

Development of the Magic Touch Pocketbook as a Medium for Self-Potential Information Services in Specialization Selection

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ABSTRAK

Penelitian ini bertujuan mengembangkan buku saku sebagai media layanan informasi untuk membantu siswa mengenali dan menggali potensi diri sebelum memilih kelas peminatan. Pemilihan peminatan yang sesuai diharapkan dapat mengoptimalkan perkembangan kemampuan siswa. Penelitian ini menggunakan model pengembangan ADDIE menurut Lee & Owens (2004), yang terdiri dari lima tahap: 1) *Analysis (Need Assessment & Front-End Analysis)*, 2) *Design*, 3) *Development*, 4) *Implementation*, dan 5) *Evaluation*. Subjek penelitian adalah 34 siswa kelas VII MTsN 1 Kota Makassar, serta melibatkan guru BK dan dosen sebagai validator materi dan media. Data dikumpulkan melalui angket dan wawancara, kemudian dianalisis secara deskriptif kualitatif dan kuantitatif. Produk yang dikembangkan adalah buku saku *Magic Touch*. Hasil penelitian menunjukkan bahwa buku saku *Magic Touch* layak digunakan sebagai media layanan informasi untuk mengenali dan menggali potensi diri. Hal ini didukung oleh hasil validasi dari para ahli materi dan ahli media, serta tanggapan positif dari subjek penelitian. Buku saku ini diharapkan dapat menjadi alat bantu yang efektif bagi siswa dalam menentukan peminatan sesuai dengan potensi diri mereka.

ABSTRACT

This study aims to develop a pocketbook as an information service medium to help students recognize and explore their potential before selecting a specialization class. Choosing an appropriate specialization is expected to optimize students' skill development. This study employs the ADDIE development model by Lee & Owens (2004), which consists of five stages: (1) *Analysis (Need Assessment & Front-End Analysis)*, (2) *Design*, (3) *Development*, (4) *Implementation*, and (5) *Evaluation*. The research subjects consist of 34 seventh-grade students at MTsN 1 Kota Makassar, involving counseling teachers and lecturers as material and media validators. Data were collected through questionnaires and interviews and then analyzed using descriptive qualitative and quantitative methods. The developed product is a pocketbook called *Magic Touch*. The research findings indicate that *Magic Touch* is feasible as an information service medium for recognizing and exploring students' potential. This is supported by validation results from material and media experts, as well as positive feedback from the research subjects. This pocketbook is expected to serve as an effective tool for students in determining a specialization that aligns with their potential, thereby supporting both their academic and non-academic development.

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INTRODUCTION

A survey conducted by the Indonesian Career Center Network (ICCN) revealed that 87 percent of Indonesian university students admitted to choosing the wrong academic major. According to Primayasa et al. (2020), such misselection can lead to feelings of hopelessness and stress among students. In school contexts, an inappropriate choice of specialization often disrupts the learning process, as students may lose interest in the subject matter, which results in underachievement (PURI, 2021). This situation may also cause students to feel uncomfortable, switch specializations, or even transfer to another school (Rachman and Jamain, 2023). Addressing this issue requires improving the quality of guidance and counseling services. One approach involves utilizing media that can stimulate students' enthusiasm and curiosity. Guidance media play a crucial role in delivering services, acting as intermediaries for disseminating information and significantly supporting the counseling process (Zaini et al., 2020). Such media encompass all tools that convey counseling messages intended to stimulate students' thoughts, emotions, attention, and motivation so that they can engage in self-recognition, self-direction, and informed decision-making (Paramartha et al., 2022).

One form of media suitable for guidance services is the pocketbook, which is practical, easy to understand, and promotes independent learning (Jannah, 2023). It also helps counselors deliver content effectively. The practicality of the pocketbook makes it portable and appealing for students to read at any time and place (Hilala et al., 2021). According to Prastin et al. (2022), a good pocketbook should include relevant content, simple presentation, accessible language, and attractive visuals to increase student interest. Its main strengths lie in its portability and ease of access.

Individual planning is one component of guidance services that focuses on career and academic advising. It assists students in identifying their talents, interests, and abilities to determine appropriate educational and career paths (Harahap and Musfira, 2023). This service supports students in making informed decisions through various school programs, such as extracurricular activities, academic tracking, subject selection, and other developmental programs. MTsN 1 Kota Makassar is a school that offers a specialization program known as the "character class," which targets new students with specific academic interests and abilities. This program includes Tahfidz, science and research, skills, language, and informatics classes.

However, the selection process for these classes lacks a structured self-assessment system. Limited time between student enrollment and the start of instruction presents a significant obstacle, causing students to choose specializations without a clear understanding of their interests and capabilities. As a result, many students face difficulties in adapting to their selected class. According to Anan and Syukur (2022), students transitioning from elementary to junior high school often lack well-formulated plans, fail to understand their potential, and tend to follow their peers' choices. PURI (2021) further explains that mistakes in selecting specializations often stem from hesitation, external influence, or lack of self-awareness.

A critical element in career planning, particularly in specialization decisions, is the detection of self-potential and provision of information. Identifying student potential and offering guidance in specialization can support their educational and career planning, subject placement, extracurricular involvement, and interest exploration inside and outside the school environment (Mufrihah et al., 2021). Moreover, providing information services can help students reinforce their specialization decisions and enable them to make independent choices based on their abilities and interests (Mahera et al., 2021).

In this context, a pocketbook can serve as a medium for providing information about students' self-potential, interests, and talents before selecting a specialization stream. The goals of pocketbooks and individual planning services are closely aligned, as both aim to help students recognize and choose their specialization independently. Designed to be flexible and easy to use, pocketbooks support autonomous learning and facilitate self-exploration (Ratnasari et al., 2022). This aligns with the primary aim of individual planning services, which are inherently personal and based on each student's plans and decisions.

Therefore, the provision of information services and self-potential assessment is essential. Using a pocketbook as a medium can assist students through several methods, including self-assessment, peer feedback, and psychological testing, such as the multiple intelligences framework. The integration of multiple intelligences in the pocketbook reflects the variety of cognitive strengths among students, consistent with the stream classification approach. Given the time constraints that hinder comprehensive self-assessment, the use of a pocketbook offers a practical solution for bridging limitations in service delivery and learning environments (Magdalena et al., 2021). The developed pocketbook, titled Magic Touch, provides information and helps students explore their potential through three approaches: self-assessment, feedback, and talent-interest testing. The term "Magic Touch" symbolizes both the unique capabilities of each individual (magic) and the moment of decision-making in educational planning (touch).

Previous studies have also explored similar themes. Hilala et al. (2021) developed a pocketbook for personal counseling services and found it to be feasible for junior high school students. Meanwhile, Rozi and Faisal (2023) investigated the application of multiple intelligences in student selection systems at Pondok Pesantren Nurul Jadid as a solution for extracurricular and specialization class placement. These studies suggest that pocketbooks are useful for personal counseling and that multiple intelligences are relevant in student selection and grouping processes.

This research presents a novel approach by integrating the concept of multiple intelligences into the design of specialization classes while also offering a systematic framework for detecting students' self-potential. The pocketbook was developed using a continuous learning model and contains systematically structured content, reading materials, videos, and activities that actively involve the reader. It is not merely informative but also interactive, encouraging students to participate in self-exploration to gain a deeper understanding of their potential and interests. Additionally, it includes service implementation plans and time allocations, making it suitable for both classroom and group guidance services.

Based on the above considerations, this study aims to develop a pocketbook as a self-potential information service medium. The pocketbook is intended to help students recognize and develop their potential and serve as a solid foundation for selecting a suitable specialization. With this tool, students are expected to better understand their interests, talents, and abilities, allowing for more accurate and personalized specialization decisions.

RESEARCH METHOD

This study employed a Research and Development (R&D) approach, adopting the ADDIE development model by Lee and Owens (2004). The ADDIE model comprises five stages: (1) Analysis, which includes both need assessment and front-end analysis; (2) Design; (3) Development; (4) Implementation; and (5) Evaluation. According to Lee and Owens, the analysis phase is divided into two components: the need assessment, which identifies current problems and desired conditions, and the front-end analysis, which explores potential solutions. This dual structure provides a more comprehensive foundation for product development by ensuring that the analysis is detailed and targeted.

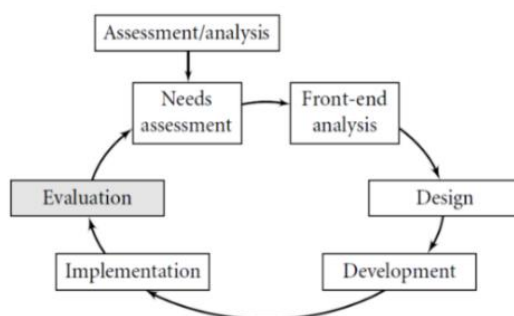


Figure 1. Stages of the ADDIE Development Model by Lee and Owens

Table 1. Product Development Flow

No	Stage	Activity Details
1	Analysis	This stage includes need assessment and front-end analysis. The need assessment was conducted to identify issues at MTsN 1 Kota Makassar through interviews with school counselors and the vice principal for curriculum, along with student questionnaires. The front-end analysis aimed to find appropriate solutions, such as the development of a pocketbook as a media tool. Additional surveys were conducted with students and counselors to confirm the relevance of the proposed solution.
2	Design	This stage covered the planning of content and layout for the pocketbook. It involved scheduling, forming a development team, and designing material structures in accordance with the objectives.
3	Development	The pocketbook was produced and validated for both content accuracy and media design. Validation was carried out by two experts in Guidance and Counseling (content) and two experts in Educational Technology (media).
4	Implementation	Practicality testing was conducted through counselor feedback questionnaires and large-group trials involving 34 seventh-grade students over four meetings.
5	Evaluation	A formative evaluation was carried out at each development stage (Analysis, Design, Development, and Implementation) to refine the product continually.

The primary data source consisted of 30 seventh-grade students at MTsN 1 Kota Makassar who had selected a specialization class. Additional sources included school counselors, as well as experts from the fields of Guidance and Counseling and Educational Technology, who contributed to the validation of both content and media aspects of the developed pocketbook. The data analysis techniques applied in this study were both qualitative and quantitative descriptive methods.

RESULTS AND DISCUSSION

Results

1. Analysis

a. Need assessment

The need assessment aimed to identify the gap between actual conditions and ideal expectations regarding specialization class selection at MTsN 1 Kota Makassar. According to Lee and Owens (2004), need assessment helps uncover discrepancies between current practices and intended outcomes. The analysis revealed several issues: 33.3 percent of students had limited understanding of specialization options, 27.5 percent experienced uncertainty in making decisions, 17.3 percent selected streams that did not align with their self-potential, and external factors influenced 23.3 percent. These findings indicate a significant gap between the intended student-centered approach and current practices, which often overlook students' self-potential as the basis for decision-making.

b. Front and analysis

Building upon the results of the need assessment, it became evident that an effective information service is required to support students in recognizing and developing their potential. According to Mahera et al. (2021), such services assist students in solidifying their academic decisions. A literature review identified three effective methods for self-exploration: self-assessment, peer feedback, and talent-interest testing (Rahayu et al., 2020). These components were integrated into the content of a pocketbook titled Magic Touch, chosen for its practicality and suitability for independent student learning. The material was simplified and designed to encourage autonomous exploration (Ratnasari et al., 2022).

Table 2. Criteria of Media Design

No	Aspects	Indicators	Dominant Responses	%
1	Media Display	Media format	Online/ Digital	73,3%
		Pocketbook size	A6	56,7%
		Language Style	Semi-formal	96,7 %
2	Graphical Features	Orientation	Portrait	60 %
		Typeface	Sans-serif	40 %
		Font size	Easily readable	100 %
		Illustrations	Relevant and narrative-based	96,7%
		Color scheme	Harmonious color combinations	53,3%

2. Design

Table 3. Content Framework of the “Magic Touch” Pocketbook

Chapter	Title	Included Elements	Material Coverage
1	Understand What Self-Potential Is	Introduction and Conceptual Overview	Definitions, classifications, and types of self-potential
2	Self Assessment	Self-assessment method	Exploring self-potential through self-reflection
3	Feedback	Feedback method	Discovering self-potential through input from others
4	Discover Your Potential	Talent and interest exploration	Identifying strengths using the multiple intelligences test
5	Tips and Tricks for Choosing a Stream	Supportive strategies	Practical tips for making informed stream choices
6	Recommendations for You	Reinforcement section	Academic pathways based on multiple intelligences Profiles

This phase involved planning the content structure and visual layout of the pocketbook. The process began with schedule planning, development team formation, and the preparation of content concepts aligned with the objectives of the program.



Figure 2. Cover of the Pocketbook "Magic Touch"



Figure 3. Introduction Section of the Pocketbook



Figure 4. Sample Chapter Layout



Figure 5. Pocketbook Closing Page

3. Development

This stage involved the realization of the previously designed pocketbook, followed by a validation process to assess its feasibility both in terms of content validity and media presentation. The validation aimed to evaluate the accuracy and conceptual soundness of the material, as well as the visual and

navigational aspects of the media. It was conducted by two lecturers in Guidance and Counseling as content experts and two lecturers in Educational Technology as media experts.

a. Content Validation by Subject Matter Experts

The media experts provided suggestions on how to improve the digital book. These included adjusting the navigation so that it would not be blocked by the printed page layout and reducing the variation in font types to create a more cohesive appearance. The table of contents needed to be hyperlinked to facilitate navigation, and font selection had to consider readability. Additionally, it was recommended to add a back cover at the end of the book.

The validity results from the two media expert validators showed that the ideal score was 60. Media Expert 1 gave an actual score of 58, resulting in a percentage of 96.7 percent, which is classified as Very Valid. Meanwhile, Media Expert 2 gave an actual score of 57, with a percentage of 95 percent, also classified as Very Valid. Overall, the average validity percentage from the media experts was 95.86 percent, which falls into the category of Very Valid.

b. Content Validation by Content Experts

The content experts provided suggestions on how to improve the pocketbook product. These included removing magical illustrations from the cover, replacing the term "magic," which implies mystical power, with "hidden strength," and ensuring that each chapter title accurately reflects the content discussed. The table of contents needed to be more systematic and complete down to the subchapter level. The term "self-assessment" was replaced with "penilaian diri," and the author's photo in the identity section should be replaced with a more formal image.

The validity results from the content experts showed that the ideal score was 64. Content Expert 1 gave an actual score of 57, resulting in a percentage of 89 percent, which is classified as Very Valid. Meanwhile, Content Expert 2 gave an actual score of 61, resulting in a percentage of 95 percent, also classified as Very Valid. Overall, the average validity percentage from the content experts was 92 percent, which falls into the category of Very Valid.

4. Implementation

The implementation stage aimed to determine the practicality of the pocketbook that had been developed. Practicality testing was carried out through response questionnaires distributed to both the school counselor and students. The practicality test was conducted by one counselor and 34 students from Class VII throughout four guidance sessions.

The practicality assessment by the counselor yielded a percentage of 96.67 percent, which was categorized as Very Practical. The qualitative data from the counselor's responses supported the numerical result. The counselor stated that the product was easy to use and implement in guidance services. The content of the pocketbook was deemed very clear, and the digital format was interactive and user-friendly. In addition, the printed version was considered practical to carry anywhere due to its size and layout.

After being reviewed by the counselor, the product was implemented with 34 students in a large group setting. The practicality test using student response questionnaires resulted in a percentage of 96.17 percent, which was also categorized as Very Practical. The students indicated that the product had an attractive appearance, was easy to understand, and presented enjoyable activities, although the number of self-assessment forms was considered somewhat excessive. Nonetheless, the students reported that the language used was engaging, which made the content easier to follow. Through the use of the pocketbook, students felt that they gained insight into their strengths and were able to identify their types of intelligence using the Multiple Intelligences Test.

5. Evaluation

This study applied formative evaluation to the developed pocketbook. Formative evaluation refers to the assessment conducted at each prior stage, including Analysis, Design, Development, and Implementation. It was carried out continuously throughout each phase to ensure that the resulting product was valid and reliable. The primary objective of this evaluation was to ensure that the developed pocketbook is genuinely practical (Rizarizki et al., 2021).

Discussion

The development of the self-potential information service in the form of a pocketbook responds to the practical needs observed at MTsN 1 Makassar. The specialization program aims to help students develop their potential in line with their abilities. Hurlock (1978) and Alfazani (2021) state that interest is a motivational source that drives action. Field-based needs analysis showed that students lacked comprehensive self-potential detection and sufficient guidance during specialization selection due to limited service time. Inappropriate specialization choices can lead to academic disengagement, low

achievement, and even school transfer, as supported by Primayasa et al. (2020), PURI (2021), and Rachman and Jamain (2023).

Identifying self-potential is essential in helping students make informed specialization decisions. Pocketbook-based information services can address spatial and temporal limitations in school guidance, as noted by Mahera et al. (2021) and Magdalena et al. (2021). Its portability and accessibility support students in learning anytime and anywhere.

Self-potential recognition also helps students plan their educational and career paths. Guidance aligned with student interests supports extracurricular and curricular placement as well as exploration beyond the classroom, as discussed by Mufrihah et al. (2021) and Dewita et al. (2023).

The "Magic Touch" pocketbook includes three methods of self-potential identification: self-assessment, feedback, and psychological testing, as described by Rahayu et al. (2020). Self-assessment, defined by Wundt in Saleh (2022), allows students to reflect on personal strengths and weaknesses. The feedback method is presented through the Johari window game, which enhances self-awareness through interpersonal input, as described by Sholikah (2022). Psychological testing is implemented using the Multiple Intelligences Test, which helps align specialization decisions with individual strengths.

The use of multiple intelligences in specialization is also supported by Rozi and Faisal (2023), who proposed a student selection management system based on this concept. While their research focused on system innovation, the present study applies the same concept in media form.

Validity testing, based on the criteria of Nieveen and Astuti et al. (2022), ensures that a product meets theoretical, content, and construct requirements. The pocketbook was validated by content and media experts who provided suggestions regarding structure, language, presentation, graphics, and usefulness, as reported by Rizarizki et al. (2021).

Practicality, as explained by Nieveen in Faradayanti et al. (2020) and Annisa et al. (2020), refers to ease of use for users. A counselor and 34 students tested the pocketbook. Results showed it was practical, visually appealing, and helpful in supporting both classical guidance services and student self-exploration using the Multiple Intelligences Test.

Formative evaluation was carried out at all stages of the ADDIE model to ensure product quality. This included assessment of needs, instructional design, expert validation, field testing, and final review through a focus group discussion. Although this pocketbook focuses on three methods of self-potential identification, namely self-assessment, feedback, and psychological testing, future research may explore additional techniques such as role model exploration, coaching, or mentoring, as proposed by Siregar and Syarqawi (2024) and Budi and Rahman (2024).

Students reported benefits after using the Magic Touch pocketbook, including improved self-understanding, better identification of interests and talents, more appropriate specialization decisions, and increased learning motivation.

CONCLUSION

Recognizing self-potential is essential for students in selecting a specialization that aligns with their interests and abilities. A lack of self-understanding often leads students to make specialization choices based on external influences. Therefore, effective information services are needed to help students independently explore and understand their potential. The Magic Touch pocketbook was developed using a self-potential exploration approach through several methods. The validity tests indicated that the pocketbook is highly valid in terms of both media and content.

Meanwhile, the practicality tests demonstrated that the pocketbook is very practical for use in Guidance and Counseling services. This pocketbook assists students in identifying their potential, enhancing self-reflection, and making more accurate and independent specialization decisions. Thus, the Magic Touch pocketbook is feasible and effective as an information service medium to support students in optimally developing their potential.

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