



The Development of Dartboard Media to Increase Interest in Continuing Studies Junior High School Student

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Abstract. Ideally junior high school students know and understand information about the specialization of study continuation well in order to support the level of continuation of study to the next level, the fact is that there are still many students who do not understand information about the specialization of study continuation well. Therefore, the provision of guidance and counseling services, especially career orientation services, must be done in a creative and innovative way. One of them, by developing a media that can support guidance and counseling services. Media dartboard is a guidance and counseling media in the form of games that can be utilized by students and guidance and counseling teachers in guidance and counseling services, especially in career field services. Dartboard media is used as a role model to help students increase their understanding of the continuation of studies. Research and development (R&D) using the Borg & Gall research model, researchers developed dartboard media to provide an understanding of students' study continuation specialization. Based on the results of the assessment by the material expert test, the score was 80.00 with a very feasible category. The media expert test received a score of 95.83 with a very feasible category and the results of the field trial to 3 guidance and counseling teachers gave an average rating of 88.6 which was included in the very feasible category. Based on this, the development of Dartboard Media on the Specialization of Continuing Studies in junior high school students is feasible to use.

Keywords: Development, Dartboard, Continuing Studies.

1 Introduction

The career world of junior high school / middle school adolescents cannot be separated from the developmental tasks that must be fulfilled during the adolescent time span. One of the career development tasks that must be achieved in adolescence according to Havighurst (1961) is choosing and preparing for a future career or job. Hurlock (2003) explains that adolescents form a career identity by choosing a career and preparing themselves to work

to achieve economic independence. More Langeveld (1980) explains that the general goal of education is maturity, one of which is to be able to make independent choices according to his talents and interests. This is the basis for recognizing basic abilities, talents, interests and the direction of career tendencies according to their needs to continue their desired study specialization. Article 1 of Permendikbud number 64 of 2014 explains that specialization is a curricular program provided to accommodate the choice of interests, talents and / or abilities of students with the orientation of group mastery in subjects. Pratiwi, et al., (2021) explains that specialization is carried out as an effort to make it easier to help and direct students to their choices in preparing students' careers according to their talents and interests

Specialization in school has started from high school. In Permendikbud No. 34 and 36 of 2018 concerning the 2013 Curriculum Structure for SMA and SMK, it is explained that at the senior high school level, materials or subjects will then be grouped according to their fields. This grouping is known as specialization. Specialization in high school consists of three specialization class sections, namely Mathematics and Natural Sciences, Social Sciences and Language, then specialization in vocational school includes the Technology and Engineering, Information and Communication Technology, Health, Agribusiness and Agrotechnology, Fisheries and Marine, Business and Management, Tourism and Arts specialization groups. The form of implementation is to determine the choice of students in accordance with their talents and interests.

To achieve optimal self-development in school institutions is realized by the existence of educational services, one of which is specialization services. The specialization service program aims to develop students' talents, interests and potentials and is the scope of learning guidance and career guidance services (Makrifah & Nuryono, 2014). This is stated in the Regulation of the Minister of National Education No. 27 of 2008 explaining that the context of the counselor's duties is in the service area which aims to develop the potential and empower the counselee in making decisions and choices to realize a productive, prosperous and caring life for the public good. Gysbers & Henderson (2012) states that most adolescents cannot make potential further study decisions and are only based on life experiences. Adolescents need support and exploration in the form of curriculum and guidance and counseling programs at school to help guide them towards the right career direction because every individual must have a desire to have prosperity in life. For this reason, adequate career preparation is needed, including the accuracy of providing specialization services in making career decisions so that their talents, interests and potentials match what they want (Sharf, 2002).

Providing services regarding the continuation of study specialization is needed so that students can understand themselves and accordingly when making decisions to the next level of study. However, the reality in the field is that there are still students who do not understand the specialization service, especially the direction of academic and career specialization, based on the results of a preliminary study, namely in the form of distributing questionnaires to 36

students who have a low level of study continuation of 61.1% or 22 students, 10 students or 27.7% have medium study continuation or are still in the confusion stage and 4 students or 11.1% have high study continuation. The problem is further strengthened based on the results of interviews with guidance and counseling teachers because the lack of understanding of the continuation of this study can generally be caused by two things. First, students really do not receive explanatory information from those who should provide information. This relates to certain parties who can be a source of information (curriculum, counseling teachers, parents). Second, learners lack the motivation to explore or search for information on sources of information (curriculum, counseling teachers, parents, and so on). Furthermore, Donald E. Super calls adolescents who are unable to explore career information as adolescents with career problems (Suherman, 2013: 83-84).

Guidance and counseling as one of the providers of various career information for students can be carried out by counseling teachers through the help of guidance media. Nursalim explained that guidance and counseling media is something that can be used to channel messages and counseling from the sender to the receiver so that it can stimulate the thoughts, feelings and interests and abilities of students to understand themselves, direct themselves, make decisions, and solve the problems they face (Nursalim, 2013). One of the efforts that can be made is through innovative, effective and creative guidance and counseling media.

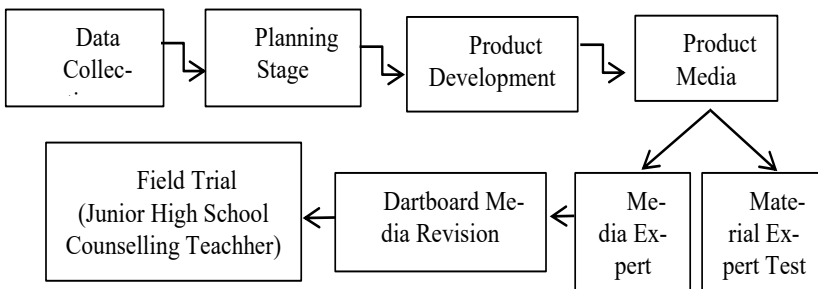
The guidance and counseling media in this case uses dartboard media. According to Pambudi (2017) Dartboard is a game of throwing small darts (darts) to the target on a round board (dartboard). Dartboard media is a game variation of learning media. Furthermore, Reigeluth and Merrill (2016) suggest that the reason for using games for learning is that games connect action and thought. A well-designed game can provide authentic practice in thinking and working in specific roles and contexts.. Through dartboard media, it is hoped that students will be able to understand the material and can provide motivation for students to participate in guidance and counseling services. This game can attract students' interest and can make learning media fun through some adjustments to the rules of the game.

In guidance and counseling services, dartboard media has proven effective in increasing learning motivation (Marfiah, 2016) and fostering learning independence in students (Aufa, 2021). This condition is because the dartboard has advantages as a learning media for students including (1) the media is interesting and can make students participate actively, (2) flexible, and (3) practical, easy to make and imitate (Kusuma and Irawati 2013). The dartboard media that will be developed by researchers is intended for junior high school students. Because at this level, students must start to find out about what specializations are in senior high school so that at the next level students can choose the specialization they want.

2 Methods

The type of research is research and development (research and development) The development model in this study uses the Borg and Gall development model by making development restrictions. Borg and Gall (in Emzir, 2013) state that restrictions can be made in research steps tailored to the needs of researchers. There are 6 steps taken by researchers. Some of the research steps include: 1) data collection, including literature and preparing research designs. 2) planning, 3) product development of Dartboard media, 4) initial trials for guidance and counseling teachers, 5) revision of test results, 6) field trials. The following is a picture of the research procedure:

Fig. 1. Research Procedure.



Data analysis using descriptive statistical analysis, this analysis aims to describe the data in the variables seen through the average (mean), minimum, maximum and standard deviation. The results of the validation test of material experts and media experts were then analyzed using a Likert scale using four alternative answers. Dartboard media was then tested on a small scale involving counseling guidance teachers and feasibility testing through several validators.

3 Results and Discussion

1. Data Collection Stage

The data collection stage aims to carry out a preliminary study accompanied by finding information on problem analysis and media analysis in the field regarding the continuation of students' studies, obstacles in providing career guidance services, facilities available at school and the need for guidance and counseling media, especially media in the field of career specialization services. This step was carried out through interviews with guidance and counseling teachers and the provision of a continuation of study scale in order to obtain preliminary data on the level of interest in the continuation of students' studies

The data collection stage aims to carry out a preliminary study accompanied by finding information on problem analysis and media analysis in the field regarding the continuation of students' studies, obstacles in providing career guidance services, facilities available at school and the need for guidance and counseling media, especially media in the field of career specialization services. This step was carried out through interviews with guidance and counseling teachers and the provision of a continuation of study scale in order to obtain preliminary data on the level of interest in the continuation of students' studies the use of media that is still conventional based on leaflets. Then strengthened from the results of the preliminary study through the results of the preliminary study data analysis, namely in the form of distributing questionnaires to 36 students who have a low level of continuation of study of 61.1% or 22 students, 10 students or 27.7% have moderate continuation of study or are still in the confusion stage and 4 students or 11.1% have high continuation of study.

Guidance and counseling teachers need an innovative, creative media to support service delivery to be fun, practical and not boring such as game media or other media that can be used directly at school according to the needs and characteristics of students. Based on this, researchers developed a game media that can be used as a creative innovation for guidance and counseling teachers in providing career guidance services so as to achieve the objectives in guidance and counseling services to the maximum according to the needs of students.

2. Planning Stage

In this stage, media planning is based on the needs and characteristics of students. Researchers determine the design of dartboard media, namely determining media design, media components, formulating objectives, formulating material content, formulating procedures for how to use the media and activities for product testing.

3. Product Development Stage

At this stage, researchers make the design of the material and media developed into a series of components that are interrelated with the material, namely the continuation of study specialization. In this case the dartboard media, this Study Continuation Specialization *Dartboard* Media consists of several parts in it, namely the dartboard board, dartboard cards, namely statement cards, questions and challenge cards. Dartboard cards are printed with two sides, namely with the front side containing a description of the card and the back containing material about the continuation of study specialization. In this game there are 3 different cards, namely: 1) Question Card, a red card with a front side that reads "Question Card" then on the back contains material. 2) Statement Card, a green card with a front side that reads "Statement Card" then on the back contains material. 3) Challenge Card, a black card with a front side that reads "Challenge Card" then on the back

contains material. In addition, players are given an arrow bow as a tool to throw at the *dartboard*. This media is also equipped with a Dartboard guidebook so that students and guidance and counseling teachers can implement the dartboard game.

4. Validation Stage and initial Field Trial

This stage is carried out to obtain the feasibility of the design of the media product to be developed, Next is to determine how to calculate the score to know the final result expressed in the form of a process. The calculation formula used according to Suharsimi (2013), the formula used for the percentage is

$$\text{Final Grade: } (\text{Total score obtained})/(\text{Maximum score}) \times 100$$

After obtaining the final score with the formula, then the researcher groups the final score into four criteria, this is in accordance with Suharsimi's opinion (2011), namely

Table 1. Media Assessment Criteria

Media Feasibility Criteria	
Rating Category	Value Range
Very Feasible	76-100
Worth	51-75
Decent Enough	26-50
Not Feasible	<26

The validation is carried out by validators who are experts and competent in their respective fields, namely:

a. Media Expert Validation

The media expert test was conducted by Ariadi Nugraha, M. Pd who has an undergraduate and postgraduate educational background in the Guidance and Counseling Study Program who is competent in the field of Guidance and Counseling media. The results of the media expert test data are verbal and numerical obtained from filling out the assessment sheet by media experts on media aspects. The results of the media expert assessment can be seen in Table 2.

Table 2. Results of Media Expert Assessment

No	Aspects	Score	Description
1	The size and type of media are suitable for use in Guidance and Counselling services	4	Very Feasible

2	The colour combination on the media is suitable.	4	Very Feasible
3	The media encourages students' motivation to play it.	4	Very Feasible
4	The media is able to provide an understanding of information on the specialization of continuation of study to students.	3	Feasible
5	Media encourages students to interact.	4	Very Feasible
6	This media has a creativity value.	4	Very Feasible
7	Relevance of the material to the images in the game.	4	Very Feasible
8	The picture cards available have interesting content and are easy to understand.	3	Feasible
9	The size of the images on the media is proportional.	4	Very Feasible
10	The media comes with an easy-to-understand guidebook.	4	Very Feasible
11	The media content relates to information on specialization in further studies.	4	Very Feasible
12	The media played involves cognitive, affective and psychomotor aspects.	4	Very Feasible
Total		46 of 48	
Final Grade		95,83	
Category		Very Feasible	

The results of the assessment of filling in the observation sheet from the media expert using the percentage calculation are as follows:

$$\begin{aligned} \text{Final Grade: } & (\text{Total score obtained}) / (\text{Maximum score}) \times 100 \\ & = (46) / 48 \times 100 \\ & = 95,83 \end{aligned}$$

Based on the results of the assessment and evaluation of the Dartboard media conducted by media experts, the overall assessment received a value of 46 out of 48 ideal values and with a final percentage value of 95 included in the Very feasible category. Thus, the media expert gave a statement worthy of being tested with revisions according to suggestions.

b. Material Expert Validation

The media expert test was conducted by Agungbudiprabowo, M. Pd who has an undergraduate and postgraduate educational background in the

Guidance and Counseling Study Program who is competent in the field of Guidance and Counseling personal and social fields. The results of the material expert test data are verbal and numerical obtained from filling out the assessment sheet by the material expert on the material aspect. The results of the material expert assessment can be seen in Table 3.

Table 3. Results of The Material Expert Assessment

No	Aspects	Indicator	Score	Description
1.	Quality of Materials	Includes material for specialization in continuation of study	3	Feasible
		The material contains enough specialization for students to continue their studies.	4	Very Feasible
		Flow of study continuation specialization material	3	Feasible
		The attractiveness of the study continuation specialization material for students.	3	Feasible
		The usefulness of the material for students.	3	Feasible
		Materials are important for learners.	4	Very Feasible
		The material is easy for learners to understand.	3	Feasible
2.	Languages used	Clarity of the language used.	3	Feasible
		Language suitability with the target of the service.	3	Feasible
		Sentences are easily understood by students	4	Very Feasible
		Total		32 of 40
	Final Grade		80,00	
	Category			Very Feasible

The results of the assessment of filling in the observation sheet from the material expert using the percentage calculation are as follows:

$$\text{Final Grade: } \frac{\text{Total score obtained}}{\text{Maximum score}} \times 100$$

$$\frac{32}{40} \times 100 = 80$$

Based on the results of the assessment and evaluation of the Dartboard material on study continuation specialization conducted by experts in the personal and social fields, the overall assessment received a value of 32 out of 40 ideal values and with a final percentage value of 80 included in

the very feasible category. Thus, the material expert gave a statement worthy of being tested with revisions according to suggestions.

c. Practitioner Expert Validation

Practitioner expert validation is carried out on a small scale, involving guidance and counseling teachers. Guidance and counseling teachers provide an assessment of the feasibility of media products in terms of guidance and counseling services. The Results of the feasibility assessment of the initial trial can be seen in Table 4.

Table 4. Results of the Feasibility Assessment of the Initial Trial

No	Statements	Score	Description
1	Media is able to introduce the concept of understanding further studies	4	Very Feasible
2	Media can train students' sensory abilities	3	Feasible
3	Media is able to train students' motoric and intellectual abilities	3	Feasible
4	Media is able to provide concentration to students	4	Very Feasible
5	Media can motivate students to solve problems	3	Feasible
6	The material presented in the media follows students' developmental tasks	3	Feasible
7	Media is able to develop attitudes and values in students	4	Very Feasible
8	Media is able to stimulate student activeness and creativity which is fun	3	Feasible
9	The media can foster curiosity in students	4	Very Feasible
10	Media are effective, innovative and practical	3	Feasible
Total		34 of 40	
Final Grade		85	
Category		Very Feasible	

The results of the assessment of filling out the observation sheet from the guidance and counseling teacher using the percentage calculation are as follows:

$$\begin{aligned} \text{Final Grade} &= \frac{\text{Total Score obtained}}{\text{Maximum Score}} \times 100 \\ &= \frac{34}{40} \times 100 \\ &= 85 \end{aligned}$$

Based on the results of the assessment and evaluation of the Dartboard material conducted by the guidance and counseling teacher, the overall assessment received a value of 34 out of 40 ideal values and with a final percentage value

of 80 included in the very good category. Thus, the guidance and counseling teacher gave a statement worthy of use as guidance and counseling media.

5. Revision of Trial Results

Media and material expert validators and guidance and counseling teachers provide notes in the form of suggestions and input for revision and improvement. Media expert validators provide input that leads to the appearance of the background color and the place or container of the dartboard to make it look more attractive. Then the material expert validator provides input related to the writing style to be more considered and the use of fonts in the guidebook is more concerned about the comfort for readers, while the guidance and counseling teacher does not provide input and suggestions because it is feasible and feels good.

6. Field Trial

The field trial was conducted on 3 guidance and counseling teachers of SMP Negeri 12 Yogyakarta. Respondents of guidance and counseling teachers were given the same assessment sheet as the small group trial to determine the feasibility of media by guidance and counseling teachers as dartboard media to support the implementation of career orientation services. The Results of the feasibility assessment of the initial trial can be seen in Table 5:

Table 5. Results of User Trial Assessment

No	Statement	Assessment Score		
		Counseling teacher 1	Counseling teacher 2	Counseling teacher 3
1	Media is able to introduce the concept of understanding further studies	4	4	4
2	Media can train students' sensory abilities	3	4	3
3	Media is able to train students' motoric and intellectual abilities	3	3	3
4	Media is able to provide concentration to students	4	4	4
5	Media can motivate students to solve problems	3	3	4
6	The material presented in the media follows students' developmental tasks	3	4	4
7	Media is able to develop attitudes and values in students	4	4	3
8	Media is able to stimulate student activeness and creativity which is fun	3	3	4
9	The media can foster curiosity in students	4	3	4
10	Media are effective, innovative and practical	3	4	3
Total		35 of 40	36 of 40	36 of 40
Final Grade		85	90	90
Mean Score		88		

Category**Very Feasible**

Based on the results of the field trial assessment or user trial, 3 guidance and counseling teachers gave scores in the "very feasible" category and the final results obtained an average assessment of 88 from the score range 76-100. Based on this score, it can be concluded that the guidance and counseling teachers assessed the dartboard media as "Very Feasible" to be used as a medium for guidance and counseling services to improve the specialization of continuation of studies in students.

A major problem for junior high school students is that individuals do not recognize their passion and potential. Moreover, students lack guidance, up-to-date information related to various fields, career maps, and current dynamics, where there are many new professions and study programs needed by the industry. Junior High School is expected to be able to plan their choice of majors in college and future careers early on, so that they can determine whether to choose a major in Language, Science, or Social Sciences in high school. Junior High School is a good time to plan careers and college majors (Gibbons & Borders, 2010). According to Hossler, Schmit, & Vesper (Gibbons & Borders, 2010) career choices made well before high school graduation tend to be more stable. Students typically make decisions about their future education in 8th to 10th grade, and these decisions directly affect future college preparation.

Determining careers and continuing studies without planning will affect future individual career decisions. According to Gati et al. (in Storme & Celik, 2018), the difficulty of taking a continuation of study refers to the challenges that individuals experience when the process of making career-related decisions, for example, such as choosing an education major. Storme & Celik (2018) argue that today's career environment presents new and more challenging opportunities for individuals, and career exploration requires a relatively high level of confidence, related to an individual's ability to creatively integrate available options into a new career path. Proper consideration is needed in determining guidance and counseling media services that can provide a good understanding of the continuation of studies according to the characteristics of junior high school students.

Providing various career information for students can be done by counseling teachers through the help of guidance media. The use of media during services is needed so that the service process between teachers and students can run well and not be boring and can stimulate students' creativity. Dartboard media as one of the game-shaped guidance and counseling service media that can help students to understand the context of service material. Anisa (2020) explains that the dartboard is connected to real-life situations that provide opportunities for students to share thoughts and ideas in the target language freely. The use of this dartboard media is in groups. In addition, the use of dartboard media makes it easier for students to absorb the material provided by the teacher (Azhari, et al., 2017). This can help students to be more flexible in the real world and develop an understanding of the material.

The following is an introduction to the game of the dartboard game, which has been modified to make it easier for guidance and counseling teachers to implement to students, done by making groups of 4-5 people, then the guidance and counseling teacher will make a game chart by giving a random number to representatives of each group and explaining the rules of the game to students regarding question cards, The throwing distance is 2 meters from the point determined by the guidance and counseling teacher, students throw alternately, if the thrower sticks to the dartboard in black will get a statement card, if the thrower sticks to the dartboard in white will get a question card. If the thrower sticks to the dartboard in the red/green color will get a challenge card. Learners then answer the statements/questions they get.

By using this dartboard media, students will be helped in organizing the understanding of the material they get (Dewi, et al., 2021). Thus, it is expected to attract the attention of students to understand about the continuation of study specialization, so that initially students who do not understand about the continuation of study specialization can easily understand the direction and purpose of career development according to the interests and talents that students want.

This research and development was completed only until the field trial stage for guidance and counseling teachers which was then revised based on the suggestions and input provided. Empirically, this research and development has not been tested for effectiveness. Therefore, it is hoped that further research can test the effectiveness of the dartboard media that has been developed so that it can disseminate dartboard media through the dissemination stage.

4 Conclusion

This research and development produces a media product in the form of Before developing a dartboard media product to improve student continuation of study, dartboard media is one type of creative, innovative and fun game media that is modified to facilitate guidance and counseling teachers in providing career specialization services. The development of Dartboard Media to improve students' Continuation of Studies was carried out through 6 stages of Borg and Gall development by limiting development. There are 6 steps taken by researchers. Some of the research steps include: 1) data collection, including literature and preparing research designs. 2) planning, 3) product development of Dartboard media, 4) initial trials for guidance and counseling teachers, 5) revision of test results, 6) field trials. After the design is developed, product feasibility testing is carried out which is tested by media experts, material experts and expert practitioners. The results of the feasibility test assessment of the development product were assessed by the validators as a whole, namely the material expert gave a score of 80 which was included in the "very feasible" category, the media expert gave a score of 95 which was included in the "very feasible" category and the practitioner or teacher guidance and counseling gave a score of 85 and was included in the "very feasible" category, and user trials

on 3 guidance and counseling teachers received an average rating of 88. Based on the assessment of the feasibility test results by validators, the dartboard media is categorized as feasible to use.

Authors' Contributions

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