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The Use of Spinning Wheel Media and Its Impact on Students' Career Planning Skills

Evi Zuhara [1*], Wanty Khaira [2], Naziratul Husna [3]

Universitas Islam Negeri Ar-Raniry, Kota Banda Aceh, Indonesia

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ABSTRACT

At the level of career planning at MTsN 2 Aceh Besar, some students still cannot determine career planning after graduating from MTsN and want to look for career information. As a result, it has an impact on the student's future. This research aims to know how the spinning wheel media improves students' career planning abilities at MTsN 2 Aceh Besar. This quantitative research method uses a pre-experimental approach with a group Pretest-Posttest Design. The sample consisted of 32 students from 211 populations using purposive sampling techniques. The data collection technique uses a Likert scale to measure students' level of career planning. The questionnaire was distributed to class IX students at MTsN 2 Aceh Besar. The research results show that the t count of 51.414 is greater than the t table of 1.695 (51.414>1.695). This means there is an increase in students' career planning, so the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. The research contributes as reference material for further research on the application of spinning wheel media to improve students' career planning. Also, it serves as a guide for students in determining career planning when choosing secondary schools and career descriptions in the future.

KATA KUNCI

Media Spinning Wheel;
Perencanaan Karir;
Siswa

ABSTRAK

Tingkat perencanaan karir di MTsN 2 Aceh Besar masih terdapat siswa belum mampu menentukan perencanaan karir setelah lulus MTsN dan keinginan mencari informasi karir, akibatnya berdampak pada masa depan siswa. Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan media spinning wheel untuk meningkatkan kemampuan perencanaan karir siswa di MTsN 2 Aceh Besar. Jenis penelitian ini adalah kuantitatif menggunakan pendekatan pre-eksperimen dengan One Group Pretes-Posttest Design. Sampel berjumlah 32 siswa dari 211 populasi dengan menggunakan teknik purposive sampling. Teknik pengumpulan data menggunakan skala likert untuk mengukur tingkat perencanaan karir siswa. Penyebaran angket dilakukan kepada siswa kelas IX di MTsN 2 Aceh Besar. Hasil penelitian menunjukkan t hitung sebesar 51,414 lebih besar dibandingkan t tabel sebesar 1,695 (51,414>1,695). Artinya, terjadi peningkatan terhadap perencanaan karir siswa sehingga hipotesis alternatif (Ha) diterima dan hipotesis nihil (Ho) ditolak. Penelitian memberikan kontribusi sebagai bahan rujukan bagi penelitian selanjutnya terkait penerapan media spinning wheel untuk meningkatkan perencanaan karir siswa juga dijadikan pedoman bagi siswa dalam menetukan perencanaan karir memilih sekolah lanjutan dan gambaran karir dimasa depan.

1. INTRODUCTION

Students have always been a very important issue to study; as unique and dynamic individuals, they have distinctive personalities and characteristics that are in accordance with their growth and development. Mendatu (Erlisa, 2021) explains that one of the developmental tasks that a student must go through is being able to plan a

* **Corresponding Author**: Evi Zuhara; evi.zuhara@ar-raniry.ac.id
Universitas Islam Negeri Ar-Raniry, Kota Banda Aceh, Indonesia
Address: Jl. Syeikh Abdul Rauf Darussalam Banda Aceh, 23111, Indonesia

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career for the future. Career choices are very important at the Madrasah Tsanawiyah (MTs) level because they determine the picture of students' doubts in choosing majors and further education. Seeing how important career planning is, students need to be prepared and helped to plan their future from an early age. The main task of student development will certainly be more difficult if there is no information about how good career planning is by students' potential, personality, and abilities (Gati & Kulcsár, 2021).

Simamora describes career planning as an activity carried out by individuals to identify and take steps to achieve career goals (Harunnurrasyid & Widyanti, 2018). Career planning aims to enable students to increase self-awareness and self-understanding to achieve personal satisfaction, prepare themselves for adequate placement, and streamline time and effort in a career. Good career planning can provide individuals with an understanding of themselves, their interests, talents, and potential (Ghassani et al., 2020). This statement is reinforced by Ayu et al. (2022), stating that career planning is useful for determining career choices according to potential as a basis for choosing further education or majors, developing themselves in academic aspects and career positions that are by their lives.

Students with mature career planning will recognize and understand all their potential (Jiang et al., 2019). Conversely, students whose career planning is low cause narrow self-development; the impact is that students have difficulty determining their career direction. Harun (2023) suggests various career problems experienced by students if they do not have good career planning, namely: (1) Students do not understand how to choose a study program that is suitable for their abilities and interests, (2) Students do not have enough information about the world of work, (3) Students are still confused about choosing a job, (4) Students are still unable to choose a job that suits their abilities and interests (5) Students feel anxious about getting a job after graduating from school (6) Students do not have an overview of the characteristics, requirements, abilities and skills needed in the job, as well as job prospects for their future career.

Based on observations through interviews with counseling teachers at MTsN 2 Aceh Besar, the results show that several students have low career planning due to factors from within and from outside the individual. The low career planning of students is indicated by not recognizing their potential, being unable to understand further schooling, not understanding careers to the fullest, and not knowing the ideals they want. And lack of information that is important in planning for their future.

The condition of low student career planning is not a problem that is considered light and easy to solve; appropriate action is needed to overcome low student career planning to provide information (Lent & Brown, 2020), understanding that can be used as a reference for students in considering decision making by potential. Effective handling improves students' career planning with the help of guidance and counseling teachers through information services (Chuang et al., 2020). Fikriyani & Herdi (2021) state that there is a relationship between increasing problem-solving and the system of providing job information for students. This is evidence of the need to provide student career planning through information services at school (Moriyasu & Kobayashi, 2022). Through information services, students are expected to understand information used as a consideration for decision-making (El Nemar et al., 2020).

Implementing information services by guidance and counseling teachers requires innovative efforts, specifically by developing media to bring enthusiasm to students so that students understand the goals achieved in the service (Igwe et al., 2021). One of the media that counseling guidance teachers can use to provide services to students is Spinning Wheel (Englander, 2012). Spinning Wheel is a game in the form of a circle. There are various kinds of pictures in it, which are played by rotating according to its axis and stopping at one of the pictures in the circle. Spinning wheel media is a tool or media that is creative and innovative, easy to manufacture and use, and students are more interested in using smart wheel media because this media uses a variety of colors and numbers, and there are material keywords available that can support and help improve student career planning at MTsN 2 Aceh Besar. The spinning wheel game media application can be used as an alternative to improve students' career planning skills. Learning media involves students experiencing, getting inspired, being creative, and interacting with fellow students (Gan et al., 2015). The spinning wheel learning media is packaged in the form of a game so that the spinning wheel game media can attract attention, interest, and motivation to learn and increase students' understanding of career direction (Shute et al., 2015). The benefits of spinning wheel media, which is a creative and innovative tool or media, easy to manufacture and use, provides attractiveness to students because it uses smart wheel media supported by various colors, numbers, and material keywords. Herwin et al. (2023) explained that Spinning Wheel media has the advantage that students not only listen but are directly involved in providing information services so that activities do not seem monotonous and boring for students. Specifically, Spinning Wheel improves students' career planning skills".

The results of previous research by Aziz (2018) show that Spinning Wheel media as an information service to improve student career selection meets the acceptability criteria of experts and users theoretically and practically so that it can be used to provide services in the career field. Another study by Khoirunnida (2022) showed that the use of spinning wheel media effectively affected student learning outcomes. Based on relevant research, researchers found several similarities and differences with the research that the researcher wants to study. The research variable is similar. Namely, both use spinning wheel media. At the same time, the difference lies in using spinning wheels in general lessons, while this research is on guidance and counseling services. Besides that, the difference lies in the population, sample, research methods, and school level, as well as the game method applied in the research, so it allows differences in the research process and results.

The results of the study are expected to guide students in determining their career planning at school, choosing advanced schools, and an overview of future careers in accordance with their potential, talents, and interests. For guidance and counseling teachers, the study results are also expected to be used as guidelines in conducting information services using Spinning Wheel to help improve student career planning more innovatively. The research is also useful for future researchers who will conduct similar research by referring to existing research and the need to develop Spinning Wheel media with career theories other than Holland's theory conducted by researchers so that it becomes an enrichment of understanding of student career planning and implementing career guidance services at school. Future researchers can also modify the spinning wheel model and the application to run the Spinning Wheel media. The purpose of the research is "To find out whether the use of Spinning Wheel media can improve students' career planning skills.

2. METHOD

2.1 Research Design

Research using a quantitative approach means an approach that is statistical or data in the form of numbers that aims to test a predetermined hypothesis. This type of quantitative research uses pre-experimental with a one-group pretest and posttest design. The one-group design does not have a comparison group (control group), so researchers only compare the situation when given a pretest and posttest with three treatments. The goal is to get accurate research results that can be compared with the situation before and after treatment.

The research was conducted at MTsN 2 Aceh Besar, located in Gampong Tungkop, Darussalam District, Aceh Besar Regency, Aceh Province. The study population was all ninth-grade students of MTsN 2 Aceh Besar, which amounted to 211 students. The consideration of choosing a population is based on the results of observations, namely ninth-grade students who do not understand careers well, students who cannot choose advanced schools that are potentially related to talents and interests, and recommendations from Guidance and Counseling Teachers. The total population is presented in table 2:

Table 2: Research Population Table

No	Class	Gender		Total
		Male	female	
1	IX[1]	8	24	30
2	IX[2]	12	18	30
3	IX[3]	10	20	29
4	IX4	22	18	30
5	IX[5]	10	20	29
6	IX[6]	9	20	31
7	IX[7]	11	20	31
Total		71	140	211

Research sampling uses the non-probability method with the Purposive Sampling technique. The purposive sampling technique is a sampling technique that requires certain considerations. Considerations in the selection of samples are students with low career planning based on the results of the pretest low career planning level of the entire class IX MTsN 2 Aceh Besar, totaling 32 people.

All students consist of 20 (twenty) female students and 12 (twelve) male students. Students selected have criteria that are by the research objectives and research objectives, having a higher need assessment and having the lowest pretest score of career planning skills of all students in class IX at MTsN 2 Aceh Besar.

2.2 Data Collection and Analysis

Data collection instruments are means chosen and applied by researchers to collect information in an orderly, organized, and smooth manner during the data collection process. The data collection instrument uses a Likert scale, namely the career planning scale measured based on aspects of career planning according to Parsons (Sitompul, 2018), namely: understanding of oneself, the state of the surrounding environment, job and study information, and all items will test validity with the product moment formula, and reliability with the Cronbach Alpha formula.

The data collected without being analyzed becomes meaningless and meaningless. Therefore, data analysis becomes an important stage. The data obtained and then collected are analyzed using the normality test and t-test, a test to compare and calculate data from the treatment results (before and after). The t-test is a difference test used to compare the difference (average) of the results of two samples. The data used in the t-test is obtained from the pretest and posttest. The t-test examines the effectiveness of Spinning Wheel media treatment in improving students' career planning skills by comparing before and after treatment.

A normality test is a procedure used to determine whether data is normally distributed or in a normal distribution. The normality test is that the data must be normally distributed for variables at the probability level (sig) 0.05. The basis for making conclusions on the normality test is as follows: if sig ≥ 0.05, then the data is normally distributed. If sig ≤ 0.05, the data is not normally distributed.

3. RESULTS AND DISCUSSION

3.1 Results

Spinning wheel media can improve students' career planning; this is shown based on the initial measurement (pretest) results, which states that the level of career planning that occurs in students at MTsN 2 Aceh Besar is in the low category. This means that students do not understand and know their potential, the state of the surrounding environment, and information about schools and further employment. After being given treatment/treatment with spinning wheel media, the results show changes in improving students' career planning in the medium and high categories. In detail, the increase in students' career planning can be seen from the pretest and posttest results presented in Table 3 below:

Table 3. Student Career Planning Pretest and Posttest Values

No	Siswa	*Pre-test*	Post-Test	No	Siswa	*Pre-test*	*Post-test*
1	S	99	169	17	RA	110	163
2	ZS	95	168	18	SAF	100	159
3	AR	109	160	19	SNF	95	163
4	AM	109	171	20	NN	109	169
5	DP	100	171	21	PW	109	162
6	SR	95	174	22	RA	100	160
7	A	109	163	23	NR	95	169
8	E	109	167	24	WK	109	166
9	ZE	106	168	25	M	109	168
10	MA	110	169	26	SR	106	167
11	RA	109	163	27	AF	110	164
12	MH	108	167	28	A	109	169
13	MI	102	160	29	TU	108	167
14	MFA	104	168	30	N	100	163
15	MA	108	171	31	PT	110	170
16	MSM	109	161	32	ZD	109	171

Table 3 above illustrates that the pretest (before treatment) and posttest (after treatment) experienced significant changes in students. The results of comparing scores on the initial measurement (pretest) and the final measurement (posttest) of career planning can be seen in Table 4.

Table 4. Categories of Student Score Comparison of Pretest and Posttest Results

No	Kategori	*Pret-test*	%	*Post-test*	%
1	Tinggi	0	0%	19%	59,37%
2	Sedang	0	0%	13%	40,62%
3	Rendah	32	100%	0	0
	Jumlah	32	100%	32	100%

In addition to being seen from the results of the pretest and posttest, the success of the application of Spinning Wheel media to improve students' career planning skills can also be seen from the results of field observations based on career planning indicators, namely understanding yourself, the state of the surrounding environment and information on work and study. More detailed results of the improvement of students' career planning based on the pretest and posttest aspects of students are presented in Table 4 below:

Table 4. Results of Pretest and Posttest of Student Career Planning Based on Aspects

Aspects	*Pretest Frequency*	*Postest Frequency*	% *Prestest*	% *Poestest*	Category
Self-understanding	0	11	0	34,375%	High
	20	19	62,5%	59,375%	Medium
	12	2	37,5	6,25%	Low
Surrounding environment	2	9	6,25%	28,125%	High
	21	20	65,625%	62,5%	Medium
	9	2	28,125%	6,25%	Low
Job and study information	2	18	6,25%	56,25%	High
	20	13	65,5%	40,625%	Medium
	10	1	31,25%	3,125%	Low

The percentage of results obtained by students in the aspect of understanding themselves is in the high category 0, meaning that students are not able to understand themselves marked by recognizing abilities and interests in themselves, thinking about goals, having an optimistic nature, knowing their weaknesses and strengths and being able to pay attention to physical and health conditions with the chosen career. At the same time, the percentage after being given treatment on the aspect of understanding yourself is in the high category, as many as 11 (34.375%). A total of 20 (62.5%) students are in the moderate category, which means that students can recognize their talents and interests, think about goals, have an optimistic nature, and understand their weaknesses and strengths in themselves. While the percentage after treatment was 19 (59.375%) students in the moderate category, which means that students can recognize their talents and interests, think about goals, have an optimistic nature, and understand weaknesses and strengths, the percentage in the low category was 12 (37.5%), which means that students are unable to understand themselves, their potential, do not have goals, cannot analyze the weaknesses and strengths of students. The results after treatment were 19 (59.375%) students in the moderate category, which means that students can recognize their talents and interests, think about goals, have an optimistic nature, and understand their weaknesses and strengths.

The aspect of the surrounding environment in the high category is 2 (6.25), which means that students can adjust to their surroundings, cannot see their opportunities, and can get support from the surrounding environment in career planning. After being given treatment, the high category is 9 (25%), meaning that students can adjust to their surroundings, see their opportunities, and get support from the surrounding environment in career planning. In the moderate category, there are 21 (65.625%), which means that students cannot adjust to their surroundings, cannot see their opportunities, or get support from the surrounding environment. After being given treatment, the moderate category is 20 (62.5%), meaning that students can adjust to their surroundings, see their opportunities, and get support from the surrounding environment. In the low category, as many as 9 (28.125%), which means that students are not able to adjust to their surroundings, are unable to see their opportunities, and the family does not provide support in career planning. Meanwhile, after being given the treatment, the results of the low category were 2 (6.25%), which means that students can adjust to the surrounding environment, can see their opportunities, and the family supports planning careers. In line with the theory put forward by Krumboltz (Khairiah et al., 2021), environmental conditions and events are external to individuals, including friends, society, and parents, who can influence an individual, including students, in planning their career direction.

The aspect of work and study information, in the high category, as many as 2 (6.25%), means that students cannot compile self-information, choose further schools, and plan for the future. After treatment in the high category, the percentage is 18 (56.25%), which means that students can compile self-information, choose advanced schools, and plan for the future. In the medium category, as many as 20 (65.5%) before treatment and as many as 13 (40.625%) after treatment means students can compile career information. In the low category, as many as 10 (31.25%) students do not know about advanced schools and cannot determine the future. A total of 1 (3.125%) low category after treatment means that students already understand the indicators of career planning.

The changes experienced by students after receiving treatment are marked by students who already know various types of advanced schools and can determine advanced schools according to their abilities; students have the desire to seek information about careers that suit them outside of the material provided as an addition in planning careers for the future and student satisfaction with the information that has been provided.

The results of Spinning Wheel research on improving student career planning based on variables from all samples show significant gains as evidenced by the paired samples test t value of 51.414, greater than the t table of 1.695 (51.414> 1.695). The two-tailed significance level of 0.01 is less than significant at 0.05 (0.01 <0.05). From this comparison, it can be concluded that Ha is accepted while Ho is rejected. This means that Spinning Wheel media can improve student career planning. The Kolmogorov-Smirnov normality test results for student career planning are 0.19, greater than sig> 0.05, so it can be concluded that student career planning data with Spinning Wheel media is normally distributed.

3.2. Discussion

The study's results based on the initial measurement (pretest) illustrate the level of career planning of MTsN 2 Aceh Besar students in 3 categories: high, medium, and low. Students in the low category are students who do not understand and know self-information and do not understand advanced schools, which are very important for student's future. After being given treatment, the moderate category is 20 (62.5%), meaning that students can adjust to their surroundings, see their opportunities, and get support from the surrounding environment. In the low category, as many as 9 (28.125%), which means that students are not able to adjust to their surroundings, are unable to see their opportunities, and the family does not provide support in career planning. Meanwhile, after being given the treatment, the results of the low category were 2 (6.25%), which means that students can adjust to the surrounding environment, can see their opportunities, and the family supports planning careers. In line with the theory put forward by Krumboltz (Khairiah et al., 2021), environmental conditions and events are external to individuals, including friends, society, and parents, who can influence an individual, including students, in planning their career direction.

During the application of the Spinning Wheel, in the first treatment, many students still did not recognize their interests and potential. Still, after the researcher explained, the students showed changes in knowing and recognizing their interests and potential in career planning by analyzing their strengths and weaknesses and the desire to understand their potential. At the second meeting, the students already understood career planning quite well. The third meeting, conducting treatment in the form of strengthening student career planning, means that students have shown an increase in understanding, indicated by the ability to think in real terms according to their talents, interests, and other factors, as well as knowing various information to improve career planning skills for the future. After being given three times the treatment (treatment), the researchers conducted a final measurement (post-test) to see the difference in results before and after treatment three times. Based on the results of the treatment, the analysis of the research results shows that there is a difference in the level of career planning ability of class IX students before and after being given treatment through information services using Spinning Wheel media with the results of the t-test showing changes, namely in the paired samples test t count> t table (51.414> 1.695), meaning that it can be decided that Ha is accepted while Ho is rejected.

This aligns with (Masya et al., 2020) purpose of using Spinning Wheel media as a creative and innovative information service to assist students in making decisions or increasing understanding in career planning, such as choosing advanced schools and majors that match interests and potential. This means that the application of spinning wheel media can help students think in a real way to know various information to improve career planning skills for the future with the hope of becoming a student who determines his career path according to his talents and interests or the surrounding environment and can adjust to a wider environment.

The use of spinning wheel media in learning has become an innovative strategy to enhance student engagement and enrich their learning experience. This media serves as an interactive tool that can be used to randomly present lesson materials, introduce variety in teaching methods, and boost student motivation (Ruiz-

Mallén et al., 2021). In the context of career planning, the spinning wheel can help students explore various career options based on their interests, skills, and available opportunities. By randomly giving students the chance to receive information about different professions, they can become more open to career possibilities they may not have previously considered. Additionally, using this media encourages deeper discussions about the advantages and challenges of each profession, enabling students to make more informed decisions about their future (Al-Gerafi et al., 2024). Thus, the spinning wheel as a learning tool contributes to enhancing students' critical and reflective thinking skills and helps them design strategic steps to achieve career goals that align with their potential.

Guidance and counseling services play an essential role in helping students navigate their career choices and future uncertainties (Bhutto et al., 2023). An innovative method within these services is spinning wheel media as an interactive tool to explore different aspects of career development. By incorporating the spinning wheel, counselors can present information on educational pathways, essential skills for various professions, and job opportunities in an engaging and randomized format. This approach makes counseling sessions more dynamic and enjoyable and fosters active student participation in self-reflection and informed decision-making. Discussions generated by the spinning wheel's outcomes help students gain deeper insights into their potential, evaluate career options that match their interests and abilities, and create strategic plans to achieve their career aspirations. As a result, integrating spinning wheel media into guidance and counseling services enhances students' career planning abilities, broadens their perspective on the job market, and prepares them to face future professional challenges with greater confidence.

4. RESEARCH IMPLICATIONS

1. For students

   Students should realize the importance of understanding their talents and interests to determine their future careers. In the research, students are expected to become students who determine their career paths according to their talents and interests or the surrounding environment and can adjust to a wider environment.
2. For guidance and counseling teachers

   It is intended as a reference source for guidance and counseling teachers in assisting students who face problems in various aspects of life, such as personal, learning, career, and social, especially regarding spinning wheel media, to improve their career planning skills.
3. For the Next Researcher

   Future researchers who will conduct similar research that is more in-depth both in career theory and media application, it is hoped that research can be a reference for researchers in adding knowledge about information using Spinning Wheel media on student career planning.

5. CONCLUSIONS

Spinning wheel media can improve the career planning skills of Class IX students at MTsN 2 Aceh Besar. Student career planning data support this before getting treatment (use of Spinning Wheel media), which is in the low category. Then, after students get treatment (use of Spinning Wheel media), it is in the medium and high categories. The results are also shown by the t-test results obtained in the value of t count> t table (51.414> 1.695); this comparison answers the hypothesis that Ha is accepted and Ho is rejected. This means that "The use of Spinning Wheel media can improve student career planning at MTsN 2 Aceh Besar". The research shows that applying innovative and creative media in supporting career planning learning can reduce boredom and increase student participation. Spinning Wheel media has proven to be effective in increasing student engagement in the career planning process. This media encourages students to be more active in choosing and planning their career paths in a fun and interactive way. Spinning Wheel media can motivate students to think more seriously about their future. This method's uniqueness and game elements encourage students to participate in career-planning activities.

The study results are useful practically and theoretically, contributing to professional development, especially guidance and counseling for teachers who provide guidance and counseling services to students in schools with creative and innovative concepts theoretically contributing to conceptual and theoretical development as well as references in the study of guidance and counseling specific career guidance and student career planning and the field of education in general. Based on the conclusions obtained, the suggestions that can be given related to the research are as follows: students should understand the importance of understanding their talents, interests, and environment in determining future careers. For guidance and counseling teachers, it is hoped that they can use media to implement innovative and creative services to increase student enthusiasm. For further researchers, it is

hoped that this research will become a reference in developing Spinning Wheel media in student career planning more deeply in career theory and practice.

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AUTHOR CONTRIBUTION STATEMENT

The authors fully contributed to the data collection process and the drafting of the article and were able to complete their respective tasks successfully.

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