



Development Career Guidance Module Based on Adaptability to Enhance High School Students' Career Readiness

Wenny Hulukati*, Maryam Rahim, Mohamad Awal Lakadjo

Department of Guidance and Counseling, Faculty of Education,
Universitas Negeri Gorontalo, Indonesia.

*Corresponding Author. Email: wennyhulukati@ung.ac.id

Abstract: This study aims to develop a career guidance module based on career adaptability to assist high school students in recognizing their potential, understanding career options, and overcoming decision-making ambivalence. This research uses the Research and Development (R&D) method with the Sugiyono development model consisting of seven steps out of the ten main stages: (1) potential and problems identification, (2) data collection, (3) product design, (4) design validation, (5) product revision, (6) product trials, and (7) product revision. Data were collected using questionnaires, including: (1) expert validation questionnaires (experts in guidance and counseling, Indonesian language, and media design) and (2) small group trial questionnaires (teachers and students). Small group trials were conducted at State Senior High School 2, Gorontalo City. Quantitative analysis was used to assess the module's validity, and open-ended feedback provided insights into the strengths and weaknesses of the module during small group trials. Results indicate that the module has a high level of validity and effectively supports more systematic and relevant career guidance services. The module offers a practical solution to enhancing students' self-efficacy in navigating career dynamics, planning their future, and supporting the implementation of the "Merdeka Belajar" initiative in schools. Theoretically, the research implies that this module strengthens career adaptability by integrating parent and teacher support, emphasizing social and psychological influences on career decisions. Practically, this module provides a structured and flexible framework for school-based counseling, which can be tailored to the various needs of students. Effective implementation requires teacher training, parent involvement, and technology integration for broader accessibility and long-term impact evaluation.

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Introduction

In the era of globalization, technological advancements and social changes, such as climate change, have significantly transformed the landscape of career development, especially for high school students who are at a crucial stage in determining their future career paths (Hirschi, 2018). Career development at this level includes self-exploration and continuous decision-making leading to the workplace environment (Gysbers, 2013; Porfeli & Lee, 2012). Adolescents face various critical decisions that impact their future educational and career choices (Rogers et al., 2018), necessitating career guidance (Fathullah et al., 2022). Career adaptability, the ability to navigate changes in the world of work, has emerged as an essential competency to cultivate (Johnston, 2016). Schools play a vital role in fostering this development through career guidance that involves self-recognition, interest exploration, and structured decision-making processes (Edwin & Hussman, 2019).



Environmental factors, such as parental support and teacher-student relationships, significantly influence students' career development. Parental support has been shown to enhance career maturity, while positive teacher-student interactions help reduce ambivalence in career decision-making (Chen et al., 2022; Zheng et al., 2022). However, high school students in Indonesia often face challenges due to the lack of specialized modules that support systematic career guidance in alignment with the "Merdeka Belajar" principles (Hulukati et al., 2019). This highlights the importance of developing integrated and relevant career planning guidance modules.

High school students frequently encounter difficulties in choosing career paths, often caused by a lack of self-awareness, low self-efficacy in decision-making, and insufficient environmental support (Kim & Seo, 2014; Marcionetti & Rossier, 2019; Wantu et al., 2023). These barriers include internal factors, such as career ambivalence and dysfunctional thinking, as well as external factors, like limited time allocation for effective guidance (Edwin & Hussman, 2019; Zheng et al., 2022). Guidance and counseling services play a crucial role in addressing these challenges. However, career guidance in schools is often constrained by inadequate time for structured counseling (Rahim et al., 2024), while counseling interventions have been shown to enhance students' confidence in career decision-making (Rahim et al., 2023).

The literature also emphasizes the importance of career adaptability as a key competency for navigating the dynamics of the workplace (Johnston, 2016). Additionally, parental support significantly contributes to building students' confidence, while structured guidance and counseling promote self-exploration and more mature decision-making (Chen et al., 2022). Approaches centered on self-exploration and strengthened decision-making are recommended as effective solutions to address students' career challenges.

Developing career adaptability is a priority to enhance students' readiness for the workforce. Adaptability includes the ability to adjust to changes, make bold decisions, and effectively utilize resources (Johnston, 2016). Career guidance programs based on adaptability have proven effective in fostering mature career decision-making. Moreover, parental support plays a vital role in improving students' career maturity through motivation, encouragement, and providing relevant information (Chen et al., 2022). Strategies such as parental involvement through workshops can enhance the effectiveness of career guidance programs. Positive teacher-student relationships also help reduce career ambivalence, increasing students' confidence in making decisions (Zheng et al., 2022).

The relevance of parental involvement through guidance programs in supporting students' career readiness has been identified as a key factor (Rahim et al., 2021). Interventions based on interpersonal relationships can be integrated into guidance programs to comprehensively support students' career development. Despite the significance of career adaptability, it is often overlooked in school counseling curricula (Johnston, 2016). This is coupled with limited parental involvement in school counseling programs (Chen et al., 2022) and differing perceptions between students and parents regarding career development, which often lead to confusion in decision-making (Rogers et al., 2018).

Other challenges include the limited allocation of school counselors' time for career guidance and the lack of specialized modules designed to meet the needs of high school students (Edwin & Hussman, 2019; Kim & Seo, 2014). In this context, the urgency of developing inclusive and relevant guidance modules emerges as a solution to effectively address the needs of high school students (Tosubu et al., 2024).

This study aims to develop a career planning guidance module based on career adaptability, designed to help high school students recognize their potential, understand



various career options, and overcome ambivalence in decision-making (Johnston, 2016). The module also seeks to address the limitations of structured and inclusive career guidance services in schools (Edwin & Hussman, 2019). The novelty of this research lies in integrating the career adaptability approach with parental support and teacher-student interaction as key elements. This approach combines career adaptability with interpersonal elements, such as positive teacher-student relationships, which have been shown to reduce career doubts (Chen et al., 2022; Zheng et al., 2022), and parental involvement, which strengthens students' career maturity (Hulukati et al., 2024). This research encompasses the development, validation, and evaluation of a module that can be directly implemented in schools to support more effective and inclusive career guidance.

Research Method

This study utilized a research and development (R&D) method based on the framework proposed by Sugiyono (2019), comprising ten main steps: (1) potential and problems identification, (2) data collection, (3) product design, (4) design validation, (5) product revision, (6) product trials, (7) product revision, (8) usage trials, (9) product revision, and (10) mass production. This research was limited to the first seven steps, culminating in the product revision stage.

1) Steps I and II: Potential and Problems Identification, and Data Collection

This phase involved collecting data on career planning practices for high school students in Gorontalo City. The activities included identifying the potential and challenges related to students' career planning and evaluating the career planning activities conducted by teachers.

2) Step III: Initial Product Design Development

During this stage, an initial product design for a career guidance module was developed. The module included the following components: (a) Objectives, (b) Materials, (c) Methods, (d) Exercises/Assignments, and (e) Summaries.

3) Step IV: Design Validation

The validation process began with the development of validation instruments for the module, which were then peer-reviewed by the research team. Subsequently, expert validation was conducted by professionals specializing in: (a) Guidance and Counseling, (b) Indonesian Language, and (c) Media Design. Feedback from these experts was used to refine the product.

4) Step V: Product Revision

Product revision was carried out based on expert feedback, resulting in a refined career guidance module.

5) Step VI: Product Trials

This phase involved small group trials, including: (a) Developing instruments for small group trials, (b) Peer validation of the trial instruments (c) Conducting trials with five guidance and counseling teachers and nine high school students. The small group trials provided feedback on the module's introductory materials, objectives, content, exercises, and summaries.

6) Step VII: Product Revision

Product revision focused on addressing feedback from the small group trials, resulting in an improved career guidance module designed for high school students.

Data were collected using questionnaires designed for expert validation and small group trials. The validation questionnaires included the following:

1) Expert Validation

- a) Guidance and Counseling Expert: 8 items, rated on a scale of 1 to 5
- b) Media Design Expert: 8 items, rated on a scale of 1 to 5
- c) Indonesian Language Expert: 9 items, rated on a scale of 1 to 5



2) Small Group Trials

Feedback was collected from five guidance and counseling teachers and nine students at State Senior High School 2, Gorontalo City. The teachers evaluated the module content based on the following aspects: (a) Introduction, (b) Objectives, (c) Explanation of Materials, (d) Exercises, and (e) Summary.

Quantitative analysis was conducted to measure the validity of the career guidance module based on expert evaluations and small group trials. The average scores of the experts' assessments were calculated and interpreted to determine whether the module met the expected criteria. Additionally, qualitative analysis was performed to gather open-ended feedback, providing insights into the module's strengths and weaknesses. This feedback was used to refine the module before broader implementation. The expert evaluation scale was categorized as follows:

1	2	3	4	5	6	7	8	9	10
Poor									Excellent

Teacher and student evaluation uses the summated rating method adapted from Azwar (2016) to determine the categories:

- Understanding: Low Understanding (LU), Moderate Understanding (MU), High Understanding (HU)
- Implementation: Easy to Implement (EI), Moderately Easy to Implement (MI) and Difficult to Implement (DI).

Results and Discussion

The research and development process resulted in a career planning module for high school students in the implementation of "Merdeka Belajar". The results were obtained through the following stages:

1) Steps I and II: Potential and Problems Identification, and Data Collection

Initial research activities focused on identifying potential and challenges related to students' career planning. Interviews with guidance and counseling teachers revealed that most students lacked clear career plans and that no specialized modules were available to support the career planning process. These findings formed the basis for developing the career planning module.

2) Step III: Initial Product Design Development

An initial product design for the career planning module was developed, guided by relevant literature and data collection. The module content was structured to align with the "Merdeka Belajar" curriculum.

3) Step IV: Design Validation

This stage included the development and validation of the module through expert reviews in three fields: guidance and counseling, Indonesian language, and media design. The validation results are summarized below:

Table 1. Guidance and Counseling Experts Validation Data

Indicator	Score	Evaluation Category	Revision/ No Revision
Clarity of objectives	9	Excellent	No Revision
Material relevance to objectives	9	Excellent	No Revision
Sufficiency of material	9	Excellent	No Revision
Exercise accuracy	9	Excellent	No Revision
Alignment with students' career development	9	Excellent	No Revision
Module completeness	9	Excellent	No Revision



Benefits for students	9	Excellent	No Revision
Benefits for teachers	9	Excellent	No Revision
Average Score	9		

Despite the high scores, qualitative feedback from validators suggested minor revisions, including:

- Adding teacher instructions to improve clarity.
- Differentiating between genuine and superficial student interests.
- Providing step-by-step guidelines for implementing techniques or methods.
- Including clear citations for all references.
- Considering students' economic backgrounds in career planning content.

Table 2. Media Design Expert Validation Data

Indicator	Score	Evaluation Category	Revision/ No Revision
Relevance of cover image to module content	7	Good	No Revision
Layout of the cover page image	9	Excellent	No Revision
Text layout on the cover page	9	Excellent	No Revision
Font size on the cover page	9	Excellent	No Revision
Font size in the module content	10	Excellent	No Revision
Cover page appearance	8	Good	No Revision
Module content page appearance	10	Excellent	No Revision
Overall module appearance	9	Excellent	No Revision
Average Score	8,87		Minor Revision

Based on validation data from media design experts, all indicators for the career planning module received scores ranging from good to excellent. Specific indicators such as image layout, text layout, and font size on the cover page, along with the appearance of the content pages, were rated excellent with scores between 9 and 10. Meanwhile, the relevance of the cover image and the overall appearance of the cover page received good scores of 7 and 8, respectively.

Overall, the module was rated as excellent with an average score of 8.87, indicating that no quantitative revisions are required. However, qualitative improvements are necessary based on the validators' additional suggestions:

- Ensure alignment with the target group, particularly focusing on “Middle/Upper Middle” groups, by adapting the title and adding footnotes to the module content.
- Revise the female teacher's image on the cover to make it appear more representative of a teacher, or retain the current image if it intends to depict a thoughtful state.
- Include instructional guidance for teachers, unless a separate teacher's manual is already provided.
- Consider adding a marker on the cover page to clarify that the module is intended for teachers, as it may currently appear to be for students.

Table 3. Indonesian Language Expert Validation Data

Indicator	Score	Evaluation Category	Revision/ No Revision
Use of diction	8.5	Excellent	No Revision
Sentence coherence	9	Excellent	No Revision
Paragraph coherence	9	Excellent	No Revision
Clarity of sentences	9	Excellent	No Revision
Clarity of main ideas in paragraphs	9	Excellent	No Revision
Use of capital letters	9	Excellent	No Revision
Use of punctuation	8,5	Excellent	No Revision



Adherence to Indonesian language writing standards	9	Excellent	No Revision
Ease of understanding by readers/users	9	Excellent	No Revision
Average Score	8.89		Minor Revision

Based on the validation data provided by Indonesian language experts, the career planning module received an "Excellent" rating across all indicators, with an average score of 8.89. Key aspects such as the use of diction, sentence and paragraph coherence, clarity of sentences and main ideas, as well as adherence to Indonesian language standards, were rated highly. Minor revisions are needed, as all indicators meet high standards for readability and ease of understanding by the intended audience.

4) Step V: Product Revision

Based on validation data obtained from experts, revisions were made to the initial product at this stage. The validation results indicate that revisions are necessary. The career planning module for high school students requires refinement, even though it received an "Excellent" rating from career guidance and counseling experts. These revisions aim to enhance the clarity and functionality of the module, particularly for teachers or guidance counselors, ensuring they can understand and implement the module more effectively. Key areas identified for improvement include:

- Guidance for Users: Additional explanations should be provided on the usage of the module, particularly for teachers or counselors, to facilitate effective application.
- Clarification of Interests: The module should highlight the distinction between genuine and superficial interests among students in career selection.
- Detailed Methodology: For every method or technique presented, detailed implementation steps must be included to ensure ease of use.
- Reference Integrity: All citations within the module must include clear references to ensure academic accountability.
- Economic Context: Consideration of students' economic backgrounds should be integrated, as this may influence career choices.

From a media design perspective, while the module was rated as "Good" to "Excellent," some revisions are still required:

- Title and Footnotes: The module's title and footnotes need adjustments to explicitly reference the "Middle/Upper Secondary" education level.
- Cover Image: The cover image, especially the depiction of the female teacher, should better emphasize the characteristics of a teacher. If the image aims to illustrate a thoughtful condition, additional explanations should be provided to prevent misinterpretations.
- Learning Instructions for Teachers: A learning guide for teachers should be included, or a special marker added on the cover page to clarify that the module is also intended for teachers. This will ensure the module is not misconstrued as exclusively for students.

In conclusion, while the module has been rated highly overall, these adjustments are expected to improve its clarity, functionality, and effectiveness for users.

5) Step VI: Small Group Trials

Several key activities were carried out during this phase:

- Developing instruments for small group trials
Instruments for testing the product were designed to evaluate its effectiveness and usability.
- Peer validation of the trial instruments



Peer validation was conducted to ensure the reliability and relevance of the instruments used for small-group testing.

c) Implementation of Small-Group Trial

The small-group testing involved five guidance and counseling teachers and nine high school students.

Participants evaluated various aspects of the module content, including Introduction, Objectives, Material Explanation, Exercises, and Summary. The evaluation conducted by teachers and students was categorized as follows:

- a) Understanding: Low Understanding (LU), Moderate Understanding (MU), High Understanding (HU)
- b) Implementation: Easy to Implement (EI), Moderately Easy to Implement (MI) and Difficult to Implement (DI).

This phase aimed to refine the module by incorporating feedback on its content, comprehensibility, and practical application from both educators and students, ensuring the module meets the needs of its target audience effectively.

Table 4. Small Group Trial Results for Guidance and Counseling Teachers

Aspect Assessed	Understanding					Implementation				
	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Introduction	MU	MU	MU	MU	MU					
Objectives	MU	MU	MU	MU	MU					
Material	MU	MU	MU	MU	MU					
Exercises/Assignments	MU	MU	MU	MU	MU	MI	DI	MI	MI	MI
Summaries	MU	MU	MU	MU	MU					

The small-group testing conducted with guidance and counseling teachers (R1 to R5) showed that all aspects of the module Introduction, Objectives, Material, Exercises/Assignments, and Summary were rated as "Moderate Understanding" (MU) by all respondents. Regarding the implementation aspect, the Exercises/Assignments were also rated as "Moderately Easy to Implement" (MI) by all respondents. These results indicate that the career planning module is clear, easy to understand, and highly applicable for use by guidance and counseling teachers in their tasks.

The small-group testing was also conducted with nine high school students. The results of their evaluation are presented in Table 5 below.

Table 5. Small Group Trial Results for Students

Aspect Assessed	Understanding									Implementation								
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R1	R2	R3	R4	R5	R6	R7	R8	R9
Introduction	MU	MU	MU	MU	MU	MU	MU	MU	MU									
Objectives	MU	MU	MU	MU	MU	MU	MU	MU	MU									
Material	MU	MU	MU	MU	MU	MU	MU	MU	MU									
Exercises/Assignments	MU	MU	MU	MU	MU	MU	MU	MU	MU	MI	DI	MI	MI	MI	MI	MI	MI	MI
Summaries	MU	MU	MU	MU	MU	MU	MU	MU	MU									

The small-group testing was conducted with nine high school students to evaluate their understanding and implementation of the module content. The results show that all assessed aspects—Introduction, Objectives, Material, Exercises/Assignments, and Summaries—were rated as "Moderate Understanding" (MU) by all respondents (R1 to R9) in the Moderate Understanding category. For the Implementation category, all components were rated as "Moderately Easy to Implement" (MI) by most respondents, except for the Exercises/Assignments component, where one respondent (R2) gave a rating of "Difficult to Implement" (DI).

These findings indicate that the module is generally well-understood and effectively implemented by students. However, the Exercises/Assignments section requires slight adjustments to address the difficulties experienced by one respondent.



6) Step VII: Product Revision

Feedback from small group trials informed further revisions, including:

a) Simplification of Material

The content should be adjusted to match the comprehension level of high school students. Explanations must be simplified and supplemented with practical, relevant examples to make it easier for students to grasp key concepts effectively.

b) Development of Summary Guidelines

The module should include clearer instructions on how to create effective summaries. Providing students with strategies or templates for systematically summarizing information will enhance their ability to extract and organize essential points.

c) Enhancement of Practical Exercises

To improve students' understanding, tasks and exercises should be more varied and engaging. Incorporating activities such as career simulations or group projects will enable students to apply learned concepts in a more interactive and practical manner.

By implementing these revisions, the career planning module is expected to support the Merdeka Belajar initiative better and help students effectively plan their future careers. These enhancements aim to optimize the module's usability and relevance, ensuring it aligns with both educational goals and the needs of high school students.

Discussion

The findings of this study validate the effectiveness of the career planning module in meeting the unique needs of high school students within the “Merdeka Belajar” framework. Validation results across various guidance and counseling, media design, and language experts demonstrate the module's potential as a systematic tool for career guidance. With an average expert validation score of 9 out of 10, the module excels in clarity of purpose, relevance of material, and practical application for students and educators. These results emphasize its relevance to real-world educational environments.

Small group trials further support the module's usability and acceptance among teachers and students. Respondents rated the module components including the introduction, objectives, materials, and exercises as user-friendly and implementable. Feedback focused on enriching the variety of exercises and refining instructional clarity, indicating that while robust, the module's functionality can be further optimized. The systematic approach of the module provides distinct advantages for career counselors, aligning well with the structured counseling model outlined by Gysbers & Henderson (2012). By facilitating self-exploration, interest identification, and informed decision-making, the module equips students with essential skills for navigating career paths. This aligns with established literature advocating structured interventions for career planning (Edwin & Hussman, 2019; Gysbers, 2013). Moreover, the social-emotional aspects of the module mirror the Social-Emotional Leadership Framework for school counselors proposed by Bowers et al. (2017), emphasizing the integration of emotional intelligence and adaptive leadership in career guidance.

This study also highlights gaps in high school students' career planning, including a lack of clarity and limited self-awareness. The module addresses these issues by enabling educators to guide students in exploring their potential, understanding career dynamics, and making informed choices. Consistent with Super (1980) emphasis on adolescence as a critical period for career development, career-guidance modules like this one are crucial in enhancing decision-making clarity, self-awareness, and planning abilities (Niles & Harris-Bowlsbey, 2022; Zunker, 2016).



The module's "Excellent" validation scores underscore its capacity to strengthen students' adaptability in navigating workplace complexities. As Johnston (2016) asserts, career adaptability is a pivotal competency for the modern workforce. Interpersonal elements, such as reducing career ambivalence through teacher-student interactions (Zheng et al., 2022) and enhancing career maturity via parental support (Chen et al., 2022), further reinforce the module's efficacy. Additionally, its systematic structure surpasses conventional career guidance approaches by integrating these interpersonal factors (Edwin & Hussman, 2019). The inclusion of SCCT principles, as highlighted by Brown & Lent (2019), further strengthens the module's alignment with theories emphasizing self-efficacy, goal setting, and environmental supports in career decision-making.

Effective career planning is influenced by diverse factors, including motivation, college readiness, and demographic variations like gender (Villarreal et al., 2018). The module offers practical exercises and interest-alignment tools that address these variables, supporting students in career decision-making (Dik & Duffy, 2009; Rojewski, 2021). The module aligns with findings from Gibbons et al. (2019) and Falco (2016), who emphasize the importance of SCCT-based interventions in raising postsecondary awareness among rural students and highlight the role of career guidance in promoting STEM career interests. These findings demonstrate the module's potential to support students across diverse career contexts (Falco, 2016; Gibbons et al., 2020).

Interactive features such as simulations and group projects encourage student engagement, while flexible guidance services cater to diverse learner needs (Curry & Milsom, 2017). These elements enhance the module's practicality and adaptability for school counselors (Gysbers & Henderson, 2012). Additionally, Mullen & Lambie (2016) stress the importance of self-efficacy among school counselors in programmatic delivery, underscoring how a structured module can enhance counselors' effectiveness.

Despite these strengths, this study identifies areas for future improvement. The module's impact across socio-economic groups requires further examination (Hulukati et al., 2019, 2024; Zheng et al., 2022), and longitudinal studies are necessary to assess its long-term effectiveness (Gysbers & Henderson, 2012). Future research should explore personalized learning modules that adapt to individual motivational profiles (Paixão & Gamboa, 2017) and incorporate technology to enhance interactivity (Rahim et al., 2024). Furthermore, insights from Carrico et al. (2017) suggest the need to examine contextual influences such as geographic and socio-economic factors in shaping career pathways.

This study enriches the understanding of career guidance based on career adaptability, especially in the context of the role of parental and teacher support in improving students' career readiness. These results support previous findings emphasising that social factors significantly reduce career ambivalence and increase students' decision-making maturity (Chen et al., 2022; Zheng et al., 2022). The developed module also aligns with the Social Cognitive Career Theory (Brown & Lent, 2019), highlighting the influence of self-efficacy and environmental support in career decision-making. In addition, this study confirms that a module-based approach can overcome the limitations of career guidance services in schools, which are often unsystematic (Edwin & Hussman, 2019). By integrating the principles of career adaptability, this module offers a more flexible and adaptive intervention compared to conventional methods, which tend to be instructive.

The results of expert validation and trials indicate that this module has substantial practical implications in improving students' career readiness and supporting the role of guidance and counseling teachers. This module can be practically integrated into the school curriculum to strengthen more systematic career guidance services. In addition, training for



guidance and counseling teachers is needed to implement the module more effectively. At the same time, parental involvement can be strengthened through mentoring programs to support students' career exploration. The use of technology also has important practical implications, allowing wider access and more interactive learning experiences. Further development is needed to evaluate this module's long-term effectiveness and application in various socio-economic and cultural conditions of students.

Conclusion

This study successfully developed a career planning module for high school students, designed based on career adaptability within the "Merdeka Belajar" framework. The module has been proven to enhance students' self-efficacy in career decision-making. Data expert validation confirmed the module's high validity in counseling objective clarity (9/10), media design (8.87/10), and language readability (8.89/10). Trials with teachers and students further validated its effectiveness. Participants reported Moderate Understanding (MU) and Moderately Easy to Implement (MI) ratings, supporting the module's role in fostering self-awareness and reducing career ambivalence. This assists them in recognizing their potential and addressing barriers to career planning. Expert validation and trials demonstrated that the module meets high validity criteria across all key aspects, including clarity of objectives, material relevance, and practical benefits for both teachers and students. The module offers a systematic solution to support more inclusive and flexible career guidance services. By incorporating interpersonal elements such as parental and teacher support, the module effectively addresses students' needs in navigating the dynamic world of work. However, further research is required to evaluate the module's long-term impact and to explore its application within broader demographic contexts.

Recommendation

1) Expansion of Implementation

The module should be implemented across regions with diverse social, economic, and cultural backgrounds. Further research is necessary to evaluate its long-term impact on students' career readiness.

2) Development of Personalization

It is recommended to incorporate personalization features, such as adaptive modules tailored to students' motivational profiles and individual abilities. This can enhance the module's relevance to meet specific student needs.

3) Integration of Technology

The development of digital career simulations or interactive applications could increase student engagement in exploring career options.

4) Training for Guidance Counselors

Intensive training for guidance and counseling teachers is essential to ensure optimal understanding and capability in using the module effectively.

5) Enhancement of Parental Support

Training programs for parents to support students' career exploration can be designed as an integral part of the module's implementation.

With these recommendations, the module is expected to serve as an effective tool in fostering students' career development and deliver positive outcomes in diverse educational contexts.



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