

Career Pocketbook: A Media to Improve Primary School Students' Career Understanding

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Article history

Received: 29 September 2022

Revised: 22 November 2022

Accepted: 17 January 2023

Keywords

Career information program

Career pocketbooks

Media

Abstract

This study develops a career pocketbook as the information media to accelerate career understanding among primary school students. This research and development study was completed in a number of stages, including: (1) preliminary study, (2) product design, (3) product development following the design, (4) limited tryout, and (5) product revision. For the limited tryout, we conducted a number of tryouts. In the first limited tryout, we involved the experts (from the guidance and counseling field, career guidance and counseling field, and Indonesian language), followed by an individual tryout involving nine students and three counselors, then a small group tryout with 15 students. The primary data were collected using a questionnaire. Further, the data from the experts were analyzed using content analysis, and the experimental data were analyzed using the Wilcoxon test. The results of the analysis of the tryout data suggested that the developed career pocketbook is feasible to be used as a guidance and counseling media, primarily to enhance elementary school students' career comprehension. Further, this career pocketbook can be suggested as the media for students' career guidance and counseling.

How to cite: Rahim, M., Hulukati, W., & Alwi, N. M. (2023). Career Pocketbook: A Media to Improve Primary School Students' Career Understanding. *Jurnal Kajian Bimbingan dan Konseling*, 8(1), 59–68. doi: 10.17977/um001v8i12023p59-68

1. Introduction

Introduction to a professional career is crucial for students as it correlates with the identification and development of their interests and talent. As emphasized by Kashefpakdel, Rehill, and Hughes (2018) that immediate carrier education is greatly essential due to its connection with students' sustainable career progression (Rahim, Hulukati, & Madina, 2021). The fundamental elements obtained from this early career planning facilitates students to design, decide, and regulate their future career (Hidayat & Ningrum, 2017; Kuijpers, Meijers, & Gundy, 2011). In primary school, students' career comprehension is characterized by their knowledge of different professions or occupations (Jang, Hong, & Kim, 2020), ranging from conventional to trendy professions. Further, the primary school students' career comprehension impacts their future career plans and selection, including the choice of secondary school and the study program.

One of the guidance and counseling programs is an information service, where the school counselor provides novel information to students (Alwi, 2021). Wantu et al. (2022) characterized that a successful information service is marked by the successful transfer of information using numerous innovative and attractive strategies. Meanwhile, career information service aids students in developing their thinking of their competencies, which further enhances their career understanding (Korompot et al., 2022). In contrast, minimum career information results in students' unpreparedness to decide on their future careers (Risqiyain, Liya, & Purwanta, 2019). Therefore, the career information obtained from the primary school level is imperative for students' future professional development. Nordin and Seng (2021) reported four influencing factors for students' successful career identification, namely career understanding, available career information, selection of career, and comprehension of the parents' career. Meanwhile, a study completed by Adebowale (2014) uncovered schools and parents as the primary career information sources for students. The study also suggested that information gathered from school and school counselors positively

correlates with students' career choices. Kashefpakdel et al. (2018) also found that children's career aspirations originate from their parents, parents' colleagues, television program, and social media.

In addition, studies also revealed opportunities to improve students' career understanding (Andriani, 2019; Winahyu & Kusumaningtyas, 2021). The progression of students' career understanding is started with the introduction of available occupations or employments in society, which can be facilitated through the career information service using various guidance and counseling media. Between 2014-2020, the career information service is commonly carried out using media of videos, movies, animations, digital comics, future ladders, guidance boards, and live modeling (Beidoğlu, Dinçyürek, & Akıntuğ, 2015; Rasyadi, Muslihati, & Rahman, 2022; Steele, Jacokes, & Stone, 2014; Syakir, Mahmud, & Achmad, 2016; Watkinson & Hersi, 2014). The results of previous studies indicate the usage of media can improve the efficiency of career information services. The media simplifies the dissemination of information, aiding students to self-understand, self-direct, decide, and find problem-solving alternatives (Alwi, 2019). In guidance and counseling program, the media ranges from the school environment, family, peers, and printed media, such as the career pocketbook.

The development of this career pocketbook is induced by the results of our initial observation conducted in the Laboratory Primary School of Universitas Negeri Gorontalo. The results showed that the majority of career information service is carried out using lecturing mediated by images. Besides, the results also indicated students' minimum understanding of the types of occupations, particularly those that had recently gained the most popularity. Additionally, career pocket book also offers attractiveness and ease of use for primary school students and the school counselor. Therefore, a career pocketbook is presumed to help students identify numerous types of professions. Besides, this pocket book also is small in size, completed with colorful images, which can attract the interest of primary school students.

Career pocketbook is one of the printed media for guidance and counseling programs. In guidance and counseling, especially in career information service, media is highly important (Rahim, 2013). It increases the attraction and delight of guidance and counseling activities while facilitating the comprehension of the material. A study conducted by Hazrati, Hanim, and Setiawaty (2016) reported the successful implementation of guidance and counseling media in improving student's self-regulation.

This study aims to develop a career pocketbook as a career information service media to increase primary school students' career understanding and examine the effective of the career pocketbook as a career information service media to increase primary school students' career understanding.

2. Method

This research and development used five out of seven stages of development procedures proposed by Borg and Gall (1983). First, in the stage of **preliminary study**, we conducted need analysis, literature studies, and small-scale research. In the second stage, **planning**, we reviewed the research purposes, our involvement as well as the estimation of funds, energy, and time. The third stage was the **development of the initial product**, in which we constructed the design of the product, prepared the required facilities and infrastructures, and divided the responsibilities. We also developed our initial product of a career pocketbook at this stage. The fourth stage was a **preliminary field test**, where we tried out our product involving a limited number of other parties. In detail, we conducted: (1) a validity test involving the experts of guidance and counseling, guidance and counseling media, and Indonesian language; (2) a personal tryout involving a student and school counselor; and a small group tryout using a quasi-experiment model with fifteen participants. The fifth stage was a **revision of the product**. In this phase, we revised the product following the data obtained from the limited field tryout.

The data collection instrument consisted of an expert validity questionnaire, an individual test questionnaire, and a small group tryout questionnaire. Through these questionnaires, we measured the accuracy, suitability, attractiveness, and convenience of our developed product. The small group tryout was carried out using the quasi-experiment method with one group pretest and posttest

design, with a career understanding scale used in the pretest and posttest. The data obtained from the validity test and individual tryouts were analyzed using the descriptive technique, while data obtained from the experiment were analyzed using the Wilcoxon technique.

3. Results

3.1. Results of Validity Test Involving Experts

The results of the validity test are summarized in Table 1 showing the average 9.14 validity score for the developed guidance and counseling career pocketbook from the guidance and counseling experts, which is categorized as excellent. Meanwhile, for the teacher book, we attained an average score of 9.25 which was also classified as excellent, and the validity score for the evaluation guide was 9.5, which was also categorized as excellent. Therefore, all aspects of the developed career pocketbook, teacher guide, and evaluation guide require no revision.

Table 1 also presents the validity scores from the experts in media design. In Table 1, **R** means need revision, while **N** means no need revision. In detail, the developed career pocketbook, teacher guide, and evaluation guide received scores of 8.7, 9.0, and 9.0, which were classified as excellent. Accordingly, all of the constructed books needed no revision in the aspect of design. Meanwhile, from the experts in the Indonesian Language, the career pocketbook, teacher guide, and evaluation guide gathered an average score of 10, 9.9, and 9.9, which were categorized as excellent. Thus, in the aspect of language, all of the books necessitated no revision.

3.2. Results of Individual Tryout

3.2.1. School Counselor

In the individual tryout, three school counselors participated in measuring their understanding and implementation of the developed career pocketbook. In this process, we used criteria of easy and difficult. In detail, the assessment of the developed career pocketbook aimed to assess the counselors' comprehension of the description of the occupation and the implementation process. The data suggested that all participants agreed 100% for ease of understanding and use of the book. Thus, the book needed no revision process. Besides, in this process, we also evaluated the counselors' understanding of the introduction, as well as a description of the career pocketbook, its usage, teacher competencies, standard of competencies, purposes of the program, the target of the program, activities in the program, and the redline of the materials. The gathered data suggested that all participants could easily understand and implement the developed pocketbook, suggesting no need for revision. Additionally, the participating school counselors' understanding of the introduction, description of its components, purposes of evaluation, the practice of evaluation, scoring guide, and the formulated question items were also assessed. Similar to previous findings, all of the participants also agreed that the evaluation guide can be easily mastered and implemented. Thus, it needed no revision.

3.2.2. Student

In addition to school counselors, we also involved students in this process by measuring the readability, attractiveness, and ease of understanding of the developed career pocketbook. The data suggested that 100% of the respondents stated the career pocketbook could be easily read and understood while also interesting. Thus, the developed pocketbook necessitates no revision and is ready to be used in the small group tryout.

Table 1. Results of the Validity Test for the Career Pocketbook

Career Pocketbook						Teacher Guidebook						Evaluation Guidebook					
Guidance and Counseling Experts		Media Design Experts		Indonesia Language Experts		Guidance and Counseling Experts		Media Design Experts		Indonesia Language Experts		Guidance and Counseling Experts		Media Design Experts		Indonesia Language Experts	
Score	R/N	Score	R/N	Score	R/N	Score	R/N	Score	R/N	Score	R/N	Score	R/N	Score	R/N	Score	R/N
9	N	9	N	10	N	9	T	10	T	10	T	10	T	10	T	9	T
8	N	9	N	10	N	9	T	9	T	10	T	10	T	9	T	10	T
9	N	9	N	10	N	10	T	9	T	10	T	10	T	9	T	10	T
10	N	8	N	10	N	10	T	9	T	10	T	8	T	9	T	10	T
9	N	8	N	10	N	9	T	9	T	10	T	9	T	9	T	10	T
10	N	9	N	10	N	8	T	9	T	10	T	9	T	9	T	10	T
9	N	9	N	10	N	9	T	9	T	10	T	10	T	9	T	10	T
		9	N	9	N	10	T	8	T	9	T	10	T	8	T	10	T
		8	N	10	N			9	T	10	T			9	T	10	T
		9	N					9	T					9	T		
Mean: 9.14		Mean: 8.7		Mean: 10		Mean: 9.25		Mean: 9.0		Mean: 9.9		Mean: 9.5		Mean: 9.0		Mean: 9.9	

3.3. Results of Small Group Tryout

The small group tryout was carried out to identify the effectiveness of the constructed career pocketbook in improving primary school students' career comprehension. In this tryout, we used a quasi-experiment method with one group pretest and posttest design involving 15 primary school students. These students attended the guidance and counseling program focusing on their career understanding using the developed pocketbook in six meetings. In each session, the students were asked to discuss the different groups of professions described within the pocketbook. At the beginning and the end of the counseling, the students were given a pretest and posttest using a career understanding scale that we had developed and underwent the validity test involving experts. The garnered pretest and posttest career understanding scores are presented in Table 2.

Table 2. Primary School Students' Career Understanding Pretest and Posttest Scores

Respondent	Pretest	Posttest
1	55	85
2	43	72
3	48	84
4	52	88
5	49	79
6	48	78
7	54	86
8	59	90
9	53	88
10	55	89
11	45	75
12	52	89
13	49	75
14	53	87
15	58	89

The pretest and posttest data were analyzed using the Wilcoxon signed rank test, with the results showing 0 scores on the N, mean rank, as well as the sum rank. These results signified no decreasing score from the pretest to the posttest. Besides, the test statistic also showed Asymp. Sig (2-tailed), with a 0.001 value lower than < 0.05 , indicates that the hypothesis was accepted. Therefore, the constructed career pocketbook can be used as career guidance and counseling media, especially for improving the career understanding of primary school students.

4. Discussion

In this study, we have successfully constructed a career pocketbook that can improve elementary school students' career understanding. We identified similar findings as other studies investigating career pocket book in other courses. A study carried out by Sukroyanti (2016) uncovered the effects of pocketbooks with puzzles as evaluation media on students' scientific behavior. Meanwhile, Cahyono et al. (2018) reported that character education-based trigonometry pocket book effective in improving students' character development. Similarly, Baharudin and Cholikh (2021) also discovered that android-based pocket book learning media can support the technical drawing course. Further, Abdullah et al. (2021) described the impacts of pocketbooks on students' learning results and motivation. Linearly, our analysis results also confirmed the efficiency of career pocketbook as the guidance and counseling media for enhancing the career understanding of elementary school students.

In primary school, individuals present extensive space which enables knowledge and self-development. Munawaroh and Kurniawan (2018) classified the recent primary school students born above 2010 as the alpha generation. These students are our future generation who will be responsible for Indonesia's progression in the next 20 years. Consequently, the quality of students and education carries substantial influences on the success of the alpha generation's future careers. Further, in this modern era, Tafonao et al. (2020) characterized the alpha generation as having excellent multitasking skills that facilitate them complete more than one task simultaneously and the skills to influence the dynamic of the world. This generation is also capable of going above the bound-

ary by using their knowledge. They have distinct skills from the ages of baby boomers, as well as the x, y, and z generations. Further, this generation also faces numerous challenges, such as social, economic, and environmental issues, that demand them to have excellent problem-solving, creativity, decision-making, flexibility, self-regulation, critical thinking, and career development skills.

Donald Super and Eli Ginzberg have examined the stages of career development and its influencing factors. The career selection theory from Super regards individual self-concept as the most influential factor for career selection. Commonly, self-concept develops starting from the adolescent period, in which individuals begin to illustrate the working world, which results in career selection (Super, 1957). In the end, individuals' self-concept and understanding of professional career development affect their career progression. Thus, early career understanding is essential to help elementary school students acknowledge the professions and occupations within society while developing their career-related self-concept.

In addition, Ginzberg (1952) proposed three phases of career development, consisting of fantasy, tentative and realistic phases. Each of those phases has a different range of age and targets until someone decides on their career. Further, Ginzberg also described that career development commonly occurs between six to ten years, starting when someone is 11 to 17 years old (during the early adulthood phase). The first phase (fantasy) takes place before an individual reaches 11 years old. It is demonstrated when they mention their dream based on their imagination and the roles of adults in their surroundings. In this stage, individuals like to do role plays by acting as a singer, police, doctor, or others.

The career development process should be carried out consecutively, especially during the elementary school age, beginning with helping children construct their self and career understanding. In this process, media is necessary as the children are in concrete cognitive development. Media aids students in comprehending information throughout the learning or guidance and counseling process. Additionally, the progression of these creative and innovative media is affected by the advancement of technology following its purposes. Recently, students have shown great enthusiasm toward interactive media (Pelález & Solano, 2023; Sahronih, Purwanto, & Sumantri, 2019; Violante, Vezzetti, & Piazzolla, 2019). Meanwhile, the teachers or educators should give appropriate stimulation based on the purposes of the learning or guidance and counseling to expedite the transfer of information.

Satrianawati (2018) defined media as an instrument for information dissemination that directly stimulate the thought and feeling of the users. Alhadi et al. (2016) also described guidance and counseling media as one of the innovations in the field of guidance and counseling, which reinforces the success of the program. Further, Nursalim (2015) contend that guidance and counseling media connect information or messages, which stimulates the students' feelings, thinking, attention, and wish of the students in comprehending, directing, deciding, and solving their problems. Thus, media is a stimulus provided for the students to deliver the essential information, which further inspires their feeling and reasoning. The developed career pocketbook is expected to be the stimulating agent for elementary school students' feelings and reasoning during the career information program.

In specific, Rahim (2013) added that students often have difficulties comprehending verbal information, even when the counselor has limited skills in elaborating the materials. In this point, the media serves as the intermediary that clarifies the discussed materials, so the counselee or student can achieve the purpose of the guidance and counseling program. According to Hulukati et al. (2019), media can prompt students' active participation during the guidance and counseling program. Meanwhile, Rahim et al. (2021) explained that media facilitates students in understanding guidance and counseling materials. Linearly, with its attractive design and diverse information on types of occupations, the developed career pocket book will facilitate students learn the career related information.

In general, media can be classified into printed and non-printed media. Then, the printed media is divided into programmed textbooks, manual books, and assignment books (Rahim, 2013). From this classification, the developed pocketbook is categorized as printed media. Meanwhile, in another categorization, this developed pocketbook is included as visual media since the information can be

attained through the sense of sight. The visual media is presented using graphics, figures, or projections (Pujiastuti et al. 2018). Our developed career pocketbook can be classified as printed media presented through text and attractive figures.

Pocketbook is a small-sized book (8 cm x 12 cm or other size) that can be placed within a pocket and carried everywhere. Its content can be varied, following the wishes of its authors. As the developed pocketbook in this study contains information related to a career, thus we named it a career pocketbook. The central function of this career pocketbook is to provide numerous pieces of information in relation to types of professions that can be used in the career counseling program. Through this program, students are encouraged to identify and classify their self and abilities while also exploring the possible suitable career based on their characteristics and life experience.

Nathan and Hill (2012) described three central influencing factors for career selection, namely: (1) apparent self-understanding, (2) knowledge of the requirements and prospects of various types of occupations, and (3) accurate reasoning between those two sets of information. The career development and influencing factors of career selection indicate the importance of career understanding at the primary school level. This career understanding will further impact career selection. As explained by Adekeye, Adeusi, Ahmadu, and Okojide (2017), the selection of a career can be regarded as an essential occurrence in someone's life. The success, life satisfaction, and happiness of an individual rely heavily on the accuracy of career selection. Therefore, career understanding should be constructed as early as possible.

5. Conclusion

In this study, we have successfully developed a career pocketbook to enhance primary school students' career understanding. This book is highly recommended to be used as a guidance and counseling media that aids primary school students in expanding their career understanding. In this program, the students are guided to learn the recently popular occupations following the progression of knowledge and technology. For future studies, it is suggested to conduct more extensive field try out to identify the effectiveness of our developed career pocketbook as this study was carried out on a limited small scale try out. Aside from this limitation, primary school counselors are expected to adopt this pocketbook to aid students in enhancing their career comprehension.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

Funding

We would like to address our gratitude to the Rector of Universitas Negeri Gorontalo, as well as the Institute for Research and Community Service, for research grant no. B/175/UN47.D1/PT.01.03/2022.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Acknowledgment

We thank the head of Laboratory Primary School of Universitas Negeri Gorontalo, who facilitated the completion of this study, along with the school counselor from Laboratory Primary School of Universitas Negeri Gorontalo, for their active participation in this study. We also would like to thank the experts who have participated in our validity test process.

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Career Pocketbook: Media Layanan Informasi Karier untuk Meningkatkan Pemahaman Karier Siswa Sekolah Dasar

Kata kunci

Career pocketbook
Layanan informasi karier
Media

Abstrak

Penelitian ini bertujuan menghasilkan *career pocketbook* sebagai media layanan informasi karier untuk meningkatkan pemahaman karier siswa sekolah dasar. Penelitian ini merupakan penelitian pengembangan dengan menggunakan tahapan: (1) studi pendahuluan, (2) merencanakan penelitian, (3) pengembangan desain, (4) ujicoba lapangan terbatas, dan (5) revisi desain. Subjek ujicoba lapangan terbatas terdiri dari: subjek uji ahli (ahli media bimbingan dan konseling, ahli bimbingan dan konseling karier, ahli bahasa Indonesia); subjek uji coba perorangan terdiri dari sembilan orang siswa dan tiga orang konselor sekolah; dan subjek uji kelompok kecil dengan menggunakan metode *quasi experiment* berjumlah 15 siswa. Teknik utama pengumpulan data menggunakan angket. Data validasi ahli dianalisis secara kualitatif (analisis isi), dan data eksperimen dianalisis secara kuantitatif (uji Wilcoxon). Hasil analisis data uji coba lapangan terbatas menunjukkan bahwa *career pocketbook* layak digunakan sebagai media layanan bimbingan dan konseling untuk meningkatkan pemahaman karier siswa sekolah dasar. *Career pocketbook* dapat direkomendasikan sebagai media layanan bimbingan dan konseling karier untuk meningkatkan pemahaman siswa sekolah dasar tentang karier.