



Basic Service for Data Collection Evaluation Based on Discrepancy Model in Senior High School

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ABSTRACT

This study aims to evaluate the implementation of basic services in the field of data collection in one of the senior high schools in Malang City. The research instruments used were data collection evaluation instruments and interview guidelines and discussions through focus group discussions with bk teachers. The research approach used is mixed method with the type of discrepancy model evaluation research. The data analysis technique applied is descriptive statistical analysis and data triangulation. The results showed that the implementation of data collection services was in the high category, which indicated that the program had run according to the expected standards. However, there are several areas that still require further optimization, especially those related to the evaluation of the implementation process and the assessment of program results. It is recommended that guidance and counseling teachers strengthen their evaluation and assessment practices to ensure continuous improvement of the services provided as well as to demonstrate their effectiveness in meeting students' needs.

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1. INTRODUCTION

Education is the primary means of promoting the growth and development of individuals and society. It enables individuals not only to acquire knowledge and skills but also to cultivate the character, values, and attitudes necessary to face life's challenges. Holistic education plays a vital role in forming a smart, competitive, and virtuous generation. Within this context, guidance and counseling services in schools play an essential role in supporting a comprehensive and sustainable education process. The purpose of guidance and counseling services in schools is to assist students in overcoming various problems they may face, whether academically, emotionally, or socially (Galassi, 2017; Mutia, 2018). These services provide students with the necessary support to develop their potential, overcome learning barriers, and better direct their social lives. School counselors act as guides and provide appropriate strategies to help students achieve their educational and personal goals. The importance of guidance and counseling services has become increasingly evident given the various challenges students face in today's digital and globalized era (Fransyaigu & Mulyahati, 2023; Nasution et al., 2024).

The value of guidance and counseling services extends beyond immediate problem-solving and includes the development of long-term life skills. Effective guidance enables students to recognize and manage emotions, develop effective communication skills, and make responsible decisions. Additionally, these services facilitate the prevention of more serious problems, such as bullying, addiction, and mental health issues (Nickerson, 2019). Therefore, guidance and counseling services in schools contribute significantly to fostering a safe, healthy, and nurturing learning environment, allowing each student to develop to their full potential (Arfasa & Weldmeskel, 2020; Supriyanto et al., 2019).

Law No. 20/2003 on the National Education System underscores that guidance and counseling services are an integral part of creating quality and equitable education (Depdiknas, 2003). Minister of Education and Culture Regulation No. 111/2014 on Guidance and Counseling in Schools further elaborates on these services, detailing professional qualifications, scope of services, and performance evaluations. This regulation highlights that the implementation of guidance and counseling services in schools is not merely optional but a mandatory practice that must adhere to established standards.

Despite these mandates, data from the Ministry of Education indicates that over 70% of students face emotional and social challenges affecting their academic performance (Kemendikbudristek, 2020). Effective guidance and counseling services, including systematic data collection, are crucial for addressing these issues. However, previous studies have shown a gap in systematically evaluating data collection services as a core component of guidance and counseling programs (Sitirahayulubis et al., 2023). While comprehensive evaluations of guidance services have been conducted, the specific focus on data collection services, which are pivotal for informed decision-making, remains underexplored. Addressing this gap is critical for ensuring the relevance and effectiveness of services in meeting students' needs (Wells, 2023).

Data collection services, a fundamental aspect of comprehensive guidance and counseling programs, aim to provide a clear and comprehensive picture of students' conditions, challenges, and the impacts of interventions. This data enables counselors to design more tailored programs, adjust intervention strategies to suit evolving school environments, and monitor trends and student progress (Stevandy et al., 2023). Observations reveal, however, that while data collection services are implemented, systematic evaluation of their processes and outcomes is lacking. For instance, gaps include limited integration of collected data into

strategic decision-making and insufficient training for counselors to maximize data use (Lent & Brown, 2020).

Evaluation is essential to ensure the effectiveness and relevance of guidance and counseling services. Systematic evaluations help identify strengths and weaknesses, provide actionable insights for improvement, and optimize resource utilization (Dewi et al., 2023; Hamdani et al., 2023). However, existing evaluations often focus on broader program aspects rather than delving into specific components like data collection services (Meier & Davis, 2019). Preliminary observations indicate that while data collection services support planning in guidance programs, weaknesses persist in the integration of data with strategic decision-making and the training of counselors. These findings highlight the need for systematic evaluation frameworks to enhance their effectiveness and ensure their alignment with intended goals (Subekti et al., 2019).

This study aims to evaluate the implementation of data collection services within the guidance and counseling framework in senior high schools in Malang City. Specifically, it focuses on assessing the effectiveness of these services, their alignment with established standards, and identifying areas requiring further optimization. By integrating evaluation at every stage of implementation, this study seeks to contribute to the development of more effective, responsive, and adaptive guidance and counseling services that address the needs of students in an evolving educational landscape.

2. METHODOLOGY

2.1 Research Design

This study employs a mixed-method approach, utilizing a discrepancy model evaluation. This evaluation method assesses the extent to which the actual performance of a program aligns with predetermined standards and criteria. Additionally, it identifies gaps or discrepancies between the specific objectives set and the actual performance outcomes (Mustafa, 2021). This method is particularly suited for assessing the implementation of guidance and counseling programs, as it allows for the systematic comparison of program delivery against established benchmarks. The research focuses on evaluating group guidance services using standards derived from the Guidelines for Performance-based Professional School Counselor Evaluation. The research was conducted in one private high school in Malang City. The subjects of this study included three school counselors who are directly involved in the implementation of basic services within the guidance and counseling program, particularly in the area of data collection.

2.2 Data Collection Technique

Data collection was carried out using a combination of quantitative and qualitative methods to ensure comprehensive and reliable findings. The instruments used included structured questionnaires designed to evaluate the implementation of basic data collection services, semi-structured interview guidelines conducted through focus group discussions (FGDs) with the three counselors to explore their perspectives and experiences, and document analysis of relevant records such as program reports and performance logs to validate and supplement the collected data.

2.3 Data Analysis Technique

The data analysis process involved both quantitative and qualitative techniques. Descriptive statistical analysis was applied to the questionnaire data, summarizing it through

calculations of minimum, maximum, mean, and standard deviation values to provide an overview of performance levels and identify areas of variability (Sugiyono, 2017). Additionally, data triangulation was employed to ensure the validity and reliability of the findings by synthesizing information from multiple sources, including questionnaires, interviews, and document analysis (Sugiyono, 2015). This method enhanced the robustness of the results by cross-verifying data from diverse perspectives. The integration of these approaches enabled a comprehensive evaluation of the implementation of data collection services, highlighting both strengths and areas for improvement.

3. RESULT AND DISCUSSION

3.1. Results

The evaluation of basic service delivery in the area of data collection used the discrepancy evaluation model, which includes the following elements: (1) agreement on certain standards, (2) determination of whether or not there are discrepancies between performance and various aspects of the program compared to these standards, and (3) use of information about these discrepancies to decide whether to expand, continue, or discontinue the entire program or certain aspects. The gap evaluation model consists of four main stages: definition, installation, process, and outcome (Widyastuti (2017)). The definition stage is concerned with establishing the purpose and process of the evaluation, identifying the necessary resources, and determining the participants involved in conducting the evaluation.

In the evaluation of data collection services at one of the private high schools in Malang City, the data collection techniques used were the use of evaluation instruments and interview guidelines through Focus Group Discussions (FGD). The evaluation instrument consisted of 104 items. The instrument was designed to measure various aspects of the data collection process, including the efficiency, accuracy and completeness of the data collected by counseling staff. The instrument was developed based on established standards in group guidance evaluation, adapting guidelines from the "Guidelines for Performance-Based Professional School Counselor Evaluation" (Missouri Department of Elementary and Secondary Education, 2008). The criteria for filling in the scores used an interval scale including scores 1-3 (not implemented), 4-5 (partially implemented), 6-7 (fully implemented). In addition to using the evaluation instrument, the researcher also held a Focus Group Discussion (FGD) with the counseling staff to gain in-depth insight into the data collection process. The FGD interview guide included open-ended questions designed to identify challenges, constraints and suggestions for improvement from the perspective of various stakeholders. Each statement item has an answer option with a score in the range of 1-7. Each number on the scale has a meaning as described in Table 1.

Table 1. Scoring Meanings

Score	Meaning
6-7	Fully implemented
4-5	Partially implemented
1-3	Not yet implemented

The final score from filling out the instrument is then accumulated and put into five types of criteria/categories as shown in Table 3, but before that, the calculation of the interval class of the assessment category is carried out as in table 2.

Table 2. Calculation of Interval Class of Assessment Category

Category	Interval
Maximum Score	$104 \times 7 = 728$
Minimum Score	$104 \times 1 = 104$
Score Range	$728 - 104 = 624$
Many Criteria	5
Interval Class Length	$624 : 5 = 124,8$

Table 3. Categorization of Scores

Percentage (%)	Category	Interval
82,86% - 100%	Very Good	603,3-728
65,72% - 82,85%	Good	478,5-603,2
48,58% - 65,71%	Good enough	353,7-478,4
31,43% - 48,57%	Less Good	228,9-353,6
14,28% - 31,42%	Not Good	104-228,8

Table 4. Results of Data Analysis of Basic Service Evaluation of Data Collection Fields

Subject	Total Value (%)	Category
Counselor1	533 (73,21 %)	Good
Counselor2	514 (70,60 %)	Good
Counselor3	641 (88,04 %)	Very Good
Average Evaluation Result	562,66 (77,25 %)	Good

The second instrument used was an interview guide. The interview guideline was designed with the aim of corroborating the data obtained from filling out the evaluation instrument for basic service delivery in the field of data collection, and will be analyzed qualitatively.

The process stage relates to data collection regarding the implementation of basic services in the field of data collection in one of the private senior high schools in Malang City. At this stage, data collection was carried out through evaluation instruments for basic service delivery in the field of data collection and interview guidelines conducted through focus group discussions (FGD). The evaluation instrument was distributed to three counseling teachers at the school. Furthermore, FGD were conducted with the counseling teachers. Data obtained from the evaluation instruments and FGD that had been completed were then triangulated to ensure the validity of the data. At the results stage, a number of data were obtained, including data from the completed evaluation instruments and interviews. The data obtained from the completed evaluation instruments are presented in Figure 1.

Looking at the scores of the results of the basic service evaluation instrument of the data collection areas of the three counseling teachers, there were variations in their level of assessment. Counselor1 scored 533, Counselor2 scored 514, and Counselor3 scored 641. The average score of the three counseling teachers is 562.66 which falls into the Good criteria/category. From this data, it shows that Counselor3 gave a relatively higher assessment than Counselor1 and Counselor2. This indicates that Counselor3 has a more positive perception of the basic service delivery in the field of data collection at the school. On the

other hand, Counselor1 and Counselor2 gave lower ratings, which could indicate that there are areas that need improvement or further development in the service delivery.

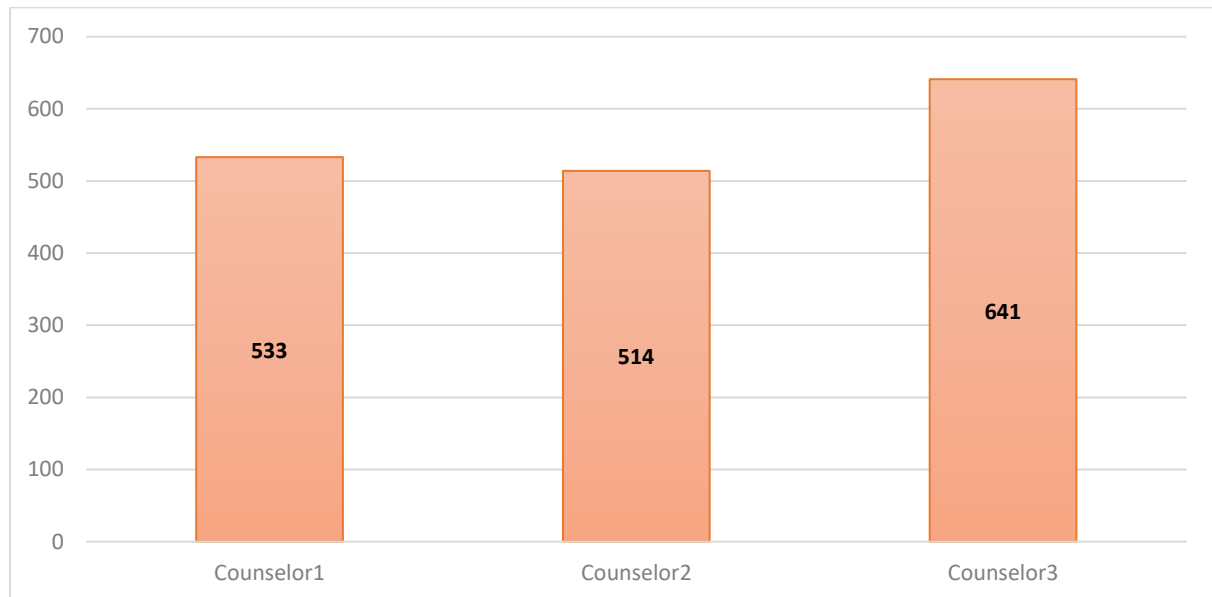


Figure 1. Scores of Evaluation Instruments for the Implementation of Basic Services Data Collection Fields

3.2. Discussion

The evaluation instrument developed aims to measure 9 main indicators in the implementation of basic services in the field of data collection by guidance and counseling teachers. The 9 indicators in question are: 1) Prepare facilities and infrastructure to collect student data; 2) Plan a program to collect student data; 3) Develop a design for the implementation of counseling guidance services in data collection; 4) Implement the design of the implementation of counseling guidance services in the personal and social fields; 5) Implement the design of the implementation of counseling guidance services for data collection in the learning field; 6) Implement the design of the implementation of counseling guidance services for data collection in the career field; 7) Carry out student self and social data collection; 8) Evaluate the process of implementing data collection services; 9) Assess the process and results of implementing data collection service programs.

After analyzing the data from filling out the questionnaire, the next step is to triangulate the data between the results of the questionnaire and the results of the interview with the counseling teacher. The purpose of data triangulation is to ensure the validity of the data. Based on the results of data triangulation, several conclusions can be drawn and described as follows according to the indicators assessed. The following is a discussion related to the results of filling out the instrument based on these indicators.

First, in the organizing sub-variable, indicators related to the preparation of facilities and infrastructure to collect student self-data produced relatively high scores. This indicates that counseling teachers in general have made quite good preparations in providing facilities and infrastructure to collect student self-data. However, there are some aspects that have not been fully implemented, such as collecting data on the development of students' physical conditions, data on parents' occupations, and students' community environment. These

aspects are very important to gain a more comprehensive understanding of students' backgrounds, which can be the basis for designing more targeted guidance programs.

The results related to the preparation of facilities and infrastructure indicate relatively high scores, suggesting that counseling teachers have made substantial efforts in this area. Effective infrastructure is recognized as a cornerstone of successful counseling services, as it enables efficient data collection and service delivery (Gozali, 2020; Sa'diyah, 2022). However, gaps remain in collecting data on students' physical conditions, parental occupations, and community environments. These aspects are essential to obtaining a holistic understanding of students' backgrounds, which can inform the design of tailored interventions (Lesmana, 2020). Comprehensive data collection on these aspects contributes to better-targeted services, a finding supported by Gysbers & Henderson (2014), who emphasize the importance of context in guidance programs.

Second, in the planning sub-variable, indicators related to planning a program to collect student data. Planning for student data collection programs has been carried out well, with the majority of respondents giving high scores for this indicator. This indicates that counseling teachers have developed a mature and systematic plan. However, there are still some areas that need to be improved in terms of planning observation guidelines related to students' families, guardians, and the school curriculum. Improved implementation in these areas will facilitate the acquisition of more comprehensive data about students, which will greatly benefit the guidance and counseling process.

The high scores in the planning sub-variable reflect that counseling teachers have developed systematic and well-organized plans for data collection programs. Planning is pivotal to the success of guidance services, as it ensures alignment with program goals and the effective allocation of resources (Gysbers & Henderson, 2014). However, there is room for improvement in planning observation guidelines related to family dynamics, guardianship, and curriculum integration. Research underscores the value of detailed observational tools in capturing a complete picture of students' lives, which enhances the quality of guidance strategies (Nisa & Renata, 2018; Rahmi et al., 2023).

Third, in the designing sub variable, the indicator of the preparation of the design of the implementation of counseling guidance services in data collection. This indicator has been implemented effectively. BK teachers have successfully designed the implementation of counseling guidance services that cover all important aspects of data collection. This design includes not only data collection procedures and methods, but also clear objectives and systematic operational steps. The high scores given by respondents indicate that this implementation design has been successfully implemented in accordance with the needs of students.

The design of data collection services received high ratings, demonstrating that BK teachers effectively establish clear objectives, procedures, and systematic operational steps. Structured program designs have been linked to improved outcomes in counseling services, as they provide clarity and direction for implementation (Villares et al., 2019). These findings align with Gati & Levin (2014), who argue that well-defined frameworks enhance the adaptability of services to meet diverse student needs.

Fourth, in the implementing sub variable there are 4 indicators that are assessed, the following is a description of the results of filling out the instrument based on 4 indicators on the implementing sub variable: (1) Implementing the design of the implementation of counseling guidance services in the social personal field. The score obtained for this indicator shows that the implementation of counseling guidance services in the social personal field

has been carried out very well. The majority of respondents gave high scores, indicating that counseling teachers have successfully carried out this service design according to student needs. The guidance program that covers the personal and social aspects of students has been implemented effectively, helping students in developing social skills and understanding themselves better (Bhakti 2017; Fikriyani & Herdi, 2021; Winarsih & Gufron, 2022). (2) Implementing the draft implementation of counseling guidance services in data collection in the field of learning. The implementation of counseling guidance services in data collection in the field of learning also received high ratings from respondents. Guidance and counseling teachers have successfully implemented a service design that focuses on collecting data related to students' academic aspects. This data is important for understanding students' learning needs and designing guidance strategies that can help them achieve optimal academic performance (Muiz & Fitriani, 2022; Sudiansyah, 2023). The high score on this indicator reflects that this service is very effective and has been well received by students. (3) Implementing the design of the implementation of career field data collection counseling guidance services. This indicator shows that counseling guidance services in the career field have also been implemented well. The high scores given by respondents indicate that counseling teachers have successfully collected relevant data regarding students' career interests and potential. Career guidance programs designed based on this data help students in planning their future and making more informed career decisions. Good implementation in this area ensures that students get the support they need to explore and plan their career paths (Nugroho, 2022). (4) Carrying out the collection of students' personal and social data. The evaluation results show that counseling teachers have done a very good job of collecting students' personal and social data. The high score on this indicator reflects that the data collected covers various important aspects of students' lives, including personal background, social relationships and family environment. This comprehensive data collection enables guidance and counseling teacher teachers to understand students more thoroughly and provide more targeted and effective guidance services.

Fifth, in the evaluating sub variable there are 2 indicators that are assessed, namely: (1) Evaluation of the process of implementing data collection services. The low score obtained on this indicator indicates that the counseling teacher has not fully implemented the evaluation of the data collection service implementation process. Evaluation of the implementation process is very important to ensure that each step in the data collection process runs according to the plans and standards that have been set. This evaluation is also useful for identifying potential problems or obstacles that may arise during implementation, so that necessary adjustments or improvements can be made. Lack of evaluation of this process can result in less than optimal data collection and reduce the effectiveness of the guidance and counseling service program.

Furthermore, the last one (2) Assessing the process and results of implementing the data collection service program. This indicator also received a low score, indicating that counseling teachers have not conducted an adequate assessment of the process and results of implementing the data collection service program. This assessment is important to determine the extent to which the program that has been planned and implemented achieves the desired goals. Assessment of the process and results allows counseling teachers to see whether the methods and strategies used are effective, as well as to evaluate the impact of the services provided to students. Without a thorough assessment, it is difficult for the counseling teacher to determine the success of the program and make necessary improvements.

4. CONCLUSION

Basic services in data collection represent a crucial element of guidance and counseling programs, serving as the foundation for designing targeted and effective interventions. Comprehensive and accurate student data, encompassing physical conditions, family background, social environment, and career interests, enables guidance and counseling teachers to provide tailored support that fosters optimal personal, social, academic, and career development. The evaluation conducted in a private high school in Malang City demonstrates that the implementation of data collection services has generally met expected standards, with most indicators achieving high scores. These findings highlight the program's effectiveness in aligning with established criteria and its positive contribution to the guidance and counseling framework.

However, the evaluation also identified areas requiring further optimization, particularly in evaluating the implementation process and assessing program outcomes. Strengthening these aspects is essential to ensure the sustainability and continuous improvement of guidance and counseling services. Enhanced evaluation practices will not only improve the quality of services but also better address students' evolving needs, thereby maximizing the program's overall impact on student development.

Future research should focus on exploring innovative methods and tools for evaluating data collection services, emphasizing longitudinal studies to assess the long-term impact of these services on students' development. Additionally, comparative studies involving diverse school contexts could provide broader insights into best practices for data collection and utilization in guidance and counseling programs. By advancing these areas, future research can contribute to the refinement of evidence-based practices and further enhance the effectiveness of guidance and counseling services in schools.

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