



# Practicality Analysis of Career E-Module Development to Enhance Students' Career Planning at SMAN 1 Dampal Selatan

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## Info Artikel

## Abstract

### Keywords:

Career E-Module, Career Planning, Practicality of Learning Media.

**Kata kunci:** E-Module Karier, Perencanaan Karier, Kepraktisan Media Pembelajaran.

This study aims to analyze the practicality of the Career E-Module developed as a learning medium to support students' career planning. The practicality test was conducted on October 10–11, 2024, involving one Guidance and Counseling (BK) teacher and ten students from two classes as respondents. The evaluation utilized a Likert scale questionnaire and Focus Group Discussion (FGD) to obtain qualitative and quantitative data. The results showed that the Career E-Module is highly practical, with an average score of 93% from the guidance and counseling teacher and 88.25% from the students, both categorized as "Highly Practical." The counseling and guidance teacher found that E-Module is easy to use, relevant, and very helpful for classical service. Qualitatively, students gave positive feedback regarding the design and content. They stated that the module is visually interesting and meets their needs. Through the FGD, students gave suggestion to add a variety of career options as references, enlarging font size for better readability, and improving consistency of content by using supporting videos. These critics and suggestions becomes basis for doing product revisions to enhance the quality and utility of the E-Module. The strength of this E-Module compared to traditional methods is in its flexibility, attractive design, and integration of interactive media such as YouTube videos, which enhance students' understanding. This study showed that the Career E-Module is effective and relevant in supporting both students and guidance and counseling teacher (BK) teachers in formulating the career planning. Although it is already rated as highly practical, revisions addressing feedback from teachers and students will further optimize its use.

### Abstrak

Penelitian ini bertujuan untuk menganalisis kepraktisan E-Modul Karier yang dikembangkan sebagai media pembelajaran untuk mendukung perencanaan karier siswa. Uji kepraktisan dilakukan pada tanggal 10–11 Oktober 2024, melibatkan satu guru Bimbingan dan Konseling (BK) serta sepuluh siswa dari dua kelas sebagai responden. Evaluasi menggunakan angket skala Likert dan Focus Group Discussion (FGD) untuk memperoleh data kualitatif dan kuantitatif. Hasil menunjukkan bahwa E-Modul ini sangat praktis, dengan skor rata-rata 93% dari guru BK dan 88,25% dari siswa, keduanya dalam kategori "Sangat Praktis". Guru BK menilai E-Modul ini mudah digunakan, relevan, dan sangat membantu layanan klasikal. Secara kualitatif, siswa memberikan tanggapan positif terhadap desain dan isi materi, menyebutkan bahwa tampilannya menarik dan sesuai dengan kebutuhan mereka. Melalui FGD, siswa memberikan masukan untuk menambahkan ragam profesi sebagai referensi karier, memperbesar ukuran huruf, dan meningkatkan konsistensi materi dengan video pendukung. Kritik dan saran ini menjadi dasar untuk revisi produk guna meningkatkan kualitas dan kegunaan E-Modul. Keunggulan E-Modul ini dibandingkan metode

tradisional terletak pada fleksibilitas, desain menarik, dan integrasi media interaktif, seperti video YouTube, yang mendukung pemahaman siswa. Penelitian ini menunjukkan bahwa E-Modul Karier efektif dan relevan dalam mendukung siswa serta guru BK dalam perencanaan karier. Meski dinilai sangat praktis, revisi untuk memenuhi masukan dari guru dan siswa akan lebih mengoptimalkan penggunaannya.

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## INTRODUCTION

Career planning is a crucial element in students' development, particularly at the high school level when they are demanded to make significant decisions regarding further education and career choices. According to Ginzberg (1951), adolescence is an important phase in the development of career aspirations, in that phase, students really need support in exploring various options. In this context, digital learning media, such as electronic modules (E-Modules), are potential to assist students in understanding various career paths and making informed decisions (Santrock, 2019).

Many studies have shown that the integration of technology in learning is able to enhance students' motivation, comprehension, and engagement (Widyastuti, 2020). The use of E-Module as interactive media offers flexibility for independent learning and increase the attractiveness of the material through multimedia integration (Clark & Mayer, 2016). However, the studies that specifically focus on evaluating the practicality of E-Modules for career planning are still limited. Previous studies have primarily focused on the effectiveness of technology-based learning in improving cognitive learning achievement (Astuti et al., 2022) without giving deep attention to the practical aspects such as accessibility, content relevance, and design appeal.

This study aims to answer the gap by evaluating the practicality of a Career E-Module designed to support high school students in planning their careers. Practicality is assessed through the involvement of Guidance and Counselling (BK) teachers and students as primary users. This present study employs both quantitative and qualitative approaches. In addition to providing empirical data on the level of practicality, this research also aims to identify aspects that require improvement based on feedback from users.

The study is grounded in Reigeluth's (1999) educational technology framework, which emphasizes the importance of adapting learning media to users' needs. Feedbacks and suggestions from students and BK teachers, collected through Focus Group Discussions (FGDs), is expected to provide practical insights into design element and relevant content. This research contributes to the literature by addressing the gap in evaluating learning media for career planning, as recommended by previous studies (Hartung, 2011).

By answering two main questions; (1) To what extent do guidance and counselling (BK) teachers and students consider the Career E-Module as practical medium? and (2) What aspects need improvement based on the users' feedback? This study aims to make a significant contribution to the development of technology-based learning media. In addition to supporting the practice of Guidance and Counselling services in schools, this research also offers a practicality evaluation model that can be applied in the development of similar media in the future.

## Research Method

This study employs a descriptive approach to analyse the practicality of developing a Career E-Module as a learning medium to support students' career planning. The research was conducted for two days, on October 10–11, 2024, at SMAN 1 Dampal Selatan. The study population consists of Guidance and Counseling (BK) teachers and twelfth-grade students at SMAN 1 Dampal Selatan. The research sample includes one BK teacher as the primary evaluator and ten students selected through purposive sampling from two different classes as trial respondents.

Data were collected using two main instruments: a Likert scale questionnaire and a Focus Group Discussion (FGD). The Likert scale questionnaire was designed to assess the practicality of the E-Module in terms of usability, content relevance, accessibility, attractiveness, and effectiveness in supporting students' career planning. The questionnaire was distributed to the BK teacher and students after they had used E-Module. The FGD was conducted with five students to explore their experiences using the E-Module, it aims to identify its strengths and weaknesses of product, and to get suggestions for improvement.

The research was began with the first implementation phase, where the E-Module was introduced to the BK teacher for an early evaluation. The teacher was given the opportunity to explore and assess the practicality of the medium through the questionnaire. Continuously, a trial was conducted with ten students. The students were given access to the E-Module and learnt about it independently before answering the questionnaire to provide feedback on their experience. Afterward, an FGD was conducted with five students to obtain qualitatively feedback about the design, content, and technical aspects of the E-Module.

The practicality data analysis was obtained from an analysis sheet using a Likert scale in the form of a checklist-based practicality assessment questionnaire. The lowest and highest values were determined from the lowest and highest scores, which were set at one and four, respectively (Sugiyono, 2021). Each questionnaire item contained responses on a scale of 1–4. For answering the questionnaire, each response was interpreted as follows:

- 1) Not practical
- 2) Less practical
- 3) Practical
- 4) Very practical

The total score can be calculated using the formula:

$$\text{Score} = \frac{\text{Total Instrument Score}}{\text{Maximum Total Score}} \times 100$$

The result of the assessment scores is then averaged from a number of test samples and converted into a statement of evaluation to determine the practicality of the developed product according to the respondents. The conversion of the scores into evaluation statements can be seen in the results of the scores.

The Distribution Table of Practicality Analysis Results (Sugiyono 2021)

Score Acquisition	Criteria
85%-100%	Very practical
70%-84%	Practical
55%-69%	Quite practical
40%-54%	Less practical
0%-39%	Not practical

The qualitative data obtained from the teacher and student questionnaires were converted into numerical scores and analyzed using descriptive methods to determine the practicality level of the E-Module. The average score was calculated. Qualitative data from the FGD were analyzed by grouping suggestions and criticisms into key themes. Significant criticisms included suggestions to add more career varieties as references, enlarge the font size for reading comfort, and ensure consistency between the material and supporting media, such as videos. Data validity was ensured through source triangulation, which involved comparing the results of the teacher and student questionnaires with input from the FGD. This approach ensures that the research findings provide an accurate depiction of the practicality of the E-Module in supporting students' career planning.

## RESULTS AND DISCUSSION

The results of the practical test of the Career E-Module by the guidance and counseling teacher are as follows:

No.	Evaluation Item	Score	Percentage	Practical Level
<b>Assessment and usefulness</b>				
1.	The clarity of information/message delivery in the E-Module.	3	75	Practical
2.	The display of media images and videos in the E-Module.	4	100	Very practical
3.	Useful as a reference for school counsellors.	4	100	Very practical
4.	The Career E-Module has an appeal for students.	4	100	Very practical
5.	The level of alignment between the content in this Career E-Module and the information needs for career planning.	3	75	Practical
6.	How significant is the benefit of the career E-Module in providing career planning information for students?	4	100	Very practical
7.	How important is this career E-Module for guidance counselors in implementing career planning services?	4	100	Very practical
8.	How relevant is the content of the material about career planning in the YouTube video link?	3	75	Practical
9.	The clarity of work instructions.	4	100	Very practical
10.	Clarity of activity sequence.	4	100	Very practical
11.	The material used makes it easier to achieve the learning objectives that are intended to be reached.	4	100	Very practical
12.	Equipped with a main menu feature to access various pages within the content and engaging.	3	75	Very practical
13.	The ease of using the E-Module career learning media	4	100	Very practical
14.	The alignment of the material with students' career planning	4	100	Very practical
15.	Clarity of the sequence of activities	3	75	Practical
Total Score			55	

Average	3,7
Total Percentage	93%
Criteria	Very Practical

The result of practicality evaluation by guidance and counselling teachers showed that the Career E-Module received an average rating of 93%, which included in very practical category. Based on the assessed indicators, the media display in the form of images and videos, benefit as a reference for guidance counsellors, attractiveness for students, benefit in providing career planning information, clarity of instructions, easiness of achieving learning objectives, and the alignment of the material with students' needs received the highest score of 100%. It indicates that the E-Module is highly beneficial and supports the process of classical services.

However, some aspects received score of 75%, such as the clarity of information delivery, the degree of material alignment with career planning information needs, the relevance of the material to the YouTube video link, and the main menu features. The guidance and counselling teachers suggested that the material should be supplemented by more examples or real-life cases and the consistency between the material and the videos to enhance students' understanding.

The response of the guidance and counseling teacher, qualitatively, is positive, by stating that *"This career e-module is very helpful in the classical service process. The material is well-structured, the supporting media such as video links are very useful, and the design is interesting for students."* The teacher also stated that this media is very suitable to be tested on students because it has met the practical service requirements.

The table of Student Practicality Test Questionnaire Results

Subject	Item										number	%	Conclusion
	1	2	3	4	5	6	7	8	9	10			
1	4	3	3	4	3	4	3	3	4	4	35	87,5%	VP
2	3	3	2	3	3	3	4	3	3	3	30	75%	Practical
3	4	3	4	3	4	4	3	4	3	3	35	87,5%	VP
4	3	4	3	4	4	4	4	4	3	3	35	87,5%	VP
5	4	4	4	3	4	4	3	3	3	4	36	90%	VP
6	3	4	3	4	4	4	4	4	4	4	38	95%	VP
7	3	4	3	4	4	4	4	3	4	4	37	92,5%	VP
8	3	2	4	4	3	3	4	3	4	3	33	82,5%	Practical
9	3	4	3	3	4	4	4	4	3	3	35	87,5%	VP

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10	4	3	4	4	4	4	4	4	4	4	39	97,5%	VP
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The results of practicality evaluation from ten students showed that the Career E-Module received an average practicality score of 88.25%, which included in "Very Practical" category. This assessment indicates that most aspects of the E-Module are considered highly supportive of students' needs in career planning learning.

Qualitatively, the majority of students gave positive feedback regarding the E-Module's design by stating that appearance of E-Module's design is attractive and the content is fit with their needs. One comment stated, *"This E-Module is very helpful in understanding various career options, and its appearance is interesting."*

To complete the evaluation results, a Focus Group Discussion (FGD) was conducted with five twelfth-grade students. The purpose of this discussion was to identify any weakness in E-Module, both in terms of content and media. Based on the discussion, students provided several suggestions, such as: adding more career options. Students also recommended that E-Module should be completed by more examples of various professions that can be their references. In term of font size, students suggested to provide the bigger font size in the E-Module to improve reading comfort.

## DISCUSSION

To measure the practicality of a learning media, the practicality indicator is considered as "fulfilled" if the media is easy to understand and use by students and meets the teacher's needs in supporting the learning process (Reeves, T. C., & McKenney, S., 2020). Practicality can also be measured through field trials involving the direct users, where the media is assessed based on the comfort and easiness of implementation in the classroom (Martin et al., 2021). This assessment typically involves positive perceptions from both teachers and students regarding the media's benefit, easiness of using the media, and effectiveness in the context of real learning (Anderson, T., & Ochoa, S., 2022).

The practicality of a learning media is considered as "fulfilled" if it is easy to use and understand by both students and teachers. It means the media supports the learning process effectively without technical or conceptual problems, so the usage feels intuitive and fit for the learning needs. E-Module has undergone practicality testing by guidance and counselling teachers and students, and all of them provided positive feedback. E-Module is presented online, and the respondents stated that E-Modul was easy to use, completed by the visual design which assists the readers in understanding the material including E-Module layout and navigation buttons also functioned well.

With its simple and practical format, E-Module is easy to carry around, it allows the students to use it anytime and anywhere. The content in E-Module is systematically arranged by using simple language. Furthermore, the booklet is completed by various activities in the LKPD (Student Worksheet) that help students in gaining a deeper self-understanding. Therefore, E-Module is not only practical to use but also very helpful for students in discovering and developing their interests and talents. With its minimalist and simple design, E-Module can be used independently by students and can also be used by teachers as medium for both classical service and group guidance.

## CONCLUSION

The research findings indicate that the Career E-Module is considered as highly practical by Guidance and Counselling teachers, with an average practicality score of 93%, and by students, with an average score of 88.25%. Aspects such as the media display, benefits for classical services, attraction for students, and easiness of use received the highest ratings, while some aspects, such as information delivery and the relevance of the material to the video, still require improvement.

This study has limitations in the small number of respondents and the content coverage that does not include all relevant professions. It is recommended for future research to expand the sample, add more varieties of professions in the content, and improve the consistency between the material and supporting media. Additionally, the development of other digital-based learning media can be explored to support more interactive and comprehensive career learning.

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