

## Development of Google Sites-Based Career Card Media for Career Understanding at Junior High School 3 Palangka Raya

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### ABSTRACT

Career understanding is a person's understanding of career information, which can be in the form of jobs matching their interests, talents, and abilities needed to carry out the job. However, some students have a low level of career understanding, so many are confused when choosing a secondary school without consideration. With this Google Sites-based career card media, students can better understand secondary schools and various types of careers. This study was conducted to determine the feasibility of Google Sites-based career card media and to find out whether this Google Sites-based career card media is useful for students' career understanding. This study uses a Research and Development (R&D) approach, namely research and development, and produces a product, namely a career card and a Google Sites-based career card media for career understanding. The development model was adapted from Borg and Gall and included six stages of development research. The sample was taken using the purposive sampling technique, so six students from class VIII-2 of Junior High School 3 Palangka Raya were selected. The main data collection tool used by researchers is a questionnaire. Researchers use a questionnaire to determine whether there are changes before and after using Google Sites-based career card media for career understanding. The data was then analyzed and processed using parametric statistics from Kolmogorov-Smirnov using SPSS 26, which showed a normal distribution. The results showed that the t-test calculation using the paired sample t-test showed a significance of  $0.000 < 0.05$ , and the calculated t-value compared to the t-table value was  $24.265 > 2.015$ . Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, it can be concluded that there is a significant difference between before and after using Google Sites-based career card media for career understanding.

**Keywords:** Career understanding, Career card media, Google Sites



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## INTRODUCTION

Education is the foundation for forming a great nation, which is in line with what Ki Hajar Dewantara (in Forisma & Hidayat, 2023) explained that education is the foundation for forming a great, sovereign, and valuable nation. In this case, education aims to instill values for a harmonious and peaceful life. Ki Hajar Dewantara (in Forisma & Hidayat, 2023) also explains that education is carried out to help students become free, independent individuals who can contribute to society. He also emphasizes the importance of students being aware of the reasons and purposes of their learning. In this case, educators or teachers must be able to set an example and accustom students to become independent individuals who advance their surroundings, both in the school environment and their social life.

The term education cannot be separated from the school scope; in this case, each school typically has a Guidance and Counseling teacher. This is reinforced by the decision of the Minister of Education and Culture of the Republic of Indonesia

No.111 of 2014 article 10 paragraph 2, which is also mentioned (in Wahyuni et al., 2023) with the following content the provision of guidance and counseling in junior high schools/MTs or equivalent, senior high schools/MA or equivalent, and vocational high schools/MAK or equivalent is carried out by counselors or guidance and counseling teachers with a ratio of one guidance and counseling teacher serving 150 students. This proves the importance of providing guidance and counseling services for students at school, especially to help students overcome problems and develop themselves in terms of personal, social, learning, and career aspects.

There are several types of guidance and counseling services, including career guidance. Priambodo (in Fikriyani & Herdi, 2021) explains that career guidance provides assistance, services, and approaches to individuals/students to help them recognize and understand careers. In this case, according to Super (Darmawan, 2021), career understanding helps students develop a sense of unity and self-image as well as their role in the world of work. Hartono (in Jannah, 2020) explains that

career understanding (occupational knowledge) is the degree of mastery of students regarding the world of careers, which is characterized by a deeper understanding of various career information. Munandir also explains (in Erlisa, 2021) that understanding career can be described as mastery of students in decision-making, consolidation, and maturity career that are tailored to self-understanding, understanding of the specialization program, and understanding of the working world. Students' problems related to career understanding are evident in their difficulties in understanding careers, which impact the decision-making process in choosing the career alternatives they will select. Miftakul (in Jannah, 2020) also explains that the lack of understanding of the students' careers is generally caused by the lack of career and job information they receive, which in turn may be caused by the limited provision of informative services and may also be influenced by the use. Based on this, the researcher is also interested in developing a Google Sites-based Career Card media to improve the provision of informative services.

Miftakul explains (in Jannah, 2020) that a lack of understanding of careers can also cause low motivation and interest in learning among students at school, so they experience difficulties when making career decisions. Tari (in Erlisa, 2021) explains that the characteristics of students' career understanding can be seen from their interest in certain fields, accompanied by attention and enjoyment in pursuing their desired career. Nuriana (in Saputri, 2022) explains that choosing the right career is inseparable from a good understanding of careers. Students' understanding of careers must be improved to help them decide on their future careers. Career understanding is very important for students to have, as explained above. In this case, it is interesting for researchers to discuss because when researchers conducted the introduction to the Field School II. (PLP II) At Junior High School 3 Palangka Raya, the researcher found that many students, especially in class VIII-2, were still unfamiliar with the various types of careers available and tended to have a low understanding of careers. This was evident when the researcher provided classical guidance services in the classroom, where only two to three students understood their career aspirations, while the rest tended to lack confidence when asked about their future careers.

In essence, junior high school students are already beginning to be able to make appropriate career choices, because it is never too early to understand some of the career possibilities that they will pursue in the future. This is also in line with research conducted by Putu Agus (in Indrawan & Suriata, 2021) This research was conducted to provide an understanding of careers even from the elementary school level in accordance with the Student Independence Competency Standards (SKKPD), namely in the area of career insight and readiness. This was done so that students would find it easier to determine their career choices when they entered junior high school. Based on this research, it can be concluded that providing career guidance for eighth-grade junior high school students is equally important in helping them make career choices in the future.

In today's technological era, students

Students are accustomed to using the latest media and technology in their activities, both in their daily lives and in classroom learning. In this case, when guidance counselors provide information services without using the latest interesting media and technology, it will affect the level of enthusiasm of students, especially when participating in the guidance and counseling process. In line with this, Awik (in Hidayati & Ismail, 2018) explains that providing information services without media support will be boring for students. This will impact the enthusiasm or motivation of students to participate in information services. Nur (in Hafizah, 2021) also explained that media-based material will be more interesting for students, and the material presented can also trigger students' curiosity and motivate them to act emotionally and physically. In this case, the development of Google Sites-Based Media Career Cards for Career Understanding at Junior High School 3 Palangka Raya was carried out to support overcoming this issue.

Google Sites-based media career cards for career understanding are believed to help and train students to better understand the various careers available, which will help them choose their future careers. One of the factors in choosing this career card media is that it is tailored to the age range of the children's development, whereby when students see interesting pictures, it will trigger their curiosity to learn and find out more about what they see. Sativa explains (in Munawarah, 2023) that card media is visual media with pictures, picture descriptions, questions, and answers per the material provided, containing learning elements that are the main elements and games that are used as entertainment. Based on the above explanation, the researcher is interested in researching and developing Google Sites-based Career Cards for Career Understanding at Junior High School 3 Palangka Raya.

## METHOD

The research method used in this study is the research and development (R&D) method. Sugiyono (in WIDOWATI, 2019) explains that research and development is a research method that can be used to create specific products and test the effectiveness of those products. The Research and Development (R&D) method aims to develop and validate a Google Sites-based career card media product for career understanding at SMP Negeri 3 Palangka Raya. In this case, the development of the career card media uses the development model from Borg and Gall, which Sugiyono has modified. There are 10 steps in Research and Development (in Bagaskara et al., 2021), namely: 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Design improvement, 6) Product testing, 7) Product revision, 8) Field implementation testing, 9) Final product refinement, 10) Dimensions and implementation. These research and development steps are not mandatory to be used in their entirety. For the sake of effectiveness in terms of funds and time, researchers only take up to 6 steps. The explanation of these six steps is as follows:

1) Potential and Problems

A study begins with the existence of potential or problems. Potential here means anything that will have added value if

utilized as a catalyst. In this case, the researchers conducted a preliminary study aimed at understanding the problems at SMP Negeri 3 Palangka Raya and seeking relevant information related to the issue to be studied, namely career understanding. The first step was observation at SMP Negeri 3 Palangka Raya.

## 2) Data collection

After the potential and problems can be demonstrated factually or recently, various information and literature studies are collected that can be used as material for planning certain products in accordance with the existing problems, so that the expected results can overcome these problems. This study aims to find concepts or theoretical foundations that strengthen the product. Once the product is complete, the design of the plans will also be facilitated for students later.

## 3) Product Design

There are many types of products resulting from research and development. To produce this particular Google Sites-based career card media, a new media design must be created based on an assessment of the old media, so that the weaknesses of the media. The final result of this activity is a new product design complete with specifications. This design is still hypothetical as its effectiveness has not yet been proven and will only be known after testing. This Google Sites-based career card will be designed as attractively as possible so that students can receive information related to understanding careers through good.

## 4) Design validation

Design validation assesses whether the product design, in this case, the career card media, has been validated by experts. Researchers will then use these experts' input and assess whether the media is suitable for use. The process can also be described as a step to evaluate the design of the research product conducted using a validation test with material related to career understanding. Media experts will carry out media validation. This design validation is carried out to obtain the level of compatibility between the old product and the latest product and to develop input to improve the quality of the product that will be developed later. The data analysis technique used in assessing Google Sites-based career cards for career understanding is descriptive, using data in the form of comments, suggestions, and criticism. This descriptive data is used to revise and improve the media and its usage guidelines. Quantitative data obtained from acceptability assessments through expert testing are analyzed using the data processing formula according to Akbar and Sriwiyana (in Mukhlis et al., 2022) as follows.

$$V = \frac{TSEV}{S - Max} \times 100\%$$

V = Validity

TSEV = Total Empirical Validator Score

S-Max = Maximum expected score 100% = Constant number

Furthermore, the criteria for classifying percentages are explained as follows:

**Table 1.** Product Quality Criteria by Akbar and Sriwiyana

Percentage	Information	Meaning
75,01 – 100 %	Sangat Valid	Used Without Revision
50,01 – 75,00 %	Cukup Valid	Used With Minor Revisions
25,01 – 50,00 %	Tidak Valid	Not Suitable for Use
00,00 – 25,00 %	Sangat Tidak Valid	Forbidden to Use

## 5) Design improvement

After the product design has been validated through discussions with experts, its weaknesses will be identified at this stage. These weaknesses will then be reduced by improving the design. Researchers made improvements to the career card media to identify design weaknesses based on input and suggestions from the experts. This was done to ensure the product was suitable before being tested later.

## 6) Product testing

After completing the design improvements to the Google Sites-based career card, a product trial will be conducted for this study. In this case, the product trial will be conducted on a small scale with six students from class VIII-2 at Junior High School 3 Palangka Raya.

The product testing also uses a quantitative approach with a pre-experimental research design. The research design used is a one-group pretest-posttest. This design was used because this study only involved one class, namely the experimental class, which was conducted without a control class. The treatment results will be more accurate because they can be compared before and after the treatment. To determine the changes after the use of the media, the pretest and posttest results will be tested using a t-test (Paired Sample) with a dependent t-test technique. This method is used for the pretest (O1) and posttest (O2) results. The formula used is as follows:

$$t = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{\sum b^2}{N(N-1)}}$$

Explanation:

t = Calculated t-value  
 $\bar{X}_2$  dan  $\bar{X}_1$  = Average Pretest And Posttest Scores  
 $\sum b^2$  = The Number Of Deviations From The Mean Difference  
N = Number of subjects

## RESULT AND DISCUSSIONS

This study was conducted at Junior High School 3 Palangka Raya, at Jl. Kutilang, Jekan Raya District, Palangka Raya City, Central Kalimantan Province. Initial data collected at this school showed that several students still have an immature level of career understanding.

The researcher conducted this development research using the development research procedure according to Borg and Gall, which Sugiono has modified. Each stage of the research and development procedure that has been carried out is as follows:

### 1. Potential and Problems

The potential of this research and development is a Google Sites-based career card media for understanding students' careers at Junior High School 3 Palangka Raya. The problem in this research and development is that educators already use learning methods in the learning process. However, the methods used are still not varied enough, making students less interested. Because of this, the researcher is interested in developing a learning media in the form of a Google Sites-based career card as a learning media that can make students more active.

### 2. Data Collection

After identifying the potential and problems, the next step is to collect data that can be used as material in product planning. The product created is expected to be one of the solutions to the above problems. Data was collected by distributing questionnaires, conducting observations, and interviewing guidance and counseling teachers. Based on the observations and interviews, the researcher noted the limited availability of Guidance and Counseling media that could be used and that attracted the interest of existing students. This often became one of the factors that made students less interested and enthusiastic in participating in Guidance and Counseling activities. Questionnaires were collected to determine the level of understanding of the existing students' careers. The next step in data collection was to gather various reference sources, such as books, journals, and the internet, which could strengthen the research and development of Google Sites-based career cards for understanding the careers of junior high school students.

### 3. Product Design

After identifying potential problems and collecting data, the next step is to design the product, a career card as a physical medium. The career card medium is a Google Sites-based medium developed as a Classical Guidance and Group Guidance service medium for career services to improve junior high school students' understanding of careers.

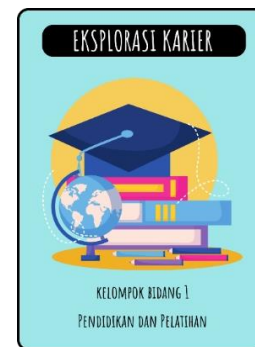
#### a) Career Card

The researcher designed the career card with dimensions of 8 cm x 5.5 cm using the Canva application. After adjusting the size, the next step was to start designing the content of the Career Card. This Career Card has two parts, namely the front and back:

##### 1) Front

The front display features an image representing the career field, and at the top, there is a career exploration sentence, which is a stage in meeting 3, namely the exploration of 10 career fields, and there is also the name of the career field at

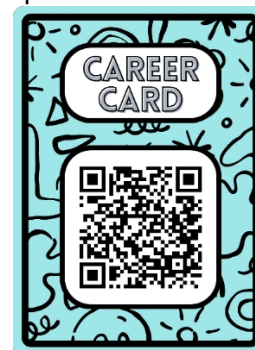
the bottom. The following is an example of the front display of one of the career cards:



**Figure 1.** Example of the front view of one Career Card

##### 2) Back View

The back view includes a barcode that, when scanned, will carry on a media career card based on Google Sites. The following is an example of the back of a career card:



**Figure II.** Example of the back of one of the Career Cards

#### b) Media Career Card

##### 1) Initial Display

On the initial display/homepage, there are:

##### a. introduction

The introduction provides a brief explanation of the Media Career Card. The following is an example of the home page display on Google Sites in the introduction section:



**Figure III.** Example of the home page on Google Meetings

The meeting section contains several materials that have been adapted from Super's career understanding theory (in Saputri, 2022) and covers meetings 1-6, namely:

- Session 1: Pretest;



- Meeting 2: Career planning material;
- Meeting 3: Career exploration material;
- Meeting 4: Decision-making material;
- Session 5: Material on information concepts about desired jobs;
- Meeting 6: Posttest The following is an example of the homepage display in the Google Sites meeting section, Sites in the introduction section.



**Figure IV.** Example of the home page display on Google Sites in the meeting section

#### c. Contact the developer

In the contact the developer section, there is an email address for the developer that can be used to contact the developer if you have any questions regarding the Media Career Card. The following is an example of the homepage display on Google Sites in the Contact the Developer section:



**Figure V.** Example of the homepage display on Google Sites in the Contact the Developer section

#### 4. Design Validation

Four expert validators have validated the Media Career Card based on Google Sites. namely: Dr. Fendahapsari Singgih Sendayu, S.Pd. M.Pd, who is a lecturer in the Guidance and Counseling study program at the University of Palangka Raya as a subject matter expert, Mr. Dony Apriatama, S.Pd, M.Pd, who is a lecturer in the Guidance and Counseling study program at the University of Palangka Raya as a media expert, Ms. Widiarti, S.Pd, who is a Guidance Counselor at SMP Negeri 3 Palangka Raya as a practitioner expert, and Ms. Larasanti Eka Sinta, S.Pd, who is a Guidance Counselor at SMP Negeri 2 Palangka Raya as a practitioner expert. The design validation by these experts was carried out to ensure that the

developed media was suitable for testing on students. This expert validation was carried out to identify errors and shortcomings in the media so that they could be adjusted to be more appropriate, such as language writing, material deficiencies, product design deficiencies, and to see the suitability of the product with the needs of students when tested in the field. The following are the results of data from material experts, media experts, and practitioner experts:

##### a. Results of Content Expert Validation

The subject matter expert validation was conducted to test the material's accuracy, completeness, and systematics. The subject matter expert assessment included a quantitative assessment consisting of three aspects: feasibility, utility, and accuracy, while the qualitative assessment contained notes, critiques, and suggestions. The validator who acted as a subject matter expert in developing this Google Sites-based career card media was Dr. Fendahapsari Singgih Sendayu, S.Pd. M Pd, a lecturer in the Guidance and Counseling study program at the University of Palangka Raya. The following are the results of the subject matter expert validation data:

**Table II.** Results of Expert Validation

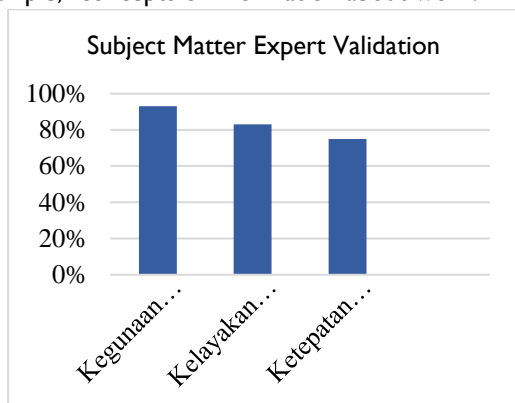
No	Assessment Indicators	Aspect	Subject Matter Expert	$\sum$ Per Aspect (s)	PSA
1.	Utility	1	3	56	93%
		2	3		
		3	3		
		4	4		
		5	4		
		6	4		
		7	4		
		8	4		
		9	4		
		10	4		
		11	4		
		12	4		
		13	4		
		14	4		
		15	3		
		16	4		
2.	Feasibility	17	3	10	83%
		18	3		
		19	3		
3.	Accuracy	20	3	9	75%
		21	3		
		$\sum$ Average			

Based on the validation results from subject matter experts in the table above, the following scores were obtained: the utility aspect has a score percentage of 93% with a "highly valid" criterion, the feasibility aspect has a score percentage of 83% with a "highly valid" criterion, and the accuracy aspect has a score percentage of 75% with a "sufficiently valid" criterion. The overall percentage of the final score from the subject matter expert validation is 89% and is classified as "highly valid".

Next are the results of qualitative data, namely notes, critiques, and suggestions from validators or subject matter

experts. The results of the subject matter expert validation are as follows:

- 1) Focus more on one theory, namely Super's career understanding theory.
- 2) Modify the sentences on the cards and relate them to Super's career understanding theory.
- 3) Career understanding material starts directly from the indicators' first theory of Super's career understanding.
- 4) Add media usage requirements to the user manual.
- 5) In theory, the sub-indicator remains 5, but in the material, similar topics can be combined into one session, for example, "concepts of information about work."



**Figure 6.** Expert Validation Diagram of Materials

#### b. Expert Media Validation Results

The media expert validation was carried out to test the feasibility of presenting Google Sites-based career cards for the career understanding of students at SMP Negeri 3 Palangka Raya. The media expert validation assessed four aspects: utility, feasibility, accuracy, and propriety. The validator who acted as a media expert in developing Google Sites-based career card media was Mr. Dony Apriatama, S.Pd, M.Pd, a lecturer in the Guidance and Counseling study program at the University of Palangka Raya. The following are the results of the media expert validation data:

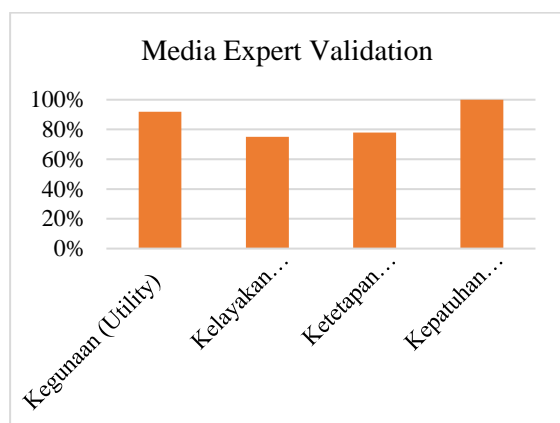
**Table III.** Media Expert Validation Results

No	Assessment Indicators	Aspect	Media Expert	$\sum$	Per Aspect (s)	PSA	As
1.	Utility	1	3	22	92%		
		2	3				
		3	4				
		4	4				
		5	4				
		6	4				
2.	Feasibility	7	3	9	75%		
		8	3				
		9	3				
3.	Accuracy	10	3	25	78%		
		11	3				
		12	3				
		13	3				
		14	3				
		15	4				
		16	3				
4.	Propriety	17	3	20	100 %		
		18	4				
		19	4				
		20	4				
		21	4				
		22	4				
$\sum$ Average					86%		

shown in the table above, the following scores can be obtained: in the utility aspect, the score percentage is 92% with the criterion "highly valid"; in the feasibility aspect, the score percentage is 75% with the criterion "sufficiently valid"; in the accuracy aspect, it has a score percentage of 78% with the criteria "very valid", and in the propriety aspect, it has a final score percentage of 100% with the criteria "very valid". The overall percentage of the final score from media expert validation is 86% and is included in the criteria "very valid". Next are the results of qualitative data, in the form of notes, critiques, and suggestions from validator or subject matter expert, the results of the subject matter expert validation are as follows: Next are the results of qualitative data, in the form of notes, critiques, and suggestions from validator or subject matter expert, the results of the subject matter expert validation are as follows:

- 1) There is no Explanation of the benefits and uses of this media, particularly in the media user manual;
- 2) The document should be shortened to meet practical criteria while remaining clear;
- 3) To avoid future issues, licensing issues must be clearly defined.

Based on the validation results by media experts, it was concluded that the Google Sites-based career card media development design for career understanding is worthy of being tested on students with revisions. The following diagram shows the media experts' assessment of all aspects:



**Figure VII.** Media Expert Validation Diagram

#### c. Expert Practitioner Test Results

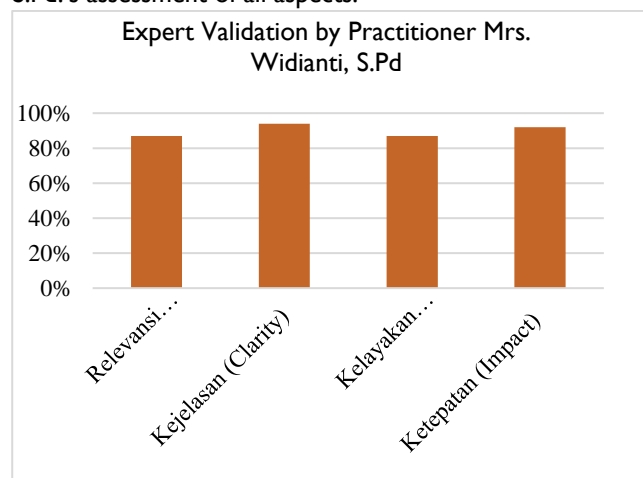
The expert practitioner validation was conducted to test the feasibility of Google Sites-based career cards for understanding students' careers at SMP Negeri 3 Palangka Raya. This expert practitioner test assessed four aspects: relevance, clarity, effectiveness, and impact. The expert practitioner validators for the development of Google Sites-based career cards for career understanding were two guidance counselors, Mrs. Widiанти, S.Pd, who is a guidance counselor at SMP Negeri 3 Palangka Raya, and Mrs. Larasanti Eka Sinta, S.Pd, who is a guidance counselor at SMP Negeri 2 Palangka Raya. The following are the results of the expert practitioner validation:

**Table IV.** Expert Validation by Practitioner Mrs. Widiанти, S.Pd

No	Assessment Indicators	Aspect	Media Expert	$\sum$ Per Aspect (s)	PSA
1.	Utility	1	4	14	87%
		2	3		
		3	4		
		4	3		
2.	Feasibility Accuracy	5	4	15	94%
		6	3		
		7	4		
		8	4		
3.	Accuracy	9	4	14	87%
		10	4		
		11	3		
		12	3		
4.	Propriety	13	4	11	92%
		14	3		
		15	4		
$\sum$ Average					90%

Based on the results of the practitioner expert validation, as shown in the table above, the following scores were obtained: the relevance aspect achieved a score of 87%, meeting the "very valid" criteria; the clarity aspect achieved a score of 94%, meeting the "very valid" criteria; the effectiveness aspect achieved a score of 87%, meeting the "very valid" criteria; and the impact aspect achieved a final score of 92%, meeting the "very valid" criteria. The overall final score from the practitioner expert validation was 90%, meeting the "very valid" criteria.

Regarding the qualitative data, which consisted of notes, criticisms, and suggestions from the validator or practitioner expert, Mrs. Widiанти, S.Pd., the practitioner did not provide any additional notes, criticisms, or suggestions for the media. Based on the validation results from Mrs. Widiанти, S.Pd., the conclusion was that the Google Sites-based career card media development design for career understanding is worthy of being piloted. The following diagram shows Mrs. Widiанти, S.Pd.'s assessment of all aspects:



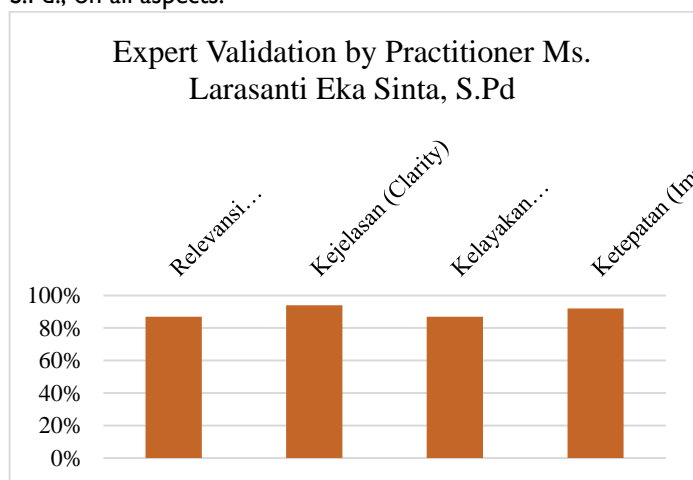
**Figure VIII.** Validation Diagram Mrs. Widiанти, S.Pd

**Tabel V.** Expert Validation by Practitioner Ms. Larasanti Eka Sinta, S.Pd

No	Assessment Indicators	Aspect	Media Expert	$\sum$ Per Aspect (s)	PSA
1.	Utility	1	4	14	87%
		2	3		
		3	3		
		4	4		
2.	Feasibility	5	4	15	94%
		6	3		
		7	4		
		8	4		
3.	Accuracy	9	4	14	87%
		10	4		
		11	3		
		12	3		
4.	Propriety	13	4	11	92%
		14	3		
		15	4		
		$\sum$ Average			90%

Based on the practitioner expert validation results presented in the table above, the following scores were obtained: the relevance aspect achieved a score of 87%, qualifying as "very valid." The clarity aspect scored 94%, qualifying as "very valid." The effectiveness aspect scored 87%, qualifying as "very valid." The impact aspect achieved a final score of 92%, qualifying as "very valid." The overall final score from the practitioner expert validation was 90%, qualifying as "very valid." Regarding the qualitative data, which included notes, criticisms, and suggestions from the validator or practitioner expert, Ms. Larasanti Eka Sinta, S.Pd., the practitioner expert did not provide any additional notes, criticisms, or suggestions for the media.

Based on the validation results from Ms. Larasanti Eka Sinta, S.Pd., the conclusion was that the Google Sites-based career card media development design for career understanding is feasible for testing. The following diagram shows the assessment of expert practitioner Mrs. Larasanti Eka Sinta, S.Pd., on all aspects:



**Figure IX.** Validation by Practitioner Ms. Larasanti Eka Sinta, S.Pd

## 5. Product Improvement

The next stage is product improvement. This improvement is based on validation data from subject matter, media, and practitioner experts. The Google Sites-based career card media for career understanding is quite good based on previously obtained data. However, there was some input and suggestions from several experts, which will be used as material for product revisions to perfect the media currently being developed.





Notes, criticisms, and suggestions from subject matter expert Dr. Fendahapsari Singgih Sendayu, S.Pd. M.Pd, with input that is to further strengthen the link between the media and the theory used in this case the Super career understanding theory, one of which is by including one of the stages in the theory on the career card, then for the sequence of materials directly starting from the first indicator and so on according to Super theory, then add the conditions for using the media in the user guide book, and do not forget that the Super theory taken has 5 indicators. Still, in the material if there are similarities in concept it can be used in one meeting to shorten the time of the service meeting, the indicators in question are "the concept of job information is composed of two basic components" and "The concept of information about the group of jobs of interest" these two indicators both provide information related to work, so it will save more time if it is used in one meeting. Based on the validation results from the content expert, the researcher revised the career card, specifically by adding the words "Career Exploration" as one of the stages of Super's career understanding theory. To demonstrate that the career card is part of the career exploration stage, the researcher also revised the career card media on Google Sites. The meeting stages were sequenced from "career planning - career exploration - job information concepts - decision-making" to "Career planning - career exploration - decision-making - job information concepts" per Super's career understanding theory. The researcher also added media usage requirements to the user manual.

Next, we provide notes, criticisms, and suggestions from media expert Mr. Dony Apriatama, S.Pd, M.Pd, with input that the document be shorter to meet practical yet clear criteria and avoid future issues. Based on the validation results from the media expert, the researcher revised the career card media on Google Sites. The media section was made more practical and clear, and resolutions related to licensing or data sources for images or the origin of the information obtained were fully listed. Furthermore, expert counselor practitioners, Mrs. Widiati, S.Pd., and Mrs. Larasanti Eka Sinta, S.Pd., both offered no additional notes, criticisms, or suggestions for the Google Sites-based career card for career understanding.

The following is a preview of the career card and the Google Sites-based career card for career understanding, based on the expert validation notes, criticisms, and suggestions before and after revision:



**Table VI.** Media display before and after expert revision

Media Improvement Aspects	Before Revision	After Revision
Adding the sentence "Career exploration" to the career card		
Revised the appearance of the "media career card" to be more practical but still clear		

## 6. Small Group Trial

The next stage is a small group trial. This small group trial is conducted to assess the feasibility of the Google Sites-based career card media for career understanding developed by the researcher.

Before conducting the small group trial, the researcher will prepare a questionnaire as a tool to be used in the pretest and posttest using a Likert scale. In this case, the researcher adapted a study by (Saputri, 2022) entitled "Perceptions of Students of SMPN 1 RAO Selatan Regarding Career Understanding." The following are the results of the questionnaire's validity and reliability tests.

### 1. Validity Test

The validity test conducted by Nuriana (in Saputri, 2022) involved the following steps:

a. In the first step, the researcher determines the theory that will serve as the primary reference source when developing the instrument. In this case, the theory used is Super's career understanding theory, which identifies aspects that can be used to measure students' career understanding: 1) Career planning; 2) Career exploration; 3) Information about the world of work; and 4) Making Career Decisions.

b. In the second step, the researcher creates a framework that will guide the researcher in creating the research instrument. This framework will contain: first, the variable to be studied, namely career understanding; second, the sub-variables of career understanding, in this case, aspects of students' career understanding according to Super; third, the indicators for each aspect of career understanding; and fourth, the statement items, which consist of positive and negative items.

c. In the third step, the researcher creates an instrument based on the previously created framework. In this case, the instrument created by Nuriana (in Saputri, 2022) was created

using content validity, namely, validity carried out by reviewing and obtaining revisions from professional judgment. In this case, Nuriana requested professional opinion from one of the Guidance and Counseling lecturers at IAIN Batusangkar to revise and review each statement in the instrument created by the researcher. Mrs. Desri Jumiarti, M.Pd., Kons, was the lecturer who conducted the instrument validity. with the validity test results in the following table:

**Table VI.** Content Validity of the Career Understanding Questionnaire by Nuriana 2022

No Item	Evaluation	No Item	Evaluation
1.	Valid with revision	21.	Valid with revision
2.	Valid without revision	22.	Valid without revision
3.	Valid with revision	23.	Valid with revision
4.	Valid with revision	24.	Valid with revision
5.	Valid with revision	25.	Valid with revision
6.	Valid without revision	26.	Valid without revision
7.	Valid with revision	27.	Valid with revision
8.	Valid without revision	28.	Valid without revision
9.	Valid without revision	29.	Valid without revision
10.	Valid without revision	30.	Valid without revision
11.	Valid with revision	31.	Valid with revision
12.	Valid without revision	32.	Valid with revision
13.	Valid with revision	33.	Valid with revision
14.	Valid with revision	34.	Valid with revision
15.	Valid without revision	35.	Valid with revision
16.	Valid with revision	36.	Valid with revision
17.	Valid with revision	37.	Valid without revision
18.	Valid tanpa revisi	38.	Valid with revision
19.	Valid with revision	39.	Valid with revision
20.	Valid with revision	40.	Valid with revision

d. The researcher then improves the instrument according to the validator's instructions.

e. The researcher then distributes the instrument via Google Form for respondents to complete online.

### 2. Reliability Test

For Nuriana's instrument, the reliability test was conducted using Cronbach's Alpha. An instrument is considered reliable if its reliability value is greater than 0.6. The following are the results of Nuriana's reliability test of the career understanding instrument using SPSS 22:

**Table VII.** Results of the Reliability Test of the Career Understanding Questionnaire by Nuriana (in Saputri, 2022)

Reliability Statistics	
Cronbach's Alpha	N of Item
.817	32

Based on the table above, it can be concluded that the reliability calculation using SPSS 22 was 0.817. This concludes that the research instrument is reliable and trustworthy when used as a data collection tool in this study.

In a small group trial, the researcher involved six students in grades VIII-2 who had a low level of career understanding or who met criteria for immature career understanding based on the questionnaire that had been distributed. The researcher aimed to determine the appropriateness of the media and compare the results before and after the service using the Google Sites-based career card for career understanding. The small group trial began with the researcher distributing the career understanding questionnaire to six students before the service using the Google Sites-based career card. After explaining the media, the researcher explained to the students the method of use and the Number of sessions to be held. The researcher then began providing the service using the Google Sites-based career card for career understanding. After completing all activities using the media, students were directed to complete the career understanding questionnaire as a posttest.

### 3. Normality Test

This normality test was conducted to determine whether the resulting data were normally distributed. In this case, the researcher conducted a normality test using the Kolmogorov-Smirnov test with the help of SPSS 26.

The decision-making criteria for the normality test are:

1. The data is normally distributed if the significance value is  $> 0.05$ .
2. If the significance value is  $< 0.05$ , the data is not normal

**Table VIII.** Data Normality Test Result: One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		6
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	.00000000
Most Extreme Differences	Absolute	.302
	Positive	.302
	Negative	-.216
Test Statistic		.302
Asymp. Sig. (2-tailed)		.094 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, it can be concluded that the variables tested for career understanding are normally distributed. This is evident from the data analysis results, which show a significance value of  $0.094 > 0.05$ .

### 4. Descriptive statistical data analysis

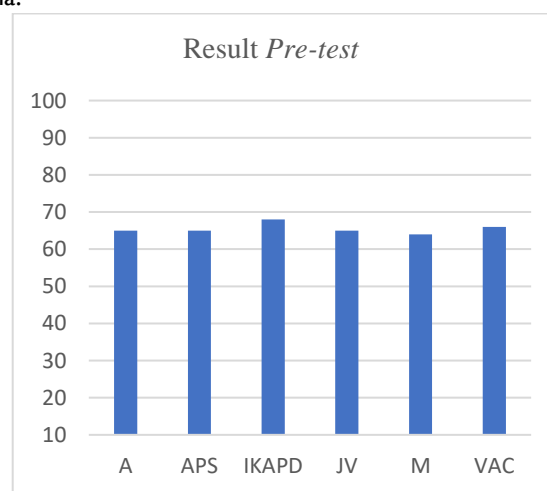
Descriptive statistical data was used to analyze the data by quantitatively describing the results collected during the research process. The pretest results before using the Google

Sites-based career card media for career understanding are shown below. The researcher used SPSS 26 for calculations.

**Table IX.** Results of the pretest of students with a career understanding scale using SPSS 26

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	6	64	68	65.50	1.378
Valid (listwise)	N6				

The table above shows that the pretest results have a minimum score of 64 and a maximum score of 68. The average value (Mean) is 65.50, and the standard deviation is 1.378. Next is the score's categorization and interval to see students' career understanding before using the Google Sites-based career card media.



**Figure X.** Result Pre Test

Based on the data above, it can be seen that there were six students with a career understanding level categorized as less mature before using the Google Sites-based career card. These results will be compared with the posttest after the service is provided using the media.

5. Description of Using the Google Sites-Based Career Card  
After the pretest, students will receive a service using the Google Sites-based career card for career understanding. It should be noted that the Google Sites-based career card for career understanding can be used for two basic types of services: classical guidance and group guidance. However, the basic steps in the core phase remain the same. Due to time and cost constraints, the researcher provided the service in this study using group guidance. The following explains the use of the Google Sites-based career card for career understanding.

#### a. Initial/Introductory Stage

The researcher established rapport and greeted the participants in this initial or preliminary stage. She also took attendance and recited a prayer before beginning the activity. She then explained the purpose of the service to the participants. She then engaged them in an icebreaker to help them focus and relax during the service. After completing the icebreaker, she inquired about their readiness for the next

meeting. If the participants felt ready, she then invited them to proceed to the next stage.

#### b. Core Stage

As outlined in the Google Sites-based career card media user guide, the core stage consists of six 40-minute sessions, each with two optional sessions (pretest and posttest) and four main sessions based on Super's career understanding theory. The core stage and the sequence of activities are as follows.

- In meeting 1, students are directed to complete a career understanding pretest.

- In meeting 2, students are directed to watch a career planning video provided on the "career card" and complete a challenge related to the video, which involves writing down what they learned after watching the video.

- In meeting 3, students are directed to explore careers in 10 fields. This involves exploring 40 different jobs within the 10 available career fields. Students will then be directed to complete a challenge task, selecting two jobs they find most interesting and explaining their reasons for choosing those jobs from the 40 available.

- In meeting 4, students make decisions by completing a challenge task, writing down their chosen decisions, and creating a short narrative about their high school plans based on the two jobs they chose in the previous meeting.

- In meeting 5, students are directed to delve deeper into their desired careers. This involves studying the material in the media about the jobs they are interested in, using reliable sources, and including data from illustrations. This is used to respect copyright and prevent copyright infringement. After they have studied further, students will complete a challenging task, which involves copying an existing narrative and filling in the blanks based on their chosen topic. This narrative assignment combines key summaries or conclusions from previous sessions.

- In meeting 6, students will be directed to complete a posttest on career understanding to determine whether their career understanding has improved after the service.

#### c. Closing Stage

At this stage, the researcher will end the meeting. Still, before that, the researcher will do several things, including putting away the career cards and inviting students to conclude the material presented at the meeting. Next, the researcher will invite students to reflect on the activities and ask about their feelings and impressions during the activity. The researcher will also provide reinforcement and appreciation for the efforts made by students in participating in the activity. The researcher then concludes the activity by inviting students to pray and say hello.

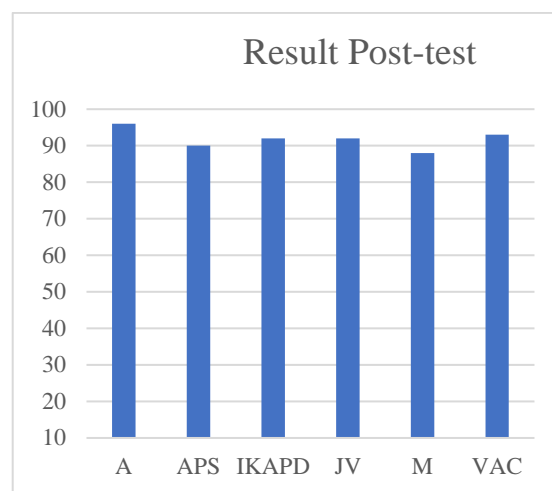
After data collection and a pretest using a career understanding scale on 6 students in the less mature category, they will be provided with services using Google Sites-based career card media. After providing services using the media, it is expected that there will be an increase in career understanding. The following are the results of the posttest data after using Google Sites-based career card media for career understanding, with calculations using SPSS 26:

**Table X.** Results of the pretest of students with a career understanding scale using SPSS 26

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test	6	88	96	91.83	2.714
Valid N (listwise)	6				

Based on the table above, the posttest results show a minimum score of 88 and a maximum of 96. The average score (mean) is 91.83, and the standard deviation is 2.714. The following is a presentation of the results and the form of categorization and score intervals to determine the level of career understanding of students after using Google Sites-based career card media for career understanding:



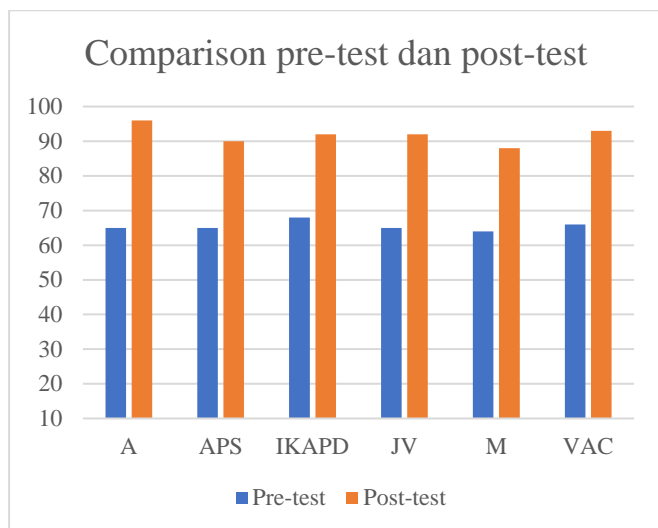
**Figure XI.** Results of students and their career understanding scale levels

After obtaining the results of the Posttest data that have been explained above, the researcher will then describe the results of the pretest and posttest data again to see a comparison of conditions before and after using Google Sites-based career card media for career understanding, and in this case the researcher will also use the help of SPSS 26, here are the results:

**Table XI.** Comparison of Pretest and Posttest results

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	6	64	68	65.50	1.378
Post Test	6	88	96	91.83	2.714
Valid (listwise)	N6				



**Figure XII.** Comparison of Pretest and Posttest

Based on the pretest and posttest data presented above, it can be concluded that there was an improvement between before and after using Google Sites-based career card media for students' career understanding.

#### 6. Hypothesis Test Results

The hypothesis test results in this study used a paired sample t-test using SPSS 26. The pretest and posttest results were determined using a paired sample t-test technique to determine whether the hypothesis was accepted or rejected. In this case, the decision-making guidelines for the paired sample t-test are based on the significance value (Sig). The criteria for testing the hypothesis are as follows:

1) If  $t_{table} > t_{count}$ , then  $H_0$  is accepted.

2) If  $t_{table} < t_{count}$ , then  $H_0$  is rejected.

Based on the significance results:

1) If significance  $> 0.05$ , then  $H_0$  is accepted.

2) If significance  $< 0.05$ , then  $H_0$  is rejected.

**Table XIII.** Paired Sample T-test Results

Paired Samples Test								
Pair	Paired Differences		t	Sig. (2- df tailed)				
1	Pretest	Posttest	24.265	.000				
	Mean	Std. Deviation						
	26.333	2.658						
	Std. Error	95% Confidence Interval						
2	Pretest	Posttest	24.265	.000				
	Mean	Std. Deviation						
	26.333	2.658						
	Std. Error	95% Confidence Interval						

Based on the test results table above, a conclusion can be drawn by comparing the sig. (2-tailed) value of 0.000 and the calculated t value of 24.265. In this case, the paired sample t test decision is sig. 0.000  $< 0.05$  and the calculated t value is compared with the t table value of 24.265  $> 2.015$ , so  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is a significant difference between before and after using

Google Sites-based career card media for career understanding.

## CONCLUSION

Based on the research findings, it can be concluded that the product meets the eligibility requirements regarding both career card design and the design and content of the career card media on Google Sites. This eligibility has been assessed and validated by experts through expert material testing, media testing, and expert testing by guidance and counseling practitioners. The researcher has made improvements and additions to the media to better align with the suggestions and input from the experts, ensuring its appropriate format and use in Guidance and Counseling services, specifically to increase student enthusiasm and participation in Guidance and Counseling services. The results of this media product development can be concluded as meeting the eligibility criteria described below:

1. The Google Sites-based career card media for career understanding for grade 3 students at SMP Negeri 3 Palangka Raya is suitable for use. The media developed include a career card, a Google Sites-based career card media, and a guidebook for using the Google Sites-based career card media for career understanding. This media product consists of 10 cards grouping 40 types of jobs. The front of the card features an illustration representing the job group, and the back features a barcode that will direct you to a Google Sites-based career card containing assignment materials and activity steps aligned with Super's career understanding theory. The design of the career cards and Google Sites-based career card media has been made as attractive as possible while maintaining the copyright of each copyrighted illustration.

2. The validation results from expert assessments, including material experts, media experts, and guidance and counseling teacher practitioners, on the Google Sites-based career card media product for career understanding at SMP Negeri 3 Palangka Raya, the product was declared eligible based on the validation results of expert assessments with the following results: a final score of 89% from the material experts, which falls into the very valid criteria, a final score of 86% from the media experts, which falls into the very valid criteria, a final score of 90% from the guidance and counseling teacher practitioners at SMP Negeri 3 Palangka Raya, which falls into the very valid criteria, and a final score of 90% from the guidance and counseling teacher practitioners at SMP Negeri 2 Palangka Raya, which falls into the very valid criteria.

3. The results of the small group trial by researchers showed that there were changes before and after the use of Google Sites-based career card media for career understanding, this can be assessed based on the results of the T test which showed that the calculated t value was greater than the t table value, namely 24.265  $> 2.015$  and the significance value was less than 0.05 so that  $H_0$  was rejected and  $H_a$  was accepted. So it can be concluded that there is a significant difference between before and after being given services using Google Sites-based career card media for career understanding.

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