

Implementation Of The Edupreneur Approach In The Development Of Ginzberg's Theory For Optimizing Student Career Decision Making

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Abstract

Career selection is a complex process that requires a deep understanding of interests, talents, personal values, and the realities of the job market. Among vocational high school (SMK) students, the challenges in career decision-making remain high, primarily due to low self-awareness and a lack of entrepreneurial orientation. This study aims to implement the edupreneurial approach in the development of Ginzberg's theory, particularly in the tentative stage, to optimize students' career decision-making abilities. The method used is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to design a career guidance module that integrates entrepreneurial values. After validity testing, the module was applied to 8 students in the eleventh grade at SMKS Muhammadiyah Jember. The results indicate that the integration of Ginzberg's theory and the edupreneurial approach enhances self-awareness, creativity, and students' readiness to determine their career paths. Quantitative analysis using the Paired Sample T-Test shows a significant improvement from an average pre-test score of 140.50 to a post-test score of 159.25 ($p < 0.05$). Although the correlation between the pre-test and post-test is low (0.189), the significant difference indicates a positive impact of the module. Qualitative analysis reveals that students showed a high interest in the module's content and felt more confident in making career decisions. Overall, this module is effective in enhancing students' career decision-making abilities and creating a positive learning environment. This study recommends that career guidance in vocational schools adapt curricula and counseling services that are more responsive to the dynamics of entrepreneurship.

Keywords: Career Decision Making, Ginzberg's Theory, Edupreneur, Career Guidance, Vocational High School Students.

Implementasi Pendekatan Edupreneur Dalam Pengembangan Teori Ginzberg Untuk Optimalisasi Pengambilan Keputusan Karier Siswa

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Abstrak

Pemilihan karier adalah proses kompleks yang memerlukan pemahaman mendalam tentang minat, bakat, nilai pribadi, dan realitas dunia kerja. Di kalangan siswa SMK, tantangan dalam pengambilan keputusan karier masih tinggi, terutama karena rendahnya pemahaman diri dan minimnya orientasi kewirausahaan. Penelitian ini bertujuan untuk mengimplementasikan pendekatan edupreneur dalam pengembangan teori Ginzberg, khususnya pada tahap tentative, guna mengoptimalkan kemampuan pengambilan keputusan karier siswa. Metode yang digunakan adalah model ADDIE (Analysis, Design, Development, Implementation, Evaluation) untuk merancang modul bimbingan karier yang terintegrasi dengan nilai-nilai kewirausahaan. Setelah uji validitas, modul diterapkan pada 8 siswa kelas XI SMKS Muhammadiyah Jember. Hasil menunjukkan bahwa integrasi teori Ginzberg dan pendekatan edupreneur meningkatkan kesadaran diri, kreativitas, dan kesiapan siswa dalam menentukan arah karier. Analisis kuantitatif dengan Paired Sample T-Test menunjukkan peningkatan signifikan dari rata-rata skor pre-test 140,50 menjadi post-test 159,25 ($p < 0,05$). Meskipun korelasi antara pre-test dan post-test rendah (0,189), perbedaan signifikan menunjukkan dampak positif

modul. Analisis kualitatif mengungkapkan bahwa siswa menunjukkan minat tinggi terhadap konten modul dan merasa lebih percaya diri dalam membuat keputusan karier. Secara keseluruhan, modul ini efektif dalam meningkatkan kemampuan pengambilan keputusan karier siswa dan menciptakan lingkungan belajar yang positif. Penelitian ini merekomendasikan agar bimbingan karier di SMK mengadaptasi kurikulum dan layanan konseling yang lebih responsif terhadap dinamika kewirausahaan.

Kata kunci: pengambilan keputusan karier, teori ginzberg, edupreneur, bimbingan karier, siswa smk.

Introduction

Education Plays a crucial role as the foundation for building a career path, as it enables individuals to develop the skills necessary to determine a suitable career direction. A career path is a structured series of jobs, where individuals who can manage their careers effectively are able to set clear goals and plan the steps needed to achieve them. Consequently, these individuals are more likely to be motivated to achieve success and have a clearer sense of purpose in life compared to others (Muliati & Susiana, 2023).

Self-concept is a comprehensive view that an individual has of themselves, encompassing perceptions, feeling, beliefs, and values related to their identity. Individuals with a positive self-concept tend to have high motivation when it comes to choosing and determining their career direction (Mahasin, Nabilah, 2024). Therefore, a comprehensive understanding of self-concept is crucial in the career decision-making process.

Vocational High Schools (SMK) focus on developing students' skills to prepare them for entering the workforce. SMK equips students with the ability to adapt to the work environment, skills in identifying job opportunities, and encourages self-development for future career success (Tuti, 2023). The Ministry of Education and Culture also states that Vocational High Schools (SMK) are part of formal education that focuses on vocational learning at the secondary level, following junior high school (SMP), Islamic junior high school (MTS), or other equivalent levels. The aim of SMK education is to produce graduates who are ready to enter the workforce, either as employees in various sectors or as entrepreneurs (Hasdayanti et al., 2024).

However, the phenomenon in the field shows that many students still face difficulties in determining their career direction. This is influenced by several factors, such as a lack of understanding of their self-potential, limited information regarding career opportunities, insufficient guidance in exploring professional choices, and minimal entrepreneurial orientation. As a result, many students choose career paths without careful consideration, leading to a mismatch between the jobs they undertake and their interests and competencies.

Guidance and counseling play a significant role in assisting students in planning their career futures. This service provides support to students in recognizing their self-potential, exploring career opportunities, and making decisions that align with their life goals. Thus, through guidance and counseling, students can overcome various challenges, optimally develop their talents, and minimize the risk of failure in choosing appropriate educational pathways or jobs that match their abilities, interests, and talents (Azyzyfa, 2023).

Theories in career psychology are very important in guidance and counseling to support students' career decision-making. A relevant theory is the career decision-making theory developed by Ginzberg. Research Hotmauli, (2022) reinforces this by showing that the application of Ginzberg's theory in career guidance has a positive impact on students. Ginzberg's theory outlines three stages in career decision-making, which begin with the fantasy stage, followed by the tentative stage, and finally the realistic stage. Through this theory, students can gradually enhance their commitment to career choices in accordance with their interests, abilities, and goals.

To optimize students' career decision-making, an approach that is both applicable and relevant to contemporary developments is needed. The edupreneurial approach, which integrates entrepreneurial values into the educational process, is a potential strategy. This approach aims to encourage learners to develop an entrepreneurial mindset, such as the courage to take risks, the ability to recognize opportunities, and the innovative capacity to create new value to support economic development. Thus, this approach cultivates a generation capable of contributing through job creation, business development, and community empowerment (Yosepty, 2025).

A career is a series of positions that an individual holds throughout their life (Wahyuningsih & Nugraha, 2021). The phase of career selection and preparation is crucial for adolescents, who must consider the alignment between their jobs and personal potential (Mustika et al., 2022). Career decision-making reflects an individual's personality through their enthusiasm, skills, knowledge, behavior, and potential (Putri Angelina Ginting et al., 2024), and involves an understanding of interests, abilities, values, and career information (Khoirunnisa & Lestari, 2024). This process is dynamic, involving the selection of actions from several alternatives to determine the best choice in addressing problems (Putri et al., 2024), which includes individual analysis of alternatives and commitment to the chosen option (Ayu et al., 2022).

Based on the description above, it can be concluded that career decision-making is a dynamic process that is crucial for adolescents and requires in-depth analysis of oneself and career options to achieve future success. Maturity in career decision-making is important for students to effectively utilize their knowledge and thinking skills (Amin et al., 2021). This process is supported by advice from competent parties and careful evaluation of information (Khotimah et al., 2023). The skills involved include recognizing options, evaluating outcomes, and determining realistic choices (Arjangga & Suprihatin, 2023). Career decision-making must be conducted with care, as it has a significant impact on an individual's future (Fajriani et al., 2023).

Ginzberg's career development theory was developed by Eli Ginzberg (an economist), S. Ginzburg (a psychiatrist), S. Axelrad (a sociologist), dan J. Herma (a psychologist) (Akhmad Rudi Masrukhin, Ora Gorez Uke, 2020). This theory explains the influence of development on career choices through three stages : 1.) The fantasy stage, which occurs during childhood before the age of 11, is characterized by idealistic aspirations of talents, interests, and personal potential (Ugrasena et al., 2022), 2.) The tentative stage takes place in early adolescence, from ages 11 to 17, as a transition from imaginative play to a more realistic understanding of careers. This stage includes four phases interest, capacity, values, and transition (Rezi, 2024), 3.) The realistic stage is marked by individuals beginning to choose and engage in career exploration and evaluation, adjusting their interests, skills, and education, as well as implementing the selection and execution of suitable jobs (Ahmad Shihabuddin, 2023).

The integration of Ginzberg's theory and the edupreneurial approach forms an effective strategy to support realistic and adaptive career decision-making. Eleventh-grade students, who are in the tentative phase, need to be facilitated in exploring careers, including entrepreneurship. The edupreneurial approach instills an innovative spirit and the courage to create change (muhammad syauqillah, 2022), while Ginzberg provides a psychological framework for understanding the career selection process. Career guidance must be tailored to meet students' needs, encompassing career information, future orientation, and decision-making skills (Anjarika & Suherman, 2025). Careers influence life happiness, making appropriate selection and planning essential. The edupreneurial approach allows students to

the edupreneurial approach in the development of Ginzberg's theory could be an effective solution to enhance students' career readiness.

Therefore, the problem formulation in this research is how the edupreneurial approach in the development of Ginzberg's theory can optimize students' career decision-making at SMKS Muhammadiyah Jember. In line with this problem formulation, the objective of this research is to determine the extent to which the edupreneurial approach can be integrated into the development of Ginzberg's theory through career guidance, in order to optimize students' career decision-making.

Method

The type of research used in this study is R&D (Research and Development), commonly referred to as development research (Andi Rustandi & Rismayanti, 2021). R&D involves research and development, where this study aims to develop a product as an outcome of the research (Mudafiatun, 2025). In this research, the product being developed is a career guidance module that integrates the edupreneurial approach into the development of Ginzberg's theory to optimize career decision-making. The development procedure in this study employs the ADDIE model, which consists of several interconnected stages. The ADDIE model includes five main steps: analysis, design, development, implementation, and evaluation (Anafi et al., 2021).

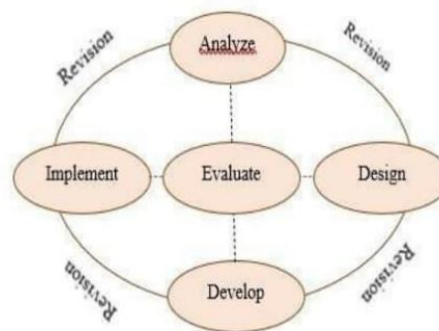


Figure 2: Core Elements of the ADDIE Model-Based Design (Isriyah et al., 2023)

The population in this study consists of all students at SMKS Muhammadiyah Jember. The sampling technique used is Purposive Sampling, which involves selecting samples based on specific considerations aligned with the research objectives. The criteria for the subjects selected as samples include students in the 11th grade of vocational school, as they are at the tentative stage in Ginzberg's career development theory, students who actively participate in learning activities at the school, and students who are willing to be respondents in the research. The research location is at SMKS Muhammadiyah Jember. The selection of this location is based on the consideration that this school is a vocational education institution with 11th-grade students in the tentative stage of career development according to Ginzberg's theory, and it has implemented learning that supports the development of students' career potential and entrepreneurship.

In this study, the data analysis consists of both quantitative and qualitative data. The quantitative data analysis is obtained from the results of a product testimonial questionnaire given to students after the module was tested on a limited scale. This questionnaire uses a Likert scale to measure the success and feasibility of the module in supporting students' career decision-making. Before conducting further analysis, the quantitative data analysis employs the Paired Sample T-Test to compare the results before and after the

implementation of the module, which requires a statistical assumption test, particularly the normality test.

The normality test aims to ensure that the differences between the scores before and after the implementation of the module are normally distributed. In this study, the normality test was conducted using the Shapiro-Wilk method, which is a commonly used technique for testing the normality assumption on small samples. If the test results show a p-value greater than 0.05, it can be concluded that the data is normally distributed, thus fulfilling the assumption for conducting the paired-sample t-test. If not, a non-parametric alternative such as the Wilcoxon signed-rank test will be considered to ensure the validity of the analysis results. The results of the normality test in this study show a W value of 0.92 with a significance (p) value of 0.38. Since the p-value is greater than 0.05, it can be concluded that the data for the difference between the pre-test and post-test scores is normally distributed. Therefore, the assumption for conducting the paired-sample t-test is satisfied.

The qualitative data analysis is derived from observations made during the module trial process. This observation focuses on students' responses to the content, appearance, and activities within the module, as well as how students engage in the learning process. The data is then presented in a descriptive narrative format to provide a comprehensive overview of the module's effectiveness and acceptance by the students.

Results and Discussion

By integrating Ginzberg's theory and the edupreneurial approach, the career guidance module can provide students with the tools and knowledge they need to explore their interests, understand their values, and develop their potential. This approach not only assists students in choosing the right career but also instills an entrepreneurial mindset that will be beneficial in their future lives. It is hoped that this will create individuals who are not only ready to work but also capable of creating opportunities and contributing positively to society.

This research is a type of Research and Development (R&D), which refers to research and development with the ADDIE model procedure as the stages in the implementation of the research, outlined as follows:

Analysis stage

In this stage, the researcher conducted observations and interviews with the guidance counselor and 11th-grade students at SMKS Muhammadiyah Jember. The aim was to gather information regarding students' needs in career decision-making, recognize the characteristics of career development based on Ginzberg's theory, and explore the potential application of the edupreneurial approach in career guidance services. The results of the observations and interviews indicated that SMKS Muhammadiyah Jember had never implemented career guidance that integrates the edupreneurial approach with Ginzberg's theory. This finding suggests a gap in the practice of career guidance at the school, where students have not received adequate guidance to explore career options during the tentative phase, which is a crucial stage in their career development.

Therefore, this research aims to develop a career guidance module that integrates Ginzberg's theory with a focus on the tentative stage and the edupreneurial approach. This module is designed to help students understand and explore various career options while developing relevant entrepreneurial skills, enabling them to make more informed and future-oriented career decisions. Thus, this analysis stage not only reveals gaps in the practice of career guidance at the school but also validates the urgency of developing the proposed module in this research.

Design stage

Based on the results of the data analysis, the researcher began designing the career guidance module. This design encompasses several important aspects, starting with the determination of specific and relevant learning objectives to optimally meet the needs of the students. Next, the preparation of the material is conducted by referring to Ginzberg's theory, which emphasizes the importance of understanding career development, while also integrating the edupreneurial approach that encourages creativity and innovation in learning.

In this stage, the researcher also plans the learning media to be used, such as interactive presentations, videos, and reading materials that support the content. Additionally, the chosen teaching methods must encourage active participation from the students, such as group discussions, presentations, and case studies. Finally, planning the evaluation instruments is equally important, where the researcher will design assessment tools that can comprehensively evaluate the understanding and skills of the students. Thus, the career guidance module that is designed is expected to have a positive impact in helping individuals plan and develop their careers more effectively.

Development stage

The development stage is a crucial phase in the creation of the designed career guidance module. After the module has been completed, the first step is to conduct validation by expert validators: Ms. Weni Kurnia Rahmawati, S.Pd., M.Pd., a content expert, and Mr. Dedy Ariyanto, M.Pd., a media expert, both of whom are educators at Universitas PGRI Argopuro Jember. The purpose of this validation process is to determine the feasibility of the module product based on the assessments and feedback from the validators. The validation process of the module is carried out through two types of assessments: quantitative assessment, which evaluates the feasibility of the module numerically, and qualitative assessment, which involves in-depth discussions with the validators. The results of the evaluations from the validators are summarized in the following table:

Tabel 1. Results of Content Expert Validation

Indicator	Percentage Assessment	Category
Accuracy	80 %	Feasible
Usefulness	80 %	Feasible
Feasibility	80 %	Feasible

Source: Validation Results

The results of the content expert validation assessment above encompass three main indicators: accuracy, usefulness, and feasibility. Here is an explanation for each indicator. The results of the content expert validation assessment above encompass three main indicators accuracy, usefulness, and feasibility. Here is an explanation for each indicator: 1.) Accuracy (80%): The assessment results indicate that the module has a good level of accuracy with a percentage of 80%. This means that the material presented in the module aligns with the learning objectives and is relevant to the students' needs, 2.) Usefulness (80%): With a percentage of 80%, the usefulness indicator shows that the module is beneficial for students in understanding the material and assisting them in the career decision-making process. This aspect indicates that the module is well-designed to meet students' needs, making it a reliable source of useful information, 3.) Feasibility (80%): The feasibility indicator, which received a percentage of 80%, demonstrates that the module meets the expected quality standards and can be applied in the learning context.

Overall, the validation results from the content expert indicate that the developed career guidance module is suitable for use, with all assessment indicators falling into the

"feasible" category. This provides confidence that the module can offer significant benefits to students in the learning process and career decision-making. Tabel 2. Hasil Validasi Ahli Media

Table 2. Results of Media Expert Validation

Indicator	Percentage Assessment	Category
Module Size	80 %	Feasible
Module Cover Design	80 %	Feasible
Module Content	80 %	Feasible

Source: Validation Results

The results of the media expert validation assessment above encompass three main indicators: module size, module cover design, and module content. Here is an explanation for each indicator: 1.) Module Size (88%): The assessment results indicate that the module size falls into the feasible category, with compliance to ISO standards: A4 (210x297 mm) or B5 (176x250 mm), 2.) Module Cover Design (77%): The cover design indicator received a percentage of 77%. This result shows that the module cover design is quite appealing. A good design is important for creating a positive impression and enhancing students' interest in the material presented, 3.) Module Content (80%): With a percentage of 80%, this indicator demonstrates that the content presented in the module is relevant and aligns with the learning objectives.

Overall, the validation results from the media expert indicate that the developed career guidance module is suitable for use. The module is not only effective in terms of content but also in terms of media delivery, thereby enhancing the students' learning experience. After the validation process, the module was tested in a limited manner on a small group of eleventh-grade students to assess its effectiveness in improving students' understanding of the material and assisting them in career decision-making. Thus, the researcher can identify the strengths and weaknesses of the module before it is launched more widely.

Implementation Stage

The module that has undergone validity testing was then implemented on a limited scale with eleventh-grade students at SMKS Muhammadiyah Jember. This implementation aims to assess the extent to which the module can enhance students' abilities to make realistic and innovative career decisions, in line with the edupreneurial approach and the tentative stage of Ginzberg's theory. Referring to the edupreneurial approach, this module is designed to encourage students to think creatively and take the initiative in planning their careers. Additionally, the module focuses on the tentative stage in Ginzberg's theory, which emphasizes the importance of exploring and considering various career options before making a final decision.

The table below presents the results of the quantitative data analysis using the Paired Sample T-Test, which indicates an improvement in students' abilities to make career decisions following the implementation of the modul

Table 3. Results of Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	140.5000	8	8.07111	2.85357
	post test	159.2500	8	4.59036	1.62294

Source: Questionnaire Results

The results in Table 3 show the paired samples statistics for the pre-test and post-test conducted with a sample of 8 students. The average (mean) score for the pre-test was 140.50,

with a standard deviation of 8.07. In contrast, the average post-test score increased to 159.25, with a standard deviation of 4.59. This improvement of 18.75 points reflects a significant advancement in students' abilities following the intervention.

Table 4. Results of Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre test & post test	8	.189	.654

Source: Questionnaire Results

The results in Table 4 show the correlation between the pre-test and post-test scores, with a correlation value of 0.189 and a significance level of 0.654. Although this correlation does not indicate a strong relationship, it does not diminish the significance of the observed improvement. The primary focus of this analysis is on the differences in scores before and after the intervention, highlighting the positive impact of the module on students' career decision-making abilities.

Tabel 5. Hasil Uji Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre test - post test	-18.75000	8.49790	3.00446	-25.85442	-11.64558	-6.241	7	.000

Source: Questionnaire Results

The results in Table 5 indicate a mean difference of -18.75, with a standard deviation of 8.50 and a standard error mean of 3.00. The 95% confidence interval for this difference ranges from -25.85 to -11.65. The obtained t-value is -6.241, with a significance level of 0.000, indicating that the difference between the pre-test and post-test scores is significant ($p < 0.05$). Thus, the results of this analysis suggest that the career guidance module implemented in this study is effective in enhancing students' abilities in career decision-making. This significant improvement indicates that the integrated edupreneurial approach and Ginzberg's theory within the module can positively impact the learning process and students' career development.

Qualitative data analysis during the trial process revealed that students exhibited a high level of interest in the module's content, which they found relevant and engaging. The module's appealing design and ease of understanding also contributed to student engagement in learning. Activities such as group discussions and practical assignments encouraged students to actively participate and share their experiences, further enhancing their learning experience. Furthermore, students expressed that they felt more confident in making career decisions after participating in the activities outlined in the module. They recognized the importance of exploring various career options and felt more prepared to plan for their futures. Overall, this qualitative analysis indicates that the career guidance module is not only effective in enhancing students' career decision-making abilities but also successful in creating a positive and supportive learning environment.

Career guidance is a form of support provided to individuals to help them recognize and understand themselves, comprehend the world of work, and develop a future that aligns with their life aspirations. Additionally, career guidance services enable individuals to make informed and responsible decisions, allowing them to realize themselves meaningfully (Septira et al., 2025).

In line with the findings of research by Mustika et al., (2022), adolescents who receive career guidance demonstrate a better understanding of their career options and feel more confident in making decisions. The study revealed that 70% of adolescents participating in career guidance programs felt more prepared to enter the workforce compared to those who did not receive guidance. This underscores the importance of career guidance in providing the skills and knowledge necessary for adolescents to plan their futures.

A career can be understood as a series of interconnected work activities. This means that individuals can determine the direction and path of their lives based on their abilities, attitudes, needs, and aspirations. In pursuing a career, individuals build a pathway for their lives, making it essential to determine their career while understanding their needs, interests, talents, and potential. This understanding will facilitate individuals in preparing for a brighter career in the future (Rosdiana et al., 2022).

The edupreneurial approach implemented in this module not only focuses on academic aspects but also develops students' entrepreneurial attitudes. Entrepreneurial indicators such as risk-taking, creativity, and innovation are crucial in the context of career decision-making. For instance, risk-taking can be observed in how students are willing to explore unconventional career options and try new things they may not have considered before. Creativity emerges when students are encouraged to think outside the box in designing their career plans, while innovation is evident in how they adapt the knowledge gained from the module to real-life situations they encounter.

The results of Pratiwi et al., (2022) study indicate that the supporting factors in career decision-making consist of several aspects. Firstly, self-awareness, which includes one's interests and talents. Secondly, having a high level of discipline related to entrepreneurship. Thirdly, possessing high levels of confidence and optimism in entrepreneurship. By emphasizing the importance of innovation in entrepreneurship, students can become more capable of innovating and better prepared to face challenges in the workforce.

Thus, the results of this study not only demonstrate the effectiveness of the module in enhancing career decision-making abilities but also emphasize the importance of integrating the edupreneurial approach in education. This approach can help students develop the entrepreneurial attitudes necessary for success in the future, in line with the demands of an increasingly dynamic and competitive job market. This study also provides a foundation for further development of an integrative model between education and entrepreneurship, which can serve as a reference for future research.

Evaluation Stage

In this stage, the researcher conducted a comprehensive evaluation of the effectiveness and achievement of the objectives of the theory development implemented in the career guidance module. This evaluation was based on the results of the trials conducted previously, observations of the module's implementation in the classroom, and feedback obtained from students and Guidance and Counseling (BK) teachers. The evaluation results serve as the foundation for refining the module to be used as a practical guide in structured and contextual career guidance services in vocational schools (SMK).

During the evaluation process, the researcher analyzed the collected data to assess the extent to which the module successfully enhanced students' understanding of career

decision-making and whether the module met their needs. Feedback from students provided insights into their learning experiences, including aspects they found beneficial and areas that still required improvement. Meanwhile, input from Guidance and Counseling (BK) teachers was invaluable in assessing the relevance and application of the module within the context of career guidance services in SMK.

The results of this evaluation form the basis for refining the module, ensuring it can be used as a more effective practical guide in structured and contextual career guidance services. Thus, the researcher hopes that this module will not only meet students' needs in career planning but also be well integrated into existing guidance programs in schools, providing long-term benefits for students in facing the challenges of the workforce.

Conclusion

The development of this career guidance module, through a systematic process design, development, implementation, and evaluation has proven effective in helping students make realistic and innovative career decisions. Validation by subject matter and media experts from Universitas PGRI Argopuro Jember confirms the module's quality, while implementation at SMKS Muhammadiyah Jember shows improved student understanding. Feedback from students and BK teachers highlights the need to refine content for greater relevance, incorporate more interactive and contextual activities, and provide training for BK teachers to optimize use. However, the study's limited sample and specific school context restrict generalizability, and it does not explore the module's long-term impact post-graduation. Future research is needed to evaluate effectiveness across diverse educational settings and develop a more comprehensive module that includes soft skills and entrepreneurship. Ultimately, this module is expected to be a practical and integrative tool within school guidance programs to better prepare students for the dynamic world of work.

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