

CAREER INFORMATION SERVICES TO INCREASE THE STABILITY OF STUDENTS' FUTURE STUDY SELECTION

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Abstract: The objective of this research was to assess the effectiveness of career information services in enhancing the decisiveness of eighth-grade students at SMP Negeri 3 Sewon in choosing further studies. The research addressed the problem of indecisiveness among students in selecting their future education. A quantitative pre-test and post-test method was used, with 10 students identified in the low and very low categories based on their initial decisiveness. The treatment consisted of career information services delivered through lectures, discussions, and slide presentations. The research process followed several stages: an initial introduction, an explanation of the service, and interactive self-awareness games. This was followed by delivering career information through PowerPoint slides, a lecture, a Q&A session, and homework assignments. Finally, post-test assessments and feedback were collected to evaluate the effectiveness of the services provided. The results showed significant improvement in students' decisiveness after the treatment. Pre-test scores averaged 78.3, while post-test scores increased to 112.7, with a gain score of 0.37 (moderate effectiveness, 62.6%). The Wilcoxon signed rank test indicated a statistically significant difference ($Z = 2.807$, $p = 0.005$), confirming that the intervention was effective. In conclusion, career information services were found to be an effective method for improving students' decisiveness in selecting further studies. This is consistent with previous studies, which demonstrated the role of career guidance in reducing uncertainty and supporting educational planning. The innovation of this research lies in the use of interactive and engaging media. It is recommended that career information services be expanded to help more students in their educational decisions.

Keywords: Career Information Services. Decisiveness in Education, Pre-test and Post-test method

INTRODUCTION

Junior High School (SMP) students are generally in the age range of 12 to 15 years, which is early adolescence. In this phase, one of the career development tasks that students must master is the ability to understand, select, and determine further study options. The definition of further study refers to a need for students who have the motivation and drive to continue their education to a higher level. Further study is an advanced school program that aims to help students face and solve problems related to choosing a school that suits their interests and desires. This program focuses on providing guidance and direction so that students can make the right decisions in continuing their education [1]. After graduating from junior high school, students are faced with the choice to continue to senior high school (SMA), Madrasah Aliyah (MA), or vocational high school (SMK).

Choosing a secondary school is not an easy task, as the wrong decision can have a negative impact on students' learning process and potentially hinder their future career development. Winkel and Hastuti (2006) emphasize that the career development tasks of junior high school students include the development of talents, interests, and the direction of career tendencies. In the context of choosing further studies, difficulties can actually be minimized if students have received proper guidance and have an adequate understanding of their educational choices [2]. This understanding is very important because it will contribute greatly to their educational journey in the future. This understanding can be obtained through career information services,

which serve as a reference in improving learning achievement, developing goals, and making the right decisions regarding further studies.

In general, information services focus on the formation of positive student behavior, which includes the development of personal balance, increased ability to adapt to the environment, mature future planning, and daily life management [1]. This information service includes educational information, job information, and socio-cultural information, which are very important for students in making decisions about high school, vocational school, or MA. Career information services have great potential in helping students determine majors or further fields of study, as has been revealed in various studies. However, the effectiveness of this service is highly dependent on the quality of guidance and delivery provided by guidance and counseling teachers [2].

Information services are an effort to provide learners with knowledge that is logical and in accordance with reality, including personal-social development, learning activities, and careers. The aim is to help learners understand the surrounding environment and organize and plan life independently [3]. Career information services are efforts that aim to equip students with comprehensive knowledge about further education so that they are able to make the right decisions [4]. Based on the results of preliminary observations, many students experience indecision in making decisions regarding further education, including the choice of high school, vocational school, MA, and majors. In addition, some students also lack understanding of the characteristics of the school they will go to after completing junior high school.

In order to overcome the problem of junior high school students' lack of understanding regarding the selection of further studies, schools need to pay more attention to guidance and counseling services, especially in the delivery of career information. Guidance and counseling services have an important role in helping students develop self-skills and achieve their developmental tasks, which include physical, social, emotional, intellectual, and moral-spiritual aspects [2]. Career guidance services must be carried out in a systematic and planned manner so that students can find out various further study options and their consequences. Effective career information services also require collaboration between teachers, counselors, and parents. Parents have an important role in providing emotional support and motivation to children in making further study choices.

Career Information Services

Information services are activities to provide understanding to interested individuals about various things needed about various things needed to undergo a task or activity, or to determine the direction of a desired goal or plan [5]. According to Prayitno (in Islahbuddin, 2019), the purpose of career information services in schools is divided into two, namely general goals and specific goals [6]. In general, information services aim to provide participants with an understanding of certain information that they can use in their daily lives and for their self-development. While the specific objectives are related to the counseling function, especially in terms of understanding. Information services help participants understand information in depth as part of the counseling process. The function of career guidance and counseling at the junior high school level is to provide guidance to students in order to obtain an objective initial understanding of further education options [7].

Winkel and Sri Hastuti (2006) added that the purpose of career information services is to equip students with knowledge about data and facts in the fields of school education, work, and personal-social development. This knowledge aims to make students better able to organize and plan their lives better through an understanding of their environment [2]. The provision of information in guidance has three main reasons. First, information is needed to equip learners with knowledge about the environment that is relevant in solving problems, whether related to education, occupation, socio-culture, or the surrounding environment. Second, information enables learners to determine the direction of their lives, provided that they know the information needed and can act creatively based on that knowledge. Third, each individual is unique which will affect the way they make decisions and act, adapted to their personal characteristics [8].

Career Guidance Service Methods

According to Prayitno and Erman Amti (2015), there are several effective methods in delivering information services to students, namely lectures, discussions, media, field trips, guidebooks, and career conferences [8]. One is the lecture method, which is a technique of delivering information that is simple, cheap, and easy to implement by guidance officers in schools. In addition, lectures can be delivered by principals, counselors, teachers, or external resource persons from educational institutions, the Ministry of Manpower, and business entities. Two; discussion. This technique can also be used as a means of delivering information, either organized by students, counselors, or teachers, so that students can be more actively involved in the discussion.

Information can also be conveyed through three media, such as teaching aids, written media, posters, image media, and audio-visual or electronic media. Four: Field trips, in the context of counseling, play an

important role in two ways, namely helping students learn from various sources in the community that can support their development and provide information that strengthens attitudes towards education, work, and social issues. Five: Guidebooks, such as school or job guides, also assist students in obtaining relevant information. In addition, information delivery can be done through six career conferences, where resource persons from educational institutions, businesses, and relevant agencies give presentations on relevant education and training programs for students.

In this study, the career information service method used was a lecture equipped with a question and answer session and supported by PowerPoint slides. The use of this method was chosen to provide comprehensive career information so that students can understand the material better (Prayitno & Amti, 2015).

Implementation Stages of Career Information

According to Dewa Ketut Sukardi (in Siti Amsanah, 2018), information services consist of three main stages. First, the planning stage involves setting goals and information, including identification of target students who will receive information, relevant sources of information, information delivery techniques, activity schedules, and measures of success. Second, at the implementation stage, it is important to attract learners' interest by providing information systematically and simply, giving examples relevant to daily life, and preparing learner-centered activities, such as field trips. Cooperation between mentors and subject teachers is essential to ensuring harmony in the delivery of information. Third, the evaluation stage aims to determine the results of information provision, the effectiveness of the techniques used, and the learners' need for additional information. A good evaluation can encourage learners to take the information received more seriously, creating a positive attitude towards the content of the information [7].

Indicators of Success of Career Information Services

Career information services can be considered successful if learners are able to adapt to new environments, choose curriculum and majors that match their interests and abilities, and develop careers after completing education. In addition, the success of this service is also measured by students' ability to understand themselves and their awareness process in interacting with others [7]. Thus, indicators of the success of career information services include adaptability, making the right decisions, stabilizing career decisions, and self-development in a social context.

RESEARCH METHOD

This research design uses experimental methods, specifically the pre-experimental design with a quantitative approach. This study aims to evaluate the effectiveness of treatment in the form of career information services for students who experience low stability in choosing further studies. The research design used is a one-group pre-test post-test design, where measurements are taken before and after treatment is given. This research design can be seen in the following table:

Table 1 Research design

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O ₁	O ₁	O ₂

Description:

- O₁ : *Pre-test, given to students before treatment*
- X : *Implementation of treatment*
- O₂ : *Post-test, given to students after treatment*

The implementation of this research consists of three main steps. First, a pre-test was conducted to measure the level of stability of students' further study selection, aiming to find out the initial conditions. This pre-test score will be used as comparison material with the post-test results. Second, treatment is given in the form of career information services to research subjects. Third, the post-test is conducted to re-measure the level of stability of students' further study selection after treatment. The population in this study included all VIII grade students at SMP Negeri 3 Sewon, totaling 128 students, divided into four classes. The details of the number of students per class are as follows:

Table 2 Students in Grade VIII at SMP Negeri 3 Sewon

No	Class	Amount
1.	VIII A	32 Students
2.	VIII B	32 Students
3.	VIII C	32 Students
4.	VIII D	32 Students
Total Number of Students in Class VIII		128 Students

This population data was obtained through interviews with guidance and counseling teachers at SMP Negeri 3 Sewon. Thus, this study aims to provide a clear picture of the effectiveness of career information services in increasing the stability of students' further study selection. The sample that researchers used in this study was a nonprobability sampling technique with purposive sampling type. The purposive sampling technique is a sampling technique by making certain considerations, namely: class VIII students who have low steadiness in choosing further studies. In this study, the questionnaire used was rating-scale.

FINDINGS

This research was conducted in August 2020. The population in this study amounted to 128 students. The classes used as research samples are students who have very low and low categories in the stability of further study selection. The distribution of the stability scale for further study selection was given to respondents consisting of 96 respondents. Data from 96 respondents were calculated and categorized to find respondents who had low stability of further study selection to be given treatment (career information services). Data were obtained from 96 respondents using a scale of 43 statement items. The minimum score per item is 1 and the maximum score is 4 (from 4 alternative answers). The lowest score possible obtained by respondents is 43, and the highest score is 172.

Table 3 Frequency Distribution of Score Data
Steadiness of Selection of Further Study Students

<i>Skor</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid 68	1	1.0	1.0	1.0
71	2	2.1	2.1	3.1
72	2	2.1	2.1	5.2
73	1	1.0	1.0	6.3
74	1	1.0	1.0	7.3
93	1	1.0	1.0	8.3
94	1	1.0	1.0	9.4
95	1	1.0	1.0	10.4
98	1	1.0	1.0	11.5
99	1	1.0	1.0	12.5
102	1	1.0	1.0	13.5
105	1	1.0	1.0	14.6
106	2	2.1	2.1	16.7
107	3	3.1	3.1	19.8
109	1	1.0	1.0	20.8
111	1	1.0	1.0	21.9
115	4	4.2	4.2	26.0
121	1	1.0	1.0	27.1
122	1	1.0	1.0	28.1
123	1	1.0	1.0	29.2
129	3	3.1	3.1	32.3
130	4	4.2	4.2	36.5

131	1	1.0	1.0	37.5
136	4	4.2	4.2	41.7
138	2	2.1	2.1	43.8
139	1	1.0	1.0	44.8
141	3	3.1	3.1	47.9
142	6	6.3	6.3	54.2
143	1	1.0	1.0	55.2
144	7	7.3	7.3	62.5
145	5	5.2	5.2	67.7
146	3	3.1	3.1	70.8
148	4	4.2	4.2	75.0
153	1	1.0	1.0	76.0
155	1	1.0	1.0	77.1
156	2	2.1	2.1	79.2
157	3	3.1	3.1	82.3
163	1	1.0	1.0	83.3
164	3	3.1	3.1	86.5
165	3	3.1	3.1	89.6
166	3	3.1	3.1	92.7
167	2	2.1	2.1	94.8
171	1	1.0	1.0	95.8
172	4	4.2	4.2	100.0
Total	96	100.0	100.0	

Based on this data, the empirical mean (mean), standard deviation, median and mode are then determined. The results of the calculation of the average score (mean) standard deviation, median and mode can be seen in the following table:

Tabel 4 Deskripsi Data Skor
Kemantapan Pemilihan Studi Lanjut Siswa

N	Valid	96
	Missing	0
Mean		134.13
Std. Error of Mean		2.747
Median		142.00
Mode		144
Std. Deviation		26.912
Variance		724.279
Range		104
Minimum		68
Maximum		172
Sum		12876

Based on this data, the empirical average score (mean) is 134.13; standard deviation (standard deviation) is 26.912; median value (median) is 142.00; and mode (mode) is 144. Furthermore, the stability of students' further study selection is categorized into 5 categories, namely: very low, low, medium, high, and very high. The classification. The categorization of the stability of choosing students' further studies is based on 5 categories with the following provisions:

- a. Very high group = $M + 1,5SD < X$
- b. High group = $M + 0,5SD < X \leq M + 1,5SD$
- c. Medium group = $M - 0,5SD < X \leq M + 0,5SD$
- d. Low group = $M - 1,5SD < X \leq M - 0,5SD$
- e. Very low group = $X \leq M - 1,5SD$

The stability of students' further study selection is determined after the highest score and the lowest score are known, then the ideal average (Mi) and ideal standard deviation (Sdi) are obtained as follows:

Total number of items = 43 items

Ideal minimum = lowest score x number of items = 1×43
= 43

Ideal maximum = highest score x number of items
= 4×43
= 172

Ideal Mean (Mi) = (Ideal maximum + Ideal minimum) / 2
= $(172 + 43) / 2$
= 107,5

Standard Deviation = (Ideal Maximum - Ideal Minimum) / 6
Ideal (Sdi) = $(172 - 43) / 6$
= 21,5

Very High = $M + 1.5SD < X$
= $107,5 + 32,25 < X$
= $139,75 < X$

High = $M + 0.5SD < X \leq M + 1.5SD$
= $107,5 + 10,75 < X \leq 107,5 + 32,25$
= $118,25 < X \leq 139,75$

Medium = $M - 0.5SD < X \leq M + 0.5SD$
= $107,5 - 10,75 < X \leq 107,5 + 10,75$
= $96,75 < X \leq 118,25$

Low = $M - 1.5SD < X \leq M - 0.5SD$
= $107,5 - 32,25 < X \leq 107,5 - 10,75$
= $75,25 < X \leq 96,75$

Very Low = $X \leq M - 1.5SD$
= $X \leq 107,5 - 32,25$
= $X \leq 75,25$

Based on the above calculations, the criteria for the stability of students' further study selection are obtained in the following table 5:

Table 5 Classification of the Stability of Students' Selection of Further Study

No	Interval Class	F	presentation	Category
1.	$139,75 < X$	54	56,25%	Very High
2.	$118,25 < X \leq 139,75$	17	17,7%	High
3.	$96,75 < X \leq 118,25$	15	15,625%	Medium
4.	$75,25 < X \leq 96,75$	3	3,125%	Low
5.	$X \leq 75,25$	7	7,3%	Very Low
	Total	96	100%	Very High

Furthermore, the stability of the choice of further study owned by students is as follows:

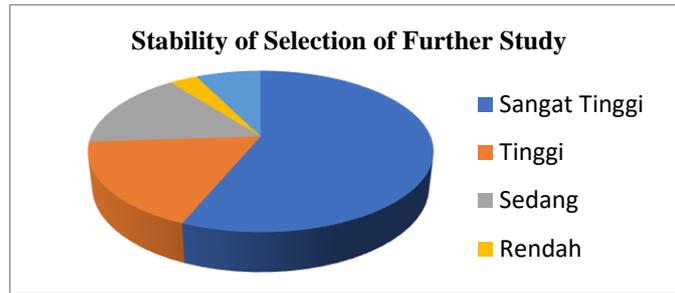


Figure 1 Diagram of the stability of students' choice of further study

Table 5 and Figure 1 show the stability of the selection of further studies of grade VIII students at SMP Negeri 3 Sewon in the 2020/2021 academic year. Based on the table and figure, it is known that there are 54 (56.25%) students who have the stability of choosing further studies in the very high category, 17 (17.7%) students who have the stability of choosing further studies in the high category, 15 (15.625%) have the stability of choosing further studies in the medium category, 3 (3.125%) have the stability of choosing further studies in the low category, and 7 (7.3%) have the stability of choosing further studies in the very low category.

From these data, 3 students have the stability of further study selection in the low category, and 7 students have the stability of further study selection in the very low category. Students in the low and very low categories totaling 10 will be used as research subjects. The data is used as initial result data (pre-test) before being given treatment in the form of career information services with PowerPoint slides (ppt) media.

Preliminary Data (Pre-test)

Pre-test score data before being given treatment in the form of career information services can be seen in the following table:

Table 6 Pre-test Score Data
Steadiness of Selection of Further Study Students

No	Subject Category Score	Subject Category Score	Subject Category Score
1.	AR 68 Very Low	AR 68 Very Low	AR 68 Very Low
2.	FM 71 Very Low	FM 71 Very Low	FM 71 Very Low
3.	MJ 71 Very Low	MJ 71 Very Low	MJ 71 Very Low
4.	ST 72 Very Low	ST 72 Very Low	ST 72 Very Low
5.	SL 72 Very Low	SL 72 Very Low	SL 72 Very Low
6.	DC 73 Very Low	DC 73 Very Low	DC 73 Very Low
7.	WA 74 Very Low	WA 74 Very Low	WA 74 Very Low
8.	MU 93 Low	MU 93 Low	MU 93 Low
9.	DEA 94 Low	DEA 94 Low	DEA 94 Low
10.	INU 95 Low	INU 95 Low	INU 95 Low

Furthermore, the pre-test score data on the stability of students' further study selection can be seen in the following figure:

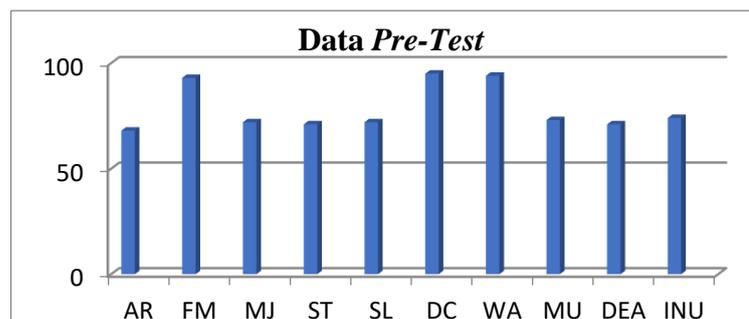


Figure 2: Pre-test Score Data Diagram
Steadiness of Students' Selection of Further Study

Table 6 and Figure 2 show the pre-test score data on the stability of students' further study selection in the very low and low categories owned by students before being given treatment in the form of career information services. Based on the table and figure, it is known that subject AR scored 68 in the very low category, subject FM scored 71 in the very low category, subject MJ scored 71 in the very low category, subject ST scored 72 in the very low category, subject SL scored 72 in the very low category, subject DC scored 73 in the very low category, subject WA scored 74 in the very low category, subject MU scored 93 in the low category, subject DEA scored 94 in the low category, and subject INU scored 95 in the low category.

Data After Giving Treatment (Post-test)

Data obtained from post-test scores of students after being given career information service treatment. The comparison of the pre-test and post-test scores of each subject can be seen in table 7 below:

Table 7 Post-test Score Data
Steadiness of Selection of Further Study Students

No	Subject	Score	Category
1.	AR	99	Medium
2.	FM	130	High
3.	MJ	106	Medium
4.	ST	99	Medium
5.	SL	104	Medium
6.	DC	136	High
7.	WA	135	High
8.	MU	115	Medium
9.	DEA	99	Medium
10.	INU	104	Medium

Furthermore, the data on the post-test score of the stability of students' further study selection after being given the treatment of career information services can be seen in Figure 3 below:

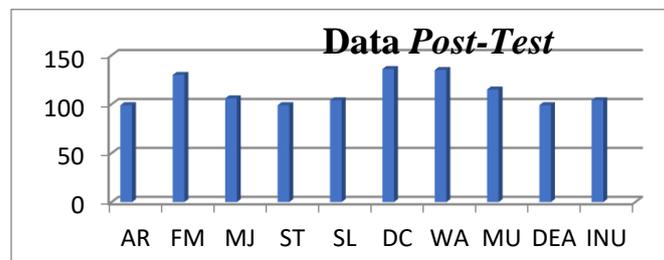


Figure 3 Post-Test

Score Data Diagram

Steadiness of Students' Selection of Further Study

Table 7 and Figure 3 show the post-test data on the stability of students' further study selection after being given career information service treatment. Based on the table and figure, it is known that subject AR scored 99 in the medium category, subject FM scored 130 in the high category, subject MJ scored 106 in the medium category, subject ST scored 99 in the medium category, subject SL scored 104 in the medium category, subject DC scored 136 in the high category, subject WA scored 135 in the high category, subject MU scored 115 in the medium category, subject DEA scored 99 in the medium category, and subject INU scored 104 in the medium category.

Comparison of Pre-test and Post-test Data

This data comparison is done by comparing the score data of each subject before being given the treatment of career information services and after being given the treatment of career information services. The comparison of pre-test and post-test scores of each subject can be seen in table 8 below:

Table 8: Comparison of Pre-test and Post-test Score Data
Steadiness of Selection of Further Study Students

No	Subject	Pre-test		Post-test	
		Score	Categories	Score	Category
1.	AR	68	Very Low	99	Medium
2.	FM	71	Very Low	130	High
3.	MJ	71	Very Low	106	Medium
4.	ST	72	Very Low	99	Medium
5.	SL	72	Very Low	104	Medium
6.	DC	73	Very Low	136	Medium
7.	WA	74	Very Low	135	High
8.	MU	93	Low	115	High
9.	DEA	94	Low	99	High
10.	INU	95	Low	104	High

Furthermore, the comparison of pre-test and post-test data scores on the stability of choosing further studies can be seen in the following figure:

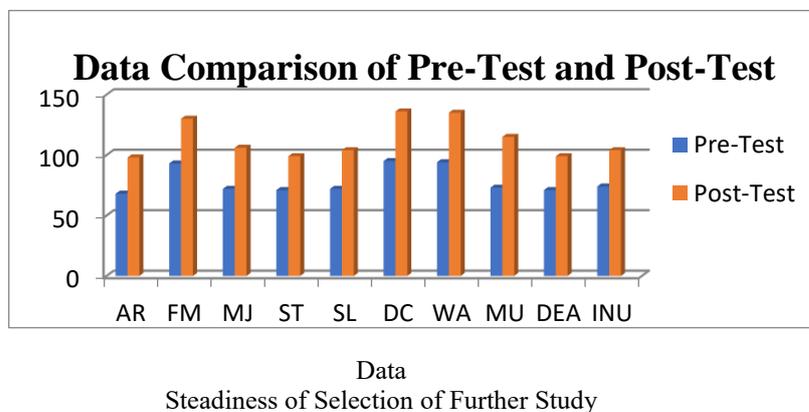


Figure 4:
Comparison of
and Post-test

Pre-test
Score

Data
Steadiness of Selection of Further Study

Table 8 and Figure 4 show the comparison data of pre-test scores before being given career information service treatment and post-test after being given career information service treatment owned by students. Based on the table and figure, it is known that subject AR at the time of the pre-test obtained a score of 68 in the very low category. At the time of the post-test, subject FM obtained a score of 98 in the moderate category, at the time of the pre-test, a score of 71 in the very low category, and at the time of the post-test, a score of 99 in the moderate category.

Subject MJ at the time of the pre-test obtained a score of 71 in the very low category and at the time of the post-test obtained a score of 104 in the moderate category, subject ST at the time of the pre-test obtained a score of 72 in the very low category and at what time the post-test obtained a score of 104 in the moderate category, subject SL at the time of the pre-test obtained a score of 72 in the very low category and at the time of the post-test obtained a score of 106 in the moderate category, subject DC at the time of the pre-test obtained a score of 73 in the very low category and at the time of the post-test obtained a score of 115 in the moderate category, subject WA at the time of the pre-test obtained a score of 74 in the very low category and at the time of the post-test obtained a score of 126 in the medium category, subject MU at the time of the pre-test obtained a score of 93 in the low category and at the time of the post-test obtained a score of 130 in the high category, subject DEA at the time of the pre-test obtained a score of 94 in the low category and at the time of the post-test obtained a score of 135 in the high category, subject INU at the time of the pre-test obtained a score of 95 in the low category and at the time of the post-test obtained a score of 136 in the high category.

Hypothesis Test Wilcoxon match pairs test

The test results can be seen in table 9 below:

Table 9: Rank Score of Pre-Test and Post-Test
Steadiness of Students' Selection of Further Study

		N	Mean Rank	Sum of Rank
<i>Post Test - Pre Test</i>	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	10 ^b	5.50	55.00
	Ties	0 ^c		
	Total	10		

a. *Post Test < Pre Test*

b. *Post Test > Pre Test*

c. *Post Test = Pre Test*

Table 9 describes the conditions of the subjects who received treatment in the form of career information services. The data shows that there are subjects who experience an increase in the stability score of students' further study selection after receiving career information services. All subjects experienced an increase in the stability score of further study selection after receiving treatment in the form of career information services. This can also be seen from the value of ties where there are no subjects who have the same score before and after being treated with career information services.

Table 10: Test Statistics

	<i>Posttest-Pretest</i>
Z	-2.807 ^b
Asymp. Sig. (2-tailed)	.005

a. *Wilcoxon signed ranks test*

b. *Based on negative ranks*

Table 10 above shows the calculated Z value of -2.807 and Sig. (2-tailed) of 0.005. The results of the analysis will then be compared with the test criteria so that it is obtained that the calculated Z value is greater than the Z table value, namely $2.807 > 2.048$, and the calculated significance value is smaller than the 5% error rate, namely $0.005 < 0.05$. Based on the results of this analysis, it can be concluded that H_a , which reads "There is a difference in the stability of the study selection of further study selection of class VIII students at SMP Negeri 3 Sewon before and after being given the treatment of career information services," is accepted. The results of the analysis show that career information services can increase the stability of the selection of further studies of grade VIII students at SMP Negeri 3 Sewon.

Gain Score

The division of categories of N-gain scores can be seen in criterion score 1 table 11 and criterion score 2 table 12 as follows:

Table 11: Gain Score Distribution

Nilai N-Gain	Category
$g \geq 0,7$	High
$0.3 \leq g \leq 0.7$	Medium
$g \geq 0.3$	Low

Source: Meizer in Syahfitri, 2008:33

Table 12 Categories of N-Gain Effectiveness Interpretation

Presentase (%)	Interpretation
< 40	Not Effective
40 – 55	Less Effective
56 – 75	Moderately Effective
>76	Effective

Sourcer: Hake, R.R,1999

The calculation of the gain score can be seen in the following table:

Table 13 Gain Score Pre-test - Post-test

No.	PRETEST		POSTTEST		Score Ideal-Pretest	172	N-Gain Score	N-gain Score
	Average	Description	Average	Description				
1.	68	Very Low	99	Medium	31	104	0.298	51.269
2.	93	Very Low	130	High	37	79	0.468	80.556
3.	72	Very Low	106	Medium	34	100	0.34	58.48
4.	71	Very Low	99	Medium	28	101	0.277	47.683
5.	72	Very Low	104	Medium	32	100	0.32	55.04
6.	95	Very Low	136	High	41	77	0.532	91.584
7.	94	Very Low	135	High	41	78	0.525	90.410
8.	73	Low	115	Medium	42	99	0.424	72.969
9.	71	Low	99	Medium	28	101	0,277	25.389
10.	74	Low	100	Medium	30	98	0,306	52.653
Total	783		1127					
Average	78.3		112.7				0.376	62.603
Description							medium	Quite Effective

Based on this data, it is known that the average score of the stability of further study selection owned by students during the pre-test is 78.3. Furthermore, the average score of the stability of further study selection at the time of the post-test increased to 112.7. Other results of the analysis show that the average gain score is 0.37 with a moderate category and 62.60% with a fairly effective category. Thus, it can be concluded that the use of career information services is effective in increasing the stability of the selection of further studies of class VIII students at SMP Negeri 3 Sewon.

RESULT AND DISCUSSION

The results of research conducted on grade VIII students at SMP Negeri 3 Sewon in the 2020/2021 academic year show that the application of career information services is effective in increasing the stability of students' further study selection. Based on the description of the data on the stability of the selection of further studies of grade VIII students at SMP Negeri 3 Sewon, an empirical average score (mean) of 78.30 was obtained; standard deviation (standard deviation) of 10.955; median value (median) of 72.50; and mode (mode) of 71. From the data analysis, it is known that there are 54 (56.25%) students who have the stability of choosing further studies in the very high category, 17 (17.7%) students in the high category, 15 (15.625%) in the medium category, 3 (3.125%) in the low category, and 7 (7.3%) in the very low category. From these data, there are 3 students who have the stability of further study selection in the low category and 7 students in the very low category. Students in the low and very low categories totaling 10 will be used as research subjects. The data is used as initial result data (pre-test) before being given treatment in the form of career information services with lecture and question and answer methods through PowerPoint (ppt) slide media viewing.

The results of the pre-test analysis showed that subject AR scored 68 in the very low category, subject FM scored 71 in the very low category, subject MJ scored 71 in the very low category, subject ST scored 72 in the very low category, subject SL scored 72 in the very low category, subject DC scored 73 in the very low category, subject WA scored 74 in the very low category, subject MU scored 93 in the low category, subject DEA scored 94 in the low category and subject INU scored 95 in the low category.

The process of providing treatment in this study goes through several stages. In the first stage, introductions are made, contract agreements are made with the counselee and explain to the counselee the service activities to be carried out, then proceed with self-understanding fun games; in the second stage, the treatment of career information services on further studies is carried out through power point slide media with lecture and question and answer techniques followed by giving home assignments to the counselee; the third stage is carried out evaluating home assignments then followed by filling out a post-test questionnaire and a questionnaire of counselee satisfaction with the services provided by the researcher to the counselee.

Furthermore, the results of the analysis of the subject's post-test data after being given treatment through career information services by the researcher, it is known that subject AR scored 99 in the medium category, subject FM scored 130 in the high category, subject MJ scored 106 in the medium category, subject ST scored 99 in the medium category, subject SL scored 104 in the medium category, subject DC scored 136 in the high category, subject WA scored 135 in the high category, subject MU scored 115 in the medium category, subject DEA scored 99 in the medium category and subject INU scored 104 in the medium category.

The results of the Wilcoxon signed ranks test analysis show that the calculated Z value is greater than the Z table value, namely $2.807 > 2.04841$ and the calculated significance value is less than the 5% error rate, namely $0.005 < 0.05$. Based on the results of this analysis, it can be concluded that H_a which reads "There is a difference in the stability of the study selection of further study selection of class VIII students at SMP Negeri 3 Sewon before and after being given treatment with career information services" is accepted. The results of the analysis indicate that career information services can increase the stability of the selection of further studies of grade VIII students at SMP Negeri 3 Sewon. The results of the calculation of the gain score show that the average score of the stability of further study selection that students have when the pre-test is 78.3. Furthermore, the average score of the stability of further study selection at the post-test increased to 112.7. Other results of the analysis show that the average gain score is 0.37 with a moderate category and 62.60% with a fairly effective category. Thus, it can be concluded that the use of career information services is effective in increasing the steadiness of selecting further studies for grade VIII students at SMP Negeri 3 Sewon.

The level of stability of students' further study selection has increased after the provision of career information service treatment. Students began to be able to overcome their doubts after getting treatment by researchers during service activities. Career information services are the right method to increase the stability of students' further study choices. This is in accordance with Siti Amsanah's research (2018) which states that career information services can improve students' career choices through audio visual media. With career information services, students are able to overcome their doubts in choosing further studies. Before being given treatment, students feel indecisive in choosing further studies, and after being given treatment students are able to solidify their choices in choosing further studies. This is in line with the results of research by Ani Endriani and Maemunah (2014) which states that information services have an influence on the ability to plan further studies for students. Based on these results, it can be concluded that career information services are proven to be effective in increasing the stability of the selection of further studies for grade VIII students at SMP Negeri 3 Sewon.

CONCLUSION

The results of the Wilcoxon signed ranks test analysis show that the calculated Z value is greater than the Z table value, namely $2.807 > 2.048$ and the calculated significance value is smaller than the 5% error rate, namely $0.005 < 0.05$. The results of the calculation of the gain score show that the average score of the stability of the selection of further studies owned by students at the pre-test is 78.3 while the average value of the stability of the selection of further studies owned by students at the post-test has increased to 112.7. Other results of the analysis obtained a gain score of 0.376 with a moderate category and 62.60% with a fairly effective category. Based on the results of this analysis, the condition of the steadiness of further study of VIII grade students at SMP Negeri 3 Sewon has increased in the moderate category and in the moderately effective category, these results also prove that career information services are effective in increasing the steadiness of further study selection of VIII grade students at SMP Negeri 3 Sewon.

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