



Evaluating the Effectiveness of Classical Guidance Using Mix and Match Career Card Media in Enhancing Career Planning Among Eighth Grade Students at SMP Negeri 19 Malang

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Abstract

Junior high school students often experience confusion in planning their future educational and career paths due to a lack of knowledge about school majors and professions. Career guidance services in schools tend to be monotonous, dominated by lecture-based methods, which results in low student engagement and limited exploration of career options. This study aims to examine the effectiveness of classical guidance services using Mix and Match Career Card media in developing career planning among eighth-grade students at SMPN 19 Malang. The research employed an experimental method with a one-group pretest-posttest design. The results indicate that the Mix and Match Career Card media is effective in classical guidance settings to enhance students' career understanding in an active, enjoyable, and developmentally appropriate manner for junior high school students.

Keywords: Career Planning, Classical Guidance, Mix and Match Career Card

1. Introduction

Students at the junior high school level (Sekolah Menengah Pertama or SMP) frequently encounter various challenges, not only in academic areas but also in terms of career planning. Many students experience confusion when determining their future educational and career paths due to a lack of knowledge and understanding of effective career planning. This issue is reinforced by findings from Pribadi et al. (2021), which revealed that students often face difficulties in making career decisions, particularly in choosing between general high schools (SMA) and vocational high schools (SMK). One contributing factor is the conventional delivery of guidance and counseling services, which primarily rely on lecture-based methods. This traditional approach limits student engagement and reduces their ability to absorb information effectively, leaving them without a clear vision of their career pathways.

Further evidence from Sholikhah et al. (2019) indicates that many students still lack awareness of various professions and remain uncertain in making career-related decisions. Career guidance services that continue to rely on expository or lecture methods often lead to boredom and disinterest among students, preventing them from acquiring comprehensive information relevant to their career development.

Field observations conducted at schools support these findings. Students often express difficulty in deciding their next level of education, in distinguishing between SMA and SMK, and in understanding the systems and specialization options within those institutions. Additionally, students tend to lack familiarity with the wide range of professions available in their surroundings, which further contributes to their confusion in determining future steps.

These challenges highlight the critical importance of early and well-structured career planning to help students make informed decisions about their future. Career development should not be viewed solely as obtaining a job or position. As Donald E. Super (2001) asserts, a career is a lifelong, dynamic, and personal process encompassing

education, employment, social roles, and self-development. Therefore, early and thoughtful career planning is essential to help students align their decisions with their potential and personal attributes (Kasan, 2022). A well-designed career plan enables individuals to navigate various educational and professional pathways aligned with their interests and abilities.

Career planning can be defined as the process by which individuals determine their career goals and the steps necessary to achieve them. According to Aziza (2023), it involves ongoing, lifelong stages that support individuals in attaining their predefined career aspirations. Kasan (2022) emphasizes that career planning requires self-understanding and careful consideration of available options. To prepare for a meaningful career, individuals must engage in planning from an early age based on their interests, talents, values, and abilities (Lohmay et al., 2017). This approach allows individuals to formulate career goals that are well-suited to their unique identities.

Career planning involves several stages. According to Super's theory, junior high school students fall into the "exploration stage," during which they are expected to start making preliminary career choices (Ghassani et al., 2020). During this stage, students begin exploring potential career paths and identifying the academic routes required to achieve their goals (Tressler, 2015). As such, students must begin formulating plans for their future studies that correspond with their career interests.

To support students in developing career plans, the role of school counselors (Guru BK) is crucial. Counselors can provide structured guidance and counseling services, one of which is classical guidance. Classical guidance is an organized activity designed to deliver information or materials to students in a structured manner (Nasution & Abdillah, 2019). This guidance supports students in achieving their developmental tasks, particularly those outlined in the Student Independence Competency Standards (SKKPD), such as career insight and maturity. Thus, school counselors play a key role in helping students avoid misguided choices and in supporting effective career decision-making.

Through classical career guidance, students receive systematic information related to career planning. This type of guidance is also important in helping students understand both themselves and the world of work (Masdudi, 2015, p. 182). Research by Thaha et al. (2024) demonstrated that classical guidance using a "snakes and ladders" game was beneficial for assisting students in planning their careers. The use of interactive media has been shown to improve the effectiveness and efficiency of the learning process by increasing students' interest and motivation (Hakim, 2016). Putri & Ramli (2016) argue that monotonous information delivery can lead to student disengagement; therefore, interactive media can enhance comprehension and retention of material.

Based on preliminary studies and previous research findings, there is a need to develop an engaging instructional media tool for use in classical guidance sessions—specifically, the Mix and Match Career Card. This card-based media introduces students to a variety of professions and secondary school majors. Students actively engage in identifying which school majors align with the professions depicted on the cards. This activity allows students to explore the connection between secondary education tracks and real-world careers in an enjoyable and interactive way.

In response to these issues, the present study investigates "The Effectiveness of Classical Guidance Using Mix and Match Career Card Media in Developing Career Planning Among Eighth Grade Students at SMP Negeri 19 Malang."

2. Method

This study employed an experimental method using a one-group pretest-posttest design. According to Sugiyono (2019), the experimental method is a quantitative research approach used to determine the effect of an independent variable (treatment) on a dependent variable (outcome) under controlled conditions. In this design, a single group

of participants is given a treatment, and measurements are taken both before (pretest) and after (posttest) the treatment to assess its impact.

In this study, the treatment involved the implementation of classical guidance services using the Mix and Match Career Card media, aimed at enhancing career planning among eighth-grade students. A career planning questionnaire consisting of 32 items was administered to the participants. The research subjects were eighth-grade students at SMP Negeri 19 Malang. The study population consisted of all eighth-grade students, totaling 300 students. The sampling technique used was cluster random sampling, in which random selection is conducted based on predefined groups or clusters. In this case, each eighth-grade class served as a cluster, and two classes—VIII G and VIII J—were randomly selected as the research sample.

Following Sugiyono's (2019) recommendation, if the population exceeds one hundred individuals, the sample size can range from 10% to 25%, depending on time, cost, and human resource considerations. This study used 20% of the total population, resulting in a final sample of 72 students from classes VIII G and VIII J.

The career planning scale used in this research was adapted from a study by Farkhatul Athiyah entitled "The Relationship Between Self-Confidence and Career Planning Among Eighth-Grade Students at SMP Kesatrian 1 Semarang." To analyze the data, a paired sample t-test was used to determine whether the classical guidance service using the Mix and Match Career Card media was effective in improving career planning among the eighth-grade students at SMP Negeri 19 Malang.

3. Results and Discussion

3.1 Result

Career planning refers to an individual's ability to make decisions in determining their career path in accordance with their personal abilities and understanding of the world of work (Kasan, 2022). In this study, the indicators used in the career planning scale include: self-understanding and self-knowledge, knowledge and understanding of the world of work, and understanding of educational and occupational information.

Tabel 1. Uji Normalitas menggunakan Kolmogorov-Smirnov

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	,090	72	,200 [*]	,969	72	,077
Post Test	,082	72	,200 [*]	,973	72	,122

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test conducted using the **Kolmogorov-Smirnov test** showed that both the pre-test and post-test scores met the criteria for normal distribution. The significance value for the pre-test was **0.200**, and the significance value for the post-test was also **0.200**. Since both values are greater than **0.05**, it can be concluded that the data are **normally distributed**.

Tabel 2. Paired Samples Statistics
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	89,89	72	11,884	1,401
	Post Test	94,51	72	11,958	1,409

Based on the table above, the **mean pre-test score** was **89.89**, while the **mean post-test score** was **94.51**. These results indicate an **increase in the average score** after the implementation of the **classical guidance intervention using the Mix and Match Career Card media**, suggesting a positive effect of the treatment on students' career planning.

Tabel 3. Paired Samples Correlations
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	72	,990	,000

Based on the table above, the **correlation coefficient** was **0.990**, indicating a **strong positive relationship** between the pre-test and post-test scores. The **significance value** of **0.000** further confirms that this relationship is **statistically significant**. Therefore, it can be concluded that there is a **strong and significant correlation** between the pre-test and post-test results.

Tabel 4. Hasil Uji Paired Sample T-Test terhadap Skor Perencanaan Karier
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-4,625	1,674	,197	-5,018	-4,232	-23,449	71	,000

As the results of the normality test confirmed that the data were normally distributed, further analysis was conducted using the **Paired Sample T-Test**. Based on the statistical test results, the **significance value was 0.000 (p < 0.05)**, indicating a **statistically significant difference** between the pre-test and post-test scores. The **mean post-test score** was significantly higher than the pre-test score, with a **mean difference of 4.625**. Therefore, it can be concluded that there was a **significant improvement** following the implementation of the **classical guidance intervention using the Mix and Match Career Card media**. A total of **72 participants** in this study demonstrated an improvement in their **career planning** after receiving the intervention.

3.2 Discussion

The results of this study indicate that classical guidance services utilizing the Mix and Match Career Card media have a positive and significant impact on the development of career planning among eighth-grade students at SMP Negeri 19 Malang. This is evidenced by a statistically significant difference between the pre-test and post-test scores, as analyzed using a paired sample t-test, with a significance value of 0.000 (p < 0.05). Additionally, the mean score increased by 4.625, from a pre-test average of 89.89 to a post-test average of 94.51. These results demonstrate that the use of the Mix and Match Career Card in classical guidance sessions is effective in helping students gain deeper insights into various educational pathways and available professions. The media offers a more concrete and interactive learning experience, allowing students to better understand and explore career options aligned with their interests and potential.

One of the key factors contributing to the significant improvement is the active and participatory nature of the learning approach. The Mix and Match Career Card involves all students in an engaging and hands-on learning process. The appropriate application of learning models and media is a determining factor in student learning success (Nurhayati, 2020). This media combines visual elements, physical activity, and peer communication, creating a lively and stimulating classroom atmosphere. Students are not passive recipients of information; rather, they actively participate through discussion, reflection, and matching exercises. This approach encourages critical thinking and interaction,

enhancing students' understanding of career concepts during the exploration phase, particularly for junior high school students.

The use of media in learning can direct students' attention, enhancing both engagement and comprehension (Salsabila, 2020). The Mix and Match Career Card is designed with an interactive concept, where each student receives a card containing the name of a major or profession and is tasked with finding its match. This matching activity promotes information exchange, discussion, and physical participation, fostering a fun and collaborative learning environment. Moreover, the career options presented include not only high-status and common professions but also those relevant to students' surroundings. This makes career choices more relatable and realistic, helping students determine suitable educational tracks.

Thus, this study not only increases students' career knowledge but also fosters their readiness in selecting academic pathways for their future. The effectiveness of the guidance service is not solely attributed to the media used, but also to its alignment with the developmental stage of junior high school students, which falls within the career exploration phase. This aligns with Donald E. Super's career development theory (2001), which posits that career development is a lifelong and dynamic process. Verianto et al. (2014) similarly argue that a career is the culmination of an individual's life journey and must be planned optimally. Effective career planning enables individuals to align their potential with future career goals (Kasan, 2022).

Career planning refers to an individual's preparation in structuring their future career. It involves efforts to achieve career goals through informed decision-making (Aziza, 2023), as also emphasized by Kasan (2022), who describes career planning as a process of decision-making based on self-understanding and informed choices. The earlier one begins practicing decision-making, the more likely the decisions will align with their interests and skills (Nuroniah et al., 2019). Nuraini (2022) further adds that the process includes self-evaluation and identifying appropriate steps to achieve one's goals, occurring through various stages across the lifespan.

Developing career planning in students requires attention to several key aspects. Zakiyah et al. (2021) identify these as: (1) self-understanding and self-awareness, (2) knowledge and understanding of the working world, and (3) access to education and career information. Azzah et al. (2023) similarly highlight the importance of: (1) understanding personal strengths, interests, talents, and career opportunities, (2) actively seeking and managing information about future career paths, (3) identifying obstacles and setting both short- and long-term goals, and (4) contributing to one's career planning process. These aspects are vital for students to make informed decisions aligned with their personal capacities and life context.

Sound career planning can help students prepare for future challenges. Several factors influence career planning, including family support in the form of educational resources and information (Hidayatussani et al., 2021), which boosts students' confidence. Social support from friends also plays a role, as a positive social environment facilitates better career planning (Ardi et al., 2024). Diana et al. (2020) note that psychological conditions, peer environment, and parental expectations significantly affect career choices. In some cases, strong parental influence may hinder a student's ability to plan independently, leading to unstable career decisions.

Despite these factors, career planning offers substantial benefits. Kasan (2022) explains that through career planning, students can develop their skills based on their interests and talents and make informed decisions. Rai et al. (2018) emphasize that career planning increases knowledge, improves problem-solving, provides targeted career information, and helps individuals utilize their capacities more effectively. Consequently, thorough career planning supports students in becoming more goal-oriented individuals.

Career planning is essential for students' futures. At the junior high level, adolescents are in the exploration stage. Career exploration involves efforts to search for, obtain, and manage relevant career information (Rahman, 2022). Students begin identifying potential career options and the academic pathways needed to achieve them (Tressler, 2015). This stage includes self-reflection, trying out different roles, and learning about job types within the school context (Fatimah, 2018). To support students through this process, they need access to tools that provide relevant career information.

This support is one of the key responsibilities of school counselors. One form of support is classical guidance, a structured activity designed to provide students with information and materials (Nasution & Abdillah, 2019). Utami et al. (2024) emphasize that guidance services offer students access to the data and support they need, along with direction from school counselors. The goal of classical guidance is to help students develop in line with their developmental tasks (Santoso, 2010), which are outlined in the Student Independence Competency Standards (SKKPD). For career planning, the relevant SKKPD domain is career insight and maturity. The school counselor plays a vital role in helping students make career decisions based on their potential (Pratama, 2022), minimizing the risk of choosing an unsuitable career path.

Classical guidance services can serve as an effective strategy in school-based career development programs. These services systematically provide students with career planning information. Masdudi (2015) states that classical guidance helps students develop self-awareness and understand the working world. A study by Thaha et al. (2024) demonstrated that classical guidance using a snakes-and-ladders game helped counselors provide career planning support. Similarly, Hakim (2016) and Saridewi & Naqiyah (2017) found that instructional media improve student engagement and comprehension, motivating them to participate actively.

When classical guidance is integrated with creative media like the Mix and Match Career Card, the process of exploring career information becomes more interactive, enjoyable, and effective in delivering messages (Arsyad, 2014). This approach not only clarifies academic and career pathways but also enhances student participation through discussion and matching activities. Fatimah (2018) found that such strategies effectively enhance students' self-efficacy in career decision-making by helping them recognize their strengths and interests. This aligns with the student-centered learning approach, where students are active agents in their learning, including recognizing their potential and planning their futures (Suryadi, 2018). As a result, students are more likely to absorb the material and stay engaged.

Further supporting this, Sutrisno et al. (2024) emphasized the importance of early career planning through classical guidance. Their research found that ninth-grade students who received classical guidance using career-related media—such as profession cards or work simulations—showed significant improvements in career readiness and educational decision-making. These findings reinforce that the Mix and Match Career Card encourages students to make more directed and informed choices, rather than relying solely on environmental influences.

The implications of this study are significant for school-based guidance and counseling practices, especially in preparing students for educational and career transitions. By utilizing innovative and relevant media, counselors can foster an engaging learning environment that promotes career exploration—moving away from traditional, lecture-based approaches. The success of the Mix and Match Career Card opens avenues for developing other career guidance tools tailored to diverse student needs.

Moreover, this study contributes to the body of literature in Guidance and Counseling, particularly in the development of interactive media for junior high school career planning. The findings affirm that methods involving active student participation and visual media can significantly enhance the effectiveness of career guidance. This

underscores the need for continuous innovation in designing guidance strategies that align with the needs of the younger generation and experience-based learning.

4. Conclusion

Based on the data analysis conducted, there is a significant difference in the career planning levels of eighth-grade students at SMP Negeri 19 Malang before and after the implementation of classical guidance services using the Mix and Match Career Card. This is evidenced by an increase in the average score of 4.625 between the pre-test and post-test results, as well as a paired sample t-test showing a significance value of 0.000 ($p < 0.05$). This media has proven effective in enhancing students' understanding of further educational tracks and various professions in their surrounding environment through an interactive, engaging, and developmentally appropriate approach aligned with the exploration phase of junior high school students. Future researchers are encouraged to expand this study at different educational levels or with a broader and more diverse population. Additionally, integrating the Mix and Match Career Card with other instructional methods could serve as an innovative approach to enhance the effectiveness of career guidance services in schools.

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