains questions to reflect on the child's career development.



(c) The game board is a modification of the snakes and ladders game, with the addition of commands (take information cards and take planning cards) in several game columns. Board games are arranged with attractive pictures and colors for students.



(d) The game rules contain steps or stages in playing career cards.

Lembar Panduan Permainan

Kartu karir adalah media dalam bimbingan karir yang dikembangkan untuk siswa jenjang SMP/MTs.

Petunjuk Permainan

Awali dengan membaca petunjuk permainan

Step 1
Permainan bisa diikuti 4-6 pemain.

Step 2
Letakkan Kartu Informasi Pekerjaan dan Kartu Perencanaan Karir dengan posisi tertentu pada papan permainan ukur tangga yang sudah tersedia.

Step 3
Letakkan semua pion di kolom "START".

Step 4
Menentukan urutan pemain dengan hom-pi-pa.

Step 5
Permainan dimulai dengan melempar dadu. Pemain menjalankan pion sesuai hasil dadu yang telah dilempar.

Step 6
Kartu pemain yang ada dalam setiap kolom papan ukur tangga di mana pion berhenti.

Step 7
Apabila pemain berhenti di kolom bertanda "ambil kartu informasi pekerjaan", maka pemain mengambil Kartu Informasi Pekerjaan yang telah disediakan lalu membacakan isi dari kartu tersebut.

Step 8
Pembimbing sebagai fasilitator dapat menjelaskan lebih lanjut dan tepatpaci mengenai informasi pekerjaan.

Step 9
Apabila pemain berhenti di kolom bertanda "ambil kartu perencanaan karir", maka pemain mengambil kartu Perencanaan Karir lalu menjawab pertanyaan yang ada di dalam kartu tersebut.

Step 10
Pemain yang berhenti di kolom dengan gambar tangga, maka jalankan pion naik ke kolom arah tangga naik.

Step 11
Pemain yang berhenti di kolom ular, maka jalankan pion turun ke kolom arah ular turun.

Step 12
Pemain yang mencapai kolom "FINISH" pertama maka itu pemenangnya.

Akhiri dengan membaca petunjuk permainan

Media kartu karir terdiri dari:
Media utama yaitu kartu informasi pekerjaan, kartu perencanaan karir, papan permainan, dan media pendukung yaitu lembar panduan, tape measuring pekerjaan dan tokoh muslim sukses.

Media kartu karir 4.0 dikembangkan oleh
Ghaissa Febiyanti Santoso (2022)

Informasi lengkap mengenai karir:
campus.qipiper.com

(e) Tips sheet for choosing a job, namely a sheet containing tips on choosing a job according to Islam.



(f) Successful character cards contain photos of successful Muslim figures.



d. Validation. The results of the assessment from the material expert validator obtained a percentage of 90.06% in the "very appropriate" category and the assessment results from the media expert validator obtained 89.47% in the "very feasible" category.

Table 1. Material Expert Validation

| No. | Indicator | Skor |
|-----------------------------------|----------------|--------|
| 1. | Feasibility | 4,5 |
| 2. | Accuracy | 3,6 |
| 3. | Attractiveness | 4,67 |
| 4. | Usefulness | 4,5 |
| Percentage of the overall average | | 90,06% |

Table 2. Media Expert Validation

| No. | Indicator | Skor |
|-----------------------------------|----------------|--------|
| 1. | Feasibility | 4,75 |
| 2. | Accuracy | 4,6 |
| 3. | Attractiveness | 4,5 |
| 4. | Usefulness | 4 |
| Percentage of the overall average | | 89,47% |

- e. Revision. At this revision stage there were changes to the initial draft which were corrected according to suggestions from the media expert validator and material expert validator.
- f. Testing. At the trial stage the product was tested on 6 students. Media beta test using the one group pre and post test only design (Arikunto, 2012). The results obtained pretest = X1, and the results obtained post test = X2.

Table 3. Pre-test and post-test value data

| No | X1 | X2 |
|----|-----|-----|
| 1 | 101 | 115 |
| 2 | 91 | 107 |
| 3 | 90 | 111 |
| 4 | 99 | 114 |
| 5 | 106 | 116 |
| 6 | 88 | 103 |

Further analysis using the T test calculation using SPSS 25.

Table 4. 7 Test Results T-test

Paired Samples Test

| | | Paired Differences | | | t | df | Sig. (2-tailed) |
|------|----------------|--------------------|---|-------|---|----|--------------------|
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | Lower | Upper | | | |
| | | | | | | | |

| | | | | | | | | | |
|-----------|----------------------------------|-------------------|---------|---------|-----------|-------------------|-----------------|---|------|
| Pair 1 | PRE TEST - POST TEST | - 15.166 67 | 3.54495 | 1.44722 | -18.88686 | - 11.4464 7 | - 10.48 0 | 5 | .000 |
|-----------|----------------------------------|-------------------|---------|---------|-----------|-------------------|-----------------|---|------|

Based on the calculation of the Paired Sample T test, the t value is 10.48 with a Sig. (2-tailed) of 0.000. This means that there is a significant difference between the pretest and posttest groups. Based on the conditions above, there is no need to do it further because the product has been declared very good by experts and effective.

Discussion

The results of the research and development that have been described previously answer several questions in the formulation of the research problem. It is known that the process of developing a career card as a media for career guidance through group guidance services is carried out through the stages of research and information gathering, planning, product development, validation, revision and testing. In the research and information gathering stage, the researcher found that the method used in providing guidance services was the lecture method and the media used was in the form of a paper attachment containing guidance material.

In the planning stage, the researcher first conducted an analysis of students through observation, interviews and provision of AKPD (Student Needs Questionnaire). The results at this stage, what the researchers found was that students got bored easily with guidance activities and had not fulfilled developmental tasks in the career aspect. Furthermore, researchers create material that is tailored to the needs of career development and formulate guidance objectives. The preparation of guidance goals or indicators of achievement of guidance results is based on the competency standards of independent students in junior high schools (SLTP) which have been compiled by ABKIN (Indonesian Guidance and Counseling Association).

The product development stage of the researcher selects the media in the form of a career card. Furthermore, the selection of design formats and media content is adjusted to the objectives of career guidance, namely achieving career maturity for SMP/MTs students. Student career maturity can be seen from the achievement of career guidance results in accordance with the competency standards of independent students in junior high schools (SLTP), namely identifying a variety of alternative jobs, education and activities that contain relevance to self-ability. After that the researcher made an initial product design consisting of the main media and supporting media. The main media includes information cards, career planning cards and board games. Supporting media includes tips on choosing a job that is used as an opening or providing initial motivation, game guide sheets and success character cards as a reflection. Products are designed and arranged with color composition, writing and images that are adjusted to the contents of the career card material.

The feasibility of a career card as a career guidance medium through group guidance services is very feasible based on the results of the material validity test with a percentage of 90.06% with the criteria of "very feasible" and the results of the media validity test with a percentage of 89.47% with the criteria of "very feasible" . The feasibility of a career card is of course inseparable from the stages of Borg and Gall media development. The process of developing career card media is adjusted to the development and needs of MTs students, where students are in the exploratory phase. According to Super, quoted by Winkel, the stage of development in the exploration phase is that individuals begin to think about various alternative careers but have not yet made a binding decision (Hastuti 2004). Individuals in this process develop and plan their tentative career goals based on information obtained from the surrounding environment. Individuals have a vocational identity through preferences from work groups with a certain level of ability. Therefore the career card provides

career information regarding various types of professions, skills that must be possessed and education that must be taken, with the aim of fulfilling or achieving student development tasks at the stage of career exploration. The selection of the type of profession used in the career card is based on Anne Roe's theory quoted by Sharf which describes a job classification system in detail regarding eight types of occupational groups (Sharf 1992).

In addition, the career card media design developed has an attractive visual that makes students more enthusiastic about participating in guidance activities. In line with Mv Cruden and Rapp who stated that attractive visual forms would increase understanding and assist students in selecting, organizing and integrating important information (Mv Cruden and Rapp 2017).

Presentation of material that is collaborated with visual design is carried out so that students are interested in the material presented in the media so that it helps achieve the goals of career guidance using career card media. The visual form of the career card is arranged in such a way as to make students interested in the media guidance. Job information cards are designed with color composition, writing and images. The composition of the selection of bright colors that have gradations. The picture on the job information card describes the shape of the type of work itself with the aim that students can have an idea of the type of work described in the writing. The type of profession or work chosen is a type of work that is considered to have great opportunities in the present and in the future. The writing on the job information card is in the form of the type of job or profession, a description of the type of profession, skills that must be possessed or qualifications, related majors and amount of income. The preparation of career information materials is based on the Guidelines and Assessment of Career Information Materials which can be used as a basis for preparing career information. Likewise according to Aryadi Warsito and Agus Triyanto who said that career guidance media can be said to be good if the

material presented is interesting so that students can explore the material provided further (Triyanto 2010).

Career guidance media is not only suitable for use but also practical in its application. The career card is presented with a game that is very familiar to children of their age, namely the game of snakes and ladders which has been modified with the addition of commands in several columns. The selection of games that accompany the career cards is intended to minimize the difficulties experienced by students in using the media. The selection of media presentation in this game aims to make it easy for users to use it because the media is said to be practical if the media is easy to use and in accordance with the abilities of its users.

It is known that the career card as a media for career guidance through group guidance services is effective for increasing the career maturity of class VII students of MTs Nab'ul Ulum Pati, through parametric statistical analysis the t test using SPSS program version 25 calculations obtains a significant value of 0.000. So it can be concluded that the career card as a medium of career guidance through group guidance is effective in increasing the career maturity of class VII students of MTs Naba'ul Ulum Pati.

The effectiveness of career cards as a career guidance medium through group guidance services helps students understand career information (covering types of professions, skills that must be possessed and education that must be taken), where understanding career information by students is a form of achieving individual developmental tasks at their age in the exploration phase. The effectiveness of the career card as a career guidance medium used can be seen from the achievement of increased career maturity indicators. Student career maturity in the aspects of *career planning* and *career exploration* according to Super quoted by Sharf is shown through several indicators in the form of learning insights and career preparation, understanding alternative considerations of career

choices, planning for the future, gathering career information from various sources and make use of the information obtained (Sharf 1992).

The effectiveness of a medium used in guidance cannot be separated from the role of the counselor. The counselor is a component of group guidance and also a leader in group guidance services to support the smooth running of services. As according to Prayitno that the group leader is responsible for everything that happens in group activities (Prayitno and Zadrian Ardi 2017). Counselors and the media are very influential on the success of the group guidance services provided. The role of the counselor as group leader in the career card game is to form group dynamics to build a sense of comfort so that group members are able to interact well so as to achieve a group goal. The use of career cards in group guidance services is highly dependent on the counselor, where the counselor provides actual and concrete career-related information. The information contained in the career card may not be understood by group members, so the role of a counselor as a group leader is to provide assistance in the form of explanations and directions to group members. In line with Prayitno's opinion which states that group leaders can provide assistance, direction or intervene in group activities (Prayitno and Zadrian Ardi 2017). Through parametric statistical analysis t test using SPSS version 25 program calculations on student career maturity data before career guidance is carried out using career card media and after career guidance is carried out using career card media, it shows that career cards as a medium for career guidance through group guidance have an effect on maturity student career. Career information provided through interesting media can increase student career maturity. Some research that supports the results of this study is research conducted by Agus Priambodo in 2016 with the title Pengaruh Layanan Bimbingan Kelompok Dengan Media Permainan Kartu Karir Terhadap Sikap Pilihan Karir Siswa Kelas XI E Di Smp Negeri 1 Ungaran 2015/2016 Academic Year, stating that guidance services Groups with

career card game media have an effect on students' career choice attitudes with an increase in career choice attitudes before being given group guidance services using career card game media and after being given group guidance services using career card game media. As well as research by Uda Safira Widowati and Wiryo Nuryono also stated that career planning graphic card media can improve junior high school students' career planning (Uda Safira dan Wiryo Nuryono, 2019). Research using career cards through group guidance services by Erika Siti Purwaningrum also states that career card media group guidance services are effective for increasing student career maturity with results indicating an increase in student career maturity by providing career card media group guidance services (E S Purwaningrum, 2019).

Based on several studies, the results stated that the career card is effective as a medium for career guidance, so it is very necessary to use career media in guidance because the use of career cards as a medium for career guidance can increase the achievement of indicators of career maturity in student development phases. With the career card media that has been carefully designed, it is hoped that it will be able to increase the attractiveness of students and also students can easily understand the contents of the material contained in the career cards so that the goals of career group guidance are achieved. Thus the provision of career information using the media of career cards is effectively given to students as a form of providing career guidance through group guidance services.

D. Conclusion

It can be concluded from the research discussion that the process involved in preparing the career card development as a career guidance medium consists of initial research and information gathering, planning, product development, validation, revision and testing.

The feasibility of the career card as a career guidance medium through group guidance services is declared valid and suitable for use as a

career guidance medium used in group guidance services. The effectiveness of career card media on increasing student career maturity after the use of career card media given to class VII students gave effective results with a significant increase in student career maturity scores after being given career group guidance services using career card media.

This research project has several limitations, among others (1) the need for additional time to carry out more extensive development and dissemination (2) the need to conduct validity tests and set up more research; (3) the need of sustainability of this research with collaboration and implementation of research in the UK so that it can provide a broader and comprehensive view.

Bibliography

- Adha, L. H., Asyhadie, Z., & Kusuma, R. (2020). Digitalisasi Industri Dan Pengaruhnya Terhadap Ketenagakerjaan Dan Hubungan Kerja Di Indonesia. *Jurnal Kompilasi Hukum*, V(2), 32.
- Afditya Imam. (2022). Kemendag blokir 1222 Aplikasi Judi Berkedok Trading. *Tagar.id*. <https://www.tagar.id/kemendag-blokir-1.222-aplikasi-judi-berkedok-trading-ada-binomo-dan-olymtrade>
- Anak Agung Ngurah Adhi Putra. (2013). *Bimbingan dan Konseling: Aplikasi di MTs dan Taman Kanak-kanak*. Graha Ilmu.
- Anwar, M. K., & Purwanta, E. (2016). *Pengembangan Buku Kerja Eksplorasi Karir Pada Siswa Sekolah Menengah Pertama Ali Maksum Bantul Daerah Istimewa Yogyakarta*.
https://www.academia.edu/35791987/Pengembangan_Buku_Kerja_Eksplorasi_Karir
- Bastomi, H. (2019). Konseling Cyber: Sebuah Model Konseling Pada Konteks Masyarakat Berbasis Online. *Konseling Edukasi: Journal of Guidance and Counselling*, 3, No. 1.
- Dewa Ketut Sukardi. (2010). *Pengantar Pelaksanaan Program Bimbingan dan Konseling di Sekolah*. PT Rineka Cipta.
- Duane Brown & Associates. (2002). *Career Choice and Development Fourth Edition*. Wiley & Sons.
- Enjang, A. (2001). *Komunikasi Konseling, Dari Wawancara, Seni Mendengar, Sampai Soal Kepribadian*. Penerbit Nuansa.
- Gibson, R. L. (2011). *Bimbingan Dan Konseling*. Pustaka Pelajar.
- Hartono. (2016). *Bimbingan Karir*. PT. Fajar Interpratama Mandiri.
- Hastuti, W. W. & M. S. (2004). *Bimbingan dan Konseling di Institusi Pendidikan*. Media Abadi.
- Munandir. (1996). *Program Bimbingan Karir di Sekolah*. Jalan Pintu Satu.
- Nancy Perry & VanZandt, Z. (2006). *Exploring Future Options: A Career Development Curriculum for Middle School Students*. Idebate Press Books.
- Organisation for Economic Co-operation and Development. (2004). *Career Guidance: A Handbook for Policy Makers*. OECD.

- Prayitno dan Zadrian Ardi. (2017). *Layanan Bimbingan dan Konseling Kelompok*. Ghalia Indonesia.
- Sa'adah, M., & Azmi, K. R. (2022). Efektivitas Bimbingan Karir Berbasis Life Skills Teknik Problem Solving Meningkatkan Motivasi Entrepreneurship Santri di Pondok Pesantren Entrepreneur Al-Mawaddah Kudus. *Islamic Counseling: Jurnal Bimbingan Konseling Islam*, 6(1), 1. <https://doi.org/10.29240/jbk.v6i1.3428>
- Sharf, R. . (1992). *Applying Career Development Theory to Counseling*. Brooks Cole Publishing Company.
- Sitompul, L. (2018). Meningkatkan pemahaman perencanaan karir melalui layanan bimbingan karir di sekolah dengan menggunakan media gambar pada siswa kelas IX-1 SMP Negeri 1 Gebang tahun 2017-2018. *Jurnal Tabularasa Pps Unimed*, 15(3), 316–327.
- Trisnowati, E. (2016). Program Bimbingan Karir untuk Meningkatkan Orientasi Karir Remaja. *SOSIAL HORIZON: Jurnal Pendidikan Sosial*, 3(1), 41–53.
- Triyanto, A. W. dan A. (2010). *Pengembangan Media Bimbingan dan Konseling*. UNY.
- Widyastuti, N., & Widyowati, A. (2015). Hubungan Antara Locus of Control Internal Dengan Kematangan Karir Pada Siswa Smk N 1 Bantul. *Humanitas Jurnal Psikologi Indonesia*, 12(2), 82–89. <https://doi.org/10.26555/humanitas.v12i2.3835>
- Wina Sanjaya. (2014). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana.