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Validation of "PLANS" Online Training Module

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ABSTRACT

High school students sometimes experience confusion in determining career choices for themselves. Therefore, there is a need for career guidance for students both in normal and pandemic conditions. Individuals need career planning to decide on the right career choice. During a pandemic and current technological developments, several psychological interventions have been carried out online. However, for online career planning guidance interventions for students during the pandemic, so far, the number is still limited. This study aims to validate the online training module of PLANS career planning, both content validity and functional validity. The content validity test was carried out through professional judgment. The results showed that Aiken's V scores for all subsections ranged from 0.75 to 0.917, meaning that the PLANS online training module has good content validity. The functional test of the module was carried out through a quasi-experiment involving 6 students of class XI. The results of the analysis showed that the average post-test score for career planning was higher than the average pretest score (96.67 > 67.33) with a significance value of 0.028 (sig < 0.05). That is, there is a significant difference between the pretest and posttest scores of career planning. The participants' career planning scores increased after participating in the PLANS online training. These results indicate that the PLANS online training module has good functional validity. Judging from the content validity and functional validity, it can be concluded that the PLANS online training module has been validated as a career planning intervention that can improve students' career planning skills.

Keywords: career planning, career training, module validation, online training

Introduction

Career development is one of the important developmental aspects of senior high school students (Super, in Rogers & Creed, 2011; Yilmaz & Gunduz, 2018), yet sometimes they are confused in making career decisions. Indeed, the career decision-making process can be challenging for students (Marcionetti, 2014). Previous studies showed that vocational high school students find it difficult to make career or study decisions due to a lack of guidance from the school counselors amid the pandemic Nuraeni et al (2021) This implies the importance of career guidance for students, either in normal or pandemic condition.

Career planning is important for high school students. Individuals need to have a career plan to make career decisions (Aminnurrohim et al., 2014). Previous studies show that career planning positively affect career maturity (Hidayat & Alsa, 2018) and self-efficacy in career decision making (Ardiyanti & Alsa, 2015; Fatimah et al., 2019). A number of career planning techniques have been proven effective (Ardiyanti & Alsa, 2015; Fatimah et al., 2019; Hidayat & Alsa, 2018), including mind mapping media career guidance (Sari & Istiqoma, 2019) and group guidance with modeling technique (Adiputra, 2015). Career planning is influenced by various external and internal factors. External factors, for example, were put forward by the results of Jackson's research (2017) which showed that career planning could be improved through work practice learning activities. While

internal factors, namely factors related to individuals, for example, choosing the wrong major when sitting in high school and choosing a major in college. This is caused by students not having knowledge about their talents and interests, and lack of knowledge about various choices of majors and vocational schools, and this results in students only following the choices of their parents or even worse, students choosing majors because they follow trends or their friends (Fadillah & Ruhjatini, 2019). Career planning is important for high school students because they will choose the next level of education based on this plan, such as choosing a study program at a university. For students who do not have a career plan, it will increase the possibility of errors in choosing alternative majors available (Haryanto, et al., 2018).

Today's psychological interventions have become subject to adjustment to suit the pandemic condition and technological advancement. Several studies show that several psychological intervention today begun to implement online settings, such as telecounseling (Duniawati et al., 2020; Mansyur et al., 2020; Wibowo, 2016), online psychoeducation (Prabandari & Indriana, 2020; Rusli et al., 2020), and online training (Kadiyono et al., 2020). However, studies on online career guidance for students are still scarce. One of the studies on career guidance intervention was conducted by Nuraeni et al. (2021). It involves 12th-grade students of Nuurul Muttaqin vocational high school and uses WhatsApp as the guidance media. However, this study was still descriptive and did not describe the effectiveness of the intervention. Another study was conducted by Danti (2021) in career information service for students in SMA Negeri 2 Praya during the Covid-19 pandemic in order to improve students' career planning skills. This study, however, did not provide the details of the implementation and the intervention effectiveness. Therefore, we attempted to develop an online career planning intervention that is supported by scientific evidence on its effectiveness in improving career planning skills.

PLANS training is a career planning intervention we previously developed (Ardiyanti & Alsa, 2015; Hidayat & Alsa, 2018) based on Jaffe & Scott's (1991) career planning theory. According to Jaffe and Scott (1991), career planning is a gradual process comprising five stages: self-analysis, opportunity exploration, designing career plan, implementation, and evaluation. These five stages are internalized into PLANS' five main sessions: Self-analysis, Career interview, career goal-setting and planning, action plan, and Evaluation sessions. PLANS training module has been validated and received a copyright certificate from the Ministry of Law and Human Rights in 2021. This module has been used and modified by several researchers as a career intervention (Fatimah et al., 2019; Saifuddin et al., 2017; Izzawati & Lisnawati, 2015). PLANS career planning training applies observational learning method.

In this study, we modified the training to suit the online setting. Several modifications were made, including 1) material delivery method (e.g., games, worksheet, group discussion etc.), 2) time allotment, and c) content. This study aims to validate the online version of PLANS training module, including content validity (through professional judgment) and functional validity (through experiment). This study provides the necessary scientific evidence of the training module feasibility prior to its use for intervention.

Method

This study included several stages: 1) analyzing and modifying the module, 2) professional judgment for content validity, 3) one group pretest-posttest quasi experimental study for functional validity, 4) drawing conclusions.

Content Validity Test

Online PLANS training module was designed following Jaffe and Scott's career planning theory. This module contains materials on (1) self-analysis, (2) career insights, (3) goal-setting and career planning, (4) implementation and action plans, and (5) evaluation. The content validity of

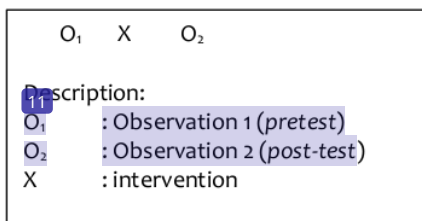
online PLANS career planning training module was tested through professional judgment involving three competent experts with psychological education background and adequate knowledge and experience related to career assistance. These three experts assessed the content, relevance, presentation, among others. The assessment aims to see the content validity of the module (presented in Aiken's V).

Functional Validity Test

A quasi-experimental study was conducted to see the functional validity of PLANS training module. Career planning served as the dependent variable in this study, i.e., a process comprising five stages: self-assessment, opportunity exploration, career planning design, implementation, and evaluation. The independent variable in this study was the online PLANS training. The module contents were delivered online through zoom and Google classrooms.

The one-group pretest and post-test experimental design was applied by giving intervention to a group and performing tests before and after the intervention (Shadish et al., 2002). The experimental design is displayed in the Figure 1.

Figure 1.
Experimental Design



Participants in this study were 12th-grade students with career planning scores categorized as low and moderate. They were recruited online by sharing information via WhatsApp with students, alumni, colleagues, and school counselors. The information was then forwarded to senior/vocational high school students they knew. Sixteen students filled out the Google form, expressing their willingness to participate in the study. We invited these participant candidates to a technical meeting via zoom, but not all candidates attended the meeting. We presented the research overview and PLANS training and its benefits during the technical meeting. We also distributed informed consent forms and assignments and performed a career planning screening using a career planning scale. The screening result showed that eight participants met the criteria to participate in the study. They also signed the informed consent form. However, only six participants could fully participate in the training, as the other two face network and gadget problems preventing them from participating. Before participating in the training, these six students responded to a career planning scale, signed the consent form, and followed the career planning knowledge test. At the end of the training, they were asked to respond to the career planning scale and knowledge test.

The training was conducted on 20-21 November 2021, involving one trainer, two facilitators, one observer, and one zoom administrator. The training documentation is available at https://s.uad.id/pelatihandaringPLANS_2021. All team members involved in this study have met the criteria.

This study employed a career planning scale, which was a modified version of the Career planning scale developed by Kinayung et al. (2020). This scale was originally developed for university students. Hence, in order to suit our participants (i.e., high school students), we

modified the wording and illustration presented in the scale. ¹⁴ The data were analyzed using Wilcoxon Signed Rank Test.

Result

The study was conducted followed the designed procedure. In the first stage, we examined the relevance of previous training module of PLANS career planning to online settings. We found that several parts of the module need to be adjusted to online settings, including training flow, material delivery method, time allotment, and media use.

Table 1.
Modification of PLANS Training into Online PLANS Training

	PLANS Training	Online PLANS Training
Time	Administered in two days for 13 hours	Administered in two days for 8 hours
Flow	No technical meeting (pre-training)	With technical meeting (pre-training) with an assignment
Method	Face-to-face lecturing method, games, group discussion.	Online lecturing method, games, group discussion.
Media	Power point presentation and video	Using Zoom, mentimeter, Google classroom, PPT, and video

Online PLANS training module was developed following Jaffe and Scott's (1991) theory. The module was a result of the modification of the offline PLANS training module. According to Jaffe and Scott (1991), career planning is a gradual process comprising five stages: self-assessment, opportunity exploration, designing a career plan, implementation, and evaluation. These five stages are internalized into PLANS' five main sessions: Self-analysis, Career interview, career goal-setting and planning, action plan, and Evaluation sessions. Online PLANS training was designed to be performed in eight hours for two days. This time allotment is far shorter than offline PLANS training. This duration reduction was made by considering time efficiency, given that excessive screen time may lead to physical fatigue and boredom.

The second stage in this study was a module review involving experts for content validity. Based on the result of the three experts, all sub-sections of online PLANS training exhibited Aiken's V ranging from 0.75 to 0.917, with a mean V of 0.875 (Table 2). Aiken's V of higher than 0.50 may indicate good content validity, and the mean V coefficient of the subsection represents the content validity coefficient of the entire intervention module (Azwar, 2017). In other words, all subsections of online PLANS training were considered to have good content validity, and the entire module had a high content validity coefficient, i.e., 0.875. The three experts also stated that online PLANS training is feasible.

Table 2.
Professional Judgment Result

Sub-section/Activities	Aiken's V
Pre intervention (H-3)	0.917
Opening Day-1	0.917
Introduction/ Overview	0.75
Session I: self-analysis	0.833
Session II: Career Insight	0.917
Session III: Career Insight	0.833
Closing day 1	0.917
Opening Day-2	0.833
Session III: Career goal-setting and planning	0.917
Session IV: Action Plan	0.833
Session V: Evaluation	0.917
Closing	0.917
Mean Aiken's V	0.875

The third step in this study was the quasi-experimental study with one-group pretest-posttest design. The pretest-posttest score analysis was performed using Wilcoxon Signed Rank Test, presented in Table 3 and 4.

Table 3.
Descriptive Statistics

	N	Mean	Std.Dev	Min.	Max.
Pretest	6	67.33	9.28799	52.00	79.00
Posttest	6	96.67	18.11813	72.00	116.00

Table 4.
Wilcoxon Analysis

	Posttest - Pretest
Z	-2,201 ^b
Asymp. Sig. (2-tailed)	.028

As displayed in Tables 3 and 4, the mean posttest score was higher than the mean pretest score (96.67 > 67.33) with Z value of -2.201 and $p=0.028$ ($p < 0.05$). In other words, there was a significant difference between pretest- and posttest score. Participants' post-test score exhibit an improvement after participating in the online PLANS training (Figure 2). Of total six participants, four participants with previously moderate career planning score exhibited scores categorized as high (Table 5). Further analysis showed that the highest gain score was found in aspect 3, i.e.,

making plan (8.17) (see Table 6). In other words, the most significant improvement was found in participants' skill in making plan.

Figure 2.
Participants' pretest and posttest score

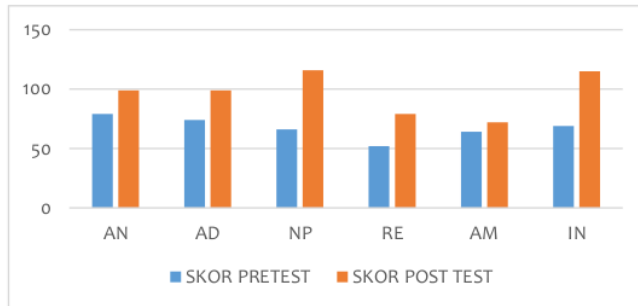


Table 5.
Score categorization

Subjects	Pretest score	Category	Posttest score	Category
AN	79	Moderate	99	High
AD	74	Moderate	99	High
NP	66	Moderate	116	High
RE	52	Moderate	79	Moderate
AM	64	Moderate	72	Moderate
IN	69	Moderate	115	High

Table 6.
Aspect Analysis

	Aspect 1	Aspect 2	Aspect 3	Aspect 4	Aspect 5
	Self-analysis	Exploring opportunities	Creating plan	Acting	Evaluating
Mean Pretest Score	21.83	9.33	15.33	9.67	11.17
Mean Posttest score	29.33	15.00	23.50	13.50	15.33
Gain Score	7.50	5.67	8.17	3.83	4.17

Discussion

Following the content validity test, all subsections of online PLANS training exhibited good content validity, indicated by Aiken's V of 0.75 to 0.917. Overall, the online PLANS training module exhibited a high content validity (0.875) (Table 2). This score indicated that all activities in online PLANS training were relevant to every session objective, which constituted the implementation of Jaffe and Scott's career planning theory (1991). The content validity test result proved that online PLANS training module contained materials relevant to the theoretical construct.

In validating psychological intervention module, content validity test is not enough. It is necessary conduct an experiment to examine the functional validity, i.e., the degree to which a module can achieve its intervention purpose. The difference test result showed a significant difference in career planning skills before (pretest) and after (posttest) participating in online PLANS training ($Z = -2,201$; $p < 0,05$). Participants' career planning skill increases after participating online PLANS training. All participants' posttest score indicates an improvement (Figure 2). Their mean posttest score was higher than their mean pretest score ($96.67 > 67.33$). This increase proves that online PLANS training is capable of improving students' career planning skill. Based on the result, it could be concluded that the online PLANS training module has a good functional validity because it can improve students' career planning scores.

The most significant improvement was found in participants' skill in making plan (Table 6). This aspect comprises three indicators: 1) being able to set the goal/target, 2) being able to prepare alternative solutions to problems possibly emerging as the consequence of goal-setting, and 3) designing a career plan to achieve the designed target. In online PLANS training module, this aspect is implemented in session III: Career goal-setting and planning Experts in this study gave a high Aiken's V score for this session ($V = 0.917$). In other words, the contents of session III are highly relevant. This was proven during the training, where participants exhibited the most significant improvement in this session. During this session, participants were provided with insights regarding how to prioritize goals and design a plan to achieve the goal. In addition, they were assisted by a trainer and facilitators to practice the insights through a worksheet. Such a learning process provided them with knowledge and skills to plan their career.

In general, the score improvement was noticed in all aspects (Table 6). This indicates that participants' skill increases in every career planning stage. According to Jaffe and Scott (1991), in the self-analysis stage, individuals explore their strengths, weaknesses, target, interest, dreams, and values. They recall their achievement, what they are doing now, and what they will do in the future. Individuals focus on their present and future. During the Session 1 of the online PLANS training, individuals' self-analysis skill is stimulated through a worksheet and group discussion facilitated by the trainer and facilitators. The worksheet activity encourages them to be more aware of their strength and weaknesses. Meanwhile, the group discussion allows participants to observe and learn from others. This is in line with the principle of observational learning stated by Bandura (1976). Using this method, individuals obtain new cognitive skills and behavioral patterns by observing other individuals' performance.

The observational learning process during PLANS training was conducted in four stages proposed by Bandura (1976): **attentional processes, retention processes, production processes, and motivational processes**. Group discussion activities guided by facilitators during the training allowed the observational learning process to be more intensive. Participants can discuss and ask questions to facilitators or other participants, allowing more optimal career planning. Participants were 11th-grade students with moderate career planning score. This homogeneity allows effective observational learning processes.

The second stage in career planning is opportunity exploration. In this stage, individuals seek and explore various opportunities around them. Individuals need to understand the steps required to gain the opportunities and to identify available choices. Individuals need to consider

available opportunities to develop their career. During the online training, opportunity exploration was specified to obtaining information related to study programs. In session II, the opportunity exploration was performed through box games, group discussions, and a career guessing game. During the box game, participants were asked to choose one of boxes presented on a powerpoint slide. Through this activity, the trainer told participants to find detailed information related to a certain study program before they chose the study program. This activity is expected to motivate students to explore more information about the study program they are interested in. During the technical meeting, participants were asked to find information about the most prospective career and study programs in 2021. This task aimed to stimulate them to broaden their career insights. Kurniasih et al. (2020) stated that students need to be more active in exploring careers in new normal settings, as changes also lead to development of career types. Students need to find information about the emerging and prospective jobs in the new normal era and in the future, in addition to the skills they should possess. With this information, students may possess a broader insight into career to support better career planning in the future. Career exploration is reported to positively associated with career choice (Chan (2018). By exploring career, individuals will likely obtain important information about various career field and job that suits their interest. As such, they will likely be able to make better career decision.

The third stage in career planning is to make career plan (Jaffe and Scott, 1991). In this stage, Individuals filter the knowledge and information related to their personal and career opportunities, and make a career plan. Thus, individuals need to remember their dream and set the goal based on the result of their personal analysis and opportunity exploration. After that, individuals set more specific targets and activities to support the target achievement. During session III of the training, participants make a career plan by filling a worksheet and conducting a facilitator-assisted group discussion. Through this activity, participants were guided to set two study programs as their priorities by considering their strength and weaknesses and the supporting and hindering factors. As such, their choice is a result of realistic consideration.

The fourth stage in career planning is implementation (Jaffe and Scott, 1991). The achievement of targets set heavily relies on individuals' commitment. Therefore, individuals need to engage with activities that bring them closer to the target by, for instance, dividing the plan into key activities on weekly basis and seeking any available opportunities. The stage of the action plan involves the need for enhancing insights and self-development. In Session IV of online PLANS training, participants, guided by facilitators, were asked to design a plan and schedule of study time or other relevant activities (e.g., private course, autonomous learning, etc.). The last stage of career planning is evaluation (Jaffe and Scott, 1991). In this stage, individuals evaluated the action plan to see if they have made a correct career decision and were satisfied. The evaluation was based on the target achievement and the degree of satisfaction. When they found it less satisfying, they could return to the previous stage. During Session V of online PLANS training, participants were asked to fill out an evaluation sheet to examine their achievements in previous stages.

Following their responses to the evaluation sheet distributed through Google Form, they stated that online PLANS training has brought a positive impact on them. Participants stated that they better understood their personal character, study programs that suit them, and know how to design a career plan/study plan. It was stated by IN in the evaluation sheet. IN stated that he has better confidence in study and career planning for his future after participating in online PLANS training. Praskova et al. (2015) Found that career planning is negatively and significantly associated with career distress. Career distress is inconvenient feeling during decision-making process and causes a tendency to avoid career planning, leading to a set of negative feeling (Creed & Gagliardi, 2015; Şensoy & Siyez, 2018) Taking participants' testimony into consideration, it was found that career planning material delivery during online PLANS training created positive feelings.

Regarding the content and functional validities, the online PLANS training module is validated as a career planning intervention capable of improving students' career planning skills. The content and functional validities of the module further prove that online PLANS training module is a proper means to improve students' career planning skills, as it is developed based on career planning theory and empirically proven to improve students' career planning skills. In previous studies (i.e., Ardiyanti & Alsa, 2015; Hidayat & Alsa, 2018), PLANS training was conducted offline during which the module and its manipulation check were also proven to be able to improve 11th-grade students. Previous study conducted by Rahmawati & Santhoso (2020) also implemented offline PLANS training. According to Rahmawati and Santhoso (2020), PLANS training allows student to have self-knowledge, identify their ability and interest, find career and study-related information, determine goals, make a career plan, and evaluate their efforts. Following these previous studies, it appears that the online PLANS training may bring benefits equal to the offline version.

Conclusion

The online PLANS training module has been validated as a career planning intervention scientifically proven to be able to improve students' career planning skills. The content and functional validities of the module further prove that online PLANS training module is a proper means to improve students' career planning skills, as it is developed based on career planning theory and empirically proven to improve students' career planning skills.

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