

Assessment of Guidance and Counseling Program Using CIPP and Kirkpatrick Frameworks: A Case Study at SMTK Pekanbaru

Gracela Natasha Luas^{1*}, Yari Dwikurnaningsih¹, & Dwi Yulianto Nugroho²

¹Educational Administration, Satya Wacana Christian University, Indonesia

²School of Education, University of Leeds, United Kingdom

*Corresponding email: gracela160115@gmail.com

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Abstract: Assessment of Guidance and Counseling Program Using CIPP and Kirkpatrick Frameworks: A Case Study at SMTK Pekanbaru. Objective: This study aims to evaluate the comprehensive Guidance and Counseling (GC) program using the CIPP evaluation model (Context, Input, Process, Product), combined with the Kirkpatrick evaluation model (Reaction & Outcomes). **Method:** Data validation was conducted using source triangulation and technique triangulation. The data analysis techniques included data collection, data presentation, data reduction, and conclusion drawing. The evaluation results indicated that, the program was designed to meet the needs of students. The research subjects included the principal, the deputy principal for student affairs, GC teachers, dormitory supervisors, parents, and students. The study was conducted at SMTK Pekanbaru. **Findings:** The findings indicate that the comprehensive GC program is quite effective but requires improvement in several areas, particularly in relation to the actual conditions of students as well as available resources and infrastructure. **Conclusion:** This program is designed to meet the needs of students. However, improvements in resources and implementation are necessary. Nevertheless, the program has a positive impact, as 87% of students reported satisfaction, and 74% indicated an increase in self-awareness, skills, and academic performance.

Keywords: program evaluation, CIPP, kirkpatrick, comprehensive guidance and counseling.

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■ INTRODUCTION

The evaluation of comprehensive guidance and counseling programs in educational institutions has received increasing attention in recent years, particularly in Indonesia. Evaluation serves as an activity conducted to gather information about a program, which is then analyzed and processed to generate options that support informed decision-making. Evaluation is an organized process aimed at assessing the value or quality of an object, policy, or program using methods based on scientific evidence (Beywl et al., 2022). Guidance and counseling can be defined as

interaction-based services designed to assist individuals in recognizing, understanding, and addressing various challenges, whether personal, academic, social, or career-related. Through a structured approach supported by scientific evidence, these services play a crucial role in helping students develop their emotional and intellectual capacities within the educational context (Akdemir, 2023). The need for effective guidance and counseling services is underlined by the evolving educational landscape, which demands that students excel not only academically but also grow holistically as

individuals. Guidance and counseling programs are designed by school counselors to assist students in realizing their potential, focusing on the students with the aim of making a positive impact on their personal growth. Comprehensive guidance and counseling services play a crucial role in helping students navigate the developmental instability that often occurs (Cicco, 2018). These services address academic, emotional, and social challenges, as well as promote comprehensive developmental processes. The Comprehensive Guidance and Counseling Program (CGCP) at SMTK Pekanbaru serves as a crucial framework for meeting the diverse needs of students, facilitating their academic, personal, and social development. This program is designed to provide a systematic approach to student support, which includes a variety of services such as individual counseling, group guidance, and academic assistance, all of which are essential for fostering a conducive learning environment (American School Counselor Association, 2020). The condition of comprehensive guidance and counseling programs in schools still requires significant attention. In many cases, the available facilities and infrastructure are inadequate. For instance, counseling rooms do not meet appropriate standards, and comprehensive guidance and counseling programs are not fully implemented. Furthermore, a lack of understanding regarding the roles, responsibilities, functions, and duties of school counselors in supporting students presents significant challenges. Effective guidance and counseling programs are essential for fostering the holistic development of students and enhancing their physical, emotional, intellectual, social, and moral-spiritual potential. Additionally, with proper training and support, a safer and more supportive educational environment can be ensured.

The implementation of the Comprehensive Guidance and Counseling Program (CGCP) is

based on the understanding that students face various challenges that can hinder their educational journey. These challenges range from academic pressures to personal issues, necessitating a comprehensive support system that can adapt to the unique needs of each student. Research indicates that effective guidance and counseling programs are characterized by their holistic, systematic, and proactive nature, which not only addresses existing issues but also anticipates potential challenges that students may face (Baker & Gerler, 2004). In alignment with the study conducted by Cania et al. (2024), the importance of comprehensive guidance and counseling services is emphasized to meet the challenges faced by students. This includes not only providing academic guidance but also managing students' mental health and social well-being.

The theory of comprehensive guidance and counseling is utilized as a basis for developing and evaluating counseling programs in schools. This theory emphasizes that counseling programs should be designed to meet the individual needs of students in various aspects of their lives, including academic, social, personal, and career development. The proposed holistic approach highlights that counselors should not only assist with academic issues but also support students in the development of their character and social skills. Furthermore, this theory highlights the importance of the counselor's role as a facilitator who creates a safe and supportive environment for students to express themselves and address the challenges they face. It emphasizes the need for ongoing evaluation of comprehensive guidance and counseling programs to ensure that they remain effective, relevant to students' needs, and capable of adapting to changing times and social norms (Gysbers et al., 2012).

The evaluation of comprehensive guidance and counseling programs in educational institutions has received increasing attention in recent years,

particularly in Indonesia. This emphasis on enhancing and improving the professionalism of guidance and counseling programs is highlighted by Gibson and Mitchell (2011). The need for effective guidance and counseling services is underscored by the ever-evolving educational landscape, which demands that students excel not only academically but also develop holistically as individuals. The Comprehensive Guidance and Counseling Program (CGCP) at SMTK Pekanbaru serves as an essential framework for addressing the diverse needs of students, facilitating their academic, personal, and social development. These programs are designed to meet the varied needs of students, providing services that foster personal growth, academic success, and career readiness, which includes a range of services such as individual counseling, group guidance, and academic assistance, all of which are vital for cultivating a conducive learning environment (Insigne, 2018).

The importance of comprehensive guidance and counseling programs has emphasized that effective guidance services significantly enhance student well-being by fostering a supportive environment that addresses psychosocial issues and academic needs (Sukri et al., 2021). The implementation of the Comprehensive Guidance and Counseling Program (CGCP) is based on the understanding that students face challenges across various aspects that can hinder their educational journeys. These challenges range from academic pressures to personal issues, requiring a comprehensive support system that can adapt to the unique needs of each student. Research indicates that effective guidance and counseling programs are characterized by active participation from teachers, adequate resources, and programs that align with students' needs (Rahman, 2016). Furthermore, comprehensive guidance and counseling programs serve as a better coping strategy and contribute to improved academic performance, reinforcing the crucial role

of these programs in addressing the challenges faced by students (Fernandez et al., 2023).

The evaluation of the Comprehensive Guidance and Counseling Program (CGCP) at SMTK Pekanbaru is crucial for assessing its effectiveness and identifying aspects that require improvement. The systematic evaluation process involves examining various program components, including planning, implementation, and outcomes, to ensure that the program meets the established standards of competence and student well-being. Systematic evaluation can optimize teaching standards and align educational programs with students' needs (Khaksar et al., 2023). The evaluation framework should encompass both qualitative and quantitative measures, facilitating a comprehensive understanding of the program's impact on academic performance and students' personal development.

The role of school counselors is crucial for the successful implementation of the Comprehensive Guidance and Counseling Program (CGCP). Counselors are responsible not only for providing guidance services but also for fostering an environment in which students feel safe and supported. This requires an in-depth understanding of students' characteristics and needs, as well as the ability to implement relevant and engaging programs tailored to them (Atmamo et al., 2020). The professional development of counselors, including training in contemporary counseling techniques and strategies, is essential for enhancing their effectiveness in delivering comprehensive services (Wardhani et al., 2019).

In addition to the direct services provided, the Comprehensive Guidance and Counseling Program (CGCP) at SMTK Pekanbaru emphasizes the importance of collaboration among various stakeholders, including teachers, parents, and the community. This collaborative approach ensures that guidance and counseling services are well integrated into a broader educational framework, thereby enhancing their

effectiveness and sustainability (Ibimiluyi, 2019). The involvement of parents and the community in the counseling process can provide additional support and resources for students, further enriching their educational experiences.

The challenges encountered in the implementation of the Comprehensive Guidance and Counseling Program (CGCP) are not unique to SMTK Pekanbaru. Rather, they reflect broader systemic issues within the Indonesian educational context. The significance of guidance and counseling programs in schools underscores the important role of teachers in supporting student development. Teachers not only provide academic support but also contribute to the emotional and social well-being of students, and the collaboration between counselors and teachers is vital in meeting students' needs, ensuring that the program is comprehensive and effective. By working together, teachers help identify student challenges and guide them toward positive outcomes in both their personal and academic lives (Agbakuribe, 2021). These challenges include inadequate resources for guidance counselors, insufficient training for counselors, and varying levels of awareness regarding the importance of guidance and counseling services among educators and parents. Addressing these challenges requires a collective effort from educational authorities to provide adequate training, resources, and support for counseling programs across schools.

Furthermore, the evaluation of the Comprehensive Guidance and Counseling Program (CGCP) must also take into account the impact of external factors, such as socioeconomic conditions and cultural influences, on students' experiences and learning outcomes. Understanding these contextual factors is crucial for developing interventions tailored to the specific needs of students at SMTK Pekanbaru. By adopting a comprehensive evaluation framework that considers both internal and external factors,

stakeholders can gain valuable insights into the effectiveness of the CGCP and make informed decisions for future improvements.

Findings from Ngala et al. (2019) and Burke (2021) highlight strengths in the context and input aspects of guidance and counseling programs. However, they reveal moderate outcomes regarding outputs, indicating room for improvement. Kokro et al. (2022) identified a lack of awareness among students regarding the available guidance services, which underscores a critical area for enhancement. This body of research emphasizes the necessity for ongoing evaluation to ensure that guidance and counseling programs effectively meet the needs of students across all dimensions of their personal and academic development. Observations confirm a gap between desired objectives and actual practices due to limited support, inadequate facilities, and insufficient professional development for counselors.

This study employs a combination of the CIPP model (Context, Input, Process, Product) and Kirkpatrick's model to provide a comprehensive evaluation. The Kirkpatrick model complements the CIPP by assessing student reactions and program impacts, while also addressing aspects that are not covered by the CIPP (Dwikurnaningsih, 2022). Stufflebeam and Zhang (2017) emphasize that the purpose of evaluation is to enhance the program, with CIPP offering comprehensive data for refinement and Kirkpatrick facilitating a phased approach to evaluation. Research conducted by Gandomkar (2018) explored the differences and similarities between the two models, highlighting that while the Kirkpatrick model focuses on outcome levels (reaction, learning, transfer, and impact), the CIPP model adopts a more holistic approach by considering context, inputs, processes, and products throughout the evaluation process.

This study utilizes a combination of the CIPP evaluation model and the Kirkpatrick model to

achieve more optimal results. The objective of evaluating the comprehensive guidance and counseling program using the CIPP model (Context, Input, Process, Product) and the Kirkpatrick evaluation model (specifically the Reaction and Results stages) is to assess the program's effectiveness and impact. In the Reaction stage, the aim is to measure how students and school stakeholders perceive the program, including their satisfaction and engagement. In the Results stage, the evaluation focuses on the tangible outcomes and effects of the program, such as improvements in students' academic performance, emotional well-being, and social adjustment. This research aims to evaluate the effectiveness of the comprehensive guidance counseling program at SMTK Pekanbaru, providing valuable insights for stakeholders, particularly guidance counselors, to enhance the quality of the program and service delivery. The research questions are as follows:

- RQ1: What is the context evaluation of the comprehensive guidance and counseling program at SMTK Pekanbaru?
- RQ2: What is the input evaluation in the implementation of the comprehensive guidance and counseling program at SMTK Pekanbaru?
- RQ3: What is the process evaluation of the comprehensive guidance and counseling program at SMTK Pekanbaru?
- RQ4: What is the product evaluation resulting from the comprehensive guidance and counseling program at SMTK Pekanbaru?
- RQ5: What is the reaction evaluation of the students towards the comprehensive guidance and counseling program at SMTK Pekanbaru?
- RQ6: What is the outcome evaluation of the comprehensive guidance and counseling program at SMTK Pekanbaru?

■ METHOD

Participants

The evaluation study of the comprehensive guidance and counseling program at SMTK Pekanbaru involved the Principal, who assessed the program's alignment with the school's vision; the guidance counselors, who provided insights into the effectiveness of the services; the Vice Principal for Student Affairs, who evaluated the program's role in supporting student well-being; the supervising teachers, who assessed its impact on student behavior and performance; as well as 90 students who provided feedback regarding the guidance services. Parents are also engaged to provide perspectives on the program's impact at home, particularly concerning students' behavior and emotional development. Each participant contributes a distinct viewpoint in evaluating the successes and challenges of the guidance and counseling program.

Research Design and Procedures

This study employed a mixed-methods approach, integrating both qualitative and quantitative methods (Creswell, 2020; Sugiyono, 2019). Data collection techniques include interviews, questionnaires, document studies, and direct observations, with a focus on obtaining meaningful insights. The qualitative method involved conducting observations, interviews, and document studies with the principal, guidance counselors, supervising dormitory teachers, and parents to evaluate the results of the CIPP model. Subsequently, the quantitative method utilizes a Guttman scale by distributing questionnaires to students to assess the evaluation model based on Kirkpatrick, particularly concerning reactions and outcomes. The evaluation integrates the CIPP model developed by Daniel Stufflebeam, which is designed to assist evaluators in comprehensively assessing programs or policies. CIPP stands for Context, Input, Process, and

Product, in conjunction with the Kirkpatrick evaluation model, which measures the effectiveness of training or programs based on reactions and results (Kirkpatrick, 2007).

The evaluation of the Guidance and Counseling (BK) program was conducted using the combination of the CIPP model (Context, Input, Process, Product) and the Kirkpatrick model to assess various aspects of the program holistically. Although these two models have different foci, they complement each other and can be integrated to provide a comprehensive overview of the effectiveness and achievements of the comprehensive BK program at SMTK Pekanbaru.

The CIPP model was employed to evaluate various aspects of the program: context (policy support and environment), input (resources, planning, and facilities), process (execution and monitoring of the program), and product (outcomes and program improvements). The Kirkpatrick model further provides depth by assessing participant reactions (satisfaction and engagement) and results (behavioral changes and academic performance). Data validation employs triangulation of techniques and sources, while analysis follows the framework established by Miles and Huberman (2014) as follows:

1. Data Reduction: The process of filtering information to focus on data that is relevant to the objectives of the guidance and counseling program, including the summarization of data,

selection of important aspects, emphasis on key issues, identification of patterns, and elimination of irrelevant data.

2. Data Presentation: Presenting the reduced data in a clear format, such as a summary, to illustrate the results of the evaluation of the guidance and counseling program.
3. Verification: Identifying new findings, providing a clearer overview, uncovering causal relationships, and developing new hypotheses or theories to enhance the effectiveness of the guidance and counseling program.
4. Conclusion Drawing: Summarizing the results and impacts of the guidance and counseling program, including whether the objectives were met, providing recommendations for improvement, and assessing the long-term impacts on students.

The evaluation criteria were obtained from established policies, previous research, and expert feedback, tailored to the specific conditions of the school. Success indicators include the program's relevance, resource utilization, process implementation, participant response, and measurable outcomes, which serve as a foundation for long-term improvements in providing effective guidance and counseling services.

Instrument

This study employed an interview instrument for the comprehensive guidance and counseling program based on the CIPP evaluation model.

Table 1. Interview instrument framework for the comprehensive guidance and counseling program

No	Stage	Indicators	Sub Indicators
1.	Context	Guidance and Counseling Program Policy	Continuity of programs, adequacy of facilities
		Needs of the guidance and counseling program	Problems faced by students at school Expectations of parents regarding the guidance and counseling program
		Objectives of the guidance and counseling	Alignment of the guidance and counseling goals with the vision and mission of the school

	program	Specific objectives that the program aims to achieve
	Benefits of the guidance and counseling program	Academic development, social skills, career planning, and personal support
	Dukungan lingkungan sekolah Support from the school environment	Support from school management for the guidance and counseling program Support from teachers and other staff
2. Input	Qualifications of guidance and counseling teachers	Academic and professional qualifications of guidance and counseling teachers Competencies of guidance and counseling teachers in implementing the program
	Infrastructure and facilities	Availability of supportive guidance and counseling spaces and facilities Availability of adequate guidance and counseling aids
	Time and budget allocation	Availability of time for guidance and counseling activities Budget support for the guidance and counseling program
	Program planning	Annual and semester planning for guidance and counseling Involvement of relevant parties in planning Relevance of the guidance and counseling program to student needs
3. Process	Implementation of a comprehensive guidance and counseling program	Implementation of individual and group counseling, classical counseling, Implementation of classical and group guidance, Referral services, Home visits, Support system services, and Individual planning
	Student participation and involvement	Level of student involvement in guidance and counseling activities Openness of students in participating in counseling
	Monitoring and evaluation of the program	Monitoring system for guidance and counseling activities Periodic program evaluation
4. Product	Outcomes of the guidance and counseling program	<i>Keberhasilan program, Kelebihan dan kekurangan program dan Perbaikan dan tindak lanjut program</i>

In the evaluation of the Kirkpatrick model at the reaction and results stages, the Guttman Scale was used to measure the attitudes or perceptions of respondents toward a topic through a structured sequence of items, where each item has an increasing level of difficulty or intensity. By using the Guttman Scale, researchers can obtain structured data about the changes

perceived by participants in various aspects, whether academic, social, or emotional. Utilizing the Guttman Scale allows for more accurate and measurable assessments at these two levels, identifying areas that need improvement and aspects of the guidance and counseling program that have the most significant positive impact.

Table 2. Framework of the comprehensive guidance and counseling program questionnaire instrument

No	Aspect	Indicator	Question Items	
			Favorable	Unfavorable
1	Reaction	1. Student Satisfaction	3	2
		2. Satisfaction with Guidance and Counseling Teachers	3	1
		3. Satisfaction with Guidance and Counseling Facilities and Infrastructure	3	2
2	Result	1. Change in attitudes/behaviors	3	1
		2. Improvement in perceptions of guidance and counseling services	2	

Data Analysis

Sugiyono (2019) states that data analysis is the process of systematically searching for and organizing data obtained from interviews, field notes, and documentation by organizing the data into categories, breaking it down into units, synthesizing it, arranging it into patterns, selecting what is important and what will be studied, and drawing conclusions so that it is easy to understand for oneself as well as others. This qualitative research uses data analysis techniques according to Miles and Huberman (2014), where data obtained from the field will be organized through a series of stages: data reduction, data presentation, data verification, and conclusion drawing, as follows:

Data analysis in quantitative research used the Guttman scale, which is a measurement scale designed to obtain definitive answers. The data obtained can be in the form of interval or ratio dichotomous data (two alternatives), according to Sugiyono (2019). The Guttman scale consists of 2 levels:

- a. For the answer “strongly agree” (S), a score of = 2 is given.
- b. For the answer “disagree” (TS), a score of = 1 is given.

In determining the percentage scale, the researcher used the following formula:

$$\text{Percentage} = \frac{\text{Answer Score}}{\text{Number of Students}} \times 100$$

Table 3. Scale range skala

Percentage	Scale Range Categories
0%-50%	Disagree
51%-100%	Agree

■ RESULT AND DISCUSSION

RQ1 The evaluation results of the context of the guidance and counseling program at SMTK Pekanbaru are designed to support the holistic development of students through a values-based Christian approach. This program has policies and objectives that align with the school’s vision and mission in shaping students’ character based on faith, responsibility, and independence. However, there are limitations in the available facilities, especially the cramped counseling room and the lack of learning aids. This poses a challenge for the effectiveness of the guidance and counseling program, which is expected to provide maximum support for students’ needs.

Context evaluation analyzes the conditions that influence the goals and strategies within the program, according to Stufflebeam (1996). According to Setiawan (2019), context evaluation in the Comprehensive Guidance and Counseling program needs to be continuously

improved to support the implementation of future programs. The role of stakeholders in the school is crucial for the success of the program. Context evaluation provides a reference for the school to design the next stages. Research by Ngala et al. (2019) also emphasizes the importance of improvements in the implementation of the program for the smooth progression of subsequent stages. Observations at SMTK Pekanbaru indicate that despite the existence of a Comprehensive Guidance and Counseling program, the principal noted deficiencies that hinder its implementation.

RQ2 The evaluation results of the input indicate that the availability of resources at SMTK Pekanbaru, particularly the number of counselors, is insufficient to meet the ever-growing needs of students. For example, the number of existing counselors does not match the number of students, resulting in many students not receiving adequate counseling attention. Supporting facilities, including the limited counseling room, continue to be a significant obstacle.

The success of the guidance and counseling program depends on the quality of inputs available, such as counselor training and technological support (Dalmia et al., 2021). Input evaluation is necessary to ensure that the guidance and counseling program runs effectively. At SMTK Pekanbaru, although some guidance and counseling programs have been implemented, the lack of guidance and counseling teachers who work at other schools hampers consistent collaboration with other parties. Observation and interview results show that programs such as individual counseling and basic services have been implemented. Research by Tsani (2019) also underscores the importance of input evaluation in guidance and counseling programs, which is relevant to the findings of this research.

RQ3 The evaluation results of the process of implementing the guidance and counseling program at SMTK Pekanbaru include individual

and group counseling activities, weekly worship services, and retreat activities aimed at bringing students closer to spiritual values. Overall, this program has been carried out according to plan. However, there are still shortcomings in the monitoring and evaluation processes that need to be improved for greater effectiveness. Limited service time and a lack of ongoing training for counselors present significant challenges that need to be addressed promptly so that counselors can enhance their skills and provide better services for students.

Input and process evaluations are interrelated in the implementation of the comprehensive guidance and counseling program. Process evaluation is conducted to ensure that the program is implemented as planned. Interview results emphasize the importance of process evaluation based on the school's vision and mission. Collaboration among teachers and support from stakeholders have been established; however, the lack of human resources and supporting materials remains a challenge. Research by Utomo et al. (2021) also highlights the importance of this process to ensure that guidance and counseling services are maximized in helping students overcome challenges and optimize their potential.

RQ4 The evaluation results of the product indicate that the guidance and counseling program at SMTK Pekanbaru has had a positive impact on students, such as an increase in self-awareness, social skills, and character development. This program also helps students address various personal and academic issues. However, the sustainability of the program and its impact on students' academic performance need to be further considered, as success in character and social development does not always align with improvements in academic achievement. There, it is important to conduct ongoing evaluations to measure the impact of this program on academic aspects and the overall well-being of students.

Table 4. Results of the reaction stage

No	Aspect	Question	Total Percentage
1.	Student Satisfaction	Item 1	Disagree: 16.7% Agree: 83.3%
		Item 2	Disagree: 15.6% Agree: 84.4%
		Item 3	Disagree: 17.8% Agree: 82.2%
		Item 4	Disagree: 13.4% Agree: 86.6%
		Item 5	Disagree: 8.9% Agree: 91.1%
2.	Satisfaction with Guidance and Counseling Teachers	Item 6	Disagree: 16.7% Agree: 83.3%
		Item 7	Disagree: 16.6% Agree: 83.4%
		Item 8	Disagree: 11.1% Agree: 88.9%
		Item 9	Disagree: 22.3% Agree: 77.8%
		Item 10	Disagree: 86.7% Agree: 13.3%
3.	Satisfaction with Guidance and Counseling Facilities and Infrastructure	Item 11	Disagree: 81.1% Agree: 18.9%
		Item 12	Disagree: 10% Agree: 90%
		Item 13	Disagree: 84.5% Agree: 15.5%
		Item 14	Disagree: 13.3% Agree: 86.7%

The reaction stage focuses on students' initial responses to the Guidance and Counseling (BK) services at SMTK Pekanbaru. Overall, the majority of students reported positive experiences with the program, acknowledging its potential in helping them address academic and personal challenges. Specifically, 83.3% of students agreed that the BK services are effective in resolving personal issues, and 91.1% felt comfortable during counseling sessions. However, 16.7% of students felt that the services did not meet their needs, and 8.9% expressed discomfort, indicating areas that require improvement. Challenges were noted in several aspects. The limited number of

BK staff led to delays and inconsistencies in service delivery, with many students, especially those in their final year, feeling underserved despite needing more academic and emotional support. Additionally, the inadequacy of counseling facilities, such as a lack of privacy and limited resources, diminished the quality of counseling sessions. For instance, 86.7% of students expressed concerns about privacy in the counseling room, and 81.1% felt that the existing facilities were inadequate to support effective counseling. Although the majority of students appreciated the professionalism and attention of the BK staff, with satisfaction levels of 83.3%

and 88.9% respectively, a small portion (22.3%) felt that the guidance provided was less relevant to their issues. These findings indicate a need for improvements in staff availability, better facilities,

and alignment of services with students' needs to optimize the program's impact.

RQ6 The evaluation results of the outcomes are shown in Table 2 as follows:

Table 5. Results of the reaction stage

No	Aspect	Question	Total Percentage
1.	Improvement in student behavior after participating in guidance and counseling services	Item 1	Disagree: 24.4% Agree: 75.6%
		Item 2	Disagree: 16.6% Agree: 84.4%
		Item 3	Disagree: 16.7% Agree: 83.3%
		Item 4	Disagree: 16.6% Agree: 83.3%
2.	Improvement in perceptions of guidance and counseling services	Item 5	Disagree: 6.6% Agree: 93.4%
		Item 6	Disagree: 10% Agree: 90%

The results stage highlights the impact of the Guidance and Counseling (BK) program on students' personal, social, and academic development. The findings indicate that this program has positively affected the majority of students, particularly in emotional management, self-discipline, and personal responsibility. For example, 75.6% of students felt more capable of managing their emotions after counseling, and 83.4% reported increased discipline in completing school assignments. Additionally, 83.3% acknowledged a greater sense of responsibility for their actions, and 93.4% believed that the program helped them develop their potential. These results demonstrate the program's effectiveness in fostering essential skills and self-awareness.

However, challenges remain. A small percentage of students (ranging from 6.6% to 24.4% across various aspects) reported not experiencing significant improvement. This indicates that although the program is beneficial for most students, there needs to be a more personalized and consistent approach to better

meet the needs of all students. For example, only 10% of students had a neutral or negative view of the BK staff, reflecting an overall positive perception of the professionalism and support of the counselors. Nonetheless, this gap highlights areas where services can be improved to enhance engagement and trust. Older students, particularly those in grade XII, find the program very valuable in managing academic stress and preparing for graduation, despite the limitations of time and service consistency reducing its overall effectiveness. Similarly, students in grades X and XI benefit from improved social skills and self-understanding but feel frustrated by the irregular and inadequate counseling services.

These findings emphasize the need for improved consistency, increased staffing, and better facilities to ensure the long-term success of the program and effectively meet the comprehensive needs of all students.

Based on the evaluation results of the comprehensive BK program at SMTK Pekanbaru, several practical implications arise for educators and educational policymakers. For

educators, enhancing counseling skills becomes essential so they can address the various psychosocial issues faced by students. Further training in both individual and group counseling will help them support the success of the program. Additionally, a more personalized approach that focuses on each student's needs should be implemented to make the guidance provided more targeted. The BK program also needs to be integrated with academic activities and character development, where educators can collaborate with counselors to create a supportive environment. Regular evaluations of the program's effectiveness are also necessary to ensure that it produces positive impacts such as reduced anxiety and improved academic performance, as well as to determine whether the strategies being used need refinement.

For educational policymakers, it is essential to provide adequate resources to ensure that the guidance and counseling (BK) program can be effectively implemented. This includes funding for counselor training, counseling facilities, and the development of materials relevant to the program. Education policies should also support student well-being, not only academically but also socially and psychologically. Thus, the BK program can be further strengthened and integrated into the school curriculum. Additionally, if the program proves to be effective, policymakers may consider expanding its implementation in other schools by adapting it to local needs. Continuous monitoring and assessment should also be applied to ensure the long-term impact of the BK program. Finally, policies that encourage collaboration between schools, parents, and the community will strengthen the implementation of the BK program and provide greater support for students' social and psychological development.

■ CONCLUSION

Based on the research findings and discussion, it can be concluded that the comprehensive Guidance and Counseling (BK)

program at SMTK Pekanbaru has not been fully implemented according to the needs of the students. Context evaluation indicates a lack of clear strategies to meet academic, social, and emotional needs. Input evaluation highlights the limited number of BK staff, which reduces the intensity and accessibility of services. Process evaluation shows that the program's implementation is suboptimal due to time constraints, hindering the delivery of individual and group counseling services. Outcome evaluation reveals a lack of regular assessments, making it difficult to align the program with the actual needs of the students. Reaction evaluation suggests limited student enthusiasm, reflecting dissatisfaction with the services provided, possibly due to a lack of innovation and service limitations. Impact evaluation indicates that the program has not significantly affected students' academic, social, or emotional development, particularly due to constraints in time, resources, and strategies.

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