# The Effectiveness of Career Information Services with CEV Media on Elementary School Students

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**Abstract**: This study aims to determine the understanding of career information services with CEV (Career Education Video) in elementary school students. This research method is an experimental design with a quasi-experimental type of Nonequivalent Control Group Design. The subject of this research is class VI. The instrument used is the student career information scale. The research stages are pretest, treatment, and posttest. The experimental class gets service with CEV Media, while in the control class it is conventional/lecture. The analysis of research data with parametric statistics using the independent sample t-test. The results of the study indicate that there is a difference in the average value of career maturity in the two groups. The difference that occurs is 5.10 with details of 104.23 in the control class and 109.13 in the experimental class. The results of the hypothesis test show that the results are significant. This study concludes that service delivery with CEV Media is effective in providing career information for elementary school students.

**Keywords:** Career information service, CEV

## Introduction

Career development in children aged 0-14 is to develop various potentials, and distinctive views such as attitudes, requests, and needs that are integrated into a self-concept structure. One of the services provided to elementary schools is how they find a school or continue their studies. A career is an experience related to individuals and other relevant activities, which create unique patterns during the individual's life span (Baruch & Sullivan, as cited in Mulhall, 2014). Bandura (1986) places more emphasis on social cognitive career theory as an attempt to describe and expand aspects relevant to the process of interest formation, career choice, and performance (Lent et al., 2002). A career is much more than just a job, it's all kinds of life roles. A career certainly requires careful consideration. Planning a good career direction will certainly affect the welfare of a person's life for the better. Career choice is a form of individual responsibility throughout life. That is, planning a career direction is not only a task for adult development but also in adolescence and childhood.

Career planning or choice taken by a person is generally influenced by various factors, Super (in Nurillah, 2017) there are five groups of factors that affect career maturity, namely as follows: (1) Bio-social factors, namely regarding more information specific, planning, acceptance, responsibility in career planning, the orientation of career choices related to bio-social factors such as age and intelligence. (2) Environmental factors, namely the individual career maturity index correlated with parents' work level, campus curriculum, cultural stimuli, and family cohesiveness. (3) Individual personality aspects which include individual talents and interests. (4) Vocational factors, individual career maturity is positively correlated with vocational aspirations, level of suitability of career aspirations, and expectations. (5) Academic and non-academic achievements.

Students who are in the upper grades of elementary school are a phase towards the transition to adolescence. This phase is a process of transition or transition between the phases of childhood to adulthood. In this phase, there is an interaction between genetic, biological, environmental, and social factors (Santrock, 2003). In childhood, a lot of time is spent by them playing and interacting with family

and the surrounding environment. In the adolescent phase, adolescents have new developmental tasks. Adolescents begin to learn to recognize, understand and decide about their careers.

Adolescents are categorized into several categories (Thornburg, as cited in Dariyo, 2004), including a) early teens (13-14 years old), b) middle teens (12-17 years old), and c) late teens (18-21 years). Teenagers also begin to learn to make decisions in their lives, namely regarding the task of career development.

The competency standards of students explain that aspects of children's development in the aspect of career understanding including (1) introduction, which is an effort to recognize the type of work/profession, education, and self-exploration activities, (2) accommodation, which is an effort to understand/meaning a potential, (3) actions, namely efforts to consider alternative jobs, educational studies, and activities that are appropriate or related to talents and interests. If adolescent development runs optimally, adolescents will find the concept of good career maturity. Savickas (2001) explains that an individual's career maturity is said to be good if the knowledge he has to make career decisions is supported by strong information about work or education based on the exploration that has been done.

Based on the research data, there are many problems regarding career aspects experienced by students. The data was obtained through a profile of the results of the 2019/2020 Student Needs Questionnaire analysis, which was sourced from 50 questionnaire statements, with a focus on four service areas, namely: personal, social, learning, and career. The results of the Student Needs Questionnaire Analysis show that career problems become a high priority among other fields such as personal, social, and learning fields. Career problems get a score of 128 or a percentage of 11.49%. Students' problems include the lack of career information, and how to find out talents and interests, as well as the lack of career planning on further study prospects.

**Table 1.** Profile of student needs analysis

| No | Statement | Number of subjects | Percentage | Priority |
|----|-----------|--------------------|------------|----------|
| 1 | I am not able to channel my talents and interests at school | 120 | 2,51 % | High |
| 2 | I don't know much about the types of professions in society and further education | 120 | 2,51% | High |
| 3 | I don't know about future career prospects | 120 | 2,60% | High |
| 4 | I don't know how to explore talent independently yet | 120 | 2,87% | High |

In facilitating the program/service for these career problems, it has been carried out. The services provided are classical services or large-class services. Service delivery is done conventionally through the lecture method. The provision of career services is rarely carried out and is still considered not optimal, due to the absence of teaching and counseling hours. In the absence of opportunity, it takes relatively more than one hour of lessons. This is because, each service, certainly requires an evaluation of the results and processes, to determine students' understanding of a guidance and counseling service.

Guidance and counseling, which is an important part of education, certainly have various services and programs to facilitate the growth and development of students, especially in the career field. The program is a career guidance/career information service. Career guidance is a guidance service to help individuals to identify themselves, identify their world of work, and develop a future that is in line with what they aspire to. Furthermore, with career guidance, individuals can determine the career they take so that they can realize themselves in a meaningful way (Nurihsan, 2006).

In this phenomenon, creativity and innovation are certainly required for an educator so that students become interested and it is easier to understand the service material. In this case, what is meant is the use of media. Media that can be an alternative solution to these problems is CEV (Career Education Video). In this digital media, a sequence of images, illustrations, and fantasy are shown in moving images. By observing this career education video, students can effectively observe the information obtained from the video.

Several things must be considered carefully in determining a media in counseling services, Arsyad (2015) mentions including 1) the quality of the content and objectives, which means that the content and

objectives must be relevant to the counseling objectives and the needs of students, 2) instructional quality, which relates to a product that is developed in such a way as to provide opportunities for users to learn, provide tests and assessments, 3) technical quality relates to the characteristics of a product, this includes (a) readability quality, (b) ease of use operational, (c) product display quality, (d) user response handling quality, (e) media management quality, (f) media product documentation quality.

Daryanto (2010) explains that video is a non-printed teaching material that is rich in information and straightforward because it can reach students directly, video adds a new dimension to learning. Video is an intermediary medium between one person and another to inform something in an interesting audio-visual way. Nursalim (2013) explains that there are several advantages to using video media as learning media, including 1) giving messages that can be received more evenly by students, 2) being very good to explain a process, 3) overcoming the limitations of space and time, 4) being more realistic, can be repeated and stopped as needed, and 5) giving a deep impression, which can influence students.

This media is expected to be an alternative solution to answer the problems of teachers in the field related to the right method in introducing careers to students. This Career Education Video contains information regarding further study options for students who are at the elementary school level. The process of delivering information is also presented more attractively in animated packaging. The information presented is conveyed in relatively simple sentences, to help facilitate students' understanding regarding career maturity in aspects of their further studies. Therefore, researchers are very interested in researching the effectiveness of career information services with Media CEV (Career Education Video) on the career maturity of elementary school students.

## Methods

Researchers used a quantitative approach. This research then uses the experimental method (experimental research). The type of experimental method used is a quasi-experimental design with a nonequivalent control group design, namely in this design the experimental group and the control group are not chosen randomly. In this study, this design was used because the group used as a sample was not chosen at random, but according to the existing classes in the selected school. This research was conducted in an elementary school in Yogyakarta (Indonesia). The research time is in the form of preparing research proposals until the research is completed. The time of this research began in December 2019. The data collection process was carried out in the even semester of the 2019/2020 school year online through the Google Meet application in June 2020.

The population in this study were elementary school students for the 2020/2021 academic year as many as 128 students who were divided into 4 classes. The researcher used class VI students because the subject was considered to have a high priority for this service. The researcher did not take other class respondents because the class was more focused on being assessed as not having a high priority.

In this study, the sampling technique used was purposive sampling, which is a sampling technique in which the sample members were chosen intentionally based on the knowledge and beliefs of the researcher. Based on the explanation above, the most important thing in using the sampling technique is to determine the specific characteristics that are in line with the research objectives. Based on the understanding of purposive sampling, the sample of this study was determined by 2 classes. A sampling of two classes is based on the average value of students in each class which is the lowest among the other two classes and requires career services that need to be provided immediately so that further study planning can run well. Based on the sampling technique, the number of research samples is two classes. class VI B is the control class and class VI A is the experimental class. The total sample of the study was 56 students from the two classes.

In this study, researchers used a scale of student career maturity levels. This scale is expected to provide data on the level of career maturity of elementary school students. The instrument as a measuring tool can be used in research if it meets the requirements, namely validity and reliability tests. In this study, the research instrument that has been prepared is then consulted with the supervisor as an expert (expert judgment). Then, it was followed up with instrument testing on 31 grade VI students. After that, the item analysis test was carried out using the product-moment test on the items in the scale instrument using SPSS 21.00 for windows. Based on the results of the item analysis test, it can be seen on the career maturity scale, that from an initial total of 57 statement items, 35 statement items are

declared valid because they have met the requirements for the sig value. (2-tailed) less than 0.05 with a significance level of 5%.

In this study, the formula used to find the reliability of the instrument regarding career maturity is Cronbach's Alpha. Calculation of reliability ranges from 0-1 if the closer to 1, the higher the reliability coefficient. In this study, to test the reliability on the career maturity scale, it can be concluded that Cronbach's Alpha is 0.906 with a very strong category of interpretation of reliability (Herwin, 2022; Herwin & Nurhayati, 2021).

The data in this study were analyzed using statistical analysis techniques. The steps are as follows: (1) Preparation includes checking identity in the instrument, completeness of data, and types of data entry, (2) Tabulating data (giving scores, and providing data concerning data processing using a computer), (3 ) To test the prerequisites for the analysis of the One-Sample Kolmogorov-Smirnov model with the help of SPSS for windows version 21.00 to find out whether the research data is normally distributed or not, (4) to test the hypothesis using the t-test type Independent Sample t-Test with the help of SPSS for windows version 21.00.

## Results and Discussion

This study was conducted to identify the effectiveness of career information services with CEV Media on elementary school students. This quantitative study used a quasi-experimental design with a nonequivalent control group design, namely in this design the experimental group and the control group were not chosen randomly. Initial findings were summarized on a pretest and posttest basis. The findings are described as follows.

**Table 2.** Control class pretest-posttest results

| Interval value | Category | Number of pretest students | Number of posttest students |
|---|---|---|---|
| 35-56 | Very low | 0 | 0 |
| 57-77 | Low | 1 | 0 |
| 78-98 | Medium | 17 | 5 |
| 99-119 | High | 8 | 21 |
| 120-140 | Very high | 0 | 0 |
| Total | | 26 | 26 |

Researchers conducted a pre-test and post-test in the control class with a total sample of 26 students and the results obtained an average score of 94.04 for the pretest and an average score of 104.23 for the post-test. After receiving conventional services or lectures, it can be seen that there was an increase in the score that could be seen from 21 people who had a high category score and 5 people who had a medium category score after receiving conventional treatment or services.

**Table 3.** Experiment class pretest-posttest results

| Interval value | Category | Number of pretest students | Number of posttest students |
|---|---|---|---|
| 35-56 | Very low | 0 | 0 |
| 57-77 | Low | 0 | 0 |
| 78-98 | Medium | 7 | 0 |
| 99-119 | High | 23 | 30 |
| 120-140 | Very high | 0 | 0 |
| Total | | 30 | 30 |

The researcher conducted a pre-test and post-test in the experimental class with a sample of 30 students and the results obtained an average score of 101.17 for the pretest and an average score of 109.13 for the post-test. After getting service with CEV Media, it can be seen that there is an increase in the score that can be seen from 30 people who have a high category score after receiving treatment or service with CEV Media.

**Table 4.** Comparison of pretest-posttest control class and experimental class

| Variable | Average | Asymp sig. 2 tailed |
|---|---|---|
| Pretest Control | 94,04 | |
| Control Posttest | 104,23 | 0.000 |
| Variable | Average | Asymp sig. 2 tailed |
| Experiment Pretest | 101,17 | |
| Experiment Posttest | 109,13 | 0.000 |

Testing pretest and posttest control class and experimental class using the Paired Sample t-Test with the help of SPSS version 21.00. Based on the results of the Paired Sample t-Test, the Asymp sig value was obtained. 2-tailed is 0.000 with a significance value of 0.05. It meets the requirements of the value of Asymp sig. 2 tailed < significance value, where 0.000 < 0.05. Therefore, there is a difference between the average pretest and posttest data in the control class and the experimental class.

Based on the results of hypothesis testing with Independent Sample t-Tests, the Asymp sig value was obtained. 2 tailed is 0.007 with a significance value of 0.05. It meets the requirements of the value of Asymp sig. 2 tailed is less than the significance value, where 0.007 is less than 0.05. Therefore, career information services with Media CEV (Career Education Video) are effective in increasing career maturity in students.

**Table 5.** Research hypothesis test results

| Variable | Average | Asymp sig. 2 tailed |
|---|---|---|
| Control | 104,23 | |
| Experiment | 109,13 | 0,007 |

Career maturity data from research in the control group shows the pretest score has an average of 94.04 and the experimental group has an average pretest score of 101.17. This shows that the pretest data in both groups have such an initial mean. The control group received treatment in the form of a conventional method (lecture). The lecture method itself is the method most often used in learning/service activities. This lecture method is to convey information orally from the teacher to students in the education service unit so that most students become less active in in-service activities. After getting treatment or treatment, then the control group was given a post-test scale. The average value of the control group was 104.23. The services provided to the control group took place over two face-to-face sessions via the Google Meet application.

The experimental group or class gets treatment or treatment in the form of career services with CEV (Career Education Video) Media. With this media, students are expected to be active in in-service activities, and it is easier to understand career information. Videos shown regarding further study options. The use of interesting learning media, of course, will make students like these activities. In addition to students getting learning through videos, students are also invited to have casual discussions to find out how much understanding they have learned obtained. This activity took place twice face-to-face through the Google Meet Application. The average posttest score in the experimental group was 109.13.

The comparison between the results of the pretest-posttest of the control and experimental classes was then used with the help of the Paired Sample t-Test. This test was conducted to determine whether both the control class and the experimental class experienced an increase in career maturity scores, between before receiving service and after receiving service. With the t-test, it was found that the value of Asymp sig. 2 tailed is 0.000 with a significance value of 0.05. Asymp value sig. 2 tailed 0.000 < 0.05. That is, both the control class and the experimental class experienced an increase in career maturity scores.

The next hypothesis test was carried out by parametric analysis because the data were normally distributed. The t-test with the type of Independent Sample t-Tests, then shows that career information services with CEV (Career Education Video) media are effective in increasing career maturity in students. This is evidenced by (Asymp. Sig = 0.007, p < 0.05). These results indicate that the career information service provided is proven to be effective in increasing career maturity in students compared to students who are not provided with the information service. This media service can also be used as

an alternative in assisting the process of Guidance and Counseling services related to the field of career services.

Media is one of the triggers for successful learning which is quite dominant. Various findings have proven that the selection of the right media can increase student achievement in learning (Sartono et. al., 2022a; Sartono et. al., 2022b; Senen et al., 2021). This is in line with relevant research conducted by Korida and Nursalim (203), which in their research argue that information services using video media are proven to be effective in increasing students' understanding of something. Korida and Nursalim's (2013) research shows the results of the Asymp value. Sig = 0.016, $p < 0.05$. This further strengthens that information services with video media are proven to be effective in increasing students' understanding of a service or learning activity.

Concerning the theory of career development presented by several experts, including Ginzberg who stated that in the adolescent phase three components are combined, namely: interests, self-ability, and valuable content. Patricia and Vandehey (2012) explained that the adolescent stage is an exploration stage regarding career choices that are in line with potential and good information. Holland with RIASEC Hexagonal explained that the adolescent phase is the stage of identifying appropriate career choices between individual personalities and various types of work environments. Everyone needs career adaptation because it is very important to recognize and prepare for a career to the obstacles that may be encountered (Nadya & Farozin, 2021; Rasyidi et. al., 2021). This also needs to be instilled in children at the elementary school level. Through a good career introduction, students are expected to be able to plan their future well (Chudari et. al., 2020).

A person's career will be successful when considering the trait (specific characteristics of the individual) and factors (educational/occupational qualifications). The explanation above concludes that the use of CEV Video Media is a form of effort to help individuals independently explore/identify between self-concept (individual abilities/skills) with qualifications or demands of the appropriate work or educational environment). Media information in the form of animated videos obtained by students makes it easier for students to understand the information conveyed. The results of this study also show that the effectiveness of using CEV Video Media has succeeded in increasing student maturity because it is a new thing that is different from the previous method, namely lectures. Students feel that the use of animated video media.

## Conclusion

Based on the research conducted, it can be concluded that there is a difference in the average career maturity of students between students who receive career services with Media CEV (Career Education Video) and those who do not. The difference that occurs is 5.10 with details of 104.23 who do not get learning media and 109.13 who get learning media. The score also shows that there are differences in the categories of career maturity that there are some students with moderate categories in students who do not get CEV Media learning media and overall, with high categories in students who receive CEV Media learning media. The results of hypothesis testing using the independent-sample t-test were obtained (Asymp. Sig = 0.007, $p < 0.05$). Based on the results of the hypothesis, there is a significant difference in career maturity between students who are given career information services with CEV (Career Education Video) and students who are not given career information services with CEV Media (Career Education Video). This study recommends Career Education Video in providing career services to students. It is very beneficial for teachers and students. For this reason, it is hoped that the media can be an option and be applied continuously in mentoring student career services. In addition, video content can be further developed to suit the times and demands of information and communication technology.

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