Validity of SIPEJAR Material About Career Planning using Team Based Project Learning to Improve Generation Z Career Readiness

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Abstract. The digital era makes the learning process unlimited by space and time which allows students to access information from anywhere and anytime. The world of education is a sector that needs to adapt to changes in the digital era. This condition requires an overhaul and change in tertiary institutions to prepare and provide information technology-based service-oriented service facilities in welcoming the industrial revolution 4.0 era and meeting the learning needs of students belonging to generation Z. This research aims to develop a digital career planning module to be able to improve career readiness of students while increasing their professional competence in providing career planning services to students in the future. This research was conducted using research and development methods from Borg and Gall. The resulting digital modules consist of handouts, PPT, infographics, motion graphics, audio, explanatory videos, and assessment tools. The results of the material test and guidance and counseling media stated that the digital module developed was very feasible to be implemented on students.

Keywords: Digital module, career planning, career readiness

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1 Introduction

Globalization, digitalization, and pandemics have changed various aspects of human life, from work to education. This era changes the habits of individuals in playing, getting information, interacting, and learning [1]. Indonesian Central Bureau of Statistics [2] data shows that in the last five years, the use of technology by households in Indonesia has experienced rapid development where the percentage of mobile phone use has continued to increase until in 2019 it reached a figure of 63.53%. The growth rate of mobile phone usage is directly proportional to the internet access ownership rate of 73.75% and the percentage of computer ownership which reaches 18.78%. The Ministry of Communication and Informatics stated that in 2021 internet users in Indonesia will increase by 11% compared to the previous year, namely 175.4 million to 202.6 million users. [3]. These data make the digital era require attention by educators. The learning and teaching process is currently experiencing a shift and is not only focused in the classroom, but also using online, digital and teleconferencing media which needs supervision from educators so that students can use technology appropriately. [4]. This makes the challenge of education in the digital era is information technology-based learning [5].

At the tertiary level, individuals are in the age range of 18 to 25 years or born between 1995 and 2012 who are members of generation Z. [6]. Generation Z are individuals who are familiar with technology and prefer to communicate using social media rather than direct contact with other people [7]. Generation Z needs learning tools that are easy and fast to access based on digital or digital learning [8]. Ericsson stated that in 2011 there were only 7% of youth aged 16 to 19 who watched YouTube shows, but in the following four years it had tripled to 20%. [9]. This is in accordance with the characteristics of the Z generation requiring fast learning with complex graphics/audiovisuals and preferring ways of learning by doing something rather than reading a text. [10]. Research states that digital learning has several benefits, namely digital learning presents a better positive effect on learning motivation compared to conventional learning and digital learning shows a better positive effect on learning outcomes than conventional learning [11]. Therefore digital learning is a means for generation Z to be able to develop their cognitive, affective and psychomotor aspects in the learning process.

Differences in characteristics with previous generations demand different needs for generation Z to be involved in the learning process. One party that has an obligation to adapt and deal with changes regarding individual learning needs is a higher education institution. As an adaptive institution, universities need to link and match with the needs of the world of work. Higher education must carry out learning innovations as an effort to face the challenges of the world of work and changes in individual learning needs to maintain the quality of the workforce produced [12]. The digital career planning module using a team-based project learning model is expected to be able to facilitate students to develop collaboration skills and teamwork as one of the skills that must be possessed in the 21st century. So this research aims to develop a digital module with a team-based project learning model for facilitating individual learning needs as generation Z as well as experienced prospective educators. Through the SIPEJAR online learning system, lecturers and students can collaborate in achieving learning goals optimally. Information-based technology will facilitate educators to be able to convey knowledge in various ways, without being limited by place and time, and being able to reach every learner [13]

2 Method

This study uses research and development methods from Borg & Gall [14]. The research and development method is a research method used to produce and test the effectiveness of a particular product. In this research and development process, the process is only carried out up to the stage of expert judgment and improvement based on expert advice. The research stage is visualized as follows.

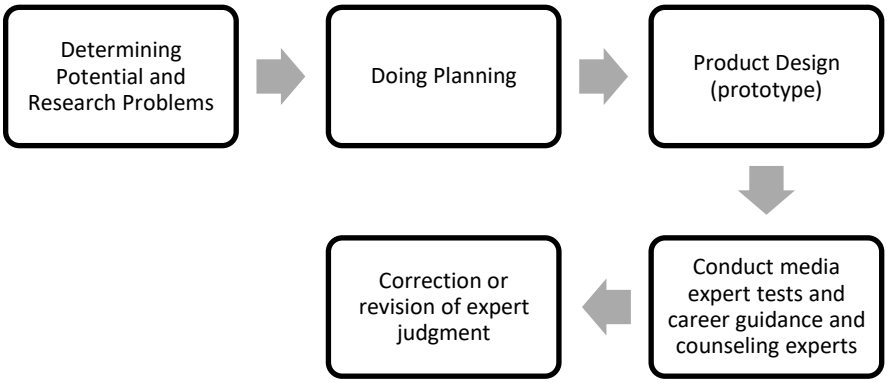

Figure 1. Stages of Digital Module Development

Furthermore, the research subjects in the research and development that will be carried out consist of material expert test subjects and BK media expert subjects. Media expert subjects are experts in the field of Guidance and Counseling media as lecturers. Material expert subjects are expert lecturers in Guidance and Career Counseling material development, have a minimum educational qualification of master's and have experience in the field of media development and counseling innovation for at least 5 years.

The data to be collected consists of quantitative data and qualitative data. Quantitative data were obtained based on data from preliminary studies and expert tests. Preliminary study data were obtained through distributing questionnaires and interviews while expert test results data were obtained based on product assessment questionnaires. Expert test questionnaires are prepared based on product assessment criteria. The assessment is carried out to determine aspects of the assessment of accuracy, convenience, attractiveness, and usability of the learning model to be developed. While the qualitative data were obtained from interviews in the preliminary study as well as notes or input from material and media expert tests. As for the results of the assessment by material experts and media BK can be analyzed through the results interpretation guidelines as follows.

Table 1. Interpretation of the results of the analysis of quantitative data on the material expert test and media guidance counseling

No.	Expert Index Level	Interpretation
1.	$3.00 \leq 4.00$	Very High
2.	$2.00 \leq 3.00$	High
3.	$1.00 \leq 2.00$	Low
4.	$0.00 \leq 1.00$	Very Low

3 Result

3.1 Stage of Determining Potential and Research Problems

The researcher conducted an analysis of the preliminary study regarding the learning needs of Generation Z through the distribution of questionnaires and interviews which were attended by 33 students from various batches and majors. The interview resulted in the finding that as much as 72.7% chose podcast media in the form of interactive videos involving lecturers and students. Students prefer learning that involves lots of media with attractive visuals, short text, animated, colorful videos, and is accompanied by audio to clarify material.

3.2 Planning and Prototyping Stage

The digital module developed in this study is based on theoretical materials and career planning applications. As for this study, the digital modules developed contain various learning tools, including (a) (semester lecture plans (RPS); (b) handbooks; (c) powerpoints; (d) infographics; (e) motion graphics; (f) podcasts / audio, (g) explanatory video, and (h) assessment tools.The following are the types of products and the distribution of material from the digital module products that have been developed.

Table 2. Product type and material distribution

Product Type	Material Distribution
Handout	• The Urgency of Career Maturation in the Context of the Industrial Revolution 4.0 • Basic Concepts of Career Planning • Stages of Career Planning • Determinant Factors of Career Planning • Career Planning Strategy • Variety of Career Planning Techniques • Stages of Career Planning Program Development • Personal Branding Strategy • Development of Career Planning Media • Implementation of Career Planning Services • Evaluation of the Career Guidance and Counseling Program
Powerpoint	• The Urgency of Career Maturation in the Context of the Industrial Revolution 4.0 • Basic Concepts of Career Planning • Stages of Career Planning • Determinant Factors of Career Planning • Career Planning Strategy • Variety of Career Planning Techniques • Stages of Career Planning Program Development • Personal Branding Strategy • Development of Career Planning Media • Implementation of Career Planning Services • Evaluation of the Career Guidance and Counseling Program
Podcast/ Audio	• Career Planning Strategy • Personal Branding Strategy • Development of Career Planning Media • Implementation of Career Planning Services • Evaluation of the Career Guidance and Counseling Program
Infographics	• Stages of Career Planning • Stages of Career Planning Program Development • Determinant Factors of Career Planning • Evaluation of the Career Guidance and Counseling Program • Implementation of Career Planning Services
Motiongraphic	• Basic Concepts of Career Planning • Stages of Career Planning
Explainer Video	• Lecture Orientation • Determinant Factors of Career Planning • Development of Career Planning Service Tools • Personal Branding • Variety of Career Planning Techniques

The following is an example of a product that has been developed in this study.

Fig 2. Handbook

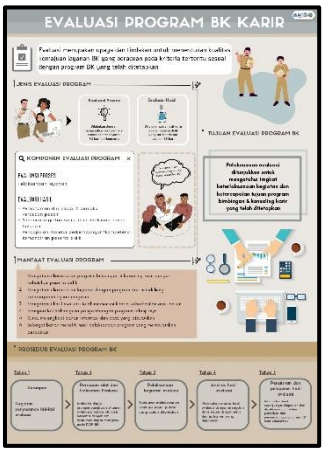

Fig. 3. Infographics

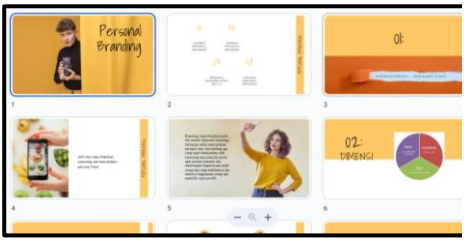

Fig 4. Powerponit

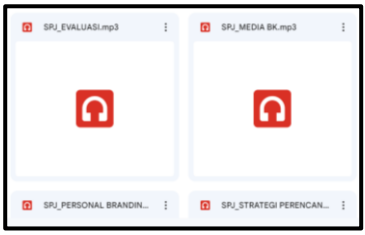

Fig 5. Explainer Video

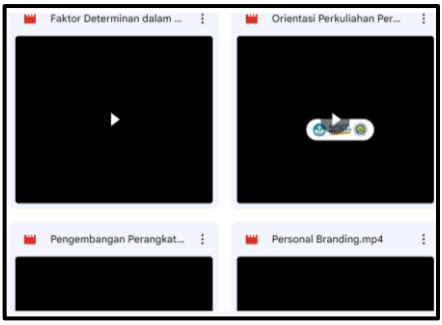

Fig 6. Podcast/ Audio

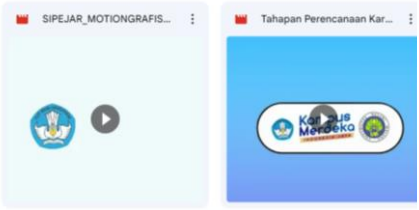

Fig 7. Motiongraphics

3.3 Media Expert Test Stage and Guidance and Counseling Materials

The product was then subjected to a material test on career guidance and counseling which obtained the following results.

Tabel 3. Results of the material test for Career Guidance and Counseling

No	Aspect	Result	Final Score	Remarks
A	**Handbook**			
	Aspects of Accuracy	3.6		Very Precise
	Interesting Aspect	3.8		Very Interesting
	Convenience Aspect	3.6		Very Easy
	Usability Aspect	4		Very Useful
	Final Score		**3.75**	**Very Worth It**
B	**Powerpoint**			
	Aspects of Accuracy	3.6		Very Precise
	Interesting Aspect	3.9		Very Interesting
	Convenience Aspect	4		Very Easy
	Usability Aspect	4		Very Useful
	Final Score		**3,87**	**Very Worth It**
C	**Infographics**			
	Aspects of Accuracy	4		Very Precise
	Interesting Aspect	4		Very Interesting
	Convenience Aspect	4		Very Easy
	Usability Aspect	4		Very Useful
	Final Score		**4**	**Very Worth It**
D	**Motiongraphics**			
	Aspects of Accuracy	4		Very Precise
	Interesting Aspect	3.25		Very Interesting
	Convenience Aspect	4		Very Easy
	Usability Aspect	4		Very Useful
	Final Score		**3.81**	**Very Worth It**
E	**Explainer Video**			
	Aspects of Accuracy	3.6		Very Precise
	Interesting Aspect	4		Very Interesting
	Convenience Aspect	4		Very Easy
	Usability Aspect	4		Very Useful
	Final Score		**4**	**Very Worth It**
F	**Podcast/ Audio**			
	Aspects of Accuracy	4		Very Precise
	Interesting Aspect	3.75		Very Interesting
	Convenience Aspect	3.5		Very Easy
	Usability Aspect	4		Very Useful
	Final Score		**3.75**	**Very Worth It**
AVERAGE FINAL SCORE			**3.86**	**Very Worth It**

Based on the table above, the average value of the material expert test is at a value of 3.86 which is in the "Very High" feasibility category. Counseling material experts also provide several suggestions, namely, (a) the handout is good but it needs to be equipped with a structure such as the identity of the book and the profile of the

developer. Then it is necessary to emphasize the subtitle that is still hanging; (b) PowerPoint has been categorized as interesting and adequate as a learning medium; (c) the motion graphics that have been developed are interesting but require improvement such as clarifying the information provided, clarifying the written font to emphasize understanding, and replacing visuals with more attractive ones; (d) explanatory videos are recommended for presenters not to just stand or sit in one place but need to make movements so as not to bore students and for each illustration a text description should be given to clarify the meaning; and (d) the podcast being developed is already interesting but you should first introduce yourself. As for the learning media expert test, the following results were obtained.

Table 4. Media Guidance and Career Counseling test results

No	Aspect	Result	Final Score	Remarks
A	**Handbook**			
	Aspects of Accuracy	3.6		Very Precise
	Interesting Aspect	4		Very Interesting
	Convenience Aspect	3.6		Very Easy
	Usability Aspect	4		Very Useful
	Final Score		**3.8**	**Very Worth It**
B	**Powerpoint**			
	Aspects of Accuracy	3		Precise
	Interesting Aspect	4		Very Interesting
	Convenience Aspect	3		Easy
	Usability Aspect	4		Useful
	Final Score		**3.5**	**Very Worth It**
C	**Infographics**			
	Aspects of Accuracy	3.6		Very Precise
	Interesting Aspect	4		Very Interesting
	Convenience Aspect	3.6		Very Easy
	Usability Aspect	4		Very Useful
	Final Score		**3.8**	**Very Worth It**
D	**Motiongraphics**			
	Aspects of Accuracy	3.6		Very Precise
	Interesting Aspect	4		Very Interesting
	Convenience Aspect	4		Very Easy
	Usability Aspect	4		Very Useful
	Final Score		**3.9**	**Very Worth It**
E	**Explainer Video**			
	Aspects of Accuracy	3.6		Very Precise
	Interesting Aspect	3.3		Very Interesting
	Convenience Aspect	4		Very Easy
	Usability Aspect	3.5		Very Useful
	Final Score		**3,6**	**Very Worth It**
F	**Podcast/ Audio**			
	Aspects of Accuracy	4		Very Precise
	Interesting Aspect	3.3		Very Interesting
	Convenience Aspect	4		Very Easy
	Usability Aspect	4		Very Useful
	Final Score		**3.8**	**Very Worth It**
AVERAGE FINAL SCORE			**3.73**	**Very Worth It**

Based on the table above, the average value of the media expert test is at 3.73 which is in the "Very High" feasibility category. Counseling material experts also provide several suggestions, namely, (a) the handout is complete and good, but illustrations still need to be added according to the theme of the handout; (b) PowerPoint is recommended to have a uniform opening or initial stage and adjustment of illustrations in PowerPoint; (c) infographics, it is necessary to simplify sentences that are too long; (d) motion graphics should be given text descriptions to strengthen understanding other than sound; (e) explanatory videos are recommended to have uniformity between videos such as text and images; and (f) audio or podcasts can be made uniform for all content created.

4. Discussion

This study aims to develop and validate digital modules for students belonging to generation Z that are acceptable in terms of accuracy, attractiveness, convenience, and usability so that they can help guidance and counseling students develop career planning service skills. Students who are members of the Z generation are known as digital natives who have a tendency to utilize technological media as a tool to achieve desired gains or goals [15]. Therefore digital modules are developed as learning tools that facilitate the characteristics and learning needs of generation Z. Digital modules are electronic modules consisting of text, images, or both which contain the required material accompanied by simulations that are effectively used in learning [16]. Digital modules or e-modules are designed as technology-based independent teaching materials that are easily accessible to students. Individuals are able to learn independently because in it, the digital module is complemented by a series of instructions that are easy to understand without the presence of a teacher [17]. Learning that uses digital module media is used as an alternative to improve the teaching and learning process so that it can be more effective and can be accessed by students independently without the presence of educators. Digital modules are considered more attractive because they not only present learning material in the form of text and images but can also contain audio and video which can increase student interest in learning [18].

The digital modules developed in this study include a series of products such as handouts, PPT, explanatory videos, audio, infographics, and motion graphics which will make it easier for students to understand the essence of career planning services. The expert test results show that the developed product is in the "Very High" feasibility category with several improvements. Various studies conducted have found that career services significantly influence students' career planning [19]–[22] and increase career interest [23]. So that the module is expected to be a teaching material that is in accordance with the learning needs of generation Z and is able to improve the skills of providing career planning services for students as prospective counselor.

Students as prospective educators and prospective workers are expected to have a series of skills needed to enter the world of work in the 21st century [24]. Students are required to be able to innovate, be creative, and solve complex problems [25]. The developed modules can facilitate the improvement of these various skills. One of them is the ability to collaborate and work together in groups through the team-based project learning model that is implemented in the developed digital modules. The team-based project learning model is a model that can organize projects in learning [26]. Team based project learning provides opportunities for student-centered, more collaborative

learning systems, students are actively involved in completing projects independently and working together in teams and integrating real and practical problems [27]. Team based project learning emphasizes contextual learning through complex activities. This model focuses on the main concepts and principles of a discipline, involves students in problem solving activities and other meaningful tasks, gives students opportunities to work autonomously construct their own learning, and ultimately produces valuable, and realistic student work [28]. Through the team-based project learning model, students are expected to be able to develop the ability to collaborate and work together in a group while still involving the use of digital tools and technology.

Even though it is considered as a generation capable of designing strategies to achieve the goals they want independently, Gen Z is inseparable from the difficulties in overcoming obstacles encountered in transitions, future uncertainties, and conflicts in the world of work [29]. One of these difficulties is caused by a lack of career planning skills. The digital modules developed can facilitate students in developing skills to plan their own careers so that they can further assist students in the future. So that the module does not only play a role in increasing the professionalism of students as prospective BK teachers but also in improving their career planning skills as an individual.

Basically, career planning aims to identify individual career needs, aspirations, and opportunities to further develop strategies to achieve set career goals [30]. Career planning is interpreted as a continuous process in which individuals will develop their own career concept as a result of the skills, abilities, needs, motivations, and aspirations of their own value system. So that career planning is seen as a process of achieving systematic and comprehensive career goals by implementing strategies that have been made based on self-understanding and analysis of existing career opportunities [31]. Integrated guidance and counseling in the world of education, has a responsibility to develop students' career life through careful career planning. BK teachers need a good career planning service to facilitate individuals in developing their career plans. So that through this digital module, students are expected to be able to develop the necessary skills as qualified educators and be able to plan their own careers carefully.

5. Conclusion

One of the objectives of this research is to help prospective counseling teachers to have the skills to provide appropriate career planning services to students. This research produced digital modules containing (a) (semester lecture plans (RPS); (b) handbooks; (c) powerpoints; (d) infographics; (e) motion graphics; (f) podcasts/ audio; (g) explanatory videos and (h) assessment tools. The results of the expert test state that the product developed is in the "Very High" feasibility category as a teaching material to facilitate generation Z as prospective educators. The product developed will facilitate the development of skills and competencies in providing career planning services for BK teacher candidates to students. With this product it is hoped that students will have experience and insight to help students develop mature career plans. The results of this study still require a lot of improvement and development so that it is easier to implement and in accordance with the characteristics of students.

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