



Development of Interactive PowerPoint Media for Student Career Planning

¹Nurul Kausari, ²Nurhalizah Rizan, ³Elviana

^{1,2,3} Universitas Islam Negeri Ar-Raniry-Banda Aceh, Indonesia

nurulkausari04@gmail.com

Abstrac

This study aims to develop interactive PPT-based media for student career planning and test its effectiveness as a medium in school guidance and counseling activities. The research method used is Research and Development (R&D) following the Borg and Gall model. The sample for this study consists of four teachers from SMK Al Mubarkeya, selected through purposive sampling. The results indicate that the interactive PPT media is highly feasible, with a final average score of 87.35%.

Keywords: PPT, Student Career Planning, Media Development

Abstrak

Penelitian ini bertujuan untuk mengembangkan media interaktif berbasis PPT dalam merencanakan karir siswa serta menguji keefektifannya sebagai media dalam kegiatan bimbingan dan konseling di sekolah. Metode dalam penelitian ini ialah Penelitian dan Pengembangan (R&D) dengan menggunakan model Borg dan Gall. Sampel dalam penelitian ini ialah empat orang guru SMK Al Mubarkeya yang ditetapkan berdasarkan teknik purposif. Hasil dari penelitian ini menunjukkan bahwa media PPT Interaktif yang digunakan sangat layak dengan rata-rata skor akhir 87,35%

Kata kunci: PPT, Perencanaan Karir Siswa, Pengembangan Media

1. Introduction

In today's digital era, it is essential for students to have a deep understanding of available career options and the necessary steps to plan their careers. However, students often face challenges in grasping the complexities of the job market and planning for their future. A lack of understanding regarding various career paths is a primary issue in the career planning process.

Career planning refers to the ability to establish steps to achieve predetermined career goals, including self-awareness, job understanding, and the ability to reason effectively between individual aspirations and the world of work. Bryas & Rue define career planning as the process by which an individual formulates career goals and develops a plan to achieve them. Effective career planning is crucial for success, helping employees manage their tasks better and avoid difficulties or failures in carrying out their activities (Lahagu, 2023).

Many students still experience anxiety, lack of preparedness, and stress when making career decisions. This situation can be influenced by various factors, including social pressure from their environment, uncertainty about personal interests and talents, and a lack of understanding of career options. Through career guidance, students can receive direction and information to help them recognize their potential, interests, and career choices that align with their goals and aspirations. Career guidance is the process of providing students with direction and support for their future life (Widarto, 2015).

Based on the results of a needs survey conducted by the researcher among students of Class XI MIPA 4 at Madrasah Aliyah Ulumul Qur'an, 20 out of 29 respondents indicated that they were not well-informed about the types of jobs available in society and had not yet formulated specific career goals for their future planning.

A previous study by Robiansyah et al., titled *"Student Career Development at SMKN 4 Samarinda,"* found that, from the pre-test conducted with 27 students, some participants were still uncertain about their career choices and personal potential. This result highlights the need to improve students' understanding of career goals after graduation. During the presentation, the instructor provided material from the first to the final slide, guided students through completing the module sheets, and explained career

development with a focus on *Execution* and Blessings. After the material delivery, a post-test showed that participants had improved their understanding of the content and progressed in exploring their potential and career goals through the given module (Robiansyah, 2022).

Another study by Indah Sumdari, Hardiansyah, and Nova Erlina, titled The Development of Animation Media for Career Understanding among Students, revealed that, based on field trials with 10 students, the developed animation media received an overall score of 89.42%, categorized as "highly feasible." In large-scale trials with 30 students, the media earned a percentage score of 86.85%, also categorized as "highly feasible." Interviews with teachers and students after the trials further confirmed that the animation media was effective in enhancing students' career understanding. The findings suggest that the media is highly suitable for use in career guidance contexts (Sumdari, 2023).

From the above findings, it is evident that media plays a vital role in improving the effectiveness of guidance and counseling services, making it easier for counselors to convey career planning information. In this context, the development of interactive PPT media emerges as an appealing and relevant solution. This media has the potential to enhance student engagement, broaden their understanding of the job market, and help them plan careers that align with their personality types.

John Holland classifies six distinct personality types:

1. Realistic: Prefers environments with concrete tasks and the use of tools rather than social interaction.
2. Investigative: Enjoys intellectual challenges and puzzles, thriving in abstract and creative environments.
3. Artistic: Prefers creative activities and free thinking when addressing problems requiring artistic interpretation.
4. Social: Interested in communicating and helping others, suited to environments that require understanding human behavior.
5. Enterprising: Prefers environments that emphasize verbal skills to influence others, often ambitious and confident.
6. Conventional: Values order, reliability, and detail-oriented work, focusing on following rules and instructions (Irwan, 2022).

Based on this framework, the researcher is motivated to conduct a study on the ****Development of Interactive PPT Media for Student Career Planning****. This research aims to align career planning activities with students' personality types, making the guidance process more effective and relevant.

Method

The research method applied in this study is Research and Development (R&D), aiming to produce a new product and test its effectiveness before wider distribution. The product developed in this study is interactive PowerPoint-based media.

The researcher employs the Borg and Gall model, which consists of 10 steps in developing the interactive PPT for student career planning:

- 1) Identifying potential problems,
- 2) Data collection,
- 3) Product design,
- 4) Design validation,
- 5) Design revision,
- 6) Product testing,
- 7) Product revision,
- 8) Usage testing,
- 9) Product revision, and
- 10) Mass production.

However, in this study, the researcher will only conduct the first five stages: identifying potential problems, data collection, product design, design validation, and design revision. The study uses purposive sampling, which selects participants based on specific criteria:

- 1) Having knowledge or competence in the research topic,
- 2) Having formal education in the field of Guidance and Counseling, and
- 3) Mastering the use of PPT for design purposes.

Based on these criteria, the sample consists of four teachers from SMK 1 Al Mubarkaya: two Guidance and Counseling teachers, one Computer and Telecommunications Network teacher, and one Software and Game Development teacher.

The researcher will collect two types of data:

- Quantitative data from questionnaires completed by subject matter experts and media experts.

- Qualitative data from feedback, suggestions, and critiques provided by the experts.

The qualitative data will contain insights, additions, and suggestions that will be used to refine and enhance the developed product.

To analyze the data, the **Likert scale** is used to measure the validity of the developed product. The formula for processing the data is as follows:

$$V = \frac{\sum X}{N} \times 100\%$$

Keterangan:

V = nilai

$\sum X$ = skor yang diperoleh

N = Skor maksimum

Here is the **expert validation calculation scale table** used to determine the validity category of the developed instructional media based on Dewi and Izzati (2020):

Table 1. Expert Validation Calculation Scale

no	Skor	Kriteria
1	5	Sangat baik (SB)
2	4	Baik (B)
3	3	Cukup (C)
4	2	Kurang (K)
5	1	Sangat kurang (SK)

The results obtained are interpreted based on the assessment criteria according to Sugiyono (2008), which can be seen in Table 2.

Table 2. Criteria for Validity of Assessment Instruments

No	Tingkat pencapaian	keterangan
1	86%-100%	Sangat layak
2	76%-85%	layak
3	56%-75%	Cukup layak

4	<55%	Kurang layak
---	------	--------------

2. Result and Discussion.

a. Result

The developed interactive PPT media product has passed the validation stage and has been revised according to the suggestions provided by subject matter experts and media experts. The following are the results obtained:

Validity Level

1. Validation by Subject Matter Experts

Validation by subject matter experts aims to ensure that the information is accurate, relevant, and aligned with student needs. This validation helps ensure that the material supports educational goals, is easy to understand, and can enhance student engagement and understanding of their career planning.

Here's the translation for your text:

a. Results of Validation by Subject Matter Expert 1

The following is the quantitative data from the validation conducted by the subject matter expert, along with the percentage regarding the feasibility of the material used:

Table 3. Results of Validation by Subject Matter Expert 1

Nama validator	Hasil validasi	Keterangan
M. syibrans, S. Pd	91,42%	Sangat layak

The qualitative data from the validation by the subject matter expert indicates that the PPT media is good and easy to understand. However, it is suggested to add elements such as games or quizzes to make it more interactive and engaging.

a. Results of Validation by Subject Matter Expert 2

Berikut ini merupakan data kuantitatif hasil validasi yang dilakukan oleh ahli materi:

Table 4. Results of Validation by Subject Matter Expert 2

Nama validator	Hasil validasi	Keterangan
Az. Mawaddah, S.Pd. M. Ed	80%	layak

The qualitative data from the validation by the subject matter expert indicates that the material in the PPT is very good and interactive; however, it needs to be a bit more meticulous in its writing.

1. Validation by Media Expert

Validation by the media expert in the development of interactive PPT for student career planning involves assessing technical and aesthetic aspects of the presentation. The media expert will evaluate graphic design, visual consistency, text readability, interactivity, and ease of navigation.

a. Results of Validation by Media Expert 1

The following is the quantitative data from the validation conducted by the media expert:

Table 5. Results of Validation by Media Expert 1

Nama validator	Hasil validasi	Keterangan
Saddam Zakir, S.Pd	92 %	Sangat layak

The qualitative data from the validation by the media expert indicates that the PPT media used is suitable for instructional purposes, both in terms of design, appearance, font, and color.

Results of Validation by Media Expert 2The following is the quantitative data from the validation conducted by the media expert:

Table 6. Results of Validation by Media Expert

Nama validator	Hasil validasi	Keteranagan
Muhammad Irfan, S.T	86%	Sangat layak

The qualitative data from the validation by the media expert indicates that the PPT media used is good but needs additional animations that are appropriate for the different personality types.

b. Discussion

According to Hamalik, media has the potential to aid students' understanding of the lessons taught in class, thus accelerating the learning process and enhancing the effectiveness of learning in conveying content and messages. In guidance and counseling activities, media services are required to effectively communicate these objectives. Teachers need to design efficient and effective teaching tactics because they play a crucial role in the learning process. Creating media that can be utilized in the classroom is one of those tactics. (Dewi & Handayani, 2021)

Multimedia learning activities can motivate students, aid in the retention of prior knowledge and skills, and allow them to learn independently. The goal of interactive teaching is to provide students with a more concrete understanding of abstract concepts. (Havizul, 2020)

In this study, the researcher uses the development of interactive PPT media on career planning for students after graduating from high school as a medium in guidance and counseling activities in schools. The material discussed in this interactive PPT was selected based on the needs of the students, which were identified through a needs assessment. The topics covered in this developed interactive PPT include career selection based on Holland's six personality types.

A creative approach to utilizing media in teaching led to the creation of this PowerPoint presentation. Teachers can use interactive PowerPoint slides to support guidance and counseling services. PowerPoint is a useful tool for teaching and providing services. Interactive PowerPoint resources can enhance student learning outcomes. (Rahmawati, 2022).

High school students are expected to be capable of choosing and planning careers that will support their future. This aligns with the opinion of Fadilah et al. (2024), which explains that generally, students in the 11th grade of high school are in the phase of transitioning toward late adulthood. They should already be thinking about and preparing for their career choices after graduating from high school. Therefore, it is necessary to provide career understanding as preparation for their future lives.

This research shows that the interactive PPT media on student career planning is highly suitable for use with 11th-grade students. The research results were measured using the validation assessment sheets from subject matter experts and media experts. From the validation activities, the following scores were obtained: 1) Validation by

Subject Matter Expert 1 received a score of 91.42%, categorized as very feasible. 2) Validation by Subject Matter Expert 2 received a score of 80%, categorized as feasible. 3) Validation by Media Expert 1 received a score of 92%, categorized as very feasible. 4) Validation by Media Expert 2 received a score of 86%, categorized as very feasible. The final score obtained was an average of 87.35%, categorized as very feasible.

This developed PPT has also been revised according to the feedback, criticisms, and suggestions provided by the experts. As a result, the interactive PPT on student career planning has improved and is highly suitable for use.

The following are some slides displayed in the interactive PPT:



Gambar 1. Tampilan judul PPT interaktif



Gambar 2. Tampilan profil pengembang



Gambar 3. Tampilan beranda



Gambar 4. Tampilan materi tentang jenis-jenis tipe kepribadian



Gambar 5. Tampilan slide pemilihan jurusan berdasarkan tipe kepribadian



Gambar 6. Tampilan salah satu slide tentang jurusan berdasarkan tipe kepribadian



Gambar 7. Tampilan link quiz



Gambar 8. Tampilan quiz

E. Conclusion

Based on the results of the research conducted to determine whether the interactive PPT media is suitable for student career planning, the following conclusions can be drawn: The interactive PPT media can help students understand the lessons taught in class, thereby advancing the learning process and enhancing the effectiveness of teaching in communicating the material and messages presented. To effectively communicate these objectives, media services are required in guidance and counseling activities. In this study, the researcher used the development of interactive PPT media on career planning for students after graduating from high school as a medium in guidance and counseling activities in schools. The material discussed in this interactive PPT was selected based on the needs of the students, which were identified through a needs assessment. The topics

covered in this developed interactive PPT include career selection based on Holland's six personality types.

From the validation activities, the following scores were obtained: 1) Validation by Subject Matter Expert 1 received a score of 91.42%, categorized as very feasible. 2) Validation by Subject Matter Expert 2 received a score of 80%, categorized as feasible. 3) Validation by Media Expert 1 received a score of 92%, categorized as very feasible. 4) Validation by Media Expert 2 received a score of 86%, categorized as very feasible. The final score obtained was an average of 87.35%, categorized as very feasible.

Bibliography

Anik Hermawati Fuad, Moch Nur Salim dan Retno Tri Hariastuti. 2023. *Experiential Learning Sebagai Teknik Bimbingan Klasikal untuk Meningkatkan Pemahaman Karier Siswa*, JURNAL NUSANTARA OF RESERCH, Vol.9, No. 3.

Dewi, F. F., & Handayani, S L. 2021. Pengembangan Media Pembelajaran Video Animasi En-alter Sources Berbasis Aplikasi Powtoon Materi Sumber Energi Alternatif Sekolah Dasar. *Jurnal BASICEDU* 5 (4), 2530-2540.

Hayatun Nupus. 2022. skripsi: Pengembangan Media Layanan Informasi Dengan Aplikasi Prezi Dalam Menentukan Perencanaan Karir Pada Peserta Didik Kelas IX SMP Bina Utama Tanggamus, Lampung: Universitas Ialam Negri Raden Intan Lampung.

Havizul, H. (2020). *Pengembangan Multimedia Interaktif Untuk Pembelajaran Ips Di Sekolah Dasar Menggunakan Model Ddd-E*. *Sosial Horizon: Jurnal Pendidikan Sosial*, 6(2), 283.

Indah Sumdari, Hardiansyah dan Nova Erlina. 2023. *Pengembangan Media Animasi dalam Memberikan Pemahaman Karir Pada Peserta didik*. *Attractive: Innovative Education Journal*, Vol. 5, No. 2.

Maharani Delta Dewi dan Nur Izzati. 2020. Pengembangan media pembelajaran powerpoint interaktif berbasis RME materi al jabar kelas VII SMP. *Jurnal Ilmiah Pendidikan Matematika*. Vol. 8 No. 2. h, 217 – 226

- Mohammad Asrori. 2011. Penelitian Tindakan Kelas. Bandung: Wacana Prima.
- Lahagu. ayley Beniah Ndraha Dan Odaligoziduhu Halawa. 2023. *pengaruh Evikasi Diri Terhadap Perencanaan Karier Pegawai Dengan Motivasi Karir Sebagai Variabel Mediasi Pada Kantor Camat Medang Deras Kabupaten Batu Bara*. Jurnal ilmiah metada, vol. 5, No. 3
- Rahmawati, D. 2022. Pengembangan Media Pembelajaran Interaktif Berbasis Powerpoint Untuk Keterampilan Membaca Intensif. Jurnal Pancar (Pendidik Anak Cerdas Dan Pintar), 6(1), 187–192
- Robiansyah, dkk. 2022. *pengembangan karir siswa SMKN 4 Samarinda*. Jurnal Pengabdian kepada Masyarakat; Ekonomi, Manajemen, Bisnis dan Akuntansi. Vol. 01, Issue. 02
- Widarto. 2015. Bimbingan Kareir Dan Tips Berkarier. PT. Leutika Nouvalitera: Yogyakarta