

Guidance and Counseling Evaluation Models during the COVID-19 Pandemic: Which is The Most Effective?

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ABSTRACT

This article aims to (1) map the evaluation models of guidance and counseling plans that counselors have implemented during the COVID-19 pandemic; (2) describe the fundamental concepts of evaluation models that are considered efficient and effective to be applied by counselors during the COVID-19 pandemic; (3) explain the practical procedures for an effective and efficient evaluation model to be applied by counselors during the COVID-19 pandemic. This article uses a literature study method to analyze the Miles & Huberman model on the latest relevant articles. It is hoped that the results will be by the article's purpose. The analysis of this article shows that the guidance and counseling evaluation models used by counselors during the pandemic are four examples of the CIPP evaluation program, one evaluation model of the gap model, one evaluation model based on technology media, and six formative-summative evaluation models. Of the several evaluation models, researchers recommend two evaluation models for counselors to use during the pandemic, namely the CIPP and gap evaluation models.

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1. Introduction

The COVID-19 pandemic has impacted various fields of human life, including the world of education in Indonesia. The learning process between students and teachers, which initially applied face-to-face learning, turned into an online learning system connected to an internet connection. This certainly raises various problems, especially for counselors in providing services to students. Even amid the COVID-19 pandemic, counselors must continue to provide guidance and counseling services to students. COVID-19 is a challenge for counselors when formulating strategies for providing online guidance and counseling services because counselors in schools play a role in developing all students' potential and overcoming obstacles that occur to students, both in the personal and social fields, study, and career.

Guidance and counseling are assistance services provided by counselors for students, both individually and in groups, to achieve independence and develop all their potential so that they can develop optimally while still paying attention to applicable rules and ethics (Prayitno & Amti, 2004). At the same time, the mechanism for providing guidance and counseling after the service implementation stage is the evaluation stage (POP BK SMA, 2016).

Counselors' guidance and counseling programs during the COVID-19 pandemic may not all run optimally. An evaluation needs to be held to improve learning services in the future. Evaluation of the guidance program is a series of methods used by counselors to assess the efficiency and effectiveness of the implementation of guidance and counseling services to develop the quality of guidance and counseling programs (Winkel, 2004). The counselor's purpose in evaluating the guidance and counseling program is to assess and identify the success of the services implemented to develop additional programs in the future (Kemendikbud, 2014).

Facts have occurred in the field so far that many counselors have not evaluated the guidance and counseling service implementation program precisely and systematically. As many as 20 high schools (SMA) in East Java, it is known that 19 schools have conducted evaluations of guidance and counseling programs but have not implemented them systematically and adequately. At the same time, one school has not undertaken evaluations of guidance and counseling programs in the last two years (Winingsih, 2021).

The evaluation of the guidance and counseling program consists of various methods: the review of the goal attainment model, the evaluation of the formative and summative models, the responsive evaluation, and the evaluation of the Context Input Process Product (CIPP) model (Badrujaman, 2019).

Based on the previous phenomena and research, the researchers are interested in researching an evaluation model suitable for counselors during the COVID-19 pandemic.

The objectives of this study were to: (1) map out the evaluation models of guidance and counseling programs that counselors have implemented during the COVID-19 pandemic; (2) describe the fundamental concepts of evaluation models that are considered efficient and effective to be applied by counselors during the COVID-19 pandemic; (3) explain the practical procedures for an effective and efficient evaluation model to be applied by counselors during the COVID-19 pandemic, which can later be used as recommendations for counselors in evaluating service programs during the COVID-19 pandemic.

2. Methodology

This article uses the literature study method by collecting data sources from scientific articles on Google Scholar, Science direct, and Researchgate. Furthermore, data sources were obtained from as many as twelve journals related to the evaluation of guidance and counseling during the COVID-19 pandemic to be analyzed using the Miles & Huberman model to get a synthesis based on the article's purpose. The findings are then presented and discussed in a structured manner according to the objectives that have been formulated at the beginning.

3. Result and Discussion

3.1 Evaluation Models

Referring to the twelve articles above, the analysis results have been collected, mapped, and described based on the research problem formulation. Namely, there are 4; CIPP evaluation program models, one gap model evaluation model, one technology media-based evaluation model, and six formative-summative evaluation models. These models are used by counselors in assessing the services they have provided during the pandemic in schools. Both partly and entirely for BK services.

3.2 Key Concept and Procedures

The evaluation of the article (Jalinus, Giatman, & Rizal, 2020; Dwiyanti & Wiyono, 2021; Hidayah, 2021; Yaswinda & Sakti, 2022) model used is the CIPP model, namely context, input, process, and product. The CIPP model itself is based on the understanding that the core purpose of the program evaluation process is not only to prove whether a service program is correct but also to improve it. Thus, this evaluation model is also included in the evaluation approach that aims to improve a program. This means that the results of applying the CIPP model are used as a supporting tool for counselors in obtaining and determining input systematically on the interests of guidance and counseling programs in schools.

This evaluation is suitable for evaluating the implementation of individual counseling services in schools during the COVID-19 pandemic because this evaluation model is easy to apply and provides a factual representation of the product of the performance of individual counseling that has been declared. In the article (Jalinus, Giatman, & Rizal, 2020), the evaluation results help counselors to assess whether a service program is worthy of being said to have succeeded or failed according to the goals that have been set—included in the article (Dwiyanti, & Wiyono, 2021) that uses the CIPP evaluation model to assess classical guidance services during a pandemic. It was found that only at the component evaluation stage were the inputs sufficient by the established criteria. The rest of the context, process, and product evaluation components are still not by the stipulated conditions. Furthermore, his findings using the CIPP model (Yaswinda & Sakti, 2022) found that the home visit program during the COVID-19 pandemic at Ar Rasyid Kindergarten was categorized as very effective.

While in the article (Damayanti & Wiyono, 2021). The gap evaluation model is an evaluation that seeks to compare a situation between what was expected in the initial plan with the facts on the ground. The gap evaluation aims to find the level of harmony between the parameters that have been set in the program and the actual presentation of the program being implemented. The process consists of three stages, namely: 1) making agreements based on standards or objectives; 2) ensuring whether there is an imbalance between program performance and predetermined performance parameters; 3) using the data on inequality obtained as a basis for improving, regulating, or even ending the service program. The process consists of three stages, namely: 1) making agreements based on standards or objectives; 2) ensuring whether there is an imbalance between program performance and predetermined performance parameters; 3)

using the data on inequality obtained as a basis for improving, regulating, or even ending the service program. In the article (Damayanti & Wiyono, 2021), the gap model is implemented in consulting services by adapting the Guideline for performance-based professional school counselor evaluation and POP High School Counseling Guidance. Using this gap evaluation model, it was found that the consulting services at SMAN 1 Waru during the COVID-19 pandemic were not following the established standards. So it requires several re-improvements and inputs so that consulting services can run according to procedures.

Furthermore, in the articles (Efendi, 2020; Ramadhan, 2020; Winingsih, 2021; Azmi, Y., Sutisna, A., & Marjo, 2020; Dharmayana, 2020; Listiyani, 2021), the evaluation model used is a formative-summative evaluation model that which has the aim of measuring a service achievement in general. In general, the implementation process of guidance and counseling services includes the evaluation of personnel, programs, and results. Then the analysis results are used to assess the program's implementation, the accountability of the counseling service program, and recommendations regarding the follow-up on the following program development.

The evaluation results (Efendi 2020) show that the school's guidance and counseling service program is excellent. The following article (Ramadhan, 2020) set up the fact that the service program was by the needs of students by conducting a needs assessment and several services such as essential services, responsive services, individual planning, and system support by existing programs. Even though the guidance teacher has no fixed hours, the program is always run using available hours. However, some programs are still not running effectively, such as home visits, group counseling, and group guidance.

Mean in the article (Winingsih, 2021); the results show that formative-summative evaluations of guidance and counseling programs have never been carried out routinely and tend to be unstructured because there are no guidance and counseling teacher personnel from undergraduate guidance and counseling graduates. Furthermore, the article (Azmi, Y., Sutisna, A., & Marjo, 2020) uses the formative-summative evaluation model in classical services; the results are still not by the specified evaluation parameters. For example, there are still guidance and counseling teachers who are not graduates of S1 guidance and counseling. The material provided is only based on the guidance and counseling module and does not assess student needs. In addition, the recording of the results of both short-term and long-term assessments was not carried out. While in the article (Dharmayana, 2020), the service evaluation model refers to Permendikbud number 111 of 2014, where the guidance and counseling service program has been running well according to the rules and standards. In the article (Listiyani, 2021), the evaluation results of the formative-summative model can be used by counselors to improve the implementation of guidance and counseling services during the pandemic.

Finally, in the article (Supriyanto, 2021), the evaluation model was carried out with the help of technology-based media in guidance and counseling services during the COVID-19 outbreak. Finally, in the article (Supriyanto, 2021), the evaluation model was implemented with support from technology-based media in guidance and counseling services during the COVID-19 outbreak.

3.3 Effective Evaluation Model

Referring to the results of the studies that have been described previously, it was found that the evaluation model that is effective in assessing the guidance and counseling service program during the pandemic is the CIPP evaluation model, namely Context, Input, Process, and Product and gap evaluation. The two models are categorized as effective because when used by BK teachers to evaluate a guidance and counseling program, the data obtained is very detailed and provides an overview of service program improvements for counselors (Jalinus, Giatman, & Rizal, 2020; Hidayah, 2021; Dwiyantri, & Wiyono, 2021; Damayanti, & Wiyono, 2021; Yaswinda & Sakti, 2022). Even before the pandemic, the findings support that evaluating guidance and counseling programs at SMK Negeri 1 Blora using the CIPP evaluation model obtained quite good results (Putra & Nusantoro, 2015). This is also supported by previous research. The evaluation of information services can be carried out comprehensively using the CIPP model because it uses a systematic way to get a comprehensive picture of service programs (Muyana, 2017). During the COVID-19 pandemic, the CIPP evaluation model mainly focused on evaluating the context and input. The results were quite effective in evaluating the guidance and counseling program because it was more comprehensive when compared to other evaluation models (Dalmia & Alam, 2021). The results of the CIPP evaluation can be used to make changes to the guidance and counseling program services that are used to improve the quality of guidance and counseling in schools.

While the gap evaluation model is said to be effective for the evaluation of guidance and counseling programs as evidenced by the knowledge of the gap between the implementation of guidance and counseling services with predetermined standards, this is in line with previous studies, namely the evaluation of group guidance services at SMA

Negeri 6 Malang using the model the gap evaluation conducted before the COVID-19 pandemic showed that as many as 82% of the aspects of the implementation of group guidance services had met the standards and were well implemented (Costa, 2016). Evaluation of the gap model effectively measures the consultation program's performance with the criteria determined in the guidance and counseling program at the Darul Ma'rifat Islamic Boarding School Kediri during the COVID-19 pandemic (Luneto & Abas, 2020). Furthermore, based on the results of Damayanti & Wiyono's (2021) research on the implementation of consulting services at SMAN 1 Waru during the COVID-19 pandemic using a gap evaluation model, it is known that based on the results of interviews and documentation studies of consulting services, it is not by the standards that have been set, while the results of the analysis BK teacher questionnaires get results that are very by the means. And what is no less crucial is that this gap model has the advantage of being a simple procedure, requiring quite a bit of time and money compared to other assessment models (Saputra, 2019; Luneto & Abas, 2020).

4. Conclusion

Based on the literature analysis, the researcher can conclude that the evaluation of the CIPP model and the effective gap is suitable for counselors to evaluate guidance and counseling service programs during the COVID-19 pandemic. Because apart from being easy to do because they have a clear frame of reference, the two models provide pretty good results for assessing the counseling service program during the COVID-19 pandemic.

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