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## Development of Booklet Media to Improve Career Understanding of Grade IX Students

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### *Abstract*

***Development of Booklet Media to Improve Career Understanding of Grade IX Students.*** This study aims to develop a booklet media to enhance career understanding among ninth-grade students at SMP Negeri 2 Waringinkurung. The booklet is Designed to present career information in a structured, clear, and easy-to-understand manner. The method used is the Research and Development (R&D) model with the ADDIE stages (Analysis, Design, Development, Implementation, and Evaluation). In the Analysis stage, the students' needs were identified to Design a product relevant to their career Development. The results of the feasibility test showed positive evaluations from subject matter experts, language experts, and practitioners, with an average score of 92%, indicating high feasibility. A product trial involving 42 students resulted in a feasibility score of 81%, categorized as very feasible. The effectiveness test using N-Gain revealed an N-Gain score of 0.8886 and an N-Gain percentage of 88.86%, indicating a significant improvement in career understanding. Overall, this media booklet has been proven to be effective and can be used as an important tool for helping students plan their careers in the future. The Development of this booklet also

*provides a valuable alternative for career education at the junior high school level.*

**Keywords:** *Booklet, Carrier, Media, Career Understanding.*

## **A. Introduction**

Early adolescence is an important transitional period in individual development, where adolescents begin to form self-identities and plan for the future, including career choices. According to Hurlock (1990), at the age of 14 to 17 years, individuals experience significant physical, emotional, and cognitive changes, which allow them to begin planning their careers. External factors, such as peer influence, also play an important role in the career development of adolescents (Suryana et al., 2022). apart from internal factors, external factors such as acceptance by peers and the opposite sex are also important elements in the career development process during early adolescence.

Super (1990) stated that at the career exploration stage, adolescents begin to connect their interests, talents, and personal values with career choices, although they have not yet made a definite decision. Career maturity, which is related to the ability to plan a career, refers to an individual's capacity to complete developmental tasks at a certain stage. The secondary education period is an ideal time to develop career interests, because students are in a transitional phase and are susceptible to environmental influences, making it suitable to facilitate the formation of career interests (Santoso et al., 2023). Super also explained that career development is a gradual process throughout life, starting from initial career selection to role adjustment in life, through stages of growth, exploration, implementation, stabilization, and consolidation (Hidayat et al., 2019). Therefore, it is never too late to develop a career, although it is very important for individuals to understand their careers as early as possible, especially during education.

Career education plays an important role in helping teenagers understand the world of work. In schools, students not only gain academic knowledge, but are also prepared to enter the world of work. Career education should start early,

especially at the junior high school level, because at this time teenagers face further education choices that will affect their career paths. As stated by Sundari et al.,(2023), a good understanding of careers is essential so that students can choose and plan their careers wisely, according to their interests and talents. Effective career education will help students set realistic career goals and develop strategies to achieve them (Adriyani & Wiyono, 2019).

In fact, many junior high school students have difficulty planning their careers, as revealed by Rahman et al., (2023)who found that students are often confused about choosing an educational path after junior high school. The career planning process should help them understand the relationship between talents, interests, and job opportunities, but the lack of information and guidance causes confusion in decision making. Whereas Nindya et al., (2020) states that one of the main tasks of junior high school students in career development is to introduce them to the world of work and the career planning stage. Educational tasks at the junior high school level include: (1) understanding and planning a career; (2) utilizing career resources; and (3) explaining the skills needed to meet the demands of the world of work (Rahman et al., 2023). This shows that students' understanding of career planning needs more attention in effective learning.

The results of observations and interviews with Guidance and Counseling teachers at SMP Negeri 2 Waringinkurung showed that grade IX students had difficulty planning their careers. They were confused about choosing an educational path after junior high school, tending to follow the direction of their parents or the influence of friends, rather than considering their own interests and talents. One of the causes was the limited time given to Guidance And Counseling teachers for career guidance services. Many students also admitted a lack of understanding of the relationship between academic achievement and career planning, which was reflected in their difficulty in answering questions about career goals and plans. To plan a career well, students need a deep understanding of themselves, including interests, talents, and assessments from the environment, and set clear and realistic career goals.

The need for innovation in the use of media for guidance and counseling services is very important to improve student understanding, especially in career understanding. Guidance and Counseling media functions as a tool that makes services more attractive and effective, both in print and technology-based forms. ICT media such as flash, ebooks, videos, internet articles, and other applications, along with print media such as booklets and magazines, help guidance and counseling teachers in delivering services with the hope of achieving goals effectively (Hariyadi S, 2011). Booklet media, as one form of guidance and counseling media, is effective in delivering career information. Its advantages lie in its compact format that is easy to carry, attractive design to increase student appeal, and its ability to present information in a structured and clear manner, making it easier for students to understand career planning (Haryadi, 2011). Adriyani's research (Adriyani & Wiyono, 2019) also revealed that the use of booklets improves students' understanding of career planning, so that they can make better decisions about the future. Booklet media is an effective tool because of its compact, portable, and informative design. With booklets, students can access information about careers anytime and anywhere, making it a useful resource in career planning. This is in line with the opinion of Putro and Japar (2021), which states that the application of interactive media can make career information more interesting and easier for students to understand.

This study discusses the development of booklet media as an effective tool in delivering career information in a structured and easily understood manner to junior high school students. This booklet is designed to provide comprehensive information about various career options that are relevant to students' interests and talents. It is expected that this booklet can deliver career information effectively, broaden students' horizons, and help them plan their future in a focused and systematic way. This study aims to develop a career understanding booklet media and test the effectiveness of the booklet media in helping ninth grade students of SMP Negeri 2 Waringinkurung understand career planning and

increase their knowledge about career options that are in accordance with their potential and abilities.

## B. Method

### 1. Research Design

This research uses the research and development (R&D) method which aims to produce products through development and testing of their feasibility (Sugiyono, 2019). In product development, this study adopted the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The selection of this model is based on the consideration that this model is easy to understand, simple, and has a systematic structure. In accordance with Warsita's opinion (2011), the ADDIE model is an effective and dynamic design, which can support the smoothness of this research. The product produced in this study is a booklet media, which aims to provide information about career understanding to students. The following are details of the stages of R&D research carried out.

Table 1. R&D Research Stages

Stages	Steps for Developing Booklet Media
<i>Analysis</i>	Identifying Student Needs
	Education and Career Research
<i>Design</i>	Content design
	Consultation with an expert
<i>Development</i>	Material development
<i>Implementation</i>	Product Trial
<i>Evaluation</i>	Product Evaluation

### 2. Population and Sample

The population in this study were all ninth grade students at SMP Negeri 2 Waringinkurung in the 2024/2025 Academic Year, totaling 64 students. This population consists of all students who are the subjects in the study, and sampling was carried out to obtain more efficient information without having to involve all members of the population.

The sample in this study consisted of 55 students selected using the Probability sampling technique. This technique was chosen because it provides an equal opportunity for each member of the population to be selected as a sample, so that the results of the study will be more representative and can be generalized to a wider population. In this case, the Probability sampling technique used is simple random sampling, which is a method of selecting samples randomly without considering certain characteristics of the population members.(Sugiyono, 2019). This approach avoids bias in sample selection and ensures that each individual has an equal chance of being selected.

In order to calculate the right sample size, the Slovin formula is used, which allows researchers to determine the sample size by considering the desired level of accuracy and the existing population size. In this case, the level of accuracy or margin of error used is 5% (0.05), which means that researchers want results that can represent the population with an error rate of no more than 5%. The following is the Slovin formula used to determine the sample size:

$$n = \frac{N}{(1 + N \times e^2)}$$

Information:

n = sample size/number of respondents  
N = population size

e<sup>2</sup>= margin of error (percentage of allowance for accuracy)

By entering the existing numbers:

$$n = \frac{64}{(1 + 64 \times 0,05^2)} = \frac{64}{(1 + 64 \times 0,0025)} = \frac{64}{1,16}$$

$$n = 55$$

Thus, based on the calculation using the Slovin formula, the number of samples taken in this study was 55 students. This sample selection is expected to represent the population accurately and provide valid results and can be generalized for broader analysis purposes.

### 3. Research Instruments and Data Analysis

The instrument used in this study was a questionnaire which aimed to collect responses related to the topic or problem being researched.(Sugiyono, 2019). This questionnaire is divided into several instruments, namely: (1) career understanding instrument, which aims to measure the level of career understanding of students at SMP Negeri 2 Waringinkurung; (2) material and media expert instrument, which is used to assess the feasibility of developing booklet media in improving students' career understanding; (3) language expert instrument, which is used to assess the feasibility of booklet media in terms of language; (4) practitioner expert instrument, which is used to assess the feasibility of developing booklet media in terms of practicality; and (5) student response questionnaire instrument, which aims to determine students' assessments, responses, and reactions to the application of booklet media in career understanding in class. Measurement in this instrument uses a Likert scale, with the following score ranges: strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

Table 2. Career understanding instrument grid before testing

Variables	Indicator	Item No.		Number of Items
		(+)	(-)	
Career Understanding	Understanding self concept	1,9,10,31,32,33,34,39	11	9
	Self-understanding and interests	5.25, 26	8,17,18,20,21,27,28	10
	Future preparation and self-development	19,30,35,36,37,38,40	—	7
	Utilization of career guidance resources	2,3,4	12.19	5
	Career development process	6,7,13,14,15,22,23	16.24	9
<b>Amount</b>		28	12	40

The study has conducted validity and reliability tests to ensure the quality and consistency of the instruments used. Validity tests consist of construct validity and empirical validity. Construct validity is carried out by involving experts in their

fields to provide an assessment of the instruments that have been prepared, so that the instruments can be improved and adjusted to the theory used. Furthermore, empirical validity is carried out by linking item scores (X) with overall scores (Y) obtained from students using the Pearson Product Moment correlation technique. The results of the empirical validity test show that most of the instrument items are valid, namely 33 items that have a calculated r value greater than the r table (0.334) and are considered valid. However, there are 7 invalid items, namely items number 9, 12, 13, 14, 22, 31, and 40, because the calculated r value is smaller than the r table, so these items are deleted to increase the efficiency and reliability of the instrument.

For reliability testing, this study used Cronbach's Alpha to measure the internal consistency of the instrument. The results of the analysis with the help of the SPSS program showed that the Cronbach's Alpha value was 0.851, which is included in the high category based on the Guilford reliability coefficient classification ( $0.70 < r_{11} \leq 0.90$ ). This value indicates that the instrument used in this study is reliable, namely consistent and stable in producing reliable data. Thus, it can be concluded that the instrument used in this study is valid and reliable, and ready to be used for further research with generalizable results.

## **C. Discussion**

### **1. Theory and Literature Review**

#### **a. Understanding Career Information**

Understanding career information is very important for teenagers because at this time they are in the exploration phase, where they are starting to consider educational options that suit their interests and talents. According to Super in Pradana & Nurfaik (2021), career understanding is related to the development of students' personalities and their roles in the world of work. Students are faced with choices that affect their activities, studies, and future. Super believes that students need to develop careers according to their

developmental stages, including planning, collecting career information, and making decisions based on skills and aspirations. Individuals with good career understanding have a greater chance of achieving a more mature future. In Super's theory, career choice is the process of matching self-concept with career choices, which is influenced by changes in the individual and their environment (Khoiriyah & Wirastania, 2021; Mahargian & Khusumadewi, 2024).

Super deep (In Zaleha & Subhan, 2020) states that students who have career understanding need to develop careers according to their developmental stages, including planning, collecting career information, and making decisions based on skills and aspirations. Individuals with good career understanding are more likely to achieve a mature future, while those who do not understand their careers will have difficulty making career decisions. One effort to help students understand their careers is through career information services (Pradana & Nurfaiz, 2021). Career understanding is the key to achieving success in the desired career field and in accordance with individual abilities (Suhaida et al., 2024). The main purpose of career understanding is to facilitate individuals in undergoing self-change throughout life and achieving desired goals. For this, a person must master various abilities and aspects that support career success. Therefore, career understanding is a very important factor in individual career development (Mahargian & Khusumadewi, 2024). According to Super in Ramadani (2021), the characteristics of someone with low career insight are individuals who have difficulty in making career decisions, are less realistic in making final decisions, often change their career thinking, and are dependent on other people (Rindiyani et al., 2024: 90).

Career understanding is very important for ninth grade students because it can help them plan their future better. According to Brown & Lent (2016), career information development for students includes several crucial aspects, such as: (1) Education and Career Orientation, which helps students understand the relationship between education and career and make more

informed decisions about study programs and career paths that suit their interests; (2) Self-Understanding and Interests, which helps students identify their interests and skills to choose a career that suits their talents and personal preferences; (3) Preparation for the World of Work, providing an understanding of the demands of the world of work and the skills needed; (4) Overcoming Uncertainty, providing clear insights to help students overcome confusion related to education and career choices; and (5) Building a Future Plan, encouraging students to plan their future systematically by setting clear career goals.

#### **b. Career Development Concept**

Super's career development theory is relevant to understanding an individual's career journey throughout life. The concept of Life-span includes stages of career development influenced by age, while Life-space relates to the individual's social conditions. Career development is a lifelong process that includes growth, exploration, formation, maintenance, and disengagement, which is tailored to the individual's developmental stage to achieve alignment with personal identity, contributing to job satisfaction and well-being. (Nisa et al., 2025). This concept also emphasizes the relationship between psychological development and social roles in career (Maslikhah et al., 2019).

Super (1990) describes career development as a continuous process that includes five stages: growth, exploration, implementation, stabilization, and consolidation. In the growth stage, individuals develop potential and interest in work from an early age. The exploration stage, which occurs at ages 15-24, is when individuals begin to explore career options according to their interests and abilities. In the implementation stage (21-24 years), individuals complete their education and enter the workforce. The stabilization stage (24-35 years) involves confirming career choices through work experience, and in the consolidation stage (after 35 years), individuals solidify their position in their careers (Hidayat et al., 2019).

Career development is closely related to self-understanding, including interests, talents, and personal values that influence career decisions. Therefore, it is important for adolescents, especially in the exploration stage, to know themselves more deeply before making career decisions. Career education in schools should help students identify their potential and choose the right career path. Rahman et al.'s (Rahman et al., 2023) research, shows that early career guidance in schools can improve students' understanding and help them plan their future better.

*c. Booklet*

*Booklet* is a publication consisting of a minimum of five pages and no more than fifty pages, excluding the cover (Fitriani et al., 2016). As a type of printed media, booklets are designed to present information briefly, concisely, and clearly. In the context of career education, booklets play an important role as a tool to convey structured career information to students. Booklets allow for the presentation of comprehensive yet easy-to-understand information, making them an effective learning resource to help students recognize various career options.

According to Hariyadi (Hariyadi, 2011), the advantages of booklets lie in their compact format, easy to carry, and their ability to present material in an organized manner. As a medium for guidance and counseling, booklets have the advantage of providing structured and easily accessible career knowledge, especially for students who need additional information about career planning. Effective booklet design must pay attention to language, visual appearance, and information structure. A good booklet not only covers job options, but also the educational pathways needed to achieve them. An attractive design is important so that students are interested in reading and using it as a reference and source of motivation in planning their careers. In addition, the use of appropriate media, such as booklets, is effective in presenting career information clearly and easily understood. This media helps students identify

careers that suit their interests and provides an overview of the world of work after education. Interactive media also has a positive impact on students' career planning (Hidayati & Maloti, 2024).

*Booklet* developed in this study is entitled "Building a Smart Career". The title selection is adjusted to the researcher's goal of making the booklet media a means to improve the understanding of grade IX students of SMP Negeri 2 Waringinkurung regarding career information related to further study or appropriate work. The contents of this booklet include an introduction, what is a career, stages of career development, the importance of planning a career early on, stages of career planning, further study, career guidance resources, closing remarks evaluation sheets, references and contacts.

## **2. Research Results and Discussion**

### **a. Research result**

The development of booklets as a means to improve student understanding has gone through various stages in accordance with the R&D research stages.

- 1) *Analysis*. At this stage, the researcher conducted observations and interviews to collect the necessary information to identify the main problems in the guidance and counseling process in class IX of SMP Negeri 2 Waringinkurung, especially related to career understanding, and conducted research related to students' career needs.
- 2) *Design*. At this stage, the researcher began with the planning and design of the booklet product that would be used to improve students' understanding of careers. At this stage, the researcher determined the main objective of the booklet, which was to present career information in an interesting and easy-to-understand way for grade IX students. The researcher also designed the structure and content of the booklet that

covered various career-related topics, such as career development stages, career planning, and the importance of further study. The visual design of the booklet was also the main focus at this stage, where the researcher chose design elements such as colors, fonts, and images to make the appearance of the booklet more attractive and not boring for students. The researcher consulted with media, language, and practitioner experts to ensure that the design created was in accordance with the objectives and could increase the appeal and effectiveness of the information conveyed. Thus, this Design stage ensures that the booklet produced can meet students' needs in understanding career information comprehensively and effectively.

- 3) *Development.* This stage focuses on the implementation and creation of booklet products based on the design that has been planned in the previous stage. After the structure and content of the booklet have been prepared, the researcher begins to develop the material that will be included in the booklet, by collecting information from various sources such as journals, books, and relevant articles. The materials are then summarized and arranged using Microsoft Word 2019. Furthermore, the researcher designs the booklet visually using the Canva Pro application, integrating previously planned design elements, such as the selection of colors, images, and attractive layouts. At this stage, the researcher also adds an evaluation sheet at the end of the booklet to measure students' understanding of the material that has been studied.

After the booklet was completed, the researcher conducted a product trial by asking for input from experts in the fields of media, language, and practitioners. The expert feasibility test was conducted to assess the quality and effectiveness of the booklet, using an assessment questionnaire that measured aspects of design, material, and clarity of information. The results of the expert feasibility test showed an average


score of 92%, indicating that this booklet has met the desired criteria and is suitable for use as a career learning medium for students.

Table 3. Average Product Feasibility Test Results

No	Assessment Items	Assessment Score	Category
1	Media and Materials	92%	Very Worth It
2	Language	85.7%	Very Worth It
3	Practitioner	100%	Very Worth It
Total average score		92%	Very Worth It

This development process certainly involves several parts that need to be revised, changed, or added. Improvements are made based on the feedback received to ensure the quality and effectiveness of the booklet before it is used by students. This step is in line with the Development stage, which aims to produce a product that is in accordance with the research objectives and can be used optimally by students in learning career information.

Table 4. Booklet Media Access

Destination	Barcode
Download Access Media Booklet	

- 4) *Implementation.* This stage involves the implementation of the booklet product that has been developed and tested for its feasibility on grade IX students of SMP Negeri 2 Waringinkurung. After the design and development stages are completed, the booklet entitled "Building a Smart Career" begins to be distributed and used by students as a learning medium. The researcher gives the booklet to students and directs them to study the existing material, and fill out the evaluation sheet at the end of the booklet to measure their understanding of the material presented. This implementation process also involves

supervision and guidance to ensure that students understand the information contained in the booklet well and can apply it in planning their careers. During the implementation stage, the researcher also collects feedback from students regarding the readability, understanding, and their impressions of the booklet, which will be used for further improvement if necessary.

The initial product trial stage was carried out by involving a limited number of students, namely 42 students who were selected as respondents. The respondents were given direct services using booklet media. Furthermore, respondents were given two instruments, namely the career information understanding instrument as a pretest and posttest to see whether the booklet had an impact on increasing understanding of career information and the product trial instrument adapted from Khopipah(2022). In addition, respondents were also given an evaluation sheet contained in the booklet, which can be accessed directly by scanning the QR code. The product trial instrument was used to assess the effectiveness of the booklet as a learning medium, while the evaluation sheet was used to measure the extent to which students understood career information after reading the booklet entitled "Building a Smart Career".

Table 5. Results of Product Trials on Students

<b>Assessment Aspects</b>	<b>X</b>	<b>Xi</b>	<b>%</b>	<b>Category</b>
Content Eligibility	546	672	81%	Very Worth It
Presentation Eligibility	550	672	82%	Very Worth It
Language Eligibility	666	840	79%	Worthy
<b>Amount</b>	1762	2184	81%	Very Worth It

In table 5, the results of the product trial on 42 students show a high level of satisfaction, with details of the content feasibility value of 81%, presentation feasibility of 82%, and language feasibility of 79%.

With an overall average of 81%, these results fall into the very feasible category.

- 5) *Evaluation*. This stage aims to assess the effectiveness and success of using booklets as a learning medium in improving students' understanding of careers. Evaluation is carried out through two approaches, namely formative evaluation and summative evaluation. Formative evaluation is carried out at the end of each stage to allow for continuous improvement, while summative evaluation is carried out after all stages are completed, with the aim of providing an overall assessment of the product (Adelina, 2024).

Formative evaluation is conducted by collecting feedback from regarding the eligibility and quality of the booklet, as well as the level of difficulty in understanding the material presented. This allows researchers to make necessary adjustments before further implementation. Meanwhile, summative evaluation is conducted after implementation is completed, to measure the extent to which the booklet has succeeded in increasing students' knowledge and understanding of careers. This evaluation is measured through the results of the evaluation sheet filled out by students, which assess aspects such as attractiveness, clarity of information, and the influence of the booklet on students' understanding.

In this study, the researcher also used the Career Understanding Level instrument that has been tested and discussed previously. N-Gain is used to measure the effectiveness of the booklet in improving students' understanding before and after using the media. The pretest and posttest results are calculated using the N-Gain formula to show the extent to which students' understanding of the material that has been studied has increased. This N-Gain provides an objective picture of the booklet's success in helping students understand career information more deeply.

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	42	.73	1.00	.8886	.07403
Ngain_Persen	42	73.33	100.00	88.8570	7.40279
Valid N (listwise)	42				

Figure 1. N-Gain Value at Career Understanding Level

Based on the data from the descriptive statistics table, the N-Gain score has a mean of 0.8886, exceeding the threshold of 0.7, indicating a high category. The N-Gain percent also shows a mean of 88.8570, exceeding the threshold of 76, indicating an effective category. Overall, the results of the study indicate a high and effective increase in understanding of career information.

The results of this evaluation were used to assess whether the booklet met the research objectives and provide recommendations for improvements for the use of similar learning media in the future. Based on the evaluation results, a clear picture was obtained regarding the effectiveness of the booklet in helping students plan their careers, as well as areas that need to be improved to improve the quality of learning media products in the future.

## b. Discussion

The development of booklet media to improve students' career understanding has gone through in-depth and well-structured stages. Based on research conducted on grade IX students of SMP Negeri 2 Waringinkurung, the results obtained showed that the use of booklets as a learning medium is very effective in improving students' career understanding. In this study, booklets were designed to provide comprehensive and easy-to-understand information, and were accompanied by attractive design elements, such as appropriate colors, images, and fonts, so as not to make students feel bored when studying them.

The results of the product feasibility test showed that this booklet received a very positive assessment, with an average feasibility score reaching

92% for media and materials, 85.7% for language, and 100% for practitioners. This shows that this booklet is very suitable for use as a learning medium for students. In addition, the initial product trial conducted on 42 students also showed a fairly good success rate, with an N-Gain score of 0.8886 and an N-Gain percentage of 88.86%, indicating a significant increase in career understanding. Based on the evaluation results, it is also known that this booklet is not only effective in improving students' understanding of careers, but also provides clearer insights for students in planning their future careers.

These results are in line with several studies that also use booklets as a medium to improve career understanding and career development, one of which is the study conducted by Pramudhita & Khusumadewi (2018), The developed booklet obtained an average of 92.87% with a very good value category. This study found that of the 7 students who were treated using booklet media, 5 showed an increase in self-empowerment in planning a career, while 2 experienced a decrease (Pramudhita & Khusumadewi, 2018).

Other studies such as Islamadina and Winingsih (2022), also developed a Career Plan booklet that met the acceptability criteria with an average assessment of 92%, which shows that the career plan booklet media has met the acceptability criteria in terms of usability, feasibility, accuracy, and appropriateness. Hendrianti et al.,(2021) also developed an e-booklet based on Flipbook Maker on student career identification material showing that this e-booklet media has an average value of 89.28%, with a percentage of media experts of 90.6%, material experts of 93.7%, and student responses of 83.56%. These results indicate that the media is very suitable for use as a learning medium for guidance and counseling on student career identification material. Furthermore, Prafitri et al.'s research, (2013) found that the implementation of career information services through the use of booklets can be accepted as a method to improve the independence of Class X-7 MAN Rengel-Tuban students in choosing a career. Nurlina's research (2023), also shows the development of booklets as a career information service media in SD Negeri 033 Tarakan City

is considered very feasible with an average score of 97.2%. By comparing these findings, the author can more clearly show the unique contribution of booklet media development in this study as well as the innovations offered to support career education at the junior high school level. This discussion will clarify the new contribution made by booklet media in the context of career education and provide a stronger picture of the importance of this media in helping students plan their careers more effectively.

Based on relevant research, the use of booklets as a career introduction media has great potential to improve students' understanding of career planning. The results of this study also support that booklets are effective in helping students plan their career steps more clearly and in a focused manner. Guidance and Counseling Teachers/Counselors should develop career information materials according to the student's exploration phase, by providing interesting information about jobs and careers through various media. Updating information, especially regarding career opportunities in the digital technology sector, is important to broaden students' horizons and encourage their interest in careers in this sector (Santoso et al., 2023, p. 54).

Overall, this study shows that booklet media is an effective alternative in career education. The selection of appropriate media and design is very important to attract students' interest in planning their future, which is in line with other studies that also show the effectiveness of booklets in improving understanding of career planning.

#### **D. Conclusion**

Based on the results of research and development of booklet media to improve students' career understanding, it can be concluded that the use of booklets as a tool in career guidance is very effective. This booklet successfully provides structured and easy-to-understand information, and has an attractive design for students. The results of the feasibility test showed that this booklet received a very positive assessment from material experts, linguists, and

practitioners, with an average feasibility score of 92%. In addition, the results of the product trial on students showed a significant increase in career understanding, with a high N-Gain value, namely 0.8886 for the N-Gain score, which indicates a high category, and 88.8570% for the N-Gain percent, which indicates an effective category. The application of this booklet media is effective in improving students' understanding of career planning and broadening their horizons regarding career choices.

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