USE OF INTERACTIVE MULTIMEDIA TO ENHANCE THE MATURITY OF STUDENTS' CAREER CHOICES

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Abstract
Adolescents are in the transition period to early adulthood, at which time adolescents begin to explore various forms of career information and choose further studies in college and determine career choices that match their talents and interests. This study aims to determine the effectiveness of using interactive multimedia to increase the maturity of students' career choices. The research method used is quantitative pre-experiment with *one-group pre-test post-test design*. The type of pre-experiment used is *a one shot case study*. The sample in this study amounted to 30 students. The data collection technique uses a maturity scale of career choices. The data analysis technique uses *a one sample t-test* with prerequisite testing using *the Shapiro Wilk normality test.*The results showed that there was a significant increase before (156) and after (121) the provision of interactive multimedia to increase the maturity of students' career choices. Then the results of the analysis test showed a calculated T value of 19.798 > t table 1.699, then it can be interpreted that Ho was rejected and Ha was accepted which means that there is an influence from the use of interactive multimedia to increase the maturity of career choices. Thus, it can be concluded that interactive multimedia is effectively used to increase the maturity of students' career choices.
Keywords: Interactive Multimedia, maturity of career options.

INTRODUCTION

Adolescence is in the transition period from childhood to adolescence where the age range at this time is generally at the age of 15-18 years (in Ali & Asrori, 2005: 167). This is the stage of late adolescent development, and in human development tasks, this is the age at which students are exposed to issues related to decision-making about future career choices. According to Havighurst (in Ali &; Asrori, 2003: 167), the developmental task of adolescence is the selection and preparation of vocational fields and higher education options.

Based on the principles of high school and also adolescent developmental tasks, high school students are expected to make decisions about education and work according to their interests and abilities, and can choose and prepare themselves to enter the world of work. There are several aspects that need to be considered in making career decisions for high school students including: 1. Rational (career decisions are made according to logical, systematic and responsible rules); 2. Fatalistic (students have little control over themselves in their career decisions); 3. Intuitive (career decisions are influenced by their conscience and emotional state); 4. Implusive (career decisions are made spontaneously by their conscience and emotional state); 5. Dependent (career decisions are based on expectations of other people's advice). Thus, a successful generation can be created that is able to pursue future careers in accordance with their expectations. This is a form of career decision making where

students want to work according to their own interests, enter college according to their own achievements, and choose majors that suit their talents and interests.

Most high school students are still confused in determining their career choices after graduating from high school whether to choose to continue to college or choose to enter the workforce. This is due to students' lack of knowledge about career information that they should get as a provision in choosing a career that suits their talents and interests.

The decision-making process is not an easy thing for high school students who want to continue their education or just continue their professional life. It is expected that students are really mature in choosing their careers and are able to account for the career choices they choose. Because that is what determines the future of the student depending on the desired profession.

Career choice is an important decision in a person's life and can affect their future. For many individuals, making decisions about the right career can be a complicated and challenging task. However, with the advancement of information technology and the development of interactive multimedia, individuals now have easier access to gain a better understanding of different areas of work and help them make more informed decisions.

Super (in Alvarez, 2008) says that career maturity is when an individual successfully completes typical career development tasks during the career progression stage. According to the definition, it is possible to measure a person's growth rate and rate in terms of his career, so the form of career maturity behavior varies depending on the context of the individual's stage of development.

Dari penjelasan mengenai kematangan karir siswa, memberikan pemahaman dan awareness to BK teachers or counselors that career guidance services are very important to provide to students. That way it can make students able to determine their careers maturely by being equipped with information about career choices. The problem that many students experience in schools, especially high schools, is that students do not know what careers tend to suit their talents, interests and potentials and even students do not know information about career choices. This is due to the lack of knowledge of students about career choices so that students are not able to determine career choices maturely.

The maturity of career choices can be increased by equipping students with a number of career information that supports students in understanding careers that tend to be in accordance with their potential. In providing career information to students can be provided by utilizing increasingly advanced information technology, namely by using interactive multimedia. Where this interactive multimedia provides a number of information with interactive and interesting concepts.

Interactive multimedia is a medium that can be used for learning and is intended to convey messages, stimulate emotions, desires, thoughts, and attract students' attention. The use of interactive multimedia content in learning can encourage and attract students to follow the learning content provided by the teacher. (Munir, 2015)

Interactive multimedia has a controller that can be directly operated by the multimedia user (user) to decide or choose which menu to choose next. (Daryanto,

2013). There are 5 elements in interactive multimedia, namely text, graphics, audio, video and animation. This interactive multimedia combines all the elements contained in multimedia into one. (Green & Brown, 2002: 2-6)

Learning using information and communication technology media or using the results of interactive multimedia products can be called interactive multimedia-based learning. In this case, the use of multimedia in interactive learning requires interesting concepts and realistic material.

Learning through interactive multimedia allows for faster and more accurate understanding, reducing boredom and sleepiness in students. Learning with interactive multimedia aims to provide learning material that is interesting and feels real.

By understanding the important role of interactive multimedia in the maturity of career choices, individuals can take effective steps to optimize the use of interactive multimedia in their career decision-making process. In the next discussion, researchers will explain more details about how the use of interactive multimedia can increase the maturity of career choices and provide overall benefits.

In this article, researchers will discuss the use of interactive multimedia in increasing the maturity of career choices. Researchers will look at how interactive multimedia can provide engaging learning experiences, easy access to career information, and better exploration opportunities. This can provide significant benefits for individuals who are seeking a more comprehensive understanding of the career options they are considering and help them make informed career decisions.

METHOD

The method used in this study used the pre-experimental method. Where experimental research methods are one of the methods used in quantitative research. The purpose of this experimental study is to see the cause and effect of a treatment by manipulating one or more variables in the experimental group, then comparing the results of the experimental group with the results of the control group that did not experience manipulation. Manipulation in this case is meant to systematically change the values of independent variables. Once manipulated, this independent variable is often called *treatment*. (Payadnya and Jayantika, 2018:1)

The type of *pre-experiment* used in this study is *a one shot case study*, which is where researchers only do *one treatment* or treatment because it is estimated that it already has an effect from giving one treatment. The following is a research design *of one shot case study* according to Sugiono (2013: 109).

XO

Figure 1. Research Design *one shot case study*

information:

X : Treatment given (independent variable)

O : Observation (dependent variable)

The sample in this study amounted to 30 people, namely grade X students of SMA Negeri 1 Depok. This study was conducted to see how effective the use of interactive multimedia is for the maturity of students' career choices. Effectiveness in

this study was determined by testing the average maturity score of students' career choices. Then after getting the average score, the results were tested for analysis using *a one-sample t-test* with prerequisites tested first using the *shapiro wilk normality test.*

FINDINGS

Before the *Paired Sample t* test, a normality test is first carried out to see whether the data is normally distributed or not. To see the results of the normality test can be seen in the table below:

Table 1. *Shapiro Wilk normality test*

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	,156	30	,062	,933	30	,061
posttest	,121	30	,200*	,938	30	,081

Based on the table above, it is known that the significance of the pre-test data is 0.061 and the significance of the post-test value is 0.081. Because the significance value of the two data is > 0.05, as the basis for decision making in the shapiro wilk normality test is that if the significance value > 0.05, the data is normally distributed. So it can be concluded that the pre test and post test data are normally distributed which can then be continued in the paired sample t test.

After the data is known to be normally distributed, then the data is carried out a difference test to see if there is a difference in the average pre-test and post-test data carried out with the paired sample t test. The results of the analysis can be seen in the table below:

Tabel 2. Hasil Uji *Paired Sample T Test*

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	pretest - posttest	-13,56933	3,75397	,68538	-14,97109	-12,16758	-19,798	29	,000

Based on the table above, it is known that the significance value of 2 tailed is 0.000 < 0.05, then H0 is rejected and Ha is accepted. So it can be concluded that there is a difference in the average *pretest* data and *posttest data* which means that there is an influence on the use of interactive multimedia to increase the maturity of career choices in grade X students of SMA Negeri 1 Depok.

The table above also shows that the calculated T value shows a number of -19.798. The negative value of T is caused because the pre-test value is lower than the post-test

value, then the negative value on the calculated t can also be interpreted as a positive value or equal to 19.798. While the T value of the table shows 1,699 with a significant level of 5%. Thus, since T counts 19.798 > t table 1.699 as the basis for decision making that if t counts > t table then H0 is rejected and Ha is accepted which means that there is an effect from the use of interactive multimedia to increase the maturity of career choices. It can also be interpreted that interactive multimedia is effectively given to students to increase the maturity of career choices.

DISCUSSION

The use of interactive multimedia in learning can provide a more engaging learning experience for individuals who are considering career options. In the use of interactive multimedia, information can be presented in various formats such as images, audio, and video which can increase individual attraction and engagement. In a study conducted by Harun and Rahmad (2019), it was found that the use of multimedia in learning increases student interest and motivation. Thus, the use of interactive multimedia in studying different career fields can motivate individuals to be more actively involved and understand better about the career options they are considering.

The learning process and service delivery at SMA Negeri 1 Depok, BK teachers still use the learning method through lectures and discussions using only whiteboard media in the classroom. Service provision is given as much as 1 meeting to discuss 1 material each week. Each service delivery in the classroom is carried out for 45 minutes. During the learning process, BK teachers often only explain the material, give examples and then invite students to discuss the material learned. This turns out to make students sometimes feel bored and bored because in the classroom they only listen and see the teacher explain without any supporting media for the success of the teaching and learning process in the classroom.

Therefore, researchers provide interactive multimedia-based learning tools to reduce drowsiness and boredom in students. After students were given *treatment* in the form of interactive multimedia, an average score of 13.56 was obtained, which means that with the use of interactive multimedia, students are able to understand career information well so that students can determine career choices maturely. In addition, this interactive multimedia provides a faster understanding because in this interactive multimedia there are examples of career choices features equipped with pictures of related jobs, job descriptions and personalities that match the type of work.

In addition, interactive multimedia also provides easier access to career information. Accessible through websites, online learning platforms, and mobile apps, individuals can learn a variety of information about the industry, specific types of jobs, educational requirements, as well as career opportunities. In a study conducted by Zeldin and Pajares (2000), it was found that a good knowledge of various career options can increase an individual's confidence in choosing a career that suits their interests and abilities. Therefore, the use of interactive multimedia in providing extensive career information in an easily accessible manner can assist individuals in identifying career options that they are interested in and match their abilities.

Furthermore, interactive multimedia can also provide hands-on exploration opportunities about specific jobs through simulations or interactive games. In a study conducted by Hwang and Wu (2012), it was concluded that interactive educational games can help individuals understand certain jobs through a more realistic context. In this case, individuals can gain a better understanding of responsibilities, daily tasks, as well as work environments related to different fields of work. Direct exploration like this can assist individuals in making more informed and accurate decisions about their career choices.

CONCLUSION

The use of media in learning, especially in the provision of counseling services, is very important to support the delivery of material easily and interestingly. One of the learning media that can be used is interactive multimedia. The results showed that interactive multimedia was effectively used towards the maturity of students' career choices. The test results through *one sample t-test* also show evidence of the effectiveness of using this interactive multimedia. Therefore, suggestions can be given to be used as an alternative media in learning to provide information in an interesting and easily accessible manner so that students have insight into career choices that suit their potential which leads to the maturity of career choices.

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