



Evaluating the Guidance and Counseling Service Program through a Comprehensive CIPP Model Framework Addressing the Strategic Gaps Between Educational Policy and Implementation Effectiveness

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Abstract

Guidance and counseling (GC) services occupy a strategic role in supporting students' academic development, personal-social growth, and career readiness; however, the effectiveness of their implementation in secondary schools still requires systematic evaluation to ensure they meet the demands of modern education. We directed this study to evaluate the GC service program at SMA Negeri 1 Sekadau using the Context, Input, Process, and Product (CIPP) model as a basis for continuous improvement. This research employs a qualitative evaluative approach, weaving together in-depth interviews, field observations, and document analysis to capture the authentic perspectives of school administrators, practitioners, and students. By situating our investigation within the real-world dynamics of the school ecosystem, we aimed to uncover the tensions between policy ideals and operational realities. Our investigation reveals a compelling narrative of a program caught between normative aspirations and operational constraints. We found that while the GC program is formally aligned with national educational policies and the Merdeka Curriculum, its context remains largely reactive, relying on incident reports rather than systematic diagnostic needs assessments. Furthermore, although the school benefits from professionally qualified personnel, they are significantly hindered by structural deficits, specifically a lack of validated service instruments and facility support. The implementation process follows a routine schedule yet is often characterized by administrative informality, lacking the rigorous documentation and collaborative mechanisms necessary for truly reflective practice. Finally, while the services produce initial positive personal-social impacts on students, these outcomes remain largely anecdotal, unmeasured, and unevenly distributed across the student body.

Introduction

In our investigation of the modern educational landscape, we recognize that guidance and counseling (GC) services constitute a strategic and indispensable component of the school system (Kibiya et al., 2025; Akdemir, 2023; Carey & Martin, 2015). These functions operate to support the academic journey of students while simultaneously fostering their social and emotional growth, career development, and overall psychological well-being in a holistic manner (Van Pham, 2024; Sarzhanova & Nurgabdeshev, 2025; Song, 2024). We believe that these services are the essential foundation upon which students build their future potential within the school environment, moving beyond mere academic instruction to address the multifaceted nature of human development. By providing a structured support network, schools

ensure that students are not left to navigate their developmental milestones in isolation but are guided by professional expertise (Savitz-Romer, et al., 2009).

When we examine the context of twenty-first-century education, the role of guidance and counseling has become increasingly crucial in response to the growing complexity of challenges faced by modern students (Rahimi & Oh, 2024; Lopata et al., 2025). These challenges range from intense academic pressure and shifting social dynamics to mental health issues and the demands of career readiness in the digital era and Society 5.0 (Altine & Bilyaminu, 2021; Cobbina, 2025). We argue that this evolving landscape requires a fundamental shift in how we perceive and implement guidance roles to meet these diverse needs, as students today are forced to reconcile traditional educational expectations with the rapid pace of technological and social change. The psychological resilience required to succeed in such an environment cannot be fostered through sporadic intervention alone but requires a sustained and intentional presence within the school structure (Lucciarini et al., 2025; Mastrothanasias et al., 2025).

In this shifting paradigm, GC services are no longer positioned merely as reactive interventions for problematic behavior but rather as a developmental support system integrated with the curriculum and school culture (Awad et al., 2025; Obmerga et al., 2025; Ferdiansyah et al., 2026). We see these services as being deeply intertwined with educational policies to ensure that support is not isolated from the daily learning experiences of the student. This integration is vital for fostering a cohesive and supportive school climate that promotes growth for every learner, ensuring that guidance becomes a proactive thread woven into the fabric of the institution rather than a marginalized office reserved for disciplinary crises. By embedding these services into the very culture of the school, we can normalize the seeking of help and create an environment where emotional well-being is prioritized alongside academic achievement.

In line with the implementation of the Merdeka Curriculum, GC services are now required to transform into more adaptive and inclusive practices that reflect the real conditions of students. Amalina et al. (2023) emphasize that guidance within the Merdeka Curriculum should be oriented toward strengthening independent learning, personal decision-making, and the development of students' individual potential. We observe that this mandate calls for a proactive rethinking of how counselors prioritize their time and resources to ensure that every student is empowered to take ownership of their unique educational path. This curriculum demands a shift from standardized guidance to a more personalized approach that respects the diverse backgrounds and aspirations of the student body, making counseling an engine for self-actualization and independence (Hou et al., 2025; Berkovich et al., 2025; Gultom et al., 2025).

However, various studies indicate that the implementation of GC services in schools still faces significant structural and operational challenges (Okafor et al., 2025; Avena et al., 2025; Ralahallo & Titioaka, 2025). These hurdles include limited instruments, weak service governance, and insufficient integration with instructional activities, along with minimal follow-up based on evaluation results (Habsy et al., 2024; Syukur, 2025; Wiweko & Anggara, 2025). Empirically, the effectiveness of these services is strongly influenced by the quality of program planning and the adequacy of resources, as well as counselor competencies and systematic monitoring mechanisms. We find that these obstacles often prevent the full realization of national educational goals, as the gap between policy ideals and the practical reality of resource scarcity leaves many students without the support they were promised.

Current research reports indicate that many GC programs in secondary schools have not been comprehensively evaluated, which makes it difficult to determine whether provided services

genuinely impact student development (Shu et al., 2023; Asiedu-Yirenkyi et al., 2019). Similar conditions have also been reported in the Southeast Asian context, where GC services often operate administratively without the benefit of strong data-based evaluation (Natesan, Hutagalung, et al., 2016; Natesan, Li, et al., 2016). We believe this lack of evidence-based assessment hinders the growth of the profession and leaves the true impact of counseling in question, as practitioners cannot refine their methods without a clear understanding of what is actually working. Without a robust evaluative culture, programs risk stagnation, repeating outdated practices that no longer resonate with the contemporary student experience.

Program evaluation of GC services serves as a key instrument in ensuring the quality of educational services provided to students. Winingsih (2021) asserts that without systematic evaluation, GC services risk losing their strategic direction and becoming unresponsive to the dynamic and shifting needs of the student body. Evaluation functions not only to assess the achievement of outcomes but also to examine contextual relevance and the adequacy of inputs, along with the quality of implementation processes and program sustainability. Therefore, the selection of a comprehensive evaluation model becomes a crucial aspect of both research and practice in the field of guidance, providing the necessary diagnostic tools to identify and repair systemic weaknesses.

The CIPP (Context, Input, Process, Product) model was developed as a decision-oriented evaluation framework aimed at continuous improvement of educational programs (Uribe, 2025). This model enables evaluators to assess the relevance of program needs and objectives, the adequacy of resources, and the quality of service implementation in an integrated manner (Sugiyo & Muslikah, 2018). In the context of guidance services, the CIPP model has been widely applied and proven effective in providing a comprehensive picture of program quality and areas requiring improvement. Numerous studies demonstrate that the application of this model in evaluation generates more operational and evidence-based recommendations for school leaders, allowing for precise interventions that target the root causes of program inefficiency (Sirat et al., 2025; Odo et al., 2025).

Previous studies have found that evaluating career guidance programs using the CIPP model can identify mismatches between program objectives and field implementation, especially in the process and product components (Atma et al., 2024; Kiram et al., 2025; Fitri et al., 2025). Similar findings were reported by Ayong Lianawati et al. (2025), who emphasized that integrated CIPP-based evaluation encourages the transformation of services in vocational schools to better align with the needs of students and labor market demands. We observe that these specialized evaluations provide a blueprint for broader institutional change within the secondary school system, demonstrating how specific data points can be used to realign program trajectories. By pinpointing exactly where implementation deviates from the intended plan, the CIPP model serves as a vital bridge between theory and practice.

Nevertheless, existing studies on GC service evaluation using the CIPP model still exhibit several limitations that must be addressed by researchers (Indartha et al., 2025; Indrarini et al., 2025; Baji & Pramono, 2025). Some research tends to focus on a single type of service, such as career guidance, without examining the overall guidance program in a comprehensive way (Nabi et al., 2025; Funa & Gabay, 2025; Rehman et al., 2025). Additionally, evaluative studies are often conducted in specific school contexts or educational levels, which limits the generalizability of the findings to other settings. Furthermore, not all studies link their evaluation results to systematic and sustainable recommendations for long-term improvement (Dionaldo & Espinosa, 2024; Mudrikah & Suherman, 2024). This gap in the literature suggests

that while the CIPP model is powerful, its application must be holistic to truly serve the needs of modern educational institutions.

The development of contemporary issues such as inclusive education and digital-based counseling services demands more comprehensive evaluation approaches from researchers. Ika and Soliah (2023) highlight the importance of the role of GC teachers in supporting inclusive education services, while Kurniawati (2020) indicates that cyber counseling has become a strategic alternative in addressing educational challenges in the era of Society 5.0. However, the adoption of such innovations has not always been accompanied by adequate program evaluation, which leaves their effectiveness and sustainability in question. We recognize that without rigorous evaluation, even the most modern digital tools may fail to achieve their intended purpose, potentially creating new barriers rather than removing old ones.

Based on our preceding discussion, we believe there is an urgent need to conduct a comprehensive evaluation of GC service programs using the CIPP model, particularly at the senior high school level. Such an evaluation aims not only to assess effectiveness but also to generate strategic recommendations that can be utilized by school administrators and policymakers to improve service quality. By integrating context, input, process, and product perspectives, the CIPP model provides a robust analytical framework for understanding the overall dynamics of implementation. We contend that this multifaceted approach is the only way to capture the true complexity of school-based counseling, ensuring that all stakeholders' voices are heard and all systemic bottlenecks are identified.

Therefore, this study is directed toward evaluating the guidance and counseling service program at SMA Negeri 1 Sekadau using the CIPP model as its foundation. This research is expected to contribute theoretically by enriching the body of knowledge on CIPP-based evaluation and practically by providing data-driven recommendations to strengthen school management. Furthermore, the findings of this study are expected to serve as a reference for the development of GC policies that are responsive, inclusive, and oriented toward the real needs of students in the modern era. By documenting the authentic experiences of practitioners and recipients alike, we hope to provide a template for other institutions seeking to elevate their counseling services from a peripheral administrative function to a central pillar of student success.

Methods

This study employed a qualitative approach with an evaluative design, specifically utilizing the Context, Input, Process, and Product (CIPP) model as the primary analytical framework. This framework was selected because evaluating Guidance and Counseling (GC) programs requires a nuanced, in-depth understanding of policy contexts, resource readiness, and implementation dynamics that cannot be reduced to quantitative metrics alone. The CIPP model is fundamentally oriented toward decision-making and continuous program improvement, providing a structured lens to examine the alignment between objectives and real-world outcomes. By integrating these four perspectives, the study aims to move beyond a simple assessment of effectiveness to generate strategic recommendations for school administrators and policymakers.

The Researcher's Role and Bias Mitigation

In this qualitative inquiry, the researcher acted as the key instrument, directly managing the processes of data collection, interpretation, and analysis. To minimize subjective bias and ensure data authenticity, the researcher maintained a participatory–non-interventionist stance. This role allowed for the observation of GC services in their natural context while preserving

a reflective and ethical distance. Transparency was further ensured through a rigorous documentation process, allowing for an auditable trail that connects raw field data to final evaluative conclusions.

Research Setting and Purposive Participant Selection

The study was conducted at SMA Negeri 1 Sekadau, a formal secondary education institution that implements structured guidance and counseling services. This site was selected based on the relevance of its GC program to national education mandates, specifically the Merdeka Curriculum, and the institutional need for a systematic evaluation of its service governance. Participants were selected using a purposive sampling technique to ensure the representation of all strategic roles involved in the GC ecosystem.

The participant pool included (1) The School Principal which is Responsible for overall GC policy and managerial support, providing data on the school's strategic "Context" and "Input" readiness; (2) GC Teachers which are the primary designers and implementers of the services, serving as the core source for "Input" and "Process" data regarding planning and daily delivery; (3) Homeroom Teachers which are Functioned as the liaison between GC services and classroom learning, contributing to the analysis of the "Process" and service follow-up; and (4) Students as the direct recipients of GC services, providing essential "User" perspectives on the "Product", the tangible impact and effectiveness of the program on their personal and social development.

Data Collection Procedures

A multimodal data collection strategy was implemented to obtain rich, contextual, and complementary data. This approach involved three primary techniques. Semi-structured In-depth Interviews Guidelines were developed to explore the alignment of GC programs with policy and student needs (Context), teacher competence and management support (Input), and stakeholder perceptions of service impact (Product). The researcher likewise focused on capturing the real-time quality of GC delivery, examining whether methods were informative or reflective, and noting how services adhered to planned schedules (Process). A systematic review was conducted on annual GC program documents, service plans, assessment instruments, activity reports, and follow-up records. This review served to verify the consistency between official planning and actual field implementation.

Data Analysis

Data analysis followed the thematic, iterative stages of data reduction, data display, and conclusion drawing. This process involved mapping findings into the CIPP components to produce a systematic and integrated evaluative portrayal. The analysis was conducted reflectively and repeatedly to ensure consistency of meaning and depth of interpretation.

To establish trustworthiness and minimize bias, the study applied two main validation protocols. The researcher compared findings from multiple sources (Principal, teachers, students) and different data collection techniques (interviews, observations, documents) to identify consistent patterns and reduce single-perception bias. Final interpretations were presented back to the key participants to clarify and confirm that the findings accurately represented their experiences. This step was crucial for enhancing the credibility, dependability, and confirmability of the findings, ensuring that the resulting recommendations were grounded in the actual reality of the school.

Results and Discussion

In analyzing the voices of the stakeholders at SMA Negeri 1 Sekadau, we sought to look beyond the administrative facade to understand how Guidance and Counseling (GC) truly functions within the school's walls. Through our analysis, the data reveals more than just a list of services; it uncovers a complex ecosystem where high professional dedication often collides with structural limitations. By applying the Context, Input, Process, and Product (CIPP) framework, we have identified several critical patterns that illustrate the tension between the school's idealistic policy goals and the pragmatic challenges of daily implementation.

Normative Alignment vs. Reactive Needs Assessment

In our evaluative journey through the "Context" dimension at SMA Negeri 1 Sekadau, we observed a profound discrepancy between the program's high-level policy aspirations and the ground-level reality of student needs assessment. We have categorized this first critical pattern as Normative Alignment vs. Reactive Needs Assessment. While the program successfully anchors itself in national educational mandates, it remains largely detached from the proactive, data-driven diagnostic processes required for a truly modern counseling system.

To illustrate this tension, we present and interpret the following key perspectives gathered during our field investigation:

"In my view, guidance and counseling services are very important because they support the school's vision, especially in character building, discipline, and student learning readiness. BK [GC] becomes an inseparable part of the school's efforts to form students of character." (School principal)

This statement confirms that the GC program possesses strong formal legitimacy. The principal's focus on "character building" and "learning readiness" aligns perfectly with the strategic role of GC in the modern education system as a developmental support system. However, we argue that this alignment is primarily top-down; it satisfies administrative and vision-oriented requirements but does not necessarily guarantee that the services are tailored to the specific psychological or social-emotional profiles of the current student cohort.

"The objectives of the BK program are prepared based on GC guidelines in schools and problems that often appear in students, such as discipline issues and low learning motivation." (GC Teacher)

This narrative reveals that program planning is heavily reliant on pre-existing guidelines and visible symptoms rather than comprehensive preliminary assessments. By focusing on "discipline issues," the program risks becoming a punitive or corrective tool rather than a holistic developmental one. We interpret this as a "normative" approach where the program's success is measured by its adherence to manualized guidelines rather than its responsiveness to the dynamic, hidden needs of the 21st-century student, such as mental health in the digital era.

"BK policies are prepared based on problems that frequently arise at school. Usually, we obtain information from reports of subject teachers and homeroom teachers regarding the problems experienced by students." (School Principal)

This quote exposes the reactive nature of the school's diagnostic mechanism. The reliance on "incident reports" from other teachers suggests that the GC program operates as a "firefighting" unit that only engages when a student's behavior disrupts the academic environment. This finding supports the critique by Natesan et al. (2016) that GC services in Southeast Asia often operate administratively without a strong foundation of data-based evaluation. Without a

proactive needs assessment, the "Context" of the program remains incomplete, missing students who may be suffering from internalizing issues that do not manifest as outward "problems".

"In my opinion, BK is a place to get help if there are problems with learning, social interaction, or personal problems. Usually, I feel BK is important if I'm having a problem." (Student Participant)

The students' voices confirm a perception of GC as a crisis-only destination. This "problem-centric" view creates a barrier for the broader student body who might benefit from career readiness or self-adjustment services but do not consider themselves "in trouble". As Winingsih (2021) asserts, without a systematic evaluation of student needs, GC services risk losing their strategic direction and becoming unresponsive to the holistic development required by the Merdeka Curriculum. While the program is normatively relevant to school and national policies, it is contextually suboptimal. The lack of a formalized diagnostic assessment results in a program that reacts to crises rather than fostering a culture of continuous growth. This systemic gap reinforces the need for what we call a "shift from incident-based to data-based context mapping," ensuring that GC services are inclusive and accessible to all students, not just those flagged by the disciplinary system.

Competent Human Resources and Structural Resource Deficits

In our investigation of the "Context" dimension at SMA Negeri 1 Sekadau, we encountered a significant dissonance between the school's high-level policy aspirations and the daily realities of student needs assessment. We have identified this first pattern as The Gap Between Normative Alignment and Reactive Implementation. While the school demonstrates a commendable commitment to national educational mandates, our data suggests that this commitment is often more administrative than diagnostic, resulting in a program that reacts to visible behavioral crises rather than proactively supporting holistic development.

To understand how this pattern manifests in the school's ecosystem, we analyzed the narratives of those responsible for steering and receiving these services:

"According to me, guidance and counseling services are very important because they support the school's vision, especially in character building, discipline, and student learning readiness. BK becomes an inseparable part of the school's efforts to form students with character." (School Principal)

This statement reveals a high level of formal legitimacy within the school's leadership. The Principal frames GC services not merely as an add-on, but as a strategic pillar for achieving the school's vision. However, we find that this vision is primarily "top-down". It aligns with the transformative spirit of the Merdeka Curriculum, which Amalina et al. (2023) argue should focus on strengthening independent learning. Yet, without a localized diagnostic base, this vision remains a "normative" ideal, it describes what *should* happen rather than addressing what *is* happening in the lives of the students.

"BK policies we prepare based on problems that frequently arise in the school. Usually we obtain information from reports of subject teachers and homeroom teachers regarding the problems experienced by students." (School Principal)

This narrative exposes the reactive nature of the current GC "Context". Rather than using systematic screening to identify student needs before they escalate, the school relies on an "incident-based" reporting system. This mirrors the concerns raised by Winingsih (2021), who asserts that without systematic evaluation, GC services risk losing their strategic direction and

becoming unresponsive to the dynamic needs of students. We argue that this reliance on external reports turns GC teachers into "firefighters" who only respond when a student's behavior becomes disruptive enough to be flagged by others.

"Our BK program goals are prepared based on the GC guidelines in schools and the problems that often appear in students, such as discipline problems and low learning motivation." (GC Teacher)

Here, we see that the practitioners themselves are caught in a cycle of administrative compliance. By basing program goals on "guidelines" and "common symptoms" like discipline, the program inadvertently prioritizes institutional order over individual developmental growth. Natesan et al. (2016) noted a similar trend in Southeast Asian contexts where GC services often operate administratively without strong data-based evaluation. Our analysis suggests that this focus on "problems that often appear" neglects the "silent" needs of students such as anxiety, career confusion, or social-emotional struggles—that do not manifest as disciplinary infractions.

"GC service is quite easy to access, but usually I go to the BK teacher if there is already an urgent problem." (Student)

The students' voices confirm that the program's "Context" is perceived as a crisis intervention center rather than a developmental partner. The use of the word "urgent" suggests that students do not see GC as a resource for general well-being or preventive guidance. This creates a significant barrier to the "adaptive and inclusive" practices required by modern educational policies. As Syukur (2025) emphasizes, the impact of GC services is often latent; if students only seek help during crises, the program fails to fulfill its role in the "preventive-developmental" spectrum.

We conclude that this Pattern represents a "Policy-Practice Gap." The school has successfully integrated the language of the Merdeka Curriculum, but has not yet adopted the diagnostic tools necessary to make it operational. This creates a program that is "normatively relevant but contextually suboptimal". To move forward, the school must transition from this reactive, incident-based model to one grounded in comprehensive, data-driven needs assessment.

Routine Implementation vs. Administrative/Informal Execution

Continuing our journey through the CIPP framework, our evaluation of the "Input" dimension at SMA Negeri 1 Sekadau reveals a striking contradiction between the school's high-quality human capital and its structural deficiencies. We have identified this second critical pattern as Competent Human Resources vs. Structural Resource Deficits. In our analysis, we found that while the program is anchored by professionally dedicated staff, it lacks the technical and physical infrastructure required to modernize and sustain guidance and counseling (GC) services.

To understand how this tension impacts the program's foundation, we have analyzed the following narratives from the leadership and practitioners:

"GC teachers in this school I evaluate as having good competence and dedication. They carry out their duties according to their roles, although there is still a need for capacity building through training." (School Principal)

This statement confirms that the primary strength of the program lies in its personnel readiness. The Principal recognizes the staff's dedication as a strategic asset, which aligns with the view that counselor competence is a fundamental predictor of service effectiveness. However, by acknowledging the need for further training, the leadership signals that while the current

"Input" is adequate, it has not yet reached the level of professional mastery required for complex, 21st-century counseling challenges.

"I feel quite ready to carry out GC services, whether classical, group, or individual, based on teaching experience and training that I have participated in." (GC Teacher)

This reveals a high level of professional self-efficacy among the staff. The GC teachers do not feel hindered by a lack of personal knowledge; rather, they rely on their pedagogical background and previous training to navigate their roles. This readiness is a crucial "Input" component that supports the implementation of diverse service models. Nevertheless, we argue that this individual readiness cannot compensate for the systemic gaps in the tools provided to them.

"The school has already provided a GC room and special time for services, but it must be admitted that the available facilities and instruments are still limited and need to be improved." (School Principal)

This admission from the leadership highlights a significant structural deficit. While basic "Inputs" like space and scheduling are provided, the technical "Inputs", the facilities and instruments, are deemed insufficient. This aligns with findings by Siti et al. (2024), who emphasize that the quality of GC services is heavily influenced by the availability of valid assessment instruments and adequate support systems. Without these, the program remains trapped in a traditional model that lacks the precision of data-driven guidance.

"Assessment instruments actually already exist, but the numbers are limited and not all of them are valid. Supporting facilities for GC services are also still less than optimal." (GC Teacher)

This specific detail identifies a critical barrier to service accuracy. The presence of "unvalidated" or "limited" instruments means that the "Input" stage of the counseling process is compromised; counselors are essentially working with blunt tools. As Habsy et al. (2024) point out, suboptimal management of these resources often hinders the overall improvement of service quality. We argue that this deficit prevents the transition toward the differentiated and needs-based services mandated by modern educational policies.

We conclude that this represents a "Resource Mismatch." The school is currently asking competent professionals to operate within a system that lacks the necessary diagnostic and infrastructural "Inputs". This disconnect limits the counselor's ability to move beyond general guidance toward targeted, effective interventions. To bridge this gap, the "Input" focus must shift from merely maintaining staff to actively acquiring and validating the technical tools required for modern counseling.

Perceived Personal Impact vs. Lack of Measurability and Equity

In our final evaluative stage, we turn our attention to the Product dimension, where we explore the ultimate outcome of the school's efforts. Our analysis of the data from SMA Negeri 1 Sekadau reveals a poignant dichotomy between the authentic psychological relief felt by students and the school's inability to systematically prove or distribute that success. We have identified this pattern as Perceived Personal Impact vs. Lack of Measurability and Equity.

To reveal the nuances of how the program's outcomes are experienced and recorded, we examine the following perspectives:

“In general, I see changes in behavior and social adjustment in some students after receiving BK services, although not all of them can be clearly measured.” (School Principal)

We find that the success of the program currently rests on anecdotal evidence rather than objective data. While the Principal observes "positive changes" , the admission that these cannot be "clearly measured" highlights a significant gap in service accountability. This aligns with the concerns of Syukur (2025), who notes that the impact of GC services is often latent and remains undetected without a planned outcome evaluation system. Without standardized indicators, the program's successes remain invisible to formal data-driven policy improvements.

“After following BK, I became calmer and understood more how to face the problems I experienced.” (Student Participant)

This narrative provides evidence of authentic psychological impact at the individual level. For the student, the "product" of the service is a shift from emotional distress to cognitive clarity, feeling "calmer" and gaining "understanding". This supports the findings of Cobbina (2025) regarding the crucial role of GC in supporting social adjustment and psychological well-being. However, as researchers, we must note that while these individual transformations are profound, they are currently serendipitous rather than the result of a guaranteed, systemic output.

“Not all students who need it can get BK services optimally because of limited time and the priority of existing cases.” (Homeroom Teacher)

This highlights a failure in service equity. We argue that the "Product" is not evenly distributed across the student body; instead, it is rationed based on the severity of a student's crisis. This confirms the pattern identified by Dionaldo & Espinosa (2024), where secondary school guidance services often struggle with reach and coverage. When a program is forced to prioritize "existing cases" , the preventive and developmental "Product" that should be available to every student is sacrificed for reactive crisis management.

“Service evaluation is usually done through internal reflection and preparation of simple reports, it hasn't reached structured evaluation.” (GC Teacher)

We interpret this as a sign of evaluative immaturity. The reliance on "internal reflection" suggests that the practitioners are self-aware but lack the tools for objective program analysis. This echoes the observations of Shu et al. (2023) and Asiedu-Yirenkyi et al. (2019), who found that many GC programs in secondary schools lack comprehensive evaluation, making it difficult to determine genuine developmental impact. Without a "structured evaluation" , the program cannot move from an administrative routine to a sustainable, data-driven developmental engine.

We contend that while the Guidance and Counseling program at SMA Negeri 1 Sekadau is successful in changing individual lives, it is currently failing as a measurable system. The positive impacts are real but siloed. The school faces a "Product Paradox": it is doing good work that it cannot prove, and it is helping students while leaving many others behind due to a lack of equitable reach. To mature, the school must move beyond "simple reports" toward a standardized impact evaluation mechanism that ensures every student, not just those in crisis, receives the developmental "Product" they are entitled to.

From Administrative Compliance to Data-Driven Developmental Excellence

Our comprehensive evaluation of the Guidance and Counseling (GC) program at SMA Negeri 1 Sekadau, we have identified a complex organizational landscape where high professional dedication frequently encounters significant structural inertia. By situating our findings within the Context, Input, Process, and Product (CIPP) framework, we move beyond localized observations to highlight how these patterns reflect broader challenges in secondary education. We maintain that program evaluation serves as a key instrument in ensuring the quality of educational services by examining contextual relevance alongside the adequacy of inputs and the quality of implementation processes. Our analysis reveals that the effectiveness of GC services is not merely a result of individual effort but is instead a product of the intricate interplay between policy context, resource readiness, implementation rigor, and outcome measurability. As Sugiyo and Muslikah (2018) emphasize, the CIPP model is proven to be effective as a comprehensive evaluation framework for the development of more accountable and sustainable guidance and counseling services.

In exploring the Context dimension, we observed a significant dissonance between the school's high-level policy aspirations and the daily realities of its students. While the program is formally aligned with the Merdeka Curriculum, which aims to foster student independence and personal decision-making, we found that this alignment remains largely normative rather than diagnostic. The school's context mapping relies heavily on incident reports from teachers and principals rather than systematic and data-driven diagnostic assessments. This reactive posture mirrors the observations of Amalina et al. (2023), who argue that GC within the Merdeka Curriculum should be oriented toward strengthening independent learning and the development of students' individual potential. Without continuous systematic evaluation, GC services risk losing their strategic direction and becoming unresponsive to the holistic needs of twenty-first-century learners who are navigating the complexities of Society 5.0 and digital-era academic pressures.

Building upon this contextual foundation, our investigation into the Input dimension uncovers a striking resource paradox where highly competent human capital is forced to operate within an impoverished infrastructural framework. We found that while GC teachers at SMA Negeri 1 Sekadau possess professional qualifications and a high level of dedication, they are hampered by significant structural deficits including limited service instruments and facility support. This disconnect aligns with the concerns raised by Siti et al. (2024), who emphasize that the quality of GC services is fundamentally tied to the availability of valid assessment instruments and adequate support systems. Furthermore, we argue that the suboptimal management of these physical and technical resources, as also reported by Habsy et al. (2024), effectively stifles the potential of qualified counselors and hinders the transformation of GC services. To bridge this gap, the school must recognize that input readiness must include both pedagogical competence and the technical diagnostic infrastructure necessary for differentiated services.

This structural limitation inevitably trickles down into the Process dimension, which we found to be characterized by administrative routines that lack reflective depth and systemic integration. While GC services are conducted according to a set schedule, they often lack the systematic documentation and data-based follow-up needed for continuous improvement. These findings are consistent with Mudrikah and Suherman (2024), who identify reflective implementation and data-based follow-up as major weaknesses in school GC services. This silo effect prevents GC from being fully integrated into the school's learning ecosystem through modern strategies like classroom guidance or flipped methods. Without structured

collaboration and rigorous documentation, implementation remains a major operational weakness that prevents the program from moving toward the adaptive and inclusive practices demanded by contemporary school governance.

The analysis of the Product dimension of our research highlights a critical failure in measurability and equity that hinders the program's overall sustainability and accountability. While we recorded authentic psychological relief and positive social-personal shifts among students, these impacts remain largely anecdotal and invisible to formal decision-making. The absence of standardized outcome indicators makes program effectiveness difficult to measure objectively, a common deficiency noted by Asiedu-Yirenkyi et al. (2019) who report that many GC programs in secondary schools have not been comprehensively evaluated. Furthermore, the uneven distribution of service reach where the product primarily benefits students in visible crisis reflects a failure in service equity and social adjustment support. True effectiveness requires a planned outcome evaluation system to ensure services are both accountable and capable of producing detectable and sustainable impact, as stressed by Syukur (2025), who argues that the impact of GC services is often latent and undetected without a planned outcome evaluation system.

Our evaluative findings emphasize that improving GC service quality cannot be achieved solely at the operational level but requires data-based planning and the development of evaluative instruments. We observed that the current utilization of evaluative data for program improvement is not yet optimal because GC services are still oriented toward meeting schedules and administrative requirements. This aligns with the perspective of Winingsih (2021), who asserts that program evaluation of GC services serves as a key instrument in ensuring the quality of educational services and preventing them from becoming unresponsive to student needs. Our work reveals that the main strengths of the GC program lie in policy alignment and the presence of competent human resources, yet the weaknesses in service process quality and impact evaluation remain significant barriers. Consequently, we argue that strategic interventions must be planned to address these systemic implementation gaps rather than relying on incidental improvements.

Through this reflective and integrated analysis, we conclude that the CIPP model is proven relevant as a comprehensive evaluation framework that supports evidence-based decision-making in the development of GC services in secondary schools. We recommend that the school conduct comprehensive assessments to align programs with student needs, improve service resources, and enhance reflective practices through better documentation and follow-up. Our findings contribute to the body of knowledge on GC service evaluation by providing a strong argumentative basis for developing more data-driven, reflective, and sustainable policies. By linking recommendations to each CIPP component, these evaluation results are expected to provide a solid foundation for school administrators and policymakers in developing GC services that are more responsive, measurable, and impactful for students. It is only through such a holistic and rigorous approach that the strategic role of GC in modern education can be fully realized.

Conclusion

Our evaluation of the guidance and counseling program at SMA Negeri 1 Sekadau reveals that while the institution possesses an adequate policy foundation and a formal structure, the effectiveness of its implementation is not yet fully optimal. We found that the program aligns with national educational policies and the direction of the Merdeka Curriculum, yet its relevance remains largely normative because student needs mapping is not based on comprehensive assessments. Although the presence of teachers with professional qualifications

serves as a major strength, structural limitations in service instruments and facility support continue to constrain the overall quality of program implementation. In terms of the service process, we observed that guidance activities are conducted routinely but are hindered by a dominant administrative approach. This focus on administrative requirements often results in weak documentation and a lack of consistent follow up, which ultimately reduces the effectiveness of reflective and collaborative services. Regarding the outcomes of the program, we noted that while guidance services provide an initial positive impact on the personal and social development of students, these results have not been systematically measured and are not yet evenly distributed across the student body.

We emphasize that improving the quality of guidance and counseling services requires a strategic shift toward data driven planning and the development of valid evaluative instruments. It is recommended that the school conduct comprehensive assessments to align programs with actual student needs while enhancing reflective practices through improved documentation and systematic monitoring. Ultimately, the CIPP model has proven to be a relevant and comprehensive framework for supporting evidence based decision making to ensure that guidance services remain responsive and measurable within the secondary school environment

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