

Development of Islamic Value-Based Career Guidance Modules and Interactive Multimedia to Improve Students' Career Maturity

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Abstract

This study aims to develop a career guidance module integrated with Islamic values and interactive multimedia to enhance students' career maturity. The research uses qualitative and quantitative data to follow the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. Quantitative data focuses on measuring students' career maturity before and after module implementation, while qualitative data is collected from expert evaluations and interviews with teachers and students. The sampling technique used is purposive sampling, involving vocational high school students and teachers in Bojonegoro. Data collection methods include interviews, expert questionnaires, and field trials. The results show that the module improves students' motivation, self-confidence, and awareness of career preparation. Islamic values embedded in the module also help students develop ethical and moral principles in their future work lives. Interactive media, such as simulations, videos, and animations, increase student engagement and understanding. However, the study is limited by its focus on vocational schools in Bojonegoro and the short duration of the field trials. Future research should expand the sample size and trial period to assess long-term effects better. Field trials significantly increased students' career maturity after using the module.

Keywords

Module; Career Guidance; Islamic Values; Interactive Multimedia; Student Career Maturity

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1. INTRODUCTION

The term career is defined as the work that a person does during their working life (Zamroni, 2016). Career is one of the things that can influence human happiness in life (Putra, 2020). Accuracy in career selection is an important point in a student's life journey (Ompusunggu & Husda, 2022). This is the basis for the importance of career guidance to support students in developing their potential and determining choices to achieve career maturity (Hidayat et al., 2019). Students must have confidence in their ability to determine their careers. Confidence in the abilities possessed by students can encourage them to carry out and complete their tasks optimally related to their career maturity (Larasati & Kardoyo, 2016). Career maturity is characterized by six things, namely: (a) involvement in career planning activities; (b) making accurate decisions; (c) knowing job information and the world of work; (d) exploring preferred jobs; and (f) being realistic in making career decisions (Noviandari & Kawakib, 2016).



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In the process of economic independence, students must be able to choose a career. For this ability, intensive assistance from professional staff such as counselors is needed to provide career guidance services linked to current demands and contain Islamic values so that teenagers can correctly determine their careers (Anantama, 2019). Economic independence is the ultimate goal that every individual, including students, wants to achieve. One important step in achieving economic independence is choosing the right career (Nurmalasari & Erdiantoro, 2020). Choosing a career is not just about choosing a job but also a decision-making process that involves deep self-understanding. Students need to know their interests, talents, values, and life goals to choose a career that suits them and makes them happy (Juwitaningrum, 2013). The right career choice will open job opportunities that suit students' interests, talents, and abilities (Sukomardojo & Razali, 2023). Working in a field that interests them makes students feel more motivated and productive. In addition, suitable work will also provide higher life satisfaction and increase opportunities for career success. Therefore, the ability to choose a career early on is a very important investment for students' future. When choosing a career, students must consider various factors, such as interests, talents, values, life goals, and job market conditions (Juliyanti & Aizah, 2021). Schools and parents are crucial in helping students develop their career choice skills. By providing the right guidance and support, students will be more confident in making decisions about their future. In conclusion, career choice skills are one of the key factors in achieving economic independence. Students who choose a career that suits them will find it easier to succeed in work and achieve financial stability (Luckytasari et al., 2024). Therefore, students must start preparing early by getting to know themselves and researching various career options.

The importance of integrating Islamic values in career guidance services can be seen from the role of religion in life (Harahap et al., 2023). Integrating Islamic values in counseling guidance is an important component for developing student character (Edy, 2024) in carrying out his status as a social being and also a religious being, which is manifested in various aspects of life, both in terms of worship and in carrying out daily activities (Priyanto, 2021). By implementing Sharia principles such as honesty, justice, and responsibility, students can understand the importance of these values in everyday life. This guidance also includes moral development, where students are taught to develop good qualities such as patience, honesty, and humility through examples from the lives of the Prophet Muhammad SAW and his companions. Motivation based on Islamic teachings is used to encourage students to learn and behave well, emphasizing the importance of knowledge and education from an Islamic perspective (Sultani et al., 2023). Conflict resolution is taught with an Islamic approach, prioritizing peace and deliberation. In addition, students' mental and spiritual health aspects are considered by teaching them prayer, dhikr, and worship to overcome stress and increase inner peace. Moral and ethical education based on Islamic values is integrated into every guidance session, helping students make the right decisions and understand the difference between good and bad deeds (Masripah et al., 2024). This approach also involves the family, ensuring Islamic values are consistently applied at home and school. In this way, guidance and counseling support not only students' academic aspects but also their character and spiritual development, guiding them to become intellectually, morally, and spiritually better.

Media use should not be forgotten when implementing guidance and counseling, considering that guidance and counseling are systems (Putro & Japar, 2019). Guidance and counseling are structured systems, and each component has an important role. In the implementation process, the use of media should not be ignored. Media can be an effective tool to convey messages, increase the interest of clients, and facilitate the process of understanding (Sari, 2019). In other words, media is an integral part of the guidance and counseling system that can improve service quality. Effective guidance and counseling require more than just conversation (Hariko, 2017). Media use can make guidance sessions more interactive and interesting (Wahyuni et al., 2020). With proper visualization and creative information delivery, media can help clients better understand their problems (Aristiani, 2016). Therefore, in implementing guidance and counseling, media use should not be forgotten, considering that guidance

and counseling is a complex system. Guidance and counseling as a dynamic system requires various tools to achieve its goals (Aqib, 2020). One very useful tool is the media. Media can be in the form of images, videos, presentations, games, or applications. The use of various media can make the guidance session more lively and interesting so that the client can be more actively involved in the process. In the context of guidance and counseling, media use has many benefits. Media can clarify messages, increase the client's interest and motivation, facilitate the visualization of abstract concepts, and provide reflection materials. Thus, media is not only a complement but also an important component in the guidance and counseling system that can increase the effectiveness of services. Various media types can be used in guidance and counseling services (Prayetno et al., 2022). Regarding career maturity, the guidance media is a module (Tadjri, 2013). Modules are teaching materials designed to help students learn independently (Alperi, 2019). Modules usually contain learning materials, learning activities, and evaluations. Modules can be used in various educational fields, such as schools, colleges, and job training (Pande et al., 2023). A module is a learning tool based on a curriculum applied to achieve predetermined competency standards (Salsabilla et al., 2023). A learning module is a self-study package to help students achieve specific learning goals. This module is arranged systematically and completely so that students can learn effectively without always relying on teachers. The characteristics of a good module are that it is independent, interactive, flexible, and comprehensive. The material in the module is presented in stages, from simple to complex, and is equipped with sample questions and exercises to test understanding. The advantages of modules as teaching materials are numerous. Students can learn at a rhythm that suits their abilities individually and in groups. In addition, modules also provide flexibility in the time and place of study. The use of modules is very broad, ranging from formal education in schools to training in various fields. In the world of work, modules are often used to train employees in new skills or improve their knowledge (Maulana, 2022). A module generally consists of several main components: the title page, foreword, table of contents, learning objectives, subject matter, learning activities, evaluation, glossary, and bibliography. Each component plays an important role in supporting the learning process. Alperi (2019) states that a well-structured module can significantly enhance student motivation and encourage active learning. Pradana et al. (2020) further emphasize that modules provide flexibility, allowing students to learn at their own pace and in environments that suit their needs. As such, a good module becomes an effective tool in improving the quality of learning. For both students and teachers, the module offers numerous benefits and conveniences in the knowledge transfer process, as it promotes independent learning and reinforces concepts taught in the classroom (Maulana, 2022).

The use of media in career guidance should pay attention to existing technological developments (Westman et al., 2021). The use of interactive multimedia in career guidance is an innovative step that is in line with current technological developments (Ambarwati et al., 2021). With engaging visualizations, high interactivity, and deep personalization, interactive multimedia can provide a more engaging learning experience for students (Rohman & Khaliza, 2024). Features such as interview simulations, interest and aptitude quizzes, and video testimonials allow students to actively explore career options and develop a more comprehensive understanding of the world of work. In addition, high accessibility and always up-to-date information make interactive multimedia a very effective tool in helping students plan their future careers. Interactive multimedia is a combination of various media from video, audio, images, and text, which are integrated into one (Ariani & Festiyed, 2019). **Interactive multimedia is a digital experience that combines various elements such as text, images, animation, video, and sound and allows users to interact directly with the content** (Setiyanto et al., 2023). Unlike traditional media, which is passive, interactive multimedia encourages active user participation. Users can explore content at their own pace, make decisions, and even create new content through features such as clicks, drag-and-drop, or text input. Examples of interactive multimedia include games, learning apps, digital advertising, and interactive presentations. The main advantage of interactive multimedia is its ability to create a more engaging, immersive, and personalized experience for users (Dede, 2009).

From the initial analysis results in 4 SMKN Bojonegoro, the researcher concluded that the career guidance services provided by BK teachers have not integrated Islamic values. Further analysis findings show that the career guidance module owned by BK teachers is not based on interactive multimedia. Based on these findings, the researcher made it a problem formulation in this study, so there are two problem formulations in this study, namely: 1) What is the form of the career guidance module of BK teachers at SMKN Bojonegoro; 2) How is the feasibility and effectiveness of a career guidance module that is integrated with Islamic values and based on interactive multimedia to improve students' career maturity. Referring to the description above, this study aims to develop a career guidance module integrated with Islamic values and based on interactive multimedia to improve students' career maturity. By using this Module, students are expected to develop and gain experience in using technology through digital media (Pradana et al., 2020).

The underlying problem in this research study is the lack of career guidance that integrates Islamic values. While Islam is a comprehensive guide in religious practices and various aspects of life, including career selection and development, many counselors have yet to incorporate these values into their guidance practices. This gap in integrating Islamic values into career guidance may hinder students from making well-rounded career decisions aligned with their personal and spiritual goals. To solve this problem, several stages were carried out to produce a solution, as can be seen in the following figure.

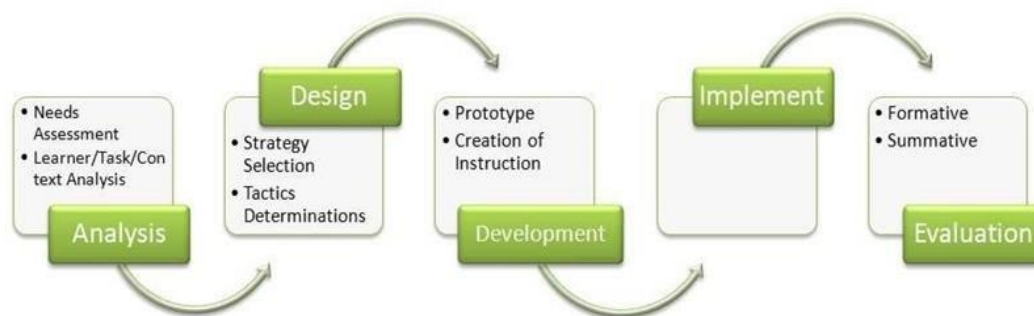


Figure 1. Stages of the Problem-Solving Approach

Based on a series of problem-solving stage activities above, the solution integrates Islamic values in developing interactive multimedia-based career guidance modules to improve students' career maturity. Previous research on career guidance integrating religious values was only implemented through guidance services. The study results showed the potential to help Muslim individuals achieve career goals that align with their religious values. Counselors are still confused about integrating religious values in career guidance because no module can be used as a guideline for implementing guidance (Lesmana, 2021). Other research that focuses on the development of career guidance modules shows that Career Guidance Modules are effective in improving understanding of career direction (Widyaningrum & Hastjarjo, 2018).

Previous studies have mostly not touched on the interactive multimedia aspect. To answer the challenges of the progress of education and the independent curriculum, the researcher integrated Islamic values into developing an interactive multimedia-based career guidance module to improve students' career maturity. The urgency of this research lies in developing a career guidance module integrated with Islamic values and based on interactive multimedia as a core competency standard that professional counselors must possess.

Using a career guidance module integrated with Islamic values, students' religiosity can be strengthened in worship and making daily decisions, including career choices. However, one potential limitation is the challenge of fully integrating Islamic values into a secular educational context, which may limit the module's effectiveness in non-religious schools. The novelty of this research lies in its

integration of Islamic values with interactive multimedia, offering counselors a holistic approach that addresses both spiritual and professional development. Alperi (2019) highlights that multimedia tools, though innovative, require sufficient digital literacy and access to technology, which could be a barrier in less technologically equipped schools. While promising, this dual focus requires careful balancing to meet academic and spiritual needs. To ensure academic rigor, this research draws upon reputable studies exploring multimedia's role in education (Pradana et al., 2020) and the impact of career guidance models on student development (Maulana, 2022). Despite its strengths, future research should investigate the long-term impacts of Islamic values in career guidance across diverse educational settings (Septyawan et al., 2023).

2. METHODS

Development Design

The research design uses the ADDIE development model. The research employs the ADDIE development model, which is widely used in research and learning development. The model comprises five stages: analysis, design, development, implementation, and evaluation. This study specifically applies the ADDIE model for **research development**, focusing on creating and validating a career guidance module integrated with Islamic values and interactive multimedia. This model ensures a systematic approach to developing educational tools that are aligned with student needs and educational objectives, making it suitable for both learning and research-based innovations (Hidayat & Nizar, 2021).

Data and Data Sources

The data used in this study are qualitative and quantitative. Qualitative data in the form of suggestions, comments, and criticisms written by sources obtained from both questionnaires and interviews (Yulia et al., 2024). **Qualitative data include suggestions, comments, and criticisms from questionnaires and interviews, covering topics such as the module's relevance, content, and integration of Islamic values.** This data was collected from experts, including Vocational High School Guidance and Counseling Teachers, Islamic Religious Education Teachers, Religious Figures, educational media experts, and students. **The qualitative instruments were tailored to each group's expertise; for instance, teachers were asked about the pedagogical effectiveness, while religious figures provided feedback on the Islamic content.** Quantitative data were obtained through career maturity questionnaires, with scores reflecting the level of student readiness and career maturity before and after using the module. These questionnaires were used consistently across all data sources (teachers, religious figures, media experts, and students), with each group assessing different aspects of career maturity and the module's effectiveness. The quantitative questions evaluated key aspects such as decision-making, career planning, and self-awareness, as measured through Likert-scale responses.

Data Collection Technique

Data collection techniques involved interviews, expert test questionnaires, and field trials. An interview grid was developed to guide the creation of different instruments based on each respondent's specific roles and expertise. For instance, interviews with BK (Guidance and Counseling) teachers and students were structured around open-ended questions, allowing in-depth exploration of their experiences with the module. The interview guideline was designed with structured and open formats, ensuring flexibility while covering core aspects of the module's effectiveness and integration of Islamic values (Maharani et al., 2019). The expert test questionnaire, provided to subject matter experts, assessed the module's content, language clarity, and visual presentation (Setiyorini et al., 2016). Practitioners, such as BK teachers, were given a questionnaire that evaluated the module's feasibility in achieving career maturity goals. After incorporating feedback, the revised module was tested in several vocational high schools (SMKN 1, SMKN 2, SMKN 3, SMKN 4, and SMKN 5) in Bojonegoro. Each instrument was

developed based on a tailored grid, ensuring the questions addressed the specific evaluation needs of different respondent groups.

Data Analysis Techniques

Qualitative data obtained from interviews were analyzed through three stages, namely data reduction, presentation, and conclusions (Hurit & Harmawati, 2019). Although this approach follows basic qualitative analysis methods, it does not align fully with grounded theory, which typically involves generating theory from data through iterative coding and constant comparison (Glaser & Strauss, 1967). Instead, this study uses a more structured approach where data are systematically categorized and interpreted based on predefined research questions. The analysis followed a systematic template. First, data reduction was conducted by selecting and organizing relevant information aligned with the study's objectives. Second, the data were presented in tables and narrative summaries to identify key patterns and themes. Finally, conclusions were drawn based on the recurring themes, allowing the researchers to interpret the findings about the module's effectiveness and integration of Islamic values.

Quantitative data from the feasibility test questionnaire results are calculated using the following formula.

$$\text{Validity} = \frac{\text{Score obtained}}{\text{Skor maksimal}} \times 100\%$$

After that, the average score is calculated using the formula.

$$\text{Average score} = \frac{\text{Total Score}}{\text{Amount of Rating}} \times 100\%$$

3. FINDINGS AND DISCUSSIONS

Result

Result of Analysis

At this stage, the researcher conducted an initial needs analysis as the first step in developing the module. This analysis begins with a needs analysis, namely identifying student career problems and determining possible solutions, target user analysis (Counselees), and service technique analysis. The results obtained from this needs analysis can be seen in the following table.

Table 1. Initial Needs Analysis

Student career issues	The solution	Target users	Service techniques
Students cannot yet understand themselves and do not have career planning, exploration, and career information. Students are also unable to make good decisions about career choices	There is a need to provide career service materials that help students to have the ability to understand themselves, have career planning, career exploration, and information about careers that are appropriate to the student's development stage so that they can make good decisions about career choices	Vocational high school students who can determine heterogeneous careers	Career guidance services

Student career issues	The solution	Target users	Service techniques
The modules used in implementing career services are less interactive, resulting in low student interest in understanding careers	There is a need to develop a career guidance module based on interactive multimedia	Vocational high school students who can determine heterogeneous careers	Career guidance services using interactive multimedia-based modules
The modules used in implementing career services do not integrate religious values sufficiently so that students do not take into account religious guidance when deciding on a career, which is an important component for developing student character	There is a need to develop a career guidance module that integrates Islamic religious values	Vocational high school students who can determine heterogeneous careers	Career guidance services integrated with Islamic religious values

From the initial needs analysis, it can be concluded that it is necessary to develop service materials connected to Islamic religious values in providing career guidance services to vocational high school students. In addition to materials, it is also necessary to develop new designs based on technological developments so that students are more interested in learning. Therefore, developing a career guidance service module integrated with Islamic values is necessary based on interactive multimedia.

Result of Design

The researcher carried out the design stage in this study by conducting a more in-depth study of the integration of Islamic values in the development of interactive multimedia-based career guidance modules to improve students' career maturity with the title of the interactive module of Islamic values in career guidance. The core content of this module can be seen in the following table:

Table 2. Content of the Islamic Values-Based Career Guidance Module

Content	Contents	Information
Module usage guide	Instructions for use	<ol style="list-style-type: none"> Objectives for students Objectives for BK teachers Module usage guide for students Module usage guide for BK teachers
Career service materials	<p>Finding your identity: the importance of self-understanding</p> <p>Career planning: the best investment for your future</p>	<ol style="list-style-type: none"> Why is Self-Understanding Important? Steps to Deep Self-Understanding? How to develop Self-Understanding? Evaluation exercises Materials in PPT format Materials in flipping books format <ol style="list-style-type: none"> Career Planning: The Best Investment for Our Future Why does a career need to be planned? Steps Towards Career Planning

Content	Contents	Information
		<ol style="list-style-type: none"> 4. Career Planning Strategy based on Self-Understanding 5. Evaluation exercises 6. Materials in PPT format 7. Materials in flipping books format
	Career Exploration: Identifying career potential, obstacles and opportunities	<ol style="list-style-type: none"> 1. Career Exploration: Identifying Potential, Obstacles and Career Opportunities 2. types of careers 3. Career obstacles 4. Career Development Opportunities and Challenges 5. Evaluation exercises 6. Materials in PPT format 7. Materials in flipping books format
	Ideal Career: Effective Decision Making	<ol style="list-style-type: none"> 1. Ideal Career: Effective Decision Making 2. Determining Priorities in Choosing a Career 3. Steps to decide on an ideal career 4. Exercises 5. Materials in PPT format 6. Materials in flipping books format
	Going Further: Wise Strategies in Doing Work	<ol style="list-style-type: none"> 1. Harmony and Professionalism in Undertaking Work 2. Thinking Far Ahead: Building a Foundation for Professionalism in Work 3. Life and Career Balance: Finding Harmony in Work 4. Evaluation exercises 5. Materials in PPT format 6. Materials in flipping books format

In the design stage, the researcher developed a prototype of an interactive multimedia-based product which contains:

- a. Formulation of career guidance service objectives based on Islamic values validated by religious experts.
- b. Technical implementation of career guidance validated by BK practitioners.
- c. Outline of the career guidance module validated by BK experts.

After the module design was compiled, the researcher conducted a product test involving media experts. From the results of the product validation test conducted by media experts, the researcher was advised to add several additional features, such as an interactive multimedia-based career guidance service module at the development stage.

Result of Development

The development stage is carried out by adding Argued reality-based learning videos that can provide concrete visualization for students to understand abstract concepts about careers. The

learning videos can be accessed via a QR code. In addition to AR-based learning videos, other features are audio-based learning materials and services like WhatsApp chat. This is based on the initial validation results of researchers from media experts Ifnu Wisma Dwi Prastya and M.Kom, who provided the following suggestions.

Table 3. Media Expert Validator Suggestions

Validators	Suggestion
Ifnu Wisma Dwi Prastya, M. Kom	Adding service features in the augmented reality-based module that can be accessed via QR code is necessary. In addition, it is also possible to add a Chat WhatsApp feature that can connect with the BK teacher

Table 4. Interactive Module Contents of Islamic Values in Career Guidance

Module Contents	Information
Instructions for use	<ul style="list-style-type: none"> ▪ Objectives for students ▪ Objectives for BK teachers ▪ Module usage guide for students ▪ Module usage guide for BK teachers.
Finding your identity: the importance of self-understanding	<ul style="list-style-type: none"> ▪ Why is Self-Understanding Important? ▪ Steps to Deep Self-Understanding ▪ How to develop Self-Understanding? ▪ Evaluation exercises ▪ Materials in PPT format ▪ Materials in flipping books format ▪ Argumented reality-based learning videos ▪ Audio-based learning materials ▪ Whatsapp chat ▪ Career Planning: The Best Investment for Our Future
Career planning: the best investment for your future	<ul style="list-style-type: none"> ▪ Why does a career need to be planned? ▪ Steps Towards Career Planning ▪ Career Planning Strategy based on Self-Understanding ▪ Evaluation exercises ▪ Materials in PPT form ▪ Materials in flipping books form ▪ Argumented reality-based learning videos ▪ Audio-based learning materials ▪ Whatsapp Chat
Career Exploration: Identifying career potential, obstacles and opportunities	<ul style="list-style-type: none"> ▪ Career Exploration: Identifying Potential, Obstacles and Career Opportunities ▪ Various types of careers ▪ Career obstacles

Module Contents	Information
	<ul style="list-style-type: none"> ▪ Career Development Opportunities and Challenges ▪ Evaluation exercises ▪ Materials in PPT form ▪ Materials in flipping books form ▪ Argumented reality-based learning videos ▪ Audio-based learning materials ▪ Whatsapp chat
Ideal Career: Effective Decision Making	<ul style="list-style-type: none"> ▪ Ideal Career: Effective Decision Making ▪ Determining Priorities in Choosing a Career ▪ Steps to decide on an ideal career ▪ Evaluation exercises ▪ Materials in PPT form ▪ Materials in flipping books form ▪ Argumented reality-based learning videos ▪ Audio-based learning materials ▪ Chat Whatsapp
Going Further: Wise Strategies in Doing Work	<ul style="list-style-type: none"> ▪ Harmony and Professionalism in Undertaking Work ▪ Thinking Ahead: Building a Foundation for Professionalism in Work ▪ Life and Career Balance: Finding Harmony in Work ▪ Evaluation exercises ▪ Materials in PPT form ▪ Materials in flipping books form ▪ Argumented reality-based learning videos ▪ Audio-based learning materials ▪ Whatsapp Chat

Implementation

Researchers carried out the implementation stage by applying the Interactive Module of Islamic Values in Career Guidance at SMKN 1,2,3 & 4 Bojonegoro. From the application of this module, positive responses were obtained from SMK students in grade XI 1,2,3 & 4 Bojonegoro, which can be seen in table 5 below.

Table 5. Student Responses

No	Student Response Aspects	Presentation
1	Students' attitudes towards the Interactive Module of Islamic Values in Career Guidance	90 %
2	Student's interest in the Interactive Module of Islamic Values in Career Guidance	91 %
3	Students' ease in applying the Interactive Module of Islamic Values in Career	85 %

No	Student Response Aspects	Presentation
	Guidance	
4	Understanding of information on the Interactive Module of Islamic Values in Career Guidance	84 %

Evaluation

Researchers carry out this stage by measuring the achievement of the objectives of the career guidance module and the impacts that SMKN grade XI students can obtain after participating in career guidance services with the Interactive Module of Islamic Values in Career Guidance. Based on the assessment carried out by referring to the initial needs analysis of students' career problems, the results are seen in Figure 1.

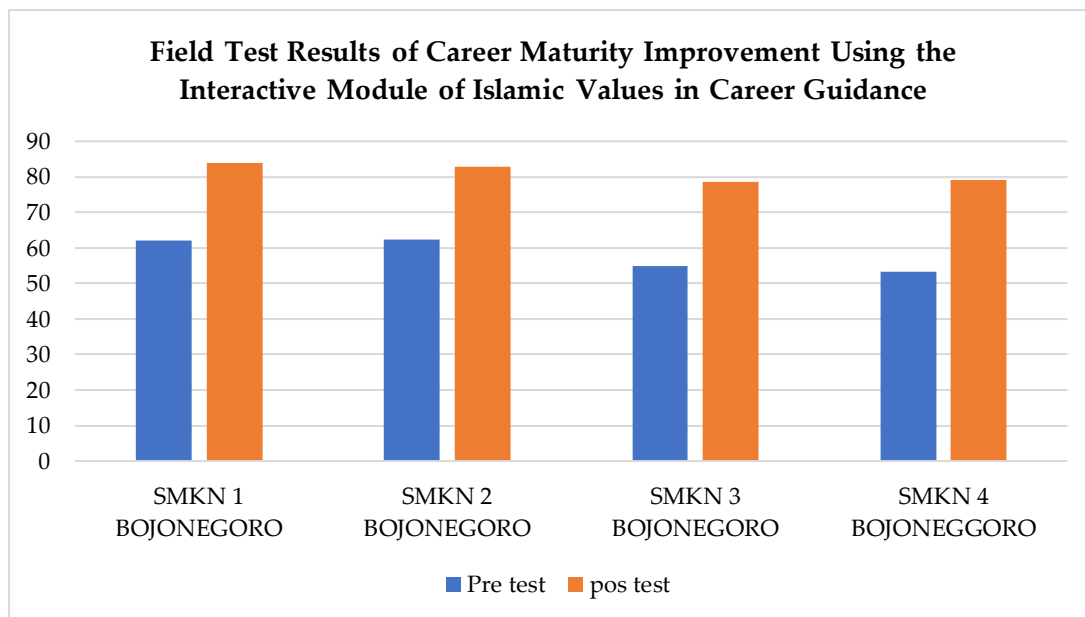


Figure 2. Field Test Results

From the assessment results above, it can be concluded that using the Interactive Module of Islamic Values in Career Guidance has effectively increased students' career maturity. The core research problem, which addresses the lack of integration of Islamic values in career guidance, is directly addressed by this module. This is a novel approach because it combines both religious principles and interactive multimedia to create a comprehensive career guidance tool. Unlike conventional methods focusing solely on professional skills, this module fosters career maturity and spiritual development, helping students make career decisions aligned with their values and beliefs.

While the ADDIE model was used as a learning model development framework, the research followed a more traditional research model, focusing on systematic data collection, analysis, and evaluation of the module's effectiveness. This differentiation ensures that the research adheres to a clear methodology while ADDIE remains relevant to the design and development of the learning tools themselves.

4. CONCLUSION

This study aimed to create a career guidance module based on interactive media and incorporating Islamic values to improve students' career maturity. This study specifically addresses the research problem of the lack of integration of Islamic values in conventional career guidance practices. The

module is designed to help vocational high school students understand their potential, make better career decisions, and internalize Islamic values when choosing a career. The results demonstrated that this module significantly increased students' motivation, self-confidence, and awareness of the importance of career preparation. Furthermore, Islamic values are crucial in helping students build ethical and moral principles for their professional lives. The interactive media component enhanced student engagement and learning by providing simulations, videos, and animations, making the guidance process more relatable and effective. Field trials revealed a significant improvement in students' career maturity after using this module compared to traditional career guidance methods. These findings confirm that the module effectively addresses the research problem by offering a holistic, technology-based solution that integrates career development and spiritual growth.

We offer all praise and gratitude to Allah SWT for all His abundant grace, guidance, and gifts that always provide convenience and smoothness in our every step. With His permission and pleasure, this research can be carried out well. We also want to express our deepest gratitude to the Ministry of Education, Culture, Research, and Technology (DRTPM) for fully supporting the National Competitive Research Program, especially the 2024 Penelitian Dosen Pemula scheme. Without financial support and trust from the ministry, this research would not have been able to be carried out as it should. Hopefully, the results of this research will make a real contribution to the development of science and benefit the wider community.

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