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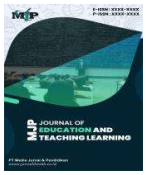

Development of a Digital Career Guidance Module to Facilitate Early Career Decision-Making of Ninth-Grade Students in State Junior High Schools Across Melati District

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ABSTRACT

This study aims to: (1) develop a Social Cognitive Career Theory (SCCT)-based digital career guidance module in the form of an e-flipbook to facilitate early career decision-making among ninth-grade junior high school students; (2) determine the feasibility of the developed digital career guidance module; and (3) examine the effectiveness of the digital career guidance module in facilitating students' early career decision-making. This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. A limited trial was conducted with nine students, while a large-scale trial involved 102 students in the experimental group and 102 students in the control group from three public junior high schools in Mlati District, selected using simple random sampling. The study applied a pretest–posttest control group design, and data were collected through interviews, questionnaires (scales), and observations. The data were analyzed using qualitative and quantitative techniques to evaluate the feasibility of the module, while its effectiveness was assessed using the N-Gain test. The results indicate that: (1) a Social Cognitive Career Theory (SCCT)-based digital career guidance module in the form of an e-flipbook was successfully developed; (2) the feasibility evaluation demonstrated that the module was classified as highly feasible based on assessments by subject matter experts, media experts, and school guidance and counseling practitioners. The media expert evaluation yielded a score of 91% (highly feasible), the subject matter expert evaluation 95% (highly feasible), the guidance and counseling teacher validation 91% (highly feasible), and the student evaluation involving nine participants 77% (highly feasible); and (3) the effectiveness test showed that the digital career guidance module significantly improved students' early career decision-making. This was evidenced by an N-Gain score of 0.68 (high category) in the experimental group, compared with 0.50 (moderate category) in the control group. These findings indicate that the developed digital module is effective for use as a medium for career guidance services in junior high schools.

Informasi Artikel

Kata Kunci:

Kata kunci: modul digital, pengambilan keputusan karir awal, SMP.

ABSTRAK

Penelitian ini bertujuan untuk: (1) menghasilkan modul digital bimbingan karir berbasis Social Cognitive Career Theory (SCCT) dalam bentuk e-flipbook untuk memfasilitasi pengambilan keputusan karir awal murid kelas IX SMP; (2) mengetahui tingkat kelayakan modul digital bimbingan karir yang dikembangkan; dan (3) menguji efektivitas modul digital bimbingan karir dalam memfasilitasi pengambilan keputusan karir awal murid.
Penelitian ini merupakan penelitian dan pengembangan (Research and Development) dengan menggunakan model ADDIE yang meliputi tahap analysis, design, development, implementation, dan evaluation. Uji coba terbatas dilaksanakan dengan melibatkan sembilan murid, sedangkan uji coba luas melibatkan 102 pada kelas eksperiment dan 102 murid sebagai kelompok kontrol pada kelas IX di tiga SMP Negeri se-kecamatan Mlati yang ditentukan dengan teknik simple random sampling simple random sampling. Penelitian ini menggunakan model pretest-posttest control group design dan teknik pengumpulan data melalui wawancara, skala, dan observasi. Data dianalisis menggunakan teknik analisis kualitatif kuantitatif untuk menilai kelayakan serta efektivitas dengan uji N-Gain. Hasil penelitian menunjukkan bahwa: (1) telah dihasilkan modul digital bimbingan karir berbentuk e-flipbook berbasis Social Cognitive Career Theory (SCCT) (2) hasil uji kelayakan menunjukkan bahwa modul digital bimbingan karir berada pada kategori sangat layak berdasarkan penilaian ahli materi, ahli media, dan praktisi bimbingan dan konseling. Penilaian ahli media persentase yang diperoleh adalah 91% dengan kategori sangat layak, penilaian dari ahli materi sebesar 95% dengan kategori sangat layak, hasil validasi guru BK sebesar 91% dengan kategori sangat layak, dan penilaian oleh sembilan murid sebesar 77% dengan kategori sangat layak; dan (3) hasil uji efektivitas menunjukkan bahwa modul digital bimbingan karir mampu meningkatkan pengambilan keputusan karir awal murid. Hal tersebut ditunjukkan oleh hasil analisis N-Gain pada kelompok eksperimen sebesar 0,68 dengan kategori tinggi, sedangkan kelompok kontrol sebesar 0.50 dengan kategori sedang, sehingga modul digital yang dikembangkan terbukti efektif digunakan sebagai media layanan bimbingan karir di SMP.

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1. Introduction

In the Merdeka Curriculum, Guidance and Counseling (GC) services for junior high school students are positioned within Phase D, which defines learning outcomes based on students' developmental stages. At this phase, one of the essential developmental tasks is developing the knowledge and skills required to continue their education, prepare for future careers, and contribute to society while recognizing their abilities, talents, interests, and career tendencies. This developmental task is reflected in the expected GC service outcomes, particularly in the area of career awareness and career readiness, where students are expected to select educational pathways and occupations that align with their abilities.

According to Yuniarsih et al. (2021), successfully accomplishing developmental tasks enables students to experience satisfaction and provides a foundation for completing subsequent developmental tasks. Conversely, when students fail to accomplish developmental tasks related to career decision-making—such as self-assessment, gathering information about further education, setting goals, planning, and problem-solving (Betz, Klein, & Taylor, 1996)—they may experience disappointment or negative judgments from others. Such failure may hinder their ability to complete developmental tasks at later stages.

This condition is evident in the context of junior high school students' career development. Irsu and Winingsih (2022) reported that many junior high school students remain uncertain about planning their careers after graduation. This uncertainty is caused by limited self-understanding, particularly regarding their talents and interests, as well as insufficient information about further education and career opportunities. Consequently, students are unable to prepare themselves optimally for future career planning. Furthermore, inadequate knowledge, low confidence in making independent career decisions, and difficulties in career planning may lead to various career-related problems if not addressed promptly. Therefore, failure to accomplish career developmental tasks during junior high school may become an obstacle to career development in later stages.

One of the cognitive characteristics of junior high school students is their strong curiosity and critical thinking ability. However, if this desire to explore is not supported by adequate information about themselves and their environment, students may experience difficulties in understanding their potential and choosing an appropriate career direction. Therefore, a lack of information may hinder them from maximizing these cognitive characteristics for self-development and career planning.

Regarding the availability of information in career decision-making, Mahdi (2019) stated that career decision-making is not an easy process. Many students fear making the wrong decision and therefore avoid making decisions altogether. However, students' confidence in making career decisions can be developed by providing opportunities to practice decision-making independently or with assistance from school counselors. Well-considered career decisions contribute to students' psychological well-being, both during their current education and in their future educational or occupational choices. Difficulties in career decision-making can be minimized when students possess adequate information about themselves and the world of work they may pursue in the future.

Steven Berlin Johnson (2018) defines career decision-making skills among junior high school students as the ability to rationally and systematically evaluate various educational and career alternatives after graduating from junior high school by utilizing available information, considering their personal potential (talents, interests, and values), and predicting the short-term and long-term consequences of each option. These skills require students to weigh opportunities, risks, and possible outcomes before determining the career choice that best suits their future.

Haq and Farida (2019), in a descriptive study involving 419 junior high school students, found that 23.4% of the participants had not yet decided which academic major they intended to pursue in senior high school. Interviews conducted by the researchers revealed that many students were still confused about choosing a school because they lacked references regarding suitable schools, while others simply followed their parents' or friends' choices. Consequently, career decision-making became increasingly difficult and complicated. Similarly,

Widyastuti and Pratiwi (2013) reported that 38% of students experienced confusion when selecting an academic major, with female students showing greater difficulty in career decision-making than male students. Furthermore, Ayu et al. (2022) found a strong positive relationship between career planning and career decision-making, with career planning contributing 43.3% to students' career decision-making ability. These findings indicate that students with better career planning are more likely to make better career decisions.

These findings are consistent with observational data collected by the researcher in July 2025 through the Student Needs Assessment Questionnaire (AKPD) administered to ninth-grade students at public junior high schools in Mlati District. The results identified several major career-related issues: 66.67% of students lacked understanding of the world of work, 55.47% were uncertain about continuing their education to senior high school, and 55.47% did not understand the specialization system in vocational high schools (SMKs). These findings indicate that many students lack sufficient career knowledge, which is concerning because it may lead to inappropriate educational and career choices, reduced learning motivation, and obstacles in achieving educational and career goals. Therefore, Juwita et al. (2024) recommended that students should develop mature career decision-making skills before entering senior high school or vocational school to minimize inappropriate study choices. Ghassani et al. (2020) further argued that career decisions are influenced by individuals' self-understanding, social influences, and the extent to which they have explored career information before making decisions.

Based on these perspectives, schools play a significant role in influencing students' career decision-making by providing sufficient information that enables students to explore career options before making decisions. Yusuf and Nurihsan (2005) define career guidance as a service that assists individuals in career planning, career development, and resolving career-related problems, including understanding occupations and job responsibilities, recognizing personal abilities and environmental conditions, career planning and development, work adjustment, and overcoming career-related difficulties.

According to Super's Life-Span, Life-Space Theory (1990), most junior high school students are in the exploration stage of career development. At this stage, individuals strive to understand themselves and identify their place in the world of work, make and implement career choices, identify their interests and abilities while exploring occupational compatibility through experiences and hobbies, and gradually formulate tentative occupational choices. Super further explains that students undertake three major developmental tasks during this stage: crystallizing career preferences, specifying general career preferences, and implementing career choices.

In addition, ninth-grade students, who were generally born between 2010 and 2011, belong to Generation Z. According to Anshori (2025), Generation Z is often referred to as digital natives because they have grown up in a highly digital environment characterized by social media, websites, and various digital platforms. In education, they prefer independent, flexible, and technology-based learning. They are accustomed to learning through online tutorials, discussion forums, and interactive platforms. When facing problems, they actively seek solutions from digital sources rather than waiting for direct instruction. Although they possess strengths in processing information quickly, they are also vulnerable to digital distractions, information overload, and mental fatigue.

Given the vast amount of information available through social media, websites, and digital platforms, students need to critically evaluate and filter information. Otherwise, the Generation Z tendency to seek quick and instant solutions may lead to impulsive career decisions made without careful consideration. Therefore, students require not only career information but also structured career decision-making skills supported by career guidance modules that provide accurate information and guide them toward rational career decisions appropriate to their developmental stage.

Supporting this view, the Indonesian Internet Service Providers Association (APJII) reported in 2024 that internet penetration in Indonesia reached 79.5%, with Generation Z representing the second most active internet users (87.02%) and contributing the largest proportion of internet users (34.4%). Furthermore, the COVID-19 pandemic emphasized the importance of integrating technology into education. Even after the pandemic, educational

institutions continue to innovate in utilizing technology to improve educational services according to students' needs. Public junior high schools throughout Mlati District now require students to bring digital devices to school, while the government's distribution of belajar.id accounts and Chromebook support demonstrates its commitment to technology-enhanced learning.

Interviews conducted during the preliminary study indicated that schools had attempted to provide career guidance services through classroom guidance sessions. However, these sessions primarily relied on lectures with limited variation, making them less engaging because students had few opportunities to actively participate. As a result, students had limited opportunities to develop career-related knowledge and skills independently. Schools also organized Career Day activities by inviting alumni and representatives from other schools, but these activities did not always align with students' interests, resulting in relatively low enthusiasm. Another strategy involved posting career information on the counseling bulletin board; however, this approach was also ineffective because the displayed information failed to attract students' attention.

Considering these findings, available resources, and the limited effectiveness of previous career guidance approaches, career guidance services should be redesigned to meet the needs of today's students and be centered on their developmental needs, as identified through the AKPD. Guidance and counseling media serve as tools for delivering information, facilitating self-exploration, and supporting career decision-making. Effective counseling media enhance student engagement, expand access to services, and enable students to learn independently according to their individual needs. Consequently, digital technology-based counseling media have become an appropriate choice because they offer flexibility, interactivity, and visual appeal.

The digital career guidance module developed in this study integrates Donald Super's Career Development Theory and the Social Cognitive Career Theory (SCCT) proposed by Lent, Brown, and Hackett, which is inspired by Bandura's Social Cognitive Theory. The module includes interactive career decision-making simulations designed to facilitate students' self-understanding, self-exploration, information processing, and structured career decision-making practice appropriate to the developmental characteristics of junior high school students. It is expected that this module will provide an innovative contribution to career guidance services at the junior high school level. Therefore, the study entitled "Development of a Digital Career Guidance Module to Facilitate Early Career Decision-Making among Ninth-Grade Students in Public Junior High Schools in Mlati District for the 2025/2026 Academic Year" is considered both relevant and necessary.

2. METHOD

This study employed a Research and Development (R&D) approach using the ADDIE instructional design model, which consists of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation. The study was conducted to develop a digital career guidance module based on the Social Cognitive Career Theory (SCCT) in the form of an e-flipbook to facilitate early career decision-making among ninth-grade junior high school students. The research was carried out in three public junior high schools in Mlati District during the 2025/2026 academic year.

During the analysis stage, a needs assessment was conducted through interviews with school counselors, classroom observations, and analysis of the Student Needs Assessment Questionnaire (AKPD). The analysis revealed that many students experienced difficulties in understanding their personal potential, obtaining career information, and making educational and career decisions. These findings served as the basis for determining the instructional objectives, learning materials, and features incorporated into the digital module.

The design stage involved preparing the module framework based on the principles of Social Cognitive Career Theory (SCCT) proposed by Lent, Brown, and Hackett. The module content was organized into several learning units, including self-understanding, exploration of educational and career information, career planning, and career decision-making simulations. Interactive learning activities, self-assessment exercises, reflective questions, videos, hyperlinks, and career decision-making scenarios were integrated into the module. The module was then designed using an e-flipbook

platform to provide an interactive and visually engaging learning experience.

During the development stage, the prototype module was produced and subsequently validated by career guidance experts, instructional media experts, and practicing school counselors. Suggestions and recommendations from the validators were used to revise and improve the module before field implementation. A limited trial involving nine students was then conducted to evaluate the readability, usability, attractiveness, and practicality of the developed module prior to large-scale implementation.

The implementation stage consisted of large-scale field testing using a pretest–posttest control group design. The study involved 102 students in the experimental group and 102 students in the control group, selected through simple random sampling from three public junior high schools in Mlati District. Students in the experimental group received career guidance services using the SCCT-based digital module, whereas students in the control group received conventional career guidance services commonly implemented by school counselors. Before the intervention, both groups completed a pretest measuring their initial career decision-making ability. Following the implementation of the guidance program, both groups completed a posttest using the same instrument to evaluate changes in their career decision-making competence.

The evaluation stage was conducted continuously throughout the development process. Formative evaluation was performed at every ADDIE stage to improve the quality of the product, whereas summative evaluation focused on determining the effectiveness of the developed module. Data collection techniques included interviews, observation, questionnaires, and career decision-making scales. The feasibility of the module was analyzed descriptively using percentage scores obtained from expert validation and user responses. The effectiveness of the module was determined using the Normalized Gain (N-Gain) score by comparing students' pretest and posttest results in both the experimental and control groups. The developed module was considered effective when the experimental group demonstrated a higher N-Gain score than the control group.

The research instruments consisted of expert validation sheets, student response questionnaires, observation sheets, and an early career decision-making scale. Prior to implementation, the instruments were examined for content validity by experts and tested for reliability using Cronbach's Alpha. The quantitative data were analyzed using descriptive statistics and N-Gain analysis with the assistance of IBM SPSS Statistics, while qualitative data obtained from interviews and observations were analyzed through data reduction, data display, and conclusion drawing to support the interpretation of quantitative findings.

Result and Discussion

The findings demonstrate that the developed digital career guidance module effectively addresses students' career guidance needs identified during the analysis stage. The integration of interactive multimedia, self-reflection, and career exploration activities is consistent with the principles of Social Cognitive Career Theory (SCCT), which emphasizes the role of self-efficacy, outcome expectations, and personal goals in career decision-making. By providing opportunities for students to explore career information and evaluate their interests, the module facilitates more informed and confident career choices.

The use of an e-flipbook also aligns with the characteristics of Generation Z students, who are familiar with digital technology and prefer interactive learning environments. Compared with conventional lecture-based career guidance, the digital module encourages active participation, independent learning, and continuous access to career information. These characteristics are expected to improve students' career readiness and their ability to make appropriate educational and career decisions.

Overall, the study indicates that integrating SCCT with digital learning media offers an innovative approach for school counselors to deliver career guidance services. The module not only serves as an effective instructional resource but also supports the implementation of technology-enhanced guidance programs within the Merdeka Curriculum, particularly in facilitating early career decision-making among junior high school students.

The development stage involved producing the digital career guidance module based on the results

of the analysis and design phases. During this stage, career guidance materials, illustrations, videos, interactive links, and self-assessment activities were integrated into an e-flipbook platform. The module was then refined through editing to improve layout consistency, navigation, readability, and overall functionality. Before implementation, the prototype was evaluated by material experts and media experts to ensure its content validity and technical quality. Suggestions from the validators were incorporated into the revised version of the module prior to field testing.

The implementation phase consisted of a limited trial followed by a large-scale field trial. The limited trial involved nine Grade IX students selected randomly from three public junior high schools in Mlati District. Students evaluated the usability and quality of the module before and after revisions, while feedback was collected to improve the final product.

Table 1. Results of the Limited Trial

Indicator	Before Revision	After Revision
Total Score	598	662
Average Score	83	92
Category	Very Feasible	Very Feasible

The results indicate that the average feasibility score increased from 83 before revision to 92 after revision, reflecting substantial improvements in the quality of the module following expert and student feedback.

Students also suggested several improvements, including adding motivational quotations, improving text color combinations, inserting transition pages between sections, enriching visual illustrations, correcting writing inconsistencies, and enhancing the appearance of the reflection section. These recommendations were incorporated into the final version of the module.

The evaluation of each quality standard further confirmed the feasibility of the developed module.

Table 4. Feasibility Evaluation of the Digital Career Guidance Module

Evaluation Standard	Score (%)	Category
Utility	90	Very Feasible
Feasibility	92	Very Feasible
Propriety	93	Very Feasible
Accuracy	95	Very Feasible
Evaluation Accountability	93	Very Feasible
Overall	92	Very Feasible

Overall, the digital career guidance module achieved a feasibility score of 92%, indicating that it satisfies the criteria of utility, feasibility, propriety, accuracy, and evaluation accountability. These findings demonstrate that the module is appropriate for supporting career guidance services and facilitating early career decision-making among junior high school students.

The developed digital career guidance module underwent expert validation involving media experts, material experts, and school counseling practitioners to evaluate its feasibility before field implementation. The assessment was conducted using the Utility, Feasibility, Propriety, Accuracy, and Evaluation Accountability standards.

Table 2. Results of Expert Validation

Validator	Feasibility (%)	Category
Media Expert	91	Very Feasible
Material Expert	95	Very Feasible
School Counselor	91	Very Feasible

The media expert evaluation yielded an overall feasibility score of 91%, indicating that the module had met the required standards in terms of usability, technical quality, and instructional media design. Several recommendations were provided, including improving the introductory section, using more communicative language, clarifying learning objectives, and enhancing the visual integration of learning materials. These suggestions were incorporated into the revised version of the module before implementation.

The material expert assigned an overall feasibility score of 95%, reflecting excellent content quality. The highest scores were obtained for the Accuracy Standards and Evaluation Accountability Standards (100%), indicating that the learning materials and

evaluation components were accurate and well aligned with the intended learning outcomes. Minor revisions included refining the module title, adding reflection feedback, expanding information on educational pathways, and broadening career alternatives presented in the module.

The practitioner evaluation conducted by a school counselor produced an overall feasibility score of 91%, confirming that the module was practical and suitable for implementation in school career guidance services. The practitioner emphasized that the module was easy to use, systematically organized, and capable of supporting counselors in delivering career guidance more effectively.

Overall, the expert validation results demonstrate that the digital career guidance module satisfies both pedagogical and technical quality standards. The revisions based on expert feedback enhanced the quality of the product, making it appropriate for subsequent field testing and implementation in junior high school career guidance services.

The present study aimed to develop a digital career guidance module based on the Social Cognitive Career Theory (SCCT) to facilitate early career decision-making among junior high school students. The findings demonstrated that the developed module achieved a high level of feasibility according to evaluations conducted by media experts (91%), material experts (95%), school counselors (91%), and students (77%). These findings indicate that the module fulfills pedagogical, technical, and practical quality standards, making it appropriate for implementation in school career guidance services.

The high feasibility ratings provided by the material expert suggest that the module presents career information accurately, systematically, and consistently with the developmental characteristics of junior high school students. The suggestions for improving reflection activities and broadening information regarding educational pathways further strengthened the module by encouraging students to understand themselves and explore a wider range of future educational opportunities. Such improvements are consistent with the principles of SCCT, which emphasize that career decisions are influenced by self-efficacy, outcome expectations, and personal goals developed through learning experiences.

Similarly, the media expert emphasized that the module possessed strong instructional quality while recommending improvements in visual communication, language style, and learning navigation. The integration of multimedia elements, including interactive texts, illustrations, videos, hyperlinks, and reflection activities, supports meaningful learning by increasing students' engagement and motivation. Digital learning resources that combine visual and interactive features have been shown to enhance students' understanding and encourage independent learning, particularly among adolescents who are accustomed to digital technology.

The evaluation conducted by the school counselor further confirmed the practical value of the module. The counselor considered the module easy to operate, systematically organized, and suitable for supporting career guidance activities in schools. This finding indicates that the product is not only theoretically sound but also practically applicable within the daily responsibilities of school counselors. The usability of the module is particularly important because effective digital guidance media should reduce counselors' workload while simultaneously improving the quality of guidance services.

Students also responded positively to the developed module during the small-group trial. Although several suggestions were proposed regarding visual appearance, color variation, motivational messages, and layout improvements, the overall evaluation indicated that the module was considered highly feasible. These suggestions became valuable inputs during the revision stage, resulting in a more attractive, student-centered, and user-friendly product. The iterative revision process reflects one of the fundamental strengths of the ADDIE development model, namely continuous improvement through formative evaluation before large-scale implementation.

Overall, the findings demonstrate that the developed digital career guidance module successfully integrates educational content, multimedia technology, and the theoretical principles of Social Cognitive Career Theory into a practical learning resource. The module has considerable potential to improve students' career exploration, self-understanding, and confidence in making initial career decisions. Therefore, the module may serve as

an effective digital medium to support comprehensive career guidance services in junior high schools while promoting students' readiness for future educational and career pathways.

The revised digital career guidance module was subsequently implemented to obtain feedback from five school counselors representing three public junior high schools in Mlati District and 102 students in the experimental group. Responses to the module were collected using an evaluation instrument covering five dimensions: Utility Standards, Feasibility Standards, Propriety Standards, Accuracy Standards, and Evaluation Accountability Standards.

Table 3. School Counselors' Evaluation of the Digital Career Guidance Module

Aspect	Item Numbers	Obtained Score	Maximum Score	Percentage	Category
Utility Standards	1–6	112	120	93.0%	Very Feasible
Feasibility Standards	7–12	108	120	90.0%	Very Feasible
Propriety Standards	13–15	57	60	95.0%	Very Feasible
Accuracy Standards	16–18	52	60	86.7%	Very Feasible
Evaluation Accountability Standards	19–20	36	40	90.0%	Very Feasible
Total	1–20	365	400	91.2%	Very Feasible

Based on the evaluation conducted by the five school counselors, all assessment dimensions were classified as very feasible. The Utility Standards achieved a score of 112 out of 120 (93%), indicating that the module provides substantial benefits for supporting career guidance services. The Feasibility Standards obtained 108 out of 120 (90%), demonstrating that the module is practical and can be implemented effectively in school settings. The Propriety Standards received the highest score, with 57 out of 60 (95%), suggesting that the content and presentation of the module are highly appropriate for junior high school students. Meanwhile, the Accuracy Standards obtained 52 out of 60 (86.7%), and the Evaluation Accountability Standards achieved 36 out of 40 (90%), both of which were categorized as very feasible. Overall, every evaluation dimension exceeded 85%, indicating that the module met the established quality criteria.

Overall, the digital career guidance module obtained a total score of 365 out of a maximum score of 400, resulting in an overall feasibility score of 91.2%, which falls within the very feasible category. These findings indicate that the developed module satisfies the criteria of Utility Standards, Feasibility Standards, Propriety Standards, Accuracy Standards, and Evaluation Accountability Standards. Therefore, the module is considered suitable for use as a digital career guidance medium to facilitate early career decision-making among ninth-grade junior high school students.

Following the revision process, the digital career guidance module was implemented to evaluate its effectiveness by collecting responses from 102 ninth-grade students in the experimental group. Students evaluated the module using an assessment instrument consisting of five dimensions, namely Utility Standards, Feasibility Standards, Propriety Standards, Accuracy Standards, and Evaluation Accountability Standards. The purpose of this evaluation was to determine students' perceptions of the quality, usability, and appropriateness of the developed module.

Table 22. Students' Evaluation of the Digital Career Guidance Module

Aspect	Item Numbers	Obtained Score	Maximum Score	Percentage	Category
Utility Standards	1–6	2,184	2,448	89.22%	Very Feasible
Feasibility Standards	7–12	2,175	2,448	88.88%	Very Feasible

Aspect	Item Numbers	Obtained Score	Maximum Score	Percentage	Category
Propriety Standards	13–15	1,108	1,224	90.52%	Very Feasible
Accuracy Standards	16–18	1,119	1,224	91.42%	Very Feasible
Evaluation Accountability Standards	19–20	748	816	91.67%	Very Feasible
Total	1–20	7,334	8,160	89.88%	Very Feasible

As presented in Table 22, all evaluation dimensions received ratings within the very feasible category. The Utility Standards obtained a score of 2,184 out of 2,448 (89.22%), indicating that students perceived the module as highly beneficial for supporting career exploration and decision-making activities. The Feasibility Standards achieved 2,175 out of 2,448 (88.88%), suggesting that the module was considered practical, accessible, and easy to use throughout the learning process.

The Propriety Standards received 1,108 out of 1,224 (90.52%), demonstrating that the content, language, and learning activities were appropriate for the developmental characteristics of junior high school students. Furthermore, the Accuracy Standards obtained 1,119 out of 1,224 (91.42%), indicating that the career information and learning materials were perceived as accurate, relevant, and understandable. The highest percentage was achieved by the Evaluation Accountability Standards, with 748 out of 816 (91.67%), reflecting that students considered the evaluation activities and self-reflection components to be clear, objective, and useful in monitoring their learning progress. Overall, every assessment dimension exceeded 88%, confirming that students evaluated the module very positively.

Overall, the digital career guidance module obtained a total score of 7,334 out of a maximum score of 8,160, resulting in an overall feasibility score of 89.88%, which falls within the very feasible category. These findings demonstrate a very high level of student acceptance, indicating that the developed module is suitable for use as a digital career guidance resource to support early career decision-making among ninth-grade junior high school students.

To further evaluate the impact of the revision process, students' responses before and after the module revision were compared. As illustrated in Figure 4, the feasibility score increased from 77% before revision to 89.88% after revision. This improvement indicates that the revisions made based on expert validators' recommendations successfully enhanced the quality, attractiveness, and usability of the digital module. Consequently, the revised module provides a more effective and engaging learning experience for students while better supporting the implementation of career guidance services in junior high schools.

Before the main study was conducted, the instrument was subjected to an empirical validity test using the Pearson Product-Moment correlation. The validity analysis aimed to determine whether each item was capable of accurately measuring the construct of early career decision-making. An item was considered valid when its calculated correlation coefficient ($r_{calculated}$) exceeded the critical value of the Pearson correlation coefficient (r_{table}) at the 5% significance level. With a pilot sample of 32 respondents, the critical value of r_{table} was 0.349.

Table 23. Results of the Instrument Validity Test

Description	Item Numbers	Number of Items	Percentage
Valid	1, 2, 4, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 19, 22, 23, 24, 25	18	72%
Invalid	3, 5, 8, 13, 18, 20, 21	7	28%
Total	1–25	25	100%

Source: Empirical validity test results.

The validity analysis revealed that 18 of the 25 questionnaire items satisfied the validity criterion. These items (Items 1, 2, 4, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 19, 22, 23, 24, and 25) produced corrected item-total correlation coefficients ranging from

0.3739 to 0.7886, indicating that they adequately represented the construct of early career decision-making. The relatively high correlation coefficients demonstrate that the retained items possessed satisfactory discriminative power and were capable of measuring the intended construct consistently.

Conversely, seven items (Items 3, 5, 8, 13, 18, 20, and 21) failed to satisfy the validity criterion because their correlation coefficients were lower than the critical value (r = 0.349). Furthermore, three items (Items 3, 13, and 21) produced negative correlation coefficients (-0.2328, -0.0850, and -0.3542, respectively), suggesting that these items did not consistently represent the theoretical construct being measured. Negative correlations indicate that respondents' answers to these items were inconsistent with the overall scale, thereby reducing the instrument's construct validity.

Overall, 72% of the instrument items were declared valid, whereas 28% were classified as invalid. Consequently, the seven invalid items were excluded from the instrument, and only the remaining 18 validated items were retained for subsequent analyses. The refined instrument was therefore expected to provide more accurate, reliable, and representative measurements of students' early career decision-making abilities in the main study.

After the validity analysis, the reliability of the revised instrument was re-examined using the 18 validated items to ensure its internal consistency before implementation in the main study.

Table 24. Reliability Analysis of the Final Instrument

Instrument	Number of Items	Cronbach's Alpha	Reliability Category
Early Career Decision-Making Scale	18	0.933	Very High Reliability

Source: Reliability analysis results.

The reliability analysis demonstrated that the refined instrument achieved a Cronbach's Alpha coefficient of 0.933, indicating excellent internal consistency. According to commonly accepted reliability criteria, a Cronbach's Alpha value above 0.90 reflects a very high level of reliability, suggesting that the questionnaire items consistently measure the same underlying construct.

Following the elimination of the seven invalid items, the instrument was refined from 25 to 18 items without compromising its measurement quality. Instead, the refinement improved the instrument's psychometric properties by retaining only those items that exhibited satisfactory validity and internal consistency. Therefore, the final version of the instrument was considered both valid and highly reliable, making it appropriate for use in the main effectiveness study of the SCCT-based digital career guidance module.

Following the development and expert validation stages, the revised SCCT-based digital career guidance module was implemented through two phases of field testing, namely a small-group trial and a large-group trial, involving Grade IX students from public junior high schools in Mlati District. The effectiveness evaluation aimed to determine the extent to which the digital module facilitated students' early career decision-making. Data obtained from both implementation stages were analyzed to assess the effectiveness of the developed product in achieving its intended educational objectives.

The small-group trial was conducted at SMP Negeri 2 Mlati on 3 June 2026, involving nine Grade IX students drawn from three junior high schools in Mlati District. Three students from each school participated in the trial to obtain preliminary evidence regarding the effectiveness of the digital career guidance module before its implementation in the larger field trial. The effectiveness of the module was assessed through pretest and posttest measurements of students' early career decision-making.

Table 25. Small-Group Trial Results on Early Career Decision-Making

No.	SCCT Dimension	Pretest Mean	Posttest Mean	Improvement
1	Self-Efficacy	2.38	3.39	+1.01

No.	SCCT Dimension	Pretest Mean	Posttest Mean	Improvement
2	Outcome Expectations	2.50	3.33	+0.83
3	Personal Goals	2.39	3.67	+1.28
Overall Mean		2.42	3.46	+1.04
Maximum Score		4.00	4.00	—
Percentage Achievement		60.5 %	86.5%	+26.0%
Category		Good	Very Good	Improved

Source: Small-group trial results.

The results presented in Table 25 indicate improvements across all dimensions of early career decision-making following the implementation of the digital career guidance module. The Self-Efficacy dimension increased from 2.38 before the intervention to 3.39 afterward, representing an improvement of 1.01 points. This finding suggests that the module successfully enhanced students' confidence in their ability to make educational and career decisions.

Similarly, Outcome Expectations improved from 2.50 to 3.33, indicating that students developed more positive expectations regarding the consequences of making appropriate career decisions. Although this dimension demonstrated the smallest increase among the three constructs, the improvement nevertheless reflects a meaningful enhancement in students' perceptions of future career outcomes.

The greatest improvement occurred in the Personal Goals dimension, where the mean score increased from 2.39 to 3.67. This substantial increase indicates that the digital career guidance module effectively strengthened students' commitment to setting educational and career goals and encouraged greater motivation to pursue future career pathways.

Overall, the average score for early career decision-making increased from 2.42 during the pretest to 3.46 during the posttest on a four-point scale. Correspondingly, the percentage achievement increased from 60.5% to 86.5%, representing an improvement of 26 percentage points and a shift in performance category from Good to Very Good. These findings provide strong preliminary evidence that the SCCT-based digital career guidance module effectively enhanced students' early career decision-making during the small-group trial and was therefore suitable for implementation in the subsequent large-group field trial

Prior to hypothesis testing, the assumption of normality was examined to determine whether the difference scores between the pretest and posttest were normally distributed. The Shapiro–Wilk test was employed because the sample size in the small-group trial was fewer than 50 participants. The normality test results are presented in Table 26.

Table 26. Shapiro–Wilk Normality Test for the Small-Group Trial

Variable	W	*p*-value	Decision
Difference between Pretest and Posttest Scores	0.883	0.167	Normally distributed

Source: Shapiro–Wilk normality test results.

The Shapiro–Wilk test yielded a W statistic of 0.883 with a p-value of 0.167, which exceeds the significance level of 0.05. These findings indicate that the difference scores between the pretest and posttest followed a normal distribution. Consequently, the assumption of normality was satisfied, allowing the use of the Paired Samples t-test to evaluate the effectiveness of the digital career guidance module during the small-group trial.

After confirming the normality assumption, a Paired Samples t-test was conducted to determine whether there was a statistically significant difference between students' early career decision-making scores before and after participating in the digital career guidance program.

Table 27. Paired Samples t-Test Results for the Small-Group Trial

Test	*t*	df	*p*-value	Decision
Pretest vs. Posttest	-20.00	8	<0.001	Significant

Source: Paired Samples t-test results.

The paired-samples t-test revealed a statistically significant improvement in students' early career decision-making following the implementation of the digital career guidance module. The analysis produced a t-value of −20.00 with 8 degrees of freedom and a p-value below 0.001, indicating that the difference between the pretest and posttest scores was highly significant. Since the significance level was lower than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. These findings demonstrate that the digital career guidance module significantly improved students' early career decision-making during the small-group trial.

To further examine the magnitude of learning improvement, the effectiveness of the digital career guidance module was analyzed using the Normalized Gain (N-Gain) Score, which measures the proportion of improvement achieved relative to the maximum possible improvement.

Table 28. N-Gain Score for the Small-Group Trial

Indicator	Value
Mean Pretest Score	2.42
Mean Posttest Score	3.46
Maximum Score	4.00
Gain (Posttest − Pretest)	1.04
Maximum Possible Gain	1.58
N-Gain Score	0.66
N-Gain Percentage	66%
Category	High

Source: N-Gain analysis results.

The N-Gain analysis demonstrated a substantial improvement in students' early career decision-making following the intervention. The mean score increased from 2.42 on the pretest to 3.46 on the posttest, resulting in a gain of 1.04 points. Given a maximum possible gain of 1.58, the normalized gain was calculated as 0.66, equivalent to 66%.

According to the commonly accepted interpretation criteria for N-Gain scores, a value of 0.66 falls within the high improvement category. This result indicates that the SCCT-based digital career guidance module produced a substantial educational impact on students' early career decision-making abilities. Combined with the significant findings of the paired-samples t-test, the N-Gain analysis provides strong evidence that the developed module effectively enhanced students' confidence, outcome expectations, and personal career goals during the small-group implementation stage.

Discussion

The present study developed a digital career guidance module using the ADDIE instructional design model, which consists of five systematic phases: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because of its systematic yet flexible framework, enabling the development of instructional products that effectively address users' learning needs. During the analysis phase, a comprehensive needs assessment was conducted to identify the career guidance needs of Grade IX students from public junior high schools in Mlati District. The findings revealed that many students experienced uncertainty when selecting their upper secondary education pathways due to insufficient understanding of their personal potential, educational alternatives, and career decision-making processes. These findings indicate the necessity of providing career guidance interventions that facilitate students' readiness for making informed educational and career decisions.

Furthermore, the needs analysis revealed that existing career guidance services in schools primarily relied on conventional information delivery, limiting students' opportunities to engage actively in career exploration and self-reflection. Such teacher-centered practices were considered inadequate for promoting meaningful career learning experiences. Consequently, these findings provided a strong rationale for developing an innovative digital career guidance medium capable of enhancing students' engagement and supporting their career development more effectively.

Based on the identified needs, a digital career guidance module was designed as an interactive e-

flipbook to support school counseling services. The module integrates various multimedia elements, including text, illustrations, videos, hyperlinks, self-reflection exercises, and career exploration activities, thereby encouraging students to participate actively in understanding themselves and planning their future careers. Unlike conventional printed modules, the digital format allows students to access learning materials independently at their own pace while simultaneously providing richer learning experiences through multimedia integration.

The instructional content of the module was developed based on the Social Cognitive Career Theory (SCCT) proposed by Lent, Brown, and Hackett. According to SCCT, career decision-making is primarily influenced by three interrelated constructs: self-efficacy, outcome expectations, and personal goals. Therefore, the learning materials were systematically organized to guide students through self-assessment, identification of interests and abilities, exploration of educational opportunities, and formulation of future educational and career plans. This theoretical foundation ensured that the module not only provided career information but also strengthened the psychological factors underlying students' career decision-making.

The findings demonstrated that the developed module achieved a high level of feasibility based on evaluations conducted by content experts, media experts, and school counseling practitioners. The content experts confirmed that the instructional materials were consistent with the intended learning objectives and supported by appropriate reflective and evaluation activities. Meanwhile, media experts concluded that the module possessed an attractive interface, appropriate navigation, and user-friendly multimedia features suitable for supporting career guidance services. School counselors further indicated that the module was practical, systematically organized, and effective for both classroom-based and individual counseling sessions. Collectively, these evaluations confirmed that the module satisfied the standards of utility, feasibility, propriety, accuracy, and evaluation accountability, indicating its suitability for implementation in junior high school career guidance programs.

These findings are consistent with previous studies emphasizing that digital learning media improve the quality of guidance and counseling services by promoting greater student engagement and independent learning. Compared with conventional printed materials, digital modules facilitate the integration of multimedia resources such as videos, animations, interactive activities, and hyperlinks, creating richer learning environments that enhance students' motivation and participation. Within career guidance settings, digital media function not only as sources of career information but also as tools that encourage self-exploration, reflection, and future planning, thereby supporting more meaningful career learning experiences.

In addition to its feasibility, the module demonstrated a high level of practicality during the small-group implementation. Students responded positively to the module, particularly appreciating its clear language, well-structured learning sequence, attractive visual presentation, and relevance to their developmental needs. They also reported that the learning activities were easy to follow and encouraged independent exploration of career-related issues. Similarly, school counselors perceived the module as comprehensive, engaging, and accessible, highlighting its flexibility for use both inside and outside the classroom. These findings indicate that the module can effectively facilitate independent learning while simultaneously supporting counselors in delivering more systematic and efficient career guidance services.

The effectiveness of the digital career guidance module was evaluated by comparing students' pretest and posttest scores on the Early Career Decision-Making Scale. The findings revealed significant improvements in students' career decision-making after participating in the intervention. The N-Gain analysis showed that the experimental group achieved an improvement of 68%, while the control group obtained 50%, whereas the small-group trial yielded an N-Gain score of 66%. According to the N-Gain interpretation criteria, both the experimental group and the small-group trial achieved high improvement, whereas the control group demonstrated only moderate improvement. These findings suggest that the digital career guidance module contributed substantially more to students' career decision-making development than conventional career guidance services.

The superiority of the digital module was further supported by inferential statistical analyses, which

revealed a statistically significant difference between students' pretest and posttest scores in the experimental group, with an average increase of 1.04 points. This improvement suggests that the module successfully strengthened students' confidence in evaluating educational alternatives and making informed career decisions. Through reflective exercises, self-assessment activities, career exploration tasks, and structured planning activities, students were encouraged to develop stronger beliefs in their abilities to determine appropriate educational pathways. These findings strongly support the central proposition of Social Cognitive Career Theory, which emphasizes that self-efficacy plays a critical role in shaping career-related decision-making behaviors.

Beyond quantitative improvements, observable behavioral changes further demonstrated the effectiveness of the module. Throughout the intervention, students became more actively engaged in career guidance activities, demonstrated greater awareness of their interests and abilities, and expressed increased confidence when discussing their future educational plans. These behavioral changes indicate that the learning process shifted from a teacher-centered approach toward a more student-centered learning environment, where students actively constructed knowledge about their future careers. Consequently, the digital module functioned not only as an instructional resource but also as a facilitative learning environment that promoted meaningful interactions between school counselors and students while encouraging autonomous career learning.

Overall, the findings indicate that the development of the SCCT-based digital career guidance module using the ADDIE model successfully produced a learning resource that is highly feasible, practical, and effective in facilitating early career decision-making among Grade IX students in public junior high schools in Mlati District. The integration of SCCT principles, interactive multimedia content, and digital learning technology contributed substantially to the effectiveness of the module in enhancing the quality of career guidance services. Accordingly, the developed module represents an innovative alternative for school counselors seeking to assist students in making well-informed educational and career decisions that align with their interests, abilities, and future aspirations

Conclusion

This study successfully developed a digital career guidance module based on the ADDIE instructional design model and grounded in the Social Cognitive Career Theory (SCCT) framework. The module was designed as an interactive e-flipbook integrating multimedia resources, self-reflection activities, interest and aptitude assessments, information on upper secondary education pathways, and career decision-making exercises. Through these components, the module provides students with opportunities to explore their personal characteristics, understand available educational alternatives, and develop informed early career decisions.

The developed module demonstrated a high level of feasibility based on evaluations conducted by content experts, media experts, school counseling practitioners, and students. The validation results consistently indicated that the module satisfied the Utility, Feasibility, Propriety, Accuracy, and Evaluation Accountability Standards, confirming its suitability as a digital medium for career guidance services in junior high schools. These findings suggest that the module possesses appropriate pedagogical content, effective multimedia design, and practical usability for supporting both classroom-based and individual counseling activities.

Furthermore, the digital career guidance module proved to be effective in enhancing students' early career decision-making. The effectiveness evaluation revealed significant improvements in students' pretest and posttest scores following the intervention. Consistent with these findings, the N-Gain analysis indicated high improvement in both the small-group trial (66%) and the experimental group (68%), whereas the control group demonstrated only moderate improvement (50%). These results demonstrate that integrating SCCT principles with interactive digital learning resources can substantially strengthen students' self-efficacy, outcome expectations, and personal career goals, ultimately improving their ability to make informed educational and career decisions. Therefore, the developed module represents an effective and innovative alternative for supporting career guidance services among Grade IX junior high school students.

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