Utilization of Stacko Block as a Career Counseling Media in Schools

Dwi Rindiyani
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia
2285200072@untirta.ac.id

Alfiandy Warih Handoyo
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia
alfiandywh@untirta.ac.id

Arga Satrio Prabowo
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia
argasatrio@untirta.ac.id

Abstract

Utilization of Stacko Block as a Career Counseling Media in Schools. This research aims to explore the effectiveness of the Stacko Holland game media in improving career awareness among 11th-grade students at SMA Negeri 1 Baros in the academic year 2023/2024. The study population consists of 331 11th-grade students majoring in STEM (Science, Technology, Engineering, and Mathematics) and Social Sciences. The research method employed in this study is a nonequivalent control group design quasi-experimental utilizing pre-test and post-test methods to assess the treatment outcomes. Data analysis results indicate that before the treatment, the majority of students had low or moderate career awareness. Statistical analysis reveals that before the treatment, 79 students were classified as having low career awareness, 151 students had moderate awareness, and 55 students had high awareness. Twenty students with low career awareness were divided into experimental (10 students) and control groups (10 students). After receiving the treatment and undergoing further testing using the Mann-Whitney U hypothesis test, the Asymp. Sig (2-tailed) value obtained was 0.00 with a significance level of 0.05. The hypothesis test results indicate that Asymp. Sig (2-tailed) <

0.05. The post-test results show a significant improvement in the experimental group, where students' career awareness increased from the "low" category to the "high" category after receiving treatment using the Stacko Holland game media. This research contributes significantly to understanding the potential of game media in the context of career guidance. The practical implication is the potential application of the Stacko Holland game media in educational institutions as a career counseling medium, which is deemed suitable for use.Keywords: Career Insights, Game Media, Stacko Holland, Students.

Kata kunci: Utilization, Stacko Block, Career Counseling

A. Introduction

At this time, development in Indonesia is increasingly advanced, as is the world of education. According to Law no. 2 of 1989 in (Alpian, Y., M. 2019) that education has a big role in developing and preparing students through the learning process and guidance or training activities for their roles in the future. Education also provides knowledge that can improve careers and jobs for individuals in the future (Alpian, Y., N. M. 2019). So that proper and good education in accordance with the rules can help students become individuals who can realize their dreams. Teenagers who are able to determine their career choices correctly are those who have good career insight (Salima et al., 2019a). News uploaded by detiknews, on Friday, May 5 2023, is that Banten Province is the area with the most unemployment, with 486.35 thousand people or 7.97% of the 6.1 people or population in Banten. The BPS survey of unemployment rates is dominated by high school graduates, contributing 12.63%. The background to this problem is due to a lack of career insight.

Career insight is a person's knowledge about various things that support a person's career. Career insight is effective readiness consisting of career planning, career exploration and cognitive readiness consisting of career decision-making abilities and insight into work interests according to one's personality (Rochani et al., 2020). One aspect that is included in the career insight aspect is career

information. Career information is all information related to students' career decision making (Hartono, 2018). Understanding careers in students is students' mastery of the world of careers. Therefore, to gain a good understanding of career insight requires appropriate career information to help students be able to make career plans that suit their interests and abilities.

The problem currently being faced among teenagers is that the low level of career insight among high school students is an issue that is relevant to the challenges of the times that continue to develop. This has been provenBased on the results of a preliminary study conducted by researchers on November 29 2023 with the guidance and counseling teacher at SMAN 1 Baros, Mr. Yusuf Sastra Suganda, S.Pd stated "That there are still many students who have not been able to determine career choices based on the career information obtained and the importance of understanding career information to continue the next level of education, the percentage of SMA Negeri 1 Baros students is 40% of students who continue their education at college level, while 60% do not continue college or work, this is due to environmental factors that are less supportive, family education, conditions economy and this causes their interest in wanting to study or work to decrease (Irwan, S., M. 2022). Implementation of John Holland's Theory for Student Career Maturity at SMK Dwi Tunggal Tanjung Morawa.Al-Murshid, 4(2)

Based on the factor of low career insight, several case data were found regarding low career insight. The results of research (Mulyadin et al., 2021) by distributing a student needs questionnaire (AKPD) to all class XI students in MAN throughout Pandeglang Regency, the results in the career field were 41.82% in the high category. As for other research at SMAN 11 Yogyakarta by (Budiyono, 2016), the results of a questionnaire from 100 students showed that 88% of students stated that they did not understand various terms and career insights in the world of higher education. 79% stated that at school they had never received information about the world of higher education. As for other research at SMAN 3 Makassar by (Fasha et al., 2015) with questionnaire results, 70% of students were unable to make career

decisions and were still confused about taking the right major or study program, as well as choosing the field of work they would take later.

The case findings that have been described, if not immediately handled appropriately, can cause various kinds of problems in the career world, including, in research (Setyo, 2019), one of the causes of low career insight is students who do not have good career maturity, according to the results In his research, career maturity has an impact of 54.3% on career choice, while 45.7% is influenced by other factors (environment, family and economy). The characteristics of someone who has low career insight according to Super Dalam (Ramadani, 2021) is someone who is not yet able to make career decisions, is not realistic in making final decisions, often changes career thinking and is not independent. Meanwhile, the characteristics of someone who has high career insight is someone who is independent, realistic and consistent in their career thinking, able to make career decisions and has a positive attitude towards having a career (Ramadani, 2021). So this will have a negative impact on students not being able to make study or work choices that do not suit their personality and abilities, not having motivation in the career world, it could even have an impact on career failure in the future, and the thing that is most undesirable is becoming unemployed. .

Efforts to reduce cases of career problems, especially for students in high schools, especially the efforts offered in this research, namely by providing a career guidance service using game media.Stacko Holland which can help students improve their career insight. Dyah, (2019) in his research stated that group guidance services using the snakes and ladders game as media can help individuals increase self-understanding in making organized and systematic plans. Media Stacko Holland is a design that has been modified from a block and card stacking game combined with Holland's career theory, where students can increase their career insight regarding the personality classification that exists in an individual and job prospects according to personality for the future (Salima, Prabowo & Handoyo , 2019).

Therefore, the media that will be used in this research is Stacko Holland because this media has been modified according to students' needs in increasing career insight. Researchers want to know whether the implementation of the Stacko Holland game media in career guidance services can increase career insight. The problem formulation includes a general description of the effectiveness of implementing career guidance using the Stacko Holland game media in increasing career insight.This research introduces a new approach in increasing high school students' career insight through the use of the Stacko Holland game media. Previous research may have explored other methods, but the use of Holland's Stacko game media which is based on Holland's career theory offers a unique and innovative approach. Thus, it is hoped that this research can provide a new contribution to the literature regarding career guidance for high school students.The aim of this research is to find out an overview of the application of the Stacko Holland game media in increasing career insight, through career guidance services.

B. Method

1. Research design

This research uses quantitative experimental research methods. According to Sugiyono (2019), quantitative is a scientific method that meets the rules of research such as objective, real, measurable, logical and structured. Meanwhile (Hardani, 2020) experiments are research to ensure the effectiveness of treatment variables (independent variable) on the impact variable (Dependent variable). The aim of experimental research is to determine or describe facts, test hypotheses and prove the relationship between variables by providingtreatment certain (Hardani, 2020).The data collection procedure is carried out in detail using the following tools and techniques:

Structured post and pre-test guidance was provided to guidance and counseling teachers at SMA Negeri 1 Baros. This aims to obtain more detailed information about career insight in schools, the implementation of career services, as well as the media used in guidance and counseling. The tool used was a structured

interview guide prepared previously by the researcher. This data collection technique allowed the researcher to gain in-depth insight into guidance and counseling practices at the school.

This questionnaire was adopted from previous research and consists of 48 question items based on the RIASEC career theory with the Guttman "Yes or No" scale. This questionnaire was given to class XI students of SMAN 1 Baros to measure their level of career insight. Researchers distributed and collected questionnaires directly in class. This data collection technique allows researchers to quantitatively measure students' level of career insight before and after the intervention.

Furthermore, the experimental research method used was nonequivalent control group design quasi-experimental. A quasi-experimental design which has a control group, however, does not fully function to influence external variables used in carrying out the experiment and a quasi-experimental design does not take groups randomly (Sugiyono, 2019).

$$
\begin{array}{ccc}
O_1 & x & O_2 \\
\hline
O_3 & & O_4
\end{array}
$$
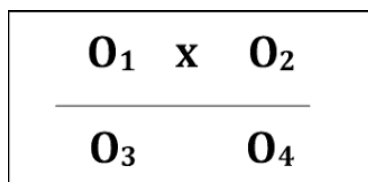
Picture 1. *Nonequivalent Control Group Design*

Information:

O_1 = experimental group before treatment

O_2 = experimental group after being given treatment

O_3 = control group before any treatment

O_4 = control group who did not receive treatment

X = Treatment (Use of career guidance with the Stacko Holland game media)

2. Population and Sample

The population that will be used in this research are all class XI students of SMAN 1 Baros, totaling 331. Sampling in this research used Non-Probability Sampling with a purposive sampling method. Purposive sampling is a sample

determining technique that has certain considerations in collecting samples or identifying samples for research (Santina et al., 2021). The sample selected must comply with the criteria based on the research objectives, so the criteria to be selected are:

a. Class XI students of SMAN 1 Baros for the 2023/2024 academic year.

b. Male or female

c. Has the lowest score of 10 from the pre-test results in the low category of the career insight instrument.

d. Students are willing and committed to following the process treatment until completion by stating your willingness on the consent form.

3. Research Instruments and Data Analysis Techniques

The research instruments used in this research were interviews and questionnaires. Structured interviews were conducted with guidance and counseling teachers at SMA Negeri 1 Baros with the aim of exploring more detailed information about career insight at school, the implementation of career services and the media used in guidance and counseling services. The questionnaire used in this research was the Holland Career Insights Questionnaire which was adopted from Izza Nur Salima's research. The Holland career insight questionnaire consists of 48 question items based on the RIASEC career theory with the Guttman "Yes or No" scale. The data analysis technique used in this research is descriptive statistics and non-parametric inferential statistics Mann-Whitney U Test.

C. Discussion

1. Description of Career Insight Data for SMAN 1 Baros Students

The research was carried out at SMA Negeri 1 Baros in the even semester of the 2023/2024 academic year. The population used was all class student. The distribution of pre-test questionnaires to XI students was carried out directly by researchers who had obtained permission from the school and the BK teacher at SMAN 1 Baros. A total of 331 students filled out the pre-test questionnaire,

amounting to 285 students because the other 46 students were not present when the instruments were distributed by the researcher.

Descriptive statistical analysis was designed to obtain a career insight profile of class XI students at SMA Negeri 1 Baros for the 2023/2024 academic year. Research data was obtained from a career insight questionnaire instrument that had been filled in by students which was distributed directly by the researcher. Then after the data is collected, the data is processed to get answers to the researcher's questions. The following is a categorization of career insights for class XI students at SMA Negeri 1 Baros for the 2023/2024 academic year:

Table 1. Categorization of Career Insights of Students XI SMA Negeri 1 Baros

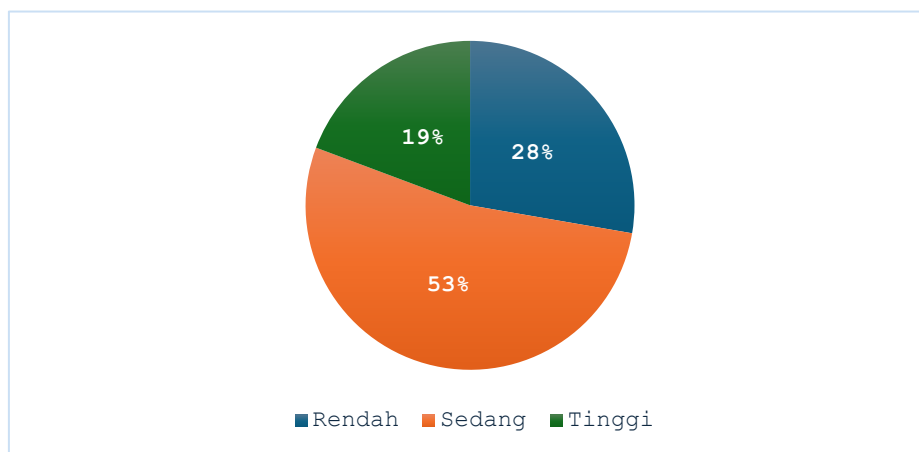| Category	Criteria	Frequency	Percentage
Low	$X < 16$	79	28%
Currently	$16 \leq X < 32$	151	53%
High	$X \geq 32$	55	19%
Amount		285	100%

Figure 2. Career Insight Category Pie Chart

Based on table 1 and figure 2, out of a total of 285 students who filled out the pre-test questionnaire with the results obtained in this category, it can be seen that there were 79 students who had low career insight with a percentage

of 28%. This is shown by the average score obtained for each aspect. including the original aspect with a percentage of 17% or in the low category, the investigative aspect with a percentage of 44% or in the medium category, the artistic aspect with a percentage of 33% or in the medium category, the social aspect with a percentage of 32% or in the category low, the enterprising aspect with a percentage of 14% or in the low category, and the conventional aspect with a percentage of 25% or in the low category.

Next is the medium category with the category of students having career insight totaling 151 with a percentage of 53%, seen in the average score obtained for each aspect including the realistic aspect with a percentage of 37% or in the medium category, the investigative aspect with a percentage of 59% or in the medium category , artistic aspects with a percentage of 54% or in the medium category, social aspects with a percentage of 55% or in the medium category, entrepreneurial aspects with a percentage of 38% or in the medium category, and conventional aspects with a percentage of 54% or in the medium category.

There are 55 students who have understood career insight in the high category with a percentage of 19%. This can be seen from the average score obtained for each aspect including: the realistic aspect with a percentage of 52% or in the medium category, the investigative aspect with a percentage of 76% or in the middle category. in the high category, artistic aspects with a percentage of 82% or in the high category, social aspects with a percentage of 90% or in the high category, entrepreneurial aspects with a percentage of 70% or in the high category, and conventional aspects with a percentage of 86% or are in the high category. Therefore, researchers will carry out Treatment in 2 groups, namely the experimental group and the control group, totaling 10 students in each group in the low category and willing to take part in the process treatment.

2. Implementation procedures and treatment results

The stages of implementation and results treatment these are as follows:

a. First session

In the first session, the researcher made introductions, providing explanations to group members regarding the activities that would be carried out during the process treatment. Apart from that, researchers provide games with the aim of building rapport with group members. At the end of the session, the researcher asked group members to write conclusions related to the activities that had been carried out.

b. Second Session

In this second session, the researcher discussed the topic "Recognizing Realistic and Investigative Personality Types". In this session, the researcher explained the rules of the Stacko Holland media game. Next, group members were instructed to start the game accompanied and observed by the researcher. Then after the game ended, the researcher asked group members to convey conclusions regarding what was obtained during the game process. The evaluation at this meeting was that group members were more enthusiastic and brave in expressing their opinions. During the game process, group members looked very enthusiastic and focused.

c. Third Session

In this third session, the researcher discussed the topic "Recognizing Artistic and Social Personality Types". The aim of this session is to introduce artistic and social personality types, characteristics and types of jobs that are suitable for these personality types. Like the previous session, the researcher instructed group members to play the Stacko Holland game. After the game ended, the researcher asked group members to summarize the material that had been obtained during the game process. The evaluation carried out showed that group members looked happier and enjoyed the game. Group

members looked very enthusiastic when other group members read the material listed on the Stacko Holland card.

d. Fourth Session

In this fourth session, the researcher discusses the topic of "Recognizing Enterprising and Conventional Personality Types." The aim of this topic is to introduce Enterprising and Conventional personality types, characteristics and types of jobs in these personality types. Next, the researcher instructed the group members to play the game accompanied and observed by the researcher. Then, group members are invited to convey conclusions related to what they have obtained during the game process.

e. Fifth Session

In this fifth session, the researcher discussed the topic of "Identifying Personality Types". The aim of this session was for group members to be able to identify their personality types through the Stacko Holland game. Next, the researcher instructed the group members to play Stacko Holland media. After the game ended, the researcher asked the group members about the personality type that suited their interests. Next, the researcher asked group members to convey conclusions from the activities that had been carried out.

f. Sixth Session

In this sixth session, the researcher discusses the topic of "Identifying Jobs According to Student Personality Types." The aim of this session is so that members are able to identify jobs that suit their interests and personality. In addition, the aim of this meeting is to increase students' career insight. After the game was finished, the researcher asked the members about the jobs they were interested in according to their personality type. Next, the researcher asked group members to convey the conclusions they reached during the activity process.

g. Seventh Session

In this seventh session, the researcher carried out evaluation and reflection. The aim of the seventh session is to provide material reinforcement and treatment that has been given. The researcher asked group members to convey the material they received from the beginning to the present. Next, the researcher conveyed what had been obtained from sessions one to six. After that, the researcher provided reinforcement of the material that had been presented in the previous session. Based on the evaluation from this meeting, it was found that very significant changes were seen compared to before starting treatment, starting from the aspects of expressing opinions, interactions between members and career insights.

3. Results of Experimental Data Analysis

Implementation treatment The 20 students who had low career insight were divided into two groups, namely the experimental group and the control group, each group consisting of 10 students. Giving treatment in the control group conventionally or not given treatment which is similar to the given experimental group treatment using Stacko Holland game media. The following are the results of the comparative analysis test pre-test and post-test.

a. Comparison of pre-test and post-test of experimental group:

Table 2. Comparison Results of Pre-Test & Post-test

Experimental Group

No	Name	Class	Results		Gain	Category
			Pre-test	**Post-Test**		
1	AL	XI MIPA 1	8	45	0.93	High
2	AMH	XI MIPA 1	9	43	0.87	High
3	AF	XI MIPA 2	8	39	0.78	High
4	SR	XI MIPA 2	8	45	0.93	High
5	DF	XI MIPA 2	9	40	0.79	High
6	AAM	XI MIPA 2	9	40	0.79	High
7	IS	XI MIPA 3	10	40	0.79	High

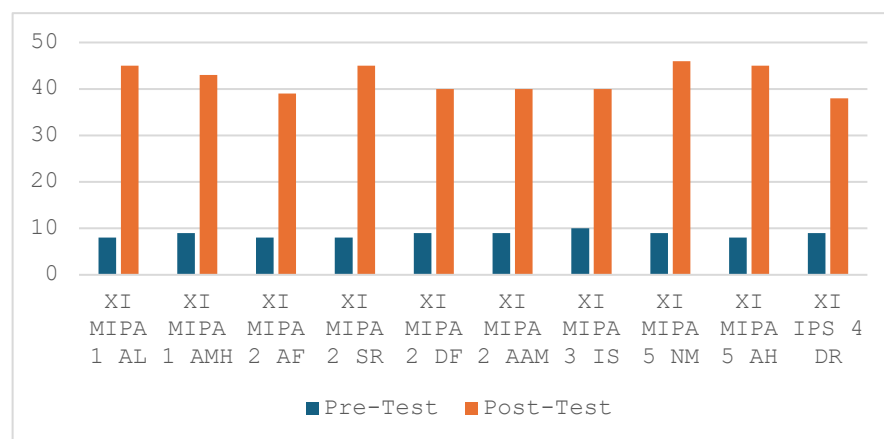| 8 | NM | XI MIPA 5 | 9 | 46 | 0.95 | High |
| 9 | AH | XI MIPA 5 | 8 | 45 | 0.93 | High |
| 10 | DR | XI IPS 4 | 9 | 38 | 0.74 | High |

Figure 3. Comparison graph of the experimental group's pre-test and post-test

Based on table and diagram 4.7, you can see significant differences between the Pre-Test results and the Post-test results. Before the subject is given treatment obtained a low category score, after being given treatment the subject obtains a high category score and career insight in the subject increases.

b. Comparison of pre-test and post-test Control group

Table 3. Comparison Results of Pre-Test and Post-Test Control Group

No	Name	Class	Results		Gain	Category
			Pre-test	Post-Test		
1	K	XI MIPA 1	10	30	0.53	Currently
2	KOS	XI MIPA 1	12	30	0.50	Currently
3	AA	XI MIPA 2	10	31	0.55	Currently
4	MH	XI MIPA 3	10	29	0.50	Currently
5	MR	XI MIPA 5	11	34	0.62	Currently
6	MJ	Xl MIPA 5	12	31	0.53	Currently
7	SH	XI IPS 2	10	37	0.71	High

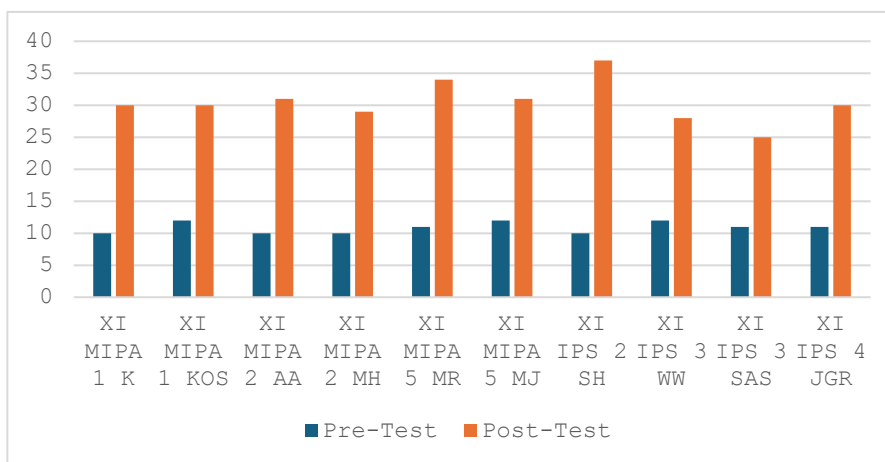| 8 | WW | Xl IPS 3 | 12 | 28 | 0.44 | Currently |
| 9 | SAS | Xl IPS 3 | 11 | 25 | 0.38 | Currently |
| 10 | JGR | XI IPS 4 | 11 | 30 | 0.51 | Currently |

Figure 4. Comparison graph of the experimental group's pre-test and post-test

Based on table and diagram 4.8, it can be seen that the differences are not very significant between the Pre-Test results and the Post-test results, before and after the subject was given treatment conventional.

c. Mann-Whitney U Hypothesis Test Results Student Career Insights

This research is to test the hypothesis using a test Mann-Whitney U which is included in non-parametric statistics, aims to determine whether there are differences between 2 samples (control group and experimental group). The application used is SPSS 26.0, below are the results of the hypothesis test:

Table 4. Mann-Whitney U Test Results

Test Statistics[a]	
	Post-test scores
Mann-Whitney U	.000
Wilcoxon W	55.000
Z	-3.798
Asymp. Sig. (2-tailed)	.000

Exact Sig. [2*(1-tailed Sig.)]	.000b
a. Grouping Variable: Group	
b. Not corrected for ties.	

Mann-Whitney U Test Decision Making as follows:

- If the Asymp.sig (2-tailed) value is <0.05 then the hypothesis is accepted (Ha)
- If the Asymp.sig (2-tailed) value is >0.05 then the hypothesis is rejected (H_0)

Figure 5. Making research hypotheses

Based on the results of the analysis of the table above using SPSS 21.0 with the Mann-Whitney U test, the Asymp value is known. Sig. (2-tailed) = 0.000 where the value is <0.05, it can be concluded that the hypothesis in this study is accepted and rejected. These results show that the implementation of the Stacko Holland game media can improve the career insight of class XI students at SMA Negeri 1 Baros for the 2023/2024 academic year.

4. Discussion of Research Results

Based on the results of the implementation evaluation treatment that students are able to determine and plan their career choices in accordance with Super theory at the exploration stage where students are able to make career alternatives, realize that career is one aspect of life, and make future plans with the career information obtained (Hidayat et al., 2019). Based on Holland's assumptions in (Agustia, N. A. E., & Rosada, U. D. 2021) states the importance of suitability of the environment to their career and the skills they have. An environment that suits your personality type will encourage a person to develop their talents and potential. So that they are able to develop roles that suit the environment they are in. Thus, students are able to identify personality types and jobs that match their personality type.

In the control group who did not receive similar treatment, the results were not as significant as those in the experimental group. Even though there was an increase in scores from pre-test to post-test, it was still in the medium category. This shows that the absence of treatment or providing conventional treatment does not have a significant impact on increasing students' career insight. This comparison confirms that the Stacko Holland game media has advantages in providing a more effective learning experience compared to conventional methods. By involving interactive and fun aspects, this media is able to increase students' learning motivation and directly influence increasing their career insight.

Based on the results of the pre-test which was carried out on class So it can be concluded that the level of career insight among teenagers at SMA Negeri 1 Baros is in the low, medium and high categories. After getting the pre-test results, researchers select 20 students who will be used as research subjects. The 20 students will be divided into 2 groups, namely the experimental group which will be given treatment 7 times using career guidance with the Stacko Holland game media and the control group who were only given career guidance only gave lectures but not with the Stacko Holland game media twice.

Implementation treatment to the experimental group at meetings 1 to 4 were attended by 10 subjects, at meeting 5 only 8 subjects were present, then meetings 6 and 7 were only attended by 9 subjects. At the first meeting, the group members still seemed embarrassed to express opinions and ask questions, but as time went on treatment provided that group members become more comfortable, active and enjoy career guidance with the Stacko Holland game media.

After the experimental group was given treatment there was a significant increase. Students with the initials AL before the award treatment with the Stacko Holland game media, they obtained pre-test results with a score of 8. After receiving the treatment, they obtained post-test results with a score of 45

in the high category (improved). AL before administration treatment obtained pre-test results with a score of 8 after obtaining treatment obtained post-test results with a score of 45 in the high category (increasing). Students with the initials AMH before award treatment with the game media Stacko Holland obtained pre-test results with a score of 9 after obtaining treatment obtained post-test results with a score of 43 in the high category (increasing). AL before administration treatment with the Stacko Holland game media, they obtained pre-test results with a score of 8. After receiving the treatment, they obtained post-test results with a score of 45 in the high category (improved).

AF before administration treatment obtained pre-test results with a score of 8 after getting it treatment obtained post-test results with a score of 39 in the high category (increasing). SR before administration treatment with the game media Stacko Holland obtained pre-test results with a score of 8 after obtaining treatment obtained post-test results with a score of 45 in the high category (increasing). DF before administration treatment obtained pre-test results with a score of 9 after obtaining treatment obtained post-test results with a score of 40 in the high category (increasing). AAM before administration treatment obtained pre-test results with a score of 9 after getting it treatment obtained post-test results with a score of 40 in the high category (increasing). IS before administration treatment obtained pre-test results with a score of 10 after obtaining treatment obtained post-test results with a score of 40 in the high category (increasing).

NM before administration treatment obtained pre-test results with a score of 9 after obtaining treatment obtained post-test results with a score of 46 in the high category (increasing). AH before administration treatment obtained pre-test results with a score of 8 after obtaining treatment obtained post-test results with a score of 45 in the high category (increasing). And DR before administration treatment obtained pre-test results with a score of 9 after receiving treatment with the Stacko Holland game media, obtained post-test results with a score of 38 in the high category (improved). Meanwhile, the

control group consisted of 10 students who took part in career guidance using the lecture method without the Stacko Holland game as media. The increase that occurred in the control group was not as significant as the experimental group. Researchers do treatment 7 meetings with the experimental group and 2 meetings with the lecture method for the control group. While the experimental group was given treatment, all students participated treatment well and actively. The first meeting of the group members was still awkward and embarrassing, but as the career guidance progressed the group members were able to adapt, were active in the group and followed directions well. Then, after a series treatment Once the members have completed the evaluation sheet and career guidance service satisfaction sheet, they are also given the opportunity to write down their impressions and messages during the treatment process.

The results of hypothesis testing using Mann-Whitney U show that there is a significant difference between the experimental group and the control group in terms of increasing students' career insight. This is supported by the Asymp value. Sig. (2-tailed) which is smaller than 0.05, which shows that the implementation of the Stacko Holland game media effectively increases students' career insight. These results provide empirical support for the effectiveness of the Stacko Holland game media in career guidance in schools. The implication is that the use of Stacko Holland game media can be the right choice for educational institutions in increasing the effectiveness of career guidance programs. The results of this research directly support the achievement of research objectives which aim to explore the effectiveness of the Stacko Holland game media in increasing students' career insight. By showing a significant increase in students' career insight scores after treatment, this research makes an important contribution to our understanding of the potential of gaming media in the context of career guidance.

This is in line with the results of previous research, such as the results of experimental research conducted by Dyah (2019b). This research was carried out to show that group guidance using household behavior media has

an effect on career planning. Furthermore, research conducted by Sulistiyanti & Fitria (2020) to see the influence of the Uno card game media in increasing knowledge and awareness about oneself and the work environment obtained significant results. Students stated that providing group guidance services using the Stacko Holland game media was a guidance and counseling service for students who were able to understand the material in the media. This is in accordance with previous research, namely that group guidance services using the Uno Stacko game media to increase learning concentration in students were tested for their effectiveness with the results of the paired sample t test Ho being rejected and Ha being accepted (Lianasari & Purwanti, 2020).

Based on the SKKPD (Students' Independence Competency Standards) in the Ministry of Education and Culture (2016), one aspect of development is insight and career readiness, the task of development of which is to recognize an individual's personal potential, talents, interests, career direction and art appreciation. Therefore, career insight is an individual's understanding of everything that supports an individual's career, one of which is information about various types of jobs. Career insight is attitude & mastery in making career decisions according to B. Hasan in (Ramadani, 2021a). Based on statistical data calculations, it can be concluded that the use of the Stacko Holland game media is effective in increasing career insight in class XI students at SMA Negeri 1 Baros for the 2023/2024 academic year.

Based on the results of the analysis above, the practical implications of the results of this research are the potential application of the Stacko Holland game media in career guidance in other educational institutions. Recommendations that can be given are further development of this media, including further testing of various aspects of effectiveness and suitability of content to student needs. In addition, it is recommended to involve career guidance practitioners and media developers in the further development

process to ensure compliance with standards and best practices in career guidance.

D. Conclusion

Based on the results of research that has been carried out on the implementation of the Stacko Holland game media to increase career insight in class Based on the hypothesis, if the Asymp Sig (2-tailed) value < 0.05 then Ha is accepted and Ho is rejected, it can be concluded that 0.00 < 0.05, it is hereby stated that the use of Stacko Holland media is to increase the career insight of class XI SMAN students 1 Baros is effective and has a significant influence in increasing students' career insight.

REFERENCES

Agustia, N. A. E., & Rosada, U. D. (2021). Pengembangan Media Permainan Uno Stacko Dalam Bimbingan Karir Tentang Pemahaman Eksplorasi Karir. *KONSELING EDUKASI "Journal of Guidance and Counseling,"* *5*(2), 141. https://doi.org/10.21043/konseling.v5i2.10830

Agustin, M. (2021). Pelaksanaan Teori John Holland Untuk Kematangan Karir Siswa Di Smk Dwi Tunggal Tanjung Morawa. *Al-Mursyid Jurnal Ikatan Alumni Bimbingan Dan Konseling Islam (IKABKI)*, *4*(2).

Alpian, Y., Wulan Anggraeni, S., Wiharti, U., & Soleha, N. M. (2019). Pentingnya Pendidikan Bagi Manusia. *Jurnal Buana Pengabdian*, *1*(1).

Amalianita, B., & Putri, Y. E. (2019). Perspektif Holland Theory serta Aplikasinya dalam Bimbingan dan Konseling Karir. *JRTI (Jurnal Riset Tindakan Indonesia)*, *4*(2), 63–70. http://jurnal.iicet.org/index.php/jrti

Amalianita, B., & Putri, Y. E. (2020). Perspektif Holland Theory serta Aplikasinya dalam Bimbingan dan Konseling Karir. *JRTI (Jurnal Riset Tindakan Indonesia)*, *4*, 63–70.

Aprilia, J. F., & Khusumadewi, A. (2022). Permainan Bingo Untuk Menggali Bakat Minat Santri Kelas IX di Madrasah Tsanawiyah. *KONSELING EDUKASI "Journal of Guidance and Counseling,"* *6*(2), 151. https://doi.org/10.21043/konseling.v6i2.15627

Asty, D. (2016). *Manfaat Permainan Uno Stacko untuk Meningkatkan Kemampuan Kognitif dan Motorik Halus Anak Usia 5-6 Tahun di TK Islam Al-Azhar Summarecon Bekasi*.

Berly, M. (2023). *Peran Media Pembelajaran Siswa Di Kelas*.

Budiyono, N. R. (2016). Pengembangan Model Layanan Informasi Studi Perguruan Tinggi. *Jurnal Penelitian Tindakan Bimbingan Dan Konseling*, *2*(2), 1–7.

Ernawati, R. (2018). *Buku Materi Pembelajaran Bimbingan karier*. Repository UKI.

Fasha, F., Sinring, A., & Aryani, F. (2015). Pengembangan Model E-Career Untuk Meningkatkan Keputusan Karir Siswa Sma Negeri 3 Makassar. *Jurnal Psikologi Pendidikan & Konseling*, *1*, 170–179.

Fatimah, S. (2018). Pendampingan Perencanaan Karir Dalam Meningkatkan Self Efficacy Siswa Smk. *JURNAL PSIKODIDAKTIKA*, *3*(1).

Febrianawati, Y. (2018). Uji Validitas Dan Reliabilitas Instrumen Penelitian Kuantitatif. *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, *8*(1), 17–23. https://doi.org/10.21831/jorpres.v13i1.12884

Haerani, N., & Nurussakinah, D. D. (2020). *Dinamika Perkembangan Remaja*. Prenada

Media Group.

Hakeu, F., Pakaya, I. I., & Tangkudung, M. (2023). Pemanfaatan Media Pembelajaran Berbasis Gamifikasi dalam Proses Pembelajaran di MIS Terpadu Al-Azhfar. *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *6*(2), 154–166. https://doi.org/10.58518/awwaliyah.v6i2.1930

Hapsyah, D. R., Jabbar, A. A., & Hidayat, D. R. (2019). Implementasi Teori Donald E. Super Pada Program Layanan BK Karir di SMK. *JURNAL ILMU DAN BUDAYA*, *41*(17), 7661–7680.

Harahap, N. A., Amalianingsih, R., & Hidayat, D. R. (2020). Tipe Kepribadian dalam Mengambil Keputusan Karir Berdasarkan Teori John L. Holland. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, *11*(1), 40–46.

Hardani, D. (2020). Buku Metode Penelitian Kualitatif dan Kualitatif. In *Repository.Uinsu.Ac.Id* (Issue April).

Hartono. (2018). *Bimbingan Karier*. Prenada Media.

Hidayat, D. R., Cahyawulan, W., & Alfan, R. (2019). *Karier Teori dan Aplikasinya Dalam Bimbingan dan Konseling Komprehensif* (A. Nandika (ed.)). CV Jejak.

Ihsan, D. (2023). Platform Pendidikan Online Bantu Generasi Muda Pilih Jurusan Kuliah dengan Baik. In *Kompas.com*.

Imron, I. (2019). Analisa Pengaruh Kualitas Produk Terhadap Kepuasan Konsumen Menggunakan Metode Kuantitatif Pada CV. Meubele Berkah Tangerang. *Indonesian Journal on Software Engineering (IJSE)*, *5*(1), 19–28. https://doi.org/10.31294/ijse.v5i1.5861

Indrawan, B., & Dewi, R. K. (2020). Pengaruh Net Interest Margin (NIM) Terhadap Return on Asset (ROA) Pada PT Bank Pembangunan Daerah Jawa Barat Dan Banten Tbk Periode 2013-2017. *Jurnal E-Bis (Ekonomi-Bisnis)*, *4*(1), 78–87. https://doi.org/10.37339/e-bis.v4i1.239

Indy, R., Waani, F. J., & Kandowangko, N. (2019). Peran Pendidikan Dalam Proses Perubahan Sosial Di Desa Tumaluntung Kecamatan Kauditan Kabupaten Minahasa Utara. *Unsrat*, *12*(4).

Irwan, S., Syarqawi, A., & Agustin, M. (2022). Pelaksanaan Teori John Holland Untuk Kematangan Karir Siswa Di Smk Dwi Tunggal Tanjung Morawa. *Al-Mursyid*, *4*(2).

Ismaya, B. (2019). *Bimbingan dan Konseling Studi, karier, dan Keluarga* (N. F. Atif (ed.)). PT Refika Aditama.

Isnawan, M. G. (2020). *Kuasi-Eksperimen*. Nashir Al-Kutub Indonesia.

Kaslani. (2021). Penerapan Bimbingan Kelompok Dengan Metode Permainan Kerjasama Untuk Meningkatkan Penyesuaian Peserta Didik. In *Media cetak)* (Vol. 3, Issue 2).

Kementerian Pendidikan dan Kebudayaan. (2016). *Panduan Operasional*

Penyelenggaraan Bimbingan dan Konseling Sekolah Menengah Pertama.

Kholifah, N. (2020). *Pengaruh Penggunaan Alat Peraga Ular Tangga Terhadap Hasil Belajar Matematika Kelas 4 Min 3 Metro Pusat*. IAIN Metro.

Lianasari, D., & Purwanti. (2020). Bimbingan Kelompok Dengan Media Permainan Uno Stacko Untuk Meningkatkan Konsentrasi Belajar. *Jurnal Konseling Andi Matappa*, *4*, 126–131.

Luthfi, M. N., Khairun, D. Y., Prabowo, A. S., & dan Konseling, P. S. B. (2023). Pengembangan Board Game untuk Meningkatkan Kepercayaan Diri Pada Remaja. *Diversity Guidance and Counseling Journal*, *1*(3), 40–54.

Miftah, M. (2013). Fungsi, dan Peran Media Pembelajaran Sebagai Upaya Peningkatan Kemampuan Belajar Siswa. *Balai Pengembangan Multimedia Pendidikan Dan Kebudayaan*, *1*(2), 95–105.

Mulyadin, I., Dalimunthe, R. Z., & Nurmala, M. Dw. (2021). Profil Minat Karir Siswa Serta Implikasi Bagi Bimbingan Dan Konseling. *Journal of Education and Counseling*, *1*(2), 98–106.

Nuari, O. A. (2018). Kematangan Karir Remaja Dilihat Dari Keutuhan Keluarga Adolescent Career Maturity Seen From Intactness Family Student. *Jurnal Riset Mahasiswa Bimbingan Dan Konseling*, *4*(8), 426–434.

Nugraheni, D. A. (2019). *Pengaruh Bimbingan Kelompok Dengan Media Permainan Ular Tangga Terhadap Perencanaan Karier Siswa* [Universitas Muhammadiyah Magelang]. http://eprintslib.ummgl.ac.id/id/eprint/163

Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). *Dasar-Dasar Statistik Penelitian*. Sibuku Media.

Rafai, B. (2023). Angka Pengangguran di Banten Februari 2023 Tertinggi Se-RI, ini Datanya. In *detikNews*.

Rahmawati, F., & Handoyo, A. W. (2020). Peningkatan Pemahaman Peserta Didik Terhadap Layanan. In *Jurnal Penelitian Bimbingan dan Konseling* (Vol. 5, Issue 2).

Ramadani, R. (2021). *Pengembangan Media Ensiklopedia Karir Bergambar Sebagai Layanan Dasar Untuk Memberikan Wawasan Karir Kepada Peserta Didik SMA Al-Huda Jati Agung*. UIN Raden Intan.

Ramlah. (2018). Pentingnya Layanan Bimbingan Konseling Bagi Peserta Didik (The Importance Of Counting Country Services For Students). *Psychology*.

Rochani, R., Wibowo, B. Y., & Prabowo, A. S. (2020). Pengembangan Media Pembelajaran Career Profession Card Untuk Meningkatkan Wawasan Karir Siswa Sekolah Menengah Atas. *Jurnal Penelitian Bimbingan Dan Konseling*, *5*(1), 8–13.

Salima, I. N., Prabowo, A. S., & Handoyo, A. W. (2019). Pengembangan Media Bimbingan Stacko Holland Untuk Meningkatkan Wawasan Karir Pada Siswa Sma. *JURNAL EDUKASI Jurnal Bimbingan Konseling*, 1–18.

Salimah, R., & Mulyani. (2018). Pengaruh Penerapan Strategi Everyone Is A Teacher Here Terhadap Hasil Belajar Ips Siswa Kelas Iv Sdn Kwedenkembar Mojokerto. *Universitas Negeri Surabaya*, 23–48.

Santina, R. O., Hayati, F., & Oktariana, R. (2021). Analisis Peran Orangtua Dalam Mengatasi Perilaku Sibling Rivalry Anak Usia Dini. *Jurnal Ilmiah Mahasiswa …*, 2(1), 1–13. file:///Users/ajc/Downloads/319-File

Santrock, J. W. (2018a). *Adolescence* (17th ed.). McGraw-Hill Higher Education. https://books.google.co.id/books?id=n9xPyQEACAAJ

Santrock, J. W. (2018b). *Life-Span Development* (17th ed.). McGraw-Hill Higher Education. https://books.google.co.id/books?id=4JcoyQEACAAJ

Seniawati, K., Suami, N. K., & Arum, D. (2014). Efektivitas Teori Karier Holland Melalui Layanan Informasi Untuk Meningkatkan Pemahaman Diri Terhadap Kesiapan Kerja Siswa. *Jurnal Online Jurusan Bimbingan Konseling*, 2(1), 10.

Setyadi, B. (n.d.). Research Method Guttman & Thurstone Scale. *Bina Darma E-Journal*.

Setyo, G. A. (2019). Pengaruh Kematangan Karir Terhadap Pemilihan Karir Peserta Didik. *Jurnal Riset Mahasiswa Bimbingan Dan Konseling*, 5(9), 647–658.

Sirupa, T. A., Wantania, J. J. E., & Suparman, E. (2016). Pengetahuan, sikap, dan perilaku remaja tentang kesehatan reproduksi. *E-CliniC*, 4(2), 137–144.

Sugiyono. (2021). *Statistika Untuk Penelitian*. Alfabeta.

Sulistiyanti, D., & Fitria, E. (2020). Pengaruh Layanan Bimbingan Kelompok Teknik Permainan Simulasi Kartu Uno Terhadap Eksplorasi Karier. *Prosiding Seminar & Lokakarya Nasional Bimbingan Dan Konseling 2020 PD ABKIN JATIM & UNIPA SBY*, 29–49.

Sundari, I., Masya, H., & Erlina, N. (2023). Pengembangan Media Animasi dalam Memberikan Pemahaman Karir Pada Peserta Didik. *Attractive: Innovative Education Journal*, 5(2).

Susanto, M. P. D. A. (2018). *Bimbingan dan Konseling di Sekolah Konsep, Teori dan Aplikasinya*. PRENADAMEDIA GROUP.

Syam, N. (2022). Pengaruh Model Pembelajaran Kooperatif Tipe Two Stay Two Stray Terhadap Hasil Belajar Siswa Tentang Siklus Air Kelas V UPTD SPF SD Negeri 51 Tonronge Kabupate Sidenreng Rappang. *JUARA SD: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 1, 302–313.

Tenaga Kependidikan Kemendikbud, D. G. (2016). Panduan Operasional Penyelenggaraan Bimbingan dan Konseling Sekolah Menengah Atas (SMA). *Academia.Edu*, 1, 1–147.

Umar, T., Wahidin, T., Haksasi, B. S., & Ph, T. L. (2023). Efektifitas Layanan Bimbingan Kelompok Dengan Permainan Puzzle Untuk Meningkatkan Pemahaman Karir Siswa Kelas XI SMK Teuku Umar Semarang. *Empathy Cons*, 5(1), 32–38.

https://doi.org/10.31331/emp.v2i1.kodeartikel

Wahid, A. A., & Fauziah, D. M. (2022a). Literature Review: Layanan Bimbingan Kelompok Sebagai Upaya Meningkakan Eksplorasi Karir Siswa. *Prosiding Seminar Nasional Bimbingan Dan Konseling Universitas Ahmad Dahlan*, 2, 762–773.

Wahid, A. A., & Fauziah, D. M. (2022b). Literature Review: Layanan Bimbingan Kelompok Sebagai Upaya Meningkakan Eksplorasi Karir Siswa. *Prosiding Seminar Nasional Bimbingan Dan Konseling Universitas Ahmad Dahlan*, 2, 762–773.

Wuhadi, U. W., Setiawan, W., & Wadi, S. (2017). *Sekolah Menangah Atas Dari Masa ke Masa* (M. Surawidarto (ed.)). Direktorat Pembinaan SMA.

Yenes, E., Yusuf, A. M., & Afdal, A. (2021). Bimbingan Karir Bagi Siswa SMK Sebagai Persiapan Memasuki Dunia Kerja. *SCHOULID: Indonesian Journal of School Counseling*, 6, 95–101.

Zainal, Z., Syam, N., & Made, K. (2022). Pengaruh Model Pembelajaran Kooperatif Tipe Two Stay Two Stray Terhadap Hasil Belajar Siswa Tentang Siklus Air Kelas V UPTD SPF SD Negeri 51 Tonronge Kabupate Sidenreng Rappang. *JUARA SD: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 1, 302–313.