

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

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**Abstract:** *Sebagai suatu model evaluasi yang bersifat holistik dan sistematis, evaluasi CIPP masih belum banyak digunakan secara holistik terutama pada evaluasi komponen layanan bimbingan dan konseling komprehensif di sekolah. Padahal secara teori hal tersebut sangat mungkin untuk dilakukan di lingkup pendidikan. Melalui empat kali terjun langsung ke lapangan, penelitian evaluasi ini bermaksud untuk menerapkan model evaluasi CIPP secara holistik pada empat komponen bimbingan dan konseling komprehensif di salah satu SMA swasta di Gresik. Dari analisa data ditemukan bahwa komponen layanan dasar dan layanan responsif telah berjalan baik sesuai rencana awal, tetapi untuk layanan perencanaan dan dukungan sistem masih belum berjalan secara baik sehingga harus ditinjau ulang serta diperbaiki di semester berikutnya. Oleh karenanya, program layanan yang telah disusun oleh konselor masih tergolong memiliki kendala pelaksanaan namun tetap berpelung untuk diperbaiki sesuai temuan evaluasi CIPP ini.*

**Keywords:** *Evaluasi CIPP; Program Layanan BK; Konselor.*

## INTRODUCTION

Ideally, an evaluation is carried out thoroughly on the service program the counselor has prepared and agreed upon at the beginning of the semester (Amit & Sagiv, 2013; Hoshmand, 2004). Especially if the evaluation model used is CIPP (Context, Input, Process, and Product) which was designed from the start to evaluate in detail an educational program in a school environment, including guidance and counseling services (Mujiyati et al., 2020; Stufflebeam, 2004). However, from several existing studies on using CIPP evaluations in counseling services, the evaluation was not carried out thoroughly on the four components of comprehensive guidance and counseling services (Hidayah, 2021; Maulana et al., 2019; Muyana, 2017; Thayyibah, 2020). Although this is partially wrong with focusing on the study's subject so in-depth, it is deplorable because, in theory, the CIPP evaluation can be carried out thoroughly (Stufflebeam & Zhang, 2017).

The goals and advantages of the CIPP evaluation model are comprehensive in every aspect of the program being evaluated, flexible in various fields, and focused on improvement. So with logical and systematic stages, things considered less than optimal or become obstacles will be easily identified and solutions sought (Hakan & Seval, 2011; Warju, 2016). Coupled with paying attention to all aspects of the program being evaluated, it will provide a solid basis for the supervisor/evaluator to make the right decision about whether the program should be maintained, repaired, or even discontinued (Pujiastuti et al., 2021; Stufflebeam, 2007). In this context, the CIPP evaluation model is considered superior to several other evaluation models.

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.

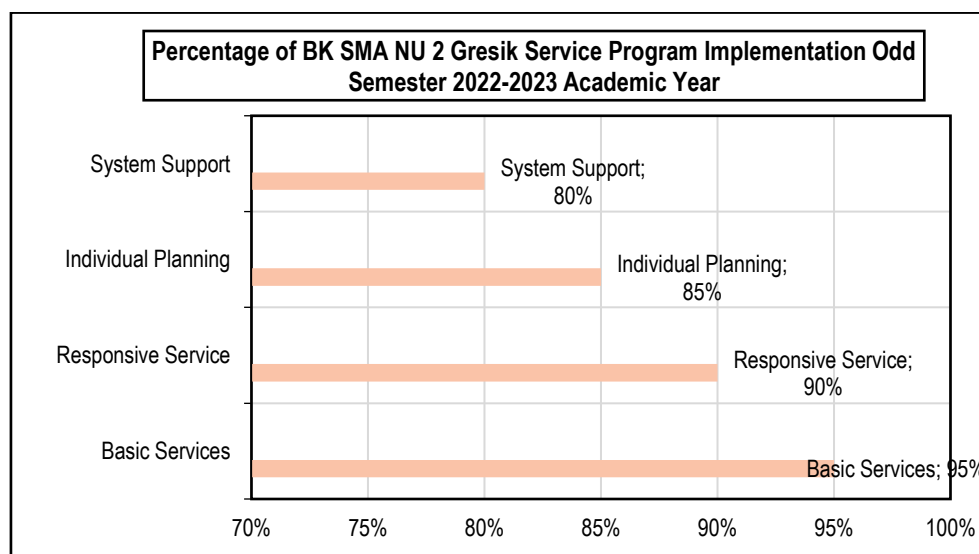
### 3. Barriers to Improvement of Counselor Services

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 the implementation of four practical evaluations at SMA NU 2 Gresik, apart from finding some data that are commonly found in schools in general, the authors also found some new supporting data related to counseling services at SMA NU 2 Gresik. The results of interviews with counselors and students show that the implementation of several counseling services has been running as it should, although, in some aspects, it still needs to be improved. Then from the direct observation data, especially related to facilities, it was found that there were deficiencies in terms of the counseling room, while in the interaction of counselors while providing services for students, it was seen that they had started to go well and tried to leave the counselor's stigma as the school police. In addition, in the data from archival documentation regarding the author's analysis, the counselor's tools have been well prepared, including evidence of the activities that have been carried out. 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).

Indeed, counseling services can be run optimally and systematically. However, due to the lack of budget funds and the limited number of counselors, the service program still needs to be fully maximized (Badrujaman, 2012; Rahmawati et al., 2016). So deputy principals and school principals, in particular, need to build dialogue with counselors to develop strategies for developing counseling services in a better direction (Pambudi & Amini, 2021). Finally, regarding these findings, there is still a chance that the CIPP evaluation will be carried out again, especially in the even semester, to ensure the improved progress made by the school.

## CLOSING

Evaluation practice activities using the CIPP approach during four face-to-face meetings found that the implementation of 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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