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**POCKETBOOK MEDIA FOR CAREER DEVELOPMENT OF ARTISTIC  
WORKING ENVIRONMENT**

Wenny Hulukati<sup>1</sup>,

Maryam Rahim <sup>2\*</sup>,

Irvan Usman<sup>3</sup>,

Tuti Wantu<sup>4</sup>,

Ilham Pratama <sup>5</sup>

1, 2, 3, 4, 5 Program Studi Bimbingan dan Konseling, Fakultas Ilmu Pendidikan,  
Universitas Negeri Gorontalo, Jalan Jenderal Sudirman No 6, Kota Gorontalo,  
Provinsi Gorontalo, Kode Pos 96127, Negara Indonesia

**Abstract:**

Nowadays, the development of the working world requires education to bestow the graduates with numbers of required abilities and one of which is working skills. Forming students' working skills requires a continuous process, including career development activities as guidance and consultation in school. This study concerns the absence of career development media for students. The purpose is to develop a Pocket Book for Artistic Working Environment as the career development media for students. This Research and Development study employed the following steps: (1) potentials and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, and (6) product testing. The data were obtained from experts' validation and product testing to be analyzed qualitatively. The findings from the validation of media, language, guidance/counseling expert, and product testing by the guidance/counseling teacher revealed that the pocketbook could be implemented as a career development media in an Artistic Working Environment for the students, especially in an artistic-related work environment.

**Keywords:** Career Development, Artistic Working Environment, Pocket Book

**INTRODUCTION**

The development of the current and future working world requires education that is able to prepare and generate graduates with various competencies to enter the workforce. One of the competencies is occupational skills, in which the development of this skill in students requires continuous process through career development activities in the form of career guidance and counseling that is carried out from kindergarten, elementary, junior high, senior high to college term. The guidance and counseling that is provided over that period is a measure for ongoing individual career development (Rahim; Hulukati; and Madina, 2021).

The implementation of career guidance and counseling in schools aims to help students understand the working world i.e. providing information about the various types of jobs available to students. Such information is very diverse, Holland (Gothard, et al.: 2001;

Sciarra, 2004; Gladding, 2004; Brown & Robert, 2005; Kidd, 2006; Perry & Zark, 2006; Robbins & Judge, 2009) classified occupation into six work environments, namely: realistic, investigative, artistic, social, enterprising, and conventional. However, the focus of this research is on the artistic work environment. Jobs and positions available in the working world should be received by students properly and appropriately, thus, guidance and counseling teachers have to be comprehensive and knowledgeable on career information. This is considered important in order to assist students in obtaining clearer and more accurate career information in accordance with their personal characteristics. Yet, such implementation requires the use of media.

The use of media in guidance and counseling services has multiple functions for students/counselees. For instance, it attracts attention, encourages students to attend the services, and stimulates students in the course of services. Some research findings have revealed the role of media in the learning process, particularly in guidance and counseling services. The research findings from Hulukati; Puluhulawa, Manangin; Womb; and Djibran (2019) indicated that video as learning media is able to increase high school students' learning motivation. Similarly, Rahman; Aryani; and Sinring (2018) showed that counseling videos are able to reduce bullying behavior among students in high school. Furthermore, Kettunen; Vuorinen; and Sampson (2013) concluded that the use of media can help students in providing career services.

According to Rahadi (2003:9), media is any means to impart information from its sources to recipients. In addition, Gagne (Rahadi, 2003:10) defined media as a type of component in the student environment that is able to stimulate students to learn. Teachers should be able to utilize media optimally to help students achieve their learning goals. Sari (Prasetiawan and Alhadi, 2018: 88) suggested that media for guidance and counseling services are used to transmit messages or information from the counselor to the counselee which is able to stimulate thoughts, feelings, attentions, and interests in order to change the counselee's behavior, attitude and act in a positive way. The major role of guidance and counseling teachers is to ensure that every student makes use of learning resources as much as possible. This signifies that the media plays a pivotal role in guidance and counseling services.

The most commonly encountered issue in schools is the unavailability of career development media for students. Based on this case, it appears important to create a pocketbook as a media to develop career guidance and counseling services. This research aims at developing a pocketbook of artistic work environments for students' career development.

## **METHOD**

The research employs Research and Development method (Sugiyono (2016:408), which is limited to 6 steps: (1) potency and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, and (6) product trial. The research data are obtained through questionnaires of expert validation and product trial. Expert validations are conducted by career guidance and counseling experts, design experts,

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and Indonesian language experts. Product trial is conducted by three Guidance and Counseling teachers in Junior High School/ Islamic Junior High School (SMP/MTs). Data processing is carried out qualitatively. Technique of data analysis is qualitative.

## **FINDINGS**

### **1. Potency and Problem**

Based on initial observation, students are found to be lacking in understanding artistic work environments. They assume that an artistic job is nothing but a pastime, while as a matter of fact, it offers very good career opportunities. Besides, it finds that there is an insufficiency of media implementation in career guidance and counseling services particularly in the artistic realm. Based on these problems, it seems potential to develop a pocketbook media for artistic work environments.

### **2. Data collection**

The data collection is carried out to examine the artistic work environment materials as well as the procedure of composing a pocketbook as a means of information to prepare the pocketbook for the artistic work environment.

### **3. Product Design**

A draft of the product is designed using the results of a literature review on the artistic work environment, such as the title, the purpose, and the service material, along with the cover design and content design. This is intended to not only captivate the pocketbook of the artistic work environment from its appearance but also to attract from the informative content in the artistic work field.

### **4. Design validation (Expert Validation)**

There are three experts who validate the pocketbook, namely: (1) the Guidance and Counseling expert; (2) the Indonesian language expert; (3) Design expert. In performing the expert validation, validation instruments are priorly prepared, including the following: (1) validation instrument of Guidance and counseling expert to assess the title, contents, benefits, and feasibility of the pocketbook as a media for career guidance and counseling, (2) validation instrument of Indonesian language expert to assess form, font, writing technique, suitability of material with theme, use of language, sentence structure and grammar rules, and (3) validation instrument of media design expert to assess cover design, suitability of image with title, page design, type and shape of fonts, color and writing combination, and shape of the pocketbook.

### **5. Design Revision (Pocketbook Products)**

The pocketbook is then revised after the expert validation to improve the quality. The measurement scale uses the following score interpretation criteria: (1) 4.1 - 5



= Very Feasible, (2) 3.1 - 4 = Feasible, (3) 2.1 - 3 = Fairly Feasible, (4) 1.1 - 2 = Less Feasible, and (5) < 1 = Not feasible.

The following is the data of the expert validation assessment and revision through this research.

#### The Results of Expert Validation Assessment

**Table 1.** The Results of Design Expert Validation Assessment

NO	Aspects of Assessment	Statements	Score	Revised/ No
1.	Visual	1) The selection of color on the cover	5	No
		2) The suitability of layout with images	4	No
		3) The portrayal of contents from the cover	4	No
		4) The attractiveness of the images	4	No
		5) The size of images on the cover and the contents	4	No
2	Text	6) The size and type of font on the cover	4	No
		7) The size and type of font on the contents	5	No
		8) The suitability of paper size with font size	4	No

Based on the quantitative data from the validation of design experts, the pocketbook draft on visual and text criteria should not be revised. The revision is made qualitatively to the assessment results.

**Table 2.** The Results of Guidance and Counseling Expert Validation Assessment

NO	Aspects of Assessment	Statement	Score	Revised/No
1.	Cover	1) The title clarity	4	No
		2) The portrayal of contents from the title	5	No
2.	Material Accuracy	3) The material completeness	5	No
		4) The accuracy of concepts and definition	4	No
		5) The accuracy of facts and data	4	No
		6) The suitability of images with contents	5	No
		7) The suitability of material with the needs of students	5	No
		8) The practicality of students to understand the contents	5	No

3.	Service Material Support	9) Assist guidance and counseling teachers to perform the career services	5	No
		10) The attractiveness of materials	4	No
		11) Encourage students to search for information	4	No
4.	PocketBook Completeness	12) Preface	5	No
		13) Table of contents	5	No
		14) Introduction	5	No
		15) Contents	5	No
		16)References	5	No

Based on the quantitative data from the validation of guidance and counseling experts, the pocketbook draft on those aspects should not be revised. The revision is made qualitatively to the assessment results.



**Table 3.** The Results of Indonesian Language Expert Validation Assessment

NO	Aspects of Assessment	Statements	Score	Revised/No
1.	Writing Technique	1) The suitability of writing technique with proper writing style	3	No
		2) The suitability of language use with general grammar rules	4	No
		3) The sentence structure is easy to understand	4	No
		4) The suitability of language terminology with proper writing style	3	No
		5) The suitability of sentence with the enhanced spelling system (EYD)	3	No
		6) The Writing Neatness	4	No
		7) The Sentence Coherence	4	No
		8) Paragraph Coherence	4	No



Based on the quantitative data from the validation of the Indonesian Language experts, the pocketbook draft on writing technique aspect should not be revised. The revision is made qualitatively to the assessment results.

2. The Revised Results of the Pocketbook of Artistic Work Environment

**Tabel 4.** The Revised Results by Design Experts on the Pocket Book of Artistic Work Environment

No	Aspects of Assessment	Assessment	Revision
1.	Visual	1. The job images on the front cover are added according to jobs presented in the pocketbook	<p>Before:</p>  <p>After:</p> 
		2. The line spacing between images and contents should be adjacent to each other	Revised
		3. The image size in the contents should be adjusted.	Revised
2.	Text	1. The size of author's name on the front cover should be reduced	Revised

**Table 5.** The Revised Results by Guidance and Counseling Experts on Pocket Book of Artistic Work Environment

No	Aspects of Assessment	Assessment	Revision
1.	Cover	1. The top front cover is added with the words “Buku Informasi Karir”	<p>Before:</p>  <p>After:</p> 
2.	Material Accuracy	<p>2. Majors to be taken for the job of Photographer should be mentioned clearly</p> <p>3. Should students take specific education or training to be a barber or a Youtuber?</p>	Revised
3.	Service material support	Conformed	
4.	Pocket Book Completeness	Conformed	

**Table 6.** The Revised Results by Indonesian Language Experts on Pocketbook of Artistic Work Environment

No	Aspect of Assessment	Assessment	Revision
1.	Writing Technique	<ol style="list-style-type: none"> <li>1. The writing should pay more attention to the use of proper English and Indonesian words</li> <li>2. Pay attention to the spelling that begins with “di” as for places and prefixes</li> <li>3. References should be arranged in alphabetical order and tailored to the theories.</li> </ol>	Revised

The aforementioned results indicate that the pocketbook design of the artistic work environment has fulfilled the eligibility criteria to be used as a media for guidance and counseling services in helping students gain career information in the field of artistic.

## 6. Product Trial

The product is tested in three schools to examine the product feasibility.

**Table 7.** Assessment Results by Guidance and Counseling Teachers on Pocketbook Products

Aspects of Assessment	Assessment Category	
	Easy to Understand	Easy to Use
Effectiveness and feasibility of Pocketbook as Media for Career guidance and Counseling	100%	100%

Based on the results of product trials by Guidance and Counseling teachers, 100% of the trial subjects agree that the Artistic Work Environment Pocket Book is easy to understand and easy to use.

Hence, it concludes that the pocketbook of Artistic Work Environment is feasible to be applied as media for guidance and counseling services to help students obtain career information in the artistic realm.

## DISCUSSION

The advancement of technology has impacted the development of the working world. Many jobs are disappearing, but new types of jobs are emerging concurrently. A shift in the working world has become a sign that graduates' occupational skills are in demand. As a result, education in schools is deemed to play a pivotal role in realizing the demands. The first and foremost. measure to make is to help students gain information about the world of work.

Thus, it appears necessary to provide career guidance and counseling services to support students to understand more about those careers. However, the services may run



effectively if the students receive information and are able to prepare their career prospects. Media, on the one hand, is needed to achieve these goals as students are likely to understand easily about the jobs that suit their personality. One of the media that can be used in providing career guidance and counseling services is the pocketbook.

Setyono, et al, (Pramika 2018:2) defined that a pocketbook is a small-size and light book that can be stored in a pocket, making it practical to carry and read everywhere all the time. A pocketbook contains useful information. One of the perks of the pocketbook is the compact size that can be kept in the pocket so that students can study anytime they want. Providing guidance or counseling services through media such as pocketbook help students perceive their chosen career and automatically assist the teachers in providing career guidance and counseling services.

Rahim (2011:16) developed a pocketbook with several characteristics. (a) It was developed using the principles of learning technology intending to facilitate students to learn or utilize the contents with ease. (b) It contained user-friendly messages for students; the messages were developed in simple, clear, concise, and practical language. (c) It was created in a small shape, which can literally be filled in the "pocket". By that, students are able to read the book anywhere and anytime, such as on public transport, waiting for the next class to start, or when there was no class. (d) It was furnished with designs of cover, letters and colors to attract students to possess it. In this research, those characteristics have been used to develop the pocketbook.

The Pocket Book of Artistic Work Environments contains jobs in the artistic field, including Interior Designer, Stand-Up Comedian, Graphic Designer, Architect, Make-Up Artist, Content Creator, Journalist, Dancer, Fashion Designer, and Photographer. However, in order to find success in these work environments, the personality should be in line with the passion of every individual working in those fields. According to Holland (Gothard, et al.: 2001; Sciarra, 2004; Gladding, 2004; Brown & Robert, 2005; Kidd, 2006; Perry & Zark, 2006; Robbins & Judge, 2009), the success at work of an individual is also predetermined by the compatibility between the personality type and the work environment they pick.

A person with an artistic personality tends to be attracted to the art field where the work environment itself is characterized by tasks and problems that require artistic interpretation or creation either based on their feelings or imaginations. The personality of these people is good at mastering the social and physical environment by using their feelings, emotions, intuition and imagination to create a product and art form. For artistic people, the expression of imagination and feelings through conception and plan-based working are often involved in problem solving methods. Likewise, they tend to be assertive on subjective impressions and imaginations to interpret problem solving methods for environmental issues. Furthermore, artistic people are inclined to have complex views, independent decisions, self-focused attention and thoughts, and authenticity.

The pocketbook of the artistic work environment which is developed in this research, is feasible to be used as a media for guidance and counseling services to help students

obtain career information in the artistic realm. The pocketbook can be one of the media to be used by Guidance and Counseling teachers in carrying out services, particularly in assisting students in having some insight regarding artistic careers. The possession of such information is expected to motivate students to further explore their careers which will eventually lead to the possession of professional skill in those particular fields. Those fields include Interior Designer, Stand-up Comedian, Graphic Designer, Architect, Make-Up Artist, Content Creator, Journalist, Dancer, Fashion Designer, and Photographer.

## CONCLUSION

This research and development have produced a “Pocket Book of the Artistic Work Environments”. This pocketbook has been feasible to be used as media for guidance and counseling teachers in carrying out career guidance and counseling in the artistic work environments as it has been tested through a series of expert validations that include media design expert, language expert, and guidance and counseling expert along with product trial performed by guidance and counseling teachers.

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