Developing Multimedia-based Career Counseling Module to Enhance Students' Future Career Maturity Direction

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Abstract. The main problem in research is that there are no modules available that can help students determine their future career direction. The aim of this research is to develop an interactive multimedia-based career guidance module so that it can provide new innovations for guidance and counseling teachers in providing practical career guidance services. This innovation was made in the form of an interactive multimedia development module in the form of Microsoft Office Power Point Software. The development method used is the ADDIE model (analysis, design, development, implementation, and evaluation). The subjects in this research were 36 students. Based on the product validation results, this module is valid with a score of 4.3. Furthermore, the results of the practicality test of the interactive multimedia-based career guidance development module to improve student maturity, the total questionnaire score was 136, average 4, percentage 100%. The service design aspect has a total questionnaire assessment score of 135, an average of 3.9, a percentage of 98.5%. The total visual communication aspect of the questionnaire assessment score was 135, average 3.9, percentage 99.2%.

Keywords: career maturity, modules, interactive multimedia

1   Introduction

Career is a very important thing in an individual's life span. A person's career does not come suddenly, but rather through a certain plan. For a student, before determining a career direction, they need to master and understand that career and one thing that can help in making their career a success is guidance and counseling teachers through career guidance services. Career guidance is the process of providing assistance to students related to their life interests in the future [1], to prepare students to face the world of work, determining certain employment opportunities, positions or professions both related to choosing a major or employment after graduating from school [2] [3]. In [4] career guidance in this sense describes a range of school-based interventions which seek to prepare young people for their transition to their post-secondary school lives and to empower them to be successful in their lives and careers. In other words, it is based on the premise that an increase in the quantity and quality of career guidance will lead to an increase in young people's career readiness. In career guid-

ance, there are four needs that serve as a reference for counselors to prepare students' career development needs in the future, namely: (1) planning for further education (career) after graduating from school, (2) adequate skills in doing work, adaptation work, increasing skills at work, (3) work values, and (4) planning efforts to keep oneself busy at work, Hoyt in [5]. Career choices are related to advance studies, the world of work, and certain professions that suit students' competencies, potential and interests [6].. Related to this, someone needs maturity in choosing their career.

Career maturity is something that is very necessary for an individual to help prepare themselves for the world of work or their next career in the future. Career maturity is the ability that individuals need to complete their career development tasks at a certain stage of development [7],, Super in [8]. Career maturity is an ongoing process that is specifically identified and presented as important traits in individual career development [9]. Career maturity is very necessary for making the right career decisions [10] which include self-knowledge, knowledge about types of work, the ability to choose appropriate work, and the ability to plan steps towards the desired career [11]. The confusion and uncertainty of students at school regarding their careers is manifested as difficulties they will face when deciding on a career [12]. Individuals who have career maturity will help them to achieve brilliance and happiness in the future. [13] On the other hand, low career maturity will result in errors in career decision making, including errors in determining educational majors [14]. The level of career maturity of students has an impact on the career choices that students will make. In line with that, Scierra in [10], explains that career maturity is how students are able to determine their goals for future career success by having sufficient information about themselves, their abilities, and their ability to consult with other people. In this research, there are 3 aspects that are used as references, namely: 1) the career guidance service aspect, 2) the service design aspect, and 3) the visual communication aspect. This aspect has been tested for validity by 3 experts/experts.

Considering the importance of career maturity, so that students are focused in determining their future careers, there needs to be direction and guidance in determining students' careers so that the chosen career is truly appropriate and focused. From the results of research [15] one of the efforts to determine students' careers is to provide guidance with guidance and counseling teachers. Apart from that, from the results of other research conducted [16], career information provided at school is one of the determinants in students' career choices. From the research that has been conducted, it is clear that one of the determinants in students' career choices at school is the information and career guidance provided by guidance and counseling teachers. However, if guidance and counseling teachers need to be updated in providing career information, one of them is by having modules. Modules that guide students to determine career choices that are relevant to the student. A module is a series of programs designed in such a way as to facilitate the implementation of interactive multimedia-based career guidance services to improve students' career maturity [17]. In line with that, according to [18] the module is material to help students to achieve career maturity.

Currently, in the world of education, modules are used as an alternative medium by teachers to help students understand lesson material. Modules are books containing learning packages created for students so they can study independently or with teacher guidance [19] [20]. A module is a form of teaching material that is made specifically, systematically because it has instructions about the material that will be studied independently or guided [21]. Apart from that, modules are also divided into several types, including training modules, motivation modules and work development modules [21]. This division is more about the focus and purpose of using the module. If you refer to [19], the module is divided into two, namely the core module and the enrichment module. The core module means the main module which contains the main material or main material, while the enrichment module means the module which is enriching because the material presented is additional material because the aim is more on the aspect of deepening the material or enriching it.

The use of media in guidance and counseling cannot be separated from existing technological developments, such as the internet, computers, films and gadgets (smart phones). In addition, with the current situation, during the Covid-19 pandemic, all teaching and learning activities are online and use electronic media devices. Talking about teaching and guidance media, interactive multimedia is one of the right things to develop, especially with developments in science and technology today. According to Daryanto in [8] interactive multimedia is "a multimedia equipped with a controller that can be operated by the user so that the user can choose what they want for the next process". Furthermore, interactive multimedia itself is something that is no longer foreign to the world of education because currently teaching media tends to lead to technological developments.

In research [8] there is a similar discussion regarding research on the development of interactive multimedia-based career guidance service modules, and has important points in research as a form of using interactive multimedia to increase students' career maturity, so that multimedia can become interactive media. This interactive multimedia-based career guidance module to increase career maturity was developed based on the results of analysis of data finding objective conditions in the field (namely conditions of student career maturity, use of media, in activities, and in this case the guidance and counseling module at school) [22]. However, research [8] developed a multimedia-based career guidance service module by making products using Adobe Flash CS 3, while researchers developed a career guidance service module that uses an interactive multimedia base to improve the direction of student career maturity, by making products using Microsoft Office Power Software. Points. The reasons related to products created using Microsoft Office Power Point software are: (1) the use of the software can be carried out simply and is easy to create, (2) the software does not use coding or program code, and (3) the product is produced by an operator (teacher). BK) can edit module content without having to log in or enter an email address.

From several studies that have been explained, it is necessary to provide information and guidance to students in determining career direction. However, if guidance and counseling teachers need to be updated in providing career information, one of them is by having modules. Furthermore, another study conducted [23] discussed

career guidance modules in general without explaining the media used. Based on technological developments, there is a need for updates with interactive multimedia-based modules. So this research explains the interactive multimedia-based career maturity development module as well as an explanation of the media, the discussion of this research makes it easier for students to understand their career maturity level. The interactive multimedia-based module developed using the ADDIE model has a main menu page, which makes it easier for students to understand the student career maturity development module [24].

From the explanation that has been described, it is necessary to have an Interactive Multimedia-based career guidance service module so that the direction of student career maturity can be improved, and make it easier for students to understand the level of development of their future career maturity.

2   Methods

Research and development (R&D) method is a research method used to produce certain products and test the effectiveness of these products. To be able to produce certain products, research is used that is needs analysis and tests the effectiveness of the product. Research is carried out in stages or longitudinally so that the results of the product can be useful for other communities. Sugiyono (2018: 297).

The development used in this research uses the ADDIE model, which consists of 5 stages, namely analysis, design, development, implementation and evaluation. The ADDIE development model is a learning design that serves as a guideline for building an effective dynamic device, thus helping in management and teaching [25].

The feasibility test design for this interactive multimedia-based career guidance module includes an expert (expert) validation stage. At the expert (expert) validation stage, it was carried out by 3 experts, a material expert, a design expert and a guidance and counseling teacher at the school. After the product was validated, the product was tested on class XI IPS 3 students at SMAN "X", a total of 36 students.

3   Results and Discussion

The multimedia developed is a combination of several media such as: images, text, audio, video and animation which is called interactive multimedia. Interactive multimedia is a medium which is equipped with a controller that is easy to operate by the user and is a feedback process between the user and the software they use [26]. The development of this multimedia-based module uses the ADDIE model, because the concept of the ADDIE model is learning product design and instructional design that is centered on learning, has immediate, long-term and systematic phases. ADDIE focuses on performing authentic tasks, complex knowledge, and genuine problems. ADDIE is an effective and efficient model and the process is interactive [27]. The resulting product is in the form of an Android application that can be used by guidance and counseling teachers and students in the process of providing guidance and

counseling services, especially career guidance services. Providing this interactive multimedia-based career guidance service will help students improve their skills in making career decisions [28] where this product was created using Microsoft Office Power Point software. This is different from previous researchers who have developed career development modules using SPSS [8]. Meanwhile, the author chose to use Microsoft Office Power Point software in creating student career development modules because the software is easy to apply and create, does not need to use coding, and provides new experiences for students in receiving guidance (learning) and is interesting and not boring [29].. The steps that researchers took in developing this module were adaptations of the development stages carried out by [30] as follows:

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3.1   Need Assesment Step (Data Analysis)

The main activity is the need to analyze the development of teaching materials in terms of learning objectives [31]. This stage takes the form of analyzing participants and situations in the form of field studies and collecting references regarding the subject matter through observation. From the results of observations, it was found that the implementation of career guidance through lectures and guidance and counseling staff was not balanced with the number of students. Based on the results of the field study, researchers developed an interactive multimedia-based career guidance service module using Microsoft Office Power Point software..

3.2   Design Step

The design stage of the interactive multimedia-based career guidance service module which includes:
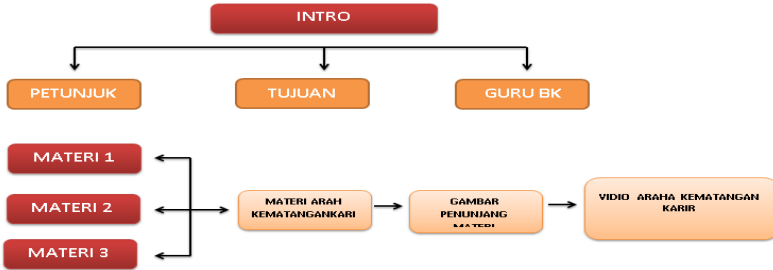

Fig. 1. Design stage of the interactive multimedia-based career guidance service module

The chart above can be explained as follows: creating a process flow in the interactive multimedia-based career guidance service module. The process flow of this module develops a flow from one slide to another. The process flow in the interactive multimedia-based career guidance service module is as follows: 1) creating an overall design (storyboard). 2) describing a description of each slide, creating a storyboard to facilitate the product creation process, 3) collecting design objects, and 4) preparing instruments.

3.3   Development Stage

Media creation. Media creation uses hardware with Windows 8 operating system specifications and 4 GB RAM. This product is named the career guidance service module with all components having been prepared at the design stage and assembled into a single product with a design designed using Microsoft Office Power Point software. The following is a display of the interactive multimedia module that has been developed by researchers:

Display the Introduction Page is seen before entering the main intro page as an opening. This page contains a title, target user, developer name, and a continue button. We can press the continue button to enter the main menu (home).

Fig. 2. Introduction Page

Home page Ddisplays, which contains menus to go to materials 1, 2 and 3 and there is a menu on the top button containing instructions, objectives and guidance counselor (profile).

Instructions display, namely a display that provides instructions and direction in using the module.

Fig. 3. Instructions display

The objective display contains the purpose of the module and the benefits for students, guidance and counseling teachers and schools.
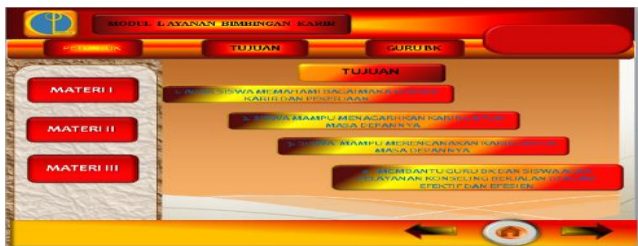

Fig. 4. The objective display

The BK teacher display (profile), which contains the profile of the BK teacher at the school.

Material Display 1, contains material about careers, the use of the left arrow (back), right arrow (next) and home buttons.

Fig. 5. Material Display 1

Material Display 2, contains material about careers and career planning accompanied by supporting videos. Use the left arrow (back), right arrow (next) and home keys.

Fig. 6. Material Display 2

Material Display 3, contains material about careers and steps.

Fig. 7. Material Display 3

3.4   Validation

At this validation stage, it is tested on experts and IT experts. The validation scoring criteria are as follows:

Table 1.   Validation Questionnaire Scoring Criteria

Score	Remark
1	Very invalid
2	Not valid
3	Fairly valid
4	Valid
5	Very valid

Content or material validation instruments, media design validation instruments, and guidance and counselling teacher instrument validation will be presented in the following table:

Table 2. Material Expert Validation Instrument

Number	Criteria
1	Appropriateness of the topic in development of learning media
2	Consistency in the presentation of module product material
3	The suitability of the title with the contents of the product material
4	Conformity of content with images
5	Compatibility of content with video
6	Compatibility of content with video
7	Accuracy of material content to direct student career maturity
8	Ease of language used in module products

Table 3. Media Expert Validation Instrument

Number	Criteria
1	The cover design matches the content of the material
2	The product is compatible with interactive multimedia
3	The video matches the content of the material
4	Suitability of animation and music
5	Transition suitability
6	Accuracy of product background
7	Ease of use of the product
8	Accuracy of the function of the buttons in the product

Table 4. Guidance and Guidance Teacher Validation Instrument

Number	Criteria
1	Assist guidance and counseling teachers in delivering service material
2	Sequence of presentation of module product material
3	Conformity of the title with the content of the product material
4	Suitability of images and illustrations to the material
5	Conformity of content with video
6	Clarity of presentation of material in text and video
7	Accuracy of material content to direct student career maturity
8	The attractiveness of the language used in the module product

Table 5. Material Expert Validation Results

Number	Item of Evaluation	Score Material Expert

1	Suitability of topics in the development of learning media	5
2	Sequence of presentation of module product material	4
3	Conformity of the title with the content of the product material	4
4	Conformity of content with images	4
5	Conformity of content with video	5
6	Clarity of presentation of material	4
7	Accuracy of material content to direct student career maturity	4
8	Ease of language used in module products	5
Total		35
Mean		4.3
Classification		Valid

In taking steps to develop teaching materials, there are two important goals that need to be achieved. Such as:

Producing or revising teaching materials that will be used to achieve the learning objectives that have been formulated.

Choosing the best teaching materials that will be used to achieve learning objectives.

The validation that the researchers have explained is useful for finding out whether the module created is worth testing or not. Validation is carried out through discussions with experts, experts here are media experts and material experts who are competent in their fields [32].

The assessment results from material experts and design/media experts as well as Bk teachers are in the appropriate category and can be tested on students, with the results from material experts showing that the average score given by validators for the material in this career guidance service module product is around 4.3, percentage 87.5% with a very feasible classification, design/media experts namely the assessment given by the validator is 37 with an average of 4.6, percentage 92.5% and for the very appropriate classification, the BK teacher, the assessment given by the validator is 37 with an average 4.8 and a percentage of 97.5% with a very feasible classification.

After receiving the assessment results from experts, the product was tested on students in the form of a practicality test to determine the practicality of the career guidance module product for students in determining the direction of their career maturity, with an assessment in the form of 3 aspects, namely, 1) The career guidance service aspect, namely the total questionnaire assessment score. 136, average 4, standard deviation 0, percentage 100%, 2) Service design aspects total questionnaire assessment score 135, average 3.9, standard deviation 0, percentage 98.5%, with a maximum value of 4 and a minimum value of 3, 3) In the visual communication aspect, there is a total questionnaire assessment score of 135, an average of 3.9, a standard deviation of 0, a percentage of 99.2% with a maximum score of 4 and a minimum score of 3. In the related article regarding the steps for carrying out adjusted data analysis in this research, including [33]: changing in the form of assessment from

qualitative to quantitative, calculating the average results, converting the average to a qualitative value, and determining module eligibility

The practicality test results can be seen as follows:

Table 6. Aspects of Career Guidance Services

Number	Aspects of Career Guidance Services	Score
1	The material in this module provides information about career selection	34
2	The material in the module provides benefits for preparing oneself for a future career	34
3	The material in the module contains examples that are easy to understand	34
4	The material in the module helps in planning the direction of career selection	34
Total		136
Percentage		100%
Classification		Total

It can be seen that in the career guidance service aspect table there are satisfactory results because all students agreed with all the questions in the practicalist questionnaire by answering "Yes" 34 times with all classifications.

The following is a table of practicality test results on the service design aspects as follows:

Table 7. Aspects of Service Design

Number	Aspects of Service Design	Score
1	The module is easy to apply	34
2	Suitability of the module material with the objectives of the career guidance service	34
3	This career guidance service module fosters motivation to prepare for a future career	34
4	The module material is interesting and not boring	33
Total		135
Percentage		98.5%
Classification		Most of

From the service design aspects table, there is an illustration of the results that in question number 4 it turns out that only 33 people answered "yes", so for classification that is the majority. The following is a table of practicality test results on the visual communication aspect as follows:

Table 8. Aspects of Visual Communication

Number	Aspects of Visual Communication	Score
1	One material and the next material are connected and related	34

2	Each material presented has a material title, and the material is presented simply and clearly	33
3	Students can use the career guidance service module independently	34
4	This career guidance service module product has a clear objective	33
Total		135
Percentage		99.2%
Classification		Most of

From the results of 34 students who filled in questions from the visual communication aspect, 4 of the questions were in question no. 2 The number of students who answered "Yes" was 33 people.

3.5   Implementation Stage

The implementation in this research provides an explanation regarding the installation procedures for the career guidance service module product, both the installation procedures for the career guidance service module product, both the installation procedures for the product and also instructions for using the product. In line with this, in the related article stated in [34],, implementation is also carried out through product design trials through 3 stages: 1) expert testing or validation, this trial is carried out using module experts and material experts, 2) individual trials aimed at users and 3) small or limited group trials with users.

The stages described above have not been tested directly and this is a weakness in this research, because the researchers themselves have not tested them directly in the field.

3.6   Evaluation Stage

Evaluation is the final step of the design model. Module development system with the ADDIE model which offers added value for the development of career maturity level modules. Considerations are carried out in two forms, namely formative evaluation and summative evaluation. Formative evaluation is carried out at the end of each previous session, while summative evaluation is carried out after the end of all activities [35]. Evaluation is the final stage of developing a multimedia-based career guidance and counseling service module using the ADDIE model, where at this stage the efficiency and effectiveness of the module that has been implemented by experts is assessed, as well as assessing whether the module is suitable for application to students [36]. The ADDIE multimedia-based career guidance service module using Microsoft Office Power Point software is more practical, not only does it not require the hassle of using coding and email logins, it also makes it easier for students to understand material which is sometimes difficult to convey in words, it is also easy to use and create according to their wishes. , and this software is free, and makes providing material more interesting [37]. Apart from being practical, Microsoft Office Power Point

software also makes it easier for students and teachers in the teaching and learning process [38].

4   Conclusion

Based on the results of research and development of interactive multimedia-based career guidance service modules to improve the direction of career maturity (studies for IPS 3 class students) at SMA Negeri 1 Batusangkar, it can be concluded that in providing new innovations for guidance and counseling teachers in providing practical career guidance services So it is necessary to develop an interactive multimedia-based career guidance module. The interactive multimedia-based career guidance service module is a module product developed to assist the process of providing counseling guidance services to students in carrying out career guidance. Products are built using the ADDIE development model, namely needs assessment, design, development, implementation and evaluation. This research has been carried out from the needs assessment, design and development stages, however due to time and cost limitations the implementation and evaluation stages have not been carried out, so it is necessary to carry out further research to perfect this module.

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