

Research Article

Development of career planning instruments in flashcard

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Article Info

Received: 14 December 2023

Accepted: 25 February 2024

Online: 30 March 2024

Keywords:

Career planning

Flashcard

Instrument

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Abstract

This study aims to produce a career planning instrument for junior high school students in the form of a valid and reliable flashcard with criteria of accuracy, feasibility and usefulness. This research model uses a development research model adopted from Brog and Gall, (1983). This development research uses data collection instruments, namely acceptability questionnaires for testing media experts, content experts and prospective users (teachers) and readability questionnaires for testing prospective student users. The data analysis technique used the inter-rater agreement model from Gregory (2004) and Guilford (1956) and descriptive statistical tests. The results of the study show an index value of 1 on the media expert test, the content expert test with an index value of 0.90 for prospective Guidance and Counseling Teacher users, an index value of 1 and prospective users for students with an average score of 94.18%, meaning that flashcard media can be accepted universally theory and practice.

To cite this article

Muwakhidah, M., Lianawati, A., Anantasmaras, R.S.W.I., & Isrofin, B. (2024). Development of career planning instruments in flashcard. *Psychology Research on Education and Social Sciences*, 5(1), 13-19. DOI: <https://doi.org/10.5281/zenodo.10701612>

Introduction

According to Herr and Cramer (Herr & Cramer, 1984) career has a large role in fulfilling human life needs in economic, social and psychological terms. When someone has a career and earns a wage, this wage can be used to meet daily or primary needs. Someone who has a career from a social perspective gets more appreciation than someone who doesn't have a career. Psychologically, someone who has a career can increase self-esteem and self-competence by actualizing their own potential. Strengthened by Maslow's Hierarchy of Needs theory, which states that basically humans have 5 needs, namely: physiological needs, security needs, social belonging, esteem needs and self-actualization needs.

If one need is not met it will disrupt human survival. In this case, career is included in the physiological needs which will be tiered to social belonging, the need for esteem and the need for self-actualization. Without a career, a person cannot fulfill his life needs, such as: primary or daily needs, secondary needs and tertiary needs to the maximum. Apart from that, unemployment and poverty rates will be high. Unemployment has the potential to have negative impacts, such as: crime and violence, bad psychological effects on oneself and one's family, poverty, and conflict between communities due to social differences (Hartono 2016).

Another problem in career is the mismatch between the job obtained and the potential one has. This causes someone to not be able to complete their work well. Career problems that are often experienced by students, namely: Students do not fully

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recognize their interests, talents and potential, Lack of knowledge about further studies and careers, Confused about choosing further studies and careers that suit their opportunities and potential, Choice The further studies undertaken were not the result of his own desires (Supriatna, 2019). In their unstable teenage years, students are easily influenced by their friends in choosing further studies and careers. This will have an impact on teaching and learning activities and academic achievement, because it is not in accordance with his abilities.

There are three main stages of career development according to (Gybers, 2013), namely: 1) fantasy stage: 0 – 11 years (primary school), 2) tentative stage: 12 – 18 years (middle school), 3) realistic stage: 19 – 25 years (college period). At the tentative stage, the developmental tasks that must be achieved by students are: understanding interests, talents and potential, being able to choose further studies and professions that suit their abilities, being able to plan their future. If viewed from Ginzberg's (2013) three stages of career development, junior high school students aged 13-15 years are included in the tentative stage where students are considered capable of planning a career according to their abilities, knowledge and skills. However, this is different from the facts on the ground. Many students experience doubts and difficulties in planning a career that suits their abilities. This is due to a lack of self-preparation and a lack of understanding in planning a thorough career.

From the explanation above, it can be concluded that career planning can be done when students are in junior high school (SMP). Careful career planning is important to overcome career problems. A person who is able to plan his career carefully will lead to prosperity, so that this can be a solution to reducing unemployment. As time goes by, competition in the career world is very competitive. Therefore, knowledge and thorough career planning must be prepared from an early age, to make the young generation ready to compete in the career world.

Positive impacts for students who have mature career planning, namely: knowing various kinds of jobs/professions, developing a positive attitude towards appreciating work and continuing further studies, being able to plan and choose their career well without doubt. Meanwhile, the negative impact of low career planning if not addressed immediately, namely the career decisions that will be taken can result in mistakes or not being in accordance with one's potential, low positive attitudes towards certain jobs/professions and inability to plan career choices well. Another negative impact of low awareness of careers and further studies is that when choosing further studies, many students just follow their friends, so that the choice is not the result of their own choice or can be called the wrong major. The wrong major will have an impact on their low academic achievement (Muwakhidah et al. 2023).

This was reinforced by the Indonesia Career Center Network (2017) which stated the same problem, namely that 45% of students in Indonesia felt they had chosen the wrong college major. Previous research stated that as many as 92% of high school/vocational school students in Indonesia felt confused about choosing further studies and did not know what profession was suitable for their future (Youthmanual, 2018). Based on research conducted at SMP Negeri 3 Gresik, as many as 31.2% of students had low knowledge of various careers, interests, talents and personal potential. This is also confirmed by research at SMA Negeri 9 Pontianak through interviews with guidance and counseling teachers, that many students are not yet able to understand their own talents and interests and are still unsure about choosing further studies that suit their potential.

However, facts on the ground show that the implementation of guidance and counseling services in schools has several obstacles so that they cannot be implemented optimally. The following are factors that become obstacles to the implementation of guidance and counseling in schools: Lack of understanding by school personnel about the importance of the role of guidance and counseling in schools. Lack of facilities and infrastructure that support the continuity of guidance and counseling activities in schools. In some schools, guidance and counseling teachers are not given class hours by the school. Limited time given by guidance and counseling teachers to provide guidance and counseling services at school.

The importance of researching the development of career planning instruments reflects the urgent need to improve the quality of career guidance for students at various levels of education. Good career planning instruments can play an important role in helping students develop career skills that are relevant to job market needs (Sampson et al., 1996). This includes identifying skills, improving soft skills, and preparing to enter the world of work. In addition, effective career planning instruments can help optimize students' decision-making processes, reduce confusion and increase confidence

in choosing a career path (Gati et al. 2006).

So far, guidance and counseling teachers have made efforts to overcome career problems for students, one of which is by providing career guidance services. Career guidance services are information services provided by guidance and counseling teachers to students regarding further studies and the world of careers. Career guidance at school aims to help students understand their interests, talents and potential, increase knowledge about the world of careers and make students independent in planning and determining their future. The techniques and methods used by BK teachers in providing career guidance services include using discussion techniques and lecture and question and answer methods. The media that are often used are laptops, LCD, PowerPoint, folio sheets and career trees.

Research on career planning instruments can provide a deeper understanding of the factors that influence students' career decision making, such as interests, values, and preferences (Brown, 2002). This research can help design more inclusive instruments, addressing inequities in access to career education by considering the diversity of students' learning styles (Lent et al. 2004). By conducting research in the development of career planning instruments, we can ensure that these tools are relevant, effective, and can have a positive impact in guiding students towards career choices that are satisfying and in line with their potential. Through this research, we can increase the effectiveness of career education efforts at all levels

This research aims to develop flashcard media that can be used by guidance and counseling teachers in providing career guidance services. This media was developed to attract students' interest in participating in guidance and counseling services at school and prepare students to plan their careers. The development of flashcard media can be combined with other methods which are expected to produce enjoyable counseling services and stimulate students to participate actively. This flashcard-based media is considered effective for use in learning activities.

Method

Research Model

This research uses a research and development design adopted from Borg and Gall (Gall and Gall, 2003) with six stages carried out. The first stage is conducting literature studies and collecting initial data, the second stage is planning, the third stage is preparing a prototype product, the fourth stage is conducting expert testing, the fifth stage is carrying out revisions based on the results of expert testing, the sixth stage is conducting trials of potential users.

The subjects in the expert test were 4 experts from Guidance and Counseling lecturers to content experts, and 4 educational technology lecturers as media experts. The prospective user test was carried out on 150 junior high school students and 4 guidance and counseling teachers. The data collection instrument for expert testing and prospective users (teachers) uses an acceptability questionnaire which refers to standards for evaluation of educational programs, projects and materials (2009). Meanwhile, testing prospective student users uses a readability questionnaire. The data analysis techniques used are descriptive data analysis and quantitative data. Descriptive data was obtained from expert tests in the form of suggestions and input, while quantitative data was generated from an assessment of the inter-rater agreement model analysis from Gregory (Gregory, 2011) and Guilford (Guilford, 1956) and statistical tests using the SPSS for Windows program.

Results and Discussion

The research results are divided into two types of data, namely quantitative data which was analyzed using the inter-rater agreement model from Gregory (2011) and Guilford (1956) and statistical tests using the SPSS for Windows version 20 program. The second data is descriptive data in the form of suggestions, criticism, and input from experts and potential users which are analyzed descriptively. The following is a presentation of the results of expert and prospective user tests in the form of quantitative and descriptive.

Results of content experts or content experts

Table 1. Content expert assessment of the flashcard media guide

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,000	0,000
Aspects of attractiveness	1,225	1,225
Conformity aspect	0,000	0,000

The table above is the result of an assessment by content experts regarding flash card media which shows that the results from both experts one and two have high validity values.

Table 2. Content expert assessment of flashcard media instruments

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,000	0,000
Aspects of attractiveness	0,000	0,000
Conformity aspect	0,000	0,000

The table above is the result of an assessment by content experts regarding flash card media which shows that the results from both experts one and two have high validity values

Table 3. Suggestions, input and revision results based on content expert test results

No	Expert advice or input	Revised aspects	Revision results
1	In the general description section, it is best to immediately provide a general explanation regarding the flashcard media relating to the career information being developed, no longer using the usual term of so many sizes but referring to the size of the results of the product being developed.	General description of flashcard media	Product sizes have been added to the overview section
2	The cover would be better if it depicted diversity. There is not just one student and the illustrations also reflect the level of middle school students and their equivalent	Cover image on the product	Revised according to expert advice or input

The table above is the result of an assessment by content experts from experts one and two in the form of suggestions and input that need to be improved. The table above presents the results of input for improvements and the results of improvements that have been made

Media expert test results

Table 4. Media experts' assessment of the flashcard media guide

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,548	0,408
Aspects of attractiveness	0,548	0,516
Conformity aspect	0,535	0,378

The table above is the result of an assessment by media experts regarding flash card media which shows that the results from both experts one and two have high validity values

Table 5. Media expert assessment of flashcard media instruments

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,447	0,548
Aspects of attractiveness	0,548	0,548
Conformity aspect	0,548	0,447

The table 5 is the result of an assessment by media experts regarding flash card media which shows that the results from both experts one and two have high validity values

Table 6. Suggestions, input based on media expert tests

Aspect	Expert 1	Expert 2
Book size, cover design, book contents, flashcard media	The layout is appropriate, the illustrations are good, the flashcard media is good	Neat book, attractive appearance, easy to understand illustrations, good material, very practical flashcard media
Conclusion:	Overall, the guidebook and flashcard media are good and suitable for use	

The table above is the result of an assessment from media experts from experts one and two in the form of suggestions for improvements in terms of media. The table above presents the results of input for improvements and the results of improvements that have been made

Results of prospective users on guidance and counseling teachers

Table 7. Potential users' assessment of the flashcard media guide

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,548	0,548
Aspects of attractiveness	0,447	0,548
Conformity aspect	0,548	0,548

The table above is the assessment result of prospective users one and two. Based on the assessment results, it shows that flash card media is considered to meet aspects of practical acceptability

Table 8. Assessment of potential users of flashcard media instruments

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	0,448	0,378
Aspects of attractiveness	0,000	0,447
Conformity aspect	0,447	0,447

The table above is the assessment result of prospective users one and two. Based on the assessment results, it shows that flash card media is considered to meet aspects of practical acceptability

Table 9. Results of prospective users among students

Assessment aspect	Standart deviation	
	Expert 1	Expert 2
Accuracy aspect	150	91.3%
Aspects of attractiveness	150	90.2%
Conformity aspect	150	92.4%

The table above is the result of assessments from potential users, namely students one and two. Based on the assessment results, it shows that flash card media is considered to meet aspects of practical acceptability

The career planning aspects used in the flashcard media content refer to Frank Parsons' (1909) career theory, namely knowledge and understanding of oneself, the world of work, as well as realistic reasoning about oneself and the world of work. The target user refers to Ginzberg's career theory, namely junior high school students aged 13-15 years who are in a tentative stage who are able to plan their careers according to their preferences, knowledge, abilities and skills. Knowledge and self-understanding are based on Donald Super's career theory, namely self-concept. Meanwhile, knowledge and understanding of the world of work is based on John Holland's career theory, namely the suitability of individual characteristics to the work environment.

Career planning is a process that individuals go through in achieving career goals, characterized by planning clear goals after completing education, clear aspirations for work, strong encouragement in the field of education and desired

work, realistic perceptions of self and the environment, the ability to group jobs of interest, provide positive values to work, independence and maturity in the decision-making process, and show realistic ways of achieving a career (Dillard, 1985).

Super deep (Sharf, 1992) career planning in adolescence is characterized by several activities, namely: searching for career information, discussing career planning with family or school counselors, participating in organizations and extracurricular activities, and attending education or training in the chosen field to achieve success career. In Super's career development theory, career planning is included in one aspect of career attitude development. Careful career planning is needed to achieve the desired job. This helps students increase their motivation to learn, as well as prepare them to determine their future careers.

Flashcard media, modified and developed by researchers as a medium for developing flashcard media in group guidance for junior high school students' career planning. The development of flashcard media aims to help students plan their careers. Flashcard media is also used to attract students' interest, so that the group guidance services provided are not monotonous, and students feel happy when participating in group guidance services. Flashcard media design that has been modified using CorelDRAW X8 software. In flashcard media there are pictures and short descriptions that are used to convey the message or meaning of the content of the material, so it is not too verbal. Implementing career planning in schools takes quite a long time, so this flashcard media was developed in group guidance to shorten the time without reducing the stages.

Judging from the general criteria in selecting guidance and counseling media (Nursalim, 2013), the media can be considered good, because the media developed is in accordance with the objectives, namely to help students' career planning, the media used is in accordance with junior high school students' career planning material, the flashcard media contains cognitive aspects. which can be used to improve students' knowledge, memory and concentration abilities. Meanwhile, from the specific criteria in selecting guidance and counseling media, the flashcard media developed has easy access to use, because it is equipped with a guide book, the size is appropriate so it is practical and easy to store, the costs required are not too expensive, the use of flashcard media is integrated into group guidance activities to support the achievement of two-way or interactive interaction between guidance and counseling teachers and students.

The results of the media expert's assessment show that products in the form of flashcard media and guidebooks are very suitable to be used to help junior high school students' career planning. Obtaining a high score and no criticism, suggestions or input in the media expert test means that the development product has met the acceptability criteria and can be continued in further research. The basic consideration in selecting media is fulfilling needs and achieving the goals of guidance and counseling. As stated by Nursalim (2013), the criteria for selecting guidance and counseling media are the suitability of the media to the objectives, guidance and counseling material, and student characteristics. This is aimed at utilizing the development of media that is fun and easy to use in learning activities and guidance and counseling services.

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