

# Effectiveness of Website-Based Career Guide Media at State Vocational School 5 Batam

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**Abstract**— Observations were made at SMK Negeri 5 Batam, it was seen that the career guidance services provided by BK teachers to students were less than optimal. This condition occurs because there are no BK teacher hours to enter class, lack of student interest in carrying out career guidance and the unbalanced ratio of BK teachers to students. The problem that arises is that only a few students come because they think the BK room is only for students with problems. Thus, career guidance at SMK Negeri 5 Batam has not been implemented effectively and evenly. The media used should pay attention to existing technological developments, be interesting to use, be able to display what is desired and can be accessed by students at any time. One of the media that can be used is Website-Based Career Guidance Media. The use of Website-Based Career Guidance Media can assist BK teachers in providing career guidance service materials effectively and equitably. The type of research used is Research and Development with 4-D model development procedures (Define, Design, Develop, and Disseminate). Testing on the effectiveness of the developed media obtained sig. (2 tailed) of  $0.000 < 0.005$ , it is concluded that there is a difference in students' career readiness for those who use website media and not use website media.

**Keywords**— Career Guidance, Information Services, Student Career, Website Based Counseling Guidance.

## INTRODUCTION

Education is the basis of progress in a country. National education goals can be realized by working together in every education unit, including Vocational High Schools (SMK). SMK has a vision that is to prepare students to be skilled and ready to work. The elements of education in schools include management and leadership, learning, and elements of coaching. In this case, Guidance and Counseling (BK) is included in part of the elements of school—development and management. According to (Kasim, 2001) "career guidance is one type of guidance field in Guidance and Counseling". Students get career information from BK teachers through career guidance services. In general, career guidance in schools is to help students have skills in making decisions about future careers.

Career planning is planning that focuses on work and identifies career paths that provide logical progress for people between jobs in the organization (Mathis, 2006:343). In line with Mathis, Parsons (in Winkel & Hastuti, (2004: 626-623) also formulates that career planning is a process that must be passed before choosing a career. Elizabeth b. Hurlock (in Notosoedirdjo and Latipun, 2007) suggests that future orientation or career is one of the phenomena of cognitive development that occurs during adolescence. Adolescents begin to pay great attention to various areas of life that they will live as adults in the future. It is at this time that students begin to really think about the career they will choose after graduated from high school.

Elizabeth b. Hurlock (in Notosoedirdjo and Latipun, 2007) suggests that future or career orientation is one of the phenomena of cognitive development that occurs during adolescence. Teenagers begin to pay great attention to various areas of life that they will live as adults in the future. It is at this time that students begin to really think about the career they will choose after graduating from vocational school. Based on the above understanding, it can be concluded that career development is a series of changes that occur at every level of life that are influenced by self-understanding, values, attitudes, views, abilities and expectations in determining career choices.

Career guidance services to students have an important role to be able to assist students in overcoming problems in planning their careers. The problem of the lack of teaching hours for BK teachers and limited time are often the main reasons for BK services not being implemented, including those relating to career guidance services. However, this should not be used as an obstacle for BK teachers in providing services to students, especially nowadays technological developments are increasingly rapid, everything can be made easier. The implementation of the 2013 curriculum (K-13) has a major influence on the implementation of learning activities. Coupled with the 21st century learning system that describes various ways to integrate technology physically or not into the world of learning.

Career guidance media is expected to provide benefits, among others; (1) the content or information provided

becomes clearer in meaning for students, and is not rote, 2) the guidance method should vary, 3) students become active in various activities, 4) the guidance process provided is more interesting, 5) overcomes the limitations of space and time. time, according to Trianto (2007:76). Rudi Susilana and Cepi Riyana (2008:70-73) have explained that in choosing a media one must consider the following: its suitability and purpose, learning materials, theories, characteristics, students, student learning styles, available time, supporting facilities and situations. the environment. This is also confirmed by the opinion of Rayandra Asyhar (2015:81-85) which states that in general there are eleven principles in choosing a media including.

The concept of career guidance services is difficult to separate from the concept of vocational guidance which turned into career guidance (National Vocational Guidance Association (NVGA), 1973). While Harris in Slamet (1990: 2), states that vocational education is education for a job or several types of work that individuals prefer for their social needs. According to the House Committee on Education and Labor (HCEL) in (Oemar H. Malik, 1990:94), the United States National Council for Research into Vocational Education (NCRVE, 1981:15), Bartel (1976:11), that vocational education is a forms of talent development, basic skills education, and habits that lead to the world of work which are seen as skills training.

Based on observations made at SMKN 5 Batam in January 2022, it can be seen that the career guidance services provided by BK teachers to students are less than optimal. This condition occurs because there are no BK teacher hours to enter class, lack of student interest in carrying out career guidance and the unbalanced ratio of BK teachers to students. However, so far the career guidance at SMK Negeri 5 Batam has been carried out in the BK room either individually or in groups.

The problem that arises is that only a few students come because they think the BK room is only for students with problems. Thus, career guidance at SMK Negeri 5 Batam has not been implemented effectively and evenly. Career guidance is a service to meet individual development needs as an integral part of an educational program. According to Syamsu (2005:15) career guidance is related to the development of cognitive abilities, or individual skills in realizing a positive self-concept, understanding the decision-making process, as well as acquiring knowledge in skills that will help him enter the system of socio-cultural life that is constantly changing. The use of media is very important in influencing the results of career guidance.

Based on the above background, the use of media in the implementation of career guidance is very much needed. The media used should pay attention to the development of existing technology, be interesting to use, can display what is desired and can be accessed by students at any time. One of the media that can be used is Website-Based Career Guidance Media. The use of this Website-Based Career Guidance Media can assist BK teachers in providing career guidance service materials effectively and equitably. The information conveyed is about preparation for entering the world of work, and the introduction of universities. Based on the above phenomena, the author feels the need to contribute so that career guidance services at SMK Negeri 5 Batam are maximized,

## **METHOD**

In this study using a model (research and development). Research and development is a process used to develop and validate educational products” (Borg & Gall, 2003: 782). Setyosari (2013: 222) also states that this research and development is sometimes referred to as a research-based development or also called research-based development. Based on the definition, it can be concluded that research and development (R&D) is a research method that aims to develop a new product or improve an existing product, so that it can produce products that are superior, effective and efficient than existing products. Therefore.

The model chosen in this study is the 4-D (four-D) model. There are 4 stages in the 4-D (four-D) development model, namely; (1) define (determination of material); design (design); (3) develop (development); (4) disseminate (spread) (Trianto, 2009:189). The development model has a systematic procedure, in accordance with the problems that exist in the background of this research. This research begins with determining the material followed by design, then development.

The implementation of the research begins with the define stage. The define stage aims to find out the basic problems needed in the Development of Website-Based Career Guidance Media in BK subjects. This stage is the stage of gathering information. According to Punaji Setyosari (2013: 237), collecting information includes literature review, class observations or observations, and preparation of initial reports. Preliminary research or needs analysis is very important to do in order to obtain initial information for development.

After the definition stage has been completed, the next stage is the design stage. At this stage the steps taken include media selection, the media used is a website

builder using a website-based information system where students get information about career guidance. The design of the prototype is the design of the appearance and content of the website so that this media is easy to use by students and students can use the google form to test the ability of the material presented. Then after the media is selected and designed, the media is made.

This development stage is carried out with the aim of testing the validation, practicality and effectiveness of career guidance services using a website-based information system on Guidance and Counseling subjects. The effectiveness stage is carried out to assess whether the development of career guidance uses a website that has been developed and can be used in accordance with expectations in order to improve student learning outcomes. The results of student services are obtained by carrying out tests on students, where after students carry out career guidance development using the website.

The dissemination process is a process at the final stage of development. The dissemination stage is carried out with the aim of promoting product development so that it can be accepted by users, both individuals, groups and systems. The form of dissemination is in the form of input, suggestions, assessments to improve the final product development so that it is ready to be adopted by product users. This dissemination stage is in the form of a result seminar.

The effectiveness of career guidance media is determined by looking at the results of students' stability in choosing a career by utilizing interactive career guidance media used during research. The effectiveness of the guidance media is determined by looking at the achievement of students' stability in choosing a career before and after using interactive career guidance media. The effectiveness test was carried out by comparing the results of the guidance before and after using the media with the One-Group Pretest Posttest Design. The results of student career readiness in the form of statement items as many as 33 items where the statement reflects the content and material given to students. The effectiveness of service media can be seen by comparing students' career readiness (pres test) in the control class and the experimental class (Sugiyono, 2014:12).

## **RESULTS**

This research produces a service media in the form of a website on Guidance and Counseling subjects. The development of this media is based on initial observations of the service process to find out problems that occur are faced in the field in connection with the implementation of services. Furthermore, the

researchers conducted a needs analysis, including analysis of teaching units, and identification of the required materials.

This media has gone through the stages of testing the validity, practicality and effectiveness. In the validity test, it is done by asking the opinion of experts through validation. Aspects that are validated in this tool contain didactic requirements, construction aspects, and technical requirements, from the trials conducted, the results show that all of these aspects are valid.

At the practicality trial stage, it was done by asking the teacher and students for their opinion through a practicality questionnaire sheet. From the practical test, it is known that the resulting product is in the very practical category to be used as a service medium. The effectiveness test was carried out by looking at the average comparison seen from the pretest (before using the media) and the posttest (after using the media).

Effectiveness is an important factor in learning, effective learning is a match between students who do learning with the learning objectives or goals to be achieved. The effectiveness test was carried out by giving tests to students, the instrument was in the form of a questionnaire with 44 statement items. However, before the instrument was given to students, the researcher conducted a trial of the instrument first to the sample (outside the control class and experimental class), the results of the validation and reliability of the attached questionnaire. Thus, there are 11 invalid statement items and 33 valid statement items.

The effectiveness of the use of media is carried out by providing a career readiness questionnaire which is carried out at the beginning and end of the service, the results of these two tests are compared to see the level of effectiveness of the use of the media. The results of data analysis seen from the effectiveness test based on the pretest and posttest obtained sig. (2 tailed) of  $0.000 < 0.005$ . So, it can be concluded that there are differences in the careers of students who use website media and those who do not use website media.

Media that is ready can be distributed or used by other classes. This dissemination stage is carried out with the aim of knowing the implementation of the use of guidance media by teachers and students, so that the media can be used by schools as part of a tool that can be used to improve student learning outcomes through providing motivation and strengthening students' career choices after graduation, so that they have competency targets that must be possessed and focused in the service process.



Based on the results of the research and data analysis above, it can be concluded that the increase in students' career readiness increased after using the website-based career guidance service media. This is in accordance with research conducted by Fadila Fasha (2015), et al stated that the development of an electronic media-based career information service model is acceptable (accepted) to improve students' career decisions, getting high ratings from experts and a very good response from guidance and counseling teachers. acceptable and appropriate students. Twi Tandar Atmaja (2014) also stated that there was an increase in career planning career guidance through the use of media modules.

### CONCLUSIONS

Based on the research on the development of website-based career guidance media that has been carried out, the following conclusions are obtained, A website-based career guidance media has been successfully developed for career guidance services at SMK Negeri 5 Batam through the effectiveness test stage. The results of data analysis seen from the effectiveness test based on the pretest and posttest obtained sig. (2 tailed) of  $0.000 < 0.005$ . So, it can be concluded that there are differences in the careers of students who use website media and those who do not use website media. The development of this website-based career guidance media has implications for students and BK teachers in assisting the process of implementing guidance, especially in the field of career guidance.

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