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JURNAL

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THE EFFECTIVENESS OF SELF-HELP APPLICATION BASED ON SELF DIRECTED SEARCH IMPROVES STUDENT CAREER EXPLORATION

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Abstract: *This study aims to produce career field applications that meet acceptability criteria which include aspects of usability, feasibility, accuracy and compliance for guidance and counseling teachers at SMPN 1 Beji as a guide in providing guidance and counseling to class VIII students at SMPN 1 Beji. This development was carried out based on the distribution of a needs questionnaire in class VIII to guidance and counseling teachers in charge of class VIII and class VIII students totaling 372 students. This research uses the Borg & Gall development method. The development of this application is used by guidance and counseling teachers for additional information in career counseling and guidance activities. The development of the SDS Self Help application for class VIII students of SMPN 1 Beji was tested to see the acceptability and effectiveness of the application for class VIII students. Therefore, tests were carried out on material experts, media, prospective users (guidance and counseling teachers for class VIII) and class VIII students. The results of the test get a score of 0.9, it can be concluded that the product is very good, does not need to be revised. In testing the effectiveness of the application using the Wilcoxon Signed Rank Test which was conducted on 372 class VIII students, it was seen that the application was effectively used, so that the development of the SDS Self Help application for Class VIII SMPN 1 Beji met the acceptability criteria.*

Keywords : *Effective, Self Help, Career.*

Abstrak: Penelitian ini bertujuan untuk menghasilkan aplikasi bidang karir yang memenuhi kriteria akseptabilitas yang meliputi aspek kegunaan, kelayakan, ketepatan dan kesesuaian bagi guru bimbingan dan konseling di SMPN 1 Beji sebagai pedoman dalam memberikan bimbingan dan konseling pada siswa kelas VIII di SMPN 1 Beji. Pengembangan ini dilakukan berdasarkan pembagian angket kebutuhan di kelas VIII kepada guru bimbingan dan konseling penanggung jawab siswa kelas VIII dan kelas VIII yang berjumlah 372 siswa. Penelitian ini menggunakan metode pengembangan Borg & Gall. Pengembangan aplikasi ini digunakan oleh guru bimbingan dan konseling untuk informasi tambahan dalam kegiatan bimbingan dan konseling karir. Pengembangan aplikasi SDS Self Help untuk siswa kelas VIII SMPN 1 Beji diuji untuk melihat keberterimaan dan keefektifan aplikasi untuk siswa kelas VIII. Oleh karena itu dilakukan uji coba terhadap ahli materi, media, calon pengguna (guru bimbingan dan konseling kelas VIII) dan siswa kelas VIII. Hasil tes mendapatkan skor 0,9 maka dapat disimpulkan produk sangat baik, tidak perlu direvisi. Pada pengujian keefektifan aplikasi menggunakan Wilcoxon Signed Rank Test yang dilakukan pada 372 siswa kelas VIII terlihat bahwa aplikasi efektif digunakan, sehingga pengembangan aplikasi SDS Self Help Kelas VIII SMPN 1 Beji memenuhi kriteria akseptabilitas.

Kata kunci : *Efektif, Menolong Diri Sendiri, Karir*

INTRODUCTION

Guidance and counselling teachers are needed at every level of education, from early childhood education to tertiary education. The role of the guidance and counselling teacher helps students to be able solve problems and complete existing developmental tasks. Each level certainly has different developmental tasks or what is called a phase in the independent curriculum (Masfiah, Hendriana & Suherman, 2020). One of the phases or developmental tasks in junior high school students is a career.

Career guidance is an integral part of the overall educational process for the continuation of one's career path (Azhari, 2020). Career selection is an aspect of life that cannot be avoided because it is a decision-making process after individuals go through several stages of development in their lives (Putri, Yusuf & Afdal, 2021). A very important aspect to be developed about helping students develop optimally is the career aspect, namely the ability to understand oneself, get to know the world of work, plan for the future following the expected shape, determine and make the right and responsible decisions, to be able to realize himself in a meaningful way (Astusi & Dwikunaningsih, 2021). Career planning can make students ready to continue to the next level. To prepare for better career planning, students need a lot of information about what and how to do career planning.

The problem is, not all students can easily make career decisions and many students experience episodes of doubt before planning (Fitriyani & Herdi, 2021). In addition, many junior high school students do not know how to export to

get information about careers. Students' lack of skills in exploring and looking for careers in the beginning of career problems (Fethullah, et. al, 2022). This problem is also supported by the existence of the era of society 5.0 and the COVID-19 pandemic which lasted for more than two years, whereas a whole, daily activities and activities were taken over by technology and information.

Following developments in the 21st century, during the pandemic and the era of society 5.0, guidance and counselling teachers are required to have skills and even self-readiness in dealing with technological developments, especially online-based guidance and counselling services (Juliyanti & Azizah, 2021). one of the factors that can affect the success of the guidance and counselling service process is the use of technology and information media (Lidyasari, 2019). Optimizing the role of technology in every service provided both classically, by groups and by individuals can be achieved through information technology-based tools (Sodiq & Herdi, 2021).

Through career guidance, it can make a bridge for students to get closer and get to know the world of work and things that must be prepared to enter the world of free markets, so that students are able to increase career maturity so that they can plan careers needed in the era of society 5.0 (Fauziah , Iswari & Daharnis, 2022). The concept of a human-centered society and technology-based assistance aims to enable humans to improve their quality of life comfortably (Prasetyowati, Purwanti & Wicaksono, 2019). Students are required to improve their soft skills and abilities so that they become capital to deal with every change and development

of the times, and one of the soft skills needed to achieve a career is through the initial stages of seeking information (Sari & Hidayat, 2022). The phenomenon of a lack of student-centered, technology-based and information-based career guidance requires special attention (Titting & Feriyanto, 2021).

According to the results of an assessment of class VIII students of SMP Negeri 1 Beji using AKPD it was found that the students needed material in the career field of 32.66% or as many as 467 voters. With details of material needs, I don't understand the world of work at 3.92% or as much. Of the 56 voters, 3.36% or as many as 48 voters do not understand the problem of specialization/majors in SMA and I do not understand the problem of specialization/majors in SMA by 13.22% or as many as 46 voters. Calculations for the next field in the personal sector amounted to 27.34% or as many as 391 voters with details I still don't understand my talent of 3.43% or as many as 49 voters, I am worried / afraid of not graduating from school by 3.01% or 43 voters; then in the field of study 21.33% or as many as 305 voters with details I have difficulty learning and understanding certain subjects by 3.57% or 51 voters and I have not been able to study regularly by 3.22% or 46 voters and the last field is in the social field 18.67% or 267 voters.

Furthermore, the AKPD results can be followed up so that students prefer providing information and career exploration. Based on the phenomena that occur in SMP Negeri 1 Beji, the researcher will develop media in the form of the Self Directed Search Self-Help application or abbreviated as the SDS Self-Help application which

The Effectiveness Of Self-Help Application Based....
(Hutomo, Purwoko, & Budiyanto, 2024)

aims to help counseling teachers, especially students, in obtaining and exploring careers. The use of this media can help students to make it easier to understand various information about future careers and can help students make plans and make decisions about the future with their future careers. The provision of this information service is a learning activity, so that the media used in learning can also be used in the provision of services. It is hoped that the development of this media can be applied as an imedia career information service which can later be packaged in the form of interactive media helping students to obtain detailed and interesting information.

The reason researchers developed a career exploration application is that first, according to Sconti (Farhan & Biran, 2021), the current generation has a unique way of transferring information, where teenagers are currently maximizing technology and information so that for them an application will be more practical and make it easier for them to browse and connect. This research provides an idea that is expected to be utilized by Guidance and Counseling teachers or school counsellors in carrying out career exploration services. Second, the prototype application developed by Fathullah et al is effective in attracting and identifying student careers by recognizing potential and developing that potential. Third, the research conducted by Ayuni, Asrori & Yonline (2022) provides suggestions for other researchers to continue strengthening the results of Holland's career instrument into a digital version according to the times. With this application, it is hoped that Guidance and Counseling teachers can use it in providing services to students. Then the

research that will be carried out is John Holland's Theory of Self Help Application Development for Career Planning Based on Self Directed Search (SDS) for Class VIII Students of SMP Negeri 1 Beji.

METHOD

In this study, the authors conducted a quantitative study using the pre-experimental design method, type one group pre test - post test (preliminary test, final test, single group). Arikunto (2010: 124) says that one group pre-test – post-test design is a research activity that gives initial items (pre-test) before being given treatment, after being given treatment then gives a final test (post-test). After seeing this understanding, it can be concluded that the results of the treatment can be known more accurately because they can be compared with the conditions before being given treatment. The use of this design is adapted to the objectives to be achieved, namely to determine the effectiveness of using self-directed search-based self-help applications before and after being given treatment.

The sample used in this study were all 372 class VIII students of SMPN 1 Beji, where a total of 119 male students and 253 female students. Respondents consisted of grades VIII A to VIII K and ranged in age from 13 to 14 years. The selection of this sample was to determine the level of effectiveness of students' self-directed search-based self-help applications using a saturated sample where all students of class VIII would be examined.

This research instrument was developed using effectiveness theory according to David Krech, Ricard S. Cruthfield and Egerton L. Bllachey in their work *Individual and Society* cited by Arikunto

(2010) who said the number of results that can be issued means that the results are in the form of a quantity or physical form of activity. The intended results can be seen from the ratio between input and output. According to Cambell (Fathullah et al, 2022) says that the measure of effectiveness is quality, productivity, alertness, efficiency, income, growth, stability, accidents, enthusiasm, cohesive motivation and flexibility of adaptation. The instrument was developed with the two supervisors who then tested the validity of the students.

This research activity was carried out during 6 meetings which were held from February to March 2022. In this study the researchers used quantitative research in the form of an experimental approach, namely one group pre test and post test design.

The research hypothesis test uses a non-parametric differential test, to be precise, using the Wilcoxon Signed Rank Test to test differences before using the application and after using the application on a single sample

RESULTS AND DISCUSSION

Results

Initial Product Development Results

When conducting interviews with class VIII students and the BK SMPN 1 coordinator, Beji said that due to the COVID-19 pandemic, students were less able to get attention from counsellors and guidance and counselling teachers so students could not understand themselves, both their abilities and their character. Along with the increasingly widespread development of the digital era, counselling teachers need to upgrade and update their services to students and counselees. So that guidance and counselling services can be provided

optimally both face-to-face and remotely.

Apart from interviews, the developer also distributed questionnaires that had been given to grade 8 students with the following results:

Table 1. Results of Class VIII Application Needs Questionnaire

No.	Pernyataan	Pemilih	%
1.	Perlukah pengenalan diri?	203	92,7%
2.	Perlukah pengenalan diri sesuai dengan studi lanjut menggunakan aplikasi?	179	81,7%
3.	Perlukah pemberian informasi tentang diri melalui aplikasi?	164	74,9%
4.	Perlukah pengenalan studi lanjut (SMA / SMK)?	209	95,4%
5.	Perlukah pengenalan karakter diri sesuai dengan studi lanjut?	198	90,4%
6.	Perlukah materi yang menguatkan kepercayaan diri dalam memilih studi lanjut?	206	94,1%
7.	Perlukah materi yang menguatkan kepercayaan diri dalam memilih studi lanjut melalui aplikasi?	172	78,5%
8.	Perlukah aplikasi yang menarik untuk meningkatkan pemahaman kalian tentang diri?	177	80,8%
9.	Perlukah aplikasi yang menarik untuk meningkatkan pemahaman diri dengan studi lanjut?	193	88,1%
10.	Perlukah aplikasi yang dapat meningkatkan kepercayaan diri untuk memilih studi lanjut?	189	86,3%

The data shows that 179 out of 219 students or approximately 81.7% needed applications about student self-introduction, out of 219 students 164 students or 74.9% realized the need to provide information through applications that are easy to use anytime and anywhere. Furthermore, out of 219 out of 198 students, some of them said they needed self – introduction of students who could support them in choosing further studies.

Product Trial Results

The results of product trials by distributing questionnaires totaling 20 statement items where the questionnaire was given before and after treatment or pre-test and post-test.

Table 2. Application Needs Questionnaire

No.	Pernyataan	Skala				
		1	2	3	4	5
1.	Saya mengetahui SMA/MA dan SMK merupakan sekolah yang dapat mengembangkan bakat dan minat saya					
2.	Saya belum mengetahui bidang – bidang peminatan dan penjurusan yang ada di SMA/MA ataupun SMK					
3.	Saya tidak tahu tentang kegiatan – kegiatan yang ada di SMA/MA ataupun SMK					
4.	Saya tahu dengan masuk ke studi lanjut yang sesuai dengan diri saya, maka saya dapat mengembangkan diri saya					
5.	Saya belum mengetahui tujuan masuk studi lanjut					
6.	saya dapat memfokuskan diri pada salah satu bidang yang saya minati di SMA/MA ataupun di SMK					
7.	saya belum memperhatikan bidang studi yang diminati karena saya tidak tahu bidang studi apa yang saya minati					
8.	Saya banyak mendapatkan informasi tentang studi lanjut					
9.	Saya memperhatikan diri saya yang saya miliki untuk masuk ke studi lanjut					
10.	Saya yakin dengan masuk ke SMA/MA atau SMK cita – cita saya akan terwujud					
11.	saya melanjutkan studi lanjut sesuai dengan harapan dan keinginan dari orang tua					
12.	saya yakin akan masuk studi lanjut sesuai dengan diri saya					
13.	saya optimis bahwa studi lanjut yang saya pilih akan mempermudah saya mengembangkan apa yang ada dalam diri saya					
14.	bagi saya Pendidikan itu penting untuk menunjang kesuksesan					
15.	bagi saya siswa yang masuk MA hanya ingin menjadi ustad atau ustadzah					
16.	saya menjadi bigung ketika mengalami kesulitan untuk menentukan studi lanjut					
17.	saya dalam memilih jurusan di studi lanjut nanti akan mempertimbangkan dengan diri saya					
18.	Saya merasa kurang cocok masuk SMA atau SMK karena menyita waktu, tenaga dan materi					
19.	saya akan nyaman masuk ke studi lanjut yang sesuai dengan diri saya					
20.	saya akan merasa puas masuk studi lanjut yang sesuai dengan diri saya					

The condition of the 207 students when they did not know themselves before using the SDS Self Help application can be seen by displaying the following data :

Table 3. Pre-Test results

No.	Pernyataan	Jumlah
1.	Saya mengetahui SMA/MA dan SMK merupakan sekolah yang dapat mengembangkan bakat dan minat saya	444
2.	Saya belum mengetahui bidang – bidang peminatan dan penjurusan yang ada di SMA/MA ataupun SMK	268
3.	Saya tidak tahu tentang kegiatan – kegiatan yang ada di SMA/MA ataupun SMK	417
4.	Saya tahu dengan masuk ke studi lanjut yang sesuai dengan diri saya, maka saya dapat mengembangkan diri saya	442
5.	Saya belum mengetahui tujuan masuk studi lanjut	502
6.	saya dapat memfokuskan diri pada salah satu bidang yang saya minati di SMA/MA ataupun di SMK	376
7.	saya belum memperhatikan bidang studi yang diminati karena saya tidak tahu bidang studi apa yang saya minati	472
8.	Saya banyak mendapatkan informasi tentang studi lanjut	474
9.	Saya memperhatikan diri saya yang saya miliki untuk masuk ke studi lanjut	547
10.	Saya yakin dengan masuk ke SMA/MA atau SMK cita – cita saya akan terwujud	131
11.	saya melanjutkan studi lanjut sesuai dengan harapan dan keinginan dari orang tua	376
12.	saya yakin akan masuk studi lanjut sesuai dengan diri saya	472
13.	saya optimis bahwa studi lanjut yang saya pilih akan mempermudah saya mengembangkan apa yang ada dalam diri saya	474
14.	bagi saya Pendidikan itu penting untuk menunjang kesuksesan	547
15.	bagi saya siswa yang masuk MA hanya ingin menjadi ustad atau ustadzah	131
16.	saya menjadi bigung ketika mengalami kesulitan untuk menentukan studi lanjut	219
17.	saya dalam memilih jurusan di studi lanjut nanti akan mempertimbangkan dengan diri saya	438
18.	Saya merasa kurang cocok masuk SMA atau SMK karena menyita waktu, tenaga dan materi	219
19.	saya akan nyaman masuk ke studi lanjut yang sesuai dengan diri saya	492
20.	saya akan merasa puas masuk studi lanjut yang sesuai dengan diri saya	514

While the results of the post-test can be seen in the table below :

Table 4. Post-Test Recapitulation Results

No.	Pernyataan	Jumlah
1.	Saya mengetahui SMA/MA dan SMK merupakan sekolah yang dapat mengembangkan bakat dan minat saya	444
2.	Saya belum mengetahui bidang – bidang peminatan dan penjurusan yang ada di SMA/MA ataupun SMK	268
3.	Saya tidak tahu tentang kegiatan – kegiatan yang ada di SMA/MA ataupun SMK	417
4.	Saya tahu dengan masuk ke studi lanjut yang sesuai dengan diri saya, maka saya dapat mengembangkan diri saya	442
5.	Saya belum mengetahui tujuan masuk studi lanjut	502
6.	saya dapat memfokuskan diri pada salah satu bidang yang saya minati di SMA/MA ataupun di SMK	376
7.	saya belum memperhatikan bidang studi yang diminati karena saya tidak tahu bidang studi apa yang saya minati	472
8.	Saya banyak mendapatkan informasi tentang studi lanjut	474
9.	Saya memperhatikan diri saya yang saya miliki untuk masuk ke studi lanjut	547
10.	Saya yakin dengan masuk ke SMA/MA atau SMK cita – cita saya akan terwujud	131
11.	saya melanjutkan studi lanjut sesuai dengan harapan dan keinginan dari orang tua	360
12.	saya yakin akan masuk studi lanjut sesuai dengan diri saya	463
13.	saya optimis bahwa studi lanjut yang saya pilih akan mempermudah saya mengembangkan apa yang ada dalam diri saya	452
14.	bagi saya Pendidikan itu penting untuk menunjang kesuksesan	542
15.	bagi saya siswa yang masuk MA hanya ingin menjadi ustad atau ustadzah	437
16.	saya menjadi bigung ketika mengalami kesulitan untuk menentukan studi lanjut	478
17.	saya dalam memilih jurusan di studi lanjut nanti akan mempertimbangkan dengan diri saya	427
18.	Saya merasa kurang cocok masuk SMA atau SMK karena menyita waktu, tenaga dan materi	571
19.	saya akan nyaman masuk ke studi lanjut yang sesuai dengan diri saya	478
20.	saya akan merasa puas masuk studi lanjut yang sesuai dengan diri saya	487

Based on the table, it can be concluded that there is a difference between the SDS Self Help application for the Pre Test and Post Test, so it can be concluded that "there is an effect of using the SDS Self Help application on class VIII students".

Final Product Review

From the results of the trial of the SDS Self Help application to previous guidance and counseling teachers, it was then continued with field tests on class VIII students, totaling 219 students. There were no revisions given by prospective users,

so there was no need to make improvements. Implementation of guidance service activities can run smoothly.

Discussion

The development of the SDS Self Help application uses the Borg & Gall development model, in which this development has two main objectives, namely developing products and testing the effectiveness of the products that have been developed for students and guidance and counseling teachers who are in charge of the class. The development of this product is based on phenomena that occur at SMPN 1 Beji so that the developer distributes questionnaires to class VIII students and conducts interviews with guidance and counseling teachers in charge of class VIII.

The Self Directed Search Self Help application is an assistance application that can be used by guidance and counselling teachers for class VIII students to find strengths, weaknesses and characteristics they have so that students can later plan further studies that suit them. With this, students can develop optimally. From the results of the product evaluation that has been obtained, it can be concluded that the SDS Self Help application shows very good results and is suitable for use by guidance and counselling teachers in carrying out career service activities because it fulfils the aspects of usability, accuracy, appropriateness, appropriateness and appropriateness with the criteria according to Arikunto (2010).

In the implementation of developing the Self Directed Search Self Help application, of course there are several obstacles regarding the choice of the right statements for Grade VIII Middle School students, the media images chosen must also be in

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(Hutomo, Purwoko, & Budiyanto, 2024)

accordance with the understanding of Grade VIII students and the media images in general must also be able to describe the detailed results of students.

The results of the validation and field tests that have been carried out by the developer of the SDS Self Help application can be concluded that the Self Directed Search Self Help application, which is an assistance application for students, has fulfilled the acceptability value, namely aspects of usability, feasibility, accuracy, accuracy and propriety following the criteria product. So the product developed can be used and utilized as a reference for guidance and counselling teachers in providing student career services.

In addition to testing the validity, the researchers also conducted field tests on 219 students, which from the data it was found that there was an effect of using John Holland's Career Theory SDS application in class VIII students of SMP Negeri 1 Beji. Even though there were some students who experienced a decrease in value from the pre test and post test. The results of the field tests conducted showed that the use of the SDS Self Help application was effectively used by class VIII students of SMPN 1 Beji. The results of this study are also in line with the research of Deni Darmawan & Endang (2013) that the use of applications is effective, due to an increase in knowledge through the service process provided.

SDS Self Help application development is effectively used in increasing students' knowledge and understanding of the character, strengths and weaknesses of students. This is also in line with the results of research by Fathullah et al (2014) that there is a positive relationship between career information services and career planning, which is

indicated by the better the information services provided, the better the student's career planning will be, and vice versa. Career information services allow students to choose what they can choose in education and work so that they have clear choices in achieving goals.

Later students' self-understanding from the application which is supported by career guidance and counseling activities for students can be used as a reference material in developing ideals and making decisions on their further studies. These results are consistent with research conducted by Febry (2013) in which the factors that are widely considered in determining career direction are the strengths, weaknesses and environment of the individual. So that it is hoped that when they graduate, they will have decided on further studies that are suitable for them.

Based on the explanation above, the implications that can be given to students are providing information about strengths, weaknesses, character and suitable environment for students so that these students can increase their career maturity. The role of counselors and parental support in providing guidance and counseling services is very important and needed by students.

CONCLUSIONS

From the results of the application development the product developed is very suitable so it does not require revision because it already has good content validity and can be used. In the ninth stage, the researcher made improvements to the application resulting from expert input and an assessment of the effectiveness of the application when it was used by 219 class VIII students of SMP

Negeri 1 Beji. The results of the field test showed positive things because the application had an influence on students' career perspectives.

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