



EFFECTIVENESS OF GROUP GUIDANCE WITH CAREER TOWER GAME TECHNIQUE TO IMPROVE CAREER PLANNING OF HIGH SCHOOL STUDENTS IN KEDIRI CITY

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Abstract

This study aims to determine the effectiveness of Jenga media through the Career Tower game in improving career planning of grade XI students. The method used is quantitative with pre experimental one group pretest-posttest design. The research subjects were 11th grade students of SMA Negeri 3 Kediri with a sample size of 60 students selected through purposive sampling technique. The instrument used was a career planning questionnaire, which was given before and after the implementation of group guidance. The results showed that all students experienced an increase in career planning scores after participating in the intervention, without anyone experiencing a decrease or the same score. Thus, group guidance with Career Tower media proved to be effective in improving career planning of high school students.

Keywords: group guidance; career planning; career tower

1. Introduction

Career planning is one of the important processes in determining direction and goals, decisions about careers can be the right awareness for people to realize their true capacity. This inability and hesitation in choosing a career can be overcome by developing a mature career plan so that the goal can be achieved (Failani & Wawan, 2023). Therefore, having a mature career plan should be in place during senior high school (SMA). Through career planning, individuals can evaluate personal abilities and interests, consider different career opportunities, set career goals, and plan career development activities (Erlangga, 2017). Career planning should be made considering the continuity between one's own goals and realistic opportunities (Srianturi et al., 2024). However, the situation in the field shows that not a few students still experience confusion in making career choices due to a lack of understanding of their potential, career information, and strategic steps that can be taken.

Guidance and counseling that is integrated in the world of education moves in the realm of careers, one of its tasks is to help individuals develop mature career planning (Muslihati et al., 2023). This condition requires the right intervention to help students design their future careers in a more directed manner (Sulistiyanti & Fitria, 2020). So that at this time the role of the counseling teacher as an agent of change is very important for students who need guidance and services to help broaden their knowledge and insights about the work or career they aspire to (Adityawarman, 2020). Thus students will have a broader view to determine their career choices after graduating from school later.

Group guidance is one of the services that can be utilized to support learners' career planning process (Jasman et al., 2022). Group guidance provides a space for interaction

that allows learners to share experiences, discuss ideas, and build career awareness collectively. The Career Tower game technique is a simulation game-based guidance media designed to stimulate reflective thinking, teamwork, enrich strategies and seek opportunities in facing career challenges, have a responsible attitude, will make decisions related to career planning (Hummel et al., 2018).

The purpose of this study is to determine the effectiveness of group guidance services with Career Tower game techniques in improving career planning of class XI students at SMAN 3 Kediri. This study specifically aims to analyze the extent of changes in the level of career planning of students before and after being given the service. Through group guidance services designed with a game approach, students are expected to be able to explore their potential, understand information about the world of work, and design strategic steps towards their career goals in a more directed manner. In addition, this research also aims to provide alternative guidance services that are innovative, fun, and participatory as an effort to support the development of students' career readiness early on.

2. Method

2.1 Research Design

The research method used is a quantitative method with a pre experimental one group pretest-posttest design. By using a pre experimental one group pretest-posttest design, the researcher wanted to test the effectiveness of the media by comparing students' understanding before and after treatment. Before the treatment, the researcher conducted a pretest on the group of students selected as the research sample to determine their initial understanding of career planning. After giving the pretest, the student group will be given treatment using the tower career game media. Then after the group of students received treatment, a post-test was conducted to determine the effectiveness of the treatment using the career tower game media.

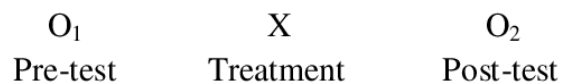


Figure 1. One group pre-test post-test research design

(Source: (Ningtias & Setiawati, 2025))

Description:

- O_1 : Initial conditions after being given a pretest and before the application of group guidance services
- X : Application of group guidance of career tower game techniques
- O_2 : The final condition after the application of group guidance of career tower game techniques.

2.2 Data Source

The subject selection technique uses purposive sampling technique, selected based on criteria that are aligned with the research objectives. The calculation of the number of samples was carried out by taking a portion of the total population of 10% in accordance with the criteria needed for research (Arikunto, 2013). Before selecting 6 students as research subjects, the pre-test scale was distributed to all students in class XI. After analysis, 6 students with low career planning scores were selected and who were willing to participate in all group guidance sessions. After analysis, 6 students with low career planning scores were selected and who were willing to participate in all group guidance sessions.

2.3 Data Collection Techniques

This study uses a scale focusing on the aspects proposed by Parsons to measure career planning. Which includes aspects of self-knowledge and understanding, knowledge and understanding of the world of work or further education, and realistic reasoning between self-knowledge and understanding of the world of work or further education. This instrument uses a Likert scale which is an adaptation of the instrument developed by (Pameswari, 2024). Contains 26 questions with 4 choices of Very Suitable, Suitable, Not Suitable, and Very Not Suitable which they must fill in according to their conditions.

2.4 Data Analysis Techniques

Data analysis was carried out using the Wilcoxon Signed Ranks Test to determine whether there was a significant difference between pretest and posttest scores. This test is used because the data is paired and not assumed to be normally distributed, so Wilcoxon is a non-parametric alternative to the paired t-test. The scale used to measure and identify students' level of career planning is the career planning scale by Frank Parson.

3. Results and Discussion

3.1 Result

The results of research conducted at SMA Negeri 3 Kediri show that the initial data of the study were obtained based on the results of the pre-test by distributing career planning scales. The distribution of career planning scales was carried out on May 22, 2025 to class XI students with a total of 60 students.

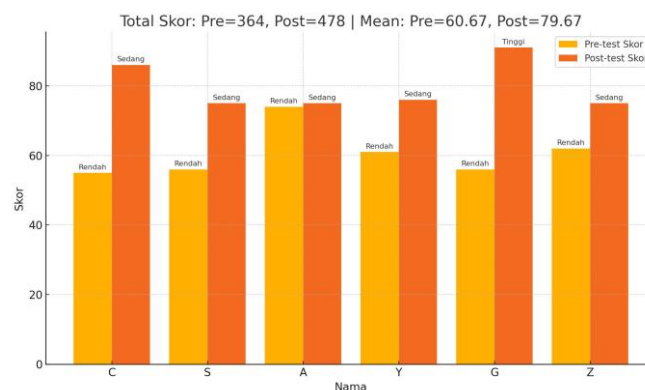


Figure 2. Diagram Results of Pre-test to Post-test Improvement

There is a change in students' career planning scores before and after the provision of career tower game group guidance services. Post-test scores on 6 research subjects showed an increase in the post-test so that the average score also increased. The average score on the pre-test was 60.67. After being given group guidance services career tower game the average score increased by 19 so that it became 79.67. The increase in career planning from pre-test to post-test in all group members is depicted in Figure 2. After comparing the results of the pre-test and post-test, the score results were analyzed using the Wilcoxon test using the IBM SPSS application and the following results were obtained:

Tabel 3. Wilcoxon Ranks Test Results

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretes	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	6 ^b	3.50	21.00
	Ties	0 ^c		
	Total	6		

- a. Posttest < Pretes
- b. Posttest > Pretes
- c. Posttest = Pretes

Tabel 4. Test Statistics Results

Test Statistics ^a	
	Posttest - Pretes
Z	-2.201 ^b
Asymp. Sig. (2-tailed)	.028

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Based on the Wilcoxon test results, the hypothesis is accepted if the Asymp Sig (2-tailed) value is less than 0.05 and rejected if it is more than 0.05. Judging from the results above, the Z value is -2.201 and the Asymp Sig (2-tailed) value is 0.028. Therefore, the hypothesis is accepted because the Asymp Sig (2-tailed) value obtained is 0.028 less than 0.05. All students showed an increase in scores and none showed a decrease or the same results. This indicates that the intervention or treatment provided had a positive impact on increasing student scores. So from these results, it can be said that group guidance with career tower game techniques is effective for improving career planning of grade XI high school students.

3.2 Discussion

Students' career decision making needs to be carefully considered for their future (Nisya et al., 2023). Based on the results of the research that has been obtained, the use of group guidance services is very helpful for students to obtain information and help students determine what career to choose after completing education. When carrying out career selection, students will be in a phase of experiencing obstacles when determining future career decisions which result in the inaccuracy of career choices or jobs chosen with the potential of students (Pratiwi et al., 2025). In order for students to avoid these problems, counseling teachers need to equip students with accurate information. In the Trait and factor theory on career planning has the view that students will prioritize understanding themselves and prioritize the abilities they have in themselves such as interests and talents (Jasman et al., 2022).

This career tower game technique is in line with the Trait and Factor approach developed by Frank Parson, which emphasizes the importance of self-understanding, information about the world of work, and the ability to make rational decisions in career selection (Putra & Iswari, 2022). Parsons states that in choosing a career, individuals must

have in-depth knowledge about themselves regarding attitudes, interests, ambitions, limits, and consequences, have knowledge of the advantages and disadvantages, opportunities and failures in the desired type of career, have knowledge of existing realities and facts (Diana et al., 2020).

Students' understanding of career planning in determining their future is still very limited without services that help them get information (Mahfud et al., 2017). Group guidance can be used as an interactive game-based career planning intervention to increase students' interest and awareness of the urgency of their future (Irfan et al., 2020). Simulation games are considered to increase students' interest in finding out more about the problems they experience, the combination of providing material and games makes students feel more challenged and eager to develop knowledge (Nove et al., 2021).

This research was conducted in three stages, namely: the initial stage, the core stage, and the closing stage (Pratiwi et al., 2022). The initial stage was carried out for 45 minutes to see from the class XI students who filled out the questionnaire whether there were students who had problems in carrying out career planning. Furthermore, after obtaining students who will take part in group guidance services, the core stage is carried out, at this intervention stage the selected students will carry out group guidance services with career tower game techniques, this stage is carried out for 60 minutes with a duration of about 10-20 minutes each round, in this intervention stage it can be seen how students' understanding of career planning through questions that students answer. Counseling sessions should ideally last about 60 minutes to prevent client boredom (Pratiwi et al., 2025).

In the core stage, students seemed to look so active and communicative, which showed that by playing this career tower game could help students to find out information about careers that could be used to improve student career planning. The last stage is the final stage, at this stage students are asked to fill out a lift which aims to see if there are changes after the intervention, this stage is carried out for 45 minutes. Based on the results obtained, it was found that students who initially had a low career planning scale became more improved. In addition to distributing questionnaires, an evaluation was also carried out regarding group guidance services with career tower games that had been implemented.

Simulation games are used so that students who are provided with services can explore their careers and planning in a more fun, interactive, and innovative way (Mayasari & Agungbudiprabowo, 2022). Thus, the provision of group guidance services with career tower games is effective and can be used by counseling teachers to improve students' career planning. Through group guidance services with this career tower game, students who initially had a lack of understanding of career planning and could not plan their careers maturely felt helped so that they could improve their future career planning maturely.

4. Conclusion

Career planning is an important process in determining direction and goals, career decisions can help individuals to realize their true capacity. Inability and hesitation in choosing a career can be overcome by making a mature career decision so that the goal can be achieved. The results of this study indicate an increase in the average score from the pretest of 60.67 to 79.67 on the posttest after service delivery. The Wilcoxon test results show a significance value of 0.028 which means there is a significant difference between before and after treatment. This finding shows that the Career Tower game is

able to increase students' understanding of career planning in a fun and interactive way. Through the group guidance process, students become more active in exploring their potential, understanding personal values and interests, and designing career steps in a more directed manner. Therefore, the Career Tower game can be used as an alternative career guidance media that is innovative and applicable in guidance and counseling services in schools.

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