

# Increasing Junior High School Students' Career Understanding Through CapCut Media-Assisted Orientation Services

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## Abstract

This research aims to improve understanding of advanced study planning through information services using the CapCut application for class IX C students at 22 Junior High School Pontianak. The method used is class action with two cycles. The research results demonstrate that students' talents and interests increased from 41% to 55% after the first action cycle and to 81% after the second cycle. Understanding secondary school improved from 42% in the poor category to 52% in the sufficient category after the first cycle of action. Following the second cycle, it further increased to 86% in the good category. The distinguishing aspect of secondary schools before the action was obtained was a percentage of 43% in the sufficient category, after being given action in cycle I it increased by 11% but was still in the sufficient category and after the implementation of cycle II it increased further by 34% to 88% in the good category. The aspect of making decisions and choosing a secondary school before the action was given, the percentage was 45% in the sufficient category, after being given the action in cycle I it increased by 10% but was still in the sufficient category and after the implementation of cycle II it increased by 34% to 89% in the good category. The use of the CapCut application in class IX C can enhance students' comprehension of planning for future studies by offering information services

**Keywords** Capcut, Career, Media, Talent

## 1. Introduction

Today's teenagers or with the contemporary term 'teenagers today' are teenagers who have grown up and developed with cultural acculturation, technological advances and freedom to express according to their wishes, the modernization of adolescent social life is no longer seen as a teenager who has an identity, self-integrity that reflects eastern cultural characteristics (Hastiani, 2019). Adolescence is a period of an individual's life where there is psychological development to find one's identity (Subekti et al., 2020).

Adolescents, are the population group aged 10-19 years (WHO). Growth and development during adolescence is divided into three stages, namely early adolescence (aged 11-14 years), middle adolescence (aged 14-17 years) and late adolescence (aged 17-20 years) (Ardhian, 2014). Goals are the most important thing to instill in primary school children. Primary school children need to know what they want. By knowing what they want, then they can understand how to reach the ideals they want. Ideals also provide several benefits such as: when a child has strong ideals from an early age, he will have a clear path or direction. Then ideals can also have the effect of a high learning spirit because they will try to realize their ideals by studying hard. When they feel tired, lazy, even desperate this is where the role of



parents is very important to continue to provide motivation or encouragement to the child to remember what they aspire to. Parents play an important role in shaping their children's future to become successful people in the future (Lubis et al., 2022).

ByteDance Ltd. a Chinese internet technology and developer company, designed and developed the *CapCut* app. Given that *CapCut* is a Chinese-made app, it is not surprising that it is connected to Tik Tok. On 10 April 2020, the *CapCut* app first became available, and has since expanded. With the help of this app, users can edit videos and create interesting content with various features and effects. Before being renamed *CapCut* by its developers, the software was known as Viamaker. The *CapCut* application itself presents features that are easy to understand by many users. Based on the editing capabilities of the *CapCut* application, one of the reasons editors choose this program is because it has an artistic aesthetic and offers a variety of useful filters. has a variety of special features and emojis that can produce funny effects. These features are displayed internally as animated videos or moving animations with various shapes and sound effects during playback (Fariska et al., 2023). A video processing software called *CapCut* is widely used and appreciated for its sophistication. The software is widely used by YouTubers for its extensive features and outstanding video processing capabilities, which allow users to easily create and edit various videos, including instructional videos. *CapCut* is commonly used for film editing, but one can also use it to create digital animations to support online learning (Fariska et al., 2023).

The *CapCut* application is growing in popularity. *CapCut* also has a user-friendly interface, which is an important component in ensuring the program's popularity and prominence. Users of *CapCut*'s features can quickly crop and change the speed of videos. *CapCut* creates high-quality video results and includes advanced filters and beautification effects. The app offers background music if the user requests it, and it is remarkable that the songs or music provided are exclusively copyrighted. Another benefit is the availability of a large number of popular stickers and fonts, as well as top trending features, all of which make it easy to add text to videos and make video content creation even more creative without the need to update the user's paid or premium account. Sutikna argues that advanced study is a continuation of study. Students who have graduated from the level of education that has been passed continue their education to a higher level. Students will later continue to Senior High School (SMA), Madrasah Aliyah (MA) or to Vocational High School (SMK). Further study as a connection or continuation education after graduating from the education currently pursued by completing junior high school and wanting to continue to the next level (Nurhidayatullah, 2015).

Choosing further studies is not difficult, students have received the right direction and have an understanding that can support developmental tasks. The importance of understanding about advanced schooling in junior high school students, because this understanding is a major contribution to the educational journey later. Hariastuti's understanding gained through information services is used as a reference material in improving learning activities and achievements, developing goals. Organizing daily life and making decisions. So that from the understanding that is owned, it can be used as a guide, both for planning and decision making (Efendi, 2019).

Students who lack understanding of further study are indicated by the presence of several indicators (Nurhidayatullah, 2015) including: (1) Not knowing their potential (talents and interests), students must know their talents and interests because a person will never develop if they do not have an interest in a job, as well as the selection of further studies, if students are not interested in the school or department, it will make students less comfortable with the department. (2) Not being able to understand advanced school, many students still

lack understanding in the advanced school they will choose after graduating from junior high school later, only understanding from the outside side is not too deep. (3) Lack of ability to distinguish between advanced schools, students are also still unable to distinguish between advanced schools that they will later choose. (4) Not being able to make decisions, some students have not been able to make their own decisions because there is a sense of doubt in the students, some students in choosing a further school because of the wishes of their parents, or because of peer factors.

Given the importance of career issues in an individual's life, it is necessary from an early age (read: elementary school) to plan and prepare carefully, directed, programmed and measured, by understanding oneself first including talents, interests, intellectual intelligence, emotional intelligence, spiritual intelligence, personality and various potentials, including understanding the strengths and weaknesses of learners. Then understand the environment including the family environment, school and the environment of daily associates, which will affect the career of students. Then based on sufficient self-understanding, career achievement steps are prepared. Career guidance and counselling is one of the services in guidance and counselling. Career guidance and counselling focuses on providing services to support the optimization of students' career paths.

Career guidance and counselling is a service between professional counsellors to counselees to deal with career-related problems that are systematically packaged to manage career development (Fitriani, Hastiani, Hendra Sulistiawan, 2023)

The counseling teacher is responsible for optimizing the counseling services that must be provided to students as a form of assistance in solving problems, one of which is further study information services. This service aims to provide complete information about further studies, with the hope that students can choose and plan careers according to their potential. Information that is irrelevant and does not meet the needs of students can result in failure in career planning (N. W. Hidayati, 2014).

Based on what has been explained above, researchers conducted an initial study at SMP Negeri 22 Pontianak about further studies. Based on the initial study conducted by researchers through interviews with guidance and counselling teachers conducted on Tuesday 08 August 2023, it was explained that there were still students who did not understand further studies, indicators of findings Researchers got data from distributing questionnaires through google from in classes IX A, B and C totaling 70 people. From the results obtained, there are several students choosing advanced schools to SMA, SMK and MA. There are 31 people who want to continue their further studies to SMA, 32 people who want to continue to SMK, 2 people who want to continue to MA, and 5 people who have not yet determined their further studies. Students who have not determined their further studies due to lack of information about further studies from various sources. Efforts made by the BK teacher towards understanding further studies, the BK teacher distributes questionnaires containing understanding of further studies and makes career trees to find out students' understanding of further studies, based on these conditions the researcher follows up on the results of the initial study, namely providing information services using the *CapCut* application to improve understanding of further studies. Basic considerations for conducting research: 1. To innovate BK media 2. To provide specific information services 3. For students to find their potential according to their talents and interests.

## 2. Methods

The type of research used is a type of qualitative descriptive research method with a survey form. Qualitative research consists of four activity streams, namely: Qualitative research has two main characteristics, namely: First, the data is not in the form of numbers, more in the form of narratives, descriptions, stories, written and unwritten documents. Second, qualitative research does not have absolute formulas or rules for processing and analyzing data. In qualitative research, problem exploration, factor identification and theory building are the main characteristics. Quantitative research is characterized by structuring the relationship between factors or clarifying the relationship between factors (Gumilang, 2013).

Qualitative research is a research method based on the philosophy of protectionism, used to research on natural object conditions where the researcher is the key instrument. Descriptive method is a method in researching a human group, an object, condition, system of thought or event in the present. Descriptive qualitative is used to develop theories that are built through data obtained in the field or place of research (Yanti, 2020).

Qualitative research is research that aims to understand the phenomena experienced by research subjects. For example, behavior, perceptions, motivations, actions, and so on, holistically in a descriptive way in a special natural context without human intervention and by making optimal use of scientific methods commonly used (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019). The types of surveys can be conveniently categorized by the methods used to obtain the information as interviews, questionnaires, and telephone surveys (Imron et al., 2022).

Sari et al. (2014) stated that the descriptive method can be interpreted as research that is directed to provide symptoms, facts or events systematically and accurately, regarding the characteristics of certain populations or areas. The results of interviews with counselling teachers will be interpreted rationally. Data collection techniques using direct observation and indirect observation techniques. Direct observation techniques and indirect observation techniques in the form of questionnaires about understanding further studies. The research subjects consisted as the following table 1.

**Table 1. Research Subjects**

No	Class	Gender		Total
		Female	Male	
1	IX C	10	22	32

## 3. Results and Discussion

### 3.1. Result

After distributing questionnaires on 12 February 2024 and all data has been collected, the results of the data analysis of students' understanding of the understanding of further study planning of class IX C 22 Junior high school, Pontianak can be described. Calculating each aspect of the variable by comparing the score on each alternative answer of the respondent so that the percentage of each alternative answer is obtained.

Furthermore, the category of calculation results is found based on the predetermined calculation benchmarks. The calculation results are presented in tabular form with detailed percentage calculations stated in table 2.

**Table 2. Questionnaire Results of Understanding Further Study Planning Before Action**

No	Variable Aspects	Actual score	Ideal score	Percentage (%)	Category
1	Talent and interest	626	1536	41%	Insufficient
2	Able to understand further education	378	896	42%	Insufficient
3	Differentiate between secondary schools	385	896	43%	Sufficient
4	Making a decision in choosing an advanced school	514	1152	45%	Sufficient

Based on the table above, it can be seen that 32 students in class IX C have a level of understanding of further study planning that is "lacking" with a percentage of 42%. This can be seen from the results of the questionnaire filled out by students before being given information services. Based on these results, researchers provide action through information services using the *CapCut* application on understanding further study planning in order to increase understanding. This can be seen with the following details.

- a) The aspect of talents and interests is in the 'insufficient' category with a percentage of 41%, which means that students have not been able to determine their talents and interests and potential, so that students feel unsure of their choices. So that students cannot choose and maintain their further study choices.
- b) The aspect of being able to understand advanced schools is 'insufficient' with a percentage of 42%, meaning that students have not been able to understand advanced schools. Learners have not sought various information related to further education so that students are less able to understand further education.
- c) The aspect of distinguishing advanced schools is in the "Sufficient" category with a percentage of 43%, namely students are quite capable of distinguishing advanced schools. Learners can distinguish High School, Vocational High School and Madrasah Aliyah. So that students can determine their further school.
- d) The aspect of making decisions in choosing a further school is included in the "Sufficient" category with a percentage of 45%, which means that students are quite capable of making decisions in choosing a further school.

After distributing the observation questionnaire and knowing the initial conditions regarding the understanding of students' further study planning, then the researcher will provide information services using the *CapCut* application which is carried out for 2 meetings per cycle. In each cycle, researchers try to provide material based on four aspects of understanding further study planning, so that this information service achieves good results and can be known with certainty the increase in understanding of further study planning in students of class IX C, 22 Junior high school, Pontianak.

After the cycle I action was carried out, the researcher again distributed questionnaires to the research subjects, the distribution of questionnaires was carried out after the second meeting of cycle I action was completed. This was done to find out how much the increase in understanding of planning for further studies of students in class IX C, 22 Junior high school, Pontianak after being given information services using the *CapCut* application in cycle I. This can be seen from the increase in the percentage of each aspect based on table 3 as follows.

**Tabel 3. Results of Questionnaire Understanding of Further Study Planning Cycle I Action**

No	Variable Aspects	Actual score	Ideal score	Percentage (%)	Categories
1	Talent and interest	851	1536	55%	Sufficient
2	Able to understand further education	470	896	52%	Sufficient
3	Differentiate between secondary schools	487	896	54%	Sufficient
4	Making a decision in choosing an advanced school	637	1152	55%	Sufficient

Based on the table 3, it can be seen that 32 students in class IX C still have a level of understanding of further study planning that is "Sufficient" with a percentage of 55%. This can be seen from the results of the questionnaire filled in by students. Based on these results can be seen with the following details.

- a) The aspect of talents and interests is in the “*Sufficient*” category with a percentage of 55%, which means that students are quite capable of determining talents and interests that lead to ideals so that students can determine further education that leads to their future and career. However, there are still students who have not been able to determine their talents and interests.
- b) The aspect of being able to understand further education is included in the “*Sufficient*” category with a percentage of 52%, which means that students have not been able to understand further education. Learners do not seek information about advanced schools so that students are not able to understand advanced schools.
- c) The aspect of distinguishing advanced schools is in the “*Sufficient*” category with a percentage of 54%, namely that students are still quite capable of distinguishing advanced schools so that students have started and can determine the school of choice.
- d) The aspect of making decisions in choosing a further school is included in the “*Sufficient*” category with a percentage of 55%, meaning that students are quite capable of making decisions in choosing a further school. So that students can choose a further school.

Based on the results of the distribution of cycle I questionnaires on the understanding of students' further study planning above, it shows that the understanding of further study planning after the first and second cycle I meetings has not obtained maximum results and has not been in accordance with the expectations of researchers. Therefore, after the implementation of cycle I, the researchers again distributed questionnaires to find out the increase in understanding of students' further study planning. The distribution of questionnaires was carried out after the first and second meeting of cycle II action. The results of distributing questionnaires and increasing the percentage of each aspect of research on understanding further study planning can be seen from table 4.

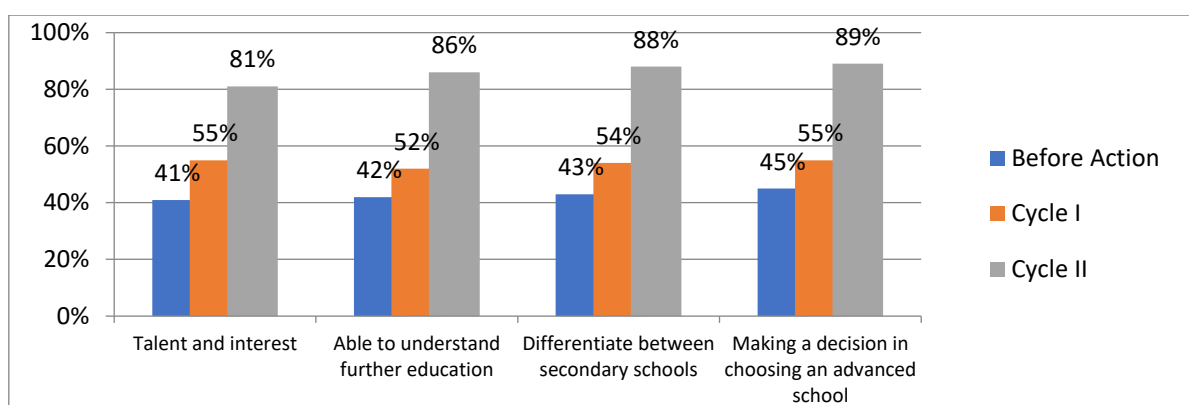
**Table 4. Results of Questionnaire Understanding of Further Study Planning after Cycle II Action**

No	Variable Aspects	Actual score	Ideal score	Percentage (%)	Categories
1	Talent and interest	1243	1536	81%	Good
2	Able to understand further education	803	896	86%	Good
3	Differentiate between secondary schools	808	896	88%	Good
4	Making a decision in choosing an advanced school	1052	1152	89%	Good

Based on the table 4 above, it can be seen that 32 students of class IX C still have a level of understanding of understanding further study planning that is ‘good’ with a percentage of 86%. Based on these results can be detailed as follows.

- a) The aspect of talents and interests is in the ‘good’ category with a percentage of 81%, which means that students can determine their talents and interests in accordance with their ideals. So that students are able to determine further studies that are in accordance with their talents and interests.
- b) The aspect of being able to understand further school is in the ‘good’ category with a percentage of 86%. It can be interpreted that students are able to understand the advanced school that will be headed according to the choices accompanied by talents and interests.
- c) The aspect of distinguishing advanced schools is in the ‘good’ category with a percentage of 88%, which means that students can distinguish advanced schools. Students have been able to distinguish advanced schools.
- d) The aspect of making decisions in choosing a further school is in the ‘good’ category with a percentage of 89% which means that students are able to make decisions in choosing a further school.

From the questionnaire data taken from the research subjects before and after the implementation of research actions with the *CapCut* application in cycles I and II, the increase in understanding and planning for further studies in class IX C students at 22 Junior high school, Pontianak can be seen in Figure 1 as follows.



**Figure 1. Improvement in Understanding of Further Study Planning Before and After the Implementation of Cycles I and II**

Based on the figure 1 above, it can be seen that the comparison of the increase in understanding of further study planning before and after the action is given there is an increase in each aspect with the following details:

- a) The aspect of talents and interests before the action obtained a percentage of 41% with a poor category, after the implementation of the first cycle action increased by 14% to 55%, but still included a sufficient category and after the implementation of the second cycle increased by 26% to 81% with a good category. Based on the percentage results, it can be concluded that the aspects of students' talents and interests have increased and students can determine their talents and interests according to their abilities.
- b) The aspect of being able to understand further school before the action obtained a percentage of 42% with a poor category, after the implementation of cycle I action increased by 10% to 52% with a sufficient category and after the implementation of cycle II increased by 34% to 86% with a good category. Based on the percentage above, it can be concluded that the aspect of being able to understand advanced schools has increased and students can understand advanced schools.
- c) The aspect of distinguishing advanced schools before the action obtained a percentage of 43% with a sufficient category, after the implementation of cycle I action increased by 11% but still in the sufficient category and after the implementation of cycle II increased by 34% to 88% with a good category. Based on the percentage above, it can be concluded that the aspect of distinguishing advanced schools has increased, this can be seen from students being able to distinguish advanced schools.
- d) The aspect of making decisions and choosing a further school before the action obtained a percentage of 45% with a sufficient category, after being given the action of cycle I increased by 10% but was still in the sufficient category and after being implemented cycle II increased by 34% to 89% with a good category. Based on the percentage results above, it can be concluded that the aspects of making decisions and choosing advanced schools have increased, this can be seen from students being able to make decisions and determine advanced schools.

From the description above, it can be concluded that the *CapCut* application can improve the understanding of further study planning in class IX C students at 22 Junior high school, Pontianak with a good category. So that this *CapCut* application can be used as a guide for guidance and counselling teachers to overcome student problems at 22 Junior high school, Pontianak and in other schools.

### 3.2. Discussion

Further study planning is a process of applying students' knowledge to make plans systematically related to further education to realize a better future (Nadiarenita et al., 2017). One of the main developmental tasks of adolescents is to choose a study option for their future. The choice of further study becomes very decisive when the student will continue to the high school level because it will determine what major to take if he wants to study in college. This main task of adolescent development will certainly be more difficult if it is not balanced with extensive knowledge or understanding of study information. Students' lack of knowledge about careers is caused by the lack of career and employment information they get (Yeni Muslihatul, 2011).

Winkel states that information services are a service that seeks to fulfil individuals' lack of information they need. Information services also mean efforts to equip students with knowledge and understanding of their environment and about the process of youth development (Tohirin, 2014). Information services are one type of service in counselling



guidance in schools that is very important to help students avoid various problems that can interfere with the achievement of student development, whether related to personal, social, learning or career (R. Hidayati, 2015) Through information services, students are expected to receive and understand various information, which can be used as a consideration in making decisions for the benefit of the students themselves. Information services are a guidance and counselling service provided to counselees by a counsellor that allows counselees to receive and understand various information that can be used as material for consideration and decision making for the benefit of the counselee. Nurihsan argues that information services are services that provide a number of information to students so that they have adequate information both information about themselves and information about their environment. The information received by students is an aid in making informed decisions (Muttaqin et al., 2017).

Lestari et al. (2015) states that the purpose of information services is divided into two general and specific goals, the general goal is the mastery of certain information by students and the information is then used for their daily needs. According to Ernawati (2016) the objectives to be achieved by presenting the following information :

- a) Students can orientate themselves to the information they receive, especially for their lives, both during and after school.
- b) Students know the sources of information they need.
- c) Students can use group activities as a means of obtaining information.
- d) Students can choose appropriately the opportunities available in their environment according to their interests and abilities.

To meet the demands of students' career needs, it is necessary to reform guidance and counselling services, especially in career guidance services in three important aspects namely; planning, implementation and evaluation (Lestari, 2017). Career planning is a plan about the possibility of an individual member of the organization as an individual to be able to pursue the process of promotion and position in accordance with the requirements and abilities. Career planning is in principle an individual responsibility because individual employees are more knowledgeable about various matters relating to their needs, but because the organization has an interest, the organization must be involved in it so that it can be achieved effectively both from the point of view of employees and organizations (Nurmasari, 2015).

The importance of directing further study choices according to self-potential following the talents and interests of students, the suitability of talents and interests is very important, because this can be one of the determinants of the right career direction for them to develop in future career aspects. Therefore, the role of a counselling teacher is very important in providing the right career guidance for them (Basri et al., 2021). Students will be lazy to learn and will not get satisfaction from the lesson. Subject matter that interests students is easier to learn so that it can improve learning achievement (Heri, 2019).

The results of research in cycle I and cycle II obtained the conclusion that there was an increase related to the understanding of students' further study planning through information services using the *CapCut* application. based on the results of the questionnaire at the last meeting, it was seen that the understanding of students' further study planning increased from 42% to 86% after being given information services using the *CapCut* application. Understanding advanced study planning is needed by students in determining the schools of choice. The application of information services using the *CapCut* application has been carried out optimally, although at the beginning of the meeting there were obstacles, namely regarding the time prepared, students were less active in the delivery process so the researcher tried to

activate the class atmosphere by asking questions or reflecting on the material that had been given, the next meeting the activity was running as expected. Based on the action research activities that have been carried out by researchers, several important things were found during the research activities, namely:

- a) Information services using the *CapCut* application which is shown in video form can make it easier for students to understand what is being conveyed.
- b) The use of reflection at the beginning of each service delivery process is able to help create a comfortable atmosphere and arouse enthusiasm in students.

## 4. Conclusion

Based on the results of research that has been conducted by researchers on class IX students of 22 Junior high school, Pontianak researchers can conclude the results of this study, which are based on the formulation of problems and sub-problems, namely as follows:

Related to the general problem, it can be concluded that increasing the understanding of further study planning through information services using the *CapCut* application by providing information services, namely the planning, implementation, evaluation stages. Done by preparing information material, in the implementation of activating service participants and maximizing the use of *CapCut* media services. After the information service is carried out, so that it can increase students' understanding of further study planning.

This study addresses three sub-problems. First, it examines the use of the *CapCut* application in information services for further study planning in class IX. Before implementing cycles I and II, preparations involve creating material on talents, interests, and study planning, adapting it to the media, and developing a basic framework for learning media. The *CapCut* application's use during cycles I and II optimizes learning by focusing students' attention on the displayed video content. Second, the study explores guidelines for implementing information services using *CapCut* for further study planning in class IX, preceding the information service actions in both cycles. This involves understanding further study planning among 32 ninth-grade students at SMPN 22 Pontianak. Lastly, the research examines how the use of *CapCut* in information services for class IX C improves students' understanding of further studies, with results falling into the "good" category.

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