

Discrepancy Analysis of Guidance and Counseling Program Implementation in Madrasah Tsanawiyah

Sulastrini¹, Nur Hidayah², Diniy Hidayatur Rahman^{3*}

¹ Guidance and Counseling, Universitas Negeri Malang, Indonesia

² Guidance and Counseling, Universitas Negeri Malang, Indonesia

³ Guidance and Counseling, Universitas Negeri Malang, Indonesia

*Correspondence: diniy.hidayatur.fip@um.ac.id

Abstract: This research aims to identify the discrepancies between the standards of guidance and counseling programs and the actual practices in Madrasah Tsanawiyah (MTs). Initial data indicates that most school counselors do not evaluate their services, attributed to a lack of ability, diminished interest in learning evaluation methods, and inadequate training opportunities. This study employs an evaluation method utilizing a discrepancy model and involves school counselors from MTs across the Malang Raya region. Evaluation data is collected through a scale developed based on the professional school counselor evaluation guidelines from the Missouri Department of Elementary and Secondary Education and the Indonesian Association for Guidance and Counseling (ABKIN) ethical code. Subsequently, the data is statistically analyzed. The research finds that the main focus areas of guidance and counseling services in MTs are ranked as 3, 6, 2, 4, 5, and 1, with the highest focus being on point 3, where professional counselors provide responsive services to groups and individuals. Conversely, the lowest point is in focus area 1, where professional counselors provide basic services using their acquired skills. To achieve optimal services, implementing the guidance and counseling program must address all focus areas attentively. Consequently, improvements and developments aligned with the standards are necessary. Counselors also need to pay heed to points related to implementation that deviate from the existing standards, allowing for improvements to enhance service quality. This evaluation is anticipated to enhance the guidance and counseling programs in MTs and positively impact students, facilitating their optimal development.

Keywords: discrepancy analysis, guidance and counseling program, madrasah tsanawiyah

INTRODUCTION

Program evaluation is one of the essential components in guidance and counseling. Evaluation is a crucial part of the management of the implementation of guidance and counseling. Evaluation is not a service, but the performance of the evaluation will provide benefits for improving the services provided to students (Okike, 2022). So, according to Gysbers & Henderson (2006), the benefits of evaluation will be felt by students in the form of development, improvement, or change following the dynamics of the aspects developed in a program.

Various problems arise regarding the implementation of guidance and counseling

services that should be carried out professionally to improve the quality of guidance and counseling programs. Research of Maghfiratul (in Lathifah, 2015) showed that 63% approached the standard of counselor performance evaluation on the implementation of guidance and counseling programs in high school. Implementation of counseling, namely individual and group counseling, must be discussed in more depth to maintain the quality of guidance and counseling programs. Moreover, the results of Badrujaman research (2012) research explained that two main factors made school counselors at SMPN Jakarta Timur not carry out evaluations of guidance and counseling programs, namely: (a) low evaluation skills and (b) high workload. Furthermore, Handaka (2015) explained that

professional counselors' guidance and counseling services development need an effective evaluation instrument.

According to Barida (2016), the results of the assessment of basic personal social services at SMP Negeri Yogyakarta show a relatively high value. However, attention is still needed in implementing basic personal and social service evaluation and collaboration with principals, teachers, and fellow counselors. In addition, there are gaps in basic personal social service activities, especially in evaluating basic personal social service programs. In addition, according to Azizah et al., (2017), there are several reasons why counselors do not evaluate service programs. These reasons include the counselor's inability to evaluate, the counselor's lack of interest in learning and developing the ability to evaluate guidance and counseling service programs, and the lack of training to evaluate guidance and counseling service programs.

Researchers also distributed questionnaires to school counselors in public and private Madrasahs in Malang City about the implementation of counseling program evaluation. Based on the questionnaire, 46.7% of counselors compile semester programs in activity matrices based on program components, 13% of teachers design annual programs by compiling a needs description structure, 13.3% of teachers prepare program evaluations, and 6.7% of counselors plan evaluation criteria. From these facts, not all counselors carry out the evaluation.

Researchers interviewed counselors at MTsN in Malang City regarding evaluating the counseling program. Based on the interview on June 9, 2021, it was found that the counselor did not evaluate the counseling service program, so there was no improvement in the program from year to year. Many reasons cause counselors not to evaluate service programs, including counselors' inability to evaluate, counselors' lack of interest in learning to evaluate guidance and counseling service programs, and the lack of training provided to counselors regarding the evaluation of guidance and counseling service programs. The preliminary study on ten state madrasahs in Malang Raya showed that only 13% conducted guidance program evaluation, 14% conducted partial evaluation, and 73% did not evaluate all. In interviews, counselors said that the obstacle in carrying out evaluations is the busy activities so they often only carry out

these activities without being able to administer them properly.

Based on the literature review results and preliminary studies conducted by researchers. It can be concluded that the evaluation of the guidance and counseling program needs to be carried out to help the counselors know the achievement and success of the guidance and counseling programs implemented in their respective schools/madrasahs. Facts in the field indicate gaps in implementing program evaluation (Situmorang et al., 2018; Sukma, 2018). Evaluation is a critical step in implementing a guidance program. With evaluation, the counselor can identify the successful implementation of the planned guidance and counseling program (Yazicioglu, 2020). Evaluation of the guidance and counseling program attempts to assess how the program's performance achieves the stated goals (Lubis et al., 2022). In other words, the program's success in achieving its objectives is a condition to be seen in employing assessment activity (Lutfiyani et al., 2017). Therefore evaluation activities need to be done with various existing evaluation strategies.

Some strategies and models can be used to evaluate, including the discrepancy model. Provus (1975) developed the discrepancy evaluation model. This model assumes that to determine the feasibility of a program. The evaluator can compare what is expected (standard) with what happened (performance) so that it can be seen whether there is a gap (non-conformance) between the two—conformity between established standards and actual performance (Armstrong, 2022). Many studies have been conducted concerning research examining program evaluation implementation with the discrepancy model. Based on the results of the theory regarding the evaluation of the discrepancy model, it can be concluded that: (1) The evaluation discrepancy model has proven to be effective for measuring and assessing the implementation of the guidance and counseling service program. (2) By evaluating the discrepancy model, it can be seen that there are gaps between program implementation and the standards set. (3) With the discrepancy model, researchers can determine if the implemented program can be maintained or needs improvement to be used as material for developing new, better programs.

In the implementation of this evaluation research, using a guidance and counseling program evaluation instrument based on the Guidelines for Performance-Based Professional School Counselor (2000) and the Code of Ethics from ABKIN (2018) which focuses on six criteria, namely: Focus 1 (basic service component), Focus 2 (individualized planning component), Focus 3 (responsive service component), Focus 4 (system support component), Focus 5 (professional communication and interaction skills), and Focus 6 (professional responsibility) applied by professional school counselors in guidance and counseling practice.

This research evaluated guidance and counseling programs at State Islamic Junior High Schools (MTsN) in Malang Raya, using a discrepancy model that was never used before at MTsN in Malang Raya. The choice of evaluation model is based on its proven effective use in education and can measure the success of service programs. The discrepancy model evaluation also helps identify gaps in the implementation of service programs and guides counselors in measuring progress or changes that occur. The results of this study will contribute to the development of science in the evaluation of guidance and counseling programs and provide a reference for the improvement and follow-up of guidance and counseling service programs in MTs, especially in MTsN in Malang Raya.

METHOD

This research applies evaluation design. The evaluation research aims to reveal the discrepancy between the standard implementation of the guidance and counseling program and the actual conditions. This evaluation research design uses the discrepancy model. Improving the quality of the performance of the guidance and counseling program was obtained from data and information on the implementation of the guidance and counseling program obtained from researched schools.

Malcolm Provus (in Fitzpatrick et al., 2011) developed an evaluation model known as the discrepancy model. According to Provus, the evaluation process involves: (1) Establishing

program standards, (2) Identifying the variance between program implementation and standards, and (3) Utilizing non-compliance information to guide changes in program implementation or standards. This approach is a reference for assessing the quality of school guidance and counseling program implementation (Jayanta et al., 2017). As for, the Evaluation Procedure based on the Discrepancy model introduces the evaluation implementation through the following steps: 1) Design, 2) Installation, 3) Process, 4) Product, and 5) Cost-Benefit Analysis.

The research location is MTsN in Malang Raya. The population of this study, in general, is the MTsN in Malang Raya. The target population is school counselors in ten public Madrasahs throughout Malang Raya. The total number of counselors is 30.

A questionnaire based on the evaluation scale of the guidance and counseling program was employed as the data collection instrument for evaluation research. This instrument was adapted from the book "Guidelines for Performance-Based Professional School Counselor Evaluation" (Missouri Department of Elementary and Secondary Education, 2000). Before its utilization in the research, an expert review was conducted by Dr. Husni Hanafi, M. Pd, who specializes in guidance and counseling evaluation. The expert assessed the data's validity, focusing on accuracy and suitability. The assessment results revealed that out of the 40 statement items, 3 were considered sufficient, 23 were rated as good without needing revisions, and 7 were deemed excellent.

This study used two types of data analysis: modified comparative analysis and constant comparative analysis. The modified comparative analysis is intended to compare the results obtained from each school and each region. Meanwhile, the constant comparative analysis is intended to analyze each selected school and each region to be compared with the criterion matrix. The profile of each selected school and region results from comparing the observation matrix with the criterion matrix (the performance evaluation standards for professional counselors).

Table 1. Number of Research Subjects

NO	Madrasah	Location	Number of Counselors
1	MTsN 1 Kota Malang	Klojen	5
2	MTsN 2 Kota Malang	Buring	2
3	MTsN Kota Batu	Batu	4
4	MTsN 1 Kabupaten Malang	Gondang Legi	3
5	MTsN 2 Kabupaten Malang	Turen	3
6	MTsN 3 Kabupaten Malang	Lawang	6
7	MTsN 4 Kabupaten Malang	Harjokuncaran	1
8	MTsN 5 Kabupaten Malang	Donomulyo	1
9	MTsN 6 Kabupaten Malang	Kepanjen	2
10	MTsN 7 Kabupaten Malang	Tumpang	3
Amount			30

RESULT AND DISCUSSION

Result

Result of modified comparative analysis

The results of the modified comparative analysis are presented in the form of a combined profile, which includes: (1) a comparison between the evaluation profiles of the program implementation in State Islamic Junior High Schools (MTsN) in Malang City and MTsN in Malang Regency, resulting in a combined

profile finding I (profile I); (2) profile I compared with the profile of MTsN in Batu City leads to the discovery of a combined profile II, which is interpreted as the combined profile for each school. This Profile II will be used to analyze the constants for each school. The comprehensive description of the results of the modified comparative analysis by region in table 2.

Table 2. MTsN Kota Malang vs. MTsN Kabupaten Malang

Focus	ZMTsN Malang City	ZMTsN Malang Regency	Profile I
Focus 1	0,28686	0,34863	0,317745
Focus 2	0,68598	0,69726	0,69162
Focus 3	1,88333	1,85936	1,87135
Focus 4	0,66103	0,67402	0,667525
Focus 5	0,66103	0,67402	0,667525
Focus 6	0,16214	0,16269	0,162415
Mean	0,723395	0,7360	0,72969
Median	0,66103	0,67402	0,667525
t calculated	0,0360		
t table	1,8125		

Table 2 illustrates the results of the modified comparative analysis between State Islamic Junior High Schools (MTs) in Malang City and MTsN in Malang Regency. The comparison between MTs in Malang City and MTs in Malang Regency produces Profile I. Based on the results of the modified comparative analysis regarding the performance comparison of counselors in implementing the Guidance and Counseling Program Evaluation in MTs in Malang City

and MTs in Malang Regency, the calculated t-score is 0.0360 ($<$ t table of 1.8125). Thus, it can be concluded that there is a difference between the two averages, albeit small. Referring to the mean value of 0.723395 for MTs in Malang City with a median value of 0.66103, and the mean value of 0.7360 for MTs in Malang Regency with a median value of 0.67402, it is evident that there is a significant difference in the performance of counselors in implementing the guidance

and counseling program between MTs in Malang City and MTs in Malang Regency. Upon closer examination of the Z-scores for

each focus area, both counselors excel in focus area 3.

Table 3. Profile 1 VS State Islamic Junior High School (MTsN) in Batu City

Focus	ZMTsN		Profile II
	Malang City	ZMTsN Malang Regency	
Focus 1	0,317745	0,39767	0,3577075
Focus 2	0,69162	0,72678	0,7092
Focus 3	1,87135	1,82380	1,84757
Focus 4	0,667525	0,69935	0,6834375
Focus 5	0,667525	0,69935	0,6834375
Focus 6	0,162415	0,09599	0,1292025
Mean	0,729696	0,7405	0,735092917
Median	0,667525	0,69935	0,6834375
t calculated	2,4750		
t table	1,8125		

Table 3 illustrates the results of the modified comparative analysis between Profile 1 and MTsN in Batu City. The comparison between Profile 1 and MTsN in Batu City yields Profile II. Based on the results of the modified comparative analysis regarding the performance comparison of counselors in implementing the guidance and counseling program between Profile 1 and MTsN in Batu City, the calculated t-score is 2.4750 ($>$ t table of 1.8125). Therefore, it can be concluded that the averages of the two samples are different. Referring to the mean value of Profile 1 being 0.729696 with a median value of 0.667525, and the mean value of MTsN in Batu City being 0.7405 with a median value of 0.69935, it can be indicated that there is a slight difference in the performance of counselors in implementing the guidance and counseling program between Profile 1 and MTsN in Batu City (mention the specific difference). Upon closer examination of the Z-scores for each focus area, both counselors excel in focus area 3.

The aggregation of Profile I with MTsN in Batu City yields Profile II with an average of 0.735092917. This means that the performance of counselors in implementing the guidance and counseling program in schools (combined profile for each school) is approaching the standard, with a score of 73%. The findings of the combined profiles for each region are used as a standard to identify the gaps in the performance of counselors in implementing the guidance and counseling program.

The performance of counselors in the implementation of the guidance and counseling program in the Malang Raya region (across all examined schools) is close to the standard for professional counselor performance evaluation (73%). Among the six research focus areas, only focus area 3 closely approaches the standard, while the other areas deviate significantly from the standard. This research demonstrates that some MTsN in the Malang Raya region have not yet exhibited the professional performance of counselors as modeled in the complete figure of counselor competencies. Limitations in abilities and skills, technological unfamiliarity, and inadequate facilities and infrastructure, have impacted counselor performance in implementing the guidance and counseling program in MTsN in the Malang Raya region.

Constant Analysis Results

After obtaining Profile II as the outcome of the modified comparative analysis for each region, the researcher proceeds to conduct a constant comparative analysis for each region to describe the gaps in the performance of counselors in implementing the guidance and counseling program in MTsN across the Malang Raya region.

Profile of Guidance and Counseling Program Implementation Evaluation in MTsN in Malang City

Table 4. Profile of Guidance and Counseling Program Implementation Evaluation in MTsN Malang City

Focus	ZMTsN Malang City	Profile II	Constant I
Focus 1	0,28686	0,35771	0,32228
Focus 2	0,68598	0,70920	0,69759
Focus 3	1,88333	1,84757	1,86545
Focus 4	0,66103	0,68344	0,67223
Focus 5	0,66103	0,68344	0,67223
Focus 6	0,16214	0,12920	0,14567
Mean	0,723395	0,73509	0,72924
Median	0,66103	0,68344	0,67223
t calculated	0,0340		
t table	1,8125		

Table 4 illustrates the description of the performance profile of counselors in MTsN in Malang City while implementing the guidance and counseling program in the school. The results of Constant Analysis I yield an average score of 0.72924, which is less than Profile II (the combined profile for each school, which is 0.73509). These findings indicate the existence of disparities in counselor performance in implementing the guidance and counseling program in schools. When these analysis results are detailed for each focus area, the following

outcomes are obtained: (1) Focus areas 3 and 6 approach the standard; (2) Focus areas 1, 2, 4, and 5 deviate significantly from the standard. Furthermore, in comparing the counselor's performance in implementing the guidance and counseling program in MTsN in Malang City with the established standard (criterion), several disparities are identified.

Profile of Guidance and Counseling Program Implementation Evaluation in MTsN Malang Regency

Table 5. Profile of Counselor Performance Evaluation in MTsN Malang Regency for Guidance and Counseling Program Implementation

Focus	ZMTsN Malang Regency	Profile II	Constant II
Focus 1	0,34863	0,35771	0,35317
Focus 2	0,69726	0,70920	0,70323
Focus 3	1,85936	1,84757	1,85347
Focus 4	0,67402	0,68344	0,67873
Focus 5	0,67402	0,68344	0,67873
Focus 6	0,16269	0,12920	0,14595
Mean	0,73600	0,73509	0,73554
Median	0,67402	0,68344	0,67873
t calculated	0,0030		
t table	1,8125		

Table 5 describes the performance profile of counselors in MTsN in Malang Regency while they implement the guidance and counseling program in schools. The results of Constant Analysis II yield an average score of 0.73554, which is higher than Profile II (the combined profile for each school) at 0.73509. These findings suggest that there is no discrepancy in counselor performance when it comes to implementing guidance and counseling programs in schools. However, based on the results of cross-checking field data, disparities

emerge. The following outcomes are observed when these analysis results are broken down for each focus area: (1) Focus areas 3 and 6 are close to the standard; (2) Focus areas 1, 2, 4, and 5 deviate significantly from the standard. Furthermore, several discrepancies become evident when comparing the counselor's performance in implementing the guidance and counseling program in MTsN in Malang Regency to the established standard (criterion).

Profile of Guidance and Counseling Program Implementation Evaluation in MTsN Batu City

Table 6. Profile of Guidance and Counseling Program Implementation Evaluation in MTsN Batu City

Focus	ZMTs Batu City	Profile II	Constant III
Focus 1	0,39767	0,35771	0,37769
Focus 2	0,72678	0,70920	0,71799
Focus 3	1,82380	1,84757	1,83569
Focus 4	0,69935	0,68344	0,69139
Focus 5	0,69935	0,68344	0,69139
Focus 6	0,09599	0,12920	0,11260
Mean	0,74049	0,73509	0,73779
Median	0,69935	0,68344	0,69139
t calculated	0,0160		
t table	1,8125		

Table 6 describes the counselor performance profile in MTsN in Batu City while implementing the guidance and counseling program in schools. The results of Constant Analysis III yield an average score of 0.73779, greater than Profile II (the combined profile for each school) at 0.73509. These findings suggest no disparity in counselor performance in implementing school guidance and counseling programs. However, based on the results of cross-checking field data, disparities occur. When these analysis results are detailed for each focus area, the following outcomes are obtained: (1) Focus areas 1, 2, 3, 4, and 5 approach the standard; (2) Focus area 6 deviates significantly from the standard. Furthermore, in comparing the counselor's performance in implementing the guidance and counseling program in MTsN Batu City with the established standard (criterion), several disparities are identified.

Conclusion of Overall Analysis Results

Based on the results of the data analysis conducted regarding the evaluation outcomes of the guidance and counseling program in MTsN across the Malang Raya region, the rankings have been arranged from the highest to the lowest scores for each focus, as presented in Table 7.

Table 7 illustrates the ranking order of the comparative analysis results for the BK program evaluation in MTsN across the Malang Raya region for each focus in the areas of Malang Regency, Malang City, and Batu City. The first-ranking indicates a commonality among Malang Regency, Malang City, and Batu City, where focus area 3 is closest to the standard. It signifies that school counselors

professionally apply responsive service components through the use of counseling skills, individual and group counseling, consultation, and referral. The second-ranking in Malang Regency and Malang City is shared in focus area 6, while in Batu City, it corresponds to focus area 2. In the third-ranking position, both Malang Regency and Malang City exhibit focus area 2, whereas Batu City's third-ranking aligns with focus area 4.

Table 7. Ranking Order of Highest Analysis Results for Each Focus

Ranking	Focus		
	Malang Regency	Malang City	Batu City
1.	3	3	3
2.	6	6	2
3.	2	2	4
4.	4	4	5
5.	5	5	1
6.	1	1	6

Moving forward, in the fourth-ranking, both Malang Regency and Malang City display focus area 4, whereas in Batu City, it corresponds to focus area 5. Additionally, in the fifth-ranking, there is a similarity between Malang Regency and Malang City, both indicating focus area 5, while Batu City is related to focus area 1. Finally, the last-ranking in both Malang Regency and Malang City is shared with focus area 1, where professional counselors apply basic service components using instructional skills and planning structured group sessions for all students. In contrast, in Batu City, the last-ranking is associated with

focus area 6, indicating that professional school counselors hold professional responsibilities.

These results reveal that between MTsN in Malang Regency and Malang City, there are similarities in the evaluation outcomes of the guidance and counseling program. However, in Batu City, it has distinct characteristics based on the ranking order and the focus areas that approach the standard.

Discussion

Findings of the Evaluation of the Guidance and Counseling Program Implementation in MTsN across the Malang Raya Region

The evaluation of the guidance and counseling program with the discrepancy model conducted in MTsN across the Malang Raya region, involving a total of ten MTsN under study, indicates that the implemented guidance and counseling program approaches the standard with a percentage of 73%. The comprehensive evaluation of the guidance and counseling program implementation in the researched madrasahs shows favorable outcomes, approaching the standard set by the Guidelines for Performance-Based Professional School Counselors.

Based on the six research focuses, only focus area 3 closely aligns with the standard, whereas the other focus areas deviate significantly from it. This research's outcomes highlight that some of the studied madrasahs are yet to demonstrate performance that matches the comprehensive counselor competence. Limitations in capabilities and skills, technological hurdles, and inadequate facilities and infrastructure have hampered the counselor's performance in implementing the guidance and counseling program at school (Saputra et al., 2022).

However, in the current context, the use of technology is an integral part of guidance and counseling service provision (Hastuti & Tyas, 2021). Technology is not an obstacle or hindrance to guidance and counseling services; instead, it serves as a medium that can be optimally utilized for effective guidance and counseling service delivery (Imai et al., 2022; Prabawa et al., 2018). This is supported by several studies demonstrating the significant role of technology in the execution of guidance and counseling services. A notable instance of this is evident during the COVID-19 pandemic, where limitations in face-to-face interactions led to the application of technology for virtual interactions

(Damayanti et al., 2022; Naini et al., 2021; Stifani et al., 2021).

Nevertheless, this condition can be overcome due to the presence of technology, which serves as a medium or tool for the implementation of guidance and counseling services. The innovation of guidance and counseling services closely intertwined with technology has been realized through cyber counseling, which has evolved from the 1970s to the present. This approach enables face-to-face interactions to occur online with the aid of the internet using devices like smartphones, laptops, or personal computers (Ifdil & Ardi, 2013).

Among the aspects that deviate from the standard are numbers 1 and 6. This indicates that the results of the evaluation of the guidance and counseling program implementation in MTsN across the Malang Raya region still fall far short of the standards set by the Guidelines for Performance-Based Professional School Counselor. The exposition of shortcomings in the implementation of the guidance and counseling program in MTsN across the Malang Raya region reveals that counselors have yet to provide foundational services with strategies as a manifestation of structured group learning and planning in guiding students.

Foundational services provide valuable contributions for guidance and counseling educators in delivering preventive and developmental services to students (Santoso, 2022). In the implementation of basic services in the form of group guidance activities, scheduling by guidance and counseling educators in schools is quite rare. However, group guidance services are effective in providing support not only individually but also within a group, offering students a fresh perspective on specific topics (Kristiani et al., 2019).

One of the approaches utilized in guidance and counseling services is the group approach. A group is a gathering of two or more individuals brought together by common goals or interests, either in-person or virtually, interactive, interdependent, and collectively committed to achieving shared objectives (Gladding, 2016). The history of groups, as indicated by Berg et al. (2018) spans from 1905 to 2007, a period during which the American Group Psychotherapy Association (AGPA) developed practice guidelines for group psychotherapy.

The influence of groups on individuals who participate is quite strong (Situmorang, 2021). This influence can be either positive or negative, depending on whether there's adequate group leadership (Fall, 2013). Groups can be categorized based on their purposes, such as task or work groups, psychoeducation, counseling, and psychotherapy. The number of members in a group affects the complexity of relationships among group members. The core of this lies in the learning process within a social environment (Delucia-waack et al., 2014).

Generally, the definition of a group is based on the relationships formed among members due to shared objectives or interests (Jacobs et al., 2016). Given the substantial influence of groups on each individual member, a deeper understanding of the nature of groups, particularly in the context of guidance and counseling, is essential. Thus, it's crucial to comprehend aspects related to group nature, particularly in the implementation of guidance and counseling. The intended group nature refers to the definition of groups, their significance, development, characteristics, and types. These considerations will ultimately impact the focus on which group type to emphasize. Counselors must have a thorough understanding of group approaches and the experiences individuals gain within groups before implementing this approach (Berg et al., 2006).

Comprehensive service provision doesn't solely encompass responsive services but also entails attention to foundational services delivered to students, showcasing the professional aspect of guidance and counseling educators in a comprehensive manner (Chodijah, 2016). Furthermore, professional counselors in the field of guidance and counseling have yet to fully fulfill their professional responsibilities. In this focus, there's evidence of insufficient preparation of guidance and counseling programs or the provision of counseling and guidance services to students based on their needs (Afiat et al., 2021; Hidayah, Fauzan, et al., 2022).

Student needs are identified through needs analysis by utilizing instruments such as problem checklists (DCM), problem expression tools (AUM), or instruments specifically developed by guidance and counseling educators that align with student characteristics. Presently, needs analysis instrument distribution can be facilitated through applications or online media,

aiding guidance and counseling educators in understanding their students' conditions (Hidayah, Ramli, et al., 2022). Moreover, professional counselors are individuals who, after service provision or on a scheduled basis, conduct evaluations of the guidance and counseling services and programs.

Evaluation in guidance and counseling is essential to determine which aspects have been fulfilled and which require further improvement and development. Moreover, the implementation of guidance and counseling services should adhere to professional principles aligned with agreed-upon regulations or policies from counseling and guidance associations (ABKIN) and derivatives of the American Counseling Association (ACA) (ABKIN, 2018).

Findings of the Evaluation of Guidance and Counseling Program Implementation in MTsN Malang City

The performance of school counselors in the implementation of the evaluation of guidance and counseling program in MTsN in Malang City, based on the Guidelines for Performance-Based Professional School Counselor Evaluation (Missouri Department of Elementary and Secondary Education, 2000) indicates that: (1) Focus areas 3 and 6 approach the standard; (2) Focus areas 1, 2, 4, and 5 deviate significantly from the standard. Furthermore, this assessment of counselor performance in implementing the guidance and counseling program in MTsN in Malang City reveals the following.

In the focus of evaluating the guidance and counseling program implementation in MTsN in Malang City, the area that significantly deviates from the standard is focus area 1. This concerns professional counselors applying the basic service components through the utilization of learning skills and structured group session planning for all students. Comprehensive guidance and counseling services should not only focus on responsive services but should also include foundational services with a focus on prevention and development, tailored to student needs (Lutfiyani et al., 2017; Ramli et al., 2021). A gap in the implementation of basic services, specifically group guidance, in MTsN in Malang City can be observed in the planning, scheduling, and execution of group guidance services, which have not been well-established. Group guidance services contribute to preventative steps and student self-development,

as they involve the dynamics that occur within a group (Kurniawan et al., 2021).

In focus area 2, a particular concern is the disparity in counselors' collaboration with parents or other parties in service implementation. The involvement of external parties in collaboration is not limited to service delivery but also extends to the planning stage, where collaboration with other parties is necessary to design services in line with needs and to ensure maximum effectiveness (Muslihati, 2019; Ramdani et al., 2020).

In the context of focus area 4, it's evident that school counselors still require self-evaluation regarding self-development in the pursuit of professional growth. This involves participating in activities such as training, seminars, or visits related to the implementation of support systems (Muslikah et al., 2013). Regular self-evaluation is necessary so that school counselors can design activities based on their needs and accordingly develop themselves (Barida, 2016).

In focus area 5, during the implementation of the guidance and counseling program, school counselors encounter obstacles in involving the school, particularly in terms of professional communication and interaction with individuals within the school environment (Anwar & Rosa, 2019). This valuable resource isn't being fully utilized by school counselors in MTsN in Malang City, despite the fact that involving relevant parties within the school environment could significantly enhance the effectiveness of guidance and counseling services.

Findings of the Evaluation of Guidance and Counseling Program Implementation in MTsN in Batu City

The evaluation of the implementation of the guidance and counseling program in MTsN in Batu City aims to understand the performance of school counselors. The results of the analysis are detailed for each focus, yielding the following outcomes: (1) Focus areas 1, 2, 3, 4, and 5 approach the standard; (2) Focus area 6 deviates significantly from the standard. Furthermore, the performance of counselors in implementing the guidance and counseling program in MTsN in Batu City is as follows.

One of the gaps experienced by school counselors in the implementation of the guidance and counseling program involves the understanding and implementation of the values

that constitute the ethical code of the guidance and counseling profession. In school settings, school counselors do not fully comprehend how the ethical code of the guidance and counseling profession, especially in counseling implementation (Jumrawarsi et al., 2021). One rationale for school counselors' lack of understanding of the professional ethical code may be their educational background, not originating from a Bachelor's degree in Guidance and Counseling. Additionally, if they are new to the role of school counselor, they might not have had the opportunity to undergo professional development related to the ethical code of the guidance and counseling profession (ABKIN, 2018).

Findings of the Evaluation of Guidance and Counseling Program Implementation in MTsN in Malang Regency

The implementation of the evaluation of the guidance and counseling program in MTsN in Malang Regency based on the Guidelines for Performance-Based Professional School Counselor Evaluation (Missouri Department of Elementary and Secondary Education, 2000) shows the performance of school counselors in carrying out the program in MTsN in Malang Regency, indicating the following: (1) Focus areas 3 and 6 approach the standard; (2) Focus areas 1, 2, 4, and 5 deviate significantly from the standard. This indicates that the implementation of services in Malang Regency in terms of aspects deviating from the standard is consistent.

A gap is observed in focus area 1, where professional counselors are required to implement structured group basic services for all students for preventive and developmental purposes. In essence, the perspective or paradigm of comprehensive guidance and counseling services should not only focus on counseling implementation or responsiveness but also encompass guidance services for all students (Alawiyah & Mulkiyan, 2021; Hambali, 2016a).

In focus area 2, a gap exists in the collaboration between school counselors and parents during the implementation of the guidance and counseling program. The collaboration process not only pertains to the timing of providing guidance and counseling services but also involves how these services are designed and evaluated, involving parents and other stakeholders collaboratively (Rahmawati et al., 2020; Wullschleger & Maag, 2023).

Emphasizing parental involvement is necessary in specific conditions during the implementation of guidance and counseling services because parents or families are a fundamental life structure for individuals (Hambali, 2016b).

The gap in focus area 4 highlights the need for school counselors to develop themselves according to their needs. Self-development can be achieved through participation in seminars, training, specialized workshops, and even advancing to higher education levels or professions. The purpose of self-development within the system's support framework is to provide optimal services during the implementation of guidance and counseling services that align with the needs and characteristics of the current generation (Ramli et al., 2022).

Lastly, the gap in focus area 5 emphasizes the importance of a scheduled needs analysis process and the involvement of stakeholders within the school environment in the development of guidance and counseling programs. Additionally, school counselors must be consciously aware of the limitations or ethical codes of the guidance and counseling profession, which should receive greater attention from them during the implementation of the guidance and counseling program in schools (Faiz, 2018; Rahardjo, 2017).

CONCLUSION AND SUGGESTION

The evaluation of the implementation of the guidance and counseling program (discrepancy model) approaches the standards of guidance and counseling services based on the adapted book "Guidelines for Performance-Based Professional School Counselor Evaluation." Among the six focal areas, focus 3 closely adheres to the standards, while focuses 1, 2, 4, 5, and 6 deviate from the standards. Consequently, the noticeable deviations from the standards in these five focal areas necessitate special attention across all selected schools. For counselors, this research can serve as: (1) A basis for collaborating with fellow counselors to continually enhance and update their skills and abilities, and (2) Input for counselors when implementing guidance and counseling programs within schools. For ABKIN (the relevant institution), this research can be utilized as input for field assessments to comprehend the execution of guidance and counseling programs. Alignment is needed concerning the standards

for implementing guidance and counseling in schools, particularly within MTs, to attain optimal execution in line with the established benchmarks. The research findings can lay the groundwork for future studies, facilitating broader generalizations, such as evaluating the execution of guidance and counseling programs in junior high schools, vocational schools, and Islamic senior high schools (MA).

REFERENCES

- ABKIN. (2018). *Kode etik bimbingan dan konseling Indonesia*. Pengurus Besar ABKIN.
- Afiat, Y., Fitriani, W., & Aisyah, T. F. (2021). Need Assesment sebagai Manifestasi Unjuk Kerja Konselor. *Al-Tazkiah: Jurnal Bimbingan Dan Konseling Islam*, 10(2), 1–20.
- Alawiyah, D., & Mulkiyan. (2021). Konsep Laboratorium Bimbingan Dan Konseling Sebagai Upaya Menyiapkan Calon Konselor Profesional. *Jurnal Mimbar: Media Intelektual Muslim Dan Bimbingan Rohani*, 7(1), 46–55. <https://doi.org/10.47435/mimbar.v7i1.599>
- Anwar, H., & Rosa, M. (2019). Meningkatkan Komunikasi dan Kolaborasi dengan Interprofessional Education (IPE): Literature Review. *Jurnal Keperawatan Muhammadiyah*, 91–101.
- Armstrong, M. (2022). *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Performance Leadership*. Kogan Page Publishers.
- Azizah, F., Ginting, F. B., & Utami, R. S. (2017). Evaluasi pelaksanaan program layanan bimbingan dan konseling di sekolah. *Prosiding Seminar Bimbingan Dan Konseling*, 1(1), 177–188.
- Badrujaman, A. (2012). Faktor-Faktor Yang Mempengaruhi Keterlaksanaan Evaluasi Program Bimbingan Dan Konseling. *Perspektif Ilmu Pendidikan*, 26(XVII), 131–137.
- Barida, M. (2016). Evaluasi pelaksanaan layanan dasar bidang pribadi-sosial di SMP Negeri 1 Yogyakarta. *Jurnal Fokus Konseling*, 2(1).
- Berg, R. C., Landreth, G. L., & Fall, K. A.

- (2006). *Group Counseling : Concepts and Procedures* (Fourth). Routledge Taylor & Francis Group.
- Berg, R. C., Landreth, G. L., & Fall, K. A. (2018). *Group Counselling : Concepts and Procedures*. In *Counselling for Grief and Bereavement Counselling for grief and bereavement* (Sixth). Routledge Taylor & Francis Group. <https://doi.org/10.4135/9781446214800.n5>
- Chodijah, S. (2016). Model Bimbingan dan Konseling Komprehensif dalam Meningkatkan Akhlak Mahasiswa. *Ilmu Dakwah: Academic Journal for Homiletic Studies*, 10(1), 129–146.
- Damayanti, E., Permatasari, N., Z, A. G. H., Pesau, H. G., & Halima, A. (2022). MERANCANG PEMBELAJARAN YANG MENYENANGKAN DI ERA NEW NORMAL Eka. *J-ABDIPAMAS (Jurnal Pengabdian Kepada Masyarakat)*, 6(1), 53–74.
- Delucia-waack, J. L., Kalodner, C. R., & Riva, M. T. (2014). *Handbook of Group Counseling and Pyschotherapy*. Sage Publications.
- Education, M. D. of E. and S. (2000). *Missouri Assessment Program*.
- Faiz, A. (2018). Etika bimbingan dan konseling dalam pendekatan filsafat ilmu. *Indonesian Journal Of Educational Counseling*, 2(1), 1–12.
- Fall, K. A. (2013). *Group counseling-Process and Technique*.
- Fitzpatrick, J. L., Sanders, J. R., & Blaine, R. W. (2011). *Program Evaluation: Alternative Approaches and Practical Guidelines*. Pearson.
- Gladding, S. T. (2016). *Groups : A Counseling Specialty*. Pearson Education.
- Gysbers, N. C., & Henderson, P. (2006). Comprehensive Guidance and Counseling Program Evaluation: Program + Personnel = Results. *Vistas Online*, 187–190.
- Hambali, I. (2016a). Model Dialog “4D” Untuk Meningkatkan Kesadaran Multi Kultural Siswa Sma Di Kota Malang. *Jurnal Kajian Bimbingan Dan Konseling*, 1(3), 95–103. <https://doi.org/10.17977/um001v1i32016p095>
- Hambali, I. (2016b). Perspektif “Family System Intervency” Untuk Proteksi Karakter Kebijakan Siswa Sma. *Jurnal Kajian Bimbingan Dan Konseling*, 1(2), 12–18. <https://doi.org/10.17977/um001v1i12016p012>
- Handaka, I. B. (2015). Studi Deskriptif Tentang Model Evaluasi Pelaksanaan Program Bimbingan Dan Konseling Di SMA Negeri Di Kabupaten Bantul. *Jurnal Konseling Gusjigang*, 1(2).
- Hastuti, M. M. S., & Tyas, P. H. P. (2021). Online Media Usage in Guidance and Counseling Services during Covid-19 Pandemic. *Jurnal Kajian Bimbingan Dan Konseling*, 6(2), 60–70. <https://doi.org/10.17977/um001v6i22021p060-070>
- Hidayah, N., Fauzan, L., Wahyuni, F., & Hanafi, H. (2022). Conceptual Development of Online Psychological Assessment Training Design for Guidance and Counseling Teachers on the Academic Life of High School Students. *International Journal of Interactive Mobile Technologies (IJIM)*, 16(06), 81–91. <https://doi.org/10.3991/ijim.v16i06.28965>
- Hidayah, N., Ramli, M., Kirana, K. C., Hanafi, H., Rofiqoh, & Yunita, M. (2022). School Anxiety Identification after Online Learning Post COVID-19. *2022 2nd International Conference on Information Technology and Education (ICIT&E)*, 112–116. <https://doi.org/10.1109/ICITE54466.2022.9759869>
- Ifdil, I., & Ardi, Z. (2013). Konseling Online Sebagai Salah Satu Bentuk Pelayanan E-konseling. *Jurnal Konseling Dan Pendidikan*, 1(1), 15. <https://doi.org/10.29210/1400>
- Imai, H., Tajika, A., Narita, H., Yoshinaga, N., Kimura, K., Nakamura, H., Takeshima, N., Hayasaka, Y., Ogawa, Y., & Furukawa, T. (2022). Unguided Computer-Assisted Self-Help Interventions Without Human Contact in Patients With Obsessive-Compulsive Disorder: Systematic Review and Meta-analysis. *Journal of Medical Internet Research*, 24(4). <https://doi.org/10.2196/35940>

- Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2016). *Group counseling: strategies and skills*. Brooks/Cole Cengage Learning.
- Jayanta, I. N. L., Suryantari, K. D., & Sumantri, M. (2017). An Analysis of Discrepancy between the Lesson Plan and the Implementation of Curriculum 2013 in Teaching and Learning Process in SD Negeri 4 Kaliuntu. *Journal of Education Research and Evaluation, 1*(2), 73–81.
- Jumrawarsi, J., Mudjiran, M., Neviyarni, N., & Nirwana, H. (2021). KODE ETIK KONSELING SERTA PERMASALAHAN DALAM PENERAPANNYA. *Ensiklopedia of Journal, 3*(4), 53–58.
- Kristiani, K., Marjo, H. K., & Fridani, L. (2019). Layanan Bimbingan Kelompok dengan Pendekatan Kolaboratif untuk Meningkatkan Kemampuan Perencanaan Karier Siswa SMK. *Indonesian Journal of Educational Counseling, 3*(2), 131–138. <https://doi.org/10.30653/001.201932.92>
- Kurniawan, N. A., Hidayah, N., & Rahman, D. H. (2021). Akseptabilitas Panduan Bimbingan Kelompok Untuk Meningkatkan Kemampuan Berfikir Kritis Siswa SMK. *Jurnal Nusantara Of Research, 8*(1), 35–43.
- Lathifah, M. (2015). *Evaluasi kinerja konselor profesional di SMA (discrepancy model)*. Universitas Negeri Malang.
- Lubis, S. A., Aswin, S., & Rusman, A. A. (2022). Implementation of Individual Counseling Service Management with Directive Counseling Methods in Improving Self-Adjustment. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam, 7*(1), 64–72.
- Lutfiyani, V., Bhakti, P., & Dahlan, U. A. (2017). Strategi Layanan Bimbingan dan Konseling Komprehensif dalam Pengembangan Self-Knowledge pada Siswa Sekolah Dasar. *Sendika, 1*(20), 370–377.
- Muslihati, M. (2019). Peran bimbingan dan konseling dalam penguatan pendidikan karakter di sekolah menengah kejuruan. *Jurnal Kajian Bimbingan Dan Konseling, 4*(3), 101–108.
- Muslikah, Suwarjo, & Sutoyo, A. (2013). Bimbingan Teman Sebaya Untuk Mengembangkan Sikap Negatif Terhadap Perilaku Seks Tidak Sehat. *Jurnal Bimbingan Dan Konseling, 2*(1), 10–17.
- Naini, R., Mulawarman, M., & Wibowo, M. E. (2021). Online group counseling with mindfulness-based cognitive and solution-focused approach for enhancing students' humility. *International Journal of Information and Education Technology, 11*(11), 561–566. <https://doi.org/10.18178/ijiet.2021.11.11.1565>
- Okike, B. O. I. (2022). Assessing Undergraduates Social competence on Social Media in Nigeria. *Library Philosophy and Practice, 1*–23.
- Prabawa, A. F., Ramli, M., & Fauzan, L. (2018). Pengembangan Website Cybercounseling Realita untuk Meningkatkan Keterbukaan Diri Siswa Sekolah Menengah Kejuruan. *Jurnal Kajian Bimbingan Dan Konseling, 3*(2), 59–68.
- Provus, M. M. (1975). *The Grand Experiment: The Life and Death of the TTT Program as Seen Through the Eyes of Its Evaluators*.
- Rahardjo, S. dan A. S. K. (2017). Pelaksanaan Kode Etik Profesi Guru Bimbingan dan Konseling SMP/MTS Kabupaten Kudus. *Jurnal Konseling Gusjigang, 3*(2), 185–196.
- Rahmawati, N. R., Izazi, S. Z., Muna, N., Ni'mah, U., & Fawzi, T. (2020). Bentuk Kolaborasi Guru Bimbingan Dan Konseling Dengan Guru Mata Pelajaran Dalam Mengatasi Permasalahan Peserta Didik. *Al-Tazkiyah: Jurnal Bimbingan Dan Konseling Islam, 9*(2), 155–172.
- Ramdani, Nasution, A. P., Ramanda, P., & Sagita, D. D. (2020). Strategi Kolaborasi Dalam Manajemen Pelayanan Bimbingan dan Konseling di Sekolah. *Educational Guidance and Counseling Development Journal, 3*(1), 1–7.
- Ramli, M., Hidayah, N., Eva, N., Saputra, N., & Husni, H. (2022). Identification of Cybercounseling Services for Improving High School Students' Cultural Intelligence in Social Media. *8th International Conference on Education*

- and Technology (ICET)*, 137–141. <https://doi.org/10.1109/ICET56879.2022.9990630>
- Ramli, M., Hidayah, N., Eva, N., Saputra, N. M. A., & Hanafi, H. (2021). Counselor Needs Analysis on the Development of A Website-Based Reality Counseling Self-Help Model for Reducing Academic Stress for High School Students. *2021 7th International Conference on Education and Technology (ICET)*, 266–271. <https://doi.org/10.1109/icet53279.2021.9575100>
- Santoso, D. B. (2022). *Dasar-Dasar Bimbingan dan Konseling*. Elang Mas.
- Saputra, N. M. A., Wahyu, R., & Rahman, D. H. (2022). Evaluation of Counseling Programs at Junior High Schools in Malang Regency during the Covid-19 Pandemic: Discrepancy Model. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 09(2), 157–166. <https://doi.org/https://doi.org/10.24042/kons.v9i2.12223>
- Situmorang, D. D. B. (2021). Cognitive Behavioral-Active Music Pastoral Therapy for Millennials' Academic Anxiety: How & Why? *The Journal of Pastoral Care & Counseling: JPCC*, 75(2), 103–111. <https://doi.org/10.1177/1542305020988065>
- Situmorang, D. D. B., Mulawarman, M., & Wibowo, M. E. (2018). Creative counseling: Integration of counseling in cognitive behavior therapy groups with passive music therapy to improve self-efficacy of students of millennial. *Konselor*, 7(2), 40–48.
- Stifani, B. M., Smith, A., Avila, K., Boos, E. W., Ng, J., Levi, E. E., & Benfield, N. C. (2021). Telemedicine for contraceptive counseling: Patient experiences during the early phase of the COVID-19 pandemic in New York City. *Contraception*, 104(3), 254–261. <https://doi.org/10.1016/J.CONTRACEPTION.2021.04.006>
- Sukma, D. (2018). Concept and application group guidance and group counseling base on Prayitno's paradigms. *Konselor*, 7(2), 49–54.
- Wullschleger, A., & Maag, K. (2023). *Improving teaching , teamwork , and school organization : Collaboration networks in school teams*. 121. <https://doi.org/10.1016/j.tate.2022.103909>
- Yazicioglu, T. (2020). Determining the Views of School Principals and Guidance Teachers on Inclusive Practices at Anatolian High-Schools. *Journal of Education and Learning*, 9(1), 87–98.