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DEVELOPMENT OF CAREER MASK MEDIA TO IMPROVE STUDENTS CAREER EXPLORATION

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Abstract: This research was motivated by the low level of career exploration at SDN Dempo Timur 1. The data was obtained from the distribution of needs assessments along with interviews with three teachers. The purpose of this development research is to produce a product in the form of a set of career masks to enhance the career exploration of elementary school students which has been validated based on the attractiveness, convenience, accuracy and effectiveness of career masks. Based on this needs assessment, this research is important to increase the career exploration of elementary school students. This development research uses a research method developed by Borg and Gall. Of the 10 stages of the method, the researcher summarized the 6 stages in this study. Namely, data collection, planning, product development, expert testing, product revision, and effectiveness of media use. The results of this study are that the career mask media meets the acceptable standards of accuracy, attractiveness and comfort. In addition, this career mask has been through a small group test with effective results to increase career exploration for elementary school students

Keywords: Career exploration, career masks, career guidance.

INTRODUCTION

Career guidance is an effort to prepare individuals for practice in in the world of work, being able to choose a position or type of work so that they can assume the responsibilities of the job and can adapt to work pressure (Usman, 2020). Meeting the needs of individual development as an important component of schools that integrate learning experiences in the field of study is part of the

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benefits of career guidance. Career guidance is an effort played by a counsellor to stimulate and help fulfil career development throughout his career. These efforts include assistance in planning and self-adjustment. Career awareness is an effort to increase the career maturity of elementary school students (Anisa & Catharina, 2016). This is one of the career development tasks that need to be realized at the age of elementary school children. Concern for the career process of students in elementary schools is more emphasized on achieving overall goals for understanding and awareness of themselves, understanding the various types of work that are in the career world, agency knowledge on various types of professions, and lastly psychomotor progress and good work behaviour (Zunker, 2015).

Paton & McCohan (Rosita et all., 2020) stated that there are 3 basics points for the importance of career guidance in elementary schools. First, as students so that their developmental tasks can be fulfilled is a process throughout an individual's life. Second, to obtain an education, training and career maturity, the presence of counsellors for students is a vital object that has a major influence on students so that they can fulfil their developmental tasks. And the last. Third, for students to be successful in fulfilling their developmental tasks, counsellors need to be intense in providing career guidance.

Career awareness and career insight are the main goals of career guidance in elementary schools (Rohmah, 2018). According to him, these two points are important to emphasize for students in elementary schools because of the difficulties students often experience. Lack of career knowledge is one of the obstacles to career guidance in elementary schools.

In childhood, it is necessary to introduce kindergarten or elementary school students to careers (Wijaya, 2017). The age of children in elementary school is included in the awareness phase, students are encouraged to recognize the variety of jobs and identify their interests. Super (Winkel & Hastuti 2004) states that all needs such as building a good attitude, potential, interests and unique views can be combined with self-concept. This phase includes children from 1 day old to 15 years old. This identification effort is carried out in stages, from the simple one, recognizing or jobs in the environment around where you live, to more complex ones, recognizing or example types of work.

Being able to know who he is starting from knowing his talents and interests to designing good plans that suit his own needs is a function of career exploration. To help make this happen, encouragement from the closest people

is needed, starting from counsellors at school to parents as the biggest motivators at home. The amount of attention for students also influences success at the career exploration stage (Priyato, 2016).

Based on the Operational Guidelines for the Implementation of Guidance and Counseling in Elementary Schools regarding the developmental tasks of students in Elementary Schools. In the insights and aspects of development and career readiness, 3 points that must be fulfilled in the development task. Includes: (1) introduction, namely studying self-abilities, opportunities and variety, work, education, and activities that focus on developing more focused career alternatives; (2) accommodation of internalization, values that underlie consideration of career alternative assessment; (3) the act of developing alternative career plans by considering the ability of opportunities and variety of careers (Kemendikbud 2016).

On the other hand, in the student development standard (SKKPD) for elementary school students it is stated that there is an introduction level, students are expected to be able to know various professions and real life in the field. To make this happen, agencies strive to be able to provide quality teaching and learning activities. In the end, students get a good education too.

However, contrary to expectations, the facts in the field showed that the results of the distribution of the questionnaires showed that the students at SDN Dempo Timur 1 had a lack of understanding regarding career exploration. About 69% of students do not understand career exploration. Therefore it is necessary to conduct this research by utilizing the career mask media. Career masks are media that present career characters complete with career information that has been presented via flashcards and equipped with career mask media guidelines as guidelines for using career mask media to enhance career exploration for elementary school students.

Career according to Horby (Ismaya, 2015) career can be interpreted as a job. Talents and interests are two important things for students who will pursue careers later so they can find passion in their careers. Therefore, the reason is that students will be happy with their work if they find the right career and according to their abilities, in accordance with their interests and talents. But on the contrary students will not find a suitable job if it is not in sync with students. He will undergo a job with discomfort.

Career exploration is the skill and effort of students in obtaining, seeking and receiving career information to become an option to determine and plan in managing students' future careers (Priyato, 2016). The information provided can

be in the form of knowledge regarding careers or types of professions. Career exploration makes it easier for students to weigh decisions from various career choices which are also based on students' interests and talents. But factually at school, students do not understand career exploration. The result of this development is creating a set of career masks to enhance the career exploration of elementary school students which has been validated based on the attractiveness and effectiveness of the guidance field. In addition to knowing the effectiveness of career mask media to increase career exploration for elementary school students.

Jordaan (Porfeli & Skorikov, 2010) that career exploration simultaneously is an act of knowing oneself and the world of work and how the two can interact to get the results needed and desired. To engage in career exploration means determining: (1) what I want and need (who I am); (2) what work will interest me (what will be job-satisfying); and (3) what I can offer the world of work. in return for what I want and need (how we can interact and exchange).

The factors that influence career exploration are divided into two parts namely. Internal factors and external factors. (1) The internal factor that influences students' career exploration is academic success. High academic success allows students to easily get used to careers, because it is supported by the ability to digest and process career information received both from themselves and from the environment in which the child lives. (2) External factors of career exploration include demands for family relocation. , other factors related to career life and socio-cultural demands of individuals Parents are important predictors of career exploration. Parents are individuals who are able to provide social support and psychological resources. Parents foster a positive effect on the child's exploratory experiences

There are several previous studies related to increasing understanding of career exploration. The research conducted by (Priyato, 2016) entitled Efforts to Improve Understanding of Career Exploration Through Group Guidance Services with Discussion Techniques. The results of the research show that there is a difference between the pretest and posttest understanding of career exploration, which means that career exploration services are effective using group guidance

Khairun, Silastri, & Hafinah (2016) in his research stated that many students experienced immaturity in career exploration. The results of his research show that career exploration is classified as low with the specification

of career advancement that is not optimal including cognitive, affective and psychomotor. These three aspects can be classified from the following influences: (1) involvement in the choice process or activeness in determining work or (2) orientation towards work (3) conceptions of the choice process or the concept of career selection (4) personal knowledge (5) how to deal with difficulties. This research was also strengthened that the resulting product was effective in planning professional choices.

The use of teaching media in the implementation of career guidance services also needs to be used for the sake of attractiveness and ease of receiving material, starting with service teaching aids, such as audio, visual, and audio-visual. Media in the process of implementing services is used as a tool to facilitate understanding of the material which in the end is expected to obtain maximum results, with the media students will be enthusiastic about receiving services from counsellors for students. To help the quality of teaching and learning media is needed as a means to facilitate the delivery and acceptance of learning for teachers and students (Sudjana, 2010).

Media has the benefit of making it more interesting, easier for students to understand, more varied and colourful, innovative and not boring and can act directly according to what is being learned (Nurseto 2011). One of the uses of media is as a convenience for students in understanding lessons and in absorbing and at the same time facilitating the material conveyed. There are many types of tools that can be used to provide services to students. There are types of media including three-dimensional media, projection media, graphic media and the use of environmental media (Sudjana 2010). The type of media that can be used by counsellors is, of course suitable which will later be able to fulfil the goals of career guidance services.

The same thing was also stated by Nursalim, several types of media can be used in providing guidance services, such as groups (1) object media (2) interactive media (3) multimedia (4) sound (5) video/film (6) projection media stills, (7) graphic media, printed materials, and still images (Nursalim, 2010). In line with the description above the use of media in elementary school children is highly recommended considering the characteristics of development in elementary school-age children. To make it easier for students to follow the learning process or for counselors in providing services. Based on the results of the researchers' observations, teaching and learning activities that can be applied using classical techniques are still not able to increase student interest. This

causes students not to fully pay attention to the material being taught. So that learning activities are not fully effective in the aspect of delivering material

According to Jean Piaget (in Whildan, 2021), the age at the elementary school level is in the concrete operational stage and the formal operational stage is the cognitive stage, where at this stage children think in real terms in their environment, have an image and make sense. According to the developer, what is considered appropriate for career exploration is a career mask. In simple terms, the notion of a mask is an object used to cover the face. The function of the mask is as a means of displaying artistic expression, but because of its development in the era, the form of the mask is not in the usual form, but there are contemporary character innovations (Martono, 2017). In this study, the developer modified the mask to become a career mask so that by wearing a career mask, it is easier for students to get to know the variety of jobs.

The media that will be developed by the developer is a career mask. This mask will later be used by the counsellor as a tool to facilitate the delivery of career material. Two products will be produced from this development research, namely a guidebook for tutorials on the use of career masks and mask kits. The product specifications are as follows: (1) Career Mask Guide Book Specifically, this book will contain tutorials on how to use career masks. However, it seems that this guidebook usually consists of three chapters. Chapter I of this book will explain the description of the career mask, its purpose and rationalization. Then in Chapter II, it will be explained how to use this career mask. The whole series of using career masks is in this chapter because all the steps are explained starting from preparation, implementation, and closing. And finally Chapter III contains conclusions and suggestions. (2) Equipment for Career Masks In this section, the main product of this development research is the career mask. This mask will consist of 10 different types that differ in form or character. Starting from masks in the form of policemen to masks shaped like teacher figures. Because what the researcher hopes for is a career mask, the researcher completes this mask by modifying a card that will contain scripts containing scripts about types of work. Police mask, for example, the card that is paired with the mask will explain the definition of this career along with what must be prepared if students choose that profession. The career mask is made from used pulp.

A mask is an object used to cover one's face. used to cover the face so that other people recognize the character that is different from the user. In several regional cultures in Indonesia it is used to accompany traditional arts

while at the same time strengthening the conveyance of a character or character (Big Indonesian Dictionary). Suardana (2008) stated that masks can be made of wood, pulp, or plastic. The term mask is actually not something new in the world of art and culture, masks have been used by artists since ancient times to express their art in the form of masks. However, with the development of time there are many choices of basic materials for making masks. From what was originally only carved from wood, masks can now be printed by machine using plastic, paper pulp, or fiberglass. the use of this mask is not only used in art but can be used as a game or dance. This development makes use of papier-mâché-based masks.

The function of masks according to (Martono, 2017) is to fulfill needs in terms of conveying emotions in art. What underlies the artistic behavior of making masks is the depiction of characters that have value to convey. In addition, religious elements also underlie the making of masks. Over time, masks have also developed from those that are only made from wood, now they have many other innovations, such as those made of fiberglass, paper, plastic. Its functions and uses are not only classic but can be used as a game to introduce certain characters or characters.

As a result of human creative works, performing arts are always present in human life and their presence has definite aims and objectives. The presence of art in elements of society can be well received. Because every human activity requires art (Suardana, 2008). In human history people have always assumed that the main purpose of art is communication, if that art is in the form of painting, music, dance or theatre. Performing arts have at least eight uses in the environment, namely: (1) education (2) conveying religious messages (3) strengthening ties of friendship (4) unifying the nation. (Bachtiar & Rosada, 2022)

Based on the description above, the developer is interested in using career mask media to explore the careers of elementary school students. This career mask media contains interactive elements, in the career mask itself there is a card containing how to use it and several broken scripts that will be read by students. Career mask media was chosen to be developed because the developer wanted to introduce traditional media that contains elements of Indonesian culture that are educative, but still attractive to elementary school students.

This career mask media was chosen to enhance students' career exploration because this mask can present information to students about types of work in a more effective way, by helping to review memories and various

experiences regarding types of work that students have previously studied. not only that, but because the target was elementary school students, according to the researchers, it was suitable because elementary school students could think abstractly about various kinds of careers.

From the problems above, the researcher found a career mask media to increase career exploration so that the delivery of information is more interesting and innovative. In addition, besides being able to be used as a means of conveying career mask information it can also reflect students to get to know Indonesian culture in a way that millennial-era students are closely related to smartphones. Based on the description of the background of the problems above, this research is developing career masks to increase career exploration for students in elementary school.

METHOD

The model used in the development of this career mask is (R&D) Research and Development, which was adapted by Borg and Gall (Sugiyono 2015) and was chosen to suit the goals to be achieved. The research and development model is a model in research that is used as a test of the feasibility of a media that is produced (Sugiyono, 2015).

The research and development model is the basis for developing a product. There are several research and development models namely; (1) the procedural model which is a model that displays the steps that need to be carried out in producing a product, this model is also descriptive or elaborative. (2) the conceptual model which is a model that mentions the elements that exist in a product, describes the components clearly and in detail, showing the relationship between components, and this model is analytical. (3) the theoretical model is a model that reflects a framework of thinking based on significant theories supported by empirical data.

Of the 10 development research procedures Borg and Gall, the developer only used them as a basis for carrying out development research. This research and development do not fully use the steps above with limited circumstances. Determination of steps adjusted based on the needs of the developer with the conditions of the research subjects. Of the 10 stages developed by Brog and Gall, the researcher summarized the 6 stages in this study, namely collecting initial studies, planning, product design, media validation, product revision stage, and small group trials.

This study uses a questionnaire as a measuring tool to determine the level of effectiveness of this career mask media. To obtain data, researchers collect data through instruments in the form of interviews and questionnaires. Widoyoko (Purnomo et. all, 2016) explained that a questionnaire is a method for collecting data by providing written questions or statements to respondents. This career exploration instrument was adopted from (Lazarides et al, 2015).

The data analysis technique is done using descriptive qualitative. Data previously collected at the data collection stage will be interpreted by triangulation, saturation and summarizing the data. After being analyzed, it will be found how high the level of accuracy, ease and attractiveness of career mask media is for exploration in elementary school students. In this career mask development research uses a validation format developed by (Akbar, 2016) and has been modified according to the needs of researchers.

FINDINGS AND DISCUSSIONS

This media has been tested for validation which includes product validation, language validation, and BK validation. Based on product validation, it shows that this career mask media shows: 3,8 is very appropriate; 3,7 is very easy; 3.7 is very interesting. Based on the results of the language expert test it shows that the language used is 3,3 very appropriate. While the results of the Guidance and Counseling expert test validation show: 3,4 is very useful; 3,3 is very easy; 3,2 is precise; and 3,1 is interesting.

The small group test was carried out at SDN Dempo Timur 1 Kec, Pasean Kab, Pamekasan. In this case, the researcher uncovered using a career exploration instrument. The instrument was given pre-posttest with group guidance treatment using career mask media to enhance career exploration. The following are the results of the pretest and posttest which were analyzed using the Wilcoxon Test in SPSS.
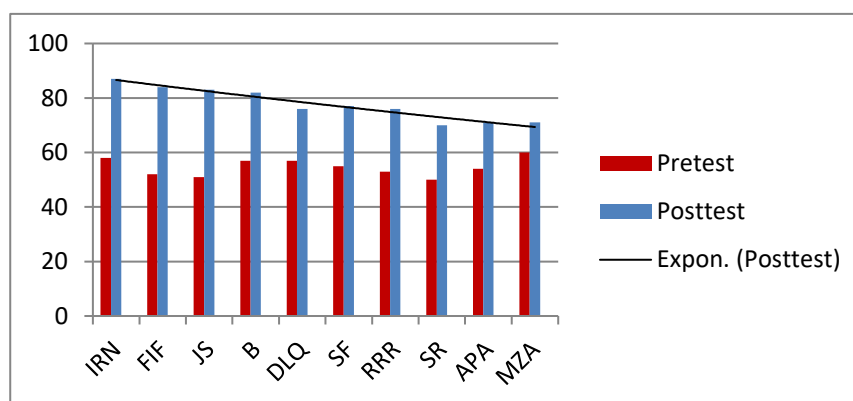
Figure 4. The Results of The Pretest and Posttest Assessments in The Small Group Test

Based on the graph of the results of the pretest and posttest assessments in the small group test, shows that there is a difference between the pretest and posttest carried out by group guidance using the medium of the career mask. The graph above is the result of the assessment of the pretest and posttest in the small group test. Based on the graph above, it can be concluded that there are differences between the pretest and posttest carried out by researchers in providing group guidance services with simulation techniques using career mask media. The first student with the initials IRN who previously had a low level of career exploration with a score of 58 experienced an increase with a posttest score of 87 in the very high category. The second student with the initials FIF had a pretest score of 52 in the low category and experienced an increase in his career exploration with a posttest score of 84 in the high category. Furthermore, students with the initials JS with a pretest score of 51 in the low category experienced an increase in the posttest score of 83 in the high category. The fourth student with the initials B has a low level of career exploration with a pretest score of 57, an increase in the posttest score of 82 in the high category. Furthermore, the 5th student with the initials DLQ with a pretest value of 57 in the low category and experienced an increase in career exploration with a pretest value of 82 in the high category. The 6th student with the initials SF has a low level of exploration with a pretest score of 55 and an increase in the posttest score of 77 in the high category. The sixth student with the initials RRR has a low level of career exploration with a pretest score of 53 and an increase in the posttest score of 76 in the high category. The seventh student with the initials SR with a pretest score of 50 experienced an increase in career exploration with a posttest score of 70. The eighth student with the initials APA with a pretest

score of 54 in the low category and experienced an increase in posttest score of 71 in the high category. The last student with the initials MZA has a low level of exploration with a pretest score of 60 and has an increase in the posttest score of 71 with a low category. Based on the results of the graph above as a whole it can be concluded that the level of student career exploration has increased after being given group guidance services using career mask media.

Wilcoxon Signed Ranks Test

Ranks		N	Mean Rank	Sum of Ranks
Posttest63 pretest	Negative Ranks	0[a]	0.00	0.00
	Positive Ranks	10[b]	5.50	55.00
	Ties	0[c]		
	Total	10		

a. postest < pretest
b. postest > pretest
c. postest = postest

Based on the results of Wilcoxon's analysis in the above table, it shows that Negative Rank produces several 0 which means that out of 10 people who were given treatment there was no decrease from prettest -posttest. Positive Rank obtained an average increase of 5,50 out of ten people. Ties, get a score of 0 which means there is no similarity in the scores from the pre-posttest.

Test Statistics[a]	
Mean Rank	Posttest-pretest
Z	0.00
Asymp. Sig. (2-tailed)	55.00

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks

From these results, 70 it shows a sig p value of 0,005 meaning sig p $0,005 \leq 0,05$ so it can be concluded that there is a difference between the pretest and posttest. The average pretest score before the group guidance service using the career mask media was classified as low and after the group guidance using the career mask media, the posttest average score was high.

There are several previous studies related to increasing the understanding of career exploration. The research conducted by (Priyato, 2016)

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entitled Efforts to Improve Understanding of Career Exploration Through Group Guidance Services with Discussion Techniques. The results of his research there are differences between before and after career exploration insights, which means that career exploration services are effectively using group guidance. The differences between the research conducted by (Priyato, 2016) and this research are the techniques, research subjects, and media used. What is new between the study of using career masks to enhance career exploration is that besides students gaining innovative career knowledge through career masks, students are also more enthusiastic, comfortable, easy and interested in receiving career exploration.

CONCLUSION AND RECOMMENDATION

Research on the development of career mask media to increase career exploration consists of three components, namely career masks as the main medium which consists of ten types of masks with different characters. Flash Card, this media is a supporting tool to perfect a career mask so that career information is conveyed. Guidebook, general, this book thoroughly discusses the procedure for group guidance using the media of career masks.

Based on the results of the media expert test, it shows that this career mask media shows: 3,8 is very appropriate; 3,7 is very easy; and 3,7 is very interesting. Meanwhile, the results of the language expert test showed that the language used was 3,3 very precise. Based on the material expert test, it shows that guide: 3,4 is very useful; 3,3 is very easy; 3,2 is precise; and 3,1 is interesting. Based on the results of small group test analysis with a sample of 8 grade V students, it shows that this career mask media is effective for increasing career exploration. In this study, researchers used the career exploration scale instrument as a data collection tool.

Based on these assumptions, it is deemed necessary in this section to provide suggestions, among other things, suggestions for service manual users and suggestions for future researchers. Suggestions for product users (counsellors) 80 for the implementation of this media to achieve optimal results, in carrying out services, they must follow the procedures described in the career mask media guidebook. And suggestions for future researchers The researcher hopes that new researchers can continue up to the large field trial stage so that the effectiveness of this career mask media can be found on a broad scale.

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