

CIPP Evaluation of Counseling Guidance Programs

Jemi Sundaya¹, Dian Montanesa²

¹Madrasah Aliyah Negeri 1 Bengkulu Utara, Bengkulu, Indonesia, ²Universitas
Bengkulu, Bengkulu, Indonesia

Corresponding author e-mail: dianmontanesa@gmail.com

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Abstract: Moral problems become student problems that occur as part of the impact of globalization. This research aimed to evaluate guidance and counseling services at MAN 1 Bengkulu Utara as supporting students in solving their problems and developing their potential. The evaluation model used is the CIPP (Context, Input, Process, Product) evaluation model to get a more comprehensive and in-depth picture of the guidance and counseling program. This research used a descriptive method with a qualitative approach. Data was obtained from guidance and counseling coordinators, guidance and counseling teachers and students using interview techniques, document study, and observation. The results of the research showed that in the Context aspect, achievement is in the high category, as well as in the program Input aspect which is also in the high category. Meanwhile, the Process program aspect is also in the high category, but the Product aspect is in the medium category. The conclusion is that the guidance and counseling program can be said to be well implemented. Only moderate product categories still need to be improved. Furthermore, to improve program implementation, there are several recommendations, including the preparation of special documents for guidance and counseling profiles; documents detailing special funds for guidance and counseling programs; and additional guidance and counseling teachers.

Keywords: CIPP Model, Evaluation, Guidance Counseling

A. Introduction

The problems of students at school are increasingly diverse, both problems outside school and inside school. One of the student problems that occurs as part of the impact of globalization is moral problems which are shown by the large number of students who violate the rules set by the school (Warju, 2016). School service for students such as guidance and counseling programs are very necessary to direct and assist students in solving their problems and developing their potential (Uğur et al., 2016). However, in reality, the guidance and counseling program has not been able to run optimally due to several obstacles, such as inadequate facilities and infrastructure, no assessment of

guidance and counseling learning outcomes, and maximum coordination created between subject teachers and guidance and counseling teachers (Divayana et al., 2021).

The emergence of negative perceptions about guidance and counseling is due to the unknown function, direction, and objectives of guidance in schools or not having planned guidance and counseling programs. This can also be caused by ignorance of the duties, roles, functions, and responsibilities of guidance and counseling teachers themselves in providing self-development to students (AbdiShahshahani et al., 2015). The self-development referred to in this problem is how a student can develop his or her potential regarding physical, emotional, intellectual, social, and moral-spiritual aspects, to minimize the risk of falling into the negative aspects of juvenile delinquency.

The support for formal education, guidance, and counseling has been implemented in every formal school at all levels, one of which is MAN 1 Bengkulu Utara. The types of cases that occur in the field, the resolution of which is the task of guidance and counseling, are that there are still many students who violate school rules, such as using cellphones during class lessons and there are still students who often come to school late and are absent without explanation. The time set by the school and other problems are partly due to personal problems and social interactions. Guidance and counseling not only focus on problematic students but is also needed to develop students' talents and interests. Systematic handling of Guidance and Counseling problems at MAN 1 Bengkulu Utara by first finding out about student cases, then recording them in the Case Map Book and Event Notes, then tracing the status of student counseling and follow-up to resolve the student's problems. Follow-up on this case will use collaborative methods (parents, homeroom teachers or other related parties), home visits, referrals, and case conferences.

Furthermore, to determine the success of achieving the goals of the guidance and counseling program, efforts are needed to collect evidence in the form of data that indicates success to be analyzed and interpreted. This effort is referred to as evaluation (Yastibas & Erdal, 2020). The review of these activities can be used as material for consideration in the next guidance and counseling program. It could be that if the program is running well, it can be continued, and what is lacking can be used for improvement. One evaluation model that can be used is the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam (Rezaee & Shokrpour, 2011). This evaluation is an effort to provide information for decision-makers. The evaluation components of this model consist of 4 (four), namely context, input, process, and product. This research question is how the evaluation guidance and counseling services at MAN 1 Bengkulu Utara.

B. Methods

This research uses a descriptive method with a qualitative approach. Data was obtained from guidance and counseling coordinators, guidance and counseling teachers and students using interview techniques, document study, and observation. The evaluation model used in evaluating this program is the Context, Input, Process, Product (CIPP) evaluation model. The purpose of the evaluation is to collect accurate and comprehensive information so that it can be used to assist leadership in making further decisions to improve and enhance the implementation of the Guidance and Counseling Services program at MAN 1 Bengkulu Utara.

C. Results and Discussion

The results of the guidance and counseling program evaluation using the Context, Input, Process, and Product evaluation model are presented as follows:

1. Context

The context consists of five aspects, namely: Guidance and Counseling Vision and Mission; Aspects of formal legality of guidance and counseling service programs; Background to the guidance and counseling program; Guidance and counseling program objectives; and Support from the school community.

Vision and Mission of Guidance and Counseling MAN 1 Bengkulu Utara “The realization of optimal self-development and independence with the essence of humanity as servants of God Almighty as individual creatures and social creatures about humans and the universe.” Guidance and Counseling Mission, namely: 1) Faith and devotion to God Almighty; 2) Understanding personal development and the environment; 3) Self-direction towards the spiritual dimension; 4) Decision making based on IQ, EQ, and SQ and; 5) Optimal self-actualization.

The guidance and counseling program refers to a formal basis which refers to government policy, UU Permendikbud Number 111 of 2014, that guidance and counseling is a systematic, objective, logical sustainable, and programmed effort carried out by counselors or Guidance and Counseling teachers to facilitate the development of students. /Counselees to achieve independence in their lives. The guidance and counseling coordinator at MAN 1 Bengkulu Utara explained that guidance and counseling at MAN 1 Bengkulu Utara is by the foundations outlined in the Minister of Education and Culture Law Number 111 of 2014 where guidance and counseling services are provided to support the development of students at school. Guidance and counseling services at MAN 1 Bengkulu Utara have 4 program components that suit the needs of students: responsive services, individual planning services, system support, and support units.

According to the guidance and counseling coordinator and teacher at MAN 1 Bengkulu Utara, guidance and counseling are very important in schools to support students' maximum self-development. However, in reality, there are still many students who do not realize their potential. Based on the vision and mission of guidance and counseling that has been created by the Guidance and Counseling party, the aim of creating a guidance and counseling program is to help students become independent and develop their potential optimally. Guidance and counseling activities really need support from the school and the school community such as parents of students and the surrounding community so that the planned guidance and counseling activities can run well. The guidance and counseling teacher explained that the environment is very supportive because comprehensive guidance and counseling used, meaning that every party participates in guidance and counseling activities, from the school principal to the community. For example, school drug education must involve people who understand more about drugs, so schools will involve agencies such as BNN for drug education. This is because MAN 1 Bengkulu Utara has used comprehensive guidance and counseling where every activity will involve all stakeholders around it. The context evaluation is presented in figure 1 below.

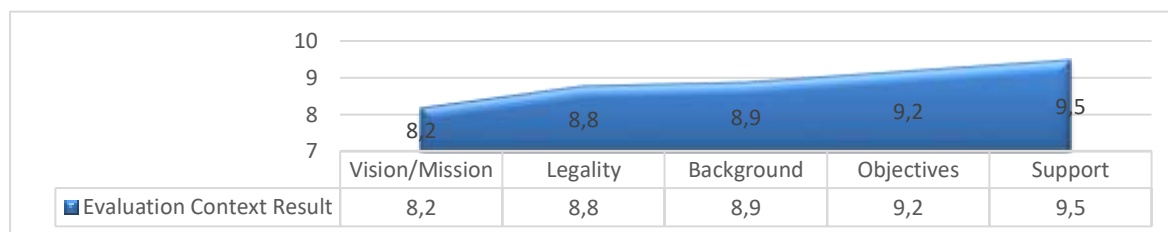


Figure 1. Result of Evaluation Context

2. Inputs

Inputs consist of six aspects, namely: Organizational structure, goals, and functions; Guidance Teacher/Counselor; Program; Learners; Facilities and infrastructure; and facilities and infrastructure. A managerial system in the guidance and counseling program needs to be implemented so that guidance and counseling services truly contribute to determining the vision, mission, and goals of the program to be implemented. During the educational process, competent teaching and education staff are certainly needed so that the goals set by an institution can be achieved well and on target, and with the competence of teachers, it is hoped that they can support the success of students' education. It can be interpreted that a school counselor must be responsible for the health, welfare, education, and social needs of children, and participate in all school activities as a whole, especially assisting the principal in determining educational policies also the school counselor is tasked with holding meetings with guidance teachers or officers. others in connection with the

implementation of counseling services and guidance in schools. The success of implementing guidance and counseling activities in schools will be largely determined by the competence of teachers with adequate qualifications and the more experienced a teacher is, the better the quality of these activities.

Based on the results of interviews with guidance and counseling teachers, showed the qualifications and competencies to become a guidance and counseling teacher or counselor are graduates of a bachelor's degree in guidance and counseling education and have 3 competencies, namely: pedagogical, social and professional competencies. To develop the competencies that exist in teachers, schools usually hold counselor professional development which is usually held by the school or other institutions such as training, seminars, upgrading, MGP-BK. This presentation is in accordance to the provisions stipulated in Ministerial Regulation No. 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies.

The service programs at MAN 1 Bengkulu Utara are monthly, semester, and annual programs with various kinds of services, which consist of 4 program components, namely: 1) Responsive services, and assistance for students who have problems that must be resolved immediately. With individual counseling service strategies or activities, group counseling, and consultation; 2) Individual planning services, help students learn to understand their own development. With classical guidance service activities, individual counseling, group counseling, cross-class guidance, consultation, collaboration; 3) Support for service component systems and management activities for teacher professional development such as training and seminars held for guidance and counseling teachers; and 4) Support Unit, services provided as a support tool in solving student problems.

There are several characteristics of students that must be understood. However, in essence, in counseling guidance, all students have the right to receive counseling guidance services. It's not just students who have problems because there is comprehensive counseling for all school students to develop the potential they have and help resolve the problems they have. It's just that students who have problems will be handled more intensively. This shows that the existence of counseling guidance in schools is aimed at all students at school to help students solve problems and recognize and develop their own potential.

Guidance and counseling service activities at MAN 1 Bengkulu Utara have adequate facilities and infrastructure to support guidance and counseling service activities. Funding for the MAN 1 Bengkulu Utara guidance and counseling program is only obtained from the school according to the application. This shows that funding for MAN 1 Bengkulu Utara counseling is very limited. The fees obtained are only to fulfill the application submitted by the guidance counseling party and there is no financial transparency. Apart from that, the school also does not support

psychological tests for students because of the lack of costs. All input evaluation components are presented in figure 2 below.

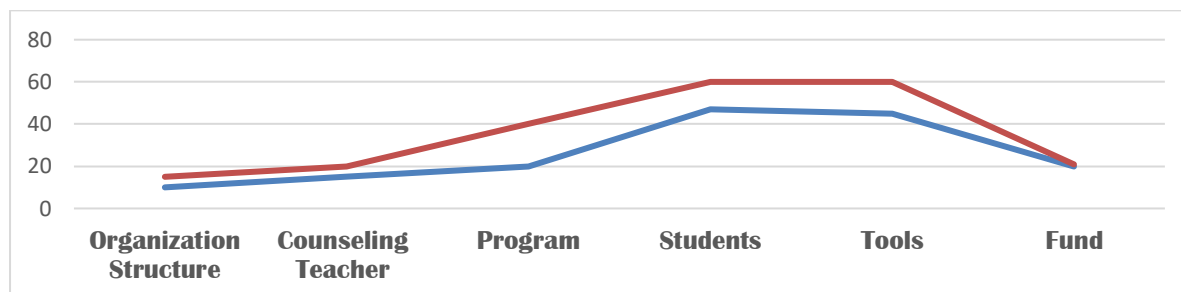


Figure 2. Result of Evaluation Input

3. Process

The process consists of aspects of planning guidance counseling and implementation. The guidance and counseling program is structured based on the needs of students. Based on the Minister of Education and Culture Regulation Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education, the structure of the guidance and counseling program consists of rationale, vision and mission, description of needs, objectives, program components, service areas, operational plans, theme development, evaluation plans, reporting and follow-up, as well as cost budgets. Needs assessment is an activity that aims to discover the real conditions of students which will be used as a basis for planning guidance and counseling programs.

The scope and implementation of guidance and counseling in high schools are guidance teachers or counselors, who are professional educators with academic qualifications of a bachelor's degree in guidance and counseling. Meanwhile, to coordinate the guidance and counseling program, the school principal will appoint a coordinator who will later function as a driving force for the guidance and counseling program in the school and will be assisted by the relevant school community. Schools hold counselor development training to develop the competencies within counselors to become professional counselors. The training is held over several days and is carried out once a month or two months. All components of the evaluation process are presented in figure 3 below.

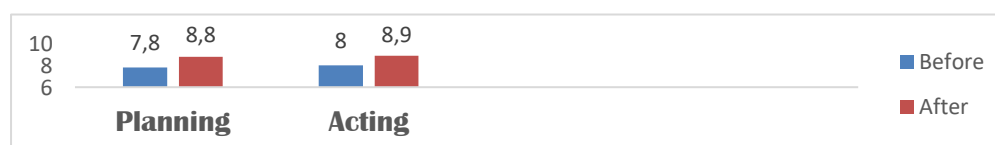


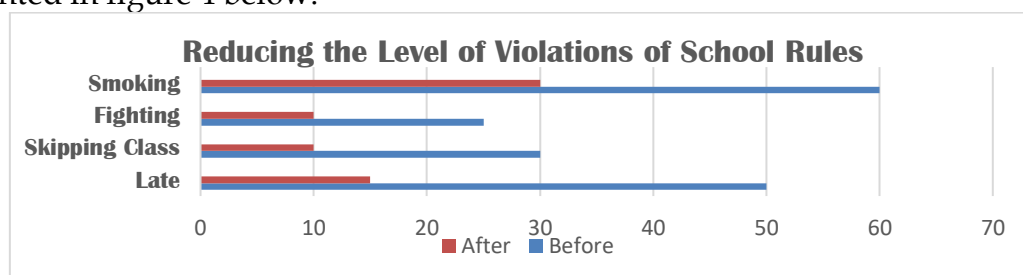
Figure 3. Result of Evaluation Process

4. Products

The products consist of self-understanding, changes in attitudes and behavior; Positive feelings; Development of student independence; Learning achievement (academic/non-academic).

The results of the MAN 1 Bengkulu Utara Counseling Guidance program increase self-understanding, changes in students' attitudes and behavior so that they can understand themselves by being able to control their emotions, which will influence changes in attitudes and behavior in a positive direction. The data obtained shows that cases of student violations that occurred in the last 3 years have decreased in several problem categories. This is enough to illustrate that the actions and services provided by Guidance Counseling are quite capable of reducing problems that occur in the school environment, especially in the case of violations of school rules, whereas social or social problems and personal problems still tend to fluctuate. This is due to influences from outside the school environment that are not supportive and also the personal characteristics of each student. Even though the school has provided the best possible service, if there is no self-awareness and cooperation between parents at home, this will be difficult to overcome.

According to the results of an interview with one of the students at MAN 1 North Bnegkulu, it was explained that the existence of Guidance Counseling was able to provide understanding for students because it taught them how to respect and how to find out the characteristics of students that needed to be improved to be better. Several other students also admitted that with Guidance Counseling they increasingly understand what is good and what is not good to imitate. This change can be seen from the decrease in the level of violations of regulations, which is presented in figure 4 below.



Graph 4. Reducing the Level of Violations of School Rules

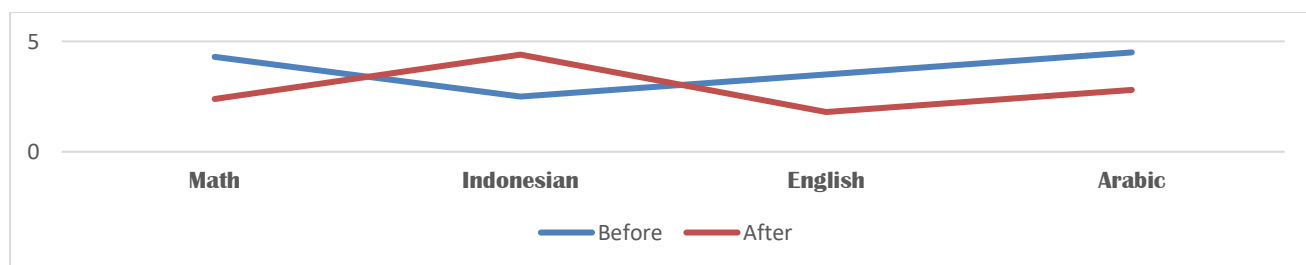
The next result of the Counseling Guidance program is being able to have positive feelings with the presence of Counseling Guidance activities in the classroom with materials that motivate students to think positively. Guidance and Counseling services provided when students are having problems are expected to help and change feelings to be more positive. This can be seen from the enthusiasm of

students in participating in Guidance Counseling activities, students are very happy and enthusiastic in participating in activities, and open to receiving material in class and other activities. Students are given various motivations and social knowledge during Guidance Counseling class hours, and this is always well received by students in class. Even outside class hours, students always take the time to come to the Guidance Counseling room to just talk or tell stories. problem.

Developmental tasks originate from physical maturity, societal or cultural demands and individual values and aspirations. The success of students in completing developmental tasks makes students happy and will become capital for completing subsequent developmental tasks. On the other hand, students' failure to complete developmental tasks disappoints and/or belittles others. This failure will make it difficult for students. complete the developmental tasks of the next phase. Developmental tasks are one aspect that guidance and counseling teachers or counselors must understand because achieving developmental tasks is the target of guidance and counseling services. By holding activities such as spiritual outbound which are carried out by especially new students, these activities are carried out to be able to develop independence, where students are required or taught to become leaders and achieve self-development as teenagers who believe and fear God. After the activity was finished, many students looked more independent and active.

Apart from that, to strengthen spiritual development, every morning they are required to always perform Tadarus, and pray together at school, on Friday's students are also required to pray Friday prayers together at school and are allowed to perform Friday sermons to train their mental independence and spiritual development of students.

The data shows that one subject experienced a decline and three subjects experienced an increase, therefore follow-up action is needed to find out the cause of the decline in grades so that tips can be found to improve the learning outcomes obtained, so that students' grades are always maximum. Meanwhile, for non-academic achievements, MAN 1 Bengkulu Utara has many achievements in the fields of sports and arts at national and international levels. This data is presented in Graph 5 below.



Graph 5. Increase and Decrease in Student Academic Scores

The Context stage in the CIPP model evaluation relates to questions about what needs have not been met by program activities, which development goals are related to meeting needs, and which goals are easiest to achieve. All aspects of the context have been implemented well with high marks. The results of data analysis show that the MAN 1 Bengkulu Utara Counseling Guidance already has the right vision, mission and goals, but the vision and mission, background, and objectives of the Counseling Guidance are not combined or created in one unified profile. This is in line with the results of research conducted by (Li & Hu, 2022); and (Sopha & Nanni, 2019) that the CIPP Model is a tool that can be used to assess the effectiveness of programs and systems in the field, as well as to answer questions regarding evaluate the context related to the vision, mission and program objectives.

Input stages for the student aspect, the evaluation findings that were not achieved were that there were no interviews with new students when they first entered the school because there was no support from the school. In terms of aspects, counselors have indeed met the standard academic qualification and competency criteria. However, the number of Guidance and Counseling teachers at the school is only 2 people. This number is still insufficient because according to the applicable regulations, each counselor should ideally only guide 150 students. So there must be additional counselors so that the service runs more effectively (Sapto Irawan & Prasetyo, 2020).

Next, in terms of facilities and infrastructure, the Guidance and Counseling room is not yet by the dimensions that have been determined. There is no individual counseling room so that if there is a very confidential problem students cannot function optimally. The results of this evaluation are the same as the evaluation results in research conducted by (Rooholamini et al., 2017); (Pramono et al., 2020). in counseling activities for vocational school students in Malang, it shows that the number of counselors who guide them is limited so one counselor must guide 300 students. This results in less-than-optimal guidance results (Dwi et al., 2018).

The Process stage shows that this process evaluation predicts deficiencies in the design of procedures for program activities from their implementation, provides data for decisions in program implementation and maintains documentation about the procedures carried out. The obstacles in program evaluation are carrying out assessments in data processing tools, only using questionnaires or interviews, and inadequate costs for implementing program evaluation activities. The same obstacle occurred in research conducted by (Hartati et al., 2018) which was conducted in the Junior High School Guidance and Counseling program using the CIPP model.

In the Product Stage, the data shows that in the category of development of students' attitudes and behavior each year there has been a decline in several categories of problems with violations of rules and regulations in schools. In general, social issues

are still fluctuating so Guidance Counseling teachers need to review existing services. However, the existence of several activities can make students understand their potential both academically and non-academically. However, the average National Examination scores still tend to fluctuate in certain subjects. This is in line with the results of research conducted by (Aziz et al., 2018); (Agus et al., 2023) that one of the product stage evaluations in the Guidance and Counseling learning evaluation was assessed from students' attitudes and behavior regarding social issues.

D. Conclusions

Based on the results of the research that has been carried out, it can be concluded that the guidance and counseling services at MAN 1 Bengkulu Utara are running well even though several categories need to be improved. The context aspect of all components has been achieved, and there is legal legality that regulates guidance and counseling programs, in the input aspect some input aspects have been achieved. The recommendations can be given that there should be more Counseling Guidance teachers, so that the service runs more effectively, a special counseling room should also be prepared so that guidance and counseling activities in individual services can run more effectively.

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