



## Evaluation of comprehensive guidance and counseling program using the CIPP model

Afentis Nehe<sup>1</sup>, Sophia Tri Satyawati<sup>2</sup>, Yari Dwikurnaningsih<sup>3</sup>

<sup>1,2,3</sup>Universitas Kristen Satya Wacana, Salatiga, Indonesia

[942022027@student.uksw.edu](mailto:942022027@student.uksw.edu)<sup>1</sup>, [sophia.trisatyawati@uksw.edu](mailto:sophia.trisatyawati@uksw.edu)<sup>2</sup>, [yari.dwikurnaningsih@uksw.edu](mailto:yari.dwikurnaningsih@uksw.edu)<sup>3</sup>

### ABSTRACT

*As an integral part of education that impacts the success of student character building, Guidance and Counseling need to be evaluated regularly to produce a good program. This study will evaluate the comprehensive guidance and counseling program at SMK Swasta Pembda Nias using the CIPP (Context, Input, Process, Product) evaluation model. The research method used is a descriptive qualitative with a case study approach. Data were collected through interviews, observations, and documentation. The results showed that from the context aspect, the guidance and counseling program at SMK Swasta PEMBDA Nias is highly relevant to student's needs and the school's vision and mission. From the input aspect, the human resources and materials used are adequate, but they still require improvement in counselors' training and professional development. The process aspect shows that the program's implementation has gone according to plan. From the product aspect, the program has positively impacted students' academic and non-academic development. There is a need for continuous evaluation to ensure the sustainability of the positive impact that has existed.*

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### ABSTRAK

Bimbingan dan Konseling sebagai bagian integral dari pendidikan yang berdampak pada keberhasilan pembentukan karakter peserta didik perlu dievaluasi secara rutin untuk menghasilkan program yang baik. Penelitian ini bertujuan untuk mengevaluasi program bimbingan dan konseling komprehensif di SMK Swasta PEMBDA Nias dengan menggunakan model evaluasi CIPP (Context, Input, Process, Product). Metode penelitian yang digunakan adalah metode deskriptif kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa dari aspek konteks, program bimbingan dan konseling di SMK Swasta Pembda Nias memiliki relevansi yang tinggi dengan kebutuhan peserta didik dan visi-misi sekolah. Dari aspek input, sumber daya manusia dan materi yang digunakan sudah memadai, namun masih memerlukan peningkatan dalam hal pelatihan dan pengembangan profesional konselor. Aspek proses menunjukkan bahwa pelaksanaan program sudah berjalan sesuai dengan rencana. Sedangkan dari aspek produk, program ini telah memberikan dampak positif terhadap perkembangan akademik dan non-akademik peserta didik, meskipun perlu adanya evaluasi berkelanjutan untuk memastikan keberlanjutan dampak positif yang telah ada.

**Kata Kunci:** CIPP; bimbingan dan konseling komprehensif; evaluasi program

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## INTRODUCTION

From the perspective of Guidance and Counseling, students are individuals who are developing into maturity or independence. The development of students in reaching maturity requires guidance because they do not understand their abilities, environment, and experiences to achieve a quality life. Therefore, BK services need to look at problems from the student's perspective and pay attention to the environment around them. The guidance and counseling paradigm views every counseling student as having the potential to develop optimally (Padil & Nashruddin, 2021). Expertise must be in the person of the extension worker or counselor when carrying out briefing activities from the beginning to the end of the meeting. The reality is that a counselor has been unable to apply counseling skills to carry out BK services fully. This happens because of teachers' lack of understanding and experience in guidance. Therefore, organizations, especially vocational schools, should prepare a comprehensive BK service program. Counselor education is one way to develop competencies for prospective counselors. (Marjo, 2022).

To achieve the school's vision and mission, every student should be required to take action to support future success. The attitude that students must have is how they can discipline themselves in learning. The smallest community in learning is the classroom, where there is interaction and learning with each other, equipping both students and teachers. Therefore, a comprehensive guidance and counseling program is needed in schools so that all activities carried out in the school environment run well (Putri, 2019). Comprehensive BK is important and the right solution for implementing BK services in schools because it can foster students' motivation in fostering ethics that impact their character at school. The community welcomed the SMK Swasta Pembda Nias, which was marked by the many people who chose to send their children to school at the SMK Swasta Pembda Nias as an option after graduating from the junior high school level. Along with the development of time, the SMK Swasta Pembda Nias developed by adding shared majors and collaborating with industrial companies.

Based on the results of interviews with school principals at the SMK Swasta Pembda Nias, the researcher found that the problem is that the implementation of the comprehensive guidance and counseling program at the SMK Swasta Pembda Nias has not been carried out as it should because the program foundation, program planning, implementation time, and program evaluation have not been well organized. This is an obstacle to implementing a comprehensive BK program in schools. The problem of implementing comprehensive BK in schools occurs due to insufficient time and the number of teachers still lacking, consisting of 3 people, with the principal as the coordinator of BK, with a total of 756 students, so it is difficult for BK teachers to implement comprehensive BK. Meanwhile, in the Regulation of the Minister of Education and Culture Number 15 of 2018, the ideal ratio of BK teachers and students is 1:150. In addition, it was found that in the SMK Swasta Pembda Nias, problems are caused by the lack of teachers with a background in BK education, so they are less able to prepare and plan the BK program in schools. So, BK services have not been organized or managed optimally. Based on these problems, implementing the Comprehensive BK program at SMK Swasta Pembda Nias needs to be evaluated so that the weaknesses in each component can be identified and improvements can be made, because the school has not evaluated the Comprehensive BK program.

This evaluation is important to meet the academic standards that educational institutions have set and ensure that learners get maximum support in their personal and professional development (Budiman *et al.*, 2022). Through systematic and continuous evaluation, the SMK Swasta Pembda Nias can ensure that its guidance and counseling programs are effective and responsive to changing student needs (Bahri, 2020). The use of the Context, Input, Process, Product (CIPP) model in the evaluation of guidance and counseling programs at SMK Swasta Pembda Nias is expected to provide a comprehensive picture of the effectiveness and efficiency of the program in supporting the achievement of educational goals and overall student development. This comprehensive evaluation will benefit students and the entire school

community, creating a more conducive and productive educational environment (Pristanti & Ardhiyah, 2023).

The CIPP evaluation model can be used to evaluate programs that are already running and identify improvement needs (Burke & Hennessy, 2021). All these studies have in common that they highlight the importance of evaluation in improving program effectiveness, whether in distance education, medical services, health management, clinical training, or guidance and counseling programs. However, the differences lie in the context and focus of their respective research: the focus on distance education, treatment services in hospitals, health management programs at universities, clinical career training in Ireland, and guidance and counseling programs in secondary schools. Although the context and focus differ, all studies show strong relevance to improving the quality of the evaluated programs. Based on the results of previous research, the research has differences in context and focus, namely, evaluating health service programs. In contrast, this research focuses on the context of evaluating guidance and counseling programs that focus on evaluating programs that have been planned and implemented in a good category. This study aims to evaluate comprehensive guidance and counseling programs at SMK Swasta PEMBDA Nias using the CIPP evaluation model. This program will improve BK from planning to implementation, evaluation, and implementation to be more comprehensive and meet the school's needs.

## LITERATURE REVIEW

### Guidance and Counseling

Bimbingan dan konseling (BK) is a tool for students. In this case, service activities move to humanitarian or service to others. Counselors assist clients with the basic goal of enabling students to achieve independence and maturity and be helpful in the future. Comprehensive BK services are an effort to assist each student to increase their potential well (Subekti et al., 2012). This Comprehensive BK service is an alternative strategy to the BK model that connects the main points in implementing BK, students, teachers, parents, administrative staff, and the community involved in implementing BK services in schools. The components of a comprehensive BK service include (1) basic services, (2) responsive services, (3) individual planning, and (4) system support. Comprehensive BK aims to enable students to understand self-concept in interacting with others and to be aware of the importance of development and transformation (Anggraini et al., 2021).

Guidance and counseling are systematic efforts implemented in education to assist students in recognizing, understanding, and overcoming various personal, social, and academic issues. Schools' guidance and counseling must support students' personal, social, educational, and career development (Azyzyfa, 2023). The main goal of guidance and counseling is to improve students' psychological well-being, which can support their academic achievement. BK service management is an activity that begins with the design of activities, the arrangement of all activities from all aspects that can support implementation activities that stimulate the agility of the target of the educational process program, and can re-examine the activities that have been carried out and see what the impact is. The legitimacy of the idea of implementing BK program activities in schools is not only because it is contained in the legislation, but an important goal is how the school's efforts assist all students so that they are capable and can improve their abilities, related to physical, spiritual, scientific, social life, ethics, and religious values (Umar & Salahudin, 2023).

The needs of educational institutions include carrying out BK facility activities to assist students in developing motivation within themselves. In this case, in addition to students, teachers also need direction on how to solve problems that arise in schools. What we want to achieve here is to cultivate a better awareness of ourselves and make the best decisions that strengthen our thinking. Optimizing BK services requires exemplary service and can impact school goals. The service program is well-managed, has an

organized, directed system, and can control all its resources. Activities facilitating the BK program must be carried out based on field needs. In terms of these needs, data collection is carried out. Compiling the BK program can begin with assessment activities, namely: first, evaluating the environment; second, conducting input on field problems related to students who are closely related to personalities such as character, hobbies, attitudes, intelligence, and others (Asmita & Wahidah, 2022).

An educational organization, specifically vocational schools and equivalents, has assistance programs for students to help them develop good intelligence and personality in disciplining themselves to learn. A school is where a learner can increase his or her potential, so he or she is obliged to give time and use the best opportunity to implement lessons at school. Students' responsibility is to realize the BK service program received from teachers or counselors and become actors in organizing themselves well (Cahyono, 2022). In implementing a comprehensive BK program by evaluating the CIPP model, context is one of the components that must be improved continuously, because the context evaluation will help implement the program. Thus, the role of all parties is needed for the success of every school program so that it can run well and have a good impact on school residents. Thus, a contextual evaluation is needed, which is a strong foundation for schools to design the following steps (Pedhu, 2022).

Previous research revealed that in implementing the program, it is necessary to improve the context so that the implementation of the program can run well (Burke & Hennessy, 2021). According to the results of previous observations made by the researcher, the SMK Swasta PEMBDA Nias already has a comprehensive BK program. This explanation is strengthened by previous research that found that in the implementation of a comprehensive BK program by evaluating the CIPP model, context is one of the components that must be improved on an ongoing basis because, thus, context evaluation will be able to help the implementation of the following program (Setiawan, 2019; Utomo *et al.*, 2023). Thus, the role of all parties is needed for the success of every school program so that it can run well and have a good impact on school residents. Thus, it is necessary to evaluate the context, which is a strong foundation for schools to design the following steps.

Implementing the comprehensive BK program is strongly supported by inputs that will help the program run smoothly. Input evaluation is often also called input evaluation, which primarily relates to input and the objectives of the context and application of the process in Comprehensive BK. From the explanation above, it is pretty clear that the evaluation of input or input is needed; this is by the evaluation of inputs in the implementation of the comprehensive BK program at the SMK Swasta Pembda Nias that input or input is needed so that the process and objectives can run well. The evaluation of this input is related to strategies or methods of decision-making. Moreover, how to establish existing information data. Design and strategy can be measuring tools and guidelines that are expected to achieve goals and processes for realizing targets (Riinawati, 2021). In evaluating this product, the extent of the program's success and subsequent actions can be known (Atma *et al.*, 2024).

Previous research has revealed that the comprehensive BK program is excellent if evaluated with the CIPP model because it can determine the firm foundation of the four components of the evaluation model (Budiman *et al.*, 2022; Cahyono, 2022). In product evaluation, the weaknesses and advantages of the program are known. The views of previous researchers above show that the evaluation of the comprehensive BK program is an inseparable part and continues to be carried out for the continuity of the program. Therefore, product evaluation is very beneficial for the school in achieving its vision and mission because, with the results of this evaluation, the school produces better programs for realizing school goals. So, according to its purpose, the product evaluation results are product assessments based on something that displays a change in inputs so that a question can be answered and a new formulation can be used as a solution.

## **CIPP Model in Program Evaluation**

The Context, Input, Process, Product (CIPP) model, developed by Stufflebeam in 1971, is one of the evaluation methods used to assess various educational and social programs. This model consists of four components, namely 1) Context, Analyzing the background and needs that affect the implementation of the program; 2) Input, Assess the resources, strategies, and plans used in the program; 3) Process: Observing and evaluating the program implementation process; 4) Product: Measure the final results and impact of the program. This model is particularly relevant for evaluating guidance and counseling programs because it considers the entire aspect of the program, from planning to outcomes, providing comprehensive guidance for further program development (Pristanti & Ardhiyah, 2023; Satyawati *et al.*, 2022).

Based on the conception of the model and previous evaluations, the evaluation model is a structure used to evaluate educational practice programs and an aspect of the system that covers the entire object of evaluation. Thus, evaluation can be interpreted as an assessment process of each activity carried out by individuals or groups, which aims to assess the achievement of the set results. Evaluation: The etymology comes from the word "evaluation," which refers to the process of interpretation or assessment. In terminology, evaluation is determining standard criteria, conducting measurements and assessments, and making decisions based on those assessments (Yahya *et al.*, 2021).

Furthermore, program evaluation is an effort to provide data as a basis for decision-making, and the CIPP model emphasizes this holistic role; the evaluation of the CIPP model plays a vital role in conducting evaluations because it is helpful in decision-making and also as a reference for advanced programs (Naser, 2022).

## **Implementation and Evaluation of Comprehensive Guidance and Counseling**

Research on the implementation and evaluation of comprehensive guidance and counseling programs shows the importance of adapting programs based on specific school contexts, emphasizing that practical evaluation must integrate feedback from all stakeholders, including learners, teachers, and parents, to ensure that the program meets their needs (Riswani, 2021). The practical implementation of guidance and counseling also requires good training for counselors and full support from the school administration. Counseling can be described as an interaction between an expert or counselor and someone facing a problem, or a client. In the meeting, the counselor will provide advice or assistance to help the client overcome his problems (Rangkuti, 2021). Counseling is an activity in developing strategies to provide solutions for school residents that impact their character and learning development. This program helps students experience a positive character and emotional growth process (Harita *et al.*, 2022).

In this regard, Winkel presents counseling as the most basic series of mentoring activities aimed at accompanying the client directly so that the client can determine the answers and take responsibility for his or her problems. Counseling is a direct activity by counselors with their clients who have problems. A counselor is a professional with expertise in counseling and experience in helping others solve various problems. From personal problems (Hasanah & Multisari, 2023). Therefore, BK management is an effort to regulate and manage the implementation of BK by utilizing all available resources. With effective BK management, the system can take place effectively and efficiently to achieve the desired goals and uphold its accountability. The implementation of program evaluation can be a guide in improving the following program (Irawan *et al.*, 2023).

## **METHODS**



This study uses the evaluation of the CIPP model to assess the effectiveness of guidance and counseling programs at SMK Swasta Pembda Nias. This approach allows researchers to identify factors that affect the program's success and provide recommendations for improvement of the BK program. The CIPP evaluation theory is an evaluation model that Daniel Stufflebeam and his team developed. This model is designed to assist in the planning, implementing, and assessing programs or projects (Kurniawati, 2020). The informants in this study are school principals, BK teachers, classroom teachers, student representatives, and parent representatives at SMK Swasta Pembda Nias. The research subjects were selected based on their needs, and evaluation models were applied qualitatively. The research was carried out from January to May. Data was collected through three primary methods: observation, in-depth interviews, and documentation studies to provide a comprehensive overview of the BK program implementation process. Data analysis techniques include data collection, data reduction, data presentation, and conclusions drawn. Data analysis begins by identifying the school's needs through interviews with students, teachers, school staff, and principals. Then, the qualifications and competencies of BK teachers available to serve students' evaluation of the process through observation and recording guidance and counseling activities at school will be examined. In the last stage, the results are measured using interview instruments. Research and interview instruments are developed based on previous theories and studies relevant to guidance and counseling. In testing the validity of the data that has been obtained, the researcher uses source triangulation.

## RESULT AND DISCUSSION

After observation, interviews, and documentation studies, the author found a comprehensive BK program at the research site. In contrast, in the previous observation, after the observation, the researcher conducted an in-depth interview with the principal and revealed that the comprehensive BK program already exists and is implemented in schools. However, the program has not been implemented consistently due to limited time, human resources, and costs. BK teachers also expressed that due to human resource and budget factors, the program's implementation has not been maximized by the target. The results of the evaluation of the Comprehensive Guidance and Counseling Program at SMKS Swasta Pembda Nias Using the CIPP Model can be seen in the following presentation:

*First* is Context Evaluation, which is the background for the birth of this program, because of the awareness that Guidance and Counseling (BK) is the school's obligation in designing programs that aim to develop students' potential according to the school's vision and mission. The BK program must prepare students with ethics to be examples for school residents and other schools. This reality can be explained by the statement of the principal (see **Table 1**) that (1) the school must prepare students who have good ethics to be an example for other schools around the SMK Swasta Pembda Nias. (2) As a forum for education, it is time for all school residents to work together to create graduates who not only get good academic grades but also have good morals. (3) The implementation of the comprehensive BK program is a form of the school's seriousness in realizing its vision and mission despite the weaknesses in its implementation. The need for a comprehensive BK program arises from the school's desire, based on vision and mission, to create graduates who excel academically and have good morals.

**Table 1.** Context Evaluation Results

No	Question	Answer
1	How do the school's vision and mission relate to implementing a comprehensive BK program?	School Vision: To produce SMK Swasta Pembda Nias graduates who uphold Pancasila values, embody an industrial culture, and can develop local potential. School Mission: To cultivate the Pancasila Student Profile through exemplary behavior and daily habituation conducted

No	Question	Answer
		independently; to implement industrial culture in intracurricular, co-curricular, and extracurricular activities involving teachers, staff, and students; to foster awareness of local potential through environmental concern; and to develop behavior rooted in religious values, customs, and community culture while remaining open to global developments.  The school's vision and mission can be achieved by implementing a comprehensive guidance and counseling program. In other words, the vision and mission of SMK Swasta Pembda Nias are internalized through the execution of comprehensive BK, which facilitates students' developmental tasks.
2	What is the response of teachers, parents, and students toward implementing a comprehensive BK program at school?	Very supportive.
3	Is there any government regulation regarding implementing a comprehensive BK program in schools?	Yes, such regulations exist.
4	Has the implementation of the comprehensive BK program been established and running well in the school?	It has been implemented, but it is not yet running optimally.
5	What are the objectives of implementing the comprehensive BK program in schools?	Implementing a comprehensive guidance and counseling (GC) program in schools aims to provide holistic support to students for their personal, social, academic, and career development. The main goals of the comprehensive GC program include: (1) Supporting personal development; (2) Promoting mental health; (3) Enhancing academic achievement; (4) Developing social skills; (5) Providing career-related information; (6) Encouraging character development; (7) Reducing harmful behaviors; and (8) Increasing parental involvement.  The comprehensive GC program offers support in various aspects of students' lives, aiming to help them become balanced, independent individuals ready to face future challenges.
6	Is implementing the comprehensive BK program aligned with the school's vision and mission?	Implementing the comprehensive BK program in the school is based on its vision and mission.
7	Is implementing the comprehensive BK program aligned with the needs of teachers and students?	Implementing the comprehensive BK program is aligned with the needs of teachers and students.
8	What programs are included in a comprehensive BK program	The comprehensive Bimbingan dan Konseling (BK) program consists of various components designed to provide holistic

No	Question	Answer
		support to students. The programs commonly included in a comprehensive BK framework are:
		1. Individual Counseling: Counseling services tailored to students' individual needs, aimed at helping them overcome personal, social, academic, or career-related problems.
		2. Group Counseling: Conducted in small groups, this form of counseling is intended to support students in addressing shared issues, enhancing social skills, and fostering a better understanding of specific topics.
		3. Social Skills Development: Programs designed to help students develop communication, teamwork, negotiation, and conflict resolution skills necessary for social interaction.
		4. Academic Skills Development: Programs aim to improve students' academic performance by introducing effective learning strategies, time management, and study planning.
		5. Career Exploration: Programs provide information about various career options, educational pathways, and labor market demands while helping students plan their future careers.
		6. Prevention of Harmful Behaviors: Programs focused on preventing and addressing harmful behaviors such as bullying, violence, substance abuse, and other risky conduct.
		7. Parental Counseling: Providing support and information to parents about how to support their children's development, encourage healthy communication, and assist in solving family-related problems..
		8. Leadership Skills Development: Programs that help students build leadership skills, a sense of responsibility, and encourage participation in extracurricular activities or student organizations.
		9. Character Education: Programs that promote ethical values, morality, integrity, and social responsibility among students.
		10. Integrated Support Services: All these programs work collaboratively to provide comprehensive support to students across various aspects of life, helping them grow and develop positively.

*Source: Research, 2024*

*The second* is input evaluation, which explores the qualifications and competencies of BK teachers in schools. The principal explained that implementing the comprehensive BK program at SMK Swasta Pembda Nias still faces several obstacles, such as limited human resources, infrastructure, and funds (see **Table 2**). This program requires the addition of competent BK teachers and adequate facilities to support its implementation. Therefore, the school's strategies and plans for implementing the comprehensive BK Program according to the needs include basic services, responsive services, specialization services, and system support. The approach is based on the Independent Curriculum and emphasizes integration in teaching and learning.

**Table 2.** Input Evaluation Results



No	Question	Answer
1	Was a plan made before implementing the comprehensive BK program?	A plan has been prepared.
2	Who was involved in planning the implementation of the comprehensive BK model?	BK teacher.
3	Does the school have adequate facilities and infrastructure to implement the comprehensive BK program?	The facilities and infrastructure at SMK Pembda Nias for implementing the comprehensive BK program are still inadequate.
4	Does the school system support the implementation of the comprehensive BK program?	The school system supports the implementation of the comprehensive BK program.
5	How competent are BK teachers in understanding the comprehensive BK program in the school?	The competence of BK teachers in understanding the comprehensive BK program is sufficient.
6	How is the funding? Is it available? Moreover, is the available funding sufficient to support the program implementation?	Funding is available for the comprehensive BK program.

*Source: Research, 2024*

*Third*, the Process Evaluation explained that the comprehensive BK program was carried out according to the plan, but was not maximized. The main obstacles faced are the lack of available time and the limited number of BK teachers. The principal continues encouraging collaboration between teachers and parents to support this program. The obstacles faced include a lack of understanding of school residents about BK, limited facilities, and limited funds. In overcoming these obstacles, efforts are needed to increase understanding through training and socialization, as well as the addition of facilities and adequate allocation of funds. Further, see **Table 3** below.

**Table 3.** Process Evaluation Results

No	Question	Answer
1	What preparations did the principal make to implement the comprehensive BK model at school?	Preparation began with a meeting with BK teachers to design the comprehensive BK program. Each BK teacher carried out an initial assessment individually to identify student needs. After obtaining the assessment results, each BK teacher designed the program for the class for which they were responsible.

No	Question	Answer
2	What components are included in implementing the comprehensive BK program at school?	The implementation of the comprehensive BK program at SMK Swasta Pembda Nias includes basic services such as orientation, classroom guidance, group guidance, information services, data collection services, responsive services (individual and group counseling), case referrals, collaboration with subject teachers, parents, and other relevant stakeholders. It also includes peer consultations, case conferences, home visits, individual planning, and system support services.
3	Does the initial plan implement all activities?	The plan is not yet fully aligned. This is due to additional duties assigned to BK teachers by the school, which have hindered optimal implementation of the BK program.
4	Are the activities conducted according to the predetermined schedule?	Only some activities were conducted according to the predetermined schedule.
5	Do all stakeholders understand the program?	All stakeholders understand the program.
6	What are the positive and negative impacts of implementing the comprehensive BK program at school?	Ideally, the program should positively impact students, teachers, and parents. However, a negative impact may arise if the program is hindered by the additional tasks of BK teachers, such as teaching other subjects, or if BOS funding is insufficient to support the BK program effectively.
7	Is the program's implementation aligned with the school's vision and mission?	Ideally, it should be aligned.
8	What are the supporting factors in the implementation of the program?	The supporting factors for implementing the BK program include the school principal's leadership, the competency of BK teachers, collaboration among teachers and all stakeholders, and adequate facilities and infrastructure.

*Source: Research, 2024*

*Fourth, Product Evaluation.* From interviews with BK teachers, classroom teachers, students, and parents, the comprehensive BK program has positively impacted students. It can be seen from the results of the interviews (see **Table 4**) that students show improvements in emotional well-being, academic achievement, and the ability to overcome personal and social problems. However, the program implementation still needs improvement to be more effective. The effectiveness of this program shows that the comprehensive BK program at SMKS Swasta Pembda Nias helps students get to know themselves and increases their interest in interacting and learning well. This evaluation emphasizes the importance of cooperation between teachers, parents, and students in implementing the comprehensive BK program.

**Table 4.** Product Evaluation Results

No	Question	Answer
1	What outcomes have emerged from implementing the comprehensive BK program in schools?	One observable outcome is the improvement in the competencies possessed by students.

No	Question	Answer
2	Are there any noticeable differences in the implementation of the school's comprehensive BK program regarding students' character?	Yes, the difference is quite evident; students have begun demonstrating positive character traits and are building good relationships with their peers, teachers, parents, and the wider community.
3	Has implementing the comprehensive BK program in schools proceeded according to plan, and does it require improvement?	So far, it has proceeded according to plan. However, several shortcomings still need to be addressed and refined to achieve even more optimal results in the future.
4	What outcomes have been achieved by implementing the comprehensive BK program in schools?	There has been an improvement in academic performance. Students are developing positive character traits. They have acquired time management skills. Students' interests and talents have become more visible and can be further explored and maximized.
5	How does the implementation of the comprehensive BK program in schools impact students?	It has significantly impacted students, resulting in a sense of joy and personal satisfaction for them.
6	In your opinion, should the comprehensive BK program be improved and continued in schools?	It should be further developed and sustained, considering its substantial positive impact on students' future development.

*Source: Research, 2024*

## Discussion

The discussion of this research is an effort to explain the analysis results and answer the formulation of the problems proposed by the evaluation model of context, input, process, and product in implementing the comprehensive BK program at the SMK SMK Swasta Pembda Nias. Comprehensive guidance and counseling are integral to the educational process that must be evaluated to achieve student success. Based on the research mentioned above, it was strengthened by previous researchers. Evaluation is a tool to assess the extent to which a program has been implemented correctly and according to the previous plan (Musyofah *et al.*, 2021). In schools, of course, there are various needs compared to other schools, so evaluation is essential to determine the development of the school, both in terms of achievement and good characteristics.

Guidance and Counseling is a service received by students to help them know themselves and develop themselves optimally according to their stage of development. In this case, evaluation is explained as a tool to assess the extent to which a program has been implemented well and according to the previous plan. In schools, of course, there are various needs compared to other schools, so evaluation is essential to determine the development of the school, both in terms of achievement and good characteristics. Based on the results of the above research by the CIPP evaluation model and also associated with several previous researchers, in the implementation of the comprehensive BK program by evaluating the CIPP model, the context is one of the components that must be improved continuously because thus the context evaluation will be able to help the implementation of the following program. Thus, the role of all parties is needed for the success of every school program so that it can run well and have a good impact on school residents. Thus, a contextual evaluation is needed, which is a strong foundation for schools to design the following steps (Setiawan, 2019).

Implementing the comprehensive BK program is strongly supported by inputs that will help the program run smoothly. Input evaluation is often also called input assessment, which primarily relates to input and the objectives of the context and application of the process in Comprehensive BK. This input evaluation is related to strategies or decision-making methods and how to determine existing information data. Design and strategy can be a measurement tool and an expected guideline to achieve goals and realize targets. The above statement is based on the research results that show that BK services are carried out based on needs, strengths, interests, and issues related to the stages of student development (Riinawati, 2021). Achievements or results are indeed based on the school's vision and mission that have been set. The process is already underway, but improving the organization's program implementation by the previously set targets is beneficial. In the process, an evaluation is carried out to determine the extent to which the program's implementation is running according to what has been previously planned. The comprehensive BK program is running, and the process must be carried out. This is confirmed by the researcher's initial observation and supported by the results of interviews and documentation that the process is important (Fahruddin & Sari, 2020).

Product evaluation is defined as a tool to assess and see the achievements or success of the program in achieving pre-set targets (Fahruddin & Sari, 2020; Susanti *et al.*, 2024). Product evaluation is defined as a tool to assess and evaluate the achievements or success of the program in achieving pre-set targets. Product evaluation is, by its purpose, the evaluation of the product, which is based on something that displays a change in input so that the question can be answered, as well as a new formulation as a solution. The researcher's initial observations, reinforced by interviews and documentation, confirm that the comprehensive BK program at SMK Swasta Pembda Nias as been implemented even though it has not been maximized (Budiman *et al.*, 2022). Lack of time, minimal resources, and inadequate infrastructure hamper this. As far as the researchers' observations have been achieved, it has been proven that there is a minimal number of students with problems in the school environment and the community. In fact, according to BK teachers at school, students have continued to increase their motivation in following school rules and the teaching and learning process.

Based on the explanation above and previous research, it was revealed that the comprehensive BK program is excellent if evaluated with the CIPP model because it can determine the firm foundation of the four components of the evaluation model (Budiman *et al.*, 2022). In product evaluation, the weaknesses and advantages of the program are known. The views of previous researchers above show that the evaluation of the comprehensive BK program is an inseparable part and continues to be carried out for the program's continuity. Therefore, product evaluation is very beneficial for the school in achieving its vision and mission because, with this evaluation, the school will again produce better programs for realizing school goals. Product evaluation is, by its purpose, the evaluation of the product, which is based on something that displays a change in input so that the question can be answered, as well as a new formulation as a solution.

The comprehensive guidance and counseling program at the SMK Swasta Pembda Nias as been running well, but needs some improvements. Efforts to improve human resources, facilities, and school residents' understanding of the importance of BK are top priorities. Closer cooperation between teachers and parents and the addition of competent BK teachers will help increase the effectiveness of this program. With continuous improvement, the comprehensive BK program is expected to help students develop their potential optimally, in line with the school's vision and mission. Evaluation using the CIPP model has proven effective in assessing and developing comprehensive BK programs in this school.

## CONCLUSION

Based on the results of the evaluation carried out, it can be concluded that the context evaluation, namely the guidance and counseling program at the SMK Swasta Pembda Nias , has high relevance to the vision and mission of the school as well as the needs of students. The program significantly assists students in addressing a variety of personal, academic, and career planning issues, thereby supporting the achievement of school educational goals. Furthermore, the input evaluation shows that the counselors on duty have adequate academic qualifications but still need continuous training to develop their competencies. The materials and facilities used in this program are good, but they must be updated regularly to maintain their relevance and effectiveness. Student participation in guidance and counseling activities is relatively high, but there is a need for more flexible scheduling so as not to collide with students' lesson schedules. Finally, the evaluation of the results is that this program has succeeded in helping students overcome personal and academic problems and provided practical guidance in career planning. There has been a significant improvement in the academic performance and discipline of students who actively participate in this program. However, continuous monitoring and evaluation are needed to ensure that the results achieved can be maintained and improved in the future. Overall, the comprehensive guidance and counseling program at SMK Swasta Pembda Nias has significantly impacted students. In order to achieve more optimal results, continuous efforts are needed in the professional development of counselors, updating materials and facilities, increasing the effectiveness of the counseling process, and systematic monitoring and evaluation of programs. Through continuous improvement and development, this program is expected to grow and contribute more to supporting the achievement of educational goals at SMK Swasta Pembda Nias.

### **AUTHOR'S NOTE**

The author declares that there is no conflict of interest related to the publication of this article and emphasizes that the data and content of the article are free from plagiarism.

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