Quanta Jurnal, Volume 10, Issue 2, May 2026, 133-142

Open Access Journals

Contents lists available at https://e-journal.stkipsiliwangi.ac.id

Quanta Journal (Kajian Bimbingan dan Konseling dalam Pendidikan)

Online ISSN 2614-2198 | Print ISSN 2614-6223

Journal homepage: https://e-journal.stkipsiliwangi.ac.id/index.php/quanta

Development of a CASVE-based Digital Pocketbook for High School Students' Career Decision-Making

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ARICLE INFO

Received: March 6, 2026; **Revised:** May 12, 2026; **Accepted:** May 20, 2026

KEYWORDS

Digital Pocket Book;
ADDIE;
Career Decision-Making;
CASVE Model:

ABSTRACT

Career decision-making is a very important process for high school students because it can determine their future educational and career paths. This study aims to develop a career guidance medium in the form of a digital pocketbook to assist students in making career decisions based on the CASVE (Communication, Analysis, Synthesis, Valuing, and Execution) model. This study employed a Research and Development (R&D) method using the ADDIE model and involved eleventh-grade students. The results of the analysis showed that the developed product was considered highly valid by media, material, and language experts and highly practical based on student trial results. The findings indicate that the digital pocketbook is feasible to be used as an alternative medium for career guidance services in schools. The implications of this study suggest that the use of a CASVE-based digital pocketbook can help students understand themselves, explore career information, and improve their career decision-making skills systematically and independently.

KATA KUNCI

Buku Saku Digital;
ADDIE;
Pengambilan Keputusan Karier;
Model CASVE;

ABSTRAK

Pengambilan keputusan karier merupakan proses yang sangat penting bagi siswa SMA karena dapat menentukan arah pendidikan dan pekerjaan di masa depan. Penelitian ini bertujuan untuk mengembangkan media layanan bimbingan karier dalam bentuk buku saku digital untuk membantu siswa dalam mengambil keputusan karier berdasarkan model CASVE (Communication, Analysis, Synthesis, Valuing, Execution). Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE pada siswa kelas XI. Hasil analisis menunjukkan bahwa produk yang dikembangkan dinilai sangat valid oleh ahli media, ahli materi, dan ahli bahasa, serta sangat praktis berdasarkan hasil uji coba kepada siswa. Kesimpulan penelitian mengungkapkan bahwa media buku saku digital ini layak digunakan sebagai alternatif media layanan bimbingan karier di sekolah. Implikasi penelitian ini menunjukkan bahwa penggunaan buku saku digital berbasis model CASVE dapat membantu siswa memahami diri, mengeksplorasi informasi karier, serta meningkatkan kemampuan pengambilan keputusan karier secara sistematis dan mandiri.

1. INTRODUCTION

The rapid advancement of technology and the emergence of the Society 5.0 era have brought significant changes to various aspects of human life, including education and the world of work (Huda et al., 2025; Ridho et al., 2022). In this era, students are expected not only to possess academic competence but also a range of life skills that support their readiness to face future challenges. One important competency student needs to develop is the ability to make career decisions. Career decision-making is a crucial process because it influences students' educational pathways, occupational choices, and future life planning (Nurhayati & Purwoko, 2023). Students who can make

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DOI: https://doi.org/10.22460/quanta.v10i2.7183

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appropriate career decisions tend to have clearer educational goals, greater career readiness, and greater confidence in planning their futures.

However, many high school students still struggle to make career decisions. Students often feel confused when determining educational majors or future occupations because they lack self-understanding, have limited career information, and are not adequately prepared for career planning. Hasdayanti et al. (2024) found that many students still struggle to align their interests, talents, and abilities with their career choices. This condition indicates that students' career decision-making skills have not yet developed optimally. Inadequate career decision-making may lead students to choose educational pathways or occupations that are inconsistent with their personal potential and aspirations, thereby affecting their future employability and career satisfaction.

This phenomenon is also reflected in Indonesia's employment data. According to data from the Central Bureau of Statistics (BPS) in 2023, the open unemployment rate was still dominated by vocational high school graduates at 9.42% and general senior high school graduates at 8.58% (Budiani et al., 2025). These data suggest that many graduates still encounter difficulties entering the workforce, partly due to inadequate career planning and poor career decision-making during their school years. Therefore, strengthening students' career decision-making abilities through effective guidance services is an important effort that schools need to undertake.

Problems related to career decision-making were also identified in one senior high school in Kampar. Based on a preliminary questionnaire distributed to 40 students, 67.5% reported difficulties in making career decisions. Most students stated that they were uncertain about choosing future educational majors or occupations that matched their interests and abilities. In addition, interviews with guidance and counselling teachers revealed that the media used in career guidance services remained limited, less interactive, and still dominated by conventional information delivery methods. As a result, students were less actively involved in understanding the career decision-making process. This condition demonstrates the need for innovative and student-centred career guidance media that are relevant to the characteristics of learners in the digital era.

One alternative medium for career guidance services is a digital pocketbook. A digital pocketbook is an electronic learning medium designed to be concise, practical, portable, and easily accessible through digital devices such as smartphones, tablets, and computers (Sukadari et al., 2023). Compared with conventional printed media, digital pocketbooks offer several advantages, including flexible access, interactive presentation, multimedia integration, and opportunities for self-paced learning. The use of digital media is considered more appropriate for today's students, who are closely connected to technology and accustomed to obtaining information quickly and interactively (Nucifera et al., 2022; Yarun et al., 2023). In addition, digital learning media enable students to access career guidance materials independently anytime, anywhere, thereby supporting the effectiveness and continuity of guidance services beyond classroom settings.

To help students make systematic, well-informed career decisions, one relevant approach is the CASVE model, part of the Cognitive Information Processing (CIP) theory. The CASVE model comprises five stages: communication, analysis, synthesis, valuation, and execution (Suharto et al., 2025). The communication stage helps students identify career-related problems and recognize the need to make decisions. The analysis stage assists students in understanding themselves, including their interests, talents, and abilities, as well as understanding environmental factors related to career opportunities. The synthesis stage encourages students to generate various career alternatives, while the valuing stage helps them evaluate and compare available options before selecting the most appropriate choice. Finally, the execution stage guides students in formulating and implementing concrete career plans. Through these stages, students can develop more structured and rational career decision-making skills.

The integration of the CASVE model into a digital pocketbook is considered highly relevant because digital media can facilitate each stage of the career decision-making process interactively and independently. For example, the communication stage can be supported through self-reflection activities; the analysis stage through self-assessment and career exploration materials; the synthesis stage through alternative career mapping; the valuing stage through career comparison exercises; and the execution stage through career action planning activities. Therefore, integrating the CASVE model into digital guidance media may help students understand career decision-making processes more systematically and meaningfully.

Several previous studies have demonstrated that career guidance media such as modules, worksheets, and workbooks can support students in understanding career planning more effectively and systematically (Ituga, 2023; Karamoy et al., 2023; Kushendar et al., 2019; Puspitasari et al., 2025; Rodliyatun et al., 2022; Vica et al., 2023). However, most previous studies primarily focused on printed or conventional media and generally emphasised career information delivery rather than guiding students through systematic career decision-making stages. In addition, studies specifically developing interactive digital career guidance media based on the CASVE model for

senior high school students remain limited. Previous media also tended to lack integration among self-understanding activities, career exploration, decision-making exercises, and independent learning features within a single digital platform. Therefore, there is still a need to develop innovative, practical, and student-centred digital career guidance media that systematically facilitate students' career decision-making processes.

This study seeks to address these gaps by developing a CASVE-based digital pocketbook for high school students' career decision-making. The development process employs the ADDIE model because it provides a systematic, structured framework for designing, developing, implementing, and evaluating instructional media. The ADDIE model is widely used in educational media development research because it effectively produces valid, practical, and user-oriented learning products.

The novelty of this study lies in integrating the CASVE career decision-making stages into an interactive digital pocketbook specifically designed for senior high school students. Unlike previous career guidance media that mainly focused on providing general career information, this digital pocketbook is designed to guide students systematically through each stage of the career decision-making process. Furthermore, the medium is accessible on digital devices, enabling students to learn independently and interactively at their own pace and according to their individual needs.

This study aims to develop a CASVE-based digital pocketbook that is feasible, valid, and practical for assisting high school students in career decision-making. In addition, this study aims to provide an innovative digital guidance medium that helps students understand themselves, explore career alternatives, This study is expected to contribute both theoretically and practically. Theoretically, the study contributes to the development of career guidance media based on the Cognitive Information Processing (CIP) approach, particularly the CASVE model, within the context of digital guidance services. In practice, the developed digital pocketbook can serve as an alternative medium for guiding and counselling teachers in implementing more effective, interactive, and student-centred career guidance services in schools.

2. METHOD

2.1 Research Design

This study employed a Research and Development (R&D) method. The development model used was the ADDIE model developed by Robert Maribe Branch (2009), which consists of five stages: analysis, design, development, implementation, and evaluation. The ADDIE model was selected because it provides systematic development procedures and is appropriate for producing instructional media or counselling services that are valid and practical for use in guidance and counselling processes. However, in this study, the development process was conducted only up to the implementation stage.

2.2 Research Subjects.

This study was conducted at the Guidance and Counselling Study Program of Universitas Riau and at one senior high school in Kampar Regency. The research and media development process was carried out from August 2025 to January 2026. The subjects in this development study were media and subject matter experts who served as product validators to assess the feasibility of the developed digital pocketbook. In addition, the subjects involved in the practicality testing stage included 10 students in a small-group trial at a senior high school in Kampar Regency.

2.3 Data Collection

The data collection techniques used in this study included validation sheets and practicality questionnaires. The validation sheets were used to gather data on the feasibility of digital pocketbook media, based on evaluations from subject-matter and media experts. Meanwhile, the practicality questionnaire was used to assess the media's practicality based on students' responses after using the digital pocketbook.

The research instruments were developed using a five-point Likert scale with the following response options: strongly agree, agree, neutral, disagree, and strongly disagree. The data obtained from these instruments were used to determine the validity and practicality levels of the developed product.

2.4 Data Analysis

The data analysis techniques used in this study were quantitative and qualitative descriptive analyses. Quantitative descriptive analysis was used to process the validation and practicality data obtained through

assessment questionnaires. The scores were then calculated using a percentage formula to determine the product's feasibility category. Meanwhile, qualitative descriptive analysis was used to describe suggestions, criticisms, and feedback from the validators as a basis for revising the developed product.

2.6 Research Procedure

The development research procedure used the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. However, this study was conducted only up to the implementation stage. The research stages are described as follows:

a) Analysis. At this stage, an analysis of students' and school counsellors' needs regarding the media for career guidance services was conducted. The analysis was conducted through the distribution of pre-research questionnaires and interviews to identify students' career decision-making challenges and the need for media that support career guidance services.
b) Design. The design stage involved planning the content, appearance, and structure of the digital pocketbook based on the CASVE model. At this stage, the materials, visual design, and media components were also developed according to the characteristics of senior high school students.
c) Development. At the development stage, the digital pocketbook design was transformed into a product ready for testing. The product was then validated by subject matter and media experts to assess its feasibility and gather suggestions for improvement before the trial stage.
d) Implementation. The implementation stage was carried out through a small-group trial involving 10 senior high school students to determine the practicality level of the digital pocketbook in assisting students' career decision-making.

3. RESULTS AND DISCUSSION

3.1 Results

This study produced a digital pocketbook designed to assist students in making career decisions. The digital pocketbook was tested at SMAN 2 Tambang, which was deemed suitable for the study's objectives. This research employed the ADDIE development model, with the following results:

a. Analysis Stage

At this stage, an analysis was conducted to identify the urgency and the underlying rationale for designing a digital pocketbook to support students' career decision-making using the CASVE model. The analysis included competency analysis, student characteristic analysis, and material analysis. The competency analysis focused on the competencies students were expected to master after using the digital pocketbook. These competencies included knowledge, attitudes, and behaviours that support students in understanding the process of future planning, particularly in career development.

The student characteristic analysis involved collecting data to understand students' conditions related to the research topic, reviewing students' characteristics based on developmental age, and analysing the characteristics of the current generation of students. Finally, the material analysis aimed to determine the appropriateness and relevance of the content to be presented in the digital pocketbook.

b. Design Stage

At this stage, the researcher designed and developed the digital pocketbook as an informational service medium to assist students' career decision-making based on the CASVE model. This stage included preparing media components and instruments to assess the product's validity and practicality. The media components consisted of content design, conceptual design, and media design.

The content structure of the digital pocketbook was developed based on the CASVE model's stages: Communication, Analysis, Synthesis, Valuing, and Execution. The materials presented in the media were also designed in accordance with the Student Independence Competency Standards (*Standar Kompetensi Kemandirian Peserta Didik* / SKKPD) contained in the 2016 Senior High School Guidance and Counselling Operational Guidelines (*POP BK SMA 2016*).

The digital pocketbook consists of several sections, including the cover page, preface, table of contents, user guide, learning materials, self-reflection section, inspirational stories, and references.

Figure 1. Digital Pocketbook Cover

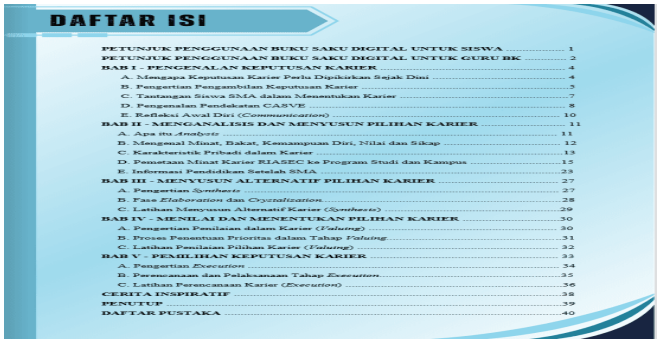

Figure 2. Table of Contents

The table of contents section presents the digital pocketbook's overall contents. Each page in the table of contents is equipped with hyperlinks to help students navigate directly to the intended pages or sections.

Figure 3. User Guide for the Digital Pocketbook

This section provides instructions for both students and school counsellors on using the digital pocketbook to support senior high school students' career decision-making using the CASVE model.

Figure 4. Content of the Digital Pocketbook

This section contains the learning materials presented in the digital pocketbook. Each chapter includes different materials adjusted to the stages of the CASVE model: Communication, Analysis,

Figure 5. Self-Reflection Section

The self-reflection section provides questions intended to help students in their career decision-making process. Each chapter contains different self-reflection questions tailored to the discussion in that chapter.

Figure 6. Inspirational Stories

This section presents inspirational stories to motivate students to make career decisions that align with their personal interests and potential.

c. Development Stage

After the digital pocketbook design stage was completed, the next process involved the development stage. At this stage, a validity test was conducted on the developed digital pocketbook media. The media validation was carried out by media experts as well as subject matter and language experts.

Based on the results of the validation conducted by the media experts, the average validity score obtained was 86.7%, indicating that the developed media falls into the "highly valid" category.

Table 1. Results of Media Validation by Media Experts

Assessment Aspect	Indicator	Validity Score	Category
Graphic Feasibility Aspect	Digital Pocketbook Cover Design	85%	Highly Valid
	Digital Pocketbook Content Design	88.5%	Highly Valid
Total		173.5%	Highly Valid
Average		86.7%	Highly Valid

The results presented in Table 1 indicate that the digital pocketbook media obtained an average validity score of 86.7%, which falls into the "highly valid" category. This finding demonstrates that the graphical aspects of the media, including the cover design and content layout, were considered appropriate and attractive by the media experts. The cover design achieved a validity score of 85%, while the content design obtained a higher score of 88.5%, indicating that the visual presentation, typography, illustrations, and organization of the content were effectively designed to support students' engagement and understanding. Overall, the results confirm that the digital pocketbook has strong graphical feasibility and is suitable for use as a media tool in career guidance services.

Table 2. Results of Material and Language Validation by Subject Matter and Language Experts

No.	Aspect	Indicator	Validity Score	Category
1	Content Feasibility Aspect	Suitability of Materials with SKKPD	100%	Highly Valid
		Accuracy of Materials	86.6%	Highly Valid
2	Presentation Feasibility Aspect	Presentation Technique	100%	Highly Valid
		Presentation Support	93.3%	Highly Valid
3	Language Feasibility Aspect	Clarity	84%	Highly Valid
		Communicativeness	93.3%	Highly Valid
		Suitability with Students' Developmental Level	90%	Highly Valid
		Compliance with Language Rules	100%	Highly Valid
	Total		747.2%	
	Average Validity		93.4%	Highly Valid

Table 2 shows that the material and language validation of the digital pocketbook achieved an average validity score of 93.4%, categorized as "highly valid." This result indicates that the content presented in the digital pocketbook was considered relevant, accurate, systematic, and appropriate for senior high school students. The indicator "Suitability of Materials with SKKPD" obtained a perfect score of 100%, reflecting that the materials were fully aligned with the Student Independence Competency Standards (SKKPD). In addition, the presentation and language aspects also received very high scores, demonstrating that the materials were communicative, easy to understand, and suitable for students' developmental characteristics. Therefore, the findings confirm that the developed media is academically and linguistically feasible for implementation in guidance and counseling services.

Table 3. Results of Media Practicality Testing by Students

Assessment Aspect	Indicator	Practicality Score	Average Practicality	Category
Media Attractiveness Aspect	Visual Appeal	88%	89.3%	Highly Practical
	Supporting Illustrations	92%		Highly Practical
	Learning Motivation	88%		Highly Practical
Material Clarity Aspect	Clarity of Materials	84%	88.4%	Highly Practical
	Systematic Presentation	90%		Highly Practical
	Usefulness of Materials	91.3%		Highly Practical

Assessment Aspect	Indicator	Practicality Score	Average Practicality	Category
Language Aspect	Language Readability	90%	89.2%	Highly Practical
	Language Appropriateness	88.6%		Highly Practical
	Clarity of Terms	89%		Highly Practical
Total		266.9%		
Average Percentage		88.9%		Highly Practical

The practicality test results in Table 3 reveal that the digital pocketbook obtained an average practicality score of 88.9%, which is categorized as "highly practical." This finding indicates that the media was considered easy to use, attractive, understandable, and beneficial for students in supporting their career decision-making process. The highest score was found in the "Supporting Illustrations" indicator (92%), suggesting that the visual elements effectively increased students' interest and engagement. In addition, the aspects of material clarity and language readability also achieved high scores, indicating that the materials were systematically presented and easy for students to comprehend. Overall, the results demonstrate that the digital pocketbook is highly practical and suitable for implementation in career guidance services for senior high school students.

3.2. Discussion

This study produced a career guidance service medium in the form of a CASVE model-based digital pocketbook that was considered feasible for assisting senior high school students in making career decisions. The findings indicate that the developed media met the media, material, and language feasibility criteria, making it suitable for use in guidance and counselling services, particularly in career guidance. These findings suggest that the development of digital media in guidance and counselling services can serve as an alternative that meets students' needs in the digital era.

The feasibility of digital pocketbook media is supported by its attractive visual appearance, systematic presentation of materials, and use of language easy for students to understand. The media were designed to be concise and practical, enabling students to access career information anytime, anywhere on digital devices (Astuti et al., 2022). Hermawan and Ekohariyadi (2019) stated that digital pocketbooks are practical learning media, easy to use, and aligned with technological developments. The use of digital media is also considered capable of increasing students' engagement in the learning process because it is better aligned with the characteristics of today's learners, who are closely connected to technology (Hamdan, 2026; Widiasanti et al., 2023).

The development of this digital pocketbook also integrated the CASVE model as the basis for organising the materials and activities in each media section. The CASVE model, which comprises the stages of communication, analysis, synthesis, valuing, and execution, helps students gradually and systematically understand the career decision-making process. Through these stages, students are guided to identify career-related problems, understand their personal potential, explore alternative options, make informed decisions, and develop follow-up actions for the decisions they choose. The developed media functions not only as a source of career information but also as a guide in students' career decision-making processes (Farawowan et al., 2023; Musfira & Muslima, 2024; Solihah et al., 2025).

The findings of this study are consistent with previous research showing that the use of media in career guidance services can help students better understand career planning and decision-making processes in a more directed manner (Fatimah et al., 2025; Sodiq & Herdi, 2021; Viranti, 2025; Maulida & Wiyono, 2021). Other studies have also revealed that digital media have the potential to increase students' interest and learning motivation because their presentation is more flexible and interactive (Kalalo et al., 2026; Rais et al., 2024; Surbakti & Chantrin, 2025; Suhada et al., 2025). In this study, the digital pocketbook provided a more engaging learning experience through visual displays, self-reflection activities, and the presentation of materials organised by the CASVE model stages.

The practicality results indicate that the digital pocketbook was easy for students to use during career guidance services. Students were able to understand the materials, follow the stages of career decision-making, and use the media independently with the help of the available usage instructions. The ease of using this media demonstrates that the digital pocketbook can support the implementation of career guidance services more

effectively and efficiently. Practical, easily accessible media can also help school counsellors deliver career services more innovatively and interactively (Darmawan & Dwikurnaningsih, 2021, p. 244; Ulfa, 2025).

The novelty of this study lies in the development of a digital pocketbook that integrates the CASVE model into career guidance services for senior high school students. The developed media not only provides career information but also assists students through the stages of career decision-making systematically. Therefore, this study contributes to the development of digital-based guidance and counselling service media that are aligned with students' needs in the Society 5.0 era.

4. RESEARCH IMPLICATIONS

This study provides practical implications for guidance and counselling services, particularly in school career guidance. The development of a CASVE model-based digital pocketbook demonstrates that digital media can serve as an alternative service medium, more interactive, practical, and aligned with the characteristics of students in the digital era. This media helps students understand the career decision-making process systematically, thereby supporting the more effective and innovative implementation of career guidance services. For school counsellors, the digital pocketbook can be utilised as a supporting medium in both classroom and individual guidance services to help students recognise their potential, explore career options, and make more directed career decisions. In addition, this study may serve as a foundation for future research to develop and examine the effectiveness of digital-based career guidance service media with broader research subjects.

5. CONCLUSIONS

This study produced a career guidance service medium in the form of a CASVE model-based digital pocketbook to assist senior high school students in making career decisions. Based on validation results from media, subject matter, and language experts, the developed digital pocketbook was deemed feasible for use in career guidance services. The developed media met the requirements of graphical, content, presentation, and language feasibility, making it suitable as a supporting medium for career guidance and counselling services in schools.

The practicality test results indicate that the developed digital pocketbook was easy to use, attractive, and helped students understand the career decision-making process more systematically. The presentation of materials organised according to the stages of the CASVE model facilitated students' understanding of the processes of self-recognition, career exploration, and career decision-making. Therefore, the CASVE model-based digital pocketbook can be used as an alternative medium for career guidance services that align with students' needs in the digital era.

Based on this study's findings, students are encouraged to use the digital pocketbook as a supporting medium in the career decision-making process. School counsellors are also encouraged to use this media to implement career guidance services, both in the classroom and in individual settings. Furthermore, future researchers are recommended to continue this study by conducting effectiveness testing to determine the influence of the digital pocketbook on improving students' career decision-making abilities.

ACKNOWLEDGMENTS

The authors would like to express their gratitude to the academic supervisors for their guidance and support throughout the research process. The authors also extend their appreciation to the school administrators, school counsellors, and students who supported and participated in this study. Their contributions were invaluable in enabling this research to be completed.

AUTHOR CONTRIBUTION STATEMENT

All authors contributed equally to the research process, including study design, media development, data collection, data analysis, manuscript preparation, and article revision. All authors reviewed and approved the final version of the manuscript for publication.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this study.

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