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Development of a Career Ouija Board Game as a Group Guidance Service Medium to Enhance Career Planning Awareness in Senior High School

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Abstract:

This study aimed to develop the Ouija Karir board game as a feasible and practical medium to support group guidance services in helping high school students understand career planning. The study was motivated by students' difficulties in identifying their interests, abilities, personality characteristics, and appropriate educational and occupational choices. This research employed a Research and Development (R&D) approach using the Four-D (4D) development model, consisting of Define, Design, Develop, and Disseminate. However, the present study was conducted only through the Develop stage, including product development, expert validation, revision, and a limited trial. The participants consisted of one material expert, one media expert, one guidance and counseling teacher, and six eleventh-grade students at SMA Muhammadiyah 18 Sunggal. The product was developed based on John L. Holland's career choice theory, incorporating six RIASEC personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Data were collected through expert validation and response questionnaires using a four-point Likert scale and analyzed descriptively using percentage scores. The findings indicated that the product was highly feasible based on media expert validation (97%) and material expert validation (79.54%). The product was also considered highly practical based on the guidance and counseling teacher's response (90%) and practical based on students' responses (51.92%). These findings indicate that the Ouija Karir board game is feasible and practical as a supporting medium for group guidance services to facilitate students' understanding of career planning. Further research is needed to examine its effectiveness using a larger sample and an appropriate experimental design.

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Introduction (مقدمة)

Guidance and counseling is an integral part of the educational process, playing a vital role in helping students achieve optimal development across personal, social, academic, and career domains. One essential service domain for senior high school students is career guidance. Through this service, students are assisted in understanding themselves, identifying their potential, obtaining information regarding higher education and occupations, and formulating well-directed future plans.

Career planning is a process undertaken by individuals to understand their personal characteristics—including interests, abilities, personality traits, and values—and subsequently connect them with various educational and occupational choices. Career planning encompasses not only deciding on a target job, but also establishing goals, considering alternatives, and determining necessary action steps to achieve those objectives. At the senior high school level, career planning becomes increasingly critical as students begin facing choices regarding their futures. Grade XI students, in particular, require a clearer understanding of higher education options, study programs, and occupational fields aligned with their individual characteristics. In reality, however, many students still encounter difficulties in identifying their interests, abilities, personalities, and potential regarding career options. Furthermore, some students experience confusion in determining their career goals and the necessary steps to achieve them.

These issues indicate that students require career guidance services that extend beyond mere information delivery to provide experiential opportunities for self-exploration. Proper career planning enables students to make more realistic and responsible decisions. This is supported by research by Ayu et al. (2022), which demonstrated a positive relationship between career planning and students' career decision-making abilities. The better a student's career planning, the greater their ability to make informed career choices. Delivering career guidance in schools requires media capable of engaging students and increasing their active participation. Conventional, verbal delivery methods do not consistently provide opportunities for students to engage in self-exploration, peer discussions, and reflection on career choices. Therefore, interactive, engaging guidance and counseling media tailored to student characteristics are needed.

Educational game media represents a viable alternative for guidance and counseling services. Through games, students can learn through direct experience, activity, discussion, problem-solving, and reflection. The use of game media fosters an active learning environment, allowing students to engage directly in self-understanding and future planning rather than passively receiving information. In career guidance, game-based approaches help transform service delivery from passive information dissemination into a participatory learning experience. Findings from a systematic review by Wang et al. (2024) indicate that career interventions for high school students have utilized diverse approaches, theoretical frameworks, intervention formats, and outcome indicators. This condition highlights that the development of career interventions remains open to more contextual, interactive approaches aligned with students' developmental needs.

A number of studies have developed game media to support career services. Handoyo (2022) developed *Stacko Holland* media to enhance high school students' career insights, while Soesilo et al. (2025) developed the *Career Racing Board Game* for group guidance to improve students' career maturity. These studies demonstrate that board games can effectively support student engagement in career guidance services. More recent research also highlights technological developments in game media, such as augmented reality-based career card games integrating Holland's theory to deliver career information to high school students. Additionally, research on *Career Snakes and Ladders* indicates that game-based approaches can enhance students'

career awareness through interactive and enjoyable activities. Thus, previous studies provide evidence that games possess strong potential as innovative media in career guidance services.

Nevertheless, prior research still exhibits variations in focus, often prioritizing career insight, career information, career awareness, career exploration, or career maturity. There remains a need to strengthen media development that explicitly integrates multiple stages of students' career planning into a single game experience—from identifying personal characteristics, understanding career personality tendencies, and exploring educational and occupational alternatives to evaluating decision-making scenarios, reflecting, and formulating career plans. Consequently, a gap exists between students' needs for a comprehensive career planning experience and the availability of game media that systematically integrates these stages within group guidance services.

This gap is particularly salient given that Holland's theory has historically been used primarily as a framework for helping students identify interest tendencies or career personality types. However, the RIASEC framework can be further developed as a foundation for exploration and reflection activities within the career planning process. Therefore, this study not only utilizes Holland's theory as a conceptual foundation, but translates the six RIASEC types—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional—into game mechanics and activities that enable students to connect their personal characteristics with educational and occupational alternatives.

To address this gap, this study developed the "Career Ouija" board game as a group guidance service medium to assist students in understanding career planning. The novelty of the product lies in the integration of Holland's theory with the stages of career planning within a single game set, which comprises a game board, a pointer device, RIASEC cards, profession cards, study program cards, career situation cards, challenge cards, reflection sheets, career plan worksheets, and a user manual. These components are sequentially designed so that students do not merely receive information about career options, but actively engage in self-awareness, option exploration, alternative evaluation, peer discussion, and structured career plan formulation. With these characteristics, Career Ouija is positioned not simply as a game for introducing occupations, but as an experiential medium in group guidance services that integrates self-exploration, career exploration, and career planning.

Based on a needs analysis conducted with Grade XI students at SMA Muhammadiyah 18 Sunggal, students demonstrated a need for engaging, interactive career guidance media that helps them understand the career planning process. These empirical findings formed the foundation for developing the Career Ouija board game. The term *Ouija* in this study is used solely as a creative name for the board game and bears no connection to fortune-telling or supernatural elements. Through this game, students are guided to identify their personal characteristics, understand RIASEC tendencies, explore study programs and job options, navigate career situations or challenges, reflect, and draft career plans. Accordingly, this study aims to produce a Career Ouija board game that is valid and suitable for use as a group guidance service medium in assisting students to understand career planning.



Method (منهج)

This study utilized a Research and Development (R&D) method employing the Four-D (4D) development model introduced by Thiagarajan, Semmel, and Semmel. The 4D model consists of four phases: Define, Design, Develop, and Disseminate. This model was selected because it offers a systematic procedure for identifying needs, designing products, and developing as well as validating products prior to broader implementation. In this study, the development process was limited to the Develop phase, as the primary focus of the research was to produce a valid and practical Career Ouija Board Game for use as a group guidance service medium.

The research was conducted at SMA Muhammadiyah 18 Sunggal. Research participants comprised one subject matter expert, one media expert, one Guidance and Counseling (BK) teacher, and six Grade XI students. Expert selection was performed purposively based on competency alignment with the evaluated aspects. The subject matter expert assessed the suitability and accuracy of the career planning content as well as the application of Holland's theory in the game. Meanwhile, the media expert evaluated design aesthetics, display, readability, component validity, and user-friendliness. The BK teacher was involved as a practitioner to assess the practicality and alignment of the media with the implementation of group guidance services. The six Grade XI students participated in a small-scale trial to capture user responses regarding attractiveness, ease of use, game clarity, and media utility. Student selection accounted for their role as target end-users of the developed media.

The development procedure was executed across three phases. The first phase was Define, which involved a needs analysis to identify students' difficulties in understanding career planning, student user characteristics, and the demand for media capable of supporting interactive career guidance services. The results of the needs analysis served as the foundation for determining the objectives, content, and characteristics of the media to be developed.

The second phase was Design. In this phase, an initial prototype of the Career Ouija Board Game was drafted based on the needs analysis and Holland's theory. The design process encompassed defining game objectives, rules, and flow, alongside designing the game board, pointer device, RIASEC cards, profession cards, study program cards, career situation cards, challenge cards, reflection sheets, career plan worksheets, and a user manual. The game content was structured to provide students with experiential learning in self-assessment, understanding RIASEC tendencies, exploring educational and occupational choices, discussing career options, and formulating career plans.

The third phase was Develop. In this phase, the initial draft was developed into a game prototype, which was subsequently validated by the subject matter and media experts. Validation feedback—comprising quantitative scores, comments, critiques, and recommendations—was utilized to ascertain product validity and guide revisions. Following adjustments based on validator input, the product was evaluated by the BK teacher as a practitioner and subjected to a small-scale trial with six Grade XI students. The small-scale trial aimed to obtain empirical data regarding media practicality and user responses. The Disseminate phase was omitted because the research scope was restricted to product development.

Data collection instruments included validation sheets and response questionnaires utilizing a 4-point Likert scale (ranging from 1 to 4). The subject matter expert instrument assessed content alignment with service goals, career planning conceptual accuracy, the integration of Holland's theory, content completeness, and relevance to student needs. The media expert instrument evaluated visual appeal, design quality, component completeness, readability, instruction clarity, and usability. The BK teacher instrument measured media appropriateness for group guidance, practical implementation, utility, and ease of application. Concurrently, the student questionnaire gathered feedback on visual appeal, clarity, ease of use, engagement during gameplay, and perceived benefits in facilitating career planning comprehension.

Collected data comprised both qualitative and quantitative data. Qualitative data—consisting of comments, critiques, and suggestions from experts, the BK teacher, and students—were analyzed descriptively to identify aspects requiring refinement. Quantitative data in the form of assessment scores from validators, the BK teacher, and students were analyzed using percentage techniques. The percentages for validity and practicality were calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

No	Percentage	Criteria
4	76%–100%	Highly Valid / Highly Practical
3	51%–75%	Valid / Practical
2	26%–50%	Less Valid / Less Practical
1	0%–25%	Invalid / Impractical

The product is declared valid if the expert evaluation results fall within the valid or highly valid categories, whereas product practicality is determined based on the BK teacher's evaluation and student responses. All assessment results and participant feedback serve as the foundation for conducting revisions, thereby yielding the final Career Ouija Board Game product aligned with the development objectives.

Result (نتائج)

The results of this study yielded an educational learning medium in the form of the Career Ouija Board Game as a group guidance service medium to enhance career planning comprehension in senior high school. The development of the Career Ouija board game followed the Four-D (4D) development model through systematic phases: Define, Design, Develop, and Disseminate. Utilizing the developed media within group guidance services fosters dynamic interactions among players, thereby enhancing students' understanding of career planning.

Validity of the Career Ouija Board Game Media

The validity test results from the media expert and subject matter expert are presented as follows:

a) Media Expert Validation

The media expert in this study consisted of one individual possessing expertise in the development of instructional media or Guidance and Counseling media. The media expert was tasked with evaluating visual design, graphic design, visual quality, material quality, layout, text readability, usability, media presentation, and the technical feasibility of the Career Ouija board game. The media expert validator was provided with a questionnaire sheet yielding scores ranging from a maximum of 4 to a minimum of 1. The media expert validation results are presented as follows:

Table 1
Media Expert Validation Results

Validator score	Maximum Total Score	Skor e	criteria
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97	100	97%	Highly Valid
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Based on the media validation results, it can be concluded that the Career Ouija media achieved a score of 97 out of 100, or 97%, falling into the "Highly Valid" category. The evaluation indicates that the media features an attractive design, well-functioning components, easily understandable language, and an innovative approach in integrating game elements into group guidance services.

b) Subject Matter Expert Validation

The subject matter expert in this study consisted of one individual, namely a Guidance and Counseling lecturer or practitioner possessing expertise in career guidance, career planning, Holland's career choice theory, or group guidance services. The subject matter expert validator was provided with a questionnaire sheet yielding scores ranging from a maximum of 4 to a minimum of 1. The subject matter expert validation results are presented as follows:

Table 2
Subject Matter Expert Validation Results

Validator Score	Maximum Total Score	Skore	criteria
35	44	79,54%	Highly Valid

Based on the subject matter validation results, the content of the Career Ouija Board Game was deemed aligned with the objectives of group guidance services in helping senior high school students understand career planning. The presented content is relevant, the game steps are systematic, the language used is easily understandable, and the user manual was evaluated as comprehensive and beneficial for both Guidance and Counseling (BK) teachers and students. Consequently, the media and its accompanying user manual were declared valid for use as a group guidance service medium.

Practicality of the Career Ouija Board Game Media

The practicality of the developed Career Ouija board game was assessed through teacher and student response questionnaires regarding media usage during service implementation. The practicality evaluation results based on teacher and student responses are presented as follows:

a) Teacher Response Questionnaire Results

Upon completing the expert validation process with various specialists, the subsequent step was conducting a product trial of the Career Ouija board game to determine its level of practicality. The practicality results obtained are presented as follows:

Table 3
Guidance and Counseling Teacher Response

Validator Skore	Maximum Total Score	Skore	Criteria
36	40	90%	Sangat Praktis

Based on the practicality test results conducted by the BK teacher, the Career Ouija Board Game achieved a score of 36 out of 40, or 90%, falling into the "Highly Practical" category. These results indicate that the media is easy to understand and use, features clear game rules, and assists the BK teacher in delivering career planning content through group guidance services.

b) Student Response Questionnaire Results

Furthermore, the researcher conducted a product trial of the Career Ouija board game. This trial involved students as respondents to evaluate the extent to which the media could be effectively utilized in group guidance services. The research was conducted at SMA Muhammadiyah 18 Sunggal involving six students selected as trial subjects with the assistance of the Guidance and Counseling teacher. The selection was based on teacher recommendations, considering that these Grade XI students aligned with the target audience of the media development and were willing to participate in the Career Ouija Board Game trial. The six students subsequently participated in the implementation of group guidance services to determine the practicality of the media based on student feedback after using the board game.

The practicality results obtained from student responses are presented as follows:

Table 4
Respon Siswa

Number of Respondents	Score Obtained	Maximum Total Score	Percentage (%)	criteria
6	270	520	51,92%	Practical

Based on the student response questionnaire results following the service delivery using the developed media, a score of 270 out of a maximum score of 520 was obtained, yielding a percentage of 51.92% in the practical category. These results indicate that the media received positive responses from students regarding visual appeal, ease of use, and comprehension of the content delivered during the service activities.

Based on the validity and practicality test results, the Career Ouija Board Game is declared valid and practical for use as a group guidance service medium. Media expert validation yielded a percentage of 97% in the highly valid category, while subject matter expert validation achieved 79.54%, also falling within the highly valid category. Furthermore, the practicality test based on the Guidance and Counseling (BK) teacher's response obtained 90% in the highly practical category, and student responses yielded 51.92% in the practical category. Based on these findings, the Career Ouija Board Game media can be utilized as a supporting medium in group guidance services to assist students in understanding career planning.

The findings of this study align with research conducted by Salima, Prabowo, and Handoyo (2022), who developed the *Stacko Holland* game media to enhance high school students' career insights. Their study demonstrated that game-based media serves as a viable alternative in career guidance services by providing a more engaging and interactive learning experience. Additionally, Soesilo et al. (2025) demonstrated through the development of the *Career Racing* board game that board game media can be effectively applied in group guidance services to help improve students' career understanding and maturity. Research by Hadani and Winingsih (2026) also indicated that board games based on Holland's theory assist students in exploring interests and higher education choices. Consequently, the results of this study reinforce that educational game media, particularly board games founded on career theories, offer an effective alternative

medium to support group guidance services in assisting students with career planning comprehension.



Discussion (مناقشة)

The research results demonstrate that the Career Ouija Board Game exhibits varying levels of validity and practicality across each evaluated dimension. Media expert validation obtained a score of 97% (highly valid category), while subject matter expert validation achieved 79.54% (highly valid category). The Guidance and Counseling (BK) teacher evaluation yielded 90% (highly practical category), whereas student responses reached 51.92% (practical category). These findings indicate that the product generally meets validity standards and is suitable for use in group guidance services; however, room for refinement remains, particularly regarding students' direct user experience.

The high evaluation from the media expert (97%) demonstrates that the Career Ouija Board Game possesses visual and technical characteristics that support its application as a group guidance service medium. Game media offers distinct advantages because it does not merely deliver information verbally, but provides structured activities enabling students to interact, follow rules, make decisions, and gain firsthand experience. In guidance and counseling contexts, these characteristics are highly relevant, as service delivery must focus not only on information dissemination, but also on active student engagement in self-understanding and decision-making skill development.

These findings reinforce previous research regarding game utilization in career services. Salima, Prabowo, and Handoyo (2022) showed that *Stacko Holland* media effectively enhances high school students' career insights. Soesilo et al. (2025) similarly demonstrated that the *Career Racing Board Game* can be applied in group guidance services to foster career development. The present study expands upon these findings by introducing a game designed not solely for career insight or maturity, but specifically to integrate multiple activity stages within the career planning process.

The subject matter validation score of 79.54% confirms that the content and structural design of the Career Ouija Board Game satisfy validity criteria. The integration of Holland's theory serves as an essential foundation in product development, as the RIASEC framework provides a structured system for students to identify their personal characteristics and link them to educational and occupational alternatives.

In the developed product, Holland's theory is not merely presented as theoretical explanations; rather, it is operationalized into interactive game components, including RIASEC cards, profession cards, study program cards, career situation cards, challenge cards, and reflection activities. Thus, the theory functions as an operational framework for exploratory activities rather than passive informational content. This approach enables students to experience connecting their personal traits with diverse potential career pathways.

This outcome aligns with prior studies utilizing Holland's theory as a foundation for career media development. However, the unique contribution of this research lies in its integration of RIASEC typologies with sequential career planning activities within a single board game platform. Consequently, students do not stop at identifying career personality types; they are guided through exploring higher education and job options, evaluating career scenarios, reflecting, and drafting initial career plans.

The BK teacher's evaluation score of 90% indicates that the Career Ouija Board Game is perceived as highly practical for implementation in group guidance services. This high rating from a practitioner suggests that the media aligns well with service delivery dynamics, enabling BK teachers to facilitate more structured and interactive sessions. The game provides rules and activity steps, allowing the BK teacher to function as a facilitator who directs group dynamics

and reinforces student learning during gameplay.

Nevertheless, the student response score of 51.92% warrants special consideration. While this percentage falls within the practical category according to the established evaluation criteria, it sits at the lower threshold of that category and remains significantly lower than the teacher's rating of 90%. This discrepancy demonstrates that expert validity and practitioner practicality do not automatically translate into an equally high user rating from students.

This difference can be understood through the students' perspective as direct end-users. Students do not merely evaluate the design and appropriateness of the media; they directly experience the entire gameplay process, including comprehending rules, navigating game mechanics, reading and responding to cards, interacting with peers, and completing reflections. Therefore, student feedback provides distinct, highly specific insights regarding user experience. In educational design research, user feedback of this nature is vital for pinpointing aspects of the product that require further refinement.

A score of 51.92% should not be interpreted as evidence that the media is impractical or unusable. Based on the research parameters, the media remains classified as practical. However, it indicates that student reception is not yet optimal, leaving clear opportunities for product optimization. Future revisions should target items receiving the lowest scores on the student questionnaire and specific feedback recorded during trials. This targeted approach is methodologically sounder than making broad generalizations that the entire media set is difficult to navigate.

The Career Ouija Board Game was engineered by linking gameplay mechanics directly with key dimensions of career planning: self-awareness, educational and occupational exploration, evaluation of alternatives, and initial career plan drafting. This structure positions the game as an experiential learning medium that helps students connect objective career information with their personal conditions.

Career planning for senior high school students involves more than simply choosing an occupation; it encompasses self-assessment, exploration of alternatives, goal setting, and strategic action planning. Therefore, employing a game-based approach that provides structured space for exploration and reflection directly aligns with high school students' developmental needs.

Findings by Retnoningtias et al. (2022) revealed a positive relationship between career planning and career decision-making self-efficacy. That empirical foundation supports the premise that career planning capabilities must be cultivated through targeted guidance services. In this study, the board game serves as an initial experiential medium for students to explore options and formulate career plans. However, because this research was delimited to the development and practicality testing phases, these findings cannot be used to empirically conclude that using Career Ouija directly increases students' career planning skills.

The study reinforces a broader trend in the literature affirming the utility of game media in career guidance services. Salima et al. (2022) highlighted *Stacko Holland* for building career insights, while Soesilo et al. (2025) demonstrated board game implementation for career maturity. Other studies integrating RIASEC-based games similarly indicate that Holland's theory effectively aids students in interest and option exploration. Although sharing theoretical and structural overlaps with existing media, the Career Ouija Board Game exhibits distinct structural features. It consolidates RIASEC cards, profession cards, study program cards, career situation cards, challenge cards, reflection sheets, and career plan worksheets into a unified set deployed within group guidance dynamics. This comprehensive integration guides students seamlessly from self-identification to option exploration, peer discussion, reflection, and initial career plan formulation.

The primary contribution of this research extends beyond creating a novel board game; it provides a structured medium that operationalizes Holland's theory alongside career

exploration and planning within a group dynamic setting. Validation and practicality findings confirm that the product meets the baseline standards for implementation in group guidance services. Nevertheless, the student response score at the lower boundary of the practical category underscores the need for further iterative development to optimize the end-user experience.

This study has limitations, as the development process was restricted to the Develop phase and involved a limited sample size during trials. Consequently, the findings primarily provide preliminary data regarding product validity and practicality, and cannot be generalized to demonstrate empirical effectiveness in raising student career planning comprehension. Future research should conduct large-scale field trials across multiple schools and evaluate media effectiveness through experimental research designs capable of measuring empirical gains in career planning comprehension.



Conclusion (خاتمة)

This study produced the Career Ouija Board Game as a group guidance service medium designed to assist senior high school students in understanding career planning. The primary contribution of this media lies in its integration of Holland's career choice theory – utilizing the RIASEC framework – with self-exploration activities, identification of educational and occupational options, group discussion, reflection, and initial career plan formulation within a single game set. With these characteristics, Career Ouija serves not merely as an information dissemination tool, but as an interactive experiential medium that fosters student engagement in career exploration and planning processes.

Validation results indicate that the product meets feasibility standards, with ratings of 97% from the media expert and 79.54% from the subject matter expert, both falling within the highly valid category. Regarding practicality, the Guidance and Counseling (BK) teacher evaluation reached 90% (highly practical category), while student responses yielded 51.92% (practical category). The discrepancy between teacher and student responses indicates that although the media satisfies baseline validity and practicality criteria, student user experience remains a critical area for further product optimization.

The Career Ouija Board Game offers an alternative medium for Guidance and Counseling teachers to facilitate more interactive and participatory group guidance services, particularly in helping students conduct self-exploration and comprehend career pathways. However, because this study was delimited to the Develop phase, involved a small-scale trial, and did not conduct efficacy testing, these findings cannot be used to draw empirical conclusions regarding the media's impact on improving students' career planning comprehension or maturity. Future research should undertake efficacy testing across larger and more diverse student populations, as well as execute the Disseminate phase to generate broader empirical evidence for media implementation.



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