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### Evaluation of Guidance and Counseling Program at Tagari Toraja Utara Christian Vocational School

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#### Abstract

This research was conducted with the aim of evaluating the guidance and counseling program at Tagari Toraja Christian Vocational School that had never been implemented. The evaluation model used is the Context, Input, Process, Product (CIPP) model to obtain an overview and achievement of programs that have been implemented in schools. The results of the study show that the context aspect from the results of the achievement analysis gets a high score, so it can be said that the context aspect is going well, the input aspect is in the medium score category with

this result it can require follow-up for optimization and the process and product aspects get a low score with this it can be it is said that the process and product aspects need follow-up related to the student specialization process, counseling teacher skills, administration, evaluation and student independence and archiving student achievement so that the guidance counseling program implemented at Tagari Christian Vocational School has not all gone well, there are still deficiencies that needs to be improved.

**Keywords:** Student, Guidance and Counseling Program

#### 1. Introduction

Currently students are facing increasingly difficult competition challenges. This makes every student need to have the skills to live effectively and productively for himself or in a place of interaction.

Developing student competencies requires hard work that is not young. Therefore, schools do not only focus on cognitive abilities, but also provide special services in the form of counseling guidance. Various activities carried out in counseling guidance as a form of the presence of counseling guidance create well-being, Pancasila Student profiles and strengthen student character education.

The Ministry of Education and Culture (2020) <sup>[16]</sup> defines an independent curriculum as a curriculum with various intracurricular learning where the content will be optimal so that students have plenty of time to explore concepts and strengthen their competence. Teachers have flexibility in choosing teaching materials so that the learning process can be adapted to what students need in learning and their interests. strengthening the achievement of Pancasila student profiles is developed in accordance with existing themes from the government. Along with the Ministry of Education and Culture's policy regarding independent learning, guidance and counseling teachers must be responsive and play a role in implementing the program. To be able to play a good role certainly requires the collaboration of the teacher council, counselors and other educators. The teacher seeks to achieve learning through learning. Guidance and counseling teachers optimize student development tasks through independent guidance and counseling services. Other educators support the infrastructure so that the process runs smoothly and the guidance and counseling teacher must understand in detail the basis of the regulations, regarding independent learning and implementation instructions. Permendikbud Number 111 of 2014 explains that Guidance and Counseling is an objective, systematic, logical and continuously detailed effort in the program implemented by guidance and counseling teachers in facilitating the development of students achieving independence in their lives. When it is associated with independent learning according to Nursalim (2022) <sup>[18]</sup> guidance counseling services have a role in implementing the independent curriculum as coordinators in realizing student psychology and accommodating student development so that they are able to explore potential in order to achieve optimal development. Therefore, counseling guidance teachers have a big role in implementing the curriculum independent learning, this counseling guidance activity is an inseparable part of the implementation of the independent learning curriculum where the application of independent learning is manifested in planning, implementation and evaluation as well as counseling guidance as a contribution to the project to strengthen the profile of Pancasila students.

Therefore counseling guidance has a role for students so that they are able to have an understanding, recipient, can make a decision, direct, and realize it responsibly. Besides that, guidance and counseling facilitate students in choosing, reaching a career for a decent life.

In creating this, the education unit seeks to facilitate with three components, namely: leadership that carries out education management in an active and facilitative manner, educating learning is applied by subject teachers and guidance counseling is self-sufficient so that counseling guidance is a series of educational programs.

At this time students are faced with complex and varied problems, which have an impact on social, personal, learning, and career development. The school period is the right time for students to optimize their self-development. Optimization of student development is sought in guidance counseling management in the form of counseling guidance programs where implementation is in the form of providing social, study, personal and career counseling services.

In the Counseling Guidance Program (BK) there is a goal of optimizing service delivery, so that it is directed and can be evaluated. The results of the evaluation are used to improve guidance and counseling services in the future. Operational Guidelines for the Implementation of Counseling Guidance at the Vocational High School level in 2016 and Permendikbud 111 of 2014 are used as guidelines for the implementation of guidance and counseling administration, namely designing, organizing, implementing, controlling and conducting evaluations (evaluation).

Permendikbud 111 regarding the provision of guidance and counseling services for elementary to secondary education levels, contributed to a new order regarding the direction of Counseling Guidance (BK). Judging from the guidance or counseling pattern 17 that has been running, it is easy for teachers to apply it. Permendikbud 111 of 2014 has established a service pattern as a guideline in implementing the administration of guidance and counseling in educational units.

The existence of the Guidance Counseling (BK) program can be assessed (evaluated) to obtain identification and information whether the guidance and counseling activities created and carried out have succeeded in achieving the goals or not based on the indicators determined to assess the guidance and counseling program so that there are findings data in improving the implementation of Counseling Guidance (BK) in the education unit is getting better.

However, the reality is that in North Toraja itself there are still schools that do not evaluate each Counseling Guidance (BK) program that has been implemented, one of which was at the Tagari Christian Vocational School where the

researcher conducted the research and received information that no evaluation was carried out on the guidance program. Counseling in schools that has been implemented causing problems which include the absence of real data whether the program that has been implemented has achieved its goals or not, is the program still relevant to current conditions, how are the conditions of facilities and infrastructure still adequate or need updating and how is the continuation of the program which have been implemented whether to be continued, stopped or need to be re-adjusted to current conditions.

Badrujaman in Sudharno (2017) <sup>[23]</sup>, evaluation of the Guidance program Counseling (BK) is stages evaluation implementation of the program through collection, assessment, and analyze a given data For taking decision. Sudharno (2017) <sup>[23]</sup> emphasized evaluation Guidance Counseling (BK) is series efforts made \_ For obtaining, assessing, as well taking decision in the Guidance program Counseling (BK) with guided stages \_ on characteristic typical certain with Meaning fix programs. In order to improve the implementation of the guidance program and the counseling process in the future at Tagari Christian Vocational School, thus this evaluation becomes a consideration for the decision making of school principals in making policies and Counseling Guidance (BK) teachers in schools can identify what things are still incomplete in the program with the CIPP evaluation model of Stufflebeam, (2017) <sup>[22]</sup>, which defines CIPP is an evaluation model For showing overview, result, provider information needed in choose evaluation shortcut taking decision for know is objective from the mentorship program counseling reach objective or no, give description how implementation of guidance programs Counseling at Tagari Christian Vocational School And follow carry on like what will taken from existing programs run is still executed, terminated even need adjustment return with condition moment this.

## 2. Research Methods

Researcher use method study qualitative which is the process of analyzing data in the form of qualitative from results interviews, documents as well as observation in a manner direct on place study Arikunto (2015) <sup>[3]</sup>. Study carried out at Tagari Christian Vocational School Rantepao North Toraja with informant study coordinator guidance counseling along with guidance teachers counseling that has data on the problems studied.

## 3. Results and Discussion

### 3.1 Results of Evaluation of Tagari Christian Vocational School Counseling Guidance Program Evaluation

**Table 1:** Results of Evaluation of Tagari Christian Vocational School Counseling Guidance Program Evaluation

	Evaluation Focus	Success Criteria	Condition	Category			Conclusion
				R	S	Q	
CONTEXTS	1. Program legality	The legal basis which is the reference for the BK program	Has a regulatory basis for the BK program			V	Based on the context evaluation conducted, it was concluded that the actualization of achievement was in the high category
		Operational Guide(POPBK)	Have a BK implementation guide			V	
		Background and goals	There is a background			V	
	2. School community support	Support from all school community	Get support from the school community			V	
Mark		3 High					
INPUTS	1. Organizational structure	Organizational structure and organizational functions	There is a BK organizational structure			V	Based on the results of the input evaluation, it can be concluded that the actualization of achievement is in the medium category
	2. BK teacher qualifications	BK teacher in accordance with the specified regulations	Three counseling teachers fit the existing qualifications, but five other people were not suitable, they only received additional assignments to become counseling teachers because of the lack of qualifications of the existing counseling teachers	V			
	3. Program	The annual activity program, semester went well	There are annual and semester programs			V	
	4. Sapras	Availability of Facilities and Infrastructure	There are infrastructure facilities but still do not meet the existing standards	V			
	5. Funding	Funding can meet the needs of the program	So far, BK activities have been funded by schools		V		
Mark		2 Moderate					
PROCESS	1. BK planning	Conduct Initial Assessment	It was implemented well because at the beginning of making the program an assessment was carried out			V	Based on the process evaluation results, it can be concluded that actualization of achievement is still low and follow-up is required
		Making annual and semester programs	There is an annual and semester program			V	
	2. BK implementation	Service type	Fulfilled according to existing conditions		V		
		Student interest	Does not include all the interests of students	V			
		BK teacher skill development	BK teachers have not been involved in participating in webinar activities according to their discipline	V			
		Administrative activities	There is no program reporting	V			
		Reporting and evaluation	It has been implemented but there are still deficiencies	V			
Mark		1.7 Low					
Product	1. Changes in student attitudes	Self-interpretation, shift in attitude and behavior	Not all students understand self-interpretation, changes in my attitude		V		Based on the results of the product evaluation, it can be concluded that the actual results of the achievement are still low and need follow-up
		Development of independence	Students are still negligent with the development of independence	V			
	2. Cognitive and psychomotor shutter performance	Cognitive shutter performance	Students have achievements but there is no administration	V			
		Psychomotor shutter performance	Students have achievements but there is no administration	V			
Mark		1.2 Low					

Calculation of program evaluation research analysis results, calculated based on:

$$\frac{\text{Nilai Perolehan}}{\text{Nilai Tertinggi}} \times \text{Ops}$$

Note:

Acquisition value: obtained based on the number of category achievements per 1 stage

High score: obtained from the total results of all stages

Options: 3, namely the total of the categories

Q: Height (3)

S: Medium (2)

R: Low (1)

### 3.2 Discussion

Based on study mentoring program evaluation counseling above obtained results mentoring program evaluation Tagari Christian Vocational School Counseling namely:

1. Stages Context

Suharsimi (2009) expressed in the context evaluation carried out in answer question.

- Needs that haven't fulfilled from program activities.
- Objective which one is more own connection with fulfillment need.
- The objectives most effectively accomplished.

All aspects of the context run optimally with a high score. However, it still needs to be monitored so that the achievements that have been achieved are maintained.

## 2. Input Stage

In counseling teacher graduates there are already teachers who meet the standard qualification criteria for guidance counseling graduates. However, the number of counseling teachers is only 3 teachers who are pure counseling guidance graduates from 8 guidance counseling teachers in schools. This number is also still not in accordance with the regulations of Permendikbut 111 of 2014 that counseling teachers should ideally foster 150 students which results in the need for additional guidance and counseling teachers in order to achieve optimal service.

Meanwhile, the facilities and infrastructure have provided guidance rooms and counseling rooms, but they are not in accordance with the existing standard sizes. So it often happens that coaching is carried out alternately to maximize the continuity of guidance and counseling services.

## 3. Stages of Process

In terms of the evaluation process, it is used to obtain information on deficiencies in the preparation of the program stages to be implemented, collect data in making decisions on program implementation and maintain documents related to procedures carried out by Eko (2017).

The constraints experienced in the process of implementing BK were student specialization where not all of the existing specializations could cover all the interests of students so that it was not optimal in its implementation.

Meanwhile, the next obstacle relates to program evaluation which has not been adequate in its implementation so that there is no clear picture of the achievement of the objectives of the program that has been designed to what extent.

## 4. Stages Product

Product evaluation is assessing what is carried out in knowing or measuring the achievement of goals. The data obtained is very helpful in seeing whether the program can be continued, updated or terminated (Widoyoko, 2017).

In the final achievement of the existing counseling guidance program, in terms of changes in students' attitudes, there has been a decrease in behavior that violates the rules because of the coaching carried out on students who violate the rules.

In terms of independence, some students have been able to plan their future well, but there are still many students negligent with their education, so this requires more assistance from the counseling teacher in order to achieve optimal development of independence.

Meanwhile, in terms of cognitive and psychomotor performance, students at school have many achievements, but the data archiving regarding student achievements is still incomplete, so there is no real achievement data obtained by Kr Tagari Vocational High School students, there are only trophies which form the basis that students have achieved achievements.

## 4. Conclusion

Based on the research findings that have been carried out, conclusions are drawn:

1. The guidance and counseling service program at Tagari Christian Vocational School, not all of them have achieved their goals properly, there are still deficiencies that need to be improved.
2. The implementation of the guidance and counseling program at Tagari Christian Vocational School is seen in terms of context, all components reach the target where the legality of the program that regulates counseling guidance and support from the school community is good. In terms of input, there are still deficiencies, namely the lack of guidance and counseling teachers who are in accordance with the qualifications of graduates so that the program cannot run optimally and the guidance and counseling facilities and infrastructure are not up to standard. In terms of process, there are still points that need to be improved, namely student specialization and the evaluation process that has not been running properly. In terms of products related to archiving student achievement that does not exist.
3. The follow-up of the counseling guidance program at Tagari Christian Vocational School has not seen movement where there is still a shortage in terms of the qualifications of supervising teachers in schools which are still lacking, facilities and infrastructure are not adequate where there is no counseling room for students who need assistance, archiving guidance data Counseling is not going well.

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