

CAN THE CIPP MODEL EVALUATION BE APPLIED TO HIGH SCHOOLS OR VOCATIONAL SECONDARY SCHOOLS?: EVALUATION STUDY AT SMA NU GRESIK

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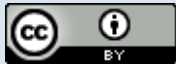
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Info Artikel

- **Masuk :** 21/12/2023
- **Revisi :** 24/1/2024
- **Diterima :** 18/7/2024

Alamat Jurnal

- <https://ojs.uniska-bjm.ac.id/index.php/AN-NUR/index>



Jurnal Mahasiswa BK
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Abstract: *As a holistic and systematic evaluation model, CIPP evaluation is still not widely used holistically, especially in evaluating components of comprehensive guidance and counseling services in schools. Even though in theory this is very possible to do in the educational sphere. Through four direct visits to the field, this evaluation research aims to apply the CIPP evaluation model holistically to four components of comprehensive guidance and counseling at a private high school in Gresik. From the data analysis, it was found that the basic service components and responsive services were running well according to the initial plan, but the planning and system support services were still not running well so they had to be reviewed and improved in the following semester. Therefore, the service program that has been prepared by the counselor is still classified as having implementation problems but still has the opportunity to be improved according to the findings of this CIPP evaluation.*

Keywords: *CIPP evaluation; BK Service Program; Counselor.*

INTRODUCTION

Ideally, a comprehensive evaluation is carried out on the service program that has been prepared and agreed upon by the counselor at the beginning of the semester (Amit & Sagiv, 2013; Hoshmand, 2004). This is intended to carry out appropriate checks and improvements when there are service programs from school counselors that are not running according to indicators of success. Moreover, the evaluation model used is CIPP (Context, Input, Process, and Product) which was designed from the start to holistically evaluate educational programs in schools including guidance and counseling services (Mujiyati et al., 2020; Stufflebeam, 2004). Furthermore in general areas in secondary schools and universities in Indonesia, as described by several researchers (Devi Sri Raso Tampubolon et al., 2023; Dicky Artanto et al., 2023; Kamilia et al., 2023; Kasmaini et al., 2023; Santosa et al., 2022), the CIPP evaluation model is very flexible and helps evaluators to measure the quality of the implementation of the programs they have prepared and planned, including important points that can be used as material for improvement.

However, from several studies that used the CIPP evaluation model in counseling services, the evaluation was not carried out comprehensively on the four components of comprehensive guidance and counseling services (Hidayah, 2012; Maulana et al., 2019; Muyana, 2017; Thayyibah, 2020). Although this is not completely wrong for the reason of focusing the subject matter of the study in depth, it is unfortunate because in theory, it is possible to conduct a comprehensive CIPP evaluation (Stufflebeam & Zhang, 2017).

The aims and advantages of the CIPP evaluation model are that it is comprehensive in every aspect of the program being evaluated, flexible in various fields, and focused on improvement. So with logical and systematic stages, things that are considered less than optimal or become obstacles will be easily identified and solutions can be found (Hakan & Seval, 2011; Warju, 2016). Plus, paying attention to all aspects of the program being evaluated will provide a strong basis for supervisors/evaluators to make the right decision about whether the program should be maintained, improved, or even stopped (Pujiastuti et al., 2021; Stufflebeam, 2007). In this context, the CIPP model evaluation is considered by several parties (Kui, 2023; Ratnaya et al., 2022; Sopha & Nanni, 2019) to be superior to several other evaluation models, because it focuses on assessing each stage of activity.

Based on this, efforts to carry out a holistic CIPP model-based evaluation of the four components of a comprehensive guidance and counseling program are essential to be carried out, especially at SMA NU 2 Gresik, which annually arranges a counseling service program, where later the evaluation findings can be used as service improvements.

METHOD

This evaluation research includes an evaluation of the semester guidance and counseling service program (Odd) for the 2022-2023 school year, which has been compiled and determined by the school principal and the counselor at SMA NU 2 Gresik. There are three techniques used in evaluating the guidance and counseling program at SMA NU 2 Gresik:

structured interviews, documentation, and direct observation at schools related to the service sector; these four things were carried out within one month with four direct visits to the field. In more detail, the author presents in the following table:

Table 1.1 Components Evaluated

Method	Data Source	Instrument	Component
Interview	School counselor	Interview protocol	Context, Input
Observation	Facility	Observation protocol	Context, Input
Documentation	Counselor services	Documentation protocol	Input
Interview	Principal	Interview protocol	Process
Interview	Homeroom teacher	Interview protocol	Process
Interview	Student	Interview protocol	Product

RESULT

A. Evaluation of the Context Component

1. Identification of Student Needs

Identifying student needs is considered good because the counselor distributes questionnaires listing problems to students to map problems along with things students need. This is done in stages for two weeks after the end of the semester exams. Moreover, this initial finding is then used as the basis for the annual and semester service program in the plan to provide counselor services “*RPL BK*”. The initial mapping regarding student potential (IQ, talents, interests, and learning styles) through a psychological test has yet to be fully implemented due to limited budget funds.

2. Counselor Program Implementation Problems

The problems with implementing the counseling service program at SMA NU 2 Gresik include the following: the principal needs to understand counseling services, so he cannot provide advice and feedback for developing counseling services. The service activity funds are not so significant that the types of activities and supporting media are limited, and facilities individual counseling rooms are inadequate because they have to share a room with a laboratory room.

3. Program Opportunities

Even though it has some limitations, the counseling service program at SMA NU 2 Gresik also has some opportunities to be developed to a better stage, namely: having competent human resources counselors and even one of the counselors being the head of MGBK SMA Gresik district, the vice principal has concern for improving counseling services for students, parents of students commit to collaborate in alleviating student problems.

Evaluation of Input Components

1. Counselor Personnel

There are three counselors at SMA NU 2 Gresik; one counselor has a Guidance and Counseling degree background, and two counselors have a Psychology background. Referring to POP BK (Kemendikbud, 2016) regarding counselor workload, three counselors can be categorized as sufficient/ideal for more than 600 students in the 2022-2023 school year. However, it is also considered that for counselors, it is better to prioritize those with an undergraduate guidance and counseling background to support the administrative process and service management.

2. Organizational Units

Organizationally, this has been well established, as evidenced by the fact that there is a division of classes being taught and a Coordinating Coordinating Counseling teacher who is directly responsible to the school's deputy head for student affairs and the head of the school.

3. Facilities and infrastructure

Based on the results of direct observation during the evaluation, the facilities and infrastructure at SMA NU 2 Gresik are in a suitable category. However, the counseling room still needs to be improved, especially for individual/group counseling, because it still shares space with the laboratory. Meanwhile, the room used by the counselor for classical guidance services is in the excellent category because it is comfortable, the lighting is sufficient, and there are supporting information technology tools (LCD, projector, and sound system).

4. Service Models

Concerning the service model, SMA NU 2 Gresik's counseling team uses the Comprehensive BK model, which consists of four components: basic services, responsive services, individual planning, and system support. Then from the four components, primary and responsive services are running well and routinely carried out according to the schedule prepared. However, individual and responsive planning services could be better because they need to be carried out systematically and optimally to accommodate students' needs. In addition to providing services that require supporting media, sometimes there are constraints on allocating funds, such as conducting psychological tests and workshops for teachers related to counseling services or inclusive education.

Process Component Evaluation

1. Counselor Competency

The results of interviews with some students who had and are currently doing counseling with SMA NU 2 Gresik counselors. The results showed that the students felt the burden of the problem was slightly reduced and were satisfied with the intervention given by the counselor during the counseling session, although not all problems were resolved. In addition, the counselor can also play a role as a partner in solving student problems. This indicates that the competence of counselors at SMA NU 2 Gresik is sufficient.

2. Service Devices

In the equipment for this school year, SMA NU 2 Gresik counselors also create and organize service activities in the RPL, especially for classical guidance service activities and information services, which will be provided for one semester in each class they teach. Furthermore, based on the counselor archives, the researcher also found some regular self-development supervision tools by peer counselors/principals.

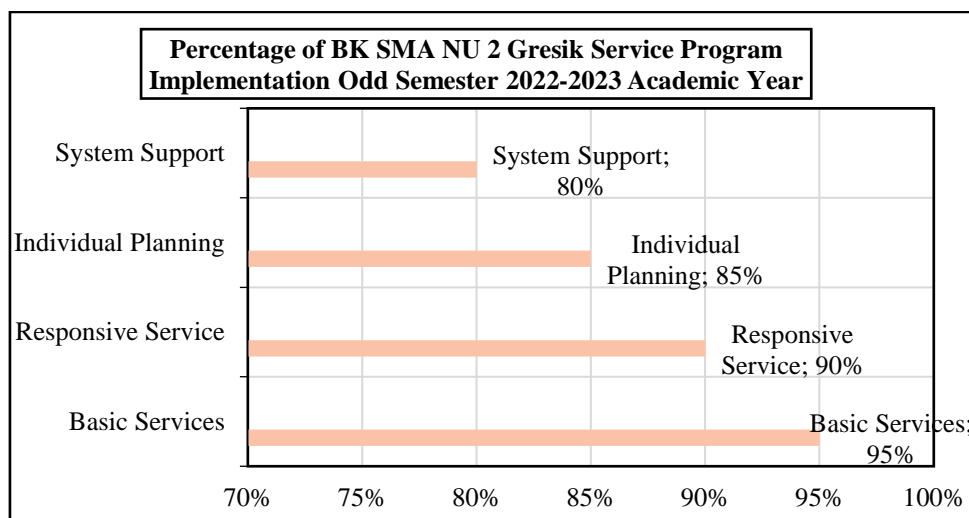
3. Barriers to Improvement of Counselor Services

When examined together, some things need to be improved to improve service programs. Among what the authors found based on interviews with the counselor coordinator was that there were still limited facilities for counseling which made the counseling process uncomfortable. Plus, the school still does not have rules or division of tasks related to student discipline, so the BK team is made a disciplinary officer and is considered the school police and not friendly with students.

Product Component Evaluation

1. Service Program Implementation

By tracing archival documents in the counseling room and interviews with SMA NU 2 Gresik counselors, it is known that the level of implementation of the comprehensive counseling service program at SMA NU 2 Gresik has not been fully implemented this semester, especially for individual planning services and system support. In more detail, the author will present the percentage of service program implementation levels in the graph below:



Grafik 1. Percentage of BK SMA NU 2 Gresik Service Program Implementation Odd Semester 2022-2023 Academic Year

2. Enthusiastic Students Utilize Counseling Services

The results of observations and interviews with some students who had used counseling services showed positive results, namely, students came with their awareness to solve their problems, counselors communicated in semi-formal ways

to build closeness with students, and according to students' accounts, the burden of the problem felt slightly reduced after doing counseling with a counselor.

DISCUSSION

During four evaluation practices at SMA NU 2 Gresik, apart from finding several data commonly found in secondary schools, researchers also found several new supporting data related to guidance and counseling services at SMA NU 2 Gresik. From the results of interviews with counselors and students, it is known that the implementation of several guidance and counseling services has been running as it should, although in several aspects it still needs to be improved. Then, from direct observation data, especially regarding facilities, deficiencies were still found in the counseling room, while the counselor's interactions while providing services to students were seen to be starting to go well and were trying to leave the stigma of counselors as school police. Apart from that, in the data resulting from archival documentation, as far as the author's analysis is concerned, the counselor tools have been prepared well, including evidence of activities that have been carried out. Having evidence of activities and document archives for each service will certainly facilitate improvement efforts, especially clinical supervision activities from school principals or regional education offices (Astika, 2021; Isriyah, 2023; Lathifah & Wirastania, 2022).

Then, regarding the use of the CIPP evaluation model as a basis for conducting evaluations, researchers are greatly helped because they can carry out detailed assessments on every aspect of the counseling program in schools as in previous research (Budiman et al., 2022; Siregar et al., 2023; Utomo et al., 2023). In addition, it also helps researchers prepare recommendations for improvement based on real findings in schools during the evaluation process. Even so, it is a good idea before evaluating researchers and research partners to study carefully and agree on the CIPP model evaluation concept to avoid bias and increase the accuracy of evaluation data, because as (Kurniawati, 2021) argues, evaluator competence greatly influences the final results of the evaluation implementation. counseling service program in schools.

In theory, ideally a counseling service should be able to be run optimally and systematically. However, due to the minimal budget and limited number of counselors, the service program is still not fully maximized (Badrujaman, 2012; Rahmawati et al., 2016). So deputy principals and principals in particular need to build dialogue with counselors to develop strategies for developing guidance and counseling services in a better direction (Pambudi & Amini, 2021). Next, regarding the findings, the CIPP evaluation still has the opportunity to be carried out again, especially in the even semester to ensure the progress of improvements made by the school.

CLOSING

Evaluation practice activities using the CIPP approach during four face-to-face meetings found that implementing the counseling service program at SMA NU 2 Gresik still had some obstacles and needed to be implemented, especially in individual planning services and system support. However, by looking at the current conditions, SMA NU 2 Gresik still has an excellent opportunity to improve guidance and counseling services.

Here the researcher presents some suggestions to the principal, vice principal, and counselors for improving the service program at SMA NU 2 Gresik:

- a. Add sufficient human resources for guidance and counseling services, especially from guidance and counseling scholars.
- b. Ensure that guidance and counseling staff have access to ongoing training and development to maintain their skills and improve their services.
- c. Provide a comfortable and safe space for individual/group counseling services, and ensure that these services are available on a regular and predictable basis for students who need them.
- d. Use evaluation data on an ongoing basis to evaluate the effectiveness of guidance and counseling services and make improvements as needed.

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