

Development and Evaluation of VideoScribe-Based Career Guidance Media for Senior High School Students' Career Readiness

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ABSTRACT

Career readiness has become an essential competency for senior high school students as they prepare for transitions into higher education and future employment. However, many students still experience difficulties in understanding their personal potential, exploring career alternatives, and developing appropriate career plans. This study aimed to develop and evaluate a VideoScribe-based career guidance media in terms of its feasibility, practicality, and effectiveness in supporting senior high school students' career readiness. This study employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The participants consisted of three students in the individual trial, ten students in the small-group trial, and 113 students in the field trial at Madrasah Mu'allimaat Muhammadiyah Yogyakarta. Data were collected through expert validation questionnaires, practicality questionnaires, and a career readiness scale. The instrument quality was examined through content validity, item validity, and reliability analysis. The results showed that the developed media obtained feasibility scores of 95% from material experts and 87.5% from media experts, both categorized as very feasible. The practicality evaluation produced scores of 95%, 95%, and 98.75% in the individual, small-group, and field trials, respectively, all categorized as very practical. Regarding effectiveness, the individual trial ($n = 3$) yielded an N-Gain score of 0.32, indicating a moderate improvement in students' career readiness. In the small-group trial ($n = 10$), a paired sample t-test showed a significant difference between pretest and posttest scores ($p = 0.000$). In the field trial ($n = 113$), the Wilcoxon signed-rank test also indicated a significant difference ($p = 0.001$). These findings indicate that the VideoScribe-based career guidance media is feasible, practical, and effective for supporting career readiness development among senior high school students.

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1. INTRODUCTION

The transition from secondary education to higher education or employment represents a critical developmental stage for adolescents. During this period, students are required to make important decisions regarding educational pathways, occupational preferences, and future career goals. Therefore, students need adequate career readiness competencies that enable them to understand their abilities, explore opportunities, and make informed career decisions.

Career readiness is defined as the knowledge, skills, and attitudes required for individuals to successfully manage educational and occupational transitions [1]. It includes self-awareness, career exploration, decision-making skills, and the ability to formulate realistic career plans. These competencies are increasingly important because contemporary labour markets continue to experience rapid changes due to technological advancement, economic transformation, and evolving occupational demands [2].

Despite the importance of career readiness, many students still experience difficulties in developing appropriate career plans. Previous studies have reported that adolescents frequently encounter problems related to limited career information, uncertainty about future choices, and inadequate understanding of personal interests and abilities [3]. These conditions indicate that schools need effective career guidance services that help students develop awareness and preparedness before entering future education and employment environments.

Career guidance and counseling services have an important role in facilitating students' career development. Through structured guidance programs, students can explore their personal characteristics, understand career options, and develop strategies for achieving their future goals [4]. However, the effectiveness of career guidance services depends not only on the competence of counselors but also on the availability of appropriate instructional media.

Traditional career guidance practices often rely on verbal explanations, printed materials, and classroom discussions. Although these approaches remain useful, they may provide limited opportunities for students to experience engaging and interactive learning. Contemporary students are increasingly familiar with digital environments and multimedia content; therefore, guidance services need to integrate technology-based media that correspond with students' learning characteristics [5].

Digital learning media provide opportunities to improve educational experiences by combining multiple forms of representation, including text, images, animation, audio, and video. Mayer's cognitive theory of multimedia learning explains that learners can construct deeper understanding when information is presented through coordinated verbal and visual channels rather than through a single representation format [6]. Therefore, multimedia-based career guidance media have potential advantages in supporting students' understanding of complex career concepts.

One digital media that can be applied in career guidance services is VideoScribe. VideoScribe is an animation-based software that enables educators to create whiteboard-style videos by integrating illustrations, text, narration, and visual movement. This format allows information to be presented gradually and systematically, making abstract concepts easier to understand [7].

In career guidance contexts, VideoScribe can support the visualization of important career development concepts, including self-awareness, career awareness, and career planning. These concepts are essential because effective career decision-making requires students to first understand themselves, then explore available opportunities, and finally develop realistic career strategies [8].

Previous studies have demonstrated that animated learning media can improve students' motivation, attention, and understanding because visual presentations can make learning materials more attractive and easier to process [9]. However, although VideoScribe has been widely applied in academic subjects such as science and economics, its use as a specific intervention to improve career readiness remains limited. Existing digital career guidance media have predominantly focused on career planning, career maturity, or career decision-making, while the systematic integration of career readiness dimensions remains rarely explored. Furthermore, a recent systematic review confirms that although various media types—including websites, mobile applications, videos, and interactive platforms—have been used in career guidance, evidence specifically linking VideoScribe-based interventions to career readiness outcomes remains scarce [41].

Furthermore, many existing career guidance media provide general career information but do not systematically integrate career readiness dimensions into a structured development framework. This limitation creates a research gap regarding the development of technology-based career guidance media that combines multimedia learning principles with career readiness competencies.

To address this gap, this study develops a VideoScribe-based career guidance media using the ADDIE development model. The ADDIE model was selected because it provides a systematic instructional design framework consisting of analysis, design, development, implementation, and evaluation stages [10]. This approach enables researchers to produce educational media that are theoretically grounded and empirically tested.

The novelty of this study lies in developing a VideoScribe-based career guidance medium specifically designed to enhance senior high school students' career readiness. The developed media integrates three career readiness dimensions: self-awareness, career awareness, and career planning. In addition, the product is evaluated through expert validation, practicality testing, and effectiveness analysis.

Therefore, this study aimed to:

1. develop a feasible VideoScribe-based career guidance media for senior high school students;
2. evaluate the practicality of the developed media in career guidance services; and
3. examine the effectiveness of the media in improving students' career readiness.

2. METHOD

2.1 Research Design

This study employed a Research and Development (R&D) design to develop and evaluate a VideoScribe-based career guidance media for improving students' career readiness. R&D is an approach used to produce educational products through systematic development procedures, validation processes, product trials, and evaluation activities before implementation in real contexts [11]. In this study, the R&D methodology followed the procedural model of Borg and Gall [23] in its simplified form, which organizes development into sequential phases of needs assessment, planning, product development, expert validation, limited trials, and field testing. This methodological choice is consistent with educational R&D traditions that emphasize iterative validation and empirical testing of products prior to large-scale implementation [11], [22].

The development procedure adopted the ADDIE instructional design model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation [10]. ADDIE was selected rather than alternative instructional design models (e.g., Dick and Carey's systems approach, Kemp's model, or ASSURE) for three reasons. First, ADDIE provides a clear and flexible framework that can be adapted to non-instructional educational products such as guidance and counseling media [12]. Second, ADDIE explicitly positions evaluation as both a formative and summative component, which is essential for this study since the product must be validated at each stage before proceeding. Third, ADDIE's stages align directly with the R&D phases of Borg and Gall, allowing the two frameworks to be integrated systematically [10], [12], [23]. While the Dick and Carey model emphasizes instructional systems with detailed learner and context analyses, it is more suited to curriculum-level design; meanwhile, ASSURE focuses primarily on classroom media selection, which is less suitable for a full product development cycle. ADDIE therefore offers the most balanced fit for developing and empirically evaluating a digital career guidance medium.

Each ADDIE stage in this study was designed to generate evidence that informed the subsequent stage, and progression between stages was governed by explicit criteria:

1. Analysis → Design. The analysis stage collected data through interviews with guidance and counseling teachers and a review of existing career guidance practices at Madrasah Mu'allimaat Muhammadiyah Yogyakarta. The evidence produced—identified needs, existing problems, and technological feasibility—served as the basis for designing the media structure.

The criterion to proceed to the Design stage was that students' career readiness problems and the required media specifications were clearly identified and confirmed by the guidance and counseling teachers.

2. Design → Development. The design stage produced a storyboard, content framework, visual plan, and narration script. The evidence generated was the blueprint document reviewed against multimedia learning principles [6]. The criterion to proceed was that the storyboard was internally consistent with the three career readiness dimensions (self-awareness, career awareness, and career planning) and approved by the supervising expert.
3. Development → Implementation. The development stage produced the initial VideoScribe video and expert validation results. The criterion to proceed was that both material and media experts classified the product as "very feasible" (minimum score $\geq 80\%$). If any aspect had fallen below this threshold, revision and re-validation would have been required before trials.
4. Implementation → Evaluation. The implementation stage produced empirical data from individual ($n = 3$), small-group ($n = 10$), and field trials ($n = 113$). The criterion to proceed from the individual to the small-group trial was that students reported no major difficulties in understanding or using the media. The criterion to proceed from the small-group to the field trial was that practicality scores fell within the "very practical" category and that the paired sample t-test indicated a significant improvement in career readiness ($p < 0.05$). If these criteria had not been met, the product would have been revised and retested before the field trial.
5. Evaluation. The final stage synthesized feasibility, practicality, and effectiveness evidence to determine the overall quality of the product and to identify limitations for future development.

The main product developed in this study was a VideoScribe-based animated career guidance medium designed for senior high school students. The media was developed to support career guidance services by presenting career readiness materials through animation, narration, illustrations, and structured visual explanations.

2.2 Research Participants

The research was conducted at Madrasah Mu'allimaat Muhammadiyah Yogyakarta, Indonesia. The participants were senior high school students who participated in different stages of product evaluation.

The evaluation process consisted of three stages:

1. individual trial;
2. small-group trial; and
3. field trial.

The distribution of participants is presented in Table 1.

Table 1. Research Participants

Evaluation Stage	Number of Participants	Purpose
Individual Trial	3 students	To identify initial responses and usability of the developed media
Small-Group Trial	10 students	To evaluate practicality and preliminary effectiveness
Field Trial	113 students	To examine practicality and effectiveness in broader implementation

Table 1 presents the distribution of participants involved in the evaluation stages of the developed VideoScribe-based career guidance media. The evaluation was conducted progressively through individual trials, small-group trials, and field trials. The individual trial involving three students was conducted as an initial evaluation to identify potential weaknesses in the media design

and usability aspects. Subsequently, the small-group trial involving ten students was conducted to obtain broader feedback regarding practicality and initial effectiveness. Finally, the field trial involving 113 students was conducted to examine the practicality and effectiveness of the media in a larger implementation setting.

The gradual evaluation process allowed researchers to identify and improve product weaknesses before large-scale implementation. This procedure is consistent with the principles of educational product development, where formative evaluation is conducted before field implementation to ensure that the developed product meets users' needs [11].

2.3 Development Procedure

The development procedure followed the five stages of the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation [10], [12].

2.3.1 Analysis Stage

The analysis stage aimed to identify students' needs, existing problems, and requirements for developing career guidance media. Data were collected through interviews with guidance and counseling teachers at Madrasah Mu'allimaat Muhammadiyah Yogyakarta. The analysis focused on:

- a. existing career guidance implementation;
- b. available instructional media;
- c. students' career readiness problems; and
- d. technological facilities supporting media implementation.

The analysis results showed that career guidance services were still predominantly implemented through conventional approaches, including verbal explanation, discussion, and printed materials. Although these methods provided basic career information, they provided limited opportunities for students to engage with career concepts through attractive and interactive media.

The analysis also indicated that students experienced difficulties in identifying their career interests, understanding career alternatives, and planning future pathways. Therefore, a technology-based career guidance medium was considered necessary to support students' career readiness development.

2.3.2 Design Stage

The design stage involved preparing the instructional structure, content framework, storyboard, visual design, and narration script of the VideoScribe media. The storyboard was developed to ensure that each visual sequence supported the intended learning objectives. The media structure consisted of:

- a. introduction to career readiness;
- b. understanding personal potential;
- c. exploring career opportunities;
- d. planning future careers; and
- e. reflection activities.

The design process considered multimedia learning principles, particularly the importance of integrating visual and verbal information to support meaningful learning [6].

Visual elements, narration, and text were arranged systematically to minimize unnecessary cognitive load and help students focus on essential career concepts.

2.3.3 Development Stage

The development stage involved producing the VideoScribe-based career guidance media based on the approved design. The development process included:

- a. preparing illustrations and visual assets;
- b. creating animation sequences;
- c. recording narration;
- d. integrating audio and visual components; and
- e. producing the final video format.

After the initial product was completed, expert validation was conducted to evaluate the feasibility of the media. Two types of expert validation were conducted:

1. Material Expert Validation

The material expert assessed:

- a. accuracy of career readiness concepts;
- b. relevance of career guidance content;
- c. suitability with students' developmental characteristics;
- d. clarity of explanations.

2. b. Media Expert Validation

The media expert assessed:

- a. visual design;
- b. animation quality;
- c. typography;
- d. audio clarity;
- e. technical usability.

The recommendations from experts were used to revise and improve the developed media before student trials.

2.3.4 Implementation Stage

The implementation stage involved testing the developed media through three stages:

1. individual trial;
2. small-group trial; and
3. field trial.

During implementation, the VideoScribe media was used as part of classroom-based career guidance services.

Because students in the research setting were not permitted to bring personal electronic devices due to boarding school regulations, the media was uploaded to YouTube and displayed through

classroom LCD facilities. This implementation strategy allowed students to access digital career guidance content through counselor-facilitated activities.

2.3.5 Evaluation Stage

The evaluation stage was conducted to determine the overall quality of the developed product. The evaluation included:

1. Feasibility evaluation

Conducted by material and media experts to determine whether the developed product met instructional and technical quality standards.

2. Practicality evaluation

Conducted through student responses during individual, small-group, and field trials.

3. Effectiveness evaluation

Conducted by comparing students' career readiness scores before and after using the developed media.

The evaluation results were used to determine whether the VideoScribe-based career guidance media was suitable for implementation in school counseling services.

2.4 Research Instruments

Three instruments were used in this study.

2.4.1 Expert Validation Questionnaire

The expert validation questionnaire was used to assess the feasibility of the developed media. The instrument consisted of indicators related to:

- a. content quality;
- b. instructional suitability;
- c. language clarity;
- d. visual presentation;
- e. audio quality; and
- f. technical aspects.

Expert judgment is commonly used in educational product development to establish content validity before implementation [14].

2.4.2 Practicality Questionnaire

The practicality questionnaire was used to evaluate users' perceptions of the developed media. The assessment indicators included:

- a. ease of use;
- b. attractiveness;

- c. clarity of information;
- d. suitability for students;
- e. usefulness in career guidance activities.

2.4.3 Career Readiness Scale

The career readiness scale was used to measure changes in students' career readiness before and after intervention. The instrument validation results showed:

- a. Gregory Index = 1, indicating excellent content validity;
- b. item validity coefficients > 0.355 ;
- c. Cronbach's Alpha = 0.957, indicating excellent reliability.

A reliable and valid measurement instrument is essential in educational intervention research because it ensures that observed changes represent actual improvements in the measured construct [15].

2.5 Data Analysis

The collected data were analyzed using quantitative techniques.

1. Percentage Analysis

Percentage analysis was used to determine the feasibility and practicality levels of the developed media. The scores obtained from experts and students were converted into percentages and interpreted using predetermined categories.

2. N-Gain Analysis

The N-Gain analysis was conducted to determine the level of improvement in students' career readiness after using the media. The N-Gain score was interpreted based on improvement categories.

3. Statistical Hypothesis Testing

Before hypothesis testing, data normality was examined. For normally distributed data, a paired sample t-test was conducted. For non-normally distributed data, the Wilcoxon signed-rank test was applied. The significance level used in statistical testing was $p < 0.05$.

3. RESULTS AND DISCUSSION

This section presents the results of the development and evaluation of the VideoScribe-based career guidance media. The findings are organized according to the stages of the ADDIE model, including product development, expert validation, practicality evaluation, and effectiveness testing. The discussion explains the meaning of the findings and relates them to previous studies on digital instructional media, multimedia learning, and technology-based career guidance.

3.1 Development Results of VideoScribe-Based Career Guidance Media

The development process resulted in a VideoScribe-based career guidance media designed to enhance senior high school students' career readiness. The product development followed the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation.

The Analysis stage identified students' needs related to career readiness development. The results showed that students experienced difficulties in recognizing personal abilities, exploring career alternatives, and preparing future career plans. In addition, career guidance services were still predominantly delivered through conventional approaches, such as verbal explanations and printed materials.

These findings indicate that students require career guidance media that can provide information in a more attractive, structured, and technology-supported format. Previous studies have emphasized that digital learning media can increase student engagement because they provide opportunities for learners to access information through visual and interactive representations [16].

During the Design stage, the researchers developed the structure and storyboard of the VideoScribe media based on three career readiness dimensions:

1. Self-awareness
2. Career awareness
3. Career planning

The content organization was designed based on the assumption that career development is a continuous process. Students need to understand themselves before exploring career opportunities and establishing future plans [13].

The Development stage produced an animated video using VideoScribe technology. The media integrated:

1. illustrations,
2. animation effects,
3. narration,
4. text explanations, and
5. structured career guidance activities.

The use of animation was intended to simplify abstract career concepts and provide students with clearer visual representations. Similar findings have been reported in previous VideoScribe development studies, where animation-based media developed through ADDIE procedures demonstrated high feasibility and practicality for educational implementation.

The Implementation stage involved product trials with students. Because students in the research setting were not allowed to bring personal electronic devices, the media was implemented through classroom projection using LCD facilities. This adaptation demonstrates that digital career guidance media can still be effectively implemented within institutional limitations.

The Evaluation stage focused on determining the quality of the product through expert validation, practicality assessment, and effectiveness testing.

3.2 Expert Validation Results

Expert validation was conducted to determine whether the developed media met quality standards before implementation. Two experts were involved:

1. material expert;
2. media expert.

The validation results are presented in Table 2.

Table 2. Expert Validation Results

Validator	Percentage Score	Category
Material Expert	95%	Very Feasible
Media Expert	87.5%	Very Feasible

Table 2 shows the results of expert validation conducted to evaluate the feasibility of the VideoScribe-based career guidance media. The material expert provided a score of 95%, indicating that the content presented in the media was highly appropriate in terms of career guidance concepts, relevance, language clarity, and alignment with students' needs.

Meanwhile, the media expert evaluation obtained a score of 87.5%, categorized as very feasible. This result indicates that the visual presentation, animation design, typography, audio components, and technical aspects of the media were suitable for educational implementation.

The difference between the material and media validation scores indicates that the content aspect received slightly higher evaluation compared with the technical aspect. However, both results were within the very feasible category, demonstrating that the developed media fulfilled both instructional and technical requirements before being implemented with students.

These findings support the argument that educational media development requires evaluation from both content and technology perspectives because effective learning media must integrate accurate information with appropriate presentation design [6], [7].

3.2.1 Material Expert Validation

The material expert evaluation obtained a score of 95%, categorized as very feasible.

The assessment covered:

1. accuracy of career readiness concepts;
2. suitability of content with guidance objectives;
3. relevance to students' developmental characteristics;
4. clarity of explanations.

The high score indicates that the developed media successfully incorporated essential career readiness concepts. The content structure enabled students to understand the relationship between personal characteristics, career exploration, and career planning.

This finding is consistent with career development perspectives stating that effective career guidance should help students develop self-understanding, obtain career information, and construct realistic future plans [8], [13].

Furthermore, career guidance media should not only function as information delivery tools but also as learning environments that facilitate reflection and decision-making. The developed

VideoScribe media supports this function by guiding students through sequential career development activities.

3.2.2 Media Expert Validation

The media expert evaluation obtained a score of 87.5%, categorized as very feasible. The evaluation aspects included:

1. visual presentation;
2. animation quality;
3. typography;
4. audio clarity;
5. technical usability.

The results indicate that the developed VideoScribe media had appropriate technical characteristics for use in career guidance services.

The findings support previous research showing that VideoScribe-based media can achieve high feasibility levels when visual design, content structure, and instructional objectives are aligned. For example, previous VideoScribe development research using ADDIE models reported high validation scores from media and material experts, demonstrating the suitability of animated media as educational tools.

The media expert also provided recommendations regarding visual consistency and technical presentation. These revisions improved the final quality of the media before student implementation.

3.3 Practicality Evaluation Results

After revision based on expert feedback, the media was tested through three stages:

1. individual trial;
2. small-group trial;
3. field trial.

The practicality results are presented in Table 3.

Table 3. Practicality Evaluation Results

Trial Stage		Participants	Percentage Score	Category
Individual Trial		3 students	95%	Very Practical
Small Group Trial		10 students	95%	Very Practical
Field Trial		113 students	98.75%	Very Practical

Table 3 presents the practicality evaluation results obtained from students during the implementation stages. The individual trial and small-group trial both obtained a score of 95%, indicating that students perceived the media as easy to use, attractive, and understandable.

The field trial produced the highest practicality score of 98.75%. This result indicates that when implemented with a larger number of students, the VideoScribe-based career guidance media received highly positive responses. Students considered the media helpful because the combination of animation, narration, and visual explanation made career-related concepts easier to understand.

The high practicality score demonstrates that the developed media is not only theoretically feasible but also applicable in real school counseling settings. Practicality is an important indicator in educational product development because a product must be usable by teachers and students before it can be widely implemented [11]

The results indicate that the VideoScribe-based career guidance media was highly accepted by students.

The individual trial and small-group trial both obtained a score of 95%, showing that students considered the media easy to understand and attractive. Meanwhile, the field trial produced the highest score of 98.75%, indicating stronger acceptance when the media was implemented with a larger group.

Several factors contributed to the high practicality score:

1. Clear Information Organization

The media presented career concepts systematically, beginning with self-understanding, followed by career exploration and planning.

2. Attractive Visual Presentation

Animation and illustrations helped students maintain attention during guidance activities.

3. Ease of Implementation

The media could be integrated into classroom guidance sessions without requiring complex technological infrastructure.

Previous research has also demonstrated that VideoScribe-based media developed using ADDIE procedures generally obtains high practicality ratings because the products combine instructional clarity with attractive visual design.

3.4 Effectiveness Testing Results

The effectiveness of the developed media was examined by comparing students' career readiness before and after implementation.

Three analyses were conducted:

1. N-Gain analysis;
2. paired sample t-test;
3. Wilcoxon signed-rank test.

3.4.1 Individual Trial Effectiveness

The individual trial involved three students.

Table 4. N-Gain Analysis Result

Trial Stage	N-Gain Score	Category
Individual Trial	0.32	Moderate

Table 4 presents the improvement level of students' career readiness based on the N-Gain analysis. The obtained score of 0.32 indicates that the VideoScribe-based career guidance media produced a moderate improvement in students' career readiness.

Although the improvement level was categorized as moderate, the individual trial functioned primarily as a preliminary evaluation stage. The main purpose of this stage was to examine students' initial responses toward the media and identify aspects requiring improvement before conducting larger-scale effectiveness testing.

The improvement in career readiness may occur because the media presented career concepts through multiple representations, including animation, narration, and visual examples. According to multimedia learning theory, combining verbal and visual information can support deeper cognitive processing and improve learners' understanding of complex concepts [6].

3.4.2 Small Group Trial Effectiveness

The small-group trial involved ten students. The paired sample t-test was conducted because the data fulfilled normality assumptions. The statistical analysis resulted in:

$$p = 0.000 (p < 0.05)$$

This result indicates a significant difference between students' career readiness scores before and after using the VideoScribe media.

Therefore, the developed media was effective in improving students' career readiness during the small-group trial.

3.4.3 Field Trial Effectiveness

The field trial involved 113 students. Because the data did not meet normality assumptions, the Wilcoxon signed-rank test was applied. The analysis resulted in:

$$p = 0.001 (p < 0.05)$$

This finding confirms that students' career readiness significantly improved after participating in career guidance activities using VideoScribe media.

3.5 Discussion of Main Findings

The overall findings demonstrate that the VideoScribe-based career guidance media fulfilled three important criteria of educational product quality:

1. feasibility;
2. practicality;
3. effectiveness.

The feasibility findings indicate that the media content and design were appropriate for supporting career guidance services. The material validation score of 95% confirms that the media

successfully represented career readiness concepts, while the media validation score of 87.5% confirms that the technical presentation was suitable for student use.

The effectiveness of the media can be explained through multimedia learning theory. Multimedia environments support learning by allowing students to process information through visual and verbal channels simultaneously [6]. In career guidance contexts, this advantage is particularly important because many career concepts involve abstract thinking, self-reflection, and future-oriented planning.

The improvement in career readiness scores also demonstrates that digital media can strengthen counseling interventions. Students were not only exposed to career information but were encouraged to reflect on personal abilities, explore possibilities, and consider future actions.

Compared with previous studies, this research provides several contributions. First, the developed media specifically targets career readiness, whereas many previous VideoScribe studies focused on academic subject learning. Second, the media integrates career development concepts with multimedia learning principles. Third, the product was evaluated through comprehensive stages involving expert validation, practicality testing, and effectiveness analysis. Therefore, this study contributes to the development of digital guidance and counseling practices by demonstrating that VideoScribe-based media can serve as an effective tool for enhancing students' career readiness.

4. CONCLUSION

This study developed a VideoScribe-based career guidance media to enhance senior high school students' career readiness. The development process was conducted using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The systematic development procedure resulted in a digital career guidance product that integrated multimedia learning principles with career readiness competencies.

The findings demonstrated that the developed media met the criteria of a feasible educational product. The material expert evaluation obtained a score of 95%, while the media expert evaluation obtained a score of 87.5%, with both results categorized as very feasible. These findings indicate that the content, visual presentation, and technical components of the media were appropriate for supporting career guidance services.

The practicality evaluation showed that the media received highly positive responses from students. The individual trial achieved a score of 95%, the small-group trial achieved 95%, and the field trial achieved 98.75%. These results indicate that the VideoScribe-based career guidance media was easy to use, attractive, and suitable for implementation in school counseling environments.

The effectiveness analysis confirmed that the developed media contributed to improving students' career readiness. The individual trial produced an N-Gain score of 0.32, indicating moderate improvement. Furthermore, statistical testing showed significant differences between students' pretest and posttest scores in both the small-group trial ($p = 0.000$) and field trial ($p = 0.001$).

The findings suggest that VideoScribe-based career guidance media can serve as an alternative digital tool for counselors in delivering more engaging and meaningful career guidance services. The study contributes to educational technology research by demonstrating how animated multimedia media can be integrated into career guidance programs to support students' self-awareness, career exploration, and career planning.

This study has several limitations. First, the research was conducted in only one educational institution, which may limit the generalization of findings. Second, the effectiveness measurement focused on immediate improvement after intervention and did not examine long-term career decision outcomes. Future studies are recommended to investigate the long-term impact of digital career guidance media and its implementation across different educational contexts.

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