

Effectiveness of a Google Site-Based Career Information Platform in Enhancing Students' Career Planning Skill

Lilik Sahal Dzul Fahmi^{1*}, Mungin Eddy Wibowo², Sinta Saraswati³, Sunawan⁴

^{1,2,3,4}Universitas Negeri Semarang, Indonesia

*email correspondence: liliksahal@gmail.com

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Abstrak. Ketidaksiapan siswa dalam membuat perencanaan karier yang tepat akan memengaruhi peluang mereka untuk mendapatkan pekerjaan di masa depan. Hal tersebut juga dipengaruhi minimnya penyediaan informasi dan media tentang karier yang ada di sekolah. Artinya, pendidik atau konselor perlu memberikan inovasi baru dalam penggunaan media informasi karier. Penelitian ini bertujuan untuk mengetahui efektivitas model media informasi karier berbasis Google Sites untuk meningkatkan kemampuan perencanaan karier siswa SMA. Penelitian ini menggunakan metode penelitian kuantitatif pre-eksperimen One Group Pretest Posttest design diterapkan pada 72 siswa kelas XI A1 dan XI A2 di SMA Negeri 1 Weleri. Sampel dipilih menggunakan teknik purposive sampling. Pengumpulan data menggunakan adaptasi instrumen The Career Planning Confidence Scale (CPCS). Analisis data menggunakan uji hipotesis Paired Sample T-test. Hasil uji-t untuk kemampuan perencanaan karier menunjukkan perbedaan yang signifikan antara pretest dan posttest. Melihat efek signifikan terhadap kemampuan perencanaan karier, dapat disimpulkan bahwa terdapat peningkatan. Implikasi lebih lanjut dari penelitian ini disajikan dalam bab pembahasan.

Abstract. Students' lack of readiness to develop appropriate career plans reduces their future employment opportunities. This condition is further compounded by the limited availability of career information and career-related media in schools. Accordingly, teachers and school counselors need to introduce innovative approaches to delivering career information. This study examined the effectiveness of a Google Sites-based career information as the platform model to improve senior high school students' career planning skills. Employing a quantitative pre-experimental one-group pretest-posttest design, the study involved 72 eleventh-grade students from XI A1 and XI A2 at SMA Negeri 1 Weleri. The sample was selected through purposive sampling. Data were collected using an adapted version of the Career Planning Confidence Scale (CPCS). The hypothesis testing was conducted using a paired-samples t-test. The results indicated a statistically significant difference between pretest and posttest scores in career planning skills, suggesting an improvement following the intervention. Further implications are discussed in the discussion section.

Key word: Career Information; Google Site Platform; Career Planning Skill.

INTRODUCTION

The implementation of Kurikulum Merdeka Belajar (Emancipated Curriculum) requires school guidance and counseling teachers to adapt their services to its instructional framework. One key challenge associated with this curriculum is that guidance and counseling teachers are expected to focus not only on delivering guidance content but also on fostering students' character development (Rosadi & Andriyani, 2020). Another challenge concerns the increased responsibility to support students' career development and post-secondary study orientation. Career refers not merely to job types but also to the stages and pathways students must navigate to attain their aspirations. These stages are inseparable from the educational choices students are required to make (Mufidah *et al.*, 2022).

The career selection is among the most consequential decisions in an individual's life course. For students, identifying a career pathway aligned with their interests, talents, and life goals represents a critical starting point for building a successful and satisfying future. National labor statistics further underscore the urgency of early career preparation. Data from the Indonesian Central Statistics Agency (BPS), based on the National Labor Force Survey (Abbreviated as Sakernas), reported that the labor force in August 2024 reached 152.11 million people; an increase of 4.40 million compared with August 2023. The 2024 Sakernas results also indicated that approximately 4.91 million people were unemployed in Indonesia in August 2024. More specifically, the unemployment rate in Central Java Province reached 4.78% in August 2024, rising from 4.39% in February 2024 (Statistik, 2024). These phenomena can serve as a relevant reference for students approaching the completion of secondary education, highlighting that career planning should be initiated early.

Difficulties in career decision-making by students have been documented in prior studies. Given the vast number of available career options, it is unsurprising that students may experience confusion when developing career plans that fit their personal profiles (Rohmawati, 2019). In a similar vein, Permadi (2016) found that many students have limited self-understanding, including insufficient awareness of their own interests and talents. One widely applied framework in career planning is Holland's Career

Theory, developed by John L. Holland. This theory proposes six career personality types and emphasizes the fit between an individual's personality and the working environment. From this perspective, individuals are assumed to hold preferences, interests, and competencies that align with one or more of these career personality types.

Holland's career theory is delivered to students through career information services. Mugiarto (as cited in Maharani *et al.*, 2019) explains that career information aims to equip students with diverse knowledge and resources that are useful for self-understanding, planning, and developing life patterns in their roles as students, family members, and community members. By providing systematic career information, students can learn about their own interests, values, skills, and personality characteristics, and then explore a broad range of occupational fields that may better suit their profiles (Putri *et al.*, 2021).

A needs analysis based on a brief, targeted interview with the guidance and counseling teachers at SMAN 1 Weleri indicated that some students still experience difficulty deciding on a career pathway after graduating from senior high school. The counselor noted that while students show motivation to plan for their future careers, many lack sufficient knowledge about further study options and employment opportunities needed to achieve their aspirations. The counselor also reported that all students at the school (100%) own digital devices, and the school provides supporting facilities such as computers and Wi-Fi. This enables the integration of technology into career information services. However, limited time and the teacher's substantial responsibilities beyond instructional hours make it difficult to provide detailed ongoing career information. Therefore, an alternative technology-based media model is needed to support counselors in delivering career information more effectively and to allow students to access it anytime and anywhere.

A brief interview with the guidance and counseling teacher at SMA Negeri 1 Weleri further indicated that career information services are most commonly delivered through lectures, as this approach is perceived to help students understand the information more easily. The supporting media typically used include PowerPoint presentations, brochures, leaflets, and posters; particularly those related to university

admissions. By contrast, technology-based platforms such as Google Sites have not previously been implemented at the school. Furthermore, Google Sites remains underutilized by teachers as an instructional medium, despite being freely available through Google's web services and offering user-friendly, flexible access across devices such as laptops, tablets, and smartphones (Rosiyana, 2021).

In this study, a Google Sites-based career platform model was selected because it was considered capable of addressing content needs and advancing the primary aims of career information services; it then supports students' career planning based on Holland's theory. The model was designed to guide students through key stages, including understanding career planning, assessing interests and aptitudes through the RIASEC test, exploring career information, identifying career options, making career decisions, and ultimately developing a clearer career identity. Google Sites is also viewed as compatible with students' technology-oriented daily routines and potentially supportive of diverse learning preferences (Munirah *et al.*, 2022). In addition, the platform allows for the integration of text, video, images, and audio which may foster interactivity and facilitate students' comprehension of the career information provided.

On this basis, the present study aims to evaluate the effectiveness of a Google Sites-based career information platform model in enhancing students' career planning skills. The use of Google Sites is expected to align with the required content and objectives of career information services while offering a technology-mediated format that is accessible and adaptable to various learner needs.

METHODS

The participants were 72 eleventh-grade students from Classes XI A1 and XI A2 at SMAN 1 Weleri, aged 16–18 years. They were selected using purposive sampling.

Participant data were collected using a career planning scale adapted from The Career Planning Confidence Scale (CPCS) and administered in a Likert-format. Following validation, 38 of the 39 items were retained as valid, while one item was excluded. The corrected item-total correlation coefficients for the valid items ranged

from 0.36 to 0.82. Reliability testing indicated good internal consistency with a Cronbach's alpha coefficient of 0.83.

This study employed a quantitative pre-experimental approach using a one-group pre-test-post-test design. A pre-test was administered prior to the intervention, which consisted of providing students with a Google Sites-based career information platform model. A post-test was then conducted to assess changes following the intervention.

The career information program delivered through the Google Sites-based platform model was implemented across six sessions, each lasting 45 minutes. In the first session, the counselor organized the activities and elicited students' initial understanding of career planning. It is then followed by administration of the career planning pre-test to establish baseline levels. In the second session, students received the intervention through the Google Sites-based platform, which presented career planning content grounded in Holland's theory. The third session continued the instructional content and included completion of the RIASEC assessment to identify students' personality types. In the fourth session, the counselor provided feedback on students' RIASEC results and continued with career exploration content, including preparation for higher education and employment. The fifth session focused on guiding students to set career targets by identifying career possibilities aligned with their interests. In the sixth session, the counselor addressed career decision-making processes, after which students completed the post-test career planning scale to determine whether their the skills had improved. For data analysis, the study applied a paired-samples t-test using SPSS version 22.

RESULT AND DISCUSSION

According to the descriptive statistics, the pre-test results indicated that 42 students were classified in the high category and 30 students in the moderate category. Scores ranged from 115 (lowest) to 153 (highest), with a mean score of 134, which falls within the high career planning category. In the post-test, 51 students were classified in the very high category and 21 students in the high category. Post-test scores ranged from 115 to 190, with a mean score of 166; indicating a very high level of career planning. A

detailed frequency distribution of the pre-test and post-test results is presented in Table 1.

Table 1. Frequency Distribution of Pre-test and Post-test Results

Score Interval	Category	Pre-test		Post-test	
		<i>f</i>	%	<i>f</i>	%
162 – 192	Very high	0	0%	51	71%
131 – 161	High	42	58%	21	29%
100 – 130	Moderate	30	42%	0	0%
69 – 99	Low	0	0%	0	0%
38 – 68	Very Low	0	0%	0	0%
Total		72	100%	72	100%

As presented in Table 2, the paired-samples t-test indicated a significant improvement in students' career planning levels from the pre-test ($M = 134.14$, $SD = 9.24$) to the post-test ($M = 166.40$, $SD = 9.47$), $t(71) = -21.70$, $p < .01$. The detailed results are provided in Table 2.

Table 2. Paired Sampel Statistic

Test	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	134,14	72	9,24	1,09
Post-test	166,40	72	9,47	1,11
t	-21,70			
df	71			
p	0,01			

Overall, those findings suggest that the Google Sites-based career information platform model was effective in enhancing students' career planning skills. This result is consistent with the study by Nurshelomita *et al.* (2024), they demonstrated that web-based career information successfully improved senior high school students' understanding of career planning. Similarly, Pustika *et al.* (2019) discovered that career information services function as an information-delivery mechanism that supports students in identifying suitable post-secondary study or employment options and clarifying the criteria required to ensure that chosen pathways align with their potential.

Descriptive analysis of students' career information prior to the intervention indicated that the mean pre-test score fell within the high category. However, 30 students remained in the moderate category. These students generally had limited awareness of their interests and aptitudes, as well as insufficient information about the

work environment and potential career pathways. The career information sessions were conducted in a classroom setting with the selected sample. Following the pre-test, participants received the intervention through a Google Sites-based career information platform model grounded in Holland's theory.

The Google Sites content presented a structured sequence of career planning stages that students were expected to complete. These stages included introducing the concept of career planning, assessing interests and talents through the RIASEC test, exploring career information, identifying possible career options, making career decisions, and developing a clearer career identity. In the final session, students completed a post-test using the career planning scale to determine whether their career planning skills had improved after the intervention.

In addition, the reflections on the implementation highlighted several factors influencing program effectiveness. Key enabling factors included students' willingness to actively optimize their understanding of their own career development and the use of the Google Sites-based platform model; both of which were closely associated with improvements in career planning skills. Conversely, barriers included differences in students' individual characteristics. Because the intervention was delivered in a whole-class format, maintaining engagement posed a challenge for the counselor, particularly in managing students who became bored or fatigued during the sessions.

The observed effectiveness of the Google Sites-based career information platform model in this study is closely linked to the way career-planning content was presented through Holland's theory. It supports students in understanding the fit between personality types and career options. Wardhani *et al.* (2020) reported that career information grounded in Holland's framework helps students recognize the relationship between personality and career opportunities, thereby enabling more informed decisions aligned with their interests and abilities. This aligns with Desvikayati *et al.* (2025) who concluded that Holland's theory constitutes an effective approach for career guidance among vocational high school students. In their view, the framework is particularly relevant for helping learners connect their potential with workplace demands and for strengthening career decision-making. Similarly, Ramadhani *et al.*

(2020) stated that career guidance based on Holland's theory is effective when implemented systematically through stages of planning, implementation, evaluation, and follow-up. This process positions counselors to provide relevant information, facilitate discussions about personality types, and support students in developing individualized career plans.

In conclusion, the findings indicate that the Google Sites-based career information platform model produced a positive impact on the career planning skills of senior high school students at SMAN 1 Weleri. The platform offers flexibility in terms of time and place. It may reduce reliance on lecture-based delivery that can contribute to student boredom. As an innovative approach, this Google Sites-based model can support and simplify counselors' delivery of career information, enabling students to plan career pathways that are more closely aligned with their abilities and interests.

CONCLUSION

Based on the paired-samples t-test results, this study revealed a statistically significant difference between pre-test and post-test scores. Accordingly, it is concluded that the Google Sites-based career information platform model was effective in improving students' career planning skills.

This study has several limitations. The participant group was restricted to eleventh-grade students at SMAN 1 Weleri, which may limit the generalizability of the findings. Therefore, future research is encouraged to pilot the Google Sites-based career information model across multiple schools to enable comparative implementation and strengthen external validity. In addition, teachers and school counselors may consider using Google Sites to deliver other guidance and counseling content as a strategy to optimize the use of digital media in counseling services.

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