



THE EFFECTIVENESS OF DISCUSSION TECHNIQUE GROUP GUIDANCE USING INTERACTIVE *LUDO DECISION MEDIA* IN DEVELOPING ACADEMIC AND CAREER DECISION MAKING SKILLS OF SMAN 10 MALANG STUDENTS

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Abstract

This study aims to test the effectiveness of group guidance services with discussion techniques using *ILUSION (Interactive Ludo Decision)* media in developing students' academic and career decision-making skills. This study uses a quantitative approach with a design experiment *one group pre-test and post-test design*. The population of students in class X of SMAN 10 Malang. The sample of this study was selected by purposive sampling as many as 8 students to be given intervention. Data was obtained through pretest and posttest score measurement, then analyzed using Wilcoxon Test analysis with the help of the SPSS 25 Windows program. The results of the analysis showed that there was an increase in students' academic and career decision-making skills scores after participating in group guidance services using *ILUSION* media. The average pretest score of 95.25 increased to 113.63 in the posttest. All participants experienced consistent increase in scores, with no decrease or fixed score. The results of the Wilcoxon test showed a significance value of 0.012 ($p < 0.05$), which means there was a significant difference before and after treatment. Thus, *ILUSION's* media-based discussion technique group guidance service has proven to be effective in developing students' academic and career decision-making skills.

Keywords: Group Guidance; Gaming Media; Decision

1. Introduction

High school is a critical stage in the development of students' academic and career maturity (Rohma, 2023). At this time, students are faced with continuous challenges in making academic and career decisions, high school students often face dilemmas and difficulties in continuing to the next level of education (Abdinoor & Ibrahim, 2019). According to ayu's research (2022), there are still many students who feel confused in making decisions for their career choices. This is also supported by research conducted by Bella et al (2022) which stated that 38% of students felt confused in making decisions related to their major. The confusion in making this decision is shown by the instability of students in choosing their major. Looking at the problems that often occur, the researcher also found similar similarities in students of SMAN 10 Malang, where based on the results of the Problem Check List and the results of interviews with BK teachers, it was found that many students have confusion in determining their academic decisions and their further career, this is largely due to pressure from external parties, especially parents in the decision-making process they choose. The problem of confusion in academic and career decision-making experienced by students, indicates the need for serious attention to this stage of development, especially towards the end of school when students are required to determine their choice of major or future (Khoirunnisa, 2024).

Career decision-making is a process of determining career choices based on the results of individual analysis of several alternative choices, understanding of oneself, understanding of careers and making commitments for every process that occurs in the future (Zamroni, 2016). When students enter their final years of school, they are expected to choose their major or future. As described by super in Hapsyah (2020) regarding the theory of *life career rainbow*, this stage is also in line with the stage of adult growth which is characterized by exploratory behavior, enthusiasm and energy. Decision-making plays an important role in secondary education. During high school, students must make academic and career decisions that are very important for their future, and for this reason they need to be aware of the importance of decision-making and prepare well (Arjanggih, 2017). The final decision on career choice is a decision that has been carefully considered, without the intervention of others and has been communicated with their parents, so that the result is that individuals can carry out and be able to take responsibility for the decisions that have been taken (Ananda, 2017).

Given the importance of decision-making at the secondary school level, a more adaptive, attractive, and appropriate guidance approach is needed for Generation Z students to get effective support in facing academic and career choices (Meilina, 2019). Career Planning if needed can be done through career guidance to strengthen career planning in high school students (Afdal et al., 2014). In conditions like this, the guidance approach that is still conventional, is often less attractive and is unable to reach the typical way of thinking and characteristics of generation Z students who are more responsive to visual, interactive, and experiential-based approaches (Fauziah, 2023). In this context, group guidance with models and media that are packaged in an attractive and interactive manner provides added value in the overall development of students, helping them to become adults and handle the continuous decision-making process (Sa'adah, 2024). Students are given time to discuss to reflect with the aim of equipping them with better self-knowledge, along with information about the program of study and profession, which they need to make effective decision-making, both in the academic and career fields (Alvarez, 2021).

Although group guidance designed in an engaging and interactive manner has been proven to be able to make a positive contribution in helping students develop their reflection and decision-making skills, their implementation in the field still faces various obstacles (Mayasari, 2022). One of the main obstacles is the lack of innovation in guidance methods which leads to low student participation and a lack of impact on the development of important skills, such as academic and career decision-making (Srianturi, 2024). From the results of the previous research, research from Indriani (2020) was found entitled "The Influence of Group Guidance Through Ludo Game Media on the Improvement of Interpersonal Communication Skills of Grade VII Students of SMP Negeri 2 Magelang". The research states that Ludo game media can be an effective means to develop students' interpersonal skills through group tutoring services. This shows that strategy and interaction-based game media can create a fun, active, and impactful learning environment for students. However, the previous research was still limited to the development of interpersonal communication skills, and had not touched on other important aspects of student developmental tasks, particularly academic and career decision-making skills, which are particularly relevant for high school students in facing the future planning phase.

As a form of response to the limitations that have been identified in this study, especially related to the focus of learning media that is limited to a certain level, an interactive media called

ILUSION (*Interactive Ludo Decision*) was developed. ILUSION is an educational game based on the Ludo board game that is specifically designed to present various decision-making scenarios that are contextual and relevant to the world of students. This media is designed not only to create a fun and engaging atmosphere of group tutoring, but also to stimulate students' active involvement in group tutoring sessions through the dynamics of games that trigger interaction, cooperation, and critical thinking (Fauziah, 2023). In addition, ILUSION acts as a facilitating tool in the process of self-reflection and group discussions, both of which are important aspects in helping students explore and recognize more deeply options related to academics and career planning. Thus, this media is expected to support a more participatory, comprehensive, and relevant guidance process to the development needs of students.

Based on the results of the initial assessment, the researcher found that grade X students of SMAN 10 Malang had a fairly high level of confusion in academic and career decision-making. This is largely due to the confusion of roles that they often experience due to pressure from external parties such as family and parents regarding the decisions they must make in the future. Therefore, the researcher intends to provide a service in the form of group guidance on discussion techniques using interactive media, namely ILUSION games with the aim of helping students overcome confusion in academic and career decision-making.

2. Method

The design implemented in this study is *one group pre-test and post-test design*. This design was chosen to measure the changes that occur after the intervention is performed, although it has limitations, one of which is the absence of a control group, which can potentially cause bias. The absence of a comparison group made it difficult for researchers to ascertain whether the changes that occurred were entirely the result of the intervention or caused by other factors that occurred simultaneously. However, the selection of this design was based on considerations of limited resources, and time. Research by Bariyyah et al. (2024) using a one-group pretest-posttest design and Wilcoxon test to measure the effectiveness of *art therapy* in improving understanding of bullying became the basis for motivation for this study. The design equation shows that even without the control group, this approach is still able to uncover significant changes due to the intervention. This reinforces the belief that this study can also use a similar design to measure the effectiveness of group tutoring services using *ILUSION* media in improving students' academic and career decision-making skills. To minimize these weaknesses, the researcher observes external factors, conducts repeated measurements, and applies data triangulation by combining quantitative and qualitative data to ensure that the changes that occur are the result of the treatment given.

The scale to measure the level of academic and career decision-making of SMAN 10 Malang students uses *the Secondary-School Academic and Career Decision-Making Scale (SACDMS)* which has 15 statement items that include three dimensions, namely the emotional dimension, the cognitive dimension and the social dimension. The total score of the SACDMS scale is in the vulnerable range of 15-150. Higher scores indicate high levels of academic and career decision-making, and vice versa. The scores are divided into three categories, namely high, medium and low. The SACDMS scale has been tested for validity and reliability because it has gone through a construct validity test. This scale is reliable because it has been tested by five experts who have been asked for their opinions. The results show that this scale is valid, the expert panel fully agrees with the content, since it is completely in accordance with the

theoretical foundation of the scale, the assessment into each dimension and phrase is also considered appropriate.

The research population is all students of class X of SMAN 10 Malang consisting of classes A-J totaling 350 students, with vulnerable ages between 15 to 16 years. Furthermore, the research sample was selected through *the purposive sampling* method. *Purposive sampling* is chosen to ensure that the sample taken conforms to certain criteria relevant to the research objective. The steps taken include setting research objectives, identifying inclusion and exclusion criteria, selecting the appropriate type of purposive sampling, and determining the number of samples until data saturation is achieved, where the sample taken by the researcher is 8 students.

Intervention is given periodically to 8 subjects by following several stages in the group guidance service. Here's the researcher explaining the stages. In the first stage of formation, the researcher opened the meeting with a greeting while welcoming the students well and thanking them for their presence. Then before starting the group guidance series, the researcher provided a pretest related to academic and career decision-making to 8 subjects. Furthermore, at this stage, the researcher invites students to get acquainted with playing games, followed by explaining the purpose and purpose of the group guidance. In the formation stage, the researcher also explained the principles of group guidance.

The second stage is transition, in this stage the researcher asks questions related to the readiness of students to be involved in the activities that will take place. When it is found that students are ready to participate in the activity, the researcher can proceed to the third stage, namely this activity. The next stage is the last stage, this stage is filled with the provision of group guidance services through the ILUSION game. The researcher conducted a posttest by sharing a link form on the scale of academic and career decision-making. Next, the researcher distributed an evaluation sheet that must be filled out by students.

The analysis in this study uses the help of the SPSS program version 25 for Windows. To ensure the validity of the analysis, two stages of testing were used, namely the descriptive statistical test and the Wilcoxon test. The descriptive statistical test aims to describe the initial and final conditions of students' decision-making skills in general. Furthermore, the Wilcoxon test is used to statistically test whether there is a significant difference between pretest and posttest scores. These two tests complement each other to show the level of effectiveness of the services provided.

3. Results and Discussion

3.1 Results

This study analyzes data in the form of academic and career decision-making skill scores obtained from pretest and posttest scores. Measurements were carried out before and after students participated in discussion technique group guidance services using ILUSION media (*Interactive Ludo Decision*). The pretest and posttest data obtained were then analyzed using the help of the SPSS 25 windows program, the results of the statistical test showed that there was a significant increase in scores from pretest to posttest. All students experienced an increase in scores, with an average pretest score of 95.25 increasing to 113.63 in the posttest. The results of the Wilcoxon test showed values of $Z = -2.521$ and $p = 0.012$ ($p < 0.05$), which means that the difference is statistically significant. Thus, it can be concluded that discussion technique group

guidance services using *ILUSION* media are effective in developing academic and career decision-making skills of SMAN 10 Malang students. The researcher shows a table of criteria for taking research subjects.

Table 1. Research Subject Taking Criteria

Category	Score Range
Tall	106-150
Keep	61-105
Low	15- 60

The score category criteria in this study are used as a guideline to assess the level of students' academic and career decision-making skills based on the results of filling out the questionnaire. The scale used is a range of 1 to 10 for each statement, with a total of 15 items, so the total score ranges from 15 to 150. Based on this range, scores are classified into three categories, namely: low category (15–60) which indicates that decision-making ability is still weak, medium category (61–105) which reflects sufficient ability but still needs improvement, and high category (106–150) which indicates that students have good decision-making skills. This category serves to facilitate the interpretation of pretest and posttest results and is the basis for drawing conclusions about the effectiveness of the services provided.

Table 2. Students' Pre-test and Post-test Results

Yes	Name Konseli/Subject	Score			
		Pretest	Category	Posttest	Category
1	BM	66	Keep	113	Tall
2	AA	86	Keep	97	Tall
3	MW	96	Keep	119	Tall
4	FFI	113	Tall	119	Tall
5	FDD	109	Tall	127	Tall
6	KFA	88	Keep	105	Tall
7	EAF	111	Tall	127	Tall
8	KNK	93	Keep	102	Tall

Table 2 shows that based on the results of pretest and posttest data processing, it is known that all participants experienced an increase in academic and career decision-making skills scores after participating in group guidance services using *ILUSION* media. In the pretest stage, there were 5 students who were in the medium category, namely BM (66), AA (86), MW (96), KFA (88), and KNK (93). Meanwhile, 3 other students are already in the high category, namely FFI (113), FDD (109), and EAF (111).

After the implementation of the treatment, all students experienced an increase in scores. BM experienced a significant increase from a score of 66 (medium category) to 113 (high category). Likewise, AA which initially had a score of 86 to 97, and MW from 96 to 119, both moved from the medium to high category. Other students such as FFI, FDD, and EAF who were previously in the high category still showed an increase in scores, to 119, 127, and 127, respectively. KFA and KNK also moved from medium to high categories, with scores increasing from 88 to 105 and from 93 to 102. The increase in scores that occurred across subjects showed that the services provided had a positive impact on the development of their decision-making skills. Not only did there be an increase in numerical scores, but there was also a shift in categories from medium to high, which indicates the success of the intervention evenly and comprehensively. The following researchers show images of pre-test and post-test digrams to make them easier to understand:

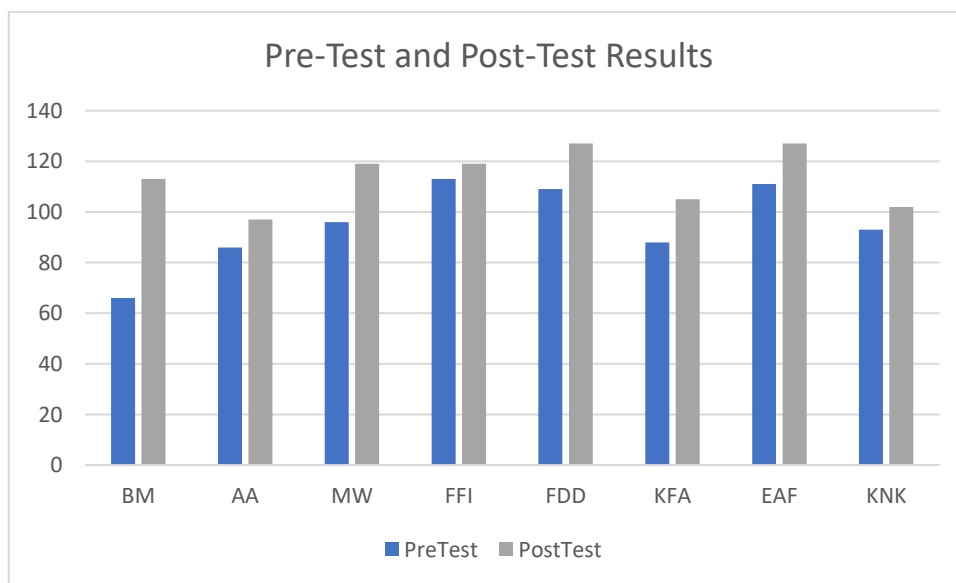


Figure 1. Pre-test and Post-test diagrams

The bar chart above shows the results of the comparison of pretest and posttest scores of academic and career decision-making skills in eight students. The blue color in the diagram represents the pretest score, which is the measurement result before being given group guidance services using *ILUSION media*, while the gray color indicates the posttest score, which is after the service is provided. It can be seen that all participants experienced an increase in scores, with students with the initials BM experiencing the most significant increase. The average pretest score of 95.25 increased to 113.63 in the posttest, which shows that group guidance services with *ILUSION media* have a positive impact on improving students' overall decision-making skills.

Table 3. Wilcoxon Test

		Ranks		
		N	Mean Rank	Sum of Ranks
PostTest - PreTest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	8 ^b	4.50	36.00
	Ties	0 ^c		
	Total	8		

Test Statistics^a

	PostTest - PreTest
Z	-2.521 ^b
Asymp. Sig. (2-tailed)	.012

From the table above, it is known that all participants (as many as 8 students) experienced an increase in scores from pretest to posttest, which is shown by the number of positive ranks of 8 people and negative ranks of 0. No student has the same posttest score as the pretest (ties = 0), so the improvement occurs overall. The mean rank value of 4.50 and the sum of ranks of 36.00 indicate that the increase in scores occurred consistently and evenly among all participants. With no decrease in score or fixed score, it can be concluded that the effectiveness of the treatment provided is very strong in terms of data trends.

The Z-value was -2.521 and the significance value (Asymp. Sig. 2-tailed) was 0.012. This significance value is smaller than the critical limit of $\alpha = 0.05$. Thus, it can be concluded that there is a statistically significant difference between pretest and posttest scores of students' academic and career decision-making skills.

3.2 Discussion

This research is based on problems related to the level of academic decision-making skills and careers of SMAN 10 Malang students. This is often due to a lack of information, limited experience, and low interactive learning strategies. For this reason, the researcher offers a solution in the form of the use of ILUSION (Interactive Ludo Decision) media, an educational game based on group discussions designed to encourage active student involvement in the decision-making process. From all class X students of SMAN 10 Malang, the researcher took a sample of 8 students who met the criteria and were relevant to the research objectives.

The results of the study showed a significant improvement in the academic and career decision-making skills of 8 students in class X-B SMAN 10 Malang after participating in group guidance. It can be seen from the pre-test data that shows medium to high results in decision-making ability. The results of this study are in line with the findings of Pribadi, Erlangga, and Wangge (2021) which show a significant positive relationship between academic self-concept and career decision-making in junior high school students, with a correlation value of $r = 0.869$

and $p < 0.05$. The findings reinforce that personal aspects, such as self-understanding, have an effect on the career decision-making process. In the context of this study, group tutoring services using *ILUSION* media helped students develop self-awareness, courage, and reflection on academic and career choices, which are part of self-concept formation. This suggests that interventions that encourage self-exploration and active participation can effectively improve decision-making skills. Group guidance can activate group dynamics to discuss various things that are useful in the self-development of group members (Prayitno in Pohan, 2020). The purpose of this study is to test the effectiveness of group guidance with discussion techniques using *ILUSION (Interactive Ludo Decision)* media in developing students' academic and career decision-making skills.

Group guidance using discussion techniques has been shown to be effective in developing students' decision-making skills. This discussion technique can be used as an effective learning method for small groups (Supriyati, 2020). Research conducted by Maulana and Yanti (2018) shows that discussion techniques in group guidance can improve students' career decision-making. The findings of the study regarding group discussions help students in exploring various options and their consequences, as well as improve students' understanding in making the right decisions. Another study by Fitri (2024) shows that problem-solving-based group guidance services have succeeded in improving students' ability to make career decisions at SMA Negeri 1 Banjar Agung. In addition, research conducted by Yohardini, Bariyyah, and Susanti (2017) shows that group guidance with simulation techniques is effective in improving students' interpersonal communication skills, especially in the aspect of openness. This is in line with this study which shows that group guidance using *ILUSION (Interactive Ludo Decision)* media is also effective in developing students' academic and career decision-making skills. Both emphasized that a group approach accompanied by active and fun methods both through simulations and educational games can encourage students to be more emotionally, socially, and cognitively involved.

ILUSION (Interactive Ludo Decision) game media can be used in group tutoring services. This *ILUSION* media is an adaptation of the game Ludo modified to develop students' academic and career decision-making skills. Research by Indriani (2020) using Ludo game media to develop students' interpersonal communication skills, showed the results that Ludo game media is effective in developing communication skills of junior high school students. Although the focus of the research is interpersonal communication, the principle of using game media to develop students' skills is still relevant to the context of decision-making. Another research that is still linear is by Zahro (2020) which examines the influence of group guidance based on the game Ludo on the improvement of students' disciplinary behavior, but the Ludo game developed contains elements of strategic decision-making, path selection, and interaction. Research with Ludo media was also conducted by Lita and Krisphianti (2023) to improve the career selection of vocational school students through the educational game media "Ludo Takon".

Based on the results of the pre-test, most students showed moderate decision-making ability. They still have difficulty controlling their emotions when making decisions, are not confident in the decisions they make, do not fully understand the decisions to be made, do not have enough information before making decisions, and do not have other alternative decisions. This is in line with research by Prasetyo and Kustanti (2022) which confirms that low self-confidence has an effect on confusion in academic and career decision-making. Students who

feel that lack information is one of the main obstacles in making career decisions (Arjanggi & Suprihatin, 2023).

After group guidance with discussion techniques using ILUSION media was implemented, the post-test data showed a significant improvement. From these results, students are more able to control their emotions, are more confident in making decisions, understand the decisions made, pay more attention to information and other alternatives in the future. This strengthens the findings of Pratiwi (2020), that group discussions are effective in developing critical thinking and decision-making skills in high school students. Meanwhile, ILUSION media has a big role in creating a fun learning atmosphere. The use of educational game media in guidance can significantly increase student participation and motivation (Astuti, 2021).

4. Conclusion

Based on the results of the research, it can be concluded that group guidance services with a discussion method that uses *ILUSION (Interactive Ludo Decision)* interactive game media are significantly able to develop academic and career decision-making skills of students in class X-B SMAN 10 Malang. This is evidenced by an increase in post-test scores compared to pre-tests which shows the effectiveness of the interventions given. ILUSION media has succeeded in creating an interactive, fun, and simulated guidance service atmosphere, so as to encourage active student involvement in the process of reflection, exploration of choices, and consideration of the consequences of every decision taken. This approach has been proven to be in accordance with the characteristics of Generation Z students who are more responsive to visual and experience-based methods, and make a real contribution to developing students' readiness to design education and career paths in a more mature, directed, and responsible manner. In addition, this research still has limitations, namely in the aspect of target users, where the Ludo game media developed is specifically intended for group guidance services with the topic of decision-making at the Senior High School (SMA) level. Thus, if this media will be implemented at the educational level and other guidance approaches, an in-depth review is needed to adjust the content, learning approaches, and characteristics of students so that they remain relevant and effective in achieving service goals.

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