



Implementation of the RIASEC Model Career Guidance Guide through Career Information Services for Junior High School Students

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Abstract: Junior high school education is an important phase in student development, especially in exploring interests, talents and career choices. Students need appropriate and structured career information to help them make better decisions regarding their future. However, the existing media is often uninteresting or irrelevant, which cannot support students in recognizing various career options. This study aims to implement the RIASEC Model Career Guidance Guide through career information services at SMPN 2 Pallangga. With a descriptive qualitative approach and narrative method, data were collected through direct interviews with counseling teachers and documentation. The research subjects were 10 9th grade students. The results showed that the implementation of career information services with the assistance of counseling teachers as facilitators. The implementation process focuses on four main aspects: service delivery strategies, stages of implementation, RIASEC-based career guidance content, and media utilization in the form of booklets. This implementation has a positive impact on increasing students' understanding of career planning and helping them recognize their interests and talents. The RIASEC-based guide proved to be relevant as an effective medium to support career information services in schools.

Keywords: information services, career guidance, RIASEC model, guide implementation.

▪ INTRODUCTION

Education at the junior high school level is a very important phase in student development, especially in the process of exploring interests, talents, and career choices (Pitria et al., 2024). At this age, students begin to gain an understanding of the various fields of work that they can pursue in the future. Therefore, providing appropriate and structured career information is needed to help them make better decisions about their future (Alamsyah et al., 2023; Thasfa & Daulay, 2024). Information services are guidance and counseling services that enable students (counselees) to receive and understand various kinds of information, such as information about education and careers, which can be used as a consideration in making decisions for their interests (W. S. Winkel & Hastuti, 2005). Career information services in schools can be an effective service to help students recognize various career options, but in reality, there are still many schools that have not provided these services optimally. In many schools, especially in areas with limited access to information, the career media available are often uninteresting, irrelevant, or even non-existent (Nurhalisah et al., 2024).

Junior high school students are generally still at the exploration stage, which is the early stage in their career development process (Rubiyanti et al., 2023). At this stage, they need to know more about the various types of jobs they can choose, as well as how their interests and talents can be directed to the appropriate career path (Erezka, 2022; Mirza, 2022). One of the developmental tasks of junior high school students is career insight and

readiness, which is one of the 10 developmental aspects that must be considered in the education process at the junior high school level. At this age, students begin to enter the career exploration phase, where they begin to recognize various career options that match their interests, talents, and potential (National, 2007). However, many students find it difficult to explore career options due to a lack of easily understood and accessible information. This is a big challenge for schools in helping students to start career exploration early. Therefore, it is important to provide media that can help them recognize their potential and career options.

The RIASEC model, developed by John Holland, offers a systematic approach in recognizing the match between one's personality and the appropriate career type. The model identifies six career personality types, namely Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC), each of which is associated with different types of jobs. This approach helps students understand that a career that matches their personality can increase future satisfaction and success (Armstrong et al., 2008; Wei, 2024). Therefore, the RIASEC model is very relevant to be applied in student career guidance, especially at the junior high school level, because students at this age are in the process of discovering who they are and what they are interested in (Kumara et al., 2019; Pardi & Herdi, 2024).

Previous research by Ellis et al., (2024) explained that in its application, this RIASEC model is used by counseling guidance teachers (BK) to help students understand their interests and talents. For example, students who have interests in the Realistic category tend to like jobs that involve mechanical or physical skills, while the Artistic category emphasizes creativity. The application of RIASEC in schools includes the use of assessment instruments, group discussions, as well as guided reflections to identify students' interests in various professions. This approach has proven to be effective in improving students' understanding of career planning that matches their potential. The study conducted by Edison et al. (2023) also explained that the implementation of the RIASEC model involved three stages: preparation of administration and supporting tools, implementation of personality tests for 25 respondents, and evaluation of test results. The results showed three dominant personality types, namely Conventional, Artistic, and Enterprising. Conventional type shows interest in structured work, Artistic tends to creativity and freedom of expression, while Enterprising focuses on leadership and persuasion. The program succeeded in providing adolescents with a better understanding of career choices that match their personalities.

Meanwhile, a study using QR code-based profession card media on grade VIII students at SMP Negeri 1 Metro showed that this media significantly improved students' career insights. This media proved effective because it integrates technology with career information based on RIASEC theory, provides easy access to various professions, and increases students' enthusiasm in planning their future careers (Ayu et al., 2023). The conclusions of the three studies confirm that the RIASEC model is effective in helping adolescents understand their interests, talents, and career potential. The application of RIASEC, both through direct mapping and innovative media, provides positive results in strengthening adolescents' career readiness, so that they can plan for the future with more confidence and in accordance with their respective potential.

Although the RIASEC model has been proven effective in helping individuals find the appropriate career path, the practical implementation of this model at the school level, especially in junior high schools, is still very limited. Many schools do not have career guidance guides based on this model, or if they do, they are not accessible enough for

students. In addition, existing career information media in schools are often unattractive or difficult for junior high school students to understand. Therefore, it is necessary to develop career guidance media that is more interesting, structured, and in accordance with the needs of junior high school students. A career guidance guide based on the RIASEC model can be a solution to overcome this problem. By integrating this model into career information services, it is expected that students can more easily understand their personality types and explore various suitable career options. This guide can be organized in an easy-to-understand and attractive form, such as a booklet that contains information about different types of jobs and how to match interests and talents with the right career. Thus, junior high school students can be given a better understanding of the career options available, and can make more informed decisions about their future career paths.

In addition, this RIASEC model-based guide can also help guidance teachers or school counselors in providing more effective and targeted guidance services to students. They can utilize this guide to assist students in the career exploration process, so that students not only get relevant information, but also feel more confident in choosing their career path. Therefore, this study aims to develop and implement a career guidance guide based on the RIASEC model through career information services, with the hope that it can have a positive impact on the understanding and career interests of junior high school students.

▪ **METHOD**

This research uses a descriptive qualitative approach with a narrative method to describe the implementation of the RIASEC Model Career Guidance Guide through Career Information Services. Merriam & Tisdell (2015) explain that a qualitative descriptive approach with a narrative method is used to understand the experiences of individuals or groups by exploring the stories they tell in depth. This approach aims to describe certain phenomena comprehensively through narrative, focusing on the meaning contained in the subject's experience. In the context of this study, this approach allows researchers to explore the implementation of the RIASEC Model Career Guidance Guide through Career Information Services in detail, by collecting data from interviews and documentation to compile stories that describe the experiences of counseling teachers, principals, and students. This provided a rich understanding of how the guide was implemented and its impact on students' career insights. The main data sources in this study included a Guidance and Counseling (BK) teacher who acted as a service implementer, the principal as an education policy maker in the school, and 10 students of grade IX who were randomly selected using purposive sampling technique.

Data collection was conducted through interviews and documentation. Interviews were conducted directly with counseling teachers at SMPN 2 Pallangga to gain in-depth insight into the implementation of career information services. The school principal was also interviewed to understand the policy support provided, while students as service recipients were interviewed to identify their experiences. Documentation involved reviewing various supporting documents, such as guidebooks, RPL BK, and questionnaires, to confirm the interview data and obtain additional relevant information.

Data analysis was conducted following the model proposed by Huberman (2014) which involves three main stages: data condensation, data display, and conclusion drawing/verification. To ensure data validity, this study applied the source triangulation technique as described by (Moleong, 2007). Information obtained from interviews with counseling teachers as service implementers was compared with data from school

principals and students to ensure validity. In addition, the interview results were reviewed with supporting documents to validate the suitability and relevance of the data to the research objectives. This approach provides a comprehensive picture of the implementation of the RIASEC Model Career Guidance Guide through Career Information Services and its effectiveness in supporting the development of students' career insights.

▪ **RESULT AND DISCUSSION**

The results of interviews with counseling teachers show that career guidance services at SMPN 2 Pallangga have not been implemented optimally because there is no special time allocation for counseling teachers to teach in class. This is one of the main inhibiting factors in the implementation of guidance services, especially in the career field. Some students also face various problems, such as not having a career plan, confusion in determining the level of education after graduating from junior high school, lack of information about further study options, and lack of understanding of their talents and interests. In addition, students feel that they lack information about career opportunities or further studies, do not have a clear career plan, and have not recognized their strengths and weaknesses, so many are still confused about determining future career directions.

When researchers conducted interviews with counseling teachers and principals at SMPN 2 Pallangga, it was revealed that there were no special services available that could provide solutions to students' problems related to career information. This condition highlights the urgent need for media or tools that can help students gain a better understanding of their careers and future planning. Departing from these problems, the researcher was encouraged to implement a career guidebook based on the RIASEC orientation model developed by Rahman et al. This guidebook is designed to be a practical, flexible, and easily accessible medium for anyone, anytime, and anywhere, without requiring additional devices for its use. In addition, it is packaged with an attractive and informative design to ensure students feel comfortable and motivated when using it. This guidebook is expected to be an effective solution in providing more structured and adequate career information services for junior high school students, especially at SMPN 2 Pallangga, so that they can be better prepared in planning their future education and career.

The implementation of career information services in this study was carried out in the classroom of SMP Negeri 2 Pallangga with direct assistance from the Guidance and Counseling (BK) teacher as the main facilitator. The implementation process aims to provide students with an understanding of the importance of career planning based on the RIASEC model. Based on the results of the study, the data obtained were then grouped into four main aspects in accordance with the framework proposed by Kusuma et al. These aspects include: strategies, which include approaches and methods used to deliver services; steps, which detail the stages of systematic service delivery; materials, which contain relevant and contextual content of the RIASEC model career guidance guide; and media utilization, which is the use of booklet-shaped career guidance guides as the main tool in supporting service effectiveness. This grouping provides a comprehensive picture of how RIASEC-based career information services are implemented in schools and their impact on improving students' career insights.

The following are the results of the small group trial of the learning media being developed. This trial was conducted to assess the quality of the media based on several

indicators, such as text readability, visual design, clarity of material, and ease of use. This assessment aims to determine the strengths and weaknesses of the media so that it can be refined before wider use.

Table 1. Results of small group trial using satisfaction questionnaire

No	Indicators	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	Total
1	Text can be read well	4	4	4	4	4	4	4	4	4	4	40
2	Selection of background graphics	3	4	4	4	3	3	3	3	3	3	33
3	Text size and font	4	3	4	4	3	4	3	4	3	3	35
4	Color and graphics	4	4	4	4	4	3	3	3	3	3	35
5	Supporting images	3	3	4	4	4	3	4	3	4	4	36
6	The images used are in accordance with the material	3	4	4	4	3	4	4	4	4	4	38
7	Clarity of the image displayed	3	3	4	4	4	4	4	3	4	4	37
8	Clarity of material description	4	4	4	4	4	4	4	4	4	4	40
9	Clarity of instructions	3	4	4	4	3	3	3	4	3	3	34
10	Ease of media use	4	3	4	4	3	3	3	3	3	3	33
Value Obtained											361	
Percentage											90.25	

Small group trial is one of the important stages in the development of learning media to assess the quality and feasibility of media before it is widely used. The assessment is carried out based on certain indicators, such as text readability, use of graphics, clarity of material, and ease of use of the media. The trial results show that the text on the media has a very good readability level with a perfect score (40). This shows that the text used is easy to read and understand by users, thus helping them to learn the material effectively. Indicators related to visual design, such as the selection of background graphics and text size, received a score of 33 and 35 respectively. Although it has been assessed quite well, there is still room for improvement, especially in improving the suitability and aesthetics of the display to attract users' attention.

Color elements, graphics, and supporting images are also considered adequate, with scores of 35 and 36 respectively. This shows that the visual aspects in the media already support learning, but improvements are needed to further align these elements with the material presented. The clarity of the images and material descriptions obtained high scores of 37 and 40. This reflects that the media content is able to convey information clearly and easily understood, making it effective in helping users understand the content of the material as a whole. However, aspects of the ease of use of the media, such as the clarity of instructions and procedures for use, still have some shortcomings, with scores of 34 and 33 respectively. Improvements in the presentation of guidelines and layout are expected to increase user comfort and efficiency when using this media. Overall, the media was rated as excellent with an average score of 90.25%. The media is suitable for use, although it needs some minor improvements to achieve more optimal quality and meet the needs of users to the fullest.

Career Guidance Service Implementation Strategy

The strategy used in the implementation of career information services at SMP Negeri 2 Pallangga is a classical strategy, which is the delivery of information in large groups in the classroom with direct guidance by counseling teachers (Kumara & Lutfiyani, 2017). In its implementation, this strategy uses the RIASEC Model Career Guidance Guide as the main media. The guide helps students understand career types based on the RIASEC model and guides them in identifying interests and talents for more focused career planning. According to Winkel (2021), classical guidance services aim to deliver information to a group of students simultaneously so that the information received is more uniform and efficient in a limited time. In addition, Fuad et al., (2022) explained that classical guidance is given as a way to prevent problems faced by students and help them develop properly according to their developmental tasks. The services provided focus on the field of career guidance, where counseling teachers provide guidance in a classroom context with the theme of career understanding.

By using the RIASEC model career guidance guide, counseling teachers have a structured tool to explain important concepts such as career types based on Holland's theory. The guide not only provides information, but also offers practical steps that students can follow, such as interest exploration exercises and job recognition according to their RIASEC type. This strategy is supported by (Farida et al., 2021; F. A. Rahman, 2022), who state that the classical approach allows students to engage in discussions and share experiences, thus enriching their understanding of the material presented. Thus, the classical strategy using the RIASEC model career guidance guide allows for effective and efficient delivery of information, while motivating students to actively explore their potential in planning their future careers.

Steps of Service Implementation with the RIASEC Model Career Guidance Guide

Classical career guidance services at SMPN 2 Pallangga are carried out through systematic stages to provide students with a deep understanding of careers and their future planning. The first stage is career introduction and understanding, where students are given a basic understanding of the concept of career, the importance of career planning, and its impact on future life. In this stage, BK teachers explain various career options and emphasize the importance of choosing a career that suits students' interests, talents, and abilities to help them make educational decisions.

The next stage is the introduction of the RIASEC model developed by John Holland. This model introduces six career types based on individual interests and personality, namely Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Students are invited to explore the type that best suits them. This understanding aims to help students recognize their career tendencies and direct them in choosing a career path that is relevant to their potential.

In the third stage, students are given more extensive information about the career world. BK teachers introduce various successful figures from various fields to provide inspiration, as well as explain the skills, attitudes and steps needed to achieve success in a career. Students are also given insight into existing career opportunities and the importance of self-development through positive attitudes, social networking, and certain skills. This stage aims to motivate students while providing a concrete picture of the reality of the world of work. Next, students work on the Learner Worksheet (LKPD), which contains various exercises to help them recognize their interests, talents, strengths and weaknesses. In addition, they also use the RIASEC Career Key Worksheet to identify

the appropriate career type based on their personality. Through these activities, students are directed to understand themselves more deeply so that they can make more informed decisions regarding their future careers.

The last stage is evaluation and discussion, where the counseling teacher facilitates students to reflect on the results that have been achieved. In group discussions, students get feedback on the results of their worksheets and discuss the next steps in planning for the future. This discussion provides an opportunity for students to clarify things that have not been understood and deepen their insight into the type of career that suits them. With these stages, career guidance classical services make a major contribution in helping SMPN 2 Pallangga students recognize their potential and plan a more purposeful future.

Materials Presented in the Guidebook

Career is one of the important aspects of a person's life, as it reflects a long journey involving education, training, experience, and life goals. This book serves as a guide to help students, especially at the junior high school level, understand the importance of planning a career early on. The following are the contents of the guidebook: First, "Definition and Importance of Careers". This book explains that a career is a life journey that encompasses a person's experiences, abilities and goals. A career is not just a job, but how a person builds himself through education, training and experience. The importance of early career planning is emphasized, especially for junior high school students. Good career planning will help students understand their potential as well as prepare steps towards education or work that suits their interests and talents. With careful planning, students can make wiser decisions regarding their future.

Second, "Further Study Options After Junior High School". This book also discusses the various options of educational pathways available after junior high school. Students can continue to SMA/MA which prepares them for higher education or choose SMK which focuses more on mastering work skills. In addition, there are also non-formal education pathways such as skills courses that can be an alternative for students. This book provides guidance for students to choose the path that suits their interests, talents, aspirations and economic conditions. By understanding the various options available, students are expected to determine the most suitable educational steps to achieve their career goals.

Third, "RIASEC Career Orientation Model". In this book, the RIASEC theory developed by John Holland is introduced. This theory categorizes a person's personality into six main types, namely Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. This model helps students understand their personality and interests, so that they can choose an appropriate career. Each personality type is explained in detail with relevant job examples, giving students a clearer picture. With this guide, students can be more confident in determining a career path that is in line with their character and potential.

Finally, "Learning from Successful People and Worksheets". The last chapter of the book provides inspiration from the success stories of famous figures such as Bill Gates and Colonel Sanders. These stories are designed to motivate students not to give up easily in the face of challenges. In addition, the book comes with interactive worksheets that help students recognize their strengths, weaknesses and career preferences. Through these activities, students are invited to develop a realistic career plan that suits them. Thus, this book provides a complete guide that leads students to recognize their potential and achieve their life goals effectively.

Media Utilization

This career booklet is an effective learning medium to help students recognize themselves and plan their careers. By utilizing the RIASEC theory approach and providing interactive worksheets, the booklet encourages students to explore their interests, talents and potentials independently. This structured learning process makes it easier for students to understand the link between their personality and relevant career options, thus providing a clear direction in future planning. As a print-based media, this booklet offers efficiency in information delivery. The material presented in structured chapters allows students to understand the topic in a gradual and organized manner. With the addition of inspirational stories and independent exercises, students not only gain theoretical insights but also in-depth practical experience. In addition, this media makes it easier for counseling guidance teachers to provide information services to students, so that the interaction between teachers and students becomes more focused on evaluating learning outcomes. The booklet also utilizes a combination of visual elements, theories, and stories to increase student motivation. The success stories of famous figures included in this media inspire students to believe in their abilities and strive to achieve goals. Visualizations in the form of charts and job examples based on personality types help students understand the material more easily and concretely. With an engaging and comprehensive approach, this booklet is an effective tool to support students in preparing for their future with confidence.

CONCLUSION

The implementation of the RIASEC model-based career guidance guide is effective in providing career understanding and guidance for junior high school students. Through a classical service approach, students are given the opportunity to recognize their potential through the introduction of various types of careers that suit their interests and personalities, which are divided into six categories based on the RIASEC model. This process has a positive impact on students' understanding of the importance of career planning in accordance with their personal characteristics and talents. The steps applied in the implementation of career information services, starting from the introduction of careers, understanding the RIASEC model, providing information about successful people and the skills needed, to filling out worksheets to recognize interests and talents, provide meaningful experiences for students in planning their future. Evaluations and discussions conducted after each session allow students to reflect on the results achieved and obtain feedback that can help them better understand the career steps that need to be taken going forward. This study shows that the use of the RIASEC Model Career Guidance Guide in career information services in junior high schools can provide students with greater insight into the world of careers, help them recognize the types of careers that are suitable, and encourage them to start planning their future more purposefully. Therefore, the application of the RIASEC model in career guidance at the junior high school level is very important to facilitate students' career development and equip them with the skills needed to face future career challenges.

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