



The Development of Career Puzzle Game Media to Enhance Career Decision-Making Skills Of Eleventh Grade Students at State Senior High School 6 Kediri

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Articles Information

Abstrak

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Penelitian ini memiliki tujuan untuk membantu meningkatkan kemampuan pengambilan keputusan karier siswa kelas XI SMA Negeri 6 Kediri dengan mengembangkan media *Board Games Puzzle Karier*. Model penelitian dan pengembangan yang digunakan pada penelitian ini yaitu Rnd dengan 6 tahapan pengembangan di dalamnya. Berdasarkan analisis hasil diperoleh nilai rata-rata *pre test* yaitu 63,80 dan nilai rata-rata setelah di berikan *Board Games Puzzle Karier post test* yaitu 93,00. Artinya hal ini terjadi peningkatan dari sebelum dan setelah mendapatkan layanan bimbingan dan konseling dengan media permainan *puzzle karier*. Dasar penetapan keputusan pada uji t yakni jika nilai Sig (2-tailed) $0,041 < 0,05$. Hal ini bisa ditarik kesimpulan bahwa dengan adanya media *Board Games Puzzle Karier* memberikan pengaruh yang baik terhadap siswa untuk meningkatkan pengambilan keputusan karier dan membantu guru BK dalam memberikan layanan yang menarik supaya dalam memberi layanan tidak membosankan serta menarik antusias siswa dalam mengikuti layanan.

Abstract

This research aims to improve the career decision-making skills of eleventh-grade students at State Senior High School 6 Kediri by developing a Career Puzzle Board Game. The research and development model used in this study is R&D, which consists of six stages of development. Based on the analysis of the results, the average pre-test score was 63.80, while the average post-test score after the Career Puzzle Board Game was 93.00. This indicates an improvement before and after receiving guidance and counseling services using the career puzzle game media. The basis for the decision in the t-test is that the Sig (2-tailed) value is 0.041, which is less than 0.05. It can be concluded that the Career Puzzle Board Game media has a positive influence on students in improving their career decision-making skills. Additionally, it helps guidance counselors provide engaging services, making the counseling experience less monotonous and increasing student enthusiasm for participation.



INTRODUCTION

Education is a form of awareness designed to create a learning environment and stages of learning so that students can actively develop their skills or talents. According to the "Law of the Republic of Indonesia No. 20 of 2003 on the National Education System," one of the purposes of education is to enable students to cultivate self-skills through the stages of learning and skill development. The goal is to help students optimize their potential, particularly through guidance in making career decisions after graduating from high school. Career guidance services can be provided through various methods that facilitate students' understanding, knowledge, and exploration of their potential, with the aim of assisting them in their career decision-making. According to Wakhinuddin (Ayu, 2022), assessing an individual's values, interests, personality, and abilities is a crucial first step in the career decision-making process.

Career decision-making affects how students shape their futures, as it relies on the choices they make. The decision in selecting a career is supported by several factors, including: 1. Genetic Factors 2. Environmental Conditions 3. Learning Factors 4. Skills in Facing Tasks. In addition to these four factors, many students struggle with literacy in seeking information about career options, often showing a lack of initiative to ask questions and paying insufficient attention to the career guidance provided by their counselors. According to Gani (Sari, 2019), the goal of career counseling is to assist students in discovering, analyzing, and understanding their potential. The provision of career guidance services to students includes using media that helps them understand the methods and goals of career decision-making. According to (Setyaputri, 2020), media plays a crucial role in the guidance and counseling system, making its use in the intervention process or in providing guidance and counseling services very important. This interpretation is supported by (Nursalim, 2013), who states that guidance and counseling media encompasses anything that can be used to convey messages that assist students or clients in better understanding themselves, managing their lives, making decisions, and solving problems.

The tools used in providing career guidance services can take the form of physical objects or software that are easy to understand. This aligns with (Prasetyawan, 2018), who explains that whether in the form of hardware or software, the use of media to provide guidance and counseling services is very important and serves as a tool in these efforts. To achieve optimal student development, (Setyaputri, 2019) argues that guidance and counseling media can be understood as a vehicle for messages and information that stimulate students' or clients' thoughts, feelings, attention, and willingness to understand themselves, guide themselves, make decisions, and solve problems. Students can experience positive impacts through engaging media services and counseling, enabling them to quickly grasp the meaning and objectives of the provided services.

Based on observations at State Senior High School 6 Kediri involving eleventh-grade students, it was found that they face obstacles in making career choices, specifically whether to pursue further education or enter the workforce directly. During the provision of career guidance services, it was discovered that some students do not yet have a deep understanding of the information related to the career options they

will pursue upon graduating from high school. Factors contributing to students' lack of self-understanding include insufficient literacy in seeking information about career options, a lack of initiative in exploring information, and students' inadequate attention during counseling sessions, all of which result in limited understanding. The service process utilized involves lecture methods and inadequate media, which further hinders students' ability to fully comprehend the services provided. The results of the observation indicate the need for engaging media that can help develop students' interest in seeking information and expanding their knowledge in the area of career selection services. From this understanding, students are expected to recognize their potential and determine the direction of their career choices, enabling them to anticipate mistakes in their career selection or in the further studies they pursue.

The role of a guidance counselor includes the responsibility of providing services that can direct students in making career decisions and helping to provide accurate and effective information. A guidance counselor is also expected to deliver services that engage students and to use various media as tools to capture their interest and attention regarding what is conveyed. This is supported by the researcher's observational findings, which revealed issues and obstacles faced by students in making career decisions. For instance, students expressed confusion when asked about their career plans after graduating from high school. These findings indicate that students encounter difficulties in making career decisions.

Referring to the observational findings conducted at State Senior High School 6 Kediri, it was noted that in the provision of services, the guidance counselors still use monotonous methods, relying on lectures and not employing engaging media to capture students' interest. This results in a boring experience for students, leading to a lack of attention to what the guidance counselors convey. However, there is currently no effort made by the guidance counselors to introduce innovations to assist eleventh-grade students in planning their career decision-making at State Senior High School 6 Kediri. Based on the observations conducted, to increase students' enthusiasm in receiving guidance and counseling services, efforts are being made to stimulate their interest through engaging media.

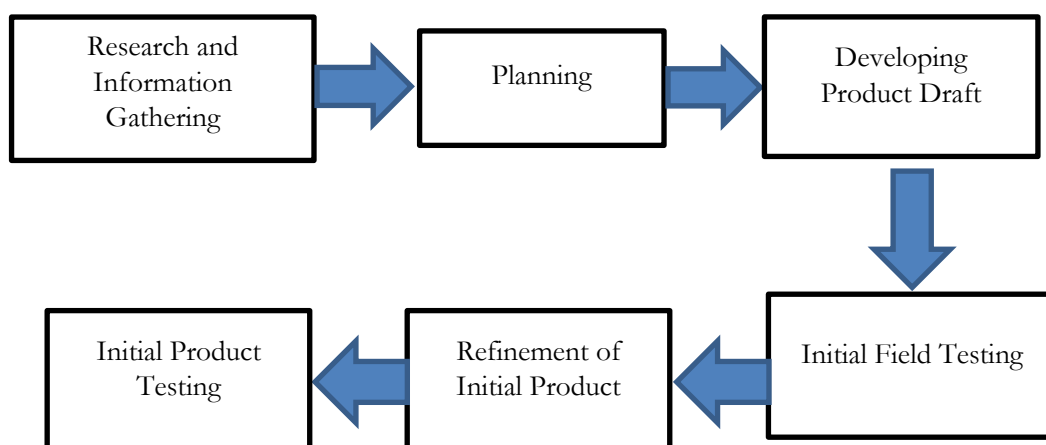
Therefore, to provide relevant, engaging, innovative, successful, and enjoyable career decision-making services, the researcher is interested in creating career puzzle media as an alternative tool in guidance counseling. Nursalim (Dewiyandari, 2018) explains that through the use of innovative media, students can develop an interest in guidance and counseling services, learn more, absorb what they have learned, and refine their application skills in line with the goals of the service. (Setyawati, 2022) emphasizes that although media is very important for guidance counseling services, its availability remains limited. Contributing factors include the low ability and skills of guidance and counseling teachers in producing media, a lack of enthusiasm and motivation to use media, and their unfamiliarity with available media services.

Referring to this explanation, puzzle media has been developed for career guidance services at State Senior High School 6 Kediri. According to (Indriana, 2011), a puzzle is a game where its pieces must be assembled into a predetermined image or text. One advantage of puzzles is the variety of colors available, which can enhance students' enthusiasm and interest in learning while preventing boredom. Puzzle games also aid in the development of thinking and understanding skills, as students must first assemble the puzzle to access certain information, even though that information may also be found in the books they already possess. The puzzles used in the career selection service contain various job types and further study options, making it easier for students to determine their future career paths.

METHOD

The "Research and Development" model, or R&D, is a study method applied to develop a product while also evaluating the effectiveness of that product. In this study, the R&D method is implemented. The R&D method consists of 10 steps, but in this study, the researcher simplifies it by using 6 development stages.

The study conducted at State Senior High School 6 Kediri identified several issues faced by students, particularly in understanding themselves, such as determining their career paths after graduating from high school. In this research, the researcher conducted a study on class XI of State Senior High School 6 Kediri, taking a sample of 1 class consisting of 23 students. From this sample, 5 students were found to have low career decision-making skills. Based on the findings, the researcher will develop a media called Career Puzzle Board Games as a tool for guidance and counseling services. It is hoped that this game-based media can enhance career decision-making skills and assist guidance counselors in providing counseling services using more enjoyable and creative methods, rather than relying solely on lecture methods. In developing the Career Puzzle Board Games, the researcher utilized the Borg and Gall model to determine the development process. Of the 10 development stages, the researcher adapted it into 6 stages.



Gambar 1 Modified Steps of Borg & Gall Development

Stage 1 is "Research and Data Collection," in which the researcher conducted observations of the students at State Senior High School 6 Kediri. The data revealed that students faced challenges in making career choices, whether to continue to higher education or enter the workforce. This observation is relevant to the findings that indicate characteristics of difficulty in career decision-making among students. For example, students displayed confusion when asked by teachers about their aspirations, hobbies, and plans after graduating from high school.

Stage 2, "Planning," involves designing a Career Puzzle board with 35 pieces and dimensions of 22x31 cm, similar to A4 paper size. It also incorporates technology through the use of barcodes containing information about the service. The game includes a psychological scale with 5 indicators: "having knowledge about oneself, effective decision-making regarding careers, gathering career information, integrating knowledge about oneself and careers, and planning a career." To enhance understanding, the author provides a guidebook to facilitate the service delivery process and the function of the Career Puzzle.

Stage 3, "Development of Product Draft." In this phase, a draft product is developed. The product development begins by creating the simplest parts to the most complex, which includes the process of developing the game media or creating the game media, designing the product to be created, selecting the materials and tools to be used, preparing additional or supporting aspects, preparing a reference and guidebook, and determining the stages for conducting product testing. After the product is created, expert testing is conducted with media experts, practitioners (Guidance and Counseling teachers), and subject matter experts. The results of this stage serve as a reference for improving the previously tested product.

Stage 4, "Initial Field Testing," involves testing with subject matter experts, media experts, and Guidance and Counseling teachers. The results obtained are used as a reference for improving the media. In Stage 5, "Refinement of the Initial Product," after conducting limited testing, the researcher revises the initial product using the design validation results from media experts, subject matter experts, and Guidance and Counseling teachers. The final stage is "Initial Product Testing" or Stage 6. The researcher conducts initial field testing with 5 students from grade XI at State Senior High School 6 Kediri to assess whether the developed media is appropriate and effective in enhancing career decision-making skills as intended.

RESULT AND DISCUSSION

In this research, the author conducts validation of the Career Puzzle Board Games media to analyze the validity and effectiveness of the media installation in guidance and counseling services. The validation of the Career Puzzle Board Games is carried out by "media experts, subject matter experts, and Guidance

and Counseling teachers. The findings from the validation by media experts, subject matter experts, and Guidance and Counseling teachers have been presented. Referring to the media expert, a score of 90 was obtained; referring to the subject matter expert, a score of 90; and referring to the Guidance and Counseling teacher, a score of 90.9 was achieved. Regarding the criteria for categorizing the validation results, the total score falls within the percentage range of 76.00 – 100.00, which is categorized as "very valid." Therefore, it can be concluded that the Career Puzzle media is classified as very valid, making it suitable for implementation and effective for use in guidance and counseling services to enhance the career decision-making skills of grade XI students.

Tabel 1 Criteria for Categorizing Validation Results

Criteria for Scoring Achievement	Category	Test Decision
76,00 – 100,00	“Very valid”	“Suitable for use without revisions”
51,00 – 75,00	“Fairly valid”	“Suitable for use with minor revisions”
26,00 – 75,00	“Less valid”	“Suitable for use with major revisions”
01, 00 – 25,00	“Not valid”	“Not suitable for use”

(Resource; Akbar Sa’ dun, 2015)

After the media is declared valid and usable, the researcher provides a psychological scale for career decision-making abilities consisting of 26 items to 23 students. Next, 5 students with medium scores will be selected. The Career Puzzle Board Games will then be tested with a group of 5 chosen students. The description of group guidance implementation for each meeting for every group member is outlined as follows:

1. First Meeting (August 20, 2024)

The first meeting was held in the gazebo near the classroom, with many group members appearing lethargic during the service activity and playing career puzzles. They tended to lack enthusiasm and were reluctant to express their opinions or ask questions during the group guidance session. This was highlighted by the average observation score of participation during the first meeting, which was 48.20, indicating a moderate level of engagement.

a) C.K.A

During the first meeting, C.K.A still appeared lethargic while participating in the group guidance service using the Board Games Career Puzzle media. C.K.A tended to remain silent, as he is naturally a quiet child.

b) F.P

F.P is a child who does not speak much and seems lazy. During the service process, F.P was

mostly quiet; however, in this first meeting, F.P paid attention and participated in the activities until the end.

c) M.P.O

In the first meeting, M.P.O was very obedient, following the guidance process orderly and with enthusiasm, especially since the service utilized the Board Games Career Puzzle media.

d) J.M

J.M was the most active student among his peers, and in the group guidance service, he was the most engaged and frequently expressed his opinions.

e) M.F.K

M.F.K is a talkative student who often jokes with his friends during the service, which leads to a lack of focus in the group guidance activities.

2. Second Meeting (August 23, 2024)

In the second meeting, the group members had understood the material to be discussed at each session, particularly regarding career decision-making. This meeting included mini-games focused on finding words related to various career choices, as well as a video aimed at enhancing career decision-making. The video presented was titled "How to Make the Right Decision (Choosing Life Choices)." The average participation of group members, who were initially passive, showed increased engagement during the activities, especially with the use of the career puzzle media, which they had not tried before. Therefore, the level of engagement in this second meeting can be said to have improved compared to the first meeting, with an average score of 63.60, indicating a high level of participation.

a) C.K.A

C.K.A became enthusiastic during this second meeting because it included a video and mini-games, which made C.K.A interested and excited to participate in the group guidance process.

b) F.P

F.P also appeared enthusiastic in the second meeting, in contrast to the previous session where he was quiet and lethargic during the activities.

c) M.P.O

In the first meeting, M.P.O was very obedient, following the guidance process orderly and with enthusiasm, particularly because the session used the Board Games Career Puzzle media.

d) J.M

Similar to the first meeting, J.M was the most active student among his peers, frequently expressing his opinions during the group guidance session.

e) M.F.K

In this second meeting, M.F.K began to participate more orderly and spoke less, as the other group members had started to focus and engage enthusiastically with the Board Games Career Puzzle activities

3. Third Meeting (August 27, 2024)

The final meeting in the group guidance process saw the group members enthusiastically participating and summarizing the material presented through the career puzzle media that had been used throughout the sessions, as well as evaluating the group guidance process. This was underscored by an average score of 73.60, placing it in the high category compared to the scores from previous meetings.

a) C.K.A

In this final meeting, C.K.A actively provided conclusions and evaluations on the group guidance process using the Board Games Career Puzzle media from the first meeting until the end. He also felt that the material discussed in the Career Puzzle was very important and beneficial for his future.

b) F.P

F.P was very active in providing evaluations of the process during this meeting. He felt he gained a lot of knowledge and enjoyed the guidance service using the Board Games Career Puzzle media.

c) M.P.O

In the last meeting, M.P.O was very active and enthusiastic in participating in the session. He expressed hope that he and his friends could succeed together in the future.

d) J.M

In this final meeting, J.M was very enthusiastic in providing conclusions and evaluations of the group guidance process from the first meeting to the end. He expressed gratitude for being given the opportunity to participate in this activity.

e) M.F.K

In the final meeting, M.F.K actively provided conclusions and also apologized to his group members for being noisy and often unfocused during the sessions.

In this final meeting, students will revisit career decision-making and review and summarize the group guidance process from the beginning to the end of the sessions. After the last group guidance

service concludes, the students who participated will be given a post-test sheet to determine whether there has been an improvement in their career decision-making before and after participating in the group guidance using the career puzzle media. Below is the calculation of the average from the pre-test and post-test data:

Tabel 2 Average Scores of Pretest and Posttest

Descriptive Statistics				
	N	Minimum	Maximum	Mean
Pretest	5	61	67	63.80
Posttest	5	91	98	93.00
Valid N (listwise)	5			

Referring to the findings from the data analysis that has been conducted, it can be stated that there is a significant improvement in student learning outcomes. Before the intervention, students' scores ranged from 61 to 67, with an average score of 63.8. After participating in the program, the score range significantly increased to 91 to 98, with an average score of 93.

The purpose of this study is to examine the effect of the Career Puzzle Board Game media on students' career decision-making outcomes. The Shapiro-Wilk test was used to conduct a normality test on the data after determining the average pre-test and post-test scores. The results of the normality test calculations for the pre-test and post-test data indicate that the data is normally distributed if the significance value is greater than 0.05, and not normally distributed if the significance value is less than 0.05. Based on the data tests using SPSS, it can be observed that the significance value for the pretest data is Sig. 0.050 $\leq$ 0.05, and the significance value for the posttest data is also Sig. 0.050 $\leq$ 0.05. The pretest and posttest data are "not normally distributed." It can be concluded that the data in this study has a non-normal distribution.

Tabel 3 T-Test

Wilcoxon Signed Ranks Test

Ranks

	N	Mean Rank	Sum of Ranks
Posttest - Pretest Negative Ranks	0 ^a	.00	.00
Positive Ranks	5 ^b	3.00	15.00
Ties	0 ^c		
Total	5		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

After calculating the pre-test and post-test data, which have a non-normal distribution, a t-test analysis can be conducted. The t-test applied in this study is the Wilcoxon formula. The Wilcoxon test is one of the non-parametric statistical methods that can be used to evaluate the comparison of the averages of two related samples. This method is chosen when the research data does not have a normal distribution. The decision rule for the t-test is that if the Sig. (2-tailed) value is < 0.05 , there is a difference in the data; if the Sig. (2-tailed) value is > 0.05 , there is no difference in the data. Based on the results of the data analysis for the effectiveness of the Career Puzzle media for students, it can be seen that the t-test result indicates a significance score of $0.041 < 0.05$, which suggests that the increase in scores is not due to chance, but rather the effect of using the media. Therefore, it can be concluded that there is a difference before and after the guidance and counseling service utilizing the Career Puzzle media for career decision-making, with the post-test score being higher than the pre-test score, indicating an improvement in students' career decision-making abilities.

Test Statistics^a

	Posttest – Pretest
Z	-2.041 ^b
Asymp. Sig. (2-tailed)	.041

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

CONCLUSION

Referring to the findings and explanations in the previous section, it can be stated that "the use of the Career Puzzle Board Games media in guidance and counseling services has proven to be effective and valid in improving career decision-making skills among grade XI students at State Senior High School 6 Kediri." Based on the analysis of the results, the average pre-test score before using the Career Puzzle Board Games (pretest) was 63.80, while the average score after using the Career Puzzle Board Games (posttest) was 93.00. This indicates an improvement from before to after receiving guidance and counseling services using the Career Puzzle media. This means that the treatment with the Career Puzzle Board Games has proven to enhance students' career decision-making, as supported by the Wilcoxon test results showing a Sig (2-tailed) value of $0.041 < 0.05$. It can be concluded that the Career Puzzle Board Games media can have a positive impact on students by improving their career decision-making and making it easier for Guidance and Counseling teachers to provide innovative services, ensuring that the guidance offered is engaging and captures students' interest.

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