



The Development of Career Information Service Models by Google Sites to Improve Career Planning Ability of High School Students

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Abstract. One of the tasks of adolescent self-development that must be achieved is being able to choose and prepare for a career. However, the lack of provision of information services and the lack of existing media makes students' understanding of careers limited. Preliminary research data at 3 high schools in Palembang City showed that 60% of students were still confused about choosing a study program. To help guidance and counseling teachers, researchers developed e-learning for the delivery of career guidance services using Google Sites. Google sites present interesting material and can provide career insights through various media that are not monotonous. This research and development (R&D) uses a 4D model which was adjusted. Researchers carry out the define, design, and development stages. The product was validated by media experts and material experts and trials were carried out on 3 guidance and counseling teachers in Palembang City. Data collection uses a questionnaire with a Likert scale. Data were analyzed using descriptive statistics to determine the feasibility and practicality of the Google Sites-based career information service model product. Google Sites-based "Pasar Karir" media, which has been validated and tested, is declared suitable for use as a career planning information medium for high school students.

Keywords: Development, Career Information, Google Sites

1 Introduction

One of the Guidance and Counseling services needed by students is information services, which are included in the basic service program. Information services (Zaini et al., 2020) refer to guidance and counseling services that provide information so that students can obtain information that will help them develop skills in school. The information services provided are designed to help students avoid a variety of problems that may affect their personal development in personal and social, academic and professional areas. It is expected that information services will also be used as material for students to consider when planning their careers. However, in reality, the results of interviews with several students at Public High Schools in Palembang City show that: further study information services are delivered by lecture method, career information

is conveyed through guidance boards and leaflets, and if career information is needed immediately, confused students can access information quickly and independently.

Psychologically speaking, the age of high school students transitions into adolescence. According to Hurlock (2006), puberty lasts from 13 to 16 years and ends at 16 and 17 to 18 years, respectively. During this period, the transition from early to late adolescence occurs, and they are often referred to as adults. The process of self-discovery or self-identity is an important one in the developmental tasks of adolescents. Harvey Hurst explains that one of the developmental tasks that adolescents must accomplish is to be able to choose a career and prepare for it.

Darmawan & Dwikurnaningsih (2020) put forward three problem factors for career information services for students, namely: 1) career information services provided conventionally with face-to-face lectures. 2) class entry time for career information services is only 1 x 45 minutes in one week face-to-face for 4 service areas, so that students' understanding of careers is limited; 3) students are less interested in reading brochures, posters, and pamphlets containing information about colleges. Barriers to obtaining career information services resulted in a lack of information obtained by students, which later prevented them from planning a career properly. Students will feel confused and doubt whether their career planning is appropriate or not. Handari et al (2022) found that there were problems with teenagers having doubts about their own abilities in dealing with recovery, such as a lack of understanding about how to choose suitable jobs and study programs according to their abilities and interests.

Factual data obtained from three high schools in Palembang City based on the results of interviews and documentation explained that 60% of students were still confused about choosing a study program to continue on to tertiary education, 30% already knew which study program they wanted to choose, and 10% decided to Work. In addition, it is also supported by the results of the distribution of the Problem Expression Tool (AUM) by guidance and counseling teachers to all class XI students. Based on observations and short interviews with several co-workers of guidance and counseling teachers in three schools in Palembang City, it was concluded that when students were in class XII, it was time to open the entrance. Agustina et al (2017) stated that the problem that is often experienced by students is that many are still confused about determining their careers after graduating from school, students determine their careers without careful consideration, such as by imitating decisions made by their peers. The same thing was expressed by Iriastuti (2022) that students still do not understand career information, because the information obtained only depends on upperclassmen and they have no awareness to seek information from other sources. The lack of understanding of students about advanced studies makes them have fewer considerations and choices in deciding a career.

Utami (2021) states that students only rely on makeshift skills with minimal knowledge of the world of work and higher education when planning a career. It is feared that the lack of ability of these students will affect their future career plans after graduating from school. If identified in more detail, career problems originate from the lack of skills and abilities of students in planning the right career for their career path. This is the main factor that causes students to be confused about making career plans from the start. Career problems that occur in the field can be prevented in various ways,

one of which is by providing career information services at an early age. High school students really need career information and job information as a whole (Darmawan & Dwikurnaningsih, 2020). The information presented must meet the career needs of high school students. Information that can be provided through career information services includes an introduction to various conditions related to one's talents, interests, and aspirations, as well as strengths and weaknesses, and an introduction to the world of work related to types, prospects, the job market, job requirements, and related matters (Mahaera et al, 2021).

Career planning (Utami, 2021) is something that concerns the long term future and must be planned in advance. Students have job aspirations they want to achieve in the future, to achieving the desired goals requires a lot of preparation that they must fulfill. In the past, students were expected to receive comprehensive information about their dream jobs in order to prepare and develop good career plans. Internal factors that influence students' career planning (Aminnurrohim et al., 2014) include life values, intellectual level, special talents, interests, traits, knowledge, and physical condition.

There are various media available for the development of career information services targeting students (Munawaroh, 2020). Among these, e-learning stands out as a guidance and communication technology enabling students to learn at their convenience, regardless of time and location. By leveraging e-learning, the effectiveness of delivering career information services to students is expected to increase. One highly effective solution for utilizing e-learning and delivering career guidance services is Google Sites. Google Sites possesses several appealing advantages when it comes to conveying career information. Firstly, it is both straightforward and free to set up. Secondly, it facilitates collaboration among users. Furthermore, it provides 100 MB of complimentary online storage. Lastly, and importantly, it enjoys seamless and effortless searchability through the Google search engine (Nugroho & Grendi, 2021).

The utilization of a service media based on Google Sites reinforces the present educational approach, specifically enabling students to learn autonomously and fostering their enthusiasm for discovering career-related information. This claim is substantiated by a recent study conducted by Adzkiya and Suryaman in 2021, which establishes a correlation between Google Sites and students' motivation to learn English. Students feel at ease when utilizing Google Sites as it allows them to present content using various multimedia elements such as colored text, images, videos, and audios. Consequently, the researchers embarked on the development of Google Sites with the goal of providing high school students in Palembang City with comprehensive career planning guidance.

2 Methods

The method used in this study is a research and development method, and the model used is the 4-D model. The 4D development model consists of 4 main stages, namely: Define, Design, Develop, and Disseminate. The selection of this model was adjusted due to time constraints, so the researchers tested the media to the feasibility stage. This

method and model were chosen because they aim to develop a career information service model.

The define stage encompasses three primary steps: student analysis, concept analysis, and the formulation of learning objectives. Once the problem is identified in the definition stage, the design stage commences. The objective of this stage is to create a career information service model based on Google Sites. During this phase, the researcher thoroughly prepares and reviews various references, including books, brochures, previous research findings, and other relevant sources pertaining to the development of a career information service model based on Google Sites. The development stage aims to produce a revised Google Sites-based information service model, incorporating expert input and student trials.

In this study, three experienced guidance and counseling teachers who have implemented guidance and counseling services in schools were chosen as the subjects. The researchers utilized assessment sheets from media and material experts to assess the suitability of the media. The collected data were analyzed using descriptive statistics to provide a comprehensive description of the tested feasibility results.

3 Results and Discussion

The results of the final data calculation, tested the average difference between experimental classes. The difference test between the two averages uses a one-sided t test, namely the right-party test using SPSS. With a significant level of 5%, it is said that there is an increase in the average value after treatment if t is calculated $\leq t$ table. On the other hand, it is said that there is no increase in the post-treatment mean value if t count $> t$ table. The results of data analysis using paired t test are as follows.

1. Define

The define stage is the stage for determining the needs in the field as a condition for developing media products. The researcher conducted a needs analysis of students, analyzed concepts, and formulated the goals for making media products.

a. Results of student analysis

Researchers conducted preliminary research on students in three high schools in Palembang City to find out the problems and career obstacles they experienced. The result is that, from all interview and documentation study data, as many as 60% of students feel confused about choosing a study program. This was confirmed by the results of the Problem Expression Tool (AUM) given to students, which showed that so far students have made career plans based only on will and desire without looking at their abilities and skills or following the demands of their parents. This is the main problem that is of concern to research, namely, providing easy access to career information to assist students in making career plans.

b. Result of concept analysis

Concept analysis seeks to identify the phases within the established career information service model built on Google Sites. This analysis is conducted through the

creation of a service concept map, which will serve as a tool for attaining specific competencies by systematically constructing a model of career information services.

c. Results of the analysis of media product analysis

The purpose of the service model is to improve students' ability to plan careers. By determining the objectives of the service model, researchers can find out the appropriate content steps in the Google site-based career information service model and finally determine how well the service objectives are achieved. The goal of developing media products is to assist students in facilitating career planning.

2. Design

This design stage aims to design a career information service model based on Google Sites. Researchers developed Google Sites with the title "Pasar Karir" with several available menus, such as an introduction, ways to know yourself, the benefits of knowing yourself, and several quizzes, such as quizzes to find out learning styles, quizzes to find out interests, quizzes to find out hobbies, and SWOT analysis. Researchers also provide examples of career choices that are in accordance with their interests, as well as places to carry out appropriate studies and job opportunities for the chosen interests. Then, the researcher also provides a column for ratings and suggestions so that media products continue to be developed according to input from Google Sites visitors.

3. Develop

The Google Sites media product "Pasar Karir" which has been developed, followed by a validation process by media experts and material experts as well as trials on users, the following is the explanation:

a. Media expert validation

The Google Sites-based "Pasar Karir" media product was validated by media experts to determine media feasibility, such as ease of use and attractive visuals, with a total of 16 items. The material expert validator was Septinda Rima Dewanti, M.Pd who is a guidance and counseling lecturer. Validation results were analyzed using a Likert scale with four answer choices. Minimum score (Smin): 16, maximum score (Smax): 64, interval length (P): 12, then the following are the assessment criteria by the material expert validator:

Table 1. The Criteria of Media Eligibility

Score	The Criteria of Media Eligibility	
	Category	Interval Score
4	Very Feasible	$(S_{min} + 3P) \leq S \leq S_{maks}$ $52 \leq S \leq 64$
3	Feasible	$(S_{min} + 2P) \leq S \leq (S_{min} + 3P - 1)$ $40 \leq S \leq 51$
2	Not Feasible	$(S_{min} + P) \leq S \leq (S_{min} + 2P - 1)$ $28 \leq S \leq 39$

1	Strongly Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$	$16 \leq S \leq 27$
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The material expert validator, Rani Mega Putri, M.Pd., Kons gave a total score 46 for the feasibility assessment of Google Sites media products. The score is included in the "Eligible" category with revisions. The revision given is necessary to provide navigation on the website so that it is better understood by students.

b. Material expert validation

The media product "Pasar Karir" based on Google Sites, is validated by material experts to determine material feasibility such as material contextuality, clarity of service achievements, content sequence, attractiveness of material content, accuracy in evaluating, and assessment in terms of writing and language, with a total of 14 items. The material expert validator is Rani Mega Putri, M.Pd., Kons, who is a guidance and counseling lecturer. Validation results were analyzed using a Likert scale with four answer choices. Minimum score (Smin): 14, maximum score (Smax): 56, interval length (P): 10, then the following are the assessment criteria by the material expert validator:

Table 2. The Criteria of Material Eligibility

Score	The Criteria of Material Eligibility	
	Category	Interval Score
4	Very Feasible	$(S_{min} + 3P) \leq S \leq S_{maks}$ $48 \leq S \leq 60$
3	Feasible	$(S_{min} + 2P) \leq S \leq (S_{min} + 3P - 1)$ $37 \leq S \leq 47$
2	Not Feasible	$(S_{min} + P) \leq S \leq (S_{min} + 2P - 1)$ $26 \leq S \leq 36$
1	Strongly Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$ $15 \leq S \leq 25$

The material expert validator, Rani Mega Putri, M.Pd., Kons, gave a score of 50 on the feasibility assessment of Google Sites media products. The score is included in the "Very Eligible" category with revisions. The revisions given need additional suggestions or recommendations for further study, and they should add suggestions for university choices so that students have more choices of universities to target. The researcher has made improvements to the input from the media expert validator.

c. Product trial

Google Sites-based "Pasar Karir" media product to assist students in providing career planning information that has been validated by material experts and media experts, followed by product trials conducted on users, namely guidance and counseling teachers. There are three guidance and counseling teacher subjects who provide ratings as users. Validation results were analyzed using a Likert scale with four

answer choices. There are a total of 15 items assessed by guidance and counseling teachers as users, such as aspects of ease of use, appropriate visual communication, and good information design. Minimum score (Smin): 15, maximum score (Smax): 60, interval length (P): 11, and the following are the results of the assessment criteria by the guidance and counseling teacher:

Table 3. The Criteria of Eligibility from Guidance and Counseling

Score	The Criteria of Eligibility from Guidance and Counseling Category	Interval Score
4	Very Feasible	$(S_{min} + 3P) \leq S \leq S_{maks}$ $48 \leq S \leq 60$
3	Feasible	$(S_{min} + 2P) \leq S \leq (S_{min} + 3P - 1)$ $37 \leq S \leq 47$
2	Not Feasible	$(S_{min} + P) \leq S \leq (S_{min} + 2P - 1)$ $26 \leq S \leq 36$
1	Strongly Not Feasible	$S_{min} \leq S \leq (S_{min} + P - 1)$ $15 \leq S \leq 25$

There were three guidance and counseling teachers who gave an assessment of the Google Sites- based "Pasar Karir" media product developed by researchers. The following are the results of the assessment of the three guidance and counseling teachers:

Table 4. The result of guidance and counseling score

No	Name	Score	Category
1	Exzan Abdi, S.Pd	55	Very Feasible
2	Santi Apriyani, S.Pd. Gr	58	Very Feasible
3	Heidi Dhea Dewinta, S.Pd, Gr.	57	Very Feasible

The three guidance and counseling teachers gave scores at intervals of $48 \leq S \leq 60$, which fall into the category of "Very Eligible" assessment of the development of Google Sites-based "Pasar Karir" media products. Therefore, media products developed by researchers are appropriate to be used to provide career planning information to high school students. The Google Sites-based "Pasar Karir" media product developed by researchers can be accessed via <https://sites.google.com/view/pasarkarir/home/who-am-i>

An information service is a service that seeks to meet individual deficiencies in the information they need (Syafaruddin et al, 2019). Furthermore, information services (Amti, 2004) can be interpreted as Guidance and Counseling services that help students receive and understand various information about themselves, their social lives, their

studies, their careers or positions, and their further education in a directed, objective, and wise manner. Students need a service where they can understand the suitability of career choices for their talents and interests. Exploring diverse career plans makes it easier for students and effective in reducing future career selection errors (Prescod et al, 2019). Therefore, this career information service is needed by students. Information services for careers include information about career potential, abilities, direction, and conditions, including the relationship between talent, job interest, and education, career requirements, general education, vocational education, and career/job/educational information (Hanifah, 2020).

Information pertaining to the required competencies for a job is highly valuable to students. Criteria or competencies serve as crucial information for students to base their career planning on. This information aligns with the core concept of career information services. Career information services act as a conduit for disseminating information that assists students in determining their desired occupations and the criteria that must be fulfilled for a harmonious combination of their chosen job and their potential (Pustaka et al., 2019).

Essentially, career information encompasses career guidance that encompasses various factual aspects, such as an individual's abilities, the range of educational and professional opportunities, the intricacies of the prerequisites, and the correlation between the two (Kamil & Daniati, 2017). The provision of information services aims to equip students with knowledge encompassing education, employment, and personal-social development. By understanding their surroundings, students are better equipped to plan and organize their own lives. Career-oriented life planning necessitates access to information about different career paths. By providing information on a diverse range of career choices, students can make well-informed decisions regarding their future careers (Wendling & Sagas, 2020).

Information services do not only aim to convey information but also to develop traits and habits that will assist adolescents in making productive decisions, making adjustments to their careers, providing personal satisfaction, and creating awareness of the need and active desire to obtain appropriate information about education, work, and personal social life (Handari & Santosa, 2022). Career information services can help develop students' life skills. Life, such as economic, sociological, and psychological aspects. The incorporation of life skills (personal, social, academic, and vocational skills) into career information services can effectively support students in comprehending career planning. This encompasses: (1) Gaining insight into one's potential, talents, interests, and self-skills; (2) Developing proficiency in communication and collaboration with others; (3) Acquiring knowledge about educational opportunities and further studies; and (4) Obtaining comprehension of job-related information and workplace skills (Hartinah & Wibowo, 2015).

The product resulting from this research is a career information service model based on Google Sites as a tool for conducting career information services for high school students to help plan careers. Improved career information services, which include: easy access to information, that is usually obtained only during classical services in class, now allow students to obtain it at any time outside of BK hours. Information services can be accessed by students through cellphones or laptops connected to the

internet. These services provide access to educational materials, videos, and explanations directly on the websites of their respective universities. Understanding the available information about career options after high school is crucial for students to effectively plan their future paths. The primary objectives of using Google Sites for career planning are to facilitate easy access to information, promote positive utilization of the internet and technological advancements, and provide concise yet informative knowledge for both school counselors and counselees.

Google Sites, as described by Kadafi (2021), is a Google service that enables the creation of personal and group websites for individuals and businesses. These sites are particularly beneficial for online learning and are designed to be user-friendly. Additionally, Arief (2017) states that Google Sites offer a convenient means of sharing information rapidly and collaboratively. Users can attach files and integrate content from various Google applications such as Google Docs, Sheets, Forms, Calendars, and Awesome Tables. This comprehensive service from Google offers numerous advantages, empowering users to present information in diverse formats. The user-friendly nature and extensive content development capabilities of Google Sites greatly facilitate the learning process, as noted by Kumbhar (2020).

Effective career planning entails three critical aspects: self-awareness and comprehension, knowledge and understanding of the job market, and the ability to make reasoned connections between oneself and the professional world. The Google site-based career information service model helps guidance and counseling teachers provide an understanding of students' abilities so that this understanding can help students make career plans according to their abilities. A service model that contains educational information in the form of certain requirements in a field can make students aware of the requirements in order to achieve their career goals. This makes individuals prepare themselves to meet existing requirements, one of which is by increasing achievement or learning outcomes as best as possible to meet existing requirements. As well, the Google Sites-based career information service model can help increase a person's ability to consider and identify career opportunities, constraints, and choices to assess oneself, set career goals, make plans, and implement plans that are in accordance with one's own potential. This research can be continued at the effectiveness testing stage so that the media product "Pasar Karir" can be used by students and assist guidance and counseling teachers in providing career planning information.

4 Conclusion

The developmental task of a teenager that must be achieved is to be able to choose and prepare for a career in his life. However, there are many problems experienced by students in planning career choices for the future, namely the lack of accessible information. Students choices of majors at the college level are often based on the wishes of parents and peer influence without careful consideration. Whereas careful career planning concerns the future of students.

One of the roles of guidance and counseling teachers is to provide information services that make it easier for students to plan career choices, namely through the development of Google Sites-based "Pasar Karir" media. The development of this medium makes it easier for guidance and counseling teachers, as well as students, to obtain information about career choices that suit them. This Google-based service can be accessed free of charge by anyone and provides comprehensive career information. Media products have been validated by media experts, material experts, and user trials with guidance and counseling teachers and are suitable for use.

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