



The Influence of Information Services Using Video Media on the Career Selection of Junior High School Students

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ABSTRACT

This study aims to explore the effectiveness of video media in providing information that can influence learners' career decisions, which in turn can improve their understanding of the world of work and guide them toward more appropriate and realistic career choices. The study was conducted at SMP Negeri 34 Semarang in 2023. This research used a quasi-experimental design with a nonequivalent control group design model. The data collection technique used was a questionnaire of students' career choices, and data analysis was done using descriptive statistics. The analysis showed that the F-count value was 5.333 with a significance level of 0.036 < 0.05, so information services with video media affected the career selection of third-grade students at SMP Negeri 34 Semarang. The study's conclusion reveals that information services with video media affect the career selection of third-grade students at SMP Negeri 34 Semarang. The research contributes to the field of guidance and counseling, especially regarding the use of video media as an effective information tool in helping students understand career choices.

KATA KUNCI

Layanan informasi;
Media video;
Pemilihan karir;
Siswa

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi efektivitas media video dalam memberikan informasi yang dapat memengaruhi keputusan karir peserta didik, yang pada gilirannya dapat meningkatkan pemahaman mereka mengenai dunia kerja dan membimbing mereka menuju pilihan karir yang lebih tepat dan realistis. Penelitian dilakukan di SMP Negeri 34 Semarang pada tahun 2023. Penelitian ini menggunakan quasi experimental design dengan model nonequivalent control group design. Teknik pengumpulan data menggunakan angket pemilihan karir peserta didik. Analisis data menggunakan statistik deskriptif. Hasil analisis menunjukkan bahwa nilai F-hitung sebesar 5,333 dengan tingkat signifikansi sebesar 0,036 < 0,05, maka terdapat pengaruh layanan informasi dengan media video terhadap pemilihan karir peserta didik kelas tiga di SMP Negeri 34 Semarang. Kesimpulan penelitian mengungkap bahwa terdapat pengaruh layanan informasi dengan media video terhadap pemilihan karir peserta didik kelas tiga di SMP Negeri 34 Semarang. Penelitian berkontribusi di bidang bimbingan dan konseling, khususnya terkait penggunaan media video sebagai alat informasi yang efektif dalam membantu siswa memahami pilihan karier.

1. INTRODUCTION

Career choice is one of an individual's most important decision-making processes. The decisions made will impact what they experience throughout their life. Career choice is also an unavoidable aspect of social life, as it is one of individuals' decision-making processes after passing several developmental stages (Fikriyani et al., 2020). For students, making career choices can be challenging, as many factors need to be considered before making a decision. Career choices are influenced by both internal and external factors (Farhan & Megaiswari, 2022). Internal factors include intelligence level, mental attitude, self-knowledge (personality), gender, religion, talents, interests,

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and future orientation. External factors include family economic status, parents, teachers, peers, and social conditions in the community.

Career choice is a psychological decision made by an individual to determine a job or study path that matches the appropriate field of work. Nufus (2017) mentioned that career choice could be determined by (1) factors within the individual, such as needs, personality traits, and intellectual abilities, and (2) external factors, such as the social and economic status of the family, cultural demands, and opportunities. Career choice also significantly affects students' learning at school. Students with clear future career goals tend to study harder, focus more on academic performance, attend school more regularly, participate actively in school organizations, and show greater discipline. Career motivation drives students to improve performance (Safitri et al., 2020). However, many students can still not make a career decision. Students often struggle to choose a career that aligns with their talents and interests and are unsure whether to continue to high school or work in a company. Furthermore, many students face difficulty assessing which career aligns with their abilities.

Based on the Career Needs Assessment for third-grade students at SMP Negeri 34 Semarang, it was found that students need information services with video media related to career choices. This is indicated by the fact that some students do not yet know their talents, lack interest in continuing to high school, have low self-confidence, and are less optimistic. Additionally, some students find it difficult to assess careers that match their abilities and are unaware of the general requirements for applying to companies. Based on interviews with several third-grade students at SMP Negeri 34 Semarang on March 27, 2023, conducted at the school, the researcher found that many students could not make decisions or choose a career path. For example, they were confused about their chosen majors, had not yet determined their career goals, and lacked information on further study career choices. The lack of knowledge regarding career goals and further study options is one of the sources of confusion in making the right career choice. The school has never offered career information services, leaving students with important gaps in career-related information. It was found that most students had not yet recognized their talents and interests in career choices. Some students do not understand their personalities and cannot assess themselves regarding physical attributes that could support their career paths. Using a classical approach, the school counselor only offers guidance and counseling services for one hour per week. There has been no career information service using video media. To improve students' understanding of career choices, one of the services that can be provided is career information services using video media.

Enhancing students' understanding of career choices can be achieved through information services (Beaumont et al., 2016). The goal is to provide knowledge and understanding to students regarding the careers they might choose, which will impact their future. Generally, information services are used to understand individuals about various matters necessary to carry out a task or activity and to determine the direction of a desired goal or plan (Dwivedi et al., 2020). Information services aim to fulfill the individual's need for necessary information. According to Jannah et al. (2020), information services are provided to equip students with knowledge about their family, school, and community environments and support their optimal development.

One of the reasons for the low understanding of careers among students is the lack of adequate media for information delivery. This results in less innovative career information services and disengagement for students (Muttaqin et al., 2017). This leads to difficulty for students in understanding career-related concepts. Learning media is a communication tool between teachers and students to deliver messages or information.

Career information services can be delivered using video media. Video media supports students' understanding and contributes to the development and maintenance of their potential, as well as the prevention of problems (Gan et al., 2015). Media use in guidance and counseling services aims to capture students' attention and interest in participating in the offered information services. Students tend to prefer receiving information in a more varied format, such as media that includes symbols, images, films, videos, and colors, as this can engage their interest in the information being presented by the counselor (Lei et al., 2015). Using this media can help students understand various career-related information and assist them in making plans and decisions about their future careers.

Video media with career choice content makes it easier for students to understand and determine the career they want to pursue (Lent & Brown, 2020). Video media is an audiovisual tool that presents moving images and natural or relevant sound to the information being delivered. Video media is a tool that can present information, explain processes, teach skills, save time, and influence students' attitudes (Torres-Ramírez et al., 2014). Video media makes it easier for counselors to present the material or information to students. This media can include images, audio, animation, or video (Ikhsan et al., 2019). In this study, the researcher chose video media because it is considered more effective in helping students understand information regarding their career choices.

Career information services using video media aim to equip students with knowledge and understanding about the things necessary to recognize themselves, plan, and develop life patterns as students, family members, and community members. This aligns with research by Muzdallifah et al. (2022), which found that information services strongly influence career choice, significantly impacting counseling services and career choice. Furthermore, research by Muttaqin et al. (2017) revealed that information services can improve career choices for students, leading to changes after they receive counseling services with information services through video media.

This research is important to show that technology-based approaches, such as videos, can improve the quality of education and counseling services in schools. They are important because they contribute to various aspects that affect education, career development, and innovation in guidance methods. The results of this study can serve as a basis for developing technology-based career guidance curriculum or programs in schools.

This study aims to explore the effectiveness of video media in providing information that can influence students' career decisions, which in turn can increase their understanding of the workforce and guide them toward more accurate and realistic career choices. This study focuses on how video media as an information tool can influence students' perspectives and decisions when choosing careers that align with their interests, talents, and potential.

2. METHOD

2.1 Research Design

This research was conducted using a quantitative approach. Syahroni (2022) states that quantitative research presents results using numbers, statistical processing, structure, and controlled experiments. This study employs a quasi-experimental design with a nonequivalent control group design. Before the treatment, both the experimental and control groups were given a pre-test to assess the state of the groups before the treatment. After the treatment, the experimental group was given a post-test to assess their state after the treatment, while the control group was not given any treatment.

2.2 Research Subjects

The research was conducted at SMP Negeri 34 Semarang in 2023. This study involved third-grade students at SMP Negeri 34 Semarang and guidance and counseling teachers. The population for this study consisted of all third-grade students at SMP Negeri 34 Semarang, totaling 240 students. The sample for this study consisted of 34 students, divided into 17 students in the experimental group and 17 in the control group. The experimental group was given the treatment of career information services using video media, while the control group received no treatment. The groups were assigned using the ordinal pairing technique. The sampling technique used in this research was cluster random sampling.

2.3 Data Collection

Data was collected using a career choice questionnaire for students. Career information services using video media were applied as the treatment for the experimental group. The operationalization of the information service included: 1) planning; 2) implementation; 3) evaluation; 4) analysis of evaluation results; 5) follow-up; and 6) reporting. Indicators of students' career choices used in this study include (1) talents, (2) interests, (3) personality, (4) values, (5) aspirations and knowledge of the school, (6) knowledge of the workforce; (7) abilities, physical limitations, and outward appearance.

2.4 Data Analysis

Data analysis was conducted using descriptive statistics. Statistics were used to find, present, and determine the values of the data. The data was then analyzed to discuss the issues related to the influence of information services using video media on the career choices of third-grade students at SMP Negeri 34 Semarang. Hypothesis testing was done using simple linear regression analysis.

2.5 Research Procedure

The research was conducted after obtaining permission from the Head of the Department of Guidance and Counseling at the University of PGRI Semarang. The operationalization of the information service involved: 1) planning; 2) implementation; 3) evaluation; 4) analysis of evaluation results; 5) follow-up; and 6) reporting.

3. RESULTS AND DISCUSSION

3.1 Results

The implementation of information services using video media for career choice guidance for third-grade students at SMP Negeri 34 Semarang was conducted over four sessions. Each session lasted 1 x 45 minutes due to time and budget limitations in conducting the research. Career-related information services using video media were provided to 17 students in the experimental group.

The experimental group received information services using video media on topics such as (1) talents, (2) interests, (3) personality, (4) values, (5) aspirations and knowledge of the school, (6) knowledge of the workforce; (7) abilities, physical limitations, and outward appearance. The operationalization of the information service was carried out in stages, including 1) planning, 2) implementation, 3) evaluation, 4) analysis of evaluation results, 5) follow-up, and 6) reporting.

In the planning phase, the needs for information regarding students' career choices were identified, the materials related to career choice were determined, the target group (third-grade students at SMP Negeri 34 Semarang) was set, the source of the material was identified, and video media was chosen as the delivery medium. The process was divided into initial, core, and closing stages in the implementation phase. The evaluation phase involved assessing the results of the activity using instruments such as worksheets and immediate assessment sheets. The evaluation results were analyzed by reviewing the feedback from each session. Follow-up actions included planning for subsequent information service activities, and the final reporting phase involved creating a report on the results of the career information services using video media.

The results of the pre-test for the career choice questionnaire for the experimental group, organized by each aspect, can be presented in the following table:

Table 1: Pre-Test Results for Experimental Group by Aspect

No.	Aspects	Percentage	Category
1.	Talent	77%	Good
2.	Interests	79%	Good
3.	Personality	77%	Good
4.	Grades	76%	Good
5.	School aspirations and knowledge	76%	Good
6.	World of work knowledge	74%	Good
7.	Abilities, physical limitations and outward appearance	74%	Good
Total Average		76%	Good

The results of the pre-test for the career choice questionnaire for the experimental group showed an overall average percentage score of 76%, categorized as "Good." For Aspect I (Talent), the average percentage score was 77%, also categorized as "Good." For Aspect II (Interest), the average percentage score was 79%, classified as "Good." For Aspect III (Personality), the average percentage score was 77%, categorized as "Good." For Aspect IV (Values), the average percentage score was 76%, classified as "Good." For Aspect V (Aspirations and School Knowledge), the average percentage score was 76%, also in the "Good" category. For Aspect VI (Knowledge of the Workforce), the average percentage score was 74%, categorized as "Good." Finally, for Aspect VII (Abilities, Physical Limitations, and Outward Appearance), the average percentage score was 74%, also in the "Good" category.

The results of the post-test for the career choice questionnaire for the experimental group, organized by each aspect, are presented in the table below:

Table 2: Post-Test Results for Experimental Group by Aspect

No.	Aspects	Percentage	Category
1.	Talent	83%	Very Good
2.	Interests	82%	Very Good
3.	Personality	82%	Very Good
4.	Grades	83%	Very Good

No.	Aspects	Percentage	Category
5.	School aspirations and knowledge	80%	Good
6.	World of work knowledge	82%	Very Good
7.	Abilities, physical limitations and outward appearance	83%	Very Good
	Total Average	82%	Very Good

The results of the post-test for the career choice questionnaire for the experimental group showed an overall average percentage score of 82%, categorized as "Very Good." For Aspect I (Talent), the average percentage score was 83%, classified as "Very Good." For Aspect II (Interest), the average percentage score was 82%, categorized as "Very Good." For Aspect III (Personality), the average percentage score was 82%, also classified as "Very Good." For Aspect IV (Values), the average percentage score was 83%, categorized as "Very Good." For Aspect V (Aspirations and School Knowledge), the average percentage score was 80%, categorized as "Good." For Aspect VI (Knowledge of the Workforce), the average percentage score was 82%, classified as "Very Good." Finally, the average percentage score for Aspect VII (Abilities, Physical Limitations, and Outward Appearance) was 83%, categorized as "Very Good."

The results of the pre-test for the career choice questionnaire for the control group, organized by each aspect, are presented in the table below:

Table 3: Pre-Test Results for Control Group by Aspect

No.	Aspects	Percentage	Category
1.	Talent	80%	Good
2.	Interests	80%	Good
3.	Personality	79%	Good
4.	Grades	78%	Good
5.	School aspirations and knowledge	77%	Good
6.	World of work knowledge	76%	Good
7.	Abilities, physical limitations and outward appearance	80%	Good
	Total Average	79%	Good

The pre-test results for the career selection questionnaire in the control group showed an average total percentage score of 79%, which falls into the good category. In Aspect I: Talent, the average percentage score was 80%, categorized as good. In Aspect II: Interest, the average total percentage score was 80%, categorized as good. In Aspect III: Personality, the average total percentage score was 79%, categorized as good. In Aspect IV: Values, the average total percentage score was 78%, categorized as good. In Aspect V: Aspirations and School Knowledge, the average total percentage score was 77%, categorized as good. In Aspect VI: Knowledge of the World of Work, the average total percentage score was 76%, categorized as good. In Aspect VII: Abilities, Physical Limitations, and Physical Appearance, the average total percentage score was 80%, categorized as good.

The results of the post-test for the career selection questionnaire in the control group for each aspect can be presented in the following table:

Table 4. Post-Test Results of the Control Group for Each Aspect

No.	Aspects	Percentage	Category
1.	Talent	86%	Very Good
2.	Interests	82%	Very Good
3.	Personality	82%	Very Good
4.	Grades	81%	Very Good
5.	School aspirations and knowledge	79%	Good
6.	World of work knowledge	80%	Good
7.	Abilities, physical limitations and outward appearance	84%	Very Good
	Total Average	82%	Very Good

The post-test results for the career selection questionnaire in the control group showed an average total percentage score of 82%, which falls into the excellent category. In Aspect I: Talent, the average percentage score was 86%, categorized as excellent. In Aspect II: Interest, the average total percentage score was 82%, categorized as excellent. In Aspect III: Personality, the average total percentage score was 82%, categorized as excellent. In Aspect IV: Values, the average total percentage score was 81%, categorized as excellent. In Aspect V: Aspirations and School Knowledge, the average total percentage score was 79%, categorized as good. In Aspect VI: Knowledge of the World of Work, the average total percentage score was 80%, categorized as good. In Aspect VII: Abilities, Physical Limitations, and Physical Appearance, the average total percentage score was 84%, categorized as excellent.

3.2. Discussion

The pre-test results of the experimental group's career selection questionnaire showed that students could recognize their talents related to career selection well. Students had a good interest in career selection. Most students had good personalities. They were able to assess their chosen career well. Students also had good aspirations and school knowledge related to career selection. They had a good understanding of the world of work.

Additionally, students were aware of their abilities, physical limitations, and physical appearance. The post-test results of the experimental group's career selection questionnaire showed that students could recognize their talents related to career selection excellently. Students had an excellent interest in career selection. Most students had excellent personalities. They were able to assess their chosen career excellently. Students also had good aspirations and school knowledge related to career selection. They had an excellent understanding of the world of work. Additionally, students were highly aware of their abilities, physical limitations, and physical appearance.

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The hypothesis test results of the career selection questionnaire data for third-grade students at SMP Negeri 34 Semarang using a simple linear regression test showed an F-count value of 5.333 with a significance level of $0.036 < 0.05$, indicating an effect of information services using video media on the career selection of third-grade students at SMP Negeri 34 Semarang. The influence of information services using video media on career selection was 26%, as indicated by the R-Square value of 0.262.

This study is supported by research conducted by Anisa (2022), which states that information services can improve students' career selection and show changes after being provided with classical guidance services using audiovisual media. Additionally, research by Tanjung et al. (2018) shows that audiovisual-based information services effectively influence students' career understanding. This study found that information services using video media had a 26% influence on the career selection of third-grade students at SMP Negeri 34 Semarang.

Theoretically, career guidance services using video media for junior high school students are based on several relevant theories in career development and media-based learning. The following are theories related to career selection:

First is Super's career development theory (Zacher et al., 2019). Donald Super argues that career selection is a lifelong process involving various developmental stages (Richițeanu-Năstase & Stăiculescu, 2015). At the junior high school level, students are in the crystallization stage, where they begin to explore and consider various career options based on their emerging interests, values, and talents. Career information services using video media can help students better understand their career choices through engaging and easily comprehensible visualizations.

Second, Holland's theory of vocational choice (Volodina & Nagy, 2016). John Holland suggests that career choices are significantly influenced by the compatibility between an individual's personality and a specific work environment (Woods et al., 2020). Holland categorizes personality types into six groups known as the RIASEC model (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional). The use of video media in career

information services can help students recognize the alignment between their interests and personal characteristics with various professions available in the job market.

Third, Social cognitive career theory (Lent & Brown, 2019). This theory emphasizes that career choices are influenced by cognitive, behavioral, and environmental factors, particularly in terms of self-efficacy (self-confidence), outcome expectations (expected results), and personal goals (Lent et al., 2017). Video media presenting real-life examples of various professions can enhance students' confidence in choosing careers that align with their abilities and aspirations.

Based on the theoretical review above, video media in career information services can significantly contribute to helping junior high school students understand career options that align with their interests, talents, and abilities. Video media provides a more interactive and relevant learning experience that meets the needs of today's students, making it easier for them to identify and plan suitable career paths.

4. RESEARCH IMPLICATIONS

Theoretically, this study can enhance the scientific understanding of Guidance and Counseling, particularly regarding information services using video media for students' career selection. Practically, this research provides students with insights into the importance of improving knowledge and understanding of career selection, enabling them to make career choices that align with their abilities, talents, and interests. It can also serve as an alternative for counseling teachers to enhance student's career selection knowledge and understanding through video media information services. Managerially, the findings can serve as a reference for similar research. Methodologically, these findings can be applied by other researchers using different methods.

5. CONCLUSIONS

This study demonstrates that information services using video media significantly influence the career selection of third-grade students at SMP Negeri 34 Semarang. Information services provided through video media positively affect students' career selection. Students who received information through video media showed better understanding and awareness of various career choices than those who received information through traditional methods such as lectures or brochures. Video-based information services improved students' understanding of career options and successfully increased their interest in certain careers. Through more vivid and contextual visualization in videos, students could directly see how these jobs are carried out, making the information more engaging and easier to remember. Despite the overall positive impact of video media, variations in influence were observed based on social and demographic factors such as gender and socioeconomic background. Students from higher socioeconomic backgrounds were more likely to be interested in careers requiring higher education, while those from lower socioeconomic backgrounds were more inclined toward practical or affordable careers.

Students who received career information through video media demonstrated a higher awareness and understanding of career paths than those who received information through traditional methods such as lectures or brochures. Video content's visual and interactive nature makes career-related information more accessible and easier to retain, thereby increasing students' motivation and confidence in exploring potential careers.

Furthermore, the study findings highlight that career information delivered via video media can cater to diverse learning styles and preferences, making it a more effective tool for career guidance in schools. The study also suggests that factors such as students' socioeconomic background and access to technology should be considered to ensure equal opportunities for all students in receiving career-related information. Integrating video media into career information services in junior high schools can effectively support students in making well-informed career choices. Schools are encouraged to continue developing and utilizing video-based career guidance programs to enhance students' career readiness and decision-making abilities.

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AUTHOR CONTRIBUTION STATEMENT

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