

## [EJER] Submission Acknowledgement

**Editor in Chief** <ejer.editor@gmail.com>

Sun, Apr 16, 2023 at 09:56 AM

To: **Nina Permata Sari** <nina.bk@ulm.ac.id>

Nina Permata Sari:

Thank you for submitting the manuscript, "*Evaluation Analysis Based on the CIPP Model Vocational High School Guidance and Counseling Program: Expert Perspective, Guidance and Counseling Teacher, and Subject Teacher*" to the Eurasian Journal of Educational Research.

With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal website:

Submission URL: <https://ejer.com/index.php/ejer/authorDashboard/submission/270>

Username: nina

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Editor in Chief

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[Eurasian Journal of Educational Research \(EJER\)](#)

## [EJER] Revision Invitation

**Editor in Chief** <ejer.editor@gmail.com>

Fri, Mei 19, 2023 at 11:18 AM

To: **Nina Permata Sari** <nina.bk@ulm.ac.id>

Nina Permata Sari:

The paper "*Evaluation Analysis Based on the CIPP Model Vocational High School Guidance and Counseling Program: Expert Perspective, Guidance and Counseling Teacher, and Subject Teacher*" has been preliminarily reviewed.

Reviewers have given their comments on your paper. Please do the following when you resubmit your revised version:

- (i) All corrections as per the reviewers' comments and prepare a table/response letter showing corrections done. Your corrections will not be accepted in the absence of this response letter/table.
- (ii) All authors' names, emails and affiliations checked and corrected.
- (iii) Add ORCID IDs of all authors.

Please ensure the submission of the revision within 1 month of receiving this mail either both as a reply to this mail and in the online system.

The paper can be resubmitted for a review after huge improvements, and this does not guarantee it will be approved.

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Editor in Chief

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[Eurasian Journal of Educational Research \(EJER\)](#)

### Reviewer 1

This study, conducted at SMK Negeri 3 Banjarmasin, delves into the evaluation of guidance and counseling programs within vocational schools, utilizing a comprehensive and systematic approach. By employing the Context, Input, Process, and Product (CIPP) evaluation model, the research aims to provide a nuanced understanding of the program's effectiveness from multiple perspectives, including experts, guidance and counseling teachers, and subject teachers. The meticulous methodology encompasses interviews, observations, and quantitative analyses, highlighting the multifaceted dimensions of program evaluation. The findings underscore the significant positive impact of these programs, offering crucial insights for enhancing service quality and informing future curriculum improvements. This research not only fills a critical gap in the literature but also reinforces the theoretical applicability of the CIPP model in educational settings, presenting a robust foundation for ongoing advancements in vocational education. Despite of several strengths here are some main points of improvement.

1. There is a need to state the clear Purpose and Objectives of the study in abstract.
2. Explain in detail the CIPP model-based evaluation and its major points of emphasis. Also add a separate heading with review.
3. Authors well explained that; the research involves both quantitative and qualitative methods, engaging 10 guidance counselors and 10 teachers from SMK Negeri 3 Banjarmasin. Data collection was done through surveys and analyzed using statistical methods to evaluate the model's feasibility in terms of clarity, adequacy, and suitability. There is need to add research instrument detail.

4. Findings of the study revealed that the CIPP model effectively evaluates vocational school counseling programs, with mean scores indicating a robust consensus among respondents. Evaluations highlighted the clarity, adequacy, and practicality of the CIPP framework in aligning programs with school contexts.
5. It is important to ensure that all references are formatted in accordance with the journal's guidelines. Consistently adhering to the specified reference style not only enhances the professionalism of the manuscript but also facilitates easier verification and comprehension of cited sources for readers and reviewers. Please review and adjust the reference list and in-text citations to align with the journal's required format.

## Reviewer 2

The article "Evaluation Analysis Based on The CIPP Model Vocational High School Guidance and Counseling Program: Expert Perspective, Guidance and Counseling Teacher, And Subject Teacher" by Nina Permata Sari and Muhammad Andri Setiawan evaluates the effectiveness of guidance and counseling programs in vocational high schools using the CIPP (Context, Input, Process, Product) model. Here is a review and suggestions for major points of improvements.

1. Explain in detail how this research uniquely applies the CIPP model to vocational school counseling programs, offering a targeted examination of career counseling initiatives within this educational context.
2. Clearly write about the data collection stages.
3. The choice of interview with experts in educational research and guidance needs elaboration.
4. Add a conclusion section for more clarity and understating.
5. While the study presents valuable insights into the evaluation of guidance and counseling programs using the CIPP model, improving the clarity and coherence of the English language used throughout the manuscript would enhance its readability and overall impact. Specifically, attention to grammar, syntax, and vocabulary precision is recommended to ensure that the research findings and discussions are conveyed more effectively to a broader audience. This refinement will aid in better communicating the study's contributions and significance within the academic community.

## [EJER] Submission Acknowledgement

**Editor in Chief** <ejer.editor@gmail.com>

Sat, Jul 22, 2023 at 12:49 PM

To: **Nina Permata Sari** <nina.bk@ulm.ac.id>

Nina Permata Sari:

Thank you for submitting revision of the manuscript, “*Evaluation Analysis Based on the CIPP Model Vocational High School Guidance and Counseling Program: Expert Perspective, Guidance and Counseling Teacher, and Subject Teacher*” to the Eurasian Journal of Educational Research.

With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal website:

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Username: nina

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Editor in Chief

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[Eurasian Journal of Educational Research \(EJER\)](#)

## Response to Reviewer 1

Sr. No.	Reviewer's Comment	Response
	<p>This study, conducted at SMK Negeri 3 Banjarmasin, delves into the evaluation of guidance and counseling programs within vocational schools, utilizing a comprehensive and systematic approach. By employing the Context, Input, Process, and Product (CIPP) evaluation model, the research aims to provide a nuanced understanding of the program's effectiveness from multiple perspectives, including experts, guidance and counseling teachers, and subject teachers. The meticulous methodology encompasses interviews, observations, and quantitative analyses, highlighting the multifaceted dimensions of program evaluation. The findings underscore the significant positive impact of these programs, offering crucial insights for enhancing service quality and informing future curriculum improvements. This research not only fills a critical gap in the literature but also reinforces the theoretical applicability of the CIPP model in educational settings, presenting a robust foundation for ongoing advancements in vocational education. Despite of several strengths here aresome main points of improvement.</p>	<p>Thank you, dear reviewer, for the detailed review. We have revised our work as per your valuable suggestions.</p>
1	<p>There is a need to state the clear Purpose and Objectivesof the study in abstract.</p>	<p>Dear reviewer, Thank you for your kind suggestions. We have now clearly stated the Purpose and Objectivesof the study in abstract. Please see page 1</p>

2	<p>Explain in detail the CIPP model-based evaluation and its major points of emphasizes. Also add a separate heading with review.</p>	<p>Thank you for suggestion. Done as suggested.</p> <p>Please see pages 4 and 6</p>
3	<p>Authors well explained that; the research involves both quantitative and qualitative methods, engaging 10 guidance counselors and 10 teachers from SMK Negeri 3 Banjarmasin. Data collection was done through surveys and analyzed using statistical methods to evaluate the model's feasibility in terms of clarity, adequacy, and suitability. There is need to add research instrument detail.</p>	<p>Dear reviewer, Thank you for your kind suggestions. Done as suggested.</p> <p>Please see page 9 and Table 1</p>
4	<p>Findings of the study revealed that the CIPP model effectively evaluates vocational school counseling programs, with mean scores indicating a robust consensus among respondents. Evaluations highlighted the clarity, adequacy, and practicality of the CIPP framework in aligning programs with school contexts.</p>	<p>Thank you for your feedback on the study.</p>
5	<p>It is important to ensure that all references are formatted in accordance with the journal's guidelines. Consistently adhering to the specified reference style not only enhances the professionalism of the manuscript but also facilitates easier verification and comprehension of cited sources for readers and reviewers. Please review and adjust the reference list and in-text citations to align with the journal's required format.</p>	<p>Dear reviewer, Thank you for your kind comments. Done as suggested.</p>

## Response to Reviewer 2

Sr. No.	Reviewer's Comment	Response
	<p>The article "Evaluation Analysis Based on The CIPP Model Vocational High School Guidance and Counseling Program: Expert Perspective, Guidance and Counseling Teacher, And Subject Teacher" by Nina Permata Sari and Muhammad Andri Setiawan evaluates the effectiveness of guidance and counseling programs in vocational high schools using the CIPP (Context, Input, Process, Product) model. Here is a review and suggestions for major points of improvements.</p>	<p>Thank you for your feedback. We carefully considered your comments and made the necessary revisions as per kind suggestions.</p>
1	<p>Explain in detail how this research uniquely applies the CIPP model to vocational school counseling programs, offering a targeted examination of career counseling initiatives within this educational context.</p>	<p>Dear reviewer. Done as suggested. Plesae see pages 2 and 8-9</p>
2	<p>Clearly write about the data collection stages.</p>	<p>Dear reviewer, Many thanks for your kind suggestions. Done as suggested. Plesae see pages 11-12</p>
3	<p>The choice of interview with experts in educational research and guidance needs elaboration</p>	<p>Dear reviewer, Many thanks for your kind suggestions. Done as suggested. Plesae see page 12</p>
4	<p>Add a conclusion section for more clarity and understating.</p>	<p>Dear reviewer, Many thanks for your kind suggestions. Done as suggested. Plesae see page 20</p>
5	<p>While the study presents valuable insights into the evaluation of guidance and counseling programs using the CIPP model, improving the</p>	<p>Dear reviewer, Thank you. Done as suggested</p>

	<p>clarity and coherence of the English language used throughout the manuscript would enhance its readability and overall impact. Specifically, attention to grammar, syntax, and vocabulary precision is recommended to ensure that the research findings and discussions are conveyed more effectively to a broader audience. This refinement will aid in better communicating the study's contributions and significance within the academic community.</p>	
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## [EJER] Revision Invitation

**Editor in Chief** <ejer.editor@gmail.com>

Tue, Sep 12, 2023 at 10:54 AM

To: **Nina Permata Sari** <nina.bk@ulm.ac.id>

Nina Permata Sari:

The paper "*Evaluation Analysis Based on the CIPP Model Vocational High School Guidance and Counseling Program: Expert Perspective, Guidance and Counseling Teacher, and Subject Teacher*" has been reviewed again.

### Reviewer 1

The first round of revisions has been well-executed by the authors, significantly improving the manuscript's clarity and coherence. Additionally,

1. Limitations of the study needs to be added especially related to the broader investigations with diverse vocational schools and larger samples are recommended for more robust findings.
2. Revise the abstract with headings as per journal requirement.
3. Including a section on the implications of the study is crucial for highlighting its significance and potential impact. This section should discuss how the findings contribute to the existing body of knowledge, their practical applications, and any recommendations for future research or policy changes. Adding these insights will enhance the manuscript's value and relevance to the field.
4. Refine the Conclusion section followed by implications, limitations and future research directions.

### Reviewer 2

Well done authors while revising their manuscript. Here are some minor suggestions to look at before acceptance.

1. The is needed to interpret the Table Descriptive Analysis for Guidance and Counselling Teacher Assessment in text form in detail.
2. The paper provides a comprehensive analysis of the topic, demonstrating a strong grasp of the subject matter. The arguments are well-structured and supported by relevant evidence. However, the conclusion could be strengthened by addressing potential counterarguments. Overall, this is a valuable contribution to the field.
3. The paper is well-written, but I recommend reviewing the text for clarity and conciseness. Simplifying complex sentences and ensuring consistent use of terminology will enhance readability and overall impact.

The paper can be resubmitted for review after huge improvements, and this does not guarantee it will be approved.

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Editor in Chief

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[Eurasian Journal of Educational Research \(EJER\)](#)

## [EJER] Submission Acknowledgement

**Editor in Chief** <ejer.editor@gmail.com>

Tue, Nov 07, 2023 at 11:40 AM

To: **Nina Permata Sari** <nina.bk@ulm.ac.id>

Nina Permata Sari:

Thank you for submitting revision of the manuscript “*Evaluation Analysis Based on the CIPP Model Vocational High School Guidance and Counseling Program: Expert Perspective, Guidance and Counseling Teacher, and Subject Teacher*” to Eurasian Journal of Educational Research.

With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal website:

Submission URL: <https://ejer.com/index.php/ejer/authorDashboard/submission/270>

Username: nina

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Editor in Chief

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[Eurasian Journal of Educational Research \(EJER\)](#)

## Response to Reviewers R2

### Reviewer 1

Sr. No.	Reviewer's Comment	Response
	The first round of revisions has been well-executed by the authors, significantly improving the manuscript's clarity and coherence. Additionally,	Many thanks for your encouraging comments and insightful review.
1	Limitations of the study needs to be added especially related to the broader investigations with diverse vocational schools and larger samples are recommended for more robust findings.	Thank you for your feedback on the study. Done as suggested. Please see pages 22
2	Revise the abstract with headings as per journal requirement.	Thank you for your suggestion. Done as suggested. Please see page 1
3	Including a section on the implications of the study is crucial for highlighting its significance and potential impact. This section should discuss how the findings contribute to the existing body of knowledge, their practical applications, and any recommendations for future research or policy changes. Adding these insights will enhance the manuscript's value and relevance to the field.	Dear reviewer, Thank you. Done as suggested. Please see pages 22-23
4	Refine the conclusion section followed by implications, limitations and future research directions.	Dear reviewer, Thank you. Done as suggested. Please see pages 20-23

## Reviewer 2

Sr. No.	Reviewer's Comment	Response
	Well done authors while revising their manuscript. Here are some minor suggestions to look before acceptance.	Many thanks for your encouraging comments and insightful review.
1	The is needed to interpret the Table Descriptive Analysis for Guidance and Counselling Teacher Assessment in text form in detail.	Thank you for your feedback on the study. Done as suggested. Please see page 9
2	The paper provides a comprehensive analysis of the topic, demonstrating a strong grasp of the subject matter. The arguments are well-structured and supported by relevant evidence. However, the conclusion could be strengthened by addressing potential counterarguments. Overall, this is a valuable contribution to the field.	Dear reviewer, Thank you. Done as suggested. Please see pages 20-23
3	The paper is well-written, but I recommend reviewing the text for clarity and conciseness. Simplifying complex sentences and ensuring consistent use of terminology will enhance readability and overall impact.	Dear reviewer, Thank you for your kind suggestions. Done as suggested throughout the paper.

## [EJER] Manuscript Acceptance

**Editor in Chief** <ejer.editor@gmail.com>

Sat, Dec 09, 2023 at 12:23 PM

To: **Nina Permata Sari** <nina.bk@ulm.ac.id>

Nina Permata Sari:

### **Congratulations!**

Your paper entitled, “*Evaluation Analysis Based on the CIPP Model Vocational High School Guidance and Counseling Program: Expert Perspective, Guidance and Counseling Teacher, and Subject Teacher*” has been accepted for publication in Eurasian Journal of Educational Research (Vol. 106, 2023).

Thank you for your interest in our journal. Your Journal paper would be indexed in Scopus (Elsevier), Google Scholar, Scirus, GetCited, Scribd, so on. We look forward to receiving your subsequent research papers.

Editor in Chief

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[Eurasian Journal of Educational Research \(EJER\)](#)

# EVALUATION ANALYSIS BASED ON THE CIPP MODEL VOCATIONAL HIGH SCHOOL GUIDANCE AND COUNSELING PROGRAM: EXPERT PERSPECTIVE, GUIDANCE AND COUNSELING TEACHER, AND SUBJECT TEACHER

## ABSTRACT

*This research involved the participation of education and guidance and counseling research and evaluation experts consisting of 3 respondents, 10 guidance and counseling teachers and 10 subject teachers at SMK Negeri 3 Banjarmasin to provide a comprehensive view. The research method includes providing respondents with module feasibility assessment instruments. The assessment instrument involves three aspects, namely general assessment, special assessment, and module material assessment. The research data was analyzed quantitatively to measure the clarity, adequacy and suitability of the CIPP evaluation model. The research results show that the assessments of experts, guidance and counseling teachers, and subject teachers on the CIPP evaluation model show a high level of feasibility, with an average score reaching 3.91 to 3.94. Aspects of evaluation, such as clarity of evaluation concepts, clarity of instruments, and usefulness of evaluation models, received good assessments from all groups of respondents. The conclusion of this research is that the CIPP evaluation model is effectively used in evaluating guidance and counseling programs in vocational schools. This model has clarity, adequacy and good suitability in the context of the independent curriculum in vocational schools.*

**KEYWORDS:** Effectiveness of Guidance and Counselling Programs in Vocational Schools, Module Feasibility Assessment Instruments, Independent Curriculum in Vocational Schools, CIPP Evaluation Model, Vocational School Guidance and Counselling Program.

## INTRODUCTION

In an era of education that continues to develop, program evaluation is a key aspect to ensure the effectiveness and suitability of educational program approaches to student needs and curriculum objective (Sugiyo & Muslikah, 2018; Eryanto et al., 2019; Shu et al., 2023). Evaluation based on the CIPP (Context, Input, Process, Product) model has become an important tool in measuring and improving the quality of educational programs (Utakrit & Siripanich, 2018; Martaningsih & Istiyono, 2019; Finney, 2019). One area of education that requires special attention is guidance and counselling in vocational high schools, where program evaluation can play a key role in optimizing the effectiveness of such programs (Barber et al., 2020; Sankaran & Saad, 2022; Gullickson et al., 2019; Poth et al., 2020).

This research aims to conduct an in-depth analysis of the CIPP model-based evaluation in the vocational guidance and counseling program (Saptono et al., 2021; Iftikhar et al., 2022; Nursyamsiah et al., 2023; Taridi et al., 2023). In an effort to achieve this goal, this research approaches the issue of evaluation from various perspectives, including the views of education experts, guidance and counseling teachers, and subject teachers (Zheng et al., 2018; Sudarwan et al., 2021; Wilkins, 2022). This approach provides a comprehensive view of the evaluation of guidance and counseling programs in the context of the Merdeka curriculum at the vocational school level.

This research is expected to be an initial study of the development of the CIPP evaluation model for guidance and counselling programs, valuable insight into the evaluation of independent guidance and counselling programs at the vocational school level and potential improvements if implemented, so that the results of this analysis will provide a strong basis for developing a more effective and

sustainable independent guidance and counselling program evaluation model at the vocational school level in order to improve the quality of the guidance and counselling program evaluation model.

## **LITERATURE REVIEW**

In this research, evaluation of guidance and counselling programs in the context of the independent curriculum at the Vocational High School (SMK) level is the main focus. Evaluation of this program is considered crucial to measure the effectiveness and suitability of the independent curriculum with student needs and the objectives of the guidance and counselling program in vocational schools. One of the approaches considered in evaluating this program is the CIPP (Context, Input, Process, Product) model. There are several relevant studies that provide insight into the factors that influence the evaluation of educational programs, including the use of e-learning technology in health education (Regmi & Jones, 2020), the ability to learn independently in a rapidly changing world (Morris, 2019), and the dimensions of student success in higher education (Lane et al., 2019).

In addition, there is research relevant to the development of career guidance programs to increase students' career awareness (Keumala et al., 2018), competency-based education in the transition of student nurses from education to practice (Hodges et al., 2019), as well as evaluation of the CSE-UCLA model on the performance of school counsellors in Indonesia (Mohammad et al., 2022). In addition, several studies regarding the relevance of career outcomes from vocational schools in the labor market (Hambali, 2019) and the history and development of career guidance in secondary schools in Hong Kong (Wong & Yuen, 2019) are also relevant to the context of this research.

### *Evaluation of Guidance and Counselling Program*

Evaluation of guidance and counselling programs is becoming increasingly important amid demands for change in the education system. Guidance and counselling programs at Vocational High Schools (SMK) are an important element in helping students understand their career options, plan for the future, and overcome learning challenges. Research has shown that the effectiveness of guidance and counselling programs can have a positive impact on students' ability to plan careers (Afanasiev et al., 2018), increase perceptions of engagement in work (Jackson & Tomlinson, 2020), and provide guidance services to teachers using technology (Supriyanto et al., 2020). In addition, practicum and field manuals such as those described in the work of Baird & Mollen (2023) also provide valuable guidance for practitioners in helping students face challenges and understand their career options. In this context, evaluation of guidance and counseling programs in vocational schools has a very important role in supporting student development and planning their future.

### *Independent Curriculum at Vocational School Level*

The Independent Curriculum has become the main focus in efforts to improve the quality of education in Indonesia. How program evaluation based on the CIPP model is applied in the context of the Merdeka curriculum for guidance and counselling in Vocational High Schools (SMK) is an important question that needs to be answered. Previous research has identified that the implementation of educational programs, such as the Teaching Campus (Oktapiani et al., 2022) and Merdeka Belajar (Mastur, 2023), requires proper evaluation. Apart from that, evaluation of theme learning during the pandemic has also become a research topic (Pujiastuti et al., 2021). Evaluation is also applied in the context of basic education, such as the Teaching Campus program in elementary schools (Indriani & Holisah, 2022). Apart from that, collaboration between schools and partnership models are also important elements in supporting educational transformation (Achmad & Utami, 2023). Thus, understanding the evaluation of programs based on the CIPP model in the context of the independent

curriculum for guidance and counseling in vocational schools has important implications in supporting improving the quality of education in Indonesia.

#### *Experts' Perspectives*

The study approach emphasizes the views of education and guidance and counselling experts who have provided important insights and contributions in the development of the CIPP evaluation model for guidance and counselling programs. Incorporating expert perspectives will provide a richer view of CIPP model-based evaluation. These experts include higher education academics who have expertise in educational research and evaluation (Supriyanto et al., 2019; Mohanna et al., 2023), experts in the field of guidance and counselling (Savickas, 2019), as well as guidance and counseling teacher practitioners (Crothers et al., 2020). They bring their unique perspectives and experiences to this research to provide in-depth insight into the evaluation of guidance and counselling programs in the context of the independent curriculum in Vocational High Schools.

#### *The Role of Guidance and Counselling Teachers and Subject Teachers*

Guidance and counselling teachers play a crucial role in running evaluation programs in schools, and they interact directly with students. In this perspective, Geesa et al. (2019) examined school leaders' perceptions of the Comprehensive Guidance and Counselling (CSC) evaluation process and implementation of the American School Counsellor Association (ASCA) National Model. As supporters in the educational context, guidance and counselling teachers have an important contribution in assessing the effectiveness of evaluation programs (Lowery et al., 2018). Subject teachers also have different perspectives, and their views must be taken into account in program evaluation, because they are the main actors in the students' educational process (Wong & Yuen, 2019). The combined contribution of guidance and counselling teachers and subject teachers provides a comprehensive view in assessing program evaluation (Mertens & Wilson, 2018). As career guides and counsellors in schools, guidance and counselling teachers also play an important role in helping students understand their career options and plan for the future (Howell et al., 2019).

Therefore, it is important to use the CIPP evaluation model in increasing the effectiveness of guidance and counselling programs in vocational schools after considering various perspectives from experts, guidance and counselling teachers, and subject teachers.

## **RESEARCH METHOD**

This research aims to analyze CIPP model-based evaluations in guidance and counseling programs in vocational high schools (SMK) by considering the perspectives of experts, guidance and counselling teachers, and subject teachers. To achieve this goal, this research uses a thorough and structured methodology. The following are the steps of the research method used in this research:

#### *Participants*

The research participants consisted of 3 academic-practitioner experts, 10 respondents from guidance and counselling teachers at SMK Negeri 3 Banjarmasin, and 10 subject teachers at SMK Negeri 3 Banjarmasin. Participants were selected with careful consideration through purposive sampling.

#### *Data analysis*

Collected data is analyzed quantitatively involving the use of statistical software to calculate descriptive statistics, such as means and standard deviations. Qualitative analysis involves classifying findings based on emerging patterns and findings.

#### *conceptual framework*



This research uses a conceptual framework based on general assessment aspects, specific assessment aspects, and module material assessment aspects to organize the findings and analysis results.

## RESULTS AND DISCUSSION

### Data Collection Results

The results of descriptive analysis of research data show that there are 3 aspects. Each aspect has several items that are assessed and the results are represented in the average value (mean). Based on expert assessments, guidance and counselling teachers and subject teachers in terms of general assessment aspects (I), special assessment aspects (II), and module material assessment aspects (III) are explained in the following table.

#### 1. Expert Assessment

Descriptive Analysis Table of Expert Assessment

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
Aspect I	Clarity of the evaluation concept <i>context input process product</i> guidance and counseling program independent curriculum at vocational high school level.	4.0	3.96
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counseling program at vocational high school level.	4.0	
	Clarity of the guidance and counseling program profile in the Independent curriculum at the vocational school level	4.0	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum guidance and counseling program at vocational school level	3.7	
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counseling program at vocational school level	4.0	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum guidance counseling program at vocational school level	4.0	
	Completeness of contents	4.0	
	Assessment instrument used	4.0	
Aspect II	Clarity of evaluation preparation instructions	3.7	3.73
	Clarity of implementation instructions for assessing each component based on success criteria	3.7	
	Material suitability evaluation model with the content of the independent curriculum counseling guidance program	3.7	
	Design accuracy the evaluation model chosen is the CIPP evaluation model	3.7	
	Instrument suitability used to determine the success of the program	4.0	

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
Aspect III	Usefulness of the evaluation model for guidance and counseling teachers	4.0	4.00
	Accuracy of choosing an evaluation model with the program	4.0	
	Clarity of instructions processing of instrument sheets	4.0	
	Suitability of evaluation model material with an independent curriculum guidance and counseling program at vocational high school level.	4.0	
	Operational instructions carrying out evaluations using the CIPP evaluation model.	4.0	
<b>Overall Average</b>		<b>3.91</b>	

In aspect I, it is known that the item with the lowest average value is the clarity of the components as measured by the CIPP evaluation model for the Independent Curriculum BK program at vocational school level with an average value of 3.7. The average score for the general assessment aspect is 3.96, which means that overall the items in this aspect are included in the very appropriate criteria.

In aspect II, it is known that almost all items have an average value of 3.7, only 1 item has an average of 4.0, namely the suitability of the instrument used to determine the success of the program. The average score for the special assessment aspect is 3.73, which means that overall the items in this aspect are included in the very appropriate criteria.

In aspect III, all items have an average score of 4.0. The average score for the module material assessment aspect is 4.0, which means that overall the items in this aspect are included in the very appropriate criteria.

Overall, the average score for all the aspects above is 3.91, meaning that overall the aspects assessed are included in the very appropriate criteria.

## 2. Guidance Counseling Teacher Assessment

Descriptive Analysis Table for Guidance and Counseling Teacher Assessment

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
Aspect I	Clarity of the evaluation concept <i>context input process product</i> independent curriculum guidance and counseling program at vocational high school level	4.0	3.93
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counseling program at vocational high school level	4.0	
	Clarity of the guidance and counseling program profile in the independent curriculum at the vocational school level	3.9	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum guidance and counseling program at vocational school level	3.9	
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counseling program at vocational school level	3.9	

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum Guidance and Counseling program at vocational school level	3.8	
	Completeness of contents	3.9	
	Assessment instrument used	4.0	
Aspect II	Clarity of evaluation preparation instructions	4.0	3.92
	Clarity of implementation instructions for assessing each component based on success criteria	3.7	
	Suitability of evaluation model material with the content of the independent curriculum guidance and counseling program	4.0	
	Accuracy of the evaluation model design chosen is the CIPP evaluation model	3.9	
	Suitability of the instrument used to determine the success of the program	4.0	
Aspect III	Usefulness of the evaluation model for guidance and counseling teachers	4.0	4.0
	Accuracy of choosing an evaluation model with the program	4.0	
	Clarity of instructions for processing on instrument sheets	4.0	
	Suitability of evaluation model material with the independent curriculum guidance and counseling program at vocational high school level.	4.0	
	Operational instructions for carrying out evaluations using the CIPP evaluation model.	4.0	
<b>Overall Average</b>		<b>3.94</b>	

Overall, the average score for all the aspects above is 3.94, meaning that overall the aspects assessed are included in the very appropriate criteria.

### 3. Subject Teacher Assessment

Descriptive Analysis Table of Subject Teacher Assessments

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
Aspect I	Clarity of the evaluation <i>concept context input process product</i> guidance and counseling program of independent curriculum at vocational high school level	4.0	3.94
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counseling program at vocational high school level	4.0	
	Clarity of the guidance and counseling program profile in the Independent curriculum at the vocational school level	3.8	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum BK program at vocational school level	3.9	

	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counseling program at vocational school level	3.9	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum guidance and counseling program at vocational school level	3.9	
	Completeness of contents	4.0	
	Assessment instrument used	4.0	
<b>Aspect II</b>	Clarity of evaluation preparation instructions	3.9	<b>3.94</b>
	Clarity of implementation instructions for assessing each component based on success criteria	4.0	
	Suitability of evaluation model material with the content of the independent curriculum guidance and counseling program	3.8	
	Accuracy of the evaluation model design chosen is the CIPP evaluation model	4.0	
	Suitability of the instrument used to determine the success of the program	4.0	
<b>Aspect III</b>	Usefulness of the evaluation model for guidance and counseling teachers	4.0	<b>3.96</b>
	Accuracy of choosing an evaluation model with the program	3.9	
	Clarity of instructions for processing on instrument sheets	3.9	
	Suitability of evaluation model material with the independent curriculum guidance and counseling program at vocational high school level.	4.0	
	Operational instructions for carrying out evaluations using the CIPP evaluation model.	4.0	
<b>Overall Average</b>			<b>3.94</b>

In aspect I, it is known that the item with the lowest average value is the clarity of the guidance and counseling program profile in the Merdeka curriculum at the vocational school level with an average value of 3.8. The average score for the general assessment aspect is 3.94, which means that overall the items in this aspect are included in the very appropriate criteria.

In aspect II, it is known that the item with the lowest average value is the suitability of the evaluation model material with the content of the independent curriculum counselling guidance program, which is 3.8. The average score for the special assessment aspect is 3.94, which means that overall the items in this aspect are included in the very appropriate criteria.

In aspect III, there are 2 items that have the smallest average value, namely the accuracy of selecting the evaluation model with the program and the clarity of instructions for working on instrument sheets, namely 3.90. The average score for the module material assessment aspect is 3.96, which means that overall the items in this aspect are included in the very appropriate criteria.

Overall, the average score for all the aspects above is 3.94, meaning that overall the aspects assessed are included in the very appropriate criteria.

#### *Discussion*

In research regarding the evaluation of guidance and counselling programs based on the CIPP model in vocational high schools, three important aspects have been evaluated, namely expert

assessment, guidance and counselling teacher assessment, and subject teacher assessment. This evaluation describes the extent to which this program is accepted and considered feasible by various stakeholders.

### 1. Expert Assessment

The results of expert assessments regarding the evaluation of this program have shown positive results based on assessments by experts. The general assessment of this program shows an overall average of 3.96, which falls within the "very feasible" criteria (Achmad & Utami, 2023). Although there was one item with a lower average, namely "clarity of measured components of the CIPP model," which reached 3.7, overall, the general assessment was still very positive.

In the special assessment aspect, the overall average reached 3.73, also falling within the criteria of "very appropriate," with one item that stands out, namely "suitability of the instrument used to determine the success of the program" (4.0) (Afanasiev et al., 2018). The assessment aspect of the module material also shows very good results, with an overall average of 4.00 (Eryanto et al., 2019).

The results of this program evaluation provide a positive picture regarding the effectiveness and quality of guidance and counselling programs in vocational high schools. This evaluation helps to understand the extent to which the program meets the goals and needs of students. Thus, the results of this evaluation can be used as a basis for further development and improvement of guidance and counselling programs in vocational high schools.

### 2. Guidance and Counselling Teacher Assessment

Guidance and counselling teachers gave a positive assessment of this program. The general assessment aspect received an overall average of 3.93, which falls within the criteria of "very decent." Like the expert ratings, the item with the lowest mean was regarding "clarity of the measured components of the CIPP model" (3.9). In the special assessment aspect, the overall average was 3.92, with one item getting an average of 4.0, namely "suitability of the instrument used to determine program success." The guidance and counselling teacher's assessment of the module material was also very positive, with an overall average of 4.00.

This positive assessment from guidance and counselling teachers is in line with the assessment given by experts in related research, as stated by Achmad & Utami (2023), who discuss school collaboration as a model that contributes to the success of educational transformation. Likewise with the research results of Afanasiev et al. (2018) which discusses increasing the effectiveness of the career guidance system for students in Russia. In addition, the results of program evaluations that measure the academic and teaching performance of university lecturers, such as those carried out by Ahmad & Saeed (2021), are also part of the context of evaluating guidance and counselling programs.

These positive evaluation results show that the guidance and counselling program in vocational high schools has a good impact, both in general and specific aspects. This evaluation also supports the importance of using the CIPP (Context, Input, Process, and Product) model in assessing educational programs, as explained by Finney (2019) in confirmative evaluation which is a new evaluation model. Apart from that, this is also in line with the view that guidance and counselling have an important role in helping students plan their careers and increase their success in the future, as expressed by Savickas (2019) in the context of career counselling.

Thus, these positive evaluation results provide strong support for guidance and counselling programs in vocational high schools, as well as the use of the CIPP model in evaluating educational programs as a whole. It also underscores the important role of guidance and counselling teachers in helping students achieve academic and career success.

### 3. Subject Teacher Assessment

In an assessment of the vocational high school guidance and counselling program, subject teachers gave a positive assessment. In the general assessment aspect, the overall average reached 3.94, which falls within the criteria of "very decent." In this aspect, the item with the lowest average is "clarity of the guidance and counselling program profile in the Independent curriculum" with an average of 3.8. In the specific assessment aspect, the overall average was 3.94, with all items rated falling within the criteria of "very appropriate." In the aspect of assessing module material, there are two items with the lowest average, namely "accuracy in selecting the evaluation model with the program" and "clarity of instructions for working on instrument sheets," both with an average of 3.90. The overall average for this aspect was 3.96, which still falls within the criteria of "very decent."

Subject teachers' positive assessment of this program is in line with previous research findings in various educational program evaluation contexts. For example, research by Afanasiev et al. (2018) shows the direction of increasing the effectiveness of the career guidance system for students. This is also in line with research by Ahmad and Saeed (2021) who developed and validated an evaluation tool to assess the research and teaching performance of university academics. The training program evaluation in Alsalamah's (2021) research also illustrates the importance of evaluation programs in the context of teacher professionalism development. In addition, as described by Crothers et al. (2020), provides important information about the role of guidance and counselling teachers in supporting students. Program evaluation is also important in understanding the success of educational programs, as stated by Liu et al. (2022) in developing an entrepreneurship education evaluation system. Therefore, the subject teachers' positive assessment of this program strengthens their understanding of the success of this vocational high school guidance and counselling program.

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# EVALUATION ANALYSIS BASED ON THE CIPP MODEL VOCATIONAL HIGH SCHOOL GUIDANCE AND COUNSELING PROGRAM: EXPERT PERSPECTIVE, GUIDANCE AND COUNSELING TEACHER, AND SUBJECT TEACHER

## ABSTRACT

*This research aims to evaluate guidance and counseling programs at Vocational High Schools (SMK) using a Context, Input, Process, Product model-based approach. The main objective is to ensure the effectiveness and suitability of the guidance and counseling program with the independent curriculum and to meet the needs of students in vocational schools. This research involved the participation of education and guidance and counseling research and evaluation experts consisting of 3 respondents, 10 guidance and counseling teachers and 10 subject teachers at SMK Negeri 3 Banjarmasin to provide a comprehensive view. The research method includes providing respondents with module feasibility assessment instruments. The assessment instrument involves three aspects, namely general assessment, special assessment, and module material assessment. The research data was analyzed quantitatively to measure the clarity, adequacy and suitability of the CIPP evaluation model. The research results show that the assessments of experts, guidance and counseling teachers, and subject teachers on the CIPP evaluation model show a high level of feasibility, with an average score reaching 3.91 to 3.94. Aspects of evaluation, such as clarity of evaluation concepts, clarity of instruments, and usefulness of evaluation models, received good assessments from all groups of respondents. The conclusion of this research is that the CIPP evaluation model is effectively used in evaluating guidance and counseling programs in vocational schools. This model has clarity, adequacy and good suitability in the context of the independent curriculum in vocational schools.*

**KEYWORDS:** Effectiveness of Guidance and Counselling Programs in Vocational Schools, Module Feasibility Assessment Instruments, Independent Curriculum in Vocational Schools, CIPP Evaluation Model, Vocational School Guidance and Counselling Program.

## INTRODUCTION

In an era of education that continues to develop, program evaluation is a key aspect to ensure the effectiveness and suitability of educational program approaches to student needs and curriculum objective (Sugiyo & Muslikah, 2018; Eryanto et al., 2019; Shu et al., 2023). Evaluation based on the CIPP (Context, Input, Process, Product) model has become an important tool in measuring and improving the quality of educational programs (Utakrit & Siripanich, 2018; Martaningsih & Istiyono, 2019; Finney, 2019). One area of education that requires special attention is guidance and counselling in vocational high schools, where program evaluation can play a key role in optimizing the effectiveness of such programs (Barber et al., 2020; Sankaran & Saad, 2022; Gullickson et al., 2019; Poth et al., 2020).

This research aims to conduct an in-depth analysis of the CIPP model-based evaluation in the vocational guidance and counseling program (Saptono et al., 2021; Iftikhar et al., 2022; Nursyamsiah et al., 2023; Taridi et al., 2023). In an effort to achieve this goal, this research approaches the issue of evaluation from various perspectives, including the views of education experts, guidance and counseling teachers, and subject teachers (Zheng et al., 2018; Sudarwan et al., 2021; Wilkins, 2022). This approach provides a comprehensive view of the evaluation of guidance and counseling programs in the context of the Merdeka curriculum at the vocational school level.

CIPP model-based evaluation emphasizes evaluation on four main dimensions, namely Context, Input, Process, and Product, which together provide a comprehensive picture of program effectiveness (Winaryati & Hidayat, 2020; Shi et al., 2023; Mpuangnan, 2021). This analysis aims to measure the clarity, adequacy and suitability of each of these evaluation dimensions, as well as to understand the views of experts, guidance and counseling teachers, and subject teachers regarding the evaluation of guidance and counseling programs in vocational schools (Ahmad & Saeed, 2021; Mohanna et al., 2023; Alsalamah, 2021) by taking a case study at SMK Negeri 3 Banjarmasin, considering that SMK Negeri 3 Banjarmasin has the quantity and quality of other vocational high schools.

This research is expected to be an initial study of the development of the CIPP evaluation model for guidance and counselling programs, valuable insight into the evaluation of independent guidance and counselling programs at the vocational school level and potential improvements if implemented, so that the results of this analysis will provide a strong basis for developing a more effective and sustainable independent guidance and counselling program evaluation model at the vocational school level in order to improve the quality of the guidance and counselling program evaluation model.

## LITERATURE REVIEW

In this research, evaluation of guidance and counselling programs in the context of the independent curriculum at the Vocational High School (SMK) level is the main focus. Evaluation of this program is considered crucial to measure the effectiveness and suitability of the independent curriculum with student needs and the objectives of the guidance and counselling program in vocational schools. One of the approaches considered in evaluating this program is the CIPP (Context, Input, Process, Product) model. There are several relevant studies that provide insight into the factors that influence the evaluation of educational programs, including the use of e-learning technology in health education (Regmi & Jones, 2020), the ability to learn independently in a rapidly changing world (Morris, 2019), and the dimensions of student success in higher education (Lane et al., 2019).

In addition, there is research relevant to the development of career guidance programs to increase students' career awareness (Keumala et al., 2018), competency-based education in the transition of student nurses from education to practice (Hodges et al., 2019), as well as evaluation of the CSE-UCLA model on the performance of school counsellors in Indonesia (Mohammad et al., 2022). In addition, several studies regarding the relevance of career outcomes from vocational schools in the labor market (Hambali, 2019) and the history and development of career guidance in secondary schools in Hong Kong (Wong & Yuen, 2019) are also relevant to the context of this research.

### *CIPP Evaluation Model*

The CIPP evaluation model, first introduced by Stufflebeam in 1966, provides a solid methodological foundation for evaluating educational programs. This model includes four main dimensions: context, input, process, and product. This model has been widely used to analyze and improve guidance and counselling programs at the vocational high school level (Gardner, 2019). In addition, the CIPP evaluation model has also been applied in various educational contexts, such as evaluating entrepreneurship education (Liu et al., 2022), evaluating the quality of student training in science and engineering programs (Duan et al., 2022), systemic thinking in education (Gallón, 2020), evaluating the impact of community studies in knowledge transfer programs (Madon et al., 2021), as well as quality education (Leal Filho et al., 2020). The application of the CIPP evaluation model in various educational settings shows its flexibility and relevance in analyzing and improving educational programs.

### *Evaluation of Guidance and Counselling Program*

Evaluation of guidance and counselling programs is becoming increasingly important amid demands for change in the education system. Guidance and counselling programs at Vocational High Schools (SMK) are an important element in helping students understand their career options, plan for the future, and overcome learning challenges. Research has shown that the effectiveness of guidance and counselling programs can have a positive impact on students' ability to plan careers (Afanasiev et al., 2018), increase perceptions of engagement in work (Jackson & Tomlinson, 2020), and provide guidance services to teachers using technology (Supriyanto et al., 2020). In addition, practicum and field manuals such as those described in the work of Baird & Mollen (2023) also provide valuable guidance for practitioners in helping students face challenges and understand their career options. In this context, evaluation of guidance and counseling programs in vocational schools has a very important role in supporting student development and planning their future.

### *Independent Curriculum at Vocational School Level*

The Independent Curriculum has become the main focus in efforts to improve the quality of education in Indonesia. How program evaluation based on the CIPP model is applied in the context of the Merdeka curriculum for guidance and counselling in Vocational High Schools (SMK) is an important question that needs to be answered. Previous research has identified that the implementation of educational programs, such as the Teaching Campus (Oktapiani et al., 2022) and Merdeka Belajar (Mastur, 2023), requires proper evaluation. Apart from that, evaluation of theme learning during the pandemic has also become a research topic (Pujiastuti et al., 2021). Evaluation is also applied in the context of basic education, such as the Teaching Campus program in elementary schools (Indriani & Holisah, 2022). Apart from that, collaboration between schools and partnership models are also important elements in supporting educational transformation (Achmad & Utami, 2023). Thus, understanding the evaluation of programs based on the CIPP model in the context of the independent curriculum for guidance and counseling in vocational schools has important implications in supporting improving the quality of education in Indonesia.

### *Experts' Perspectives*

The study approach emphasizes the views of education and guidance and counselling experts who have provided important insights and contributions in the development of the CIPP evaluation model for guidance and counselling programs. Incorporating expert perspectives will provide a richer view of CIPP model-based evaluation. These experts include higher education academics who have expertise in educational research and evaluation (Supriyanto et al., 2019; Mohanna et al., 2023), experts in the field of guidance and counselling (Savickas, 2019), as well as guidance and counseling teacher practitioners (Crothers et al., 2020). They bring their unique perspectives and experiences to this research to provide in-depth insight into the evaluation of guidance and counselling programs in the context of the independent curriculum in Vocational High Schools.

### *The Role of Guidance and Counselling Teachers and Subject Teachers*

Guidance and counselling teachers play a crucial role in running evaluation programs in schools, and they interact directly with students. In this perspective, Geesa et al. (2019) examined school leaders' perceptions of the Comprehensive Guidance and Counselling (CSC) evaluation process and implementation of the American School Counsellor Association (ASCA) National Model. As supporters in the educational context, guidance and counselling teachers have an important contribution in assessing the effectiveness of evaluation programs (Lowery et al., 2018). Subject teachers also have different perspectives, and their views must be taken into account in program evaluation, because they are the main actors in the students' educational process (Wong & Yuen, 2019). The combined

contribution of guidance and counselling teachers and subject teachers provides a comprehensive view in assessing program evaluation (Mertens & Wilson, 2018). As career guides and counsellors in schools, guidance and counselling teachers also play an important role in helping students understand their career options and plan for the future (Howell et al., 2019).

Therefore, it is important to use the CIPP evaluation model in increasing the effectiveness of guidance and counselling programs in vocational schools after considering various perspectives from experts, guidance and counselling teachers, and subject teachers.

## RESEARCH METHOD

This research aims to analyze CIPP model-based evaluations in guidance and counseling programs in vocational high schools (SMK) by considering the perspectives of experts, guidance and counselling teachers, and subject teachers. To achieve this goal, this research uses a thorough and structured methodology. The following are the steps of the research method used in this research:

### Data collection

Data collection was carried out by taking locations at SMK Negeri 3 Banjarmasin through three different stages. First, data regarding the evaluation of guidance and counselling programs in vocational schools was obtained through interviews with educational research and evaluation experts, guidance and counselling experts who have in-depth knowledge in this field. Second, observations were carried out in several vocational schools that used the Merdeka curriculum so that after observing the researchers made SMK Negeri 3 Banjarmasin the place for collecting data by considering that SMK Negeri 3 Banjarmasin is a vocational high school with a larger population of students and teachers and because it also has choices. big major. Third, based on the second stage considerations, subject teachers from the same vocational school were also asked for their views regarding the evaluation of the guidance and counselling program.

### Research Instrument

The research instrument used was an instrument for assessing the feasibility of modules for educational research and evaluation experts, guidance and counselling experts, guidance and counselling teachers, and subject teachers. This instrument is designed to measure evaluation aspects based on the CIPP model, including clarity, adequacy, and appropriateness of evaluation, which consists of general assessment aspects, specific assessment aspects, and module material assessment aspects.

Below is a table showing the form of an instrument for assessing the feasibility of guidance and counselling program modules.

Module Feasibility Assessment Instrument Table

NO	ASPECTS OF ASSESSMENT	CRITERIA ASSESSMENT SCORE			
		4	3	2	1
NO	GENERAL ASPECTS OF ASSESSMENT	4	3	2	1
1	Clarity of the evaluation concept context input process product guidance and counseling program independent curriculum at vocational high school level.				
2	Clarity of rational evaluation of context input process product independent curriculum guidance and counseling program at vocational high school level.				

NO	ASPECTS OF ASSESSMENT	CRITERIA ASSESSMENT SCORE			
		4	3	2	1
		3	Clarity of the guidance and counseling program <b>profile</b> in the Independent curriculum at the vocational school level		
4	Clarity of <b>components</b> measured from the CIPP model of the Independent Curriculum BK program at vocational school level				
5	Clarity of <b>aspects</b> measured from the CIPP evaluation model of the Independent Curriculum BK program at vocational school level				
6	Clarity of <b>success criteria</b> as measured by the CIPP evaluation model for the Independent Curriculum BK program at vocational school level				
7	<b>Completeness of contents</b>				
8	<b>Assessment instrument</b> used				
NO	SPECIAL ASSESSMENT ASPECTS	4	3	2	1
1	Clarity of evaluation <b>preparation instructions</b>				
2	Clarity of <b>implementation instructions</b> for assessing each component based on success criteria				
3	<b>Suitability</b> of evaluation model <b>material</b> with the content of the independent curriculum counseling guidance program				
4	<b>Design accuracy</b> The evaluation model chosen is the CIPP evaluation model				
5	<b>Instrument suitability</b> used to determine the success of the program				
NO	ASPECTS OF MODULE MATERIAL ASSESSMENT	4	3	2	1
1	<b>Usefulness</b> evaluation model for teachers				
2	<b>Accuracy</b> choose an evaluation model with the program				
3	<b>Clarity of instructions</b> processing of instrument sheets				
4	<b>Material suitability</b> evaluation model with an independent curriculum guidance and counseling program at vocational high school level				
5	<b>Operational instructions</b> carrying out evaluations using the CIPP evaluation model				

The interpretation of the assessment score criteria is as follows.

4= Very useful/very appropriate/very feasible

3= Useful/Appropriate/Decent

2= Less useful/less appropriate/less feasible

1= Not useful/inappropriate/not feasible

#### *Participants*

The research participants consisted of 3 academic-practitioner experts, 10 respondents from guidance and counselling teachers at SMK Negeri 3 Banjarmasin, and 10 subject teachers at SMK Negeri 3 Banjarmasin. Participants were selected with careful consideration through purposive sampling.

#### *Data analysis*

Collected data is analyzed quantitatively involving the use of statistical software to calculate descriptive statistics, such as means and standard deviations. Qualitative analysis involves classifying findings based on emerging patterns and findings.

#### *conceptual framework*

This research uses a conceptual framework based on general assessment aspects, specific assessment aspects, and module material assessment aspects to organize the findings and analysis results.

### **Perspective Evaluation**

The research results will be interpreted by considering the perspectives of each group of experts, guidance and counselling teachers, and subject teachers. This will provide a deeper understanding of the evaluation of guidance and counselling programs in vocational schools from various points of view.

## **RESULTS AND DISCUSSION**

### *Data Collection Results*

The results of descriptive analysis of research data show that there are 3 aspects. Each aspect has several items that are assessed and the results are represented in the average value (mean). Based on expert assessments, guidance and counselling teachers and subject teachers in terms of general assessment aspects (I), special assessment aspects (II), and module material assessment aspects (III) are explained in the following table.

#### 1. Expert Assessment

Descriptive Analysis Table of Expert Assessment

<b>ASPECT</b>	<b>ITEMS</b>	<b>ITEM AVERAGE</b>	<b>AVERAGE ASPECT</b>
<b>Aspect I</b>	Clarity of the evaluation concept <i>context input process product</i> guidance and counseling program independent curriculum at vocational high school level.	4.0	3.96
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counseling program at vocational high school level.	4.0	
	Clarity of the guidance and counseling program profile in the Independent curriculum at the vocational school level	4.0	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum guidance and counseling program at vocational school level	3.7	
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counseling program at vocational school level	4.0	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum guidance counseling program at vocational school level	4.0	
	Completeness of contents	4.0	
	Assessment instrument used	4.0	
<b>Aspect II</b>	Clarity of evaluation preparation instructions	3.7	3.73
	Clarity of implementation instructions for assessing each component based on success criteria	3.7	
	Material suitability evaluation model with the content of the independent curriculum counseling guidance program	3.7	

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
	Design accuracy the evaluation model chosen is the CIPP evaluation model	3.7	
	Instrument suitability used to determine the success of the program	4.0	
Aspect III	Usefulness of the evaluation model for guidance and counseling teachers	4.0	4.00
	Accuracy of choosing an evaluation model with the program	4.0	
	Clarity of instructions processing of instrument sheets	4.0	
	Suitability of evaluation model material with an independent curriculum guidance and counseling program at vocational high school level.	4.0	
	Operational instructions carrying out evaluations using the CIPP evaluation model.	4.0	
<b>Overall Average</b>		<b>3.91</b>	

In aspect I, it is known that the item with the lowest average value is the clarity of the components as measured by the CIPP evaluation model for the Independent Curriculum BK program at vocational school level with an average value of 3.7. The average score for the general assessment aspect is 3.96, which means that overall the items in this aspect are included in the very appropriate criteria.

In aspect II, it is known that almost all items have an average value of 3.7, only 1 item has an average of 4.0, namely the suitability of the instrument used to determine the success of the program. The average score for the special assessment aspect is 3.73, which means that overall the items in this aspect are included in the very appropriate criteria.

In aspect III, all items have an average score of 4.0. The average score for the module material assessment aspect is 4.0, which means that overall the items in this aspect are included in the very appropriate criteria.

Overall, the average score for all the aspects above is 3.91, meaning that overall the aspects assessed are included in the very appropriate criteria.

## 2. Guidance Counseling Teacher Assessment

Descriptive Analysis Table for Guidance and Counseling Teacher Assessment

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
Aspect I	Clarity of the evaluation concept <i>context input process product</i> independent curriculum guidance and counseling program at vocational high school level	4.0	3.93
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counseling program at vocational high school level	4.0	
	Clarity of the guidance and counseling program profile in the independent curriculum at the vocational school level	3.9	



ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum guidance and counseling program at vocational school level	3.9	
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counseling program at vocational school level	3.9	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum Guidance and Counseling program at vocational school level	3.8	
	Completeness of contents	3.9	
	Assessment instrument used	4.0	
<b>Aspect II</b>	Clarity of evaluation preparation instructions	4.0	<b>3.92</b>
	Clarity of implementation instructions for assessing each component based on success criteria	3.7	
	Suitability of evaluation model material with the content of the independent curriculum guidance and counseling program	4.0	
	Accuracy of the evaluation model design chosen is the CIPP evaluation model	3.9	
	Suitability of the instrument used to determine the success of the program	4.0	
<b>Aspect III</b>	Usefulness of the evaluation model for guidance and counseling teachers	4.0	<b>4.0</b>
	Accuracy of choosing an evaluation model with the program	4.0	
	Clarity of instructions for processing on instrument sheets	4.0	
	Suitability of evaluation model material with the independent curriculum guidance and counseling program at vocational high school level.	4.0	
	Operational instructions for carrying out evaluations using the CIPP evaluation model.	4.0	
<b>Overall Average</b>		<b>3.94</b>	

In aspect I, it is known that the item with the lowest average value is the clarity of the components as measured by the CIPP evaluation model for the Independent Curriculum BK program at vocational school level with an average value of 3.8. The average score for the general assessment aspect is 3.93, which means that overall the items in this aspect are included in the very appropriate criteria.

In aspect II, it is known that the item with the lowest average value is the clarity of the implementation instructions for each component based on the success criteria of 3.7. The average score for the special assessment aspect is 3.92, which means that overall the items in this aspect are included in the very appropriate criteria.

In aspect III, all items have an average score of 4.0. The average score for the module material assessment aspect is 4.0, which means that overall the items in this aspect are included in the very appropriate criteria.

Overall, the average score for all the aspects above is 3.94, meaning that overall the aspects assessed are included in the very appropriate criteria.

### 3. Subject Teacher Assessment

Descriptive Analysis Table of Subject Teacher Assessments

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
<b>Aspect I</b>	Clarity of the evaluation <i>concept context input process product</i> guidance and counseling program of independent curriculum at vocational high school level	4.0	<b>3.94</b>
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counseling program at vocational high school level	4.0	
	Clarity of the guidance and counseling program profile in the Independent curriculum at the vocational school level	3.8	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum BK program at vocational school level	3.9	
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counseling program at vocational school level	3.9	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum guidance and counseling program at vocational school level	3.9	
	Completeness of contents	4.0	
	Assessment instrument used	4.0	
<b>Aspect II</b>	Clarity of evaluation preparation instructions	3.9	<b>3.94</b>
	Clarity of implementation instructions for assessing each component based on success criteria	4.0	
	Suitability of evaluation model material with the content of the independent curriculum guidance and counseling program	3.8	
	Accuracy of the evaluation model design chosen is the CIPP evaluation model	4.0	
	Suitability of the instrument used to determine the success of the program	4.0	
<b>Aspect III</b>	Usefulness of the evaluation model for guidance and counseling teachers	4.0	<b>3.96</b>
	Accuracy of choosing an evaluation model with the program	3.9	
	Clarity of instructions for processing on instrument sheets	3.9	
	Suitability of evaluation model material with the independent curriculum guidance and counseling program at vocational high school level.	4.0	
	Operational instructions for carrying out evaluations using the CIPP evaluation model.	4.0	
<b>Overall Average</b>		<b>3.94</b>	

In aspect I, it is known that the item with the lowest average value is the clarity of the guidance and counseling program profile in the Merdeka curriculum at the vocational school level with an average value of 3.8. The average score for the general assessment aspect is 3.94, which means that overall the items in this aspect are included in the very appropriate criteria.

In aspect II, it is known that the item with the lowest average value is the suitability of the evaluation model material with the content of the independent curriculum counselling guidance program, which is 3.8. The average score for the special assessment aspect is 3.94, which means that overall the items in this aspect are included in the very appropriate criteria.

In aspect III, there are 2 items that have the smallest average value, namely the accuracy of selecting the evaluation model with the program and the clarity of instructions for working on instrument sheets, namely 3.90. The average score for the module material assessment aspect is 3.96, which means that overall the items in this aspect are included in the very appropriate criteria.

Overall, the average score for all the aspects above is 3.94, meaning that overall the aspects assessed are included in the very appropriate criteria.

### *Discussion*

In research regarding the evaluation of guidance and counselling programs based on the CIPP model in vocational high schools, three important aspects have been evaluated, namely expert assessment, guidance and counselling teacher assessment, and subject teacher assessment. This evaluation describes the extent to which this program is accepted and considered feasible by various stakeholders.

#### 1. Expert Assessment

The results of expert assessments regarding the evaluation of this program have shown positive results based on assessments by experts. The general assessment of this program shows an overall average of 3.96, which falls within the "very feasible" criteria (Achmad & Utami, 2023). Although there was one item with a lower average, namely "clarity of measured components of the CIPP model," which reached 3.7, overall, the general assessment was still very positive.

In the special assessment aspect, the overall average reached 3.73, also falling within the criteria of "very appropriate," with one item that stands out, namely "suitability of the instrument used to determine the success of the program" (4.0) (Afanasyev et al., 2018). The assessment aspect of the module material also shows very good results, with an overall average of 4.00 (Eryanto et al., 2019).

The results of this program evaluation provide a positive picture regarding the effectiveness and quality of guidance and counselling programs in vocational high schools. This evaluation helps to understand the extent to which the program meets the goals and needs of students. Thus, the results of this evaluation can be used as a basis for further development and improvement of guidance and counselling programs in vocational high schools.

#### 2. Guidance and Counselling Teacher Assessment

Guidance and counselling teachers gave a positive assessment of this program. The general assessment aspect received an overall average of 3.93, which falls within the criteria of "very decent." Like the expert ratings, the item with the lowest mean was regarding "clarity of the measured components of the CIPP model" (3.9). In the special assessment aspect, the overall average was 3.92, with one item getting an average of 4.0, namely "suitability of the instrument used to determine program success." The guidance and counselling teacher's assessment of the module material was also very positive, with an overall average of 4.00.

This positive assessment from guidance and counselling teachers is in line with the assessment given by experts in related research, as stated by Achmad & Utami (2023), who discuss school

collaboration as a model that contributes to the success of educational transformation. Likewise with the research results of Afanasiev et al. (2018) which discusses increasing the effectiveness of the career guidance system for students in Russia. In addition, the results of program evaluations that measure the academic and teaching performance of university lecturers, such as those carried out by Ahmad & Saeed (2021), are also part of the context of evaluating guidance and counselling programs.

These positive evaluation results show that the guidance and counselling program in vocational high schools has a good impact, both in general and specific aspects. This evaluation also supports the importance of using the CIPP (Context, Input, Process, and Product) model in assessing educational programs, as explained by Finney (2019) in confirmative evaluation which is a new evaluation model. Apart from that, this is also in line with the view that guidance and counselling have an important role in helping students plan their careers and increase their success in the future, as expressed by Savickas (2019) in the context of career counselling.

Thus, these positive evaluation results provide strong support for guidance and counselling programs in vocational high schools, as well as the use of the CIPP model in evaluating educational programs as a whole. It also underscores the important role of guidance and counselling teachers in helping students achieve academic and career success.

### 3. Subject Teacher Assessment

In an assessment of the vocational high school guidance and counselling program, subject teachers gave a positive assessment. In the general assessment aspect, the overall average reached 3.94, which falls within the criteria of "very decent." In this aspect, the item with the lowest average is "clarity of the guidance and counselling program profile in the Independent curriculum" with an average of 3.8. In the specific assessment aspect, the overall average was 3.94, with all items rated falling within the criteria of "very appropriate." In the aspect of assessing module material, there are two items with the lowest average, namely "accuracy in selecting the evaluation model with the program" and "clarity of instructions for working on instrument sheets," both with an average of 3.90. The overall average for this aspect was 3.96, which still falls within the criteria of "very decent."

Subject teachers' positive assessment of this program is in line with previous research findings in various educational program evaluation contexts. For example, research by Afanasiev et al. (2018) shows the direction of increasing the effectiveness of the career guidance system for students. This is also in line with research by Ahmad and Saeed (2021) who developed and validated an evaluation tool to assess the research and teaching performance of university academics. The training program evaluation in Alsalamah's (2021) research also illustrates the importance of evaluation programs in the context of teacher professionalism development. In addition, as described by Crothers et al. (2020), provides important information about the role of guidance and counselling teachers in supporting students. Program evaluation is also important in understanding the success of educational programs, as stated by Liu et al. (2022) in developing an entrepreneurship education evaluation system. Therefore, the subject teachers' positive assessment of this program strengthens their understanding of the success of this vocational high school guidance and counselling program.

## CONCLUSION

Overall, the research results show that the evaluation of the guidance and counselling program based on the CIPP model received positive reception from various parties involved, such as experts, guidance and counselling teachers, and subject teachers. All aspects of the evaluation received an overall rating of 'very decent', although there were several items with a lower average. This provides an indication that this program has the potential to improve the quality of guidance and counselling in

vocational high schools, as well as encouraging better developments in the curriculum and implementation of guidance and counselling programs.

Important things that need attention can be detailed as follows:

1. Evaluation of the guidance and counselling program based on the CIPP model received positive reception from various parties involved.
2. All aspects of this program's evaluation received an overall rating of "very decent", indicating that this program is rated well by experts, guidance and counselling teachers, and subject teachers.
3. However, there are several items in the evaluation that have a lower average, which could be a focus for improvement.
4. The results of this evaluation provide an indication that guidance and counselling programs in vocational high schools have the potential to improve the quality of their services and can contribute to better developments in the curriculum and implementation of guidance and counselling programs.

Overall, the evaluation results show that this program has a strong foundation and can be used as a basis for further improvement and development.

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Evaluation Analysis Based on The Cipp Model Vocational High School Guidance and Counseling Program: Expert Perspective, Guidance and Counseling Teacher, And Subject Teacher

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ABSTRACT

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Effectiveness of Guidance and Counselling Programs in Vocational Schools, Module Feasibility Assessment Instruments, Independent Curriculum in Vocational Schools, CIPP Evaluation Model, Vocational School Guidance and Counselling Program.

**Purpose:** The primary objective of this study is to assess the efficacy of guidance and counselling initiatives within Vocational High Schools (SMK) through the application of a CIPP (Context, Input, Process, Product) model-oriented framework. The overarching aim is to ascertain the effectiveness and alignment of these programs with the autonomous curriculum and the unique requirements of students. The ultimate intention is to enhance the quality of vocational school counselling by means of a standardized assessment process. **Method:** The study engaged 10 guidance counsellors and 10 teachers from SMK Negeri 3 Banjarmasin to evaluate the feasibility of a comprehensive CIPP assessment model in terms of clarity, adequacy, and suitability. Both quantitative and qualitative data were collected through surveys and analysed using statistical methods to gauge the model's feasibility.

**Findings:** Evaluation facets, encompassing the lucidity of assessment concepts, precision of evaluative instruments, and efficacy of evaluation models, garnered commendable appraisals across diverse respondent cohorts. The mean scores, ranging from 3.91 to 3.94 out of 5, denote a robust consensus. Favourable evaluations pertaining to assessment concepts, instrument clarity, model efficacy, and practical utility indicate the adeptness of the CIPP framework in evaluating vocational school counselling programs. Consistent affirmation from all respondent groups underscores CIPP's capacity to align programs with specific school contexts. **Originality:** This study presents a thorough evaluation methodology utilizing the CIPP model for assessing the alignment of vocational school guidance and counselling programs with the curriculum and student requirements. The specificity of the vocational school context ensures a targeted examination of career counselling initiatives. **Limitations:** The research was confined to a singular vocational high school with a modest sample size of 20 respondents. To enhance the robustness of the findings, broader investigations spanning diverse vocational schools and larger participant samples are recommended. Augmenting qualitative data collection methods holds the potential to yield more nuanced and comprehensive insights.

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## Introduction

In an ever-evolving education landscape, program evaluation is crucial to ensure the effectiveness and alignment of educational approaches with student needs and curriculum objectives (Eryanto, Swaramarinda, & Nurmalasari, 2019; Shu et al., 2023; Sugiyono & Muslikah, 2018). The objective of evaluating educational programs centres on the scrutiny and interpretation of principal program characteristics, with a focus on monitoring key variables that serve as indicators of program efficiency, effectiveness, and overall quality (Ponsiglione et al., 2022). Diverse methods for program evaluation are employed, including active and interactive approaches, which involve the exchange of information, receipt of feedback, and the creation of engaging educational scenarios (Kurganovna et al., 2022). Prevalently employed for this purpose is Stufflebeam's CIPP model, which serves as a prominent assessment tool for the analysis of needs, outcomes, and indicators. Conceived in 1960, this method has gained extensive utilization as an evaluative instrument in the field of education (Barber et al., 2020). Assessment utilizing the CIPP (Context, Input, Process, Product) model has emerged as a pivotal instrument for gauging and enhancing the quality of educational programs (Finney, 2019; Martaningsih & Istiyono, 2019; Utakrit & Siripanich, 2018). This model is specifically designed to facilitate and augment a systematic and comprehensive scrutiny of education-related projects that transpire within the dynamic contexts of the real world (Kuzu, Özkan, & Bada, 2021).

An area of education necessitating particular emphasis is the domain of guidance and counselling in vocational high schools, wherein program evaluation assumes a pivotal role in optimizing the efficacy of these programs (Barber et al., 2020; Gullickson et al., 2019; Poth et al., 2020; Sankaran & Saad, 2022). Vocational high schools implement various programs aimed at educating and training students to acquire diverse competencies essential for their future endeavours (Nurjanah et al., 2019). While graduates of vocational high schools are presumed to seamlessly transition into practical fields, the incidence of unemployment among such individuals remains elevated (Martaningsih & Istiyono, 2019). The success of counselling programs in vocational high schools relies on factors such as student attitudes, public perception, and organizational support. Therefore, it is crucial to investigate the role of evaluation programs in assessing guidance and counselling programs in these schools. This research aims to conduct a thorough analysis of the CIPP model-based evaluation in vocational guidance and counselling programs, addressing the identified problem (Iftikhar et al., 2022; Nursyamsiah, Bunyamin, & Muljono, 2023; Saptono, Herwin, & Firmansyah, 2021; Taridi et al., 2023). To attain this objective, the research adopts a multi-perspective approach to evaluation, incorporating insights from education experts, guidance and counselling teachers, and subject teachers (Sudarwan, Edy, & Tola, 2021; Wilkins, 2022; Zheng et al., 2018). This approach offers a comprehensive perspective on the evaluation of guidance and counselling programs within the context of the Merdeka curriculum at the vocational school level.

Numerous existing studies have explored the impact of evaluation programs in different colleges like Sullivan et al. (2023) and Bhattacharjee et al. (2022) explored the role played by different evaluation programs in medical college. Nevertheless, a paucity of extant research has delved into the ramifications of career counselling evaluation initiatives within vocational colleges. The scant number of studies addressing this phenomenon in

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vocational colleges has employed varied methodologies [Küçükayhan and Adigüzel \(2021\)](#) implemented a convergent parallel design to scrutinize programs in vocational education and [Susatya et al. \(2021\)](#) examined the evaluation of character strengthening programs in the respective colleges. While both studies yielded significant results, the analysis of counselling programs in vocational colleges using the CIPP model has been overlooked in existing literature. This study aims to address this gap by exploring the phenomenon through the lens of the CIPP model.

The evaluative framework grounded in the CIPP model accentuates assessment across four principal dimensions: Context, Input, Process, and Product. Collectively, these dimensions offer a holistic depiction of program effectiveness (([Mpuangnan, 2021](#); [Shi et al., 2023](#); [Winaryati & Hidayat, 2020](#)). This analysis seeks to assess the clarity, adequacy, and appropriateness of each evaluation dimension, while also comprehending the perspectives of experts, guidance and counselling teachers, and subject teachers regarding the evaluation of guidance and counselling programs in vocational schools ([Ahmad & Saeed, 2021](#); [Alsalamah, 2021](#); [Mohanna et al., 2023](#)) by conducting a case study at SMK Negeri 3 Banjarmasin, given its comparable quantity and quality to other vocational high schools.

This study holds both theoretical and practical significance, serving as an initial exploration into the development of the CIPP evaluation model for guidance and counselling programs. It offers valuable insights into the assessment of autonomous guidance and counselling initiatives at the vocational school level, with implications for potential enhancements. The results will serve as a foundational framework for crafting a more effective and sustainable evaluation model, thereby elevating the quality of guidance and counselling programs at the vocational school level. Additionally, the findings provide crucial insights for vocational high school personnel and policymakers, encouraging the formulation of policies to optimize the implementation of such programs in respective schools.

The subsequent sections of the paper are organized as follows. Section 2 delves into existing empirical studies relevant to the subject, providing a comprehensive discussion on the CIPP model, guidance and counselling programs, and related aspects with reference to prior research. Moving forward, the methodology section outlines the research methods and techniques employed for achieving conclusive results. Section 4 presents the obtained results, while Section 5 provides a detailed discussion of these findings. The final section encompasses the study's conclusion, implications, limitations, and directions for future research.

## **Literature Review**

This research primarily concentrates on evaluating guidance and counselling programs within the context of the independent curriculum at the SMK level. The evaluation is deemed essential to gauge the effectiveness and alignment of the independent curriculum with student needs and the goals of the guidance and counselling program in vocational schools. The CIPP model is considered as one of the approaches for this evaluation. Relevant studies, including those focusing on factors influencing the evaluation of educational programs and the utilization of e-learning technology in health education, provide valuable insights ([Regmi & Jones, 2020](#)) the capacity for self-directed learning within a dynamically evolving environment ([Morris, 2019](#)), and the facets constituting success among students in higher education ([Lane et al., 2019](#)).

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Furthermore, pertinent research exists on the development of career guidance programs aimed at enhancing students' career awareness (Keumala, Nurihsan, & Budi Amin, 2018), competency-based education facilitating the transition of student nurses from academic training to professional practice (Hodges et al., 2019), and the evaluation of the CSE-UCLA model on the performance of school counsellors in Indonesia (Mohammad, Andi, & Karyanti, 2022). Additionally, studies investigating the significance of career outcomes for vocational school graduates in the labour market (Hambali, 2019) and the historical evolution of career guidance in secondary schools in Hong Kong (Wong & Yuen, 2019) are germane to the context of this research.

#### *CIPP Evaluation Model*

The CIPP evaluation model, initially introduced by Stufflebeam in 1966, affords a robust methodological underpinning for the assessment of educational programs. The CIPP evaluation model comprises four primary dimensions: context, input, process, and product. Its extensive application is observed in the analysis and enhancement of guidance and counselling programs at the vocational high school level (Gardner, 2019). Moreover, the CIPP evaluation model has found application in diverse educational settings, including the evaluation of entrepreneurship education (Liu, Wang, & Feng, 2022), assessing the calibre of student training within science and engineering programs (Duan et al., 2022), systemic cognition in the realm of education (Gallón, 2020), assessing the influence of community studies in programs focused on knowledge transfer (Madon et al., 2021), additionally, education of high quality (Leal Filho et al., 2020). The utilization of the CIPP evaluation model across diverse educational contexts underscores its adaptability and pertinence in the examination and enhancement of educational programs. Finney (2019) the utilization of the CIPP model suggests that one of its facets involves confirmatory evaluation, aiding in the ongoing enhancement of courses and presenting potential remedies. Within educational contexts, confirmatory evaluation based on the CIPP model furnishes pertinent and crucial information about the program, offering insights for program modification (Pramono, 2021). CIPP evaluation model posits that the success of an educational program is shaped by key factors such as environmental and student characteristics, program goals, and utilized instruments. Viewing a program as a system, this model emphasizes the evaluation of its components. Numerous studies have highlighted the potential and benefits of CIPP as an effective evaluation model.

#### *Evaluation of Guidance and Counselling Program*

Assessing guidance and counselling programs is gaining prominence amidst calls for educational system reforms. These programs in SMK play a vital role in assisting students with career understanding, future planning, and overcoming learning challenges. Research indicates that effective guidance and counselling programs positively influence students' career planning capabilities (Afanasiev et al., 2018), enhance perceptions of workplace engagement (Jackson & Tomlinson, 2020), and provide guidance services to teachers using technology (Supriyanto et al., 2020). Moreover, practicum and field manuals, as delineated in the research by Baird and Mollen (2023) offer valuable guidance for practitioners in assisting students to navigate challenges and comprehend their career choices. Arfasa and Weldmeskel (2020) conduct an analysis of the advantages and obstacles associated with

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guidance and counselling programs in secondary schools in Ethiopia, revealing a positive perception from teachers and students. Nonetheless, the implementation efficiency of these programs is hindered in the majority of secondary schools due to constraints such as limited resources and time. The study of Cahyono (2022) highlight the significance of the Merdeka Belajar curriculum, emphasizing its noteworthy counselling and guidance programs that effectively contribute to the character development and performance enhancement of students. Furthermore, recognizing guidance and counselling programs as integral components of education, crucial for fostering students' independence and optimal development, underscores the pivotal role of evaluating such programs in vocational schools. This evaluation plays a crucial role in supporting student development and future planning.

#### *Independent Curriculum at Vocational School Level*

The Independent Curriculum has emerged as a central focal point for enhancing education quality in Indonesia. The application of CIPP model-based program evaluation within the framework of the Merdeka curriculum, specifically for guidance and counselling in SMK, poses a significant inquiry. The Merdeka curriculum, centred on the notion of independence, holds noteworthy implications for teachers and principals, guiding the development of curricula aligned with students' potential and needs (Mustafiyanti et al., 2023). Fransiska et al. (2023) underscore the advantages of the independent curriculum, emphasizing its effective integration into the school's management system. This curriculum introduces novel elements for students, fostering motivation and heightened enthusiasm for learning. Prior studies have recognized that the execution of educational initiatives, exemplified by the Teaching Campus (Oktapiani, Sutiono, & Choli, 2022) and Merdeka Belajar (Mastur, 2023), necessitates thorough evaluation. Additionally, the assessment of thematic learning amid the pandemic has emerged as a subject of research (Pujiastuti, Herwin, & Firdaus, 2021). Assessment is similarly implemented within the sphere of primary education, exemplified by programs like the Teaching Campus initiative in elementary schools (Indriani & Holisah, 2022). Furthermore, the interaction between educational institutions and collaborative partnership models constitutes pivotal elements in bolstering educational metamorphosis (Achmad & Utami, 2023). Hence, comprehending the evaluation of programs utilizing the CIPP model within the framework of the independent curriculum for guidance and counselling in vocational schools holds significant implications for fostering improvements in the quality of education in Indonesia.

#### *Experts' Perspectives*

The study focuses on the perspectives of education and guidance and counselling experts who have made crucial contributions to the development of the CIPP evaluation model for guidance and counselling programs. Including these expert viewpoints enriches the understanding of CIPP model-based evaluation. The study of Pordelan and Hosseinian (2022) assessed the efficacy of online counselling programs based on data derived from 20 experts in the relevant field. Likewise, McGrath et al. (2022) explore the advantages of character education and employed their practical advice to underscore the development of such programs. The insights from these experts, particularly higher education academics

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specializing in educational research and evaluation, are invaluable as they offer a thorough examination of the issue and propose solutions accordingly (Mohanna et al., 2023; Supriyanto et al., 2019), experts in the field of guidance and counselling (Savickas, 2019), as well as guidance and counselling teacher practitioners (Crothers et al., 2020). They contribute their distinctive perspectives and experiences to this study, offering comprehensive insights into the evaluation of guidance and counselling programs within the framework of the independent curriculum in Vocational High Schools.

### *The Role of Guidance and Counselling Teachers and Subject Teachers*

Guidance and counselling educators play a pivotal role in overseeing evaluation initiatives within educational institutions, directly engaging with students. From this standpoint, Geesa et al. (2019) investigated the viewpoints of school leaders regarding the evaluation process of Comprehensive Guidance and Counselling (CSC) and the implementation of the American School Counsellor Association (ASCA) National Model. In the educational milieu, guidance and counselling educators, serving as advocates, play a significant role in appraising the efficacy of evaluation programs (Lowery et al., 2018). The studies of Azwar (2022) explored the function of counselling educators, highlighting their substantial impact by asserting that these professionals augment students' social awareness and contribute to the enhancement of their academic performance (Damana, 2022). Elicit the notion that counselling educators exert a substantial influence on the engagement and educational attainment of students. Furthermore, the pertinent research identifies that challenges encountered by counselling teachers can likewise affect students' performance. Additionally, subject teachers, possessing distinct perspectives, should be considered in program evaluation, given their pivotal role in the students' educational progression (Wong & Yuen, 2019). The collective input from both guidance and counselling teachers and subject teachers offers a comprehensive perspective for assessing program evaluation (Mertens & Wilson, 2018). In their capacity as career guides and counsellors within educational institutions, guidance and counselling educators assume a crucial role in assisting students in comprehending their career alternatives and formulating future plans (Howell et al., 2019).

Hence, employing the CIPP evaluation model is crucial for enhancing the effectiveness of guidance and counselling programs in vocational schools, taking into account diverse perspectives from experts, guidance and counselling teachers, and subject teachers.

### **Research Method**

This study seeks to scrutinize CIPP model-based evaluations in guidance and counselling programs within SMK, incorporating insights from experts, guidance and counselling teachers, and subject teachers. Employing a comprehensive and structured methodology, the research utilizes a mixed-method approach for data collection and analysis. This research method combines elements of both quantitative and qualitative research to address the research questions effectively (George, 2021). This approach proves advantageous and fitting for the study, as it enables the attainment of a comprehensive understanding of the impact of evaluation programs in vocational high schools by employing both quantitative and qualitative methods. The subsequent section outlines the procedural steps of the research method applied in this study:

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### Data Collection

Data collection occurred at SMK Negeri 3 Banjarmasin in three stages. Initially, information on the evaluation of guidance and counselling programs in vocational schools was gathered through interviews with experts in educational research and evaluation, as well as guidance and counselling experts possessing profound knowledge in the field. The choice of interview as a data collection strategy is apt for this study, as it facilitates in-depth data retrieval from participants, unveiling their perspectives (Kerber, 2023). Additionally, interviews were chosen to obtain more reliable and valid data. Secondly, observations were conducted at various vocational schools implementing the Merdeka curriculum, with SMK Negeri 3 Banjarmasin selected for data collection. Observational data collection enables a more systematic and organized examination of the phenomenon by visually and aurally assessing the context (Smit & Onwuegbuzie, 2018). In the third phase, building upon the considerations from the second stage, views on the evaluation of the guidance and counselling program were solicited from subject teachers within the same vocational school. This stage facilitated data collection from a broader range of respondents.

### Research Instrument

The research employed an assessment instrument designed for educational research and evaluation experts, guidance and counselling experts, guidance and counselling teachers, and subject teachers to evaluate the feasibility of modules. This instrument is structured to gauge evaluation aspects according to the CIPP model, encompassing clarity, adequacy, and appropriateness of evaluation. It comprises general assessment aspects, specific assessment aspects, and module material assessment aspects.

The following table presents the format of an instrument designed for evaluating the feasibility of guidance and counselling program modules.

**Table**

*Module Feasibility Assessment Instrument Table*

NO	ASPECTS OF ASSESSMENT	CRITERIA ASSESSMENT SCORE			
		4	3	2	1
NO	GENERAL ASPECTS OF ASSESSMENT	4	3	2	1
1	Clarity of the evaluation <b>concept</b> context input process product guidance and counselling program independent curriculum at vocational high school level.				
2	Clarity of <b>rational</b> evaluation of context input process product independent curriculum guidance and counselling program at vocational high school level.				
3	Clarity of the guidance and counselling program <b>profile</b> in the Independent curriculum at the vocational school level				
4	Clarity of <b>components</b> measured from the CIPP model of the Independent Curriculum BK program at vocational school level				
5	Clarity of <b>aspects</b> measured from the CIPP evaluation model of the Independent Curriculum BK program at vocational school level				
6	Clarity of <b>success criteria</b> as measured by the CIPP evaluation model for the Independent Curriculum BK program at vocational school level				
7	<b>Completeness of contents</b>				
8	<b>Assessment instrument</b> used				
NO	SPECIAL ASSESSMENT ASPECTS	4	3	2	1
1	Clarity of evaluation <b>preparation instructions</b>				

2	Clarity of <b>implementation instructions</b> for assessing each component based on success criteria				
3	<b>Suitability</b> of evaluation model <b>material</b> with the content of the independent curriculum counselling guidance program				
4	<b>Design accuracy</b> The evaluation model chosen is the CIPP evaluation model				
5	<b>Instrument suitability</b> used to determine the success of the program				
<b>NO</b>	<b>ASPECTS OF MODULE MATERIAL ASSESSMENT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	<b>Usefulness</b> evaluation model for teachers				
2	<b>Accuracy</b> choose an evaluation model with the program				
3	<b>Clarity of instructions</b> processing of instrument sheets				
4	<b>Material suitability</b> evaluation model with an independent curriculum guidance and counselling program at vocational high school level				
5	<b>Operational instructions</b> carrying out evaluations using the CIPP evaluation model				

The interpretation of the assessment score criteria is as follows.

- 4= Very useful/very appropriate/very feasible
- 3= Useful/Appropriate/Decent
- 2= Less useful/less appropriate/less feasible
- 1= Not useful/inappropriate/not feasible

### *Participants*

The research participants comprised academic-practitioner experts, with data collected from 10 guidance and counselling teachers and 10 subject teachers at SMK Negeri 3 Banjarmasin. Participant selection was conducted through purposive sampling, a non-probability sampling technique that involves selecting units possessing specific characteristics deemed essential for the sample (Nikolopoulou, 2022). This sampling technique is employed to extract substantial information from a restricted number of respondents. Nevertheless, this approach is associated with a heightened risk of researcher biases.

### *Data Analysis*

The collected data is subjected to quantitative analysis, employing statistical software to compute descriptive statistics, including means and standard deviations. Additionally, qualitative analysis entails categorizing findings according to emerging patterns and discoveries.

### *Conceptual Framework*

This study employs a conceptual framework rooted in general assessment aspects, specific assessment aspects, and module material assessment aspects to structure the findings and analyse the results.

### *Perspective Evaluation*

The interpretation of research findings will be conducted by taking into account the viewpoints of each group, including experts, guidance and counselling teachers, and subject teachers. This approach aims to offer a comprehensive understanding of the evaluation of guidance and counselling programs in vocational schools from diverse perspectives.



## Results and Discussion

### Data Collection Results

The outcomes of the descriptive analysis of research data reveal three distinct aspects. Each aspect encompasses multiple assessed items, and the results are presented as average values (means). The expert evaluations provided by guidance and counselling teachers and subject teachers in terms of general assessment aspects (I), specific assessment aspects (II), and module material assessment aspects (III) are elucidated in the subsequent table.

#### 1. Expert Assessment

##### Table

*Descriptive Analysis Table of Expert Assessment*

ASPECT	ITEMS	ITEM	AVERAGE
		AVERAGE	ASPECT
Aspect I	Clarity of the evaluation concept <i>context input process product</i> guidance and counselling program independent curriculum at vocational high school level.	4.0	3.96
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counselling program at vocational high school level.	4.0	
	Clarity of the guidance and counselling program profile in the Independent curriculum at the vocational school level	4.0	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum guidance and counselling program at vocational school level	3.7	
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counselling program at vocational school level	4.0	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum guidance consoling program at vocational school level	4.0	
	Completeness of contents	4.0	
	Assessment instrument used	4.0	
	Clarity of evaluation preparation instructions	3.7	
	Clarity of implementation instructions for assessing each component based on success criteria	3.7	
Aspect II	Material suitability evaluation model with the content of the independent curriculum counselling guidance program	3.7	3.73
	Design accuracy the evaluation model chosen is the CIPP evaluation model	3.7	
	Instrument suitability used to determine the success of the program	4.0	
	Usefulness of the evaluation model for guidance and counselling teachers	4.0	
	Accuracy of choosing an evaluation model with the program	4.0	
Aspect III	Clarity of instructions processing of instrument sheets	4.0	4.00
	Suitability of evaluation model material with an independent curriculum guidance and counselling program at vocational high school level.	4.0	
	Operational instructions carrying out evaluations using the CIPP evaluation model.	4.0	
<b>Overall Average</b>		<b>3.91</b>	

Within Aspect I, it is observed that the component with the lowest mean value pertains to the clarity of the components, as assessed by the CIPP evaluation model for the Independent Curriculum BK program at the vocational school level, with an average value of 3.7. The overall average score for the general assessment aspect is 3.96, indicating that, on the whole, the items within this aspect align with highly suitable criteria.

Within Aspect II, it is evident that nearly all items have an average value of 3.7, except for one item, which attains an average of 4.0—the suitability of the instrument used to gauge the success of the program. The overall average score for the specific assessment aspect is 3.73, signifying that, overall, the items in this aspect align with highly

AVERAGE

Within Aspect III, every item garners an average score of 4.0. The overall average score for the module material assessment aspect is 4.0, signifying that, overall, the items in this aspect align with highly suitable criteria.

In summary, the average score for the aforementioned aspects is 3.91, indicating that overall, the assessed aspects meet highly suitable criteria.

## 2. Guidance Counselling Teacher Assessment

### Table

#### *Descriptive Analysis for Guidance and Counselling Teacher Assessment*

ASPECT	ITEMS	ITEM	
		AVERAGE	ASPECT
Aspect I	Clarity of the evaluation concept <i>context input process product</i> independent curriculum guidance and counselling program at vocational high school level	4.0	
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counselling program at vocational high school level	4.0	
	Clarity of the guidance and counselling program profile in the independent curriculum at the vocational school level	3.9	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum guidance and counselling program at vocational school level	3.9	3.93
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counselling program at vocational school level	3.9	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum Guidance and Counselling program at vocational school level	3.8	
	Completeness of contents	3.9	
	Assessment instrument used	4.0	
	Clarity of evaluation preparation instructions	4.0	
	Clarity of implementation instructions for assessing each component based on success criteria	3.7	
Aspect II	Suitability of evaluation model material with the content of the independent curriculum guidance and counselling program	4.0	3.92
	Accuracy of the evaluation model design chosen is the CIPP evaluation model	3.9	
	Suitability of the instrument used to determine the success of the program	4.0	
	Usefulness of the evaluation model for guidance and counselling teachers	4.0	
	Accuracy of choosing an evaluation model with the program	4.0	
Aspect III	Clarity of instructions for processing on instrument sheets	4.0	
	Suitability of evaluation model material with the independent curriculum guidance and counselling program at vocational high school level.	4.0	4.0
	Operational instructions for carrying out evaluations using the CIPP evaluation model.	4.0	
<b>Overall Average</b>			<b>3.94</b>

Within Aspect I, it is noted that the item with the lowest average value pertains to the clarity of the components, as assessed by the CIPP evaluation model for the Independent Curriculum BK program at the vocational school level, with an average value of 3.8. The overall average score for the general assessment aspect is 3.93, indicating that, on the whole, the items within this aspect align with highly suitable criteria.

Within Aspect II, it is observed that the item with the lowest average value concerns the clarity of the implementation instructions for each component based on the success criteria, with an average value of 3.7. The overall average score for the specific assessment aspect is 3.92, signifying that, overall, the items within this aspect align with highly suitable criteria.

Within Aspect III, it is noteworthy that every item attains an average score of 4.0. The collective average score for the module material assessment aspect is 4.0, indicating that, overall, the items within this aspect meet highly suitable criteria.

In summary, the combined average score for all the aforementioned aspects is 3.94, signifying that, overall, the assessed aspects meet the criteria of being highly appropriate.

### 3. Subject Teacher Assessment

#### Table

*Descriptive Analysis Table of Subject Teacher Assessments*

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
Aspect I	Clarity of the evaluation <i>concept context input process product</i> guidance and counselling program of independent curriculum at vocational high school level	4.0	3.94
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counselling program at vocational high school level	4.0	
	Clarity of the guidance and counselling program profile in the Independent curriculum at the vocational school level	3.8	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum BK program at vocational school level	3.9	
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counselling program at vocational school level	3.9	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum guidance and counselling program at vocational school level	3.9	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum guidance and counselling program at vocational school level	3.9	
Aspect II	Completeness of contents	4.0	3.94
	Assessment instrument used	4.0	
	Clarity of evaluation preparation instructions	3.9	
	Clarity of implementation instructions for assessing each component based on success criteria	4.0	
	Suitability of evaluation model material with the content of the independent curriculum guidance and counselling program	3.8	
	Accuracy of the evaluation model design chosen is the CIPP evaluation model	4.0	
Aspect III	Suitability of the instrument used to determine the success of the program	4.0	3.96
	Usefulness of the evaluation model for guidance and counselling teachers	4.0	
	Accuracy of choosing an evaluation model with the program	3.9	
	Clarity of instructions for processing on instrument sheets	3.9	
	Suitability of evaluation model material with the independent curriculum guidance and counselling program at vocational high school level.	4.0	
	Operational instructions for carrying out evaluations using the CIPP evaluation model	4.0	
<b>Overall Average</b>			<b>3.94</b>

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Within Aspect I, it is observed that the item with the lowest average value pertains to the clarity of the guidance and counselling program profile in the Merdeka curriculum at the vocational school level, with an average value of 3.8. The overall average score for the general assessment aspect is 3.94, indicating that, on the whole, the items within this aspect align with highly suitable criteria.

Within Aspect II, it is noted that the item with the lowest average value concerns the suitability of the evaluation model material with the content of the independent curriculum counselling guidance program, achieving a score of 3.8. The overall average score for the specific assessment aspect is 3.94, signifying that, overall, the items within this aspect align with highly appropriate criteria.

Within Aspect III, it is noteworthy that two items exhibit the lowest average value, specifically concerning the accuracy of selecting the evaluation model with the program and the clarity of instructions for working on instrument sheets, both scoring 3.90. The overall average score for the module material assessment aspect is 3.96, indicating that, overall, the items within this aspect meet highly suitable criteria.

In summary, the combined average score for all the aforementioned aspects is 3.94, signifying that, overall, the assessed aspects meet the criteria of being highly appropriate.

## Discussion

In the examination of the evaluation of guidance and counselling programs in vocational high schools utilizing the CIPP model, three significant facets have been appraised: expert evaluation, assessment by guidance and counselling teachers, and evaluation by subject teachers. This assessment delineates the degree to which the program is embraced and deemed viable by diverse stakeholders.

### 1. Expert Assessment

The outcomes of expert evaluations concerning the assessment of this program indicate favourable results according to expert appraisals. The comprehensive assessment of this program reveals an overall average of 3.96, categorizing it within the "highly feasible" criteria (Achmad & Utami, 2023). Despite a single item registering a comparatively lower average, specifically the "clarity of measured components of the CIPP model," scoring 3.7, the overall general assessment remained highly favourable.

In the specific assessment facet, the collective average achieved 3.73, aligning with the classification of "highly suitable." Notably, one item stands out, specifically the "suitability of the instrument used to determine the success of the program" (4.0) (Afanasiev et al., 2018). The evaluation of the module material aspect also demonstrates commendable outcomes, garnering an overall average of 4.00 (Eryanto et al., 2019).

The outcomes of this program evaluation present a positive outlook on the efficacy and quality of guidance and counselling programs in vocational high schools. This aligns with prior empirical evidence, as highlighted by Whiston, Mitts, and Li (2019) emphasizing the positive aspects and effectiveness of career guidance and counselling programs. Habsy et al. (2019) study additionally underscores that program evaluation and counselling programs exert a

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noteworthy influence on the enhancement of self-esteem among vocational students. Furthermore, the research findings indicate that counselling programs yield more effective outcomes, particularly for students experiencing psychological distress. [Peterson, Schmid, and Kososki \(2020\)](#) emphasizes the essential role of evaluation in counselling programs, noting that the impact of single-case, formative, and summative evaluation varies based on the counsellor type. This evaluation aids in comprehending the program's alignment with students' goals and needs. Consequently, the evaluation results serve as a foundation for ongoing enhancement and refinement of guidance and counselling programs in vocational high schools.

## 2. *Guidance and Counselling Teacher Assessment*

Guidance and counselling teachers provided a favourable evaluation of the program. The general assessment aspect attained an overall average of 3.93, aligning with the "highly satisfactory" criteria. Similar to expert evaluations, the item with the lowest mean pertained to the "clarity of the measured components of the CIPP model" (3.9). In the specific assessment aspect, the collective average was 3.92, featuring one item with an average of 4.0, specifically the "suitability of the instrument used to determine program success." The assessment of module material by guidance and counselling teachers was also notably positive, achieving an overall average of 4.00.

The positive evaluation from guidance and counselling teachers aligns with the assessments provided by experts in the relevant research, as mentioned by [Achmad and Utami \(2023\)](#), those who explore school collaboration as a model contributing to the success of educational transformation. Similarly, the findings of [Afanasyev et al. \(2018\)](#) addressing the enhancement of the effectiveness of the career guidance system for students in Russia. Furthermore, the outcomes of program evaluations gauging the academic and instructional efficacy of university lecturers, as evidenced by [Ahmad and Saeed \(2021\)](#), are integral components within the context of appraising guidance and counselling programs.

Prior studies, such as [Wijaya et al. \(2019\)](#) substantiate the outcomes of this research in this regard, asserting that guidance and counselling constitute an integral element of the education system. Proficiency in evaluating this process enhances teachers' commitment, professional ethics, and overall performance ([Arfasa & Weldmeskel, 2020](#)). The findings also suggest an elevation in perception scores among teachers and students regarding the utility of counselling and guidance programs. Nevertheless, the evaluation of these programs faces challenges due to a shortage of experts and facilities.

The favourable evaluation outcomes indicate that vocational high school guidance and counselling programs have a positive impact, encompassing both general and specific aspects. This assessment underscores the significance of employing the CIPP model for evaluating educational programs, as elucidated by [Finney \(2019\)](#) findings that align with the principles of confirmatory evaluation, a novel evaluation model. Additionally, this concurs with the perspective that guidance and counselling play a pivotal role in aiding students in career planning and enhancing their future success, as articulated by [Savickas \(2019\)](#) in the realm of career counselling. Presenting a comprehensive survey, the study underscores the affirmative assessment of guidance and counselling programs, emphasizing the escalating recognition of these initiatives over time ([Wong & Yuen, 2019](#)). It notes a sustained progression and advancement in counselling and guidance programs within schools in Hong Kong.

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Hence, the favourable evaluation outcomes strongly endorse the efficacy of guidance and counselling programs in vocational high schools and affirm the utility of the CIPP model in comprehensive program evaluation. Additionally, it underscores the pivotal role played by guidance and counselling teachers in facilitating students' academic and career success.

### 3. Subject Teacher Assessment

In evaluating the guidance and counselling program in vocational high schools, subject teachers expressed positive feedback. The general assessment aspect received an overall average of 3.94, categorizing it as "very satisfactory." The item with the lowest average in this aspect pertains to the "clarity of the guidance and counselling program profile in the Independent curriculum," scoring an average of 3.8. In the specific assessment aspect, the overall average was 3.94, with all items rated falling within the "very appropriate" criteria. Regarding the assessment of module material, two items, namely "accuracy in selecting the evaluation model with the program" and "clarity of instructions for working on instrument sheets," received the lowest average of 3.90. Nonetheless, the overall average for this aspect remained at 3.96, still within the "very satisfactory" criteria.

Subject teachers' favourable evaluation of this program aligns with findings from prior research across diverse educational program evaluation contexts. An illustration of this is evident in the study conducted by [Afanasyev et al. \(2018\)](#) illustrates the inclination toward enhancing the efficacy of the career guidance system for students. This aligns with [Ahmad and Saeed \(2021\)](#) work, where they formulated and validated a tool for assessing the research and teaching performance of university academics. [Alsalamah's \(2021\)](#) study on training program evaluation and [Crothers et al. \(2020\)](#) insights into the role of guidance and counselling teachers further emphasize the significance of evaluation programs in teacher professionalism development and student support. [Liu et al. \(2022\)](#) contribution, focusing on an entrepreneurship education evaluation system, underscores the importance of program evaluation in comprehending the achievements of educational initiatives. Hence, the affirmative evaluation by subject teachers reinforces their comprehension of the success of the vocational high school guidance and counselling program.

## Conclusion

This study aims to assess the influence of guidance and counselling programs, emphasizing the role of program evaluation in vocational high schools. Employing a mixed-method approach involving interviews, observation, and discussions, the research utilizes both quantitative and qualitative analyses. The results reveal substantial positive impacts of counselling and guidance programs. Notably, the evaluation of these programs, employing the CIPP model, garnered favourable feedback from experts, guidance and counselling teachers, and subject teachers. While all aspects received an overall rating of 'very decent,' a few items displayed a lower average. This underscores the potential for enhancing the quality of guidance and counselling in vocational high schools, fostering curriculum improvements, and refining the implementation of these programs.

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Crucial aspects that warrant attention can be elucidated as follows:

1. The positive reception of the evaluation of the guidance and counselling program, utilizing the CIPP model, was evident among diverse stakeholders.
2. Each aspect of the program's evaluation garnered an overall "very decent" rating, signifying a favourable assessment from experts, guidance and counselling teachers, and subject teachers.
3. Nevertheless, there are specific items in the evaluation displaying a lower average, warranting attention for potential enhancements.
4. The outcomes of this assessment suggest that vocational high school guidance and counselling programs possess the potential to enhance service quality and contribute to advancements in curriculum and program implementation.

In summary, the evaluation outcomes indicate that this program exhibits a robust foundation and serves as a groundwork for subsequent enhancements and advancements.

### **Implications of the Study**

#### *Theoretical Implications*

This study holds substantial theoretical implications by revealing the positive impact of counselling and guidance programs in vocational schools, emphasizing the significance of program evaluation. The research addresses a notable gap in the literature, providing both a comprehensive exploration and expansion of the topic with significant findings. By applying the CIPP model, this study enhances the model's theoretical applicability and relevance in academic settings. Consequently, the findings offer valuable insights for research scholars and experts in the field.

#### *Practical Implications*

This study carries significant practical implications by underscoring the importance of evaluating counselling and guidance programs, thereby aiming to improve their implementation in relevant schools. The positive impact revealed in expert assessment, guidance and counselling assessment, and subject-teacher assessment provides valuable insights for staff involved. Drawing on these findings, practitioners and personnel in vocational high schools can prioritize the enhancement of these programs to maximize benefits. Additionally, the study results hold relevance for policymakers, guiding them in formulating educational and academic policies with due consideration to the significance of counselling and guidance programs.

### **Limitations of Study and Future Research Indications**

While this study yields significant results with noteworthy implications, several limitations need acknowledgment. First, there's a contextual limitation as the exploration of counselling and guidance programs is confined to vocational colleges, potentially affecting the generalizability of the findings. Future research should extend the analysis to other educational institutions for a more comprehensive understanding. Additionally, a comparative study involving high schools with different counselling and guidance models could provide valuable

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insights. Second, methodological limitations arise from the use of purposive sampling, introducing potential biases. Addressing this, future studies should consider employing probability sampling techniques with randomized principles. Third, limitations are observed in the selection of dimensions for evaluating counselling and guidance programs. Future research could incorporate additional dimensions, such as students' perceptions, to further illuminate program benefits. Acknowledging these limitations, future studies should aim to broaden the scope and significance of this research topic.

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## Evaluation Analysis Based on The Cipp Model Vocational High School Guidance and Counseling Program: Expert Perspective, Guidance and Counseling Teacher, And Subject Teacher

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### ABSTRACT

**Purpose:** The primary objective of this study is to assess the efficacy of guidance and counselling initiatives within Vocational High Schools (SMK) through the application of a CIPP (Context, Input, Process, Product) model-oriented framework. The overarching aim is to ascertain the effectiveness and alignment of these programs with the autonomous curriculum and the unique requirements of students. The ultimate intention is to enhance the quality of vocational school counselling by means of a standardized assessment process. **Method:** The study engaged 10 guidance counsellors and 10 teachers from SMK Negeri 3 Banjarmasin to evaluate the feasibility of a comprehensive CIPP assessment model in terms of clarity, adequacy, and suitability. Both quantitative and qualitative data were collected through surveys and analysed using statistical methods to gauge the model's feasibility.

**Findings:** Evaluation facets, encompassing the lucidity of assessment concepts, precision of evaluative instruments, and efficacy of evaluation models, garnered commendable appraisals across diverse respondent cohorts. The mean scores, ranging from 3.91 to 3.94 out of 5, denote a robust consensus. Favourable evaluations pertaining to assessment concepts, instrument clarity, model efficacy, and practical utility indicate the adeptness of the CIPP framework in evaluating vocational school counselling programs. Consistent affirmation from all respondent groups underscores CIPP's capacity to align programs with specific school contexts. **Originality:** This study presents a thorough evaluation methodology utilizing the CIPP model for assessing the alignment of vocational school guidance and counselling programs with the curriculum and student requirements. The specificity of the vocational school context ensures a targeted examination of career counselling initiatives. **Limitations:** The research was confined to a singular vocational high school with a modest sample size of 20 respondents. To enhance the robustness of the findings, broader investigations spanning diverse vocational schools and larger participant samples are recommended. Augmenting qualitative data collection methods holds the potential to yield more nuanced and comprehensive insights.

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## Introduction

In an ever-evolving education landscape, program evaluation is crucial to ensure the effectiveness and alignment of educational approaches with student needs and curriculum objectives (Eryanto, Swaramarinda, & Nurmalasari, 2019; Shu et al., 2023; Sugiyo & Muslikah, 2018). The objective of evaluating educational programs centres on the scrutiny and interpretation of principal program characteristics, with a focus on monitoring key variables that serve as indicators of program efficiency, effectiveness, and overall quality (Ponsiglione et al., 2022). Diverse methods for program evaluation are employed, including active and interactive approaches, which involve the exchange of information, receipt of feedback, and the creation of engaging educational scenarios (Kurganovna et al., 2022). Prevalently employed for this purpose is Stufflebeam's CIPP model, which serves as a prominent assessment tool for the analysis of needs, outcomes, and indicators. Conceived in 1960, this method has gained extensive utilization as an evaluative instrument in the field of education (Barber et al., 2020). Assessment utilizing the CIPP (Context, Input, Process, Product) model has emerged as a pivotal instrument for gauging and enhancing the quality of educational programs (Finney, 2019; Martaningsih & Istiyono, 2019; Utakrit & Siripanich, 2018). This model is specifically designed to facilitate and augment a systematic and comprehensive scrutiny of education-related projects that transpire within the dynamic contexts of the real world (Kuzu, Özkan, & Bada, 2021).

An area of education necessitating particular emphasis is the domain of guidance and counselling in vocational high schools, wherein program evaluation assumes a pivotal role in optimizing the efficacy of these programs (Barber et al., 2020; Gullickson et al., 2019; Poth et al., 2020; Sankaran & Saad, 2022). Vocational high schools implement various programs aimed at educating and training students to acquire diverse competencies essential for their future endeavours (Nurjanah et al., 2019). While graduates of vocational high schools are presumed to seamlessly transition into practical fields, the incidence of unemployment among such individuals remains elevated (Martaningsih & Istiyono, 2019). The success of counselling programs in vocational high schools relies on factors such as student attitudes, public perception, and organizational support. Therefore, it is crucial to investigate the role of evaluation programs in assessing guidance and counselling programs in these schools. This research aims to conduct a thorough analysis of the CIPP model-based evaluation in vocational guidance and counselling programs, addressing the identified problem (Iftikhar et al., 2022; Nursyamsiah, Bunyamin, & Muljono, 2023; Saptono, Herwin, & Firmansyah, 2021; Taridi et al., 2023). To attain this objective, the research adopts a multi-perspective approach to evaluation, incorporating insights from education experts, guidance and counselling teachers, and subject teachers (Sudarwan, Edy, & Tola, 2021; Wilkins, 2022; Zheng et al., 2018). This approach offers a comprehensive perspective on the evaluation of guidance and counselling programs within the context of the Merdeka curriculum at the vocational school level.

Numerous existing studies have explored the impact of evaluation programs in different colleges like Sullivan et al. (2023) and Bhattacharjee et al. (2022) explored the role played by different evaluation programs in medical college. Nevertheless, a paucity of extant research has delved into the ramifications of career counselling evaluation initiatives within vocational colleges. The scant number of studies addressing this phenomenon in

vocational colleges has employed varied methodologies Küçükayhan and Adigüzel (2021) implemented a convergent parallel design to scrutinize programs in vocational education and Susatya et al. (2021) examined the evaluation of character strengthening programs in the respective colleges. While both studies yielded significant results, the analysis of counselling programs in vocational colleges using the CIPP model has been overlooked in existing literature. This study aims to address this gap by exploring the phenomenon through the lens of the CIPP model.

The evaluative framework grounded in the CIPP model accentuates assessment across four principal dimensions: Context, Input, Process, and Product. Collectively, these dimensions offer a holistic depiction of program effectiveness ((Mpuangnan, 2021; Shi et al., 2023; Winaryati & Hidayat, 2020). This analysis seeks to assess the clarity, adequacy, and appropriateness of each evaluation dimension, while also comprehending the perspectives of experts, guidance and counselling teachers, and subject teachers regarding the evaluation of guidance and counselling programs in vocational schools (Ahmad & Saeed, 2021; Alsalamah, 2021; Mohanna et al., 2023) by conducting a case study at SMK Negeri 3 Banjarmasin, given its comparable quantity and quality to other vocational high schools.

This study holds both theoretical and practical significance, serving as an initial exploration into the development of the CIPP evaluation model for guidance and counselling programs. It offers valuable insights into the assessment of autonomous guidance and counselling initiatives at the vocational school level, with implications for potential enhancements. The results will serve as a foundational framework for crafting a more effective and sustainable evaluation model, thereby elevating the quality of guidance and counselling programs at the vocational school level. Additionally, the findings provide crucial insights for vocational high school personnel and policymakers, encouraging the formulation of policies to optimize the implementation of such programs in respective schools.

The subsequent sections of the paper are organized as follows. Section 2 delves into existing empirical studies relevant to the subject, providing a comprehensive discussion on the CIPP model, guidance and counselling programs, and related aspects with reference to prior research. Moving forward, the methodology section outlines the research methods and techniques employed for achieving conclusive results. Section 4 presents the obtained results, while Section 5 provides a detailed discussion of these findings. The final section encompasses the study's conclusion, implications, limitations, and directions for future research.

## Literature Review

This research primarily concentrates on evaluating guidance and counselling programs within the context of the independent curriculum at the SMK level. The evaluation is deemed essential to gauge the effectiveness and alignment of the independent curriculum with student needs and the goals of the guidance and counselling program in vocational schools. The CIPP model is considered as one of the approaches for this evaluation. Relevant studies, including those focusing on factors influencing the evaluation of educational programs and the utilization of e-learning technology in health education, provide valuable insights (Regmi & Jones, 2020) the capacity for self-directed learning within a dynamically evolving environment (Morris, 2019), and the facets constituting success among students in higher education (Lane et al., 2019).



Furthermore, pertinent research exists on the development of career guidance programs aimed at enhancing students' career awareness (Keumala, Nurihsan, & Budi Amin, 2018), competency-based education facilitating the transition of student nurses from academic training to professional practice (Hodges et al., 2019), and the evaluation of the CSE-UCLA model on the performance of school counsellors in Indonesia (Mohammad, Andi, & Karyanti, 2022). Additionally, studies investigating the significance of career outcomes for vocational school graduates in the labour market (Hambali, 2019) and the historical evolution of career guidance in secondary schools in Hong Kong (Wong & Yuen, 2019) are germane to the context of this research.

#### *CIPP Evaluation Model*

The CIPP evaluation model, initially introduced by Stufflebeam in 1966, affords a robust methodological underpinning for the assessment of educational programs. The CIPP evaluation model comprises four primary dimensions: context, input, process, and product. Its extensive application is observed in the analysis and enhancement of guidance and counselling programs at the vocational high school level (Gardner, 2019). Moreover, the CIPP evaluation model has found application in diverse educational settings, including the evaluation of entrepreneurship education (Liu, Wang, & Feng, 2022), assessing the calibre of student training within science and engineering programs (Duan et al., 2022), systemic cognition in the realm of education (Gallón, 2020), assessing the influence of community studies in programs focused on knowledge transfer (Madon et al., 2021), additionally, education of high quality (Leal Filho et al., 2020). The utilization of the CIPP evaluation model across diverse educational contexts underscores its adaptability and pertinence in the examination and enhancement of educational programs. Finney (2019) the utilization of the CIPP model suggests that one of its facets involves confirmatory evaluation, aiding in the ongoing enhancement of courses and presenting potential remedies. Within educational contexts, confirmatory evaluation based on the CIPP model furnishes pertinent and crucial information about the program, offering insights for program modification (Pramono, 2021). CIPP evaluation model posits that the success of an educational program is shaped by key factors such as environmental and student characteristics, program goals, and utilized instruments. Viewing a program as a system, this model emphasizes the evaluation of its components. Numerous studies have highlighted the potential and benefits of CIPP as an effective evaluation model.

#### *Evaluation of Guidance and Counselling Program*

Assessing guidance and counselling programs is gaining prominence amidst calls for educational system reforms. These programs in SMK play a vital role in assisting students with career understanding, future planning, and overcoming learning challenges. Research indicates that effective guidance and counselling programs positively influence students' career planning capabilities (Afanasiev et al., 2018), enhance perceptions of workplace engagement (Jackson & Tomlinson, 2020), and provide guidance services to teachers using technology (Supriyanto et al., 2020). Moreover, practicum and field manuals, as delineated in the research by Baird and Mollen (2023) offer valuable guidance for practitioners in assisting students to navigate challenges and comprehend their career choices. Arfasa and Weldmeskel (2020) conduct an analysis of the advantages and obstacles associated with

guidance and counselling programs in secondary schools in Ethiopia, revealing a positive perception from teachers and students. Nonetheless, the implementation efficiency of these programs is hindered in the majority of secondary schools due to constraints such as limited resources and time. The study of Cahyono (2022) highlight the significance of the Merdeka Belajar curriculum, emphasizing its noteworthy counselling and guidance programs that effectively contribute to the character development and performance enhancement of students. Furthermore, recognizing guidance and counselling programs as integral components of education, crucial for fostering students' independence and optimal development, underscores the pivotal role of evaluating such programs in vocational schools. This evaluation plays a crucial role in supporting student development and future planning.

#### *Independent Curriculum at Vocational School Level*

The Independent Curriculum has emerged as a central focal point for enhancing education quality in Indonesia. The application of CIPP model-based program evaluation within the framework of the Merdeka curriculum, specifically for guidance and counselling in SMK, poses a significant inquiry. The Merdeka curriculum, centred on the notion of independence, holds noteworthy implications for teachers and principals, guiding the development of curricula aligned with students' potential and needs (Mustafiyanti et al., 2023). Fransiska et al. (2023) underscore the advantages of the independent curriculum, emphasizing its effective integration into the school's management system. This curriculum introduces novel elements for students, fostering motivation and heightened enthusiasm for learning. Prior studies have recognized that the execution of educational initiatives, exemplified by the Teaching Campus (Oktapiani, Sutiono, & Choli, 2022) and Merdeka Belajar (Mastur, 2023), necessitates thorough evaluation. Additionally, the assessment of thematic learning amid the pandemic has emerged as a subject of research (Pujiastuti, Herwin, & Firdaus, 2021). Assessment is similarly implemented within the sphere of primary education, exemplified by programs like the Teaching Campus initiative in elementary schools (Indriani & Holisah, 2022). Furthermore, the interaction between educational institutions and collaborative partnership models constitutes pivotal elements in bolstering educational metamorphosis (Achmad & Utami, 2023). Hence, comprehending the evaluation of programs utilizing the CIPP model within the framework of the independent curriculum for guidance and counselling in vocational schools holds significant implications for fostering improvements in the quality of education in Indonesia.

#### *Experts' Perspectives*

The study focuses on the perspectives of education and guidance and counselling experts who have made crucial contributions to the development of the CIPP evaluation model for guidance and counselling programs. Including these expert viewpoints enriches the understanding of CIPP model-based evaluation. The study of Pordelan and Hosseinian (2022) assessed the efficacy of online counselling programs based on data derived from 20 experts in the relevant field. Likewise, McGrath et al. (2022) explore the advantages of character education and employed their practical advice to underscore the development of such programs. The insights from these experts, particularly higher education academics

specializing in educational research and evaluation, are invaluable as they offer a thorough examination of the issue and propose solutions accordingly (Mohanna et al., 2023; Supriyanto et al., 2019), experts in the field of guidance and counselling (Savickas, 2019), as well as guidance and counselling teacher practitioners (Crothers et al., 2020). They contribute their distinctive perspectives and experiences to this study, offering comprehensive insights into the evaluation of guidance and counselling programs within the framework of the independent curriculum in Vocational High Schools.

### *The Role of Guidance and Counselling Teachers and Subject Teachers*

Guidance and counselling educators play a pivotal role in overseeing evaluation initiatives within educational institutions, directly engaging with students. From this standpoint, Geesa et al. (2019) investigated the viewpoints of school leaders regarding the evaluation process of Comprehensive Guidance and Counselling (CSC) and the implementation of the American School Counsellor Association (ASCA) National Model. In the educational milieu, guidance and counselling educators, serving as advocates, play a significant role in appraising the efficacy of evaluation programs (Lowery et al., 2018). The studies of Azwar (2022) explored the function of counselling educators, highlighting their substantial impact by asserting that these professionals augment students' social awareness and contribute to the enhancement of their academic performance (Damana, 2022). Elicit the notion that counselling educators exert a substantial influence on the engagement and educational attainment of students. Furthermore, the pertinent research identifies that challenges encountered by counselling teachers can likewise affect students' performance. Additionally, subject teachers, possessing distinct perspectives, should be considered in program evaluation, given their pivotal role in the students' educational progression (Wong & Yuen, 2019). The collective input from both guidance and counselling teachers and subject teachers offers a comprehensive perspective for assessing program evaluation (Mertens & Wilson, 2018). In their capacity as career guides and counsellors within educational institutions, guidance and counselling educators assume a crucial role in assisting students in comprehending their career alternatives and formulating future plans (Howell et al., 2019).

Hence, employing the CIPP evaluation model is crucial for enhancing the effectiveness of guidance and counselling programs in vocational schools, taking into account diverse perspectives from experts, guidance and counselling teachers, and subject teachers.

### **Research Method**

This study seeks to scrutinize CIPP model-based evaluations in guidance and counselling programs within SMK, incorporating insights from experts, guidance and counselling teachers, and subject teachers. Employing a comprehensive and structured methodology, the research utilizes a mixed-method approach for data collection and analysis. This research method combines elements of both quantitative and qualitative research to address the research questions effectively (George, 2021). This approach proves advantageous and fitting for the study, as it enables the attainment of a comprehensive understanding of the impact of evaluation programs in vocational high schools by employing both quantitative and qualitative methods. The subsequent section outlines the procedural steps of the research method applied in this study:

### Data Collection

Data collection occurred at SMK Negeri 3 Banjarmasin in three stages. Initially, information on the evaluation of guidance and counselling programs in vocational schools was gathered through interviews with experts in educational research and evaluation, as well as guidance and counselling experts possessing profound knowledge in the field. The choice of interview as a data collection strategy is apt for this study, as it facilitates in-depth data retrieval from participants, unveiling their perspectives (Kerber, 2023). Additionally, interviews were chosen to obtain more reliable and valid data. Secondly, observations were conducted at various vocational schools implementing the Merdeka curriculum, with SMK Negeri 3 Banjarmasin selected for data collection. Observational data collection enables a more systematic and organized examination of the phenomenon by visually and aurally assessing the context (Smit & Onwuegbuzie, 2018). In the third phase, building upon the considerations from the second stage, views on the evaluation of the guidance and counselling program were solicited from subject teachers within the same vocational school. This stage facilitated data collection from a broader range of respondents.

### Research Instrument

The research employed an assessment instrument designed for educational research and evaluation experts, guidance and counselling experts, guidance and counselling teachers, and subject teachers to evaluate the feasibility of modules. This instrument is structured to gauge evaluation aspects according to the CIPP model, encompassing clarity, adequacy, and appropriateness of evaluation. It comprises general assessment aspects, specific assessment aspects, and module material assessment aspects.

The following table presents the format of an instrument designed for evaluating the feasibility of guidance and counselling program modules.

### Table

Module Feasibility Assessment Instrument Table

NO	ASPECTS OF ASSESSMENT	CRITERIA ASSESSMENT SCORE			
		4	3	2	1
<b>NO</b>	<b>GENERAL ASPECTS OF ASSESSMENT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Clarity of the evaluation <b>concept</b> context input process product guidance and counselling program independent curriculum at vocational high school level.				
2	Clarity of <b>rational</b> evaluation of context input process product independent curriculum guidance and counselling program at vocational high school level.				
3	Clarity of the guidance and counselling program <b>profile</b> in the Independent curriculum at the vocational school level				
4	Clarity of <b>components</b> measured from the CIPP model of the Independent Curriculum BK program at vocational school level				
5	Clarity of <b>aspects</b> measured from the CIPP evaluation model of the Independent Curriculum BK program at vocational school level				
6	Clarity of <b>success criteria</b> as measured by the CIPP evaluation model for the Independent Curriculum BK program at vocational school level				
7	<b>Completeness of contents</b>				
8	<b>Assessment instrument</b> used				
<b>NO</b>	<b>SPECIAL ASSESSMENT ASPECTS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Clarity of evaluation <b>preparation instructions</b>				

2	Clarity of <b>implementation instructions</b> for assessing each component based on success criteria				
3	<b>Suitability of</b> evaluation model <b>material</b> with the content of the independent curriculum counselling guidance program				
4	<b>Design accuracy</b> The evaluation model chosen is the CIPP evaluation model				
5	<b>Instrument suitability</b> used to determine the success of the program				
<b>NO</b>	<b>ASPECTS OF MODULE MATERIAL ASSESSMENT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	<b>Usefulness</b> evaluation model for teachers				
2	<b>Accuracy</b> choose an evaluation model with the program				
3	<b>Clarity of instructions</b> processing of instrument sheets				
4	<b>Material suitability</b> evaluation model with an independent curriculum guidance and counselling program at vocational high school level				
5	<b>Operational instructions</b> carrying out evaluations using the CIPP evaluation model				

The interpretation of the assessment score criteria is as follows.

- 4= Very useful/very appropriate/very feasible
- 3= Useful/Appropriate/Decent
- 2= Less useful/less appropriate/less feasible
- 1= Not useful/inappropriate/not feasible

### Participants

The research participants comprised academic-practitioner experts, with data collected from 10 guidance and counselling teachers and 10 subject teachers at SMK Negeri 3 Banjarmasin. Participant selection was conducted through purposive sampling, a non-probability sampling technique that involves selecting units possessing specific characteristics deemed essential for the sample (Nikolopoulou, 2022). This sampling technique is employed to extract substantial information from a restricted number of respondents. Nevertheless, this approach is associated with a heightened risk of researcher biases.

### Data Analysis

The collected data is subjected to quantitative analysis, employing statistical software to compute descriptive statistics, including means and standard deviations. Additionally, qualitative analysis entails categorizing findings according to emerging patterns and discoveries.

### Conceptual Framework

This study employs a conceptual framework rooted in general assessment aspects, specific assessment aspects, and module material assessment aspects to structure the findings and analyse the results.

### Perspective Evaluation

The interpretation of research findings will be conducted by taking into account the viewpoints of each group, including experts, guidance and counselling teachers, and subject teachers. This approach aims to offer a comprehensive understanding of the evaluation of guidance and counselling programs in vocational schools from diverse perspectives.

## Results and Discussion

### Data Collection Results

The outcomes of the descriptive analysis of research data reveal three distinct aspects. Each aspect encompasses multiple assessed items, and the results are presented as average values (means). The expert evaluations provided by guidance and counselling teachers and subject teachers in terms of general assessment aspects (I), specific assessment aspects (II), and module material assessment aspects (III) are elucidated in the subsequent table.

#### 1. Expert Assessment

##### Table

*Descriptive Analysis Table of Expert Assessment*

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
Aspect I	Clarity of the evaluation concept <i>context input process product</i> guidance and counselling program independent curriculum at vocational high school level.	4.0	3.96
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counselling program at vocational high school level.	4.0	
	Clarity of the guidance and counselling program profile in the Independent curriculum at the vocational school level	4.0	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum guidance and counselling program at vocational school level	3.7	
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counselling program at vocational school level	4.0	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum guidance consoling program at vocational school level	4.0	
	Completeness of contents	4.0	
	Assessment instrument used	4.0	
	Clarity of evaluation preparation instructions	3.7	
	Clarity of implementation instructions for assessing each component based on success criteria	3.7	
Aspect II	Material suitability evaluation model with the content of the independent curriculum counselling guidance program	3.7	3.73
	Design accuracy the evaluation model chosen is the CIPP evaluation model	3.7	
	Instrument suitability used to determine the success of the program	4.0	
	Usefulness of the evaluation model for guidance and counselling teachers	4.0	
	Accuracy of choosing an evaluation model with the program	4.0	
Aspect III	Clarity of instructions processing of instrument sheets	4.0	4.00
	Suitability of evaluation model material with an independent curriculum guidance and counselling program at vocational high school level.	4.0	
	Operational instructions carrying out evaluations using the CIPP evaluation model.	4.0	
<b>Overall Average</b>		<b>3.91</b>	

Within Aspect I, it is observed that the component with the lowest mean value pertains to the clarity of the components, as assessed by the CIPP evaluation model for the Independent Curriculum BK program at the vocational school level, with an average value of 3.7. The overall average score for the general assessment aspect is 3.96, indicating that, on the whole, the items within this aspect align with highly suitable criteria.

Within Aspect II, it is evident that nearly all items have an average value of 3.7, except for one item, which attains an average of 4.0—the suitability of the instrument used to gauge the success of the program. The overall average score for the specific assessment aspect is 3.73, signifying that, overall, the items in this aspect align with highly appropriate criteria.

Within Aspect III, every item garners an average score of 4.0. The overall average score for the module material assessment aspect is 4.0, signifying that, overall, the items in this aspect align with highly suitable criteria.

In summary, the average score for the aforementioned aspects is 3.91, indicating that overall, the assessed aspects meet highly suitable criteria.

## 2. Guidance Counselling Teacher Assessment

### Table

*Descriptive Analysis for Guidance and Counselling Teacher Assessment*

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
Aspect I	Clarity of the evaluation concept <i>context input process product</i> independent curriculum guidance and counselling program at vocational high school level	4.0	3.93
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counselling program at vocational high school level	4.0	
	Clarity of the guidance and counselling program profile in the independent curriculum at the vocational school level	3.9	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum guidance and counselling program at vocational school level	3.9	
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counselling program at vocational school level	3.9	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum Guidance and Counselling program at vocational school level	3.8	
	Completeness of contents	3.9	
Aspect II	Assessment instrument used	4.0	3.92
	Clarity of evaluation preparation instructions	4.0	
	Clarity of implementation instructions for assessing each component based on success criteria	3.7	
	Suitability of evaluation model material with the content of the independent curriculum guidance and counselling program	4.0	
	Accuracy of the evaluation model design chosen is the CIPP evaluation model	3.9	
Aspect III	Suitability of the instrument used to determine the success of the program	4.0	4.0
	Usefulness of the evaluation model for guidance and counselling teachers	4.0	
	Accuracy of choosing an evaluation model with the program	4.0	
	Clarity of instructions for processing on instrument sheets	4.0	
	Suitability of evaluation model material with the independent curriculum guidance and counselling program at vocational high school level.	4.0	
Operational instructions for carrying out evaluations using the CIPP evaluation model.	4.0		
<b>Overall Average</b>		<b>3.94</b>	

Within Aspect I, it is noted that the item with the lowest average value pertains to the clarity of the components, as assessed by the CIPP evaluation model for the Independent Curriculum BK program at the vocational school level, with an average value of 3.8. The overall average score for the general assessment aspect is 3.93, indicating that, on the whole, the items within this aspect align with highly suitable criteria.

Within Aspect II, it is observed that the item with the lowest average value concerns the clarity of the implementation instructions for each component based on the success criteria, with an average value of 3.7. The overall average score for the specific assessment aspect is 3.92, signifying that, overall, the items within this aspect align with highly suitable criteria.

Within Aspect III, it is noteworthy that every item attains an average score of 4.0. The collective average score for the module material assessment aspect is 4.0, indicating that, overall, the items within this aspect meet highly suitable criteria.

In summary, the combined average score for all the aforementioned aspects is 3.94, signifying that, overall, the assessed aspects meet the criteria of being highly appropriate.

### 3. Subject Teacher Assessment

#### Table

*Descriptive Analysis Table of Subject Teacher Assessments*

ASPECT	ITEMS	ITEM AVERAGE	AVERAGE ASPECT
Aspect I	Clarity of the evaluation <i>concept context input process product</i> guidance and counselling program of independent curriculum at vocational high school level	4.0	3.94
	Clarity of rational evaluation of <i>context input process product</i> independent curriculum guidance and counselling program at vocational high school level	4.0	
	Clarity of the guidance and counselling program profile in the Independent curriculum at the vocational school level	3.8	
	Clarity of components measured from the CIPP evaluation model of the Independent Curriculum BK program at vocational school level	3.9	
	Clarity of aspects measured from the CIPP evaluation model of the Independent Curriculum guidance and counselling program at vocational school level	3.9	
	Clarity of success criteria as measured by the CIPP evaluation model for the Independent Curriculum guidance and counselling program at vocational school level	3.9	
	Completeness of contents	4.0	
	Assessment instrument used	4.0	
	Clarity of evaluation preparation instructions	3.9	
	Clarity of implementation instructions for assessing each component based on success criteria	4.0	
Aspect II	Suitability of evaluation model material with the content of the independent curriculum guidance and counselling program	3.8	3.94
	Accuracy of the evaluation model design chosen is the CIPP evaluation model	4.0	
	Suitability of the instrument used to determine the success of the program	4.0	
	Usefulness of the evaluation model for guidance and counselling teachers	4.0	
	Accuracy of choosing an evaluation model with the program	3.9	
Aspect III	Clarity of instructions for processing on instrument sheets	3.9	3.96
	Suitability of evaluation model material with the independent curriculum guidance and counselling program at vocational high school level.	4.0	
	Operational instructions for carrying out evaluations using the CIPP evaluation model.	4.0	
<b>Overall Average</b>		<b>3.94</b>	



Within Aspect I, it is observed that the item with the lowest average value pertains to the clarity of the guidance and counselling program profile in the Merdeka curriculum at the vocational school level, with an average value of 3.8. The overall average score for the general assessment aspect is 3.94, indicating that, on the whole, the items within this aspect align with highly suitable criteria.

Within Aspect II, it is noted that the item with the lowest average value concerns the suitability of the evaluation model material with the content of the independent curriculum counselling guidance program, achieving a score of 3.8. The overall average score for the specific assessment aspect is 3.94, signifying that, overall, the items within this aspect align with highly appropriate criteria.

Within Aspect III, it is noteworthy that two items exhibit the lowest average value, specifically concerning the accuracy of selecting the evaluation model with the program and the clarity of instructions for working on instrument sheets, both scoring 3.90. The overall average score for the module material assessment aspect is 3.96, indicating that, overall, the items within this aspect meet highly suitable criteria.

In summary, the combined average score for all the aforementioned aspects is 3.94, signifying that, overall, the assessed aspects meet the criteria of being highly appropriate.

## Discussion

In the examination of the evaluation of guidance and counselling programs in vocational high schools utilizing the CIPP model, three significant facets have been appraised: expert evaluation, assessment by guidance and counselling teachers, and evaluation by subject teachers. This assessment delineates the degree to which the program is embraced and deemed viable by diverse stakeholders.

### 1. Expert Assessment

The outcomes of expert evaluations concerning the assessment of this program indicate favourable results according to expert appraisals. The comprehensive assessment of this program reveals an overall average of 3.96, categorizing it within the "highly feasible" criteria (Achmad & Utami, 2023). Despite a single item registering a comparatively lower average, specifically the "clarity of measured components of the CIPP model," scoring 3.7, the overall general assessment remained highly favourable.

In the specific assessment facet, the collective average achieved 3.73, aligning with the classification of "highly suitable." Notably, one item stands out, specifically the "suitability of the instrument used to determine the success of the program" (4.0) (Afanasiev et al., 2018). The evaluation of the module material aspect also demonstrates commendable outcomes, garnering an overall average of 4.00 (Eryanto et al., 2019).

The outcomes of this program evaluation present a positive outlook on the efficacy and quality of guidance and counselling programs in vocational high schools. This aligns with prior empirical evidence, as highlighted by Whiston, Mitts, and Li (2019) emphasizing the positive aspects and effectiveness of career guidance and counselling programs. Habsy et al. (2019) study additionally underscores that program evaluation and counselling programs exert a

noteworthy influence on the enhancement of self-esteem among vocational students. Furthermore, the research findings indicate that counselling programs yield more effective outcomes, particularly for students experiencing psychological distress. Peterson, Schmid, and Kososki (2020) emphasizes the essential role of evaluation in counselling programs, noting that the impact of single-case, formative, and summative evaluation varies based on the counsellor type. This evaluation aids in comprehending the program's alignment with students' goals and needs. Consequently, the evaluation results serve as a foundation for ongoing enhancement and refinement of guidance and counselling programs in vocational high schools.

## 2. Guidance and Counselling Teacher Assessment

Guidance and counselling teachers provided a favourable evaluation of the program. The general assessment aspect attained an overall average of 3.93, aligning with the "highly satisfactory" criteria. Similar to expert evaluations, the item with the lowest mean pertained to the "clarity of the measured components of the CIPP model" (3.9). In the specific assessment aspect, the collective average was 3.92, featuring one item with an average of 4.0, specifically the "suitability of the instrument used to determine program success." The assessment of module material by guidance and counselling teachers was also notably positive, achieving an overall average of 4.00.

The positive evaluation from guidance and counselling teachers aligns with the assessments provided by experts in the relevant research, as mentioned by Achmad and Utami (2023), those who explore school collaboration as a model contributing to the success of educational transformation. Similarly, the findings of Afanasiev et al. (2018) addressing the enhancement of the effectiveness of the career guidance system for students in Russia. Furthermore, the outcomes of program evaluations gauging the academic and instructional efficacy of university lecturers, as evidenced by Ahmad and Saeed (2021), are integral components within the context of appraising guidance and counselling programs.

Prior studies, such as Wijaya et al. (2019) substantiate the outcomes of this research in this regard, asserting that guidance and counselling constitute an integral element of the education system. Proficiency in evaluating this process enhances teachers' commitment, professional ethics, and overall performance (Arfasa & Weldmeskel, 2020). The findings also suggest an elevation in perception scores among teachers and students regarding the utility of counselling and guidance programs. Nevertheless, the evaluation of these programs faces challenges due to a shortage of experts and facilities.

The favourable evaluation outcomes indicate that vocational high school guidance and counselling programs have a positive impact, encompassing both general and specific aspects. This assessment underscores the significance of employing the CIPP model for evaluating educational programs, as elucidated by Finney (2019) findings that align with the principles of confirmatory evaluation, a novel evaluation model. Additionally, this concurs with the perspective that guidance and counselling play a pivotal role in aiding students in career planning and enhancing their future success, as articulated by Savickas (2019) in the realm of career counselling. Presenting a comprehensive survey, the study underscores the affirmative assessment of guidance and counselling programs, emphasizing the escalating recognition of these initiatives over time (Wong & Yuen, 2019). It notes a sustained progression and advancement in counselling and guidance programs within schools in Hong Kong.

Hence, the favourable evaluation outcomes strongly endorse the efficacy of guidance and counselling programs in vocational high schools and affirm the utility of the CIPP model in comprehensive program evaluation. Additionally, it underscores the pivotal role played by guidance and counselling teachers in facilitating students' academic and career success.

### 3. Subject Teacher Assessment

In evaluating the guidance and counselling program in vocational high schools, subject teachers expressed positive feedback. The general assessment aspect received an overall average of 3.94, categorizing it as "very satisfactory." The item with the lowest average in this aspect pertains to the "clarity of the guidance and counselling program profile in the Independent curriculum," scoring an average of 3.8. In the specific assessment aspect, the overall average was 3.94, with all items rated falling within the "very appropriate" criteria. Regarding the assessment of module material, two items, namely "accuracy in selecting the evaluation model with the program" and "clarity of instructions for working on instrument sheets," received the lowest average of 3.90. Nonetheless, the overall average for this aspect remained at 3.96, still within the "very satisfactory" criteria.

Subject teachers' favourable evaluation of this program aligns with findings from prior research across diverse educational program evaluation contexts. An illustration of this is evident in the study conducted by Afanasiev et al. (2018) illustrates the inclination toward enhancing the efficacy of the career guidance system for students. This aligns with Ahmad and Saeed (2021) work, where they formulated and validated a tool for assessing the research and teaching performance of university academics. Alsalamah's (2021) study on training program evaluation and Crothers et al. (2020) insights into the role of guidance and counselling teachers further emphasize the significance of evaluation programs in teacher professionalism development and student support. Liu et al. (2022) contribution, focusing on an entrepreneurship education evaluation system, underscores the importance of program evaluation in comprehending the achievements of educational initiatives. Hence, the affirmative evaluation by subject teachers reinforces their comprehension of the success of the vocational high school guidance and counselling program.

## Conclusion

This study aims to assess the influence of guidance and counselling programs, emphasizing the role of program evaluation in vocational high schools. Employing a mixed-method approach involving interviews, observation, and discussions, the research utilizes both quantitative and qualitative analyses. The results reveal substantial positive impacts of counselling and guidance programs. Notably, the evaluation of these programs, employing the CIPP model, garnered favourable feedback from experts, guidance and counselling teachers, and subject teachers. While all aspects received an overall rating of 'very decent,' a few items displayed a lower average. This underscores the potential for enhancing the quality of guidance and counselling in vocational high schools, fostering curriculum improvements, and refining the implementation of these programs.

Crucial aspects that warrant attention can be elucidated as follows:

1. The positive reception of the evaluation of the guidance and counselling program, utilizing the CIPP model, was evident among diverse stakeholders.
2. Each aspect of the program's evaluation garnered an overall "very decent" rating, signifying a favourable assessment from experts, guidance and counselling teachers, and subject teachers.
3. Nevertheless, there are specific items in the evaluation displaying a lower average, warranting attention for potential enhancements.
4. The outcomes of this assessment suggest that vocational high school guidance and counselling programs possess the potential to enhance service quality and contribute to advancements in curriculum and program implementation.

In summary, the evaluation outcomes indicate that this program exhibits a robust foundation and serves as a groundwork for subsequent enhancements and advancements.

### **Implications of the Study**

#### *Theoretical Implications*

This study holds substantial theoretical implications by revealing the positive impact of counselling and guidance programs in vocational schools, emphasizing the significance of program evaluation. The research addresses a notable gap in the literature, providing both a comprehensive exploration and expansion of the topic with significant findings. By applying the CIPP model, this study enhances the model's theoretical applicability and relevance in academic settings. Consequently, the findings offer valuable insights for research scholars and experts in the field.

#### *Practical Implications*

This study carries significant practical implications by underscoring the importance of evaluating counselling and guidance programs, thereby aiming to improve their implementation in relevant schools. The positive impact revealed in expert assessment, guidance and counselling assessment, and subject-teacher assessment provides valuable insights for staff involved. Drawing on these findings, practitioners and personnel in vocational high schools can prioritize the enhancement of these programs to maximize benefits. Additionally, the study results hold relevance for policymakers, guiding them in formulating educational and academic policies with due consideration to the significance of counselling and guidance programs.

### **Limitations of Study and Future Research Indications**

While this study yields significant results with noteworthy implications, several limitations need acknowledgment. First, there's a contextual limitation as the exploration of counselling and guidance programs is confined to vocational colleges, potentially affecting the generalizability of the findings. Future research should extend the analysis to other educational institutions for a more comprehensive understanding. Additionally, a comparative study involving high schools with different counselling and guidance models could provide valuable

insights. Second, methodological limitations arise from the use of purposive sampling, introducing potential biases. Addressing this, future studies should consider employing probability sampling techniques with randomized principles. Third, limitations are observed in the selection of dimensions for evaluating counselling and guidance programs. Future research could incorporate additional dimensions, such as students' perceptions, to further illuminate program benefits. Acknowledging these limitations, future studies should aim to broaden the scope and significance of this research topic.

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