

individuals to be able to help themselves (Kartadinata, 2011). This view suggests that the self-context is the personality of the individual's functional existence (McDaniel et al, 1961). According to Kemendikbud (2014), guidance and counseling have the aim of facilitating the development of students to achieve independence in their lives.

At least, the education system contains two important things that must be included in the curriculum, namely learning programs and guidance and counseling programs (Gysbers & Henderson, 2012). Learning programs and guidance and counseling programs have an important position, and these intersect each other to achieve general educational goals. This can be seen from figure 1 below.

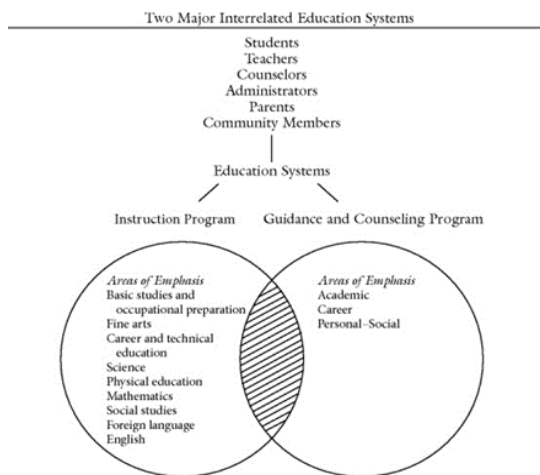


Figure 1. Learning Programs and Guidance and Counseling Programs in the Education System (Gysbers & Henderson, 2012)

Guidance and counseling in schools have been fully regulated in Kemendikbud (2014) Permendikbud Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education. This becomes a guideline in the implementation and governance of guidance and counseling in schools (Zamroni & Rahardjo, 2015). Permendikbud number 111 of 2014 concerning guidance and counseling is the basis for guidance and counseling teachers in schools in providing services to students. So, the content components of these regulations should be understood by guidance and counseling teachers as part of their professional duties in providing guidance and counseling services. In the implementation of guidance and counseling, Permendikbud Number 111 of 2014 are strengthened through the operational guidelines for the implementation of guidance and counseling at the elementary, junior, and high school levels.

In Permendikbud Number 111 of 2014 and the operational guidelines for the implementation of guidance and counseling, the duties and activities of guidance and counseling teachers are different from the activities of subject teachers. The activity of guidance and counseling teachers is to carry out guidance and counseling services in an effort to make students independent and optimize student development in the personal, social, learning and career fields (Ardika & Gede, 2010). Guidance and counseling service strategies can take the form of cross-class, classical, group and individual using various methods or techniques (lectures from resource persons, cinema therapy, biblio-counseling, fantasy, career day, group discussions, brainstorming, home-room, written, dilemma moral, sociodrama or psychodrama, field trip, module, modeling, and symbolic). According to Asni et al (2024), guidance and counseling teachers must have good and professional insight in understanding and applying the basic concepts of guidance and counseling in schools and how to implement the management of guidance and counseling services in schools (planning, organizing, implementing, evaluating, and supervising). In providing appropriate guidance and counseling services, guidance and counseling teachers need to plan guidance and counseling programs for students.

According to Bhakti (2017), the guidance and counseling service program contains principles, namely, 1) the subject of the service is students; 2) focus on student learning and encourage all aspects of student development, 3) guidance and counseling teachers are part of the functionaries who must collaborate with various parties, 4) guidance programs must be organized and planned as an important part of comprehensive guidance, 5) care about self-acceptance, self-understanding and self-improvement, 6) focus on process aspects, 7) prioritize cooperation and require services from professional and trained guidance and counseling teachers, and 8) be flexible and sequential.

The guidance and counseling program that has been created is a guideline for implementing guidance and counseling services in schools. So, to see the effectiveness of the guidance and counseling program, it is necessary to carry out a comprehensive evaluation regarding the implementation of all guidance and counseling programs. In addition, evaluations are carried out to identify various strengths, weaknesses and challenges in the implementation of guidance and counseling, and this becomes a record for improving guidance and counseling programs in

schools. According to Montrosse-Moorhead & Griffith (2017), program evaluation is a form of assessing various activities in the field of education as a whole by providing continuous data. According to Setiawan (2019), his research explains that the level of effectiveness of a guidance and counseling program influences the achievement of the school's vision and mission. Furthermore, this evaluation will play an important role and influence education in general (Nugraha & Suwajo, 2016). So, the position of evaluating guidance and counseling programs is an important thing to implement. But in fact, guidance and counseling teachers rarely evaluate guidance and counseling programs (Matori, 2015), this means that the program used by guidance and counseling teachers is a repeat program every year without any evaluation of its implementation. Repetition of the program without conducting an evaluation will allow for services that are not in accordance with students' needs (Pristanti & Ardhiyah, 2023). Several reasons why guidance and counseling teachers do not carry out evaluations include inability to carry out evaluations, lack of interest in learning to carry out evaluations, including lack of interest in the training given to guidance and counseling teachers regarding guidance and counseling program evaluation (Azizah, 2017). In other research, it is explained that the evaluation of the guidance and counseling program is only results-oriented, so this evaluation is seen as less comprehensive and optimal for use as material for improving the guidance and counseling program in schools (Putra & Nusantoro, 2015).

Several research studies discuss the evaluation of guidance and counseling, such as Budiman et al (2022), Hidayat (2020), & (Putri, 2019). The question in this study is how is the role of guidance and counseling evaluation so that the implementation of guidance and counseling in schools can be optimal. This research will strengthen previous studies and provide a perspective on the role of guidance and counseling evaluation in schools. This research is an important part for guidance and counseling teachers in providing guidelines for the implementation of guidance and counseling evaluation, this will have an impact on the implementation of guidance and counseling services as a whole. This research can be a means of developing knowledge in an effort to provide a perspective on the role of guidance and counseling evaluation. Thus, this becomes the basis for providing optimal guidance and counseling.

2. Research Methodology

This research uses a qualitative approach with a library research method. According to Adlini et al (2022) Adlini et al (2022), literature study is a type of method that aims to understand various relevant references related to the topic being searched for. The stages in conducting a library study are 1) preparing the necessary tools, 2) preparing a working bibliography, 3) time management including reading and noting important points from the research content (Zed, 2004). This research was conducted in various stages, 1) collecting references from various sources such as books, or scientific articles (journals), 2) reading, recording, and summarizing important points related to the role of guidance and counseling evaluation, 3) analyzing various existing literature, 4) making conclusions from the results of reading from various literature, and 5) the conclusion is then written in an article idea about guidance and counseling evaluation.

This research uses data collection techniques by looking for various relevant references such as books, journals, papers and research that discuss the role of evaluation of guidance and counseling in schools. The data analysis technique used in this research is content analysis from various sources obtained by reading comprehensively and noting important points found in these various sources. The results of these notes are then concluded in the form of complete ideas

3. Result and Discussion

A guidance and counseling teacher needs to have various competencies (pedagogical, professional, social and personality). One thing that is very important in the implementation of guidance and counseling is professional competence, Kemendiknas (2008) in Permendiknas Number 27 of 2008 concerning academic qualification standards and counselor competence explains several things that must be mastered regarding the professional competence of guidance and counseling teachers, including mastering assessment concepts and practices, understanding the theoretical framework and practice of guidance and counseling, designing, implementing and assessing processes and results (evaluation) guidance and counseling activities, have professional awareness and ethics, and master the concepts and practices of guidance and counseling research.

Assessing the process and results (evaluation) of guidance and counseling activities is part of the professional competence

that must be carried out by guidance and counseling teachers, and this is an important part of the guidance and counseling management process in general. According to Gibson & Mitchel (2011), evaluation is an activity to assess the effectiveness of various existing programs and activities. Then, according to Shertzer & Stone (1974), evaluation is defined as the process of collecting data to determine the effectiveness of activities that have been implemented in decision making efforts. According to Nurihsan (2006), evaluation of guidance and counseling is an activity to see the quality of progress of activities or programs related to the implementation of guidance and counseling programs in schools, this evaluation is carried out referring to various criteria that have been determined in the guidance and counseling program.

Evaluation activities aim to determine the implementation of activities and the achievement of program objectives. The evaluation results will provide very significant benefits for future program implementation. According to Azizah et al (2017), carrying out guidance and counseling evaluations has objectives, including 1) knowing the various progress of guidance and counseling programs, 2) knowing the effectiveness and efficiency of strategies for implementing guidance and counseling programs over a certain period of time, 3) monitoring and periodically researching the implementation of guidance and counseling programs, 4) know the various services that have or have not been implemented and / or need to be improved and developed, and 5) know the involvement of various parties in supporting the success of guidance and counseling programs.

In detail, Mashudi (2018) explains the specific objectives of evaluating guidance and counseling, namely 1) understanding the type of guidance and counseling services provided, 2) assessing the level of effectiveness and efficiency of these services in achieving students' needs, 3) assessing the contribution of the guidance and counseling program to the overall program general education in schools, 4) assessing the effectiveness of the service techniques used in achieving guidance and counseling goals, 5) identifying other aspects that might be improved in guidance and counseling services, 6) providing support to various parties (school principals, guidance and counseling teachers, and subject teachers) to increase understanding regarding student needs, 7) identify structural aspects and component aspects of guidance and counseling programs that need to be improved, 8) encourage all guidance and counseling personnel to be more

active in developing various programs that suit the needs of students, and 9) assess the human resources that have been used or are in It is also involved in guidance and counseling programs to achieve predetermined goals.

In general, experts have explained that evaluation is the process of obtaining useful data with the aim of making decisions about future programs. According to Suherman (2011), & Arsini et al (2023), the function of evaluating guidance and counseling programs involves several aspects, namely, 1) providing data to decision makers (school principals, deputy principals, counselors, guidance counselors, or teachers subjects), 2) performance measurement of the guidance and counseling program by comparing various program achievement factors, 3) assessing the program to continue or stop it by including valid evidence (achievements or failures) in its implementation, 4) improving the quality of the guidance and counseling program by providing specific guidance for better effectiveness and efficiency, 5) increasing self-confidence for stakeholders policy in making decisions regarding guidance and counseling programs and/or educational programs in general at schools, 6) knowing the various factors that influence the achievement of the implementation of guidance and counseling programs, 7) encouraging various parties to make joint decisions, 8) providing feedback on the role and the responsibilities of guidance and counseling teachers in implementing the guidance and counseling program, and 9) increasing the professional abilities of guidance and counseling teachers regarding the responsibilities of the guidance and counseling program as a whole.

According to Roeber et al (Suherman, 2011), evaluation activities for guidance and counseling programs in schools should be directed at the impact of service activities that have been implemented. This means that evaluation activities are more directed at the effectiveness of the guidance and counseling services that have been provided to students in achieving the goals set in the guidance and counseling program. This approach is based on the assumption that every guidance and counseling program implemented is generally to achieve goals.

The Indonesian Guidance and Counseling Association explains the process of evaluating the implementation of guidance and counseling in schools (ABKIN, 2007), the steps are 1) identifying problems and determining instruments, this is directed at the identification

aspect of program implementation and objectives, 2) developing instruments, guidance and counseling teachers need to design various instruments (questionnaires, interview guides, documentation studies, etc.) that are in accordance with the previous stages, 3) data collection and data analysis, guidance and counseling teachers carry out the data collection stages using the instruments that have been created, and carry out analysis of the data that has been obtained, and 4) implementation of follow-up, this is directed at improving aspects that are considered weak, inappropriate or irrelevant. Then, follow-up is also used as program development by changing or adding elements that can improve the quality or effectiveness of guidance and counseling programs in the future.

According to Gysbers & Henderson (2012), in assisting an improvement-oriented approach in program evaluation, several things that must be done are as follows, 1) guidance and counseling teachers must be involved personally and directly in evaluating guidance and counseling programs, 2) program evaluations held in front end of implementation is important to determine appropriate goals and competencies of students served in the program, 3) evaluation of many aspects of the process will involve various data collection (behavioral observations, interviews, reviewing media production, other recordings, focus group discussions, forums open, surveys, standardized measurements, expert assessment, and peer-review), and 3) evaluation of the guidance and counseling program will be successful if supported by administrators, and carried out by guidance and counseling teachers who collaborate with various parties.

In its implementation, evaluation of guidance and counseling programs must prioritize various principles such as objective, transparent, participatory, accountable, timely and sustainable (Mashudi, 2018). This is the main capital in carrying out evaluation of guidance and counseling programs. This evaluation activity is seen as an important factor that can influence the guidance and counseling program as a whole, and this also has an impact on achieving the general educational vision and mission at the school.

4. Conclusion and Suggestion

Evaluation is part of the component aspects of the guidance and counseling program in schools. Evaluation needs to be carried out as part of the professional competence of guidance and counseling teachers in encouraging optimal

program development. This evaluation has an impact on the entire program, especially in providing important notes on the strengths and weaknesses of the program content and its suitability for the implementation of guidance and counseling services. Finally, this evaluation becomes the basis for joint decision making by various parties to make program improvements that are more effective, efficient and in accordance with the needs of various parties. Many studies have been conducted explaining the evaluation of guidance and counseling programs, but until now the problem is still the same, namely that guidance and counseling teachers rarely carry out evaluations. One of the reasons is the unavailability of tools or instruments for evaluating guidance and counseling programs in schools that are valid, reliable and objective. So, in the future, research on guidance and counseling evaluation needs to be directed at developing guidance and counseling program evaluation instruments that can assess guidance and counseling programs effectively.

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