

## Development of Career Brochures as a Career Information Service Medium for Students

Sal Sabilah Jahra<sup>1\*</sup>, Ali Daud Hasibuan<sup>2</sup>

<sup>1,2</sup> Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

\* [sabila303223105@uinsu.ac.id](mailto:sabila303223105@uinsu.ac.id)

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#### ABSTRACT

This study aimed to develop a career brochure based on Holland's Theory (RIASEC) as a career information service medium for students and to examine its feasibility and practicality. The study employed a Research and Development (R&D) method using the 4D development model, which consists of the Define, Design, Develop, and Disseminate stages. The research subjects were eleventh-grade students of MAS Nurul Fadhillah Medan selected through purposive sampling. The research instruments included a needs assessment questionnaire, material and media expert validation sheets, and student and teacher response questionnaires. The validation results indicated that the career brochure obtained a score of 90% from the material expert and 91% from the media expert, both categorized as very good. The practicality test results showed percentages of 97.25% based on students' responses and 83.3% based on the guidance and counseling teacher's response, both of which were categorized as highly practical. The findings revealed that the developed career brochure is feasible and practical for use as a career information service medium. Furthermore, it assists students in understanding their personality types, identifying suitable career options, and planning their future careers more effectively and systematically.

### 1. INTRODUCTION

Education is a process that not only focuses on developing students' academic abilities but also prepares them to face life in the future, including making choices about further studies and careers (Safitri, Farabi, Farabi, & Putri, 2023; Iskandar, Mesiono, & Sit, 2025). At the high school level, students are in the teenage development phase, which is marked by the need to recognize their own potential, understand their interests and talents, and start planning the career path they will take after finishing their education (Anggraini & Hasibuan, 2025; Nasution & Siregar, 2023). Therefore, guidance and counseling services at school play a strategic role in helping students get accurate and relevant information about the education and work world. Career information services are one of the important services in guidance and counseling that aim to help students understand various education options, jobs, and career opportunities that match their personal characteristics (Kano, Sheikh, & Toyama, 2021; Otolo, 2022). According to the career development theory proposed by (Super, 1990), Teenage years are a stage of exploration, a period when individuals start to recognize their interests, abilities, values, and available career choices. At this stage, students need various sources of information that can help them make career decisions accurately and responsibly. A lack of career information can cause students to feel confused in deciding on further education or jobs that match their potential. Education isn't just about developing students' academic skills, but also preparing them to plan for the future, including choosing further studies and careers. At the Madrasah Aliyah level, students are at a stage where they need to start recognizing their interests, talents, abilities, and various career opportunities that match their potential (Ardiwinata, Manurung, & Adelina, 2025). Therefore, career information services have become an important part of guidance and counseling to

help students make the right career decisions. Career information services aim to help students understand various education and job options that they can use as a reference for planning their future. However, based on initial observations in Class XI at MAS Nurul Fadhilah Medan, it was found that some students still have a limited understanding of career choices that match their interests and abilities. In addition, career information is still mostly delivered through lectures, which makes students less interested and less able to fully grasp the material. To address this problem, a medium is needed that can present career information in an interesting, practical, and easy-to-understand way. One medium that can be used is a career brochure. Brochures have the advantage of presenting information in a concise, clear manner and are equipped with appealing visuals, which can increase students' interest in learning about career information. Through brochures, students can get information about various career options, educational requirements, and career opportunities that match their own characteristics. Based on this situation, creating a career brochure as a career information service medium for 11th-grade students at MAS Nurul Fadhilah Medan is important to do. Career information services are one of the important components in guidance and counseling programs aimed at helping students understand themselves, recognize various education and job options, and plan their future careers in a more directed way. Research (Basuki & Kurniawan, 2022; Tarigan & Lestari, 2023) It shows that using media in career information services can improve students' understanding of the working world and career decision-making. Therefore, developing effective career service media becomes one of the important focuses in guidance and counseling research.

Previous research has developed various career information service media, such as career modules, guidebooks, audiovisual media, as well as digital media based on websites and applications. The research conducted by (Farawowan, Subroto, Sujatmiko, Assabana, & Nastiti, 2023) shows that using engaging and interactive career media can boost students' career readiness. Also, research by (Veronica, Purwanta, & Mahardhika, 2021; Suriatie, Rizka, & Sangalang, 2025) explaining that providing systematic career information can help students understand the connection between their own potential and the career options available. However, most research still focuses on the use of digital media, while the development of simple printed media like career brochures is still relatively limited. The research gap is also evident in the context of the research targets. Most studies on career media development are conducted in public schools or universities, while research specifically developing career information service media for madrasah aliyah students is still very limited. In addition, the media that are developed generally only contain information about educational majors and professions without linking them to students' personality traits as a basis for career choice. In fact, according to (Holland, 1997), The match between personality type and work environment is an important factor that affects a person's career success and satisfaction. Based on this gap, this study offers something new by developing a career brochure as a career information service medium specifically designed for 11th-grade students at MAS Nurul Fadhilah Medan. The novelty of this research lies in integrating Holland's theory (RIASEC) into the brochure's content, so students not only get information about various career options but can also recognize their personality types and connect them with suitable job fields. Moreover, the brochure was developed based on an analysis of student needs in the school environment, making the media more contextual, practical, and in line with the users' characteristics. Thus, this study is expected to provide both theoretical and practical contributions to the development of guidance and counseling media, especially in career information services based on Holland's theory. The resulting product not only serves as a source of career information but also as a tool that helps students understand their potential and make more mature career plans from an early stage.

## 2. METHODS

This research uses a Research and Development (R&D) approach aimed at producing a product and testing its feasibility and practicality before being used more widely. According to (Sugiyono, 2024), Research and development (R&D) is a research method used to create a specific product and test its effectiveness. In this study, the product being developed is a career brochure designed to help students improve their understanding of careers according to their personality types and career interests. The process of developing a career brochure refers to the 4D (Four-D Model) development model proposed by (Thiagarajan, Semmel, & Semmel, 1974), which consists of four stages, namely Define, Design, Develop, and Disseminate. In the Define stage, the researcher identifies students' needs for career information services through observation, interviews, and literature review. The results of this stage are used as the basis for determining the content, objectives, and specifications of the career brochure that will be developed. The Design stage is carried out by creating an initial draft of the career brochure, which includes the design of the appearance, layout, image selection, use of colors, and preparation of career information material. The brochure is designed to present information in a concise, attractive, and easy-to-understand way for students (Arsyad, 2019). The material included in the brochure is tailored to students' needs and integrates information about personality types and relevant career choices. Next, in the Develop stage, the brochure design that has been created is developed into a product that is ready to use. The product is then validated by content experts and media experts to assess the feasibility of the content, language, material presentation, graphic design, and ease of use (Nieveen, 1999). The validation results are used as a basis to make revisions and improvements to the product so that a career brochure suitable for use in career information services can be obtained. The final stage is Disseminate, which is the distribution of products that have been deemed feasible. At this stage, career brochures are distributed in a limited way to 11th-grade students at MAS Nurul Fadhilah Medan through guidance and counseling services. In addition to being handed out in print to students, the brochures are also given to guidance and counseling teachers as a supporting medium for career information services at school. To make access and further use easier, the brochures are provided in a digital (PDF) format so they can be reused by both teachers and students. This distribution stage aims to introduce the product while also testing its practicality in the implementation of career information services. The subjects of this study are 11th-grade students at MAS Nurul Fadhilah Medan, selected using a purposive sampling technique. This technique was chosen because the research subjects are determined based on certain characteristics that match the research objectives. The selection of 11th-grade students is based on their need to start understanding and planning their careers more thoroughly in preparation for further education or entering the workforce. The research instruments used include a needs analysis questionnaire, material expert validation sheet, media expert validation sheet, student response questionnaire, guidance and counseling teacher response questionnaire, and documentation. The needs analysis questionnaire is used to identify students' needs regarding career information service media. The validation sheets are used to assess the feasibility of the developed product, while the student and teacher response questionnaires are used to determine how practical the use of the career brochure is. Documentation is used as supporting data related to the research development and implementation process (Sugiyono, 2024). To clarify the function of each instrument used in the study, the following table is presented.

**Table 1. Research Instruments**

No.	Instrument	Respondents/Data Sources	Purpose of Use
1	Needs Analysis Questionnaire	Eleventh-grade students of MAS Nurul Fadhilah Medan	To identify students' needs regarding career information service media and the materials required in the career brochure.

No.	Instrument	Respondents/Data Sources	Purpose of Use
2	Material Expert Validation Sheet	Guidance and Counseling (GC) material experts (lecturers/teachers)	To evaluate the suitability of the content, accuracy of the material, language use, and relevance of the career information presented in the brochure.
3	Media Expert Validation Sheet	Media experts (lecturers/teachers)	To assess the design aspects, appearance, layout, readability, and overall quality of the career brochure as a learning medium.
4	Student Response Questionnaire	Eleventh-grade students of MAS Nurul Fadhilah Medan	To determine the practicality, ease of use, and attractiveness of the career brochure from the students' perspective.
5	Guidance and Counseling Teacher Response Questionnaire	Guidance and Counseling (GC) teachers	To determine the practicality and usefulness of the brochure as a career information service medium in schools.
6	Documentation	Research documents and activities	To collect supporting data in the form of activity photographs, validation results, and evidence of research implementation.

The data obtained from each instrument were then analyzed using quantitative descriptive analysis techniques. The results from expert validation and practicality tests were calculated as percentages to determine the feasibility and practicality of the developed product. Next, these percentages were interpreted based on predetermined assessment criteria so that the validity, feasibility, and practicality of the career brochure as a career information service medium for students could be understood (Riduwan, 2018).

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

The Define stage involves activities aimed at determining the product to be developed along with its specifications. This stage includes a needs analysis conducted through field research and a literature review. The researcher carried out a needs analysis at MAS Nurul Fadhilah to identify the problems faced by students, particularly those related to career understanding and career planning. The analysis was conducted through observations and interviews with teachers and students to obtain a comprehensive understanding of the actual conditions within the school. In addition, the researcher conducted a literature review by examining relevant theories and previous studies, particularly those related to the development of career guidance media and the RIASEC personality theory. The results of this stage served as the foundation for determining the specifications of the product to be developed, namely a career brochure tailored to the needs of students at MAS Nurul Fadhilah. The Design stage aims to develop an initial blueprint of the product based on the results of the needs analysis conducted in the previous stage. At this stage, the researcher systematically designs both the content and the visual appearance of the product. The brochure is designed to present career information in a clear and easily understandable manner while integrating the principles of the RIASEC personality theory to help students identify their interests, talents, and personality characteristics related to career choices. Attention is also given to layout, illustrations, typography, and overall presentation to ensure that the brochure is attractive, informative, and easy for students to understand. The final outcome of this stage is a design prototype that will be used in the subsequent development and validation processes.

### 3.1.1. Material Preparation

At this stage, the researcher collects and organizes the materials to be included in the product by referring to the module that was previously developed. The module contains career guidance material based on the RIASEC personality theory, including how to use career brochure media in providing services to students. Next, the researcher selects, simplifies, and adjusts the material from the module to match the characteristics of the career brochure media. The material presented focuses on key points, such as introducing personality types as well as career and study program recommendations that are relevant. The material is compiled using concise, communicative language that is easy for students to understand.

### 3.1.2. Product Design

At this stage, the researcher starts designing a product in the form of a career brochure. The product design includes deciding on the brochure format, layout, color choices, font types, and the use of appealing images or illustrations. This design aims to make the product not only informative but also capable of attracting students' interest in reading and understanding the brochure's content. The result of this stage is an initial draft of the career brochure that is ready to be developed in the next stage. The Develop stage is the stage of turning the product design made in the previous stage into a product ready to use. At this stage, the researcher develops a career brochure based on the design and materials that have been prepared.

### 3.1.3. Product Creation

At this stage, the researcher starts developing a product in the form of a career brochure by referring to the design that has been made. The creation process is carried out using graphic design software, namely Canva. The material that was prepared earlier is then integrated into the brochure design to produce a product that meets the development goals and the needs of students. The product developed is a career brochure based on Holland's Theory (RIASEC) designed using the Canva app. This brochure has three main parts: the front page, the content page which includes RIASEC personality classifications and career recommendations, and the back page that contains usage instructions and supporting information.



Figure 1. Front View of the Career Brochure

Note: The front page features the title 'Discover Your Potential Through Holland's Theory (RIASEC)', an illustration of students, school identity, and the purpose of using the brochure as a career information service medium.



Figure 2. Main Content of RIASEC-Based Brochure

Description: The content section includes six Holland personality types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional), the characteristics of each type, as well as recommended study programs and suitable career options.



Figure 3. Back View of the Brochure

Note: The back page contains steps for career exploration, tips for choosing a college major, contact information for the guidance counselor, and motivation for planning your future career.

### 3.1.4. Expert Validation

The product that was developed was then validated by experts, namely material experts and media experts. The purpose of validation by material experts is to assess whether the content is in line with career guidance concepts and Holland's theory (RIASEC), while validation by media experts aims to evaluate the appearance, appeal, and feasibility of the brochure design that was developed. At this stage, the researcher determines which experts or validators will perform the assessment of the media. The selected validators are competent individuals with expertise in evaluating both material and media aspects. The assessment given by the validators is carried out using a validation instrument that was prepared beforehand. Besides giving scores, the validators also provide suggestions and feedback regarding the strengths, weaknesses, and aspects that need improvement in the product. The assessment results and recommendations from the validators are then used as material for revisions to refine the media, making it better, feasible, and aligned with the development goals. To find out the feasibility level of the product based on expert validation results, the data obtained is analyzed using the following percentage formula:

$$\text{Value} = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Information:

P = Percentage of feasibility level

∑X = Total score obtained

$\sum X_i$  = Total ideal (maximum) score  
 100% = Percentage constant

The percentage calculation results are then interpreted based on the established feasibility criteria to determine the validity and suitability level of the career brochure media being developed.

**Table 2. Qualifications for Teaching Material Assessment**

Achievement Level	Qualification	Description
> 80%	Very Good	No Revision Required
70% – 80%	Good	No Revision Required
60% – 69%	Fair	Revision Required
50% – 59%	Poor	Revision Required
< 50%	Very Poor	Revision Required

Source: Setyosari in Yudi (2024)

Expert validation questionnaire on several assessment aspects with scores 5: Very Good, Score 4: Good, Score 3: Enough, Score 2: Poor, Score 1: Very Poor. The results of the material validation analysis are explained in the following table:

**Table 3. Career Brochure Validation Score Data**

Validator	Validation Score	Qualification
Material Expert	90%	Very Good
Media Expert	91%	Very Good

From the table above, it can be seen that the material received a score of 90% with a very good criterion and the media received a score of 91% with a very good criterion. From these results, it can be concluded that the media brochure can be field-tested with revisions.

### 3.1.5. Product Revision

Based on the validation results from the experts, the researcher revised the product that had been validated. The revisions were made to fix various shortcomings found, both in terms of content and media appearance, so that the final product would be more suitable for use. The improvements were based on suggestions and feedback provided by the content and media expert validators. The revisions covered several aspects as follows.

**Table 4. Product Revisions Based on Validator Suggestions**

Aspect	Before Revision	Validator's Suggestions	After Revision
Career Content	Some professions did not reflect current labor market developments.	Add technology-based and digital professions.	Added professions such as Data Analyst, UI/UX Designer, Digital Marketer, and AI Specialist.
Layout	The text arrangement was still dense and crowded.	Make the layout more systematic and organized.	The layout became more balanced and easier to read.
Visual Design	The lighting and color contrast were not sufficiently clear.	Improve the lighting and color scheme.	The visual appearance became brighter and more attractive.
Supporting Media	No student activity component was available.	Add career-choice activity cards.	Career exploration cards for students were provided.

### 3.1.6. Material Validation

From the material aspect, the validation was conducted by a Guidance and Counseling lecturer who possesses expertise in the field of career guidance. The validation process was carried out by providing a material expert validation sheet, which was completed by the validator to assess the suitability of the career brochure content with the concepts of career guidance and Holland's RIASEC personality theory. Based on the overall assessment conducted by the material expert

validator, the career brochure obtained a score percentage of 90%, which falls into the “very good” category. This result indicates that the developed career brochure meets the criteria of validity and is appropriate for use as a medium for career guidance services. Nevertheless, the validator provided several suggestions for improvement that needed to be addressed by the researcher. One of the recommendations was to revise the career classifications by incorporating occupations that are currently in high demand and relevant to the rapid advancement of science and technology. In response to this feedback, the researcher revised the career recommendation section to better align with contemporary labor market needs and emerging career trends.

### 3.1.7. Media Validation

From the media aspect, the validation was also conducted by a Guidance and Counseling lecturer with expertise in the development of instructional media and guidance services. The evaluation was carried out using a media expert validation sheet covering several aspects, including appearance, design, readability, attractiveness, and the feasibility of the media for practical use. Based on the overall assessment provided by the media expert validator, the career brochure obtained a score percentage of 91%, which falls into the “very good” category. This result indicates that the developed career brochure meets the criteria of being highly feasible for use in career guidance services at schools. However, the validator provided several suggestions for product improvement, including enhancements to the lighting, layout, and the quality of the printed material to make the brochure more visually appealing and comfortable to read. In addition, the validator recommended the development of career choice cards as supporting media to encourage greater student participation in career exploration and career planning activities. Based on these recommendations, the researcher revised the brochure design to improve the quality and effectiveness of the developed media.

Before Revision

After Revision



Figure 4. Media Validation Display

Following the suggestions provided by the media validator, the researcher has made several improvements as shown in the image above. The researcher made several improvements to the career brochure product, including enhancing lighting quality to make the visual appearance clearer and more attractive, rearranging the layout to be more systematic and easier to understand, and selecting a more suitable type of paper to improve print quality. In addition, the researcher also developed career choice cards as a supporting medium to increase student participation in career information services. After the revisions were made, the career brochure product became more optimal in terms

of both appearance and functionality, making it suitable for use in the implementation of career guidance services.

**3.1.8. Practicality Test**

The product trial was conducted on April 23, 2026, at MAS Nurul Fadhilah Medan. The trial activities were carried out in a classical manner involving students as subjects using the career brochure media. Before the media was used, the researcher first provided an explanation regarding the purpose of the service, the procedures for using the career brochure, and instructions for conducting activities based on John Holland's personality types (RIASEC). Next, the students were divided into several groups, and each group followed the media usage instructions that had been adjusted to the service module provided by the researcher. Below is the table of the practicality of the career brochure media.

**Table 5. Practicality Criteria**

Assessment Score	Criteria
0% – 25%	Impractical
26% – 50%	Less Practical
51% – 75%	Practical
76% – 100%	Very Practical

Source: Rhere (2021)

After the service activities were completed, the researcher distributed response questionnaires to determine the practicality level of the developed career brochure media. The questionnaires were given to all students who participated in the trial activity, totaling 14 students. The data results from the questionnaires in this study are twofold: student questionnaires and teacher questionnaire results. The results obtained from the student questionnaires, which included 14 students, were calculated by summing the total scores as follows:

**Table 6. Student Questionnaire Results**

Statement	Score
The career brochure is visually appealing and interesting to read.	66
The colors and design of the brochure make me interested in learning about careers.	68
The text in the brochure is easy to read.	70
The language used in the brochure is easy to understand.	69
The career information presented in the brochure is clear and easy to comprehend.	67
The brochure helps me learn about different types of careers.	68
The brochure helps me understand career planning.	67
The brochure increases my interest in seeking career information.	69
The brochure makes it easier for me to understand the steps involved in choosing a career.	66
The content of the brochure is relevant to students' needs.	68
The brochure makes career information services more enjoyable.	69
After reading the brochure, I am more motivated to think about my future career goals.	68
The brochure is appropriate for use as a medium for career information services.	70
<b>Total Score</b>	<b>885</b>

Then it is calculated using the following formula:

$$P = \frac{\sum \text{Nilai Semua aspek}}{\sum \text{jumlah aspek} \times N} \times 100\%$$

$$= \frac{885}{910} \times 100\% = 97,25\%$$

The teacher questionnaire was given to Mrs. Vansisca Elsa Fadhilah, M.Pd as the guidance counselor. The following is the table of the teacher questionnaire results:

**Table 7. Teacher Questionnaire Results**

Aspect	1	2	3	4	5
The content of the brochure is aligned with the objectives of career information services.				✓	
The brochure content meets students' needs.				✓	
The language used in the brochure is easy to understand.				✓	
The brochure design is attractive and appropriate to students' characteristics.					✓
The brochure is easy to use in guidance and counseling services.				✓	
The career information in the brochure is organized systematically.				✓	
The brochure helps counselors deliver career information services effectively.				✓	
The brochure can increase students' interest in career planning.				✓	
The brochure is practical to use in career information service activities.				✓	
The brochure is practical to use at any time during the guidance and counseling process.				✓	
The brochure helps students understand further study options and career opportunities.				✓	
The career brochure is appropriate for use as a medium for career information services in schools.					✓

**Table 8. Rating Scale**

Score	Category
1	Very Poor
2	Poor
3	Fair
4	Good
5	Very Good

$$P = \frac{50}{60} \times 100\% = 83,3\%$$

Based on the results of the practicality questionnaire given to 14 student participants and 1 guidance counselor, the career brochure media received a very good response. In the student questionnaire, the career brochure media obtained a total score of 885 out of the ideal score of 910. After calculating the percentage, a value of 97.25% was obtained, categorized as very practical. These results indicate that the career brochure media is easy to use, has an attractive appearance, uses easily understandable language, and can help students understand career information and future planning. Meanwhile, based on the practicality test questionnaire for the guidance counselor, the career brochure media obtained a total score of 50 out of the ideal score of 60, with a percentage of 83.3%, and is included in the very practical category. Thus, based on the results of the practicality test, it can be concluded that the career brochure media developed meets the practicality aspect and is feasible to be used as a career information service medium for students at MAS Nurul Fadhilah Medan.

### 3.2 Discussion

This study aims to develop a career brochure based on Holland's theory (RIASEC) as a career information service tool for students at MAS Nurul Fadhilah Medan. The results show that the developed media has a very high level of validity according to material experts (90%) and media experts (91%), as well as a very high level of practicality based on responses from students (97.25%) and guidance counselors (83.3%). These results indicate that the RIASEC-based career brochure developed meets the criteria to be suitable for use in career guidance and counseling services. This finding can be explained through the career choice theory developed by Holland. According to (Holland, 1997), Every individual has a certain personality tendency that will influence their choices in education, jobs, and work environments that they consider suitable for themselves. The six personality types known as RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) form the basis for understanding the relationship between an individual's characteristics and the working world (Blakeslee, Miller, & Uretsky, 2022). Therefore, presenting career information based on the RIASEC classification in brochures gives students the chance to explore themselves while also understanding various career options that match their personal characteristics. The results of this study also reinforce the view (Mimi & Mani, 2024) which explains that adolescence is at the career exploration stage. At this stage, individuals begin to develop self-concept, recognize their interests and abilities, and start considering various educational and job options for the future. In the context of this study, career brochures serve as a medium that helps students get the information they need to support this exploration process. The high positive response from students shows that the developed media is able to meet the career development needs of learners in the exploration phase. The high level of material validity obtained (90%) shows that the brochure content is in line with career information service principles and career development theory. According to (Fuqua, 2024), Career information services are one of the important services in guidance and counseling aimed at helping students gain an understanding of the education world, the working world, and the connection between the two. Accurate and relevant information is a key factor in the success of these services. Therefore, the success of this medium is closely tied to the process of preparing materials that refer to Holland's theory and are adjusted to the real needs of students at school.

In addition, the revision of the material based on validator feedback shows that the developed media has the ability to adapt to the modern working world. The addition of professions like Data Analyst, UI/UX Designer, Digital Marketer, and AI Specialist reflects the 21st-century competency needs that are currently evolving. According to (Biney, 2023), Digital transformation has created all sorts of new jobs that require tech skills, data analysis, creativity, and problem-solving abilities. That's why presenting career information that keeps up with the changing job market is really important, so students not only get to know traditional professions but also understand career opportunities that arise from technological advancements. From the media aspect, a validation score of 91% shows that the brochure design has met the principles of educational media development. According to (Upadhy & RoyChowdhury, 2024), A good learning media should be able to grab attention, clarify the message, and boost students' motivation to learn. Using visual illustrations, attractive colors, a systematic layout, and simple language in the developed brochure has been proven to increase the media's appeal. This is evident from the high scores in appearance and readability given by both media validators and students. The findings can also be explained through the Cognitive Theory of Multimedia Learning proposed by (Kato, Yamamoto, Miyaji, Katsuki, & Kataoka, 2022). This theory explains that information is easier to understand when presented through a combination of text and visuals rather than just text alone. The career brochure that was developed combines textual information about RIASEC personality types with engaging visual illustrations, helping students understand the material more effectively. Therefore, the success of this media is

influenced not only by the quality of the content but also by how the information is presented in a way that fits the students' learning characteristics. The practicality test results, which scored 97.25% from the students, show that the developed media is very easy to use and well received. This high level of practicality indicates that students feel the brochure can provide clear, easy-to-understand, and relevant information for their needs. This finding is in line with research by (Gossen & Ivey, 2023) which found that using print media in career guidance services can improve students' understanding of career planning because the information presented can be read repeatedly according to the students' needs.

The very high practicality percentage also shows that this media successfully increases students' motivation in thinking about their future careers. This can be seen from students' responses stating that after reading the brochure, they became more interested in searching for career information and more motivated to set career goals for the future. According to (Cabell, 2023), An individual's motivation in making career decisions is greatly influenced by self-efficacy or confidence in their own abilities. Clear and easy-to-understand career information can help boost students' confidence in choosing education or jobs that suit them. From the perspective of the guidance counselor, a practicality result of 83.3% shows that career brochures can be used effectively in carrying out career information services. This result supports the opinion (Moss-Pech, 2021) which states that media in guidance and counseling services must be able to help counselors deliver information in a more systematic, interesting, and efficient way. With career brochures, the guidance counselor doesn't need to explain all the information verbally because students can read and learn the material on their own. This makes the service process more effective and allows the counselor to provide guidance that is more focused on discussion and exploring students' careers. Another advantage of the developed media is the presence of career exploration cards as supporting media added based on the validator's suggestions. The addition of this supporting media shows that the development process does not only focus on delivering information but also on the active involvement of students in service activities. According to the constructivist theory proposed by (Ali & Salam-Salmaoui, 2024), The learning process becomes more meaningful when students are actively involved in building their own understanding. Therefore, using career exploration cards has the potential to boost student participation in identifying their interests and planning their careers. Overall, the results of this study show that developing a career brochure based on Holland's theory (RIASEC) successfully produced media that is valid, practical, and relevant to the needs of today's students. By integrating Holland's theory, educational media design principles, and career information aligned with the developments in the job market, this media serves not only as a means of delivering information but also as a tool to help students develop career awareness, self-exploration, and future planning. Therefore, a RIASEC-based career brochure can be recommended as an effective career information service tool to use in school counseling and guidance services.

#### 4. CONCLUSION

Based on the results of the study on the development of a career brochure media based on Holland's Theory (RIASEC) at MAS Nurul Fadhilah Medan, it can be concluded that the developed media meets the criteria of validity and practicality for use in career information services. This is evidenced by the material expert validation score of 90% and the media expert validation score of 91%, both of which fall into the "very good" category. In addition, the practicality test results showed percentages of 97.25% from students and 83.3% from the school counselor (guidance and counseling teacher), both categorized as "very practical." These findings indicate that the developed career brochure effectively assists students in recognizing their potential, understanding personality characteristics based on Holland's Theory (RIASEC), and obtaining information regarding

educational and career options that align with their interests, talents, and personality traits. Furthermore, this media provides positive implications for the implementation of guidance and counseling services, particularly career information services, as it serves as an attractive, user-friendly, and effective alternative medium that helps school counselors deliver career information in a more systematic manner. Nevertheless, this study has several limitations. First, the research was limited to the development and practicality testing stages. Second, it involved a relatively small number of respondents. Third, it did not examine the effectiveness of the media in improving students' career maturity or career decision-making abilities. In addition, the developed product is still in the form of printed media, which limits its accessibility compared to digital media. Therefore, future studies are recommended to conduct a more comprehensive evaluation of the media's effectiveness, involve larger and more diverse samples, and develop the career brochure into a digital or interactive format to better align with technological advancements and the needs of today's students. Thus, the Holland's Theory (RIASEC)-based career brochure is expected to be further developed and more widely utilized as an innovative medium for career guidance services in schools.

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