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# The Effectiveness of Developing the ‘Deep Talk’ Flash Card Media in Group Guidance Services to Improve Further Study Planning for Ninth-Grade Students of SMP N 1 Dukuhwaru

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## ABSTRACT

This study aims to develop the “Deep Talk” Flash Card media as an innovative tool in group guidance services to enhance junior high school students’ ability to plan their future studies. The research was motivated by the fact that many ninth-grade students still experience confusion about their next educational pathway due to limited self-reflection skills, insufficient career information, and a lack of interactive counselling media. This study employed a Research and Development (R&D) approach using the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. The research subjects consisted of 20 ninth-grade students from SMP Negeri 1 Dukuhwaru, and the media’s feasibility was assessed by a material expert and a media expert. Data were collected through needs assessment questionnaires, validation sheets, pre-test and post-test instruments, and observation guidelines. The results show that the Deep Talk Flash Card media was categorised as highly feasible, with feasibility scores of 89% for the material aspect and 92% for the media aspect. The implementation of group guidance using this media effectively improved students’ study planning abilities, as indicated by an increase from the “fair” category in the pre-test to the “good” category in the post-test. Students also demonstrated greater engagement, higher confidence in expressing opinions, and improved reflective skills. Thus, the Deep Talk Flash Card media is effective and can serve as an innovative alternative for school counsellors to help students make more mature, well-directed educational decisions.

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## 1. INTRODUCTION

Planning for further study is an important developmental task for students at the junior high school level. At this stage, students enter a period of self-exploration to determine an educational pathway that aligns with their abilities, interests, and future aspirations.

However, previous research indicates that many junior high school students are not adequately prepared to make informed educational choices. Such uncertainty is often influenced by limited self-understanding, restricted access to information about educational tracks, and the predominant influence of the surrounding environment over personal considerations [1], [2]. This condition highlights the need for guidance services that support students in engaging in reflective, systematic thinking before making strategic decisions about their future studies.

In schools, group counselling services are considered an effective approach to helping students explore themselves, share perspectives, and evaluate available educational alternatives. Group interaction has been shown to enhance students' confidence, courage, and awareness of their personal strengths and potentials [3], [4]. However, in many educational settings, group counselling is implemented primarily as information and does not use media that stimulate active participation. The use of conventional methods often leads to one-way communication, resulting in passive student involvement and limited opportunities for deep reflection on their learning experiences [5].

Alongside the development of 21st-century learning demands, creative media have gained recognition as a strategic component for enhancing the effectiveness of guidance and counselling services. Game-based media and reflective cards can create interactive environments that encourage students to express their thoughts more openly during group discussions [6], [7]. One promising medium is the Deep Talk Flash Card, a set of open-ended question cards designed to elicit students' thoughts, feelings, motivations, and future considerations. This media allows students to share perspectives more naturally and reflectively, while also supporting counsellors in facilitating deeper group dynamics [8].

Previous studies have demonstrated that creative media, including card-based tools, positively influence students' self-awareness, motivation, decision-making skills, and reflective attitudes [7], [8]. Nonetheless, research specifically focused on developing flash card media to support further study planning among junior high school students remains limited. Given that early adolescence is a critical stage that requires engaging, practical, and developmentally appropriate guidance tools, the need for such innovative media becomes even more urgent [2]. This gap underscores the importance of developing the Deep Talk Flash Card as a medium that enhances the effectiveness of group counselling in helping Grade IX students develop more thoughtful, comprehensive future study plans.

Therefore, **this study aims to** develop and **examine the effectiveness of the** Deep Talk Flash Card media in improving students' planning for further study at SMP N 1 Dukuhwaru. The development of this media is expected to contribute to innovation in guidance and counselling resources and to strengthen school counsellors' roles in facilitating more reflective, strategic, and individualised educational decision-making processes.

## 2. METHOD

This study uses a **Research and Development (R&D)** approach employing the **ADDIE model**, which involves **five main stages: Analysis, Design, Development, Implementation, and Evaluation.** The **ADDIE model** was selected because it offers a structured, systematic process for designing educational products and ensures that developed

media are aligned with user needs and practical for deployment in group counselling sessions. Similar R&D studies in educational settings have successfully used the ADDIE model to produce effective learning tools [9]–[11].

### 2.1. Analysis

In the initial analysis phase, the researcher conducted a needs assessment through field observations and questionnaires filled out by Grade IX students at SMP Negeri 1 Dukuhwaru. The needs assessment revealed that many students lacked clarity about their further study options and expressed a need for media to support deeper self-reflection. In addition to student data, the researcher analysed the school curriculum, student characteristics, and the current state of guidance and counselling services. In previous R&D work using ADDIE, a comprehensive needs analysis, including both user and contextual analysis, was crucial to ensure that developed media were relevant and usable [12].

### 2.2. Design

During the design phase, the Deep Talk Flash Card media concept was developed. This design included: (1) structuring the content of the cards, (2) formulating open-ended questions aligned with counselling goals, (3) selecting colour schemes and visual layouts suitable for adolescents, and (4) planning the sequence of group counselling sessions that would use the cards. Research instruments such as validation checklists, pre-test/post-test questionnaires, and observation guides were also designed. This design process follows standard instructional design practices illustrated in other ADDIE-based development research [11].

### 2.3. Development

In the development phase, the Deep Talk Flash Card prototype was created according to the design blueprint. The initial prototype was validated by two expert panels: one in guidance and counselling, and one in educational media. They assessed the prototype for content relevance, language clarity, visual appeal, usability, and alignment with the target student population. Feedback from these validators was then used to revise the media until it was ready for a field trial. Expert validation is a well-established step in ADDIE-based media development to ensure product quality [9].

### 2.4. Implementation

For implementation, group counselling sessions were conducted with 20 Grade IX students at SMP Negeri 1 Dukuhwaru. Students engaged in structured counselling sessions using the Deep Talk Flash Card media. During these sessions, researchers observed student engagement, dynamics, and responses using the observation guide. A pre-test was administered before the sessions commenced, and a post-test was given after the final session to measure any change in students' planning for further study. This method has been validated in prior R&D studies that measured both usability and learning outcomes through pre-test/post-test designs [10].

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## 2.5. Evaluation

Evaluation was carried out in two dimensions: process evaluation and product (outcome) evaluation. Process evaluation examined students' involvement, their responses to the media, and the effectiveness of group dynamics during the sessions. Outcome evaluation compared pre-test and post-test scores to assess how effective the Deep Talk Flash Card was in improving students' ability to plan their further education. Quantitative data (means and score gains) and descriptive statistics were used for analysis. This two-tier evaluation strategy aligns with best practices in ADDIE-based R&D studies [11].

## 3. RESULTS AND DISCUSSION

### 3.1. Results

#### Needs Analysis Stage

The needs analysis revealed that most ninth-grade students lacked a clear understanding of their further-study pathways. Many reported uncertainty about their personal interests, strengths, and future goals, which often left them confused when deciding whether to enroll in a general high school (SMA) or a vocational school (SMK). Students also stated that previous guidance services rarely incorporated reflective activities or structured media to support decision-making.

These findings highlight the strong necessity for a reflective counselling tool such as the Deep Talk Flash Card. The results align with prior studies demonstrating that adolescents benefit significantly from structured self-exploration tools that promote emotional expression and cognitive insight [13], [14].

#### Media Design and Development Stage

During the design stage, the Deep Talk cards were developed using a combination of appealing visuals and deep, reflective prompts. Each card contained open-ended questions intended to stimulate self-awareness related to interests, personal values, academic experiences, and future aspirations. The visual elements were tailored to adolescent preferences to increase engagement and motivation.

A counselling expert and an educational media expert evaluated the initial design. Feedback included suggestions to refine question clarity, adjust typography for better readability, and align card content more closely with the objectives of group guidance. After iterative revisions, the final product reached a form deemed pedagogically and visually appropriate.

This validation process follows recommended practices in media development, emphasising iterative improvement and expert review to ensure feasibility and relevance to learners' developmental needs [15].

#### Expert Validation Results

Two experts assessed the media: one specialising in guidance and counselling, and the other in instructional media. The material expert assigned a feasibility score of 89%, categorising it as highly feasible. Assessment criteria included adequacy of reflective depth, alignment with counselling goals, and relevance to adolescent developmental tasks. The



media expert provided a 92% feasibility score, also in the highly feasible category. Evaluated aspects included layout, colour harmony, readability, and usability in group dynamics.

These high validation scores indicate that the media meets the required implementation standards. Comparable findings in other educational media studies also show that products validated at 80% or higher typically demonstrate strong pedagogical strength and high implementation readiness [11], [16].

## Implementation Results

### Group Counselling Sessions

The Deep Talk Flash Card media was implemented across several group counselling sessions involving 20 ninth-grade students. Each session was facilitated by a counsellor who used the cards to initiate discussion and stimulate reflective dialogue.

Observations showed a notable enhancement in student participation. Students were more willing to articulate their thoughts when guided by structured prompts. Group discussions became more open, dynamic, and emotionally supportive. Learners began sharing personal experiences, doubts, and aspirations, creating a psychologically safe environment conducive to deeper self-reflection.

This phenomenon aligns with prior research demonstrating that group counselling is most effective when structured stimuli, such as prompts or thematic cards, are used to foster emotional expression and collaborative meaning-making [17], [18].

### Pre-Test and Post-Test Score Comparison

The improvement in students' planning ability for further study was measured using pre-test and post-test instruments. Analysis showed an increase from the "fair" category on the pre-test to the "good" category on the post-test. Consistent score increases across all dimensions, self-awareness, interest identification, ability recognition, and future goal setting indicate that the media effectively facilitated the reflective processes essential for educational decision-making. These findings align with evidence suggesting that structured reflective interventions lead to measurable improvements in adolescents' career and educational decision-making skills [19], [20].

## 3.2. Discussion

The findings of this study demonstrate that the Deep Talk Flash Card media significantly enhance students' ability to plan their further education. This improvement can be interpreted through several theoretical and empirical lenses, particularly those related to constructivist learning, reflective counselling, group dynamics, and adolescent developmental needs.

To begin with, the increase in students' reflective capacity and decision-making aligns closely with the principles of constructivist counselling, which emphasise that learners build meaning through active engagement, dialogue, and personal interpretation of experiences. Savickas [21] highlights that adolescents construct their vocational identity by narrating their experiences and making sense of their personal preferences. The Deep Talk cards operationalise this process by prompting students to articulate experiences that may

otherwise remain unexamined. Each question serves not merely as a discussion starter but as a scaffold that helps students organise fragmented thoughts into coherent reflections, contributing to a more stable sense of direction for their further studies.

Furthermore, the media supports **self-determination theory (SDT)**, which **posits that autonomy, competence, and relatedness are essential** drivers of intrinsic motivation [14]. The open-ended prompts on the cards offer autonomy by allowing students to choose how deeply they wish to share; they foster competence through guided reflection that strengthens self-understanding; and the group setting provides relatedness by creating a supportive environment. These three conditions, when combined, promote meaningful engagement, which in turn enhances decision-making quality.

From a group counselling perspective, the interactive nature of the media aligns with Corey's perspective that effective group work must promote active participation, emotional expression, and mutual support among members [17]. The group sessions demonstrated that the cards lowered communication barriers, enabling students, even the more reserved ones, to participate more confidently. Such participation fosters a sense of shared experience, which Gladding [18] identifies as a key driver of emotional comfort and social reinforcement in group counselling settings.

In addition, the dynamic and collaborative group environment contributed substantially to cognitive and emotional processing. Adolescents often struggle with decision-making due to peer influence, limited self-awareness, or inconsistent external guidance. However, when peers share their perspectives and challenges, students can compare, contrast, and reassess their own assumptions. This aligns with Hirschi's finding that peer discussion is a meaningful predictor of improved vocational identity clarity [20]. The Deep Talk cards appear to amplify this effect by providing a structured medium for students to explore these perspectives systematically.

Moreover, the continued improvement in post-test scores suggests that the media not only facilitates momentary reflection but also strengthens long-term cognitive planning strategies. The increase across all measured dimensions, awareness of interests, understanding of abilities, recognition of personal values, and clarity of future goals supports Whiston and Keller's assertion that structured counselling interventions significantly enhance decision-making competence [19]. This suggests that the card-based reflection process may have fostered deeper metacognitive awareness, enabling students to think more critically about themselves and their aspirations.

Another important point is that the media's visual and interactive nature likely contributed to improved engagement. Adolescents tend to respond positively to tools that are visually stimulating, hands-on, and dialogic rather than text-heavy or lecture-based. This supports Reeves and Jonassen's argument that well-designed instructional media can increase motivation, comprehension, and persistence in learning tasks [16]. Thus, the Deep Talk Flash Card bridges the gap between cognitive reflection and emotional engagement, a combination shown to be particularly effective in counselling contexts.

Finally, this study offers a meaningful practical implication by demonstrating that creative, thoughtfully designed media can transform traditional, one-directional guidance sessions into richer, more engaging, and student-centred learning experiences. Prior research

has emphasised the value of group counselling in supporting students' developmental needs; however, only a limited number of studies provide concrete, structured, and ready-to-use media specifically tailored for further study planning. For example, previous investigations show that interactive multimedia can significantly enhance students' readiness to plan their educational pathways, illustrating the potential of technology-supported tools in counselling settings [23]. Other scholars have highlighted that digital or web-based guidance instruments contribute to stronger participation, clearer information processing, and more effective communication between counsellors and students [24]. In addition, the literature on creative counselling methods indicates that adolescents benefit greatly from media that invite reflection, stimulate emotional expression, and encourage active involvement in decision-making [25].

Taken together, these insights provide a strong theoretical foundation for developing the Deep Talk Flash Cards. The findings of this study reinforce the argument that reflective, visually appealing, and interactive media do more than facilitate dialogue; they actively strengthen the cognitive-emotional competencies essential for educational planning. By aligning reflective questions with students' developmental characteristics, combining visual stimulation with structured content, and leveraging the collaborative dynamics inherent in group guidance, the Deep Talk Flash Cards offer an innovative, practical, and effective approach to supporting adolescents as they navigate choices about their future educational trajectories.

#### 4. CONCLUSION

This study developed and evaluated the effectiveness of the Deep Talk Flash Card media for enhancing ninth-grade students' further-study planning abilities through group counselling services. Using the ADDIE development model, the research successfully produced a validated and feasible media tool that supports reflective dialogue and active student participation. Expert validation results of 89% for material feasibility and 92% for media feasibility indicate that the product meets pedagogical and practical standards for implementation in school counselling contexts.

The implementation phase demonstrated that the Deep Talk Flash Cards effectively stimulated deeper self-reflection, increased student engagement, and strengthened group dynamics during counselling sessions. Students became more confident in expressing their interests, abilities, and future aspirations. Quantitative findings from **pre-test and post-test** comparisons **showed a consistent improvement in** students' further-study planning skills, moving from the "fair" to the "good" category. This indicates that the media played a significant role in supporting students' decision-making processes.

Overall, the study concludes that the Deep Talk Flash Card media is an effective, engaging, and practical tool for facilitating group counselling to improve further study planning among junior high school students. The media fosters both cognitive and emotional reflection, aligns with adolescent developmental needs, and enhances the quality of counselling interactions. As such, it offers a meaningful contribution to the innovation of counselling media and provides BK teachers with an alternative approach to delivering more interactive and impactful guidance services.

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