

## DEVELOPMENT OF GROUP-BASED CAREER *FISHING CHALLENGE* MEDIA TO STRENGTHEN STUDENTS' CAREER UNDERSTANDING

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### ABSTRACT

Career understanding is an essential competency that should be developed from the elementary school level to help students recognize their interests, abilities, and future career opportunities. However, career guidance services in schools are still predominantly delivered through conventional lecture methods, limiting students' active engagement in career exploration. This study aimed to develop a group-based *Fishing Challenge* game as a guidance and counseling medium to strengthen elementary school students' career understanding. The study employed a Research and Development (R&D) approach using the 4D development model, limited to the Develop stage. The research involved one media expert, one material expert, one teacher, and 26 fifth-grade students at SD Al-Mukmin. Data were collected through observation, interviews, documentation, and questionnaires and analyzed using descriptive percentage techniques. The findings indicate that the developed media is highly feasible based on expert validation and is considered highly practical by both teachers and students. The game successfully provides an interactive and collaborative learning experience that supports students in recognizing various occupations and career concepts. These findings imply that game-based guidance media can serve as an innovative and engaging alternative for career guidance services in elementary schools while promoting more active student participation in career learning

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### INTRODUCTION

Guidance and counseling constitute an essential component of the educational system, supporting students' personal, social, academic, and career development through services that foster self-understanding, independence, and future planning (Rizkiya Aji et al., 2026). At the elementary school level, career guidance is particularly important because children begin to develop interests, aspirations, and initial perceptions of occupations.

Accordingly (Amirullah et al., 2023) career guidance should not merely introduce various professions but also facilitate students' understanding of their own abilities and interests while encouraging positive attitudes toward future career planning. In the face of the increasingly complex dynamics of community development and the world of work, guidance and counseling services are required to be able to provide services that are innovative, adaptive, and in accordance with the needs of students at every level of education (Pangestuti et al., 2023). At the elementary school level, guidance and counseling services are one of the important components in supporting the development of students as a whole, so it needs to be carried out interactively, innovatively, and in accordance with the characteristics of student development (Triska Aulia Viranti, 2025) and (Manurung et al., 2026). Guidance and counseling at school aims to ensure that after participating in services, students are able to understand themselves and develop their potential, get to know various types of jobs and educational requirements, and be able to choose a career that suits their abilities, interests, and information appropriately and responsibly (Arsini, 2017).

One of the service areas in guidance and counseling is career guidance. Career guidance plays a role in helping students get to know themselves, understand various types of work, and develop readiness to plan for the future according to their interests and abilities (Winkel & Hastuti, 2012). At the elementary school level, career guidance services are important because students begin to form their goals, interests, and early knowledge about the world of work. Therefore, career guidance services need to be carried out in an attractive manner and in accordance with the characteristics of student development in order to be able to help them get to know various professions and foster career insights from an early age (Prince, Angelina Ginting et al., 2024). Career understanding is the ability of students to get to know various types of jobs and understand their potential, interests, and abilities as a basis for determining career choices in the future. Career understanding needs to be developed from elementary school because it is the foundation for students' career development. Through understanding careers from an early age, students can get to know various professions, understand their potential, and have an idea of future career choices (Sriwahyuni et al., 2025).

According to Donald Super's career development theory, elementary school students are in the growth stage (ages 0–14 years), which is the phase when individuals begin to build self-awareness, develop interests, and form an initial perception of the world of work. Therefore, strengthening career understanding since elementary school is important to help students develop career awareness as a basis for career development at the next stage (Super, 1980). Referring to this concept, this study uses four indicators of career development, namely self-understanding, knowledge of the world of work, ability to make career decisions, and attitude towards career. Self-understanding is related to students' ability to recognize their interests, talents, abilities, and potentials as the basis for determining career choices (Feni Listari et al., 2026). Knowledge of the world of work is related to the ability of students to recognize different types of work, understand the roles, duties, and skills needed in each profession so that they have an initial idea of the world of work. Mastering this knowledge is an important part of career development at the elementary school level because it is the basis for students to explore various career options in the future (Irmayanti et al., 2025). Furthermore, the ability to make career decisions shows the ability of students to consider various alternative profession choices based on their understanding of themselves and the information they have. In elementary school students, this ability is shown through the selection of the profession of interest accompanied by a simple reason. The attitude towards career reflects a positive view of the world of work which is shown through confidence, interest in a profession, and readiness to plan for the future.

This positive attitude will encourage students to be more active in seeking information and developing their potential (Tazkiyatun Nafsiah et al., 2026). In line with the development of educational technology, guidance and counseling media have also developed towards interactive and digital media that are able to increase the effectiveness of services according to the needs of students. Therefore, the development of educational game media is one of the alternative innovations that can be applied in career guidance services in elementary schools (Saraswati & Rukiyati,

2024). In the context of the implementation of the Independent Curriculum, learning is directed at strengthening competence, creativity, collaboration, and meaningful learning (*deep learning*). Approach *Deep Learning* emphasizing students' active involvement in the learning process through deep understanding, critical thinking, and the ability to relate concepts to real life (Maelasari & Lusiana, 2025). Therefore, career guidance services also need to be supported by learning media that are able to actively involve students so that the learning process becomes more meaningful. Various studies show that the use of game media in career guidance and learning services has positive potential.

Research (Ulfiah & Wahyuningsih, 2023) shows that educational games are able to increase student motivation and learning outcomes. In addition, (Armajin et al., 2024) Found that the Career Quartet Card Media was effective in helping elementary school students' career recognition and understanding through interactive and fun play activities. However, the problem of understanding careers in elementary school students is still a concern. Research (Rochani Rochani, Bangun Yoga Wibowo, 2020) shows that the level of career understanding of grade V students of SDN Cipocok Jaya 2 still varies, namely 58% are in the high category, 21% are in the medium category, and 21% are in the low category. The findings show that there are still students who have career understanding in the medium and low categories so they need services and media that can help improve their career understanding. The results of the preliminary study conducted in class V-A SD Al-Mukmin show that there is a need for the development of career guidance service media. Based on the results of the needs analysis obtained through the distribution of questionnaires to students, a score of 1,210 was obtained from a maximum score of 1,300 or reached a percentage of 93.08% with the category of being needed. The results of the analysis showed that students liked learning that involved play activities, interesting visual media, and activities that provided opportunities to get to know different types of work in a fun and interactive way.

The findings were strengthened by the results of interviews with guidance and counseling teachers who showed that students' career understanding is still limited to several professions that are often encountered in daily life, such as teachers, doctors, police, farmers, and traders. In addition, the career guidance services that have been provided so far are still dominated by lecture and question and answer methods so that students tend to be passive and easily feel bored. Guidance and counseling teachers also said that schools need media that are more attractive, easy to use, and in accordance with the characteristics of elementary school students to help the implementation of career guidance services. Based on these conditions, there is a gap between ideal conditions and actual conditions. Ideally, career guidance services in elementary schools should be able to help students get to know different types of professions through activities that are interesting, interactive, and appropriate to the student's developmental stage. However, in actual conditions, students' career understanding is still limited and the implementation of career services is still dominated by conventional methods with limited media utilization. In addition, no research has been found that specifically develops game media *Fishing Challenge* group-based to strengthen the career understanding of elementary school students. In an effort to overcome these problems, this research developed a game media *Fishing Challenge* group-based. This media is designed to facilitate students in getting to know different types of jobs, understanding the characteristics and duties of the profession, and connecting career information with their interests and potential through interactive game activities. The development of game media in this study is also based on the principle of *Cooperative Learning* which emphasizes cooperation between students in achieving learning objectives.

These findings demonstrate a discrepancy between the expected implementation of active career guidance and current classroom practices. To address these challenges, this study developed a group-based Fishing Challenge game as a career guidance medium for elementary school students. The game incorporates cooperative learning principles by (Santosa & Sudirman, 2023) engaging students in collaborative fishing activities, challenge-card discussions, and reward-based interactions that encourage active participation and peer learning. In addition, this

media applies an educational game approach that combines game elements with learning objectives so that the service process becomes more interesting and meaningful for students (Uno & Mohamad, 2022). Through these activities, students learn to recognize occupations, understand job characteristics and required competencies, and relate career information to their own interests and potential in an enjoyable learning environment. The novelty of this study lies in the integration of collaborative gameplay, challenge-based learning, and cooperative interaction into a single career guidance medium. Unlike previous career guidance media that primarily rely on flashcards or printed visual materials, the proposed *Fishing Challenge* game combines educational gameplay with structured group discussion and experiential learning to strengthen elementary school students' career understanding. Therefore, this study aims to develop the group-based *Fishing Challenge* game and evaluate its feasibility and practicality as an innovative medium for career guidance services in elementary schools.

## METHOD

This study employed a Research and Development (R&D) approach to develop a group-based *Fishing Challenge* game as a career guidance medium for strengthening elementary school students' career understanding. The study adopted the Four-D (4D) development model proposed by Thiagarajan, Semmel, and Semmel, consisting of the Define, Design, Develop, and Disseminate stages (Judijanto et al., 2024). However, the research was limited to the Develop stage because its primary objective was to produce a valid and practical instructional medium (Riswanto et al., 2023). The development process was guided by the principles of Game-Based Learning, which emphasize active participation, collaboration, and experiential learning through structured educational games (Sugianto, 2023). During the Define stage, observations, interviews with the guidance and counseling teacher, and a needs analysis questionnaire were conducted to identify students' career guidance needs and instructional problems. The Design stage involved developing the game prototype, preparing career learning materials, designing supporting components, producing a user manual, and constructing the research instruments. The developed product consisted of a game pool, magnetic fishing equipment, career fish cards, challenge cards, reward cards, and a teacher's guidebook.

The Develop stage comprised expert validation, product revision, and a limited field trial. The validation process involved one media expert and one career guidance expert who evaluated the content, design, usability, and instructional aspects of the developed media. Suggestions provided by the experts were incorporated into the revised prototype before field testing. The practicality test involved one guidance and counseling teacher and 26 fifth-grade students of SD Al-Mukmin. Data were collected through observations, interviews, documentation, and questionnaires. The instruments included a needs analysis questionnaire, media validation sheet, material validation sheet, teacher response questionnaire, and student response questionnaire. Prior to implementation, the instruments underwent content validity assessment through expert judgment to ensure that each item appropriately represented the intended constructs and research objectives. The consistency of the expert evaluations was examined through inter-rater agreement before the instruments were used in the field trial. Qualitative data were analyzed descriptively using data reduction, data display, and conclusion drawing (Judijanto et al., 2024). Quantitative data were analyzed using descriptive percentage analysis to determine the levels of need, validity, and practicality of the developed media. The percentage score was calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Percentage of eligibility

f = Score obtained

N = Maximum score

Where  $P$  denotes the percentage score,  $f$  is the obtained score, and  $N$  is the maximum possible score. The resulting percentages were interpreted according to the feasibility criteria proposed by (Arikunto, 1992). This study was conducted with permission from the school administration. Participation was voluntary, and informed consent was obtained from the classroom teacher and the students' parents or legal guardians prior to data collection. All participant information was kept confidential and used solely for research purposes in accordance with educational research ethics.

## Result and Discussion

### Results

#### Needs Test Results

Needs analysis was carried out on 26 students of class V (A) SD Al-Mukmin through observation, teacher interviews, and media needs analysis. The results of the analysis show that students need engaging, interactive, and game-based learning media to help understand different types of jobs and careers.

**Table 1 Media Needs Analysis Results**

| Requirements Test Aspects | Scores Obtained | Maximum Score | Introduce yourself | Categories  |
|---------------------------|-----------------|---------------|--------------------|-------------|
| Students' media needs     | 1210            | 1300          | 93,08%             | Much Needed |

Based on the results of observations, questionnaires analyzing student needs, and interviews with Guidance and Counseling teachers, it was found that there is a need for the development of media that can support career guidance services in elementary schools. The results of the questionnaire showed that students' needs for the media obtained a percentage of 93.08% with the category of being urgently needed. The highest percentage was found in the aspect of learning motivation at 95.77%, followed by the aspect of student characteristics at 95.00%, media availability at 92.69%, media needs at 91.54%, and learning effectiveness at 90.38%. These results show that students need media that is engaging, fun, interactive, and able to increase their participation in learning. The high need for game media shows that the characteristics of elementary school students prefer learning that involves hands-on activities. This is in accordance with the opinion (Kusnadi Edy, 2018) which states that guidance and counseling media function as a communication tool that can increase the effectiveness of service delivery while increasing student involvement in the learning process. These findings are strengthened by the results of interviews with Guidance and Counseling teachers who show that career guidance services in the classroom are still dominated by lecture and question and answer methods with limited media use. This condition causes students to be less active during learning and easily feel bored. In addition, students' understanding of different types of jobs is still limited to the professions they often encounter in the surrounding environment.

The teacher also said that media is needed that can help students get to know various types of work in a more interesting way and in accordance with the characteristics of elementary school students' development. Grade V elementary school students are at the concrete operational stage, making it easier to understand information through direct experience, play activities, the use of visual media, and group work. Therefore, the media developed needs to provide opportunities for students to be actively involved in the learning process as well as allow them to learn through interaction with peers. These needs are in line with the results of the analysis of student needs which show high interest in game-based learning and group activities. Based on the results of the needs analysis and interviews, a group-based *Fishing Challenge* game media was developed as a career guidance service media in

elementary schools. This media is designed to help students get to know different types of work through fun, interactive, and collaborative play activities. Through job card fishing, group discussions, and answering the challenges given, students are expected to gain a broader understanding of careers while increasing their motivation and activeness in participating in guidance and counseling services. Thus, the development of *Fishing Challenge media* is considered relevant to answer the needs of students and teachers in the implementation of career guidance services in elementary schools.

### Product Development

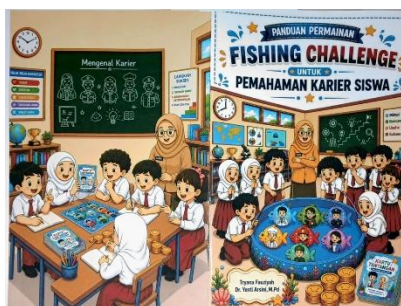
Based on the results of the needs analysis, the product developed in this study is a group-based *Fishing Challenge* game media to strengthen the career understanding of elementary school students. This media is designed as a medium of guidance and counseling services that can help students get to know different types of work through interactive and fun play activities. The *Fishing Challenge game media* is developed in the form of an educational game with a fishing theme. The media component consists of game manuals, game ponds, fishing gear, work fish, challenge cards, reward coins, coin holders and student reflection sheets. Each component is designed to support the active involvement of students in group activities as well as facilitate the process of introducing different types of work in an interesting way and in accordance with the developmental characteristics of elementary school students.

**Table 2 Components of *Fishing Challenge Game Media***

|  | Yes | Component | Image |
|--|-----|-----------|-------|
|--|-----|-----------|-------|

s

|   |           |  |
|---|-----------|--|
| 1 | Guidebook |  |
|---|-----------|--|



|   |            |  |
|---|------------|--|
| 2 | Pool Games |  |
|---|------------|--|





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## 3 Fishing Gear



## 4 Fish Jobs





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## 5 Challenge Cards





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6      Reward  
Coins



7

Coin  
Holder



Based on the table of components of the *Fishing Challenge* game media, this media consists of seven main components, namely a guidebook, a game pool, fishing tools, work fish, challenge cards, reward coins, and coin holders. Each component is designed to complement each other to support the systematic and interesting execution of the game. The guidebook serves as a guide for the use of media, a game pond as a playground, fishing rods as a means of taking work fish, work fish as a medium for delivering career information, challenge cards as a reinforcement of learning activities, reward coins as a form of appreciation for student success, and coin holders as a container for storing the rewards obtained. All of these components are designed to create an interactive, fun, and supportive environment for guidance and counseling services that help students improve their career understanding more effectively.

**Media Feasibility and Practicality**

Media validation was carried out to determine the level of feasibility of the group-based *Fishing Challenge game media* developed. Validation is carried out by one media expert by assessing aspects of media appearance, ease of use, media suitability, effectiveness, and feasibility of media. The results of the validation of media experts are presented in the Table.

**Table 3 Feasibility Validation and Practicality Results of the Group-Based *Fishing Challenge* Game Media**

| Assessment Components                                | Percentage | Categories      |
|------------------------------------------------------|------------|-----------------|
| Media Expert Validation<br>(Phase I Before Revision) | 74,2%      | Worthy          |
| Media Expert Validation<br>(Phase II After Revision) | 100%       | Highly Worth It |

|                                        |        |                 |
|----------------------------------------|--------|-----------------|
| Subject Matter<br>Expert<br>Validation | 92,8%  | Highly Worth It |
| Teacher Response                       | 100%   | Very Practical  |
| Student Response                       | 95,23% | Very Practical  |

Based on the table of expert validation results and user responses above, it can be seen that the developed media has improved in quality after going through the revision process. In the validation of media experts phase I, a percentage of 74.2% was obtained with the category of feasible but still in need of improvement. After revision according to expert advice, the results of the validation of the media expert phase II increased to 100% with the very feasible category, which shows that the improvements made have succeeded in improving the appearance and use of media. Meanwhile, the results of the validation of material experts obtained a percentage of 92.8% with a very feasible category. These results show that the material contained in the media is in accordance with the goals of career guidance services, the development characteristics of elementary school students, and the indicators of career understanding developed. The material presented is considered accurate, systematic, easy to understand, and useful for students.

The media practicality test was carried out through a questionnaire of teacher and student responses after the use of media. The results of the teacher's response obtained a percentage of 100% with the category of very feasible. Teachers consider that the media is easy to use, has clear instructions, is attractive to students, and helps the implementation of career guidance and counseling services in elementary schools. In addition, the results of student responses obtained a percentage of 95.23% with the category of very practical. Students show a high interest in the media, feel more active during learning activities, and find it easier to understand different types of work and career information through the games presented. Overall, the results of the feasibility test and practicality test show that *the group-based Fishing Challenge* game media meets the criteria for feasibility and practicality to be used as a medium for guidance and counseling services in strengthening the career understanding of elementary school students. These results indicate that the developed media is in accordance with the needs of users and can be used in the learning process effectively.

## Discussion

### Development of Group-Based Career Challenge Media to Strengthen Students' Career Understanding

The findings demonstrate that the group-based *Career Fishing Challenge* game is a feasible and practical medium for career guidance services in elementary schools. Rather than merely indicating high expert validation and positive user responses, these findings suggest that the developed media successfully addresses the mismatch between conventional career guidance practices and the developmental characteristics of elementary school students. Career guidance at this educational level requires learning experiences that are concrete, engaging, and interactive because children are still developing their understanding of occupations through direct experiences rather than abstract explanations. Consequently, the positive evaluation of the developed media reflects its alignment with students' cognitive and developmental needs rather than simply its visual attractiveness.

This finding is consistent with Super's Career Development Theory, which positions elementary school children within the growth stage, where career awareness, self-concept, and occupational interests gradually emerge through exploration and environmental experiences (Super, 1980). The *Career Fishing Challenge* game provides opportunities for students to explore occupations actively by recognizing professions, discussing job characteristics, and relating occupational information to their own interests and abilities. Such learning experiences support the formation of career awareness, which constitutes the foundation for career development during later educational stages. Therefore, the contribution of the game extends beyond introducing occupations, as it facilitates the early

construction of students' career self-concepts. Meanwhile, the understanding of the diversity of professions, the relationship between education and work, and the importance of planning goals from an early age are still not optimally developed. This condition shows that career guidance services at the elementary school level still face challenges in providing a concrete and interesting career learning experience for students. These findings are in line with the views (Armaijn et al., 2024) and (Super, 1980) through the theory of career development (*Career Development Theory*) which explains that elementary school-age children are in the growth stage (0–14 years), which is a period when individuals begin to develop self-awareness, recognize various life roles, and form an initial picture of the world of work. At this stage, direct experience and information from the environment have an important role in building a child's career self-concept.

According to (Prince, Angelina Ginting et al., 2024) Children in the fantasy phase begin to build job aspirations based on their experiences, imagination, and social environment. Therefore, providing career stimulation since elementary school is necessary so that students not only get to know professions that are limited to the immediate environment, but also gain insight into the various job options available in the community. The results of this study also strengthen the findings of the research (Nur Husniatul Farihah, Kiswoyo, 2024) which states that the development of career awareness from childhood has a contribution to an individual's ability to understand interests, self-abilities, and future job choices. Thus, the need for career guidance media that is in accordance with the development characteristics of elementary school students is an important aspect in supporting the optimization of BK services. Unlike conventional career guidance that primarily relies on lectures or printed materials, the *Career Fishing Challenge* game requires students to interact with learning materials through play, discussion, and collaborative problem-solving. This interactive process encourages deeper cognitive processing and improves students' retention of career-related concepts. Consequently, the high practicality observed in this study may be attributed to the ability of game mechanics to transform career guidance from passive information delivery into an active learning experience (Plass et al., 2020).

This research develops group-based Career Fishing Challenge game media as a media innovation for guidance and counseling services. This media is designed by integrating elements of games, group activities, discussions, and introductions to various professions through professional cards and question cards. The development of game-based media is based on the characteristics of elementary school students who are at the stage of concrete operational development. According to (Larry Nucci, Tobias Krettenauer, 2015) Elementary school-age children have an easier time understanding concepts through direct experience, manipulative activities, and interaction with the environment. Therefore, the use of games as a medium of BK services can help students understand abstract concepts such as careers through more concrete and fun experiences. Career Fishing Challenge media has advantages over conventional career guidance media such as books, posters, or verbal delivery of material. Conventional media tends to place students as passive recipients of information, while the media developed in this study encourages students to actively participate through group play mechanisms. The findings are in line with research (Syahrana Amri et al., 2025) which shows that the game media in career guidance services can increase student engagement because it provides a more interactive learning atmosphere. In addition, the research (Shalehah et al., 2020) explained that the use of game-based media is able to increase students' motivation in participating in BK services because game activities are in accordance with the needs of children's psychological development. Through professional card fishing, answering questions, discussing with groups, and completing game challenges, students gain a learning experience that is not only informative but also social.

Another important factor contributing to the effectiveness of the developed media is the integration of collaborative learning. During gameplay, students work in small groups to complete challenges, discuss occupational information, exchange opinions, and make collective decisions. Such collaborative interactions encourage peer learning and knowledge construction, which are central principles of social constructivism (Vygotsky & Cole, 1978).

This is in accordance with the constructivist approach (Vygotsky & Cole, 1978) which explains that the learning process occurs through social interaction and the active involvement of individuals in building knowledge. The results of the validation of the material experts showed that the Career Fishing Challenge media obtained a feasibility percentage of 92.8% with a very feasible category. International research on cooperative learning similarly suggests that structured collaboration promotes deeper conceptual understanding because learners actively negotiate meaning through social interaction rather than receiving information individually (Maceiras et al., 2025). These results show that the material developed is in accordance with the objectives of career guidance services, indicators of career understanding of elementary school students, and the level of development of students. Aspects that received high ratings included material suitability, accuracy of professional information, presentation systematics, language use, and material benefits. This shows that the content in the media has fulfilled the principles of BK service development which emphasizes relevance, meaningfulness, and suitability to the needs of students. These findings support research (Fazri et al., 2025) which states that BK service media needs to meet aspects of content suitability, student development, and service objectives in order to be able to provide an effective learning experience.

Media that has material according to the needs of students will be easier to accept and use in the service process. Furthermore, the results of media expert validation show that the product is in the very feasible category. The assessment includes aspects of design, visual appearance, color selection, layout, media size, ease of use, and overall product quality. These results are in accordance with the principles of learning media development according to (Mulia et al., 2024) which explains that a good media must pay attention to technical aspects such as visual design, readability, attractiveness, and ease of use. Media that has an attractive appearance can increase students' attention and motivation in participating in the learning process and counseling services. After going through the product validation and revision stage, the Career Fishing Challenge media was tested on a limited basis for BK teachers and students. The results of the teacher's response obtained a percentage of 100% with the very practical category, while the student response obtained a percentage of 95.23% with the very practical category. The positive response of the teacher shows that the media is easy to use, has clear game procedures, and helps teachers in delivering career guidance material in a more interesting way. This practicality is an important indicator that the media not only has theoretical quality, but can also be applied in the context of BK services in schools. According to (Susmayati, 2026) A product development can be said to be practical if the user is able to use the product easily and the product provides benefits in the context of actual use. Thus, the results of the study show that the Career Fishing Challenge media has fulfilled the practicality aspect as a BK service media. The positive response of the students also shows that games are capable of creating a pleasant learning experience. Students show interest in game activities, easily understand the rules of the game, and gain new knowledge about various professions. These findings are in line with research (Arsini, 2017) which emphasizes that guidance and counseling services for children need to use an approach that is in accordance with the characteristics of student development. An engaging and fun approach will increase student engagement in the service process.

Based on the overall results of the research, group-based Career Challenge media contributes to strengthening the understanding of elementary school students' careers. This media helps students get to know different types of work, understand the relationship between education and work, and begin to build a picture of future goals. The use of group games also provides additional benefits in the form of improving students' communication skills, cooperation, and social interaction. This is in accordance with social learning theory (Monika et al., 2025) which explains that individuals learn through the process of observation, interaction, and social experience. Thus, the Career Fishing Challenge media not only functions as a medium for delivering job information, but also as a means of developing the psychosocial aspects of students. The integration between games, group learning, and career materials makes this media more contextual than the purely informative career guidance approach.

From a theoretical perspective, this study contributes to the literature by demonstrating how Super's Career Development Theory can be operationalized through a collaborative game-based instructional approach. Previous studies have largely discussed career awareness conceptually, whereas this study provides empirical evidence that structured educational games can facilitate career exploration during the growth stage by combining experiential learning with social interaction. Moreover, the study enriches the application of Game-Based Learning within guidance and counseling, an area that has received relatively limited attention compared with its application in classroom instruction. The findings also have several practical implications. First, the developed media offers guidance and counseling teachers an alternative instructional strategy that is more engaging than lecture-based career guidance. Second, because the game is accompanied by structured procedures and a user manual, it can be implemented with relatively little preparation in elementary school settings. Third, the collaborative nature of the game supports the implementation of the Independent Curriculum by promoting active participation, communication, critical thinking, and collaborative learning. Finally, the media has the potential to increase students' career awareness from an early age, thereby supporting long-term educational and career planning. Despite these contributions, several limitations should be acknowledged. The product was evaluated through a limited field trial in a single elementary school, which restricts the generalizability of the findings. Furthermore, the study focused on feasibility and practicality without experimentally examining the effectiveness of the media in improving career understanding. Future studies should therefore employ quasi-experimental or experimental designs involving larger and more diverse samples to examine the impact of the *Career Fishing Challenge* game on students' career awareness, career decision-making, and long-term career development. In addition, future research may expand the media by incorporating digital technologies or adaptive game features to enhance accessibility and learning outcomes across different educational contexts.

Media Fishing Challenge Career has several advantages, namely being able to combine elements of games, group work, and career materials in one interesting service activity. This media is also equipped with a guidebook so that BK teachers can use it more easily and systematically. However, this study has some limitations. First, product trials are still carried out in a limited scope, namely one school, so the level of product generalization still needs to be tested further. Second, the research only focuses on development, validation, and practicality tests so that it has not tested the effectiveness of the media in improving career understanding through experimental design. Therefore, further research can be carried out using experimental designs such as quasi experiments to determine the influence of the use of Career Fishing Challenge media on improving students' career understanding. In addition, subsequent developments can expand professional materials, add digital features, or test implementation at a more diverse elementary school level. Overall, the results of the study showed that the group-based Career Fishing Challenge media had met valid and practical criteria based on the validation results of material experts, media experts, teacher responses, and student responses. This media can be an innovative alternative in the implementation of career guidance services in elementary schools because it is in accordance with the characteristics of student development and is able to present an active, fun, and meaningful career learning experience.

## Conclusion

Based on the results of research and development of group-based Career Fishing Challenge game media to strengthen the understanding of the careers of elementary school students, it can be concluded that this research has succeeded in producing a guidance and counseling service media that is in accordance with the needs of elementary school students. Media development is carried out based on the results of needs analysis that shows that students still have limitations in getting to know various types of professions, understanding the relationship between education and work, and building an initial picture of future goals. This condition shows the importance of providing career guidance media that is concrete, interesting, interactive, and in accordance with the development

characteristics of elementary school students. Media Fishing Challenge Group-based careers developed through the stages of the Four-D (4D) development model have met the feasibility and practicality aspects. The results of validation by material experts and media experts show that the product is in the category of very feasible, which means that the material, design, appearance, and game mechanics are in accordance with the goals of career guidance services and the characteristics of students. In addition, the results of the limited trial showed that the media received a very positive response from teachers and students. Teachers assessed that the media was easy to use, helped the delivery of career services, and was able to increase student involvement, while students showed interest in game activities and felt helped in understanding various types of work. The novelty of this study lies in the development of a group-based career game media that functions not only as a tool for delivering information about professions but also as a medium for facilitating career exploration processes through discussion, collaboration, decision-making, and simple reflection on students' future aspirations. This approach expands the utilization of game-based media in career guidance services, which have traditionally focused more on conventional information delivery, by introducing a more interactive model that emphasizes active student engagement.

The implications of this study show that group-based game media can be an innovative alternative in the implementation of career guidance services in elementary schools. This media provides a more active learning experience through play, discussion, cooperation, and exploration of information about the profession. For BK teachers and classroom teachers, the Career Fishing Challenge media can be used as a supporting means to create career services that are more creative, fun, and in accordance with the needs of student development. For schools, the results of this research can be a reference in developing guidance and counseling service programs that are more varied and oriented towards developing students' potential from an early age. This research also provides implications for the development of further research. The next development can be carried out by expanding professional materials, integrating elements of digital technology, involving a larger number of subjects, and conducting effectiveness tests through experimental design to determine the influence of media on improving students' career understanding in more depth. Thus, Career Fishing Challenge media is not only a product that is worth using, but also has the potential to become one of the career guidance media innovations that supports students' readiness to know and plan for their future.

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