

Enhancing Quality of Guidance and Counseling in Vocational Schools: Testing the Effectiveness of Evaluation Instruments Based on the CIPP Model

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Abstract: This study assesses the CIPP (Context, Input, Process, Product) model's effectiveness in evaluating guidance and counseling programs within the Merdeka curriculum of Vocational High Schools. Collaborating with three experts—guidance and counseling specialists, educational technology experts, and practitioner teachers—the research employs assessment tests and pre-test/post-test questionnaires for 10 Guidance and Counseling Teachers at Vocational High School 3 Banjarmasin. Evaluation results, covering general, specific, and material aspects, show a high level of agreement among the three evaluators. General evaluation exhibits high reliability (ICC = 0.750), and thorough and material evaluations demonstrate high reliability with ICC values of 0.794 each. The trial of 10 Guidance and Counseling Teachers reveals a significant improvement in their evaluation skills after implementing the CIPP model. Average post-test results are notably higher than pre-test, highlighting the positive impact of the CIPP evaluation model on enhancing these skills. The research concludes that the CIPP evaluation model is reliable and consistent in measuring guidance and counseling program effectiveness in the Merdeka curriculum of Vocational High Schools. Empirical and theoretical support establishes a strong foundation for considering future implementation of the CIPP model in educational program evaluations. This model's application is anticipated to elevate the quality and relevance of educational programs, particularly in the context of guidance and counseling in Vocational High Schools, with potential practical and managerial benefits.

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INTRODUCTION

The burning issues in modern education present significant challenges, and improving guidance and counseling quality in Vocational High Schools is an urgent necessity. The counseling program plays a strategic role in assisting students in developing their potential, overcoming academic obstacles, and achieving success in the world of work (Rapanta et al., 2020). Enhancing the effectiveness of counseling programs in vocational high schools is essential to ensure that every student receives appropriate and relevant support for future success.

Berman et al., (2018) affirm that effective guidance and counseling practices provide a foundation for students' learning, considering social, emotional, and academic aspects. (Strayhorn, 2018) emphasizes the importance of students' sense of belonging as a key to educational success, while Wyner (2014) underscores the role of the college community in preparing all students for success. This approach aligns with (Darling-Hammond & Cook-Harvey, 2018) view of holistic education supporting students' social, emotional, and academic development. Van der Zanden et al. (2018) also indicate that understanding the domains and factors predicting student success can guide improvements in educational programs. Therefore, by enhancing the effectiveness of counseling programs in Vocational High Schools, an educational environment supporting the comprehensive development of students in line with contemporary demands can be achieved. In response to the pandemic, O'Doherty et al. (2018)

highlight challenges and solutions in online education, providing insights that can be adopted to enhance access and the quality of guidance and counseling in the Vocational High School educational environment. By referring to this report, concrete steps can be taken to enrich counseling programs in Vocational High Schools, making them more responsive to the complex needs of students in achieving future success. Concrete steps must be taken to improve the quality of guidance and counseling in Vocational High Schools. The main focus of this research is to test the effectiveness of the CIPP (Context, Input, Process, Product) evaluation model in measuring and improving the effectiveness of counseling programs in the Vocational High school environment. This research aims to evaluate the extent to which the CIPP evaluation model can be an alternative tool in enhancing the quality of guidance and counseling in Vocational High Schools. This developed model is designed to investigate the Context of the program, the Input provided, the Process implemented, and the Product outcomes. By conducting effectiveness tests on this model, this research seeks to identify potential areas for improvement and development of counseling programs in Vocational High Schools.

Sugiyo (2018) explores the CIPP evaluation model in guidance and counseling services at Senior High Schools. This research provides a foundation for applying the CIPP evaluation model at the secondary education level, and these findings can be applied in the context of vocational high schools. Additionally, research by Shu et al. (2023) discusses applying the CIPP model in measuring the effectiveness of career development courses and job counseling. These findings can provide insights into using the CIPP model to enhance counseling programs in Vocational High Schools, focusing on student career preparation. Riyad et al. (2020) use the CIPP model to measure teacher professionalism. Although this research focuses on teachers, the approach and findings of the CIPP model can be applied analogously to enhance the quality of guidance and counseling services in Vocational High Schools. Iqbal et al. (2021) conducted a comparative analysis of the efficacy of three program evaluation models, including the CIPP model, providing a basis for understanding the strengths and weaknesses of each model, which can guide this research. Mujiyati et al. (2020) compare accountability models in school counseling programs, offering additional insights on improving the quality of guidance and counseling in Vocational High Schools. Through an in-depth report review, this research attempts to approach the CIPP evaluation framework with the unique context and challenges of Vocational High Schools. These studies provide a strong foundation for further research to enhance the effectiveness of counseling programs in Vocational High Schools.

Therefore, the contribution of this research is not only academic but also has direct implications for improving guidance and counseling practices in Vocational High Schools. By understanding the extent to which the CIPP evaluation model is formulated and then used as an effective tool, we can design and implement more targeted interventions, improve the quality of guidance and counseling services, and consequently enhance the achievement and success of students in Vocational High Schools. The research by Sugiyo (2018) provides a foundation for using the CIPP evaluation model in guidance and counseling services at Senior High Schools. The implications of this research can be directly applied in the Vocational High Schools context, helping to design effective evaluation strategies. Finney's (2019) study on the confirmatory CIPP evaluation model can provide an additional perspective on this research, enriching the understanding of the effectiveness of the CIPP model. Similarly, research by Birgili & Kırkıç (2021) and Doufexi & Pampouri (2022) on evaluating management and professional training programs can offer valuable insights into applying the CIPP model in Vocational High Schools.

This research seeks to explore the effectiveness of the CIPP evaluation model in measuring and improving the quality of guidance and counseling programs in Vocational High Schools. The unique challenges and contexts of Vocational High Schools require a targeted and evidence-based approach to enhance the effectiveness of guidance and counseling services. By examining and testing the CIPP model within the specific context of Vocational High Schools, this research aims to provide actionable insights for policymakers, educators, and practitioners to improve the counseling programs, ultimately contributing to the success and development of students in Vocational High Schools.

METHOD

Respondent and Research Context

The research method examines the agreement among three experts: a guidance and counseling expert, an educational technology expert, and a practitioner who is a guidance and counseling teacher leader. This pertains to the overall, specific, and material assessments in the CIPP evaluation model for counseling programs in the Merdeka curriculum at the Vocational High School level. This study involves ten vocational high school counselors from Vocational High School 3 Banjarmasin to pilot the evaluation model. The research tests the CIPP evaluation model on general, specific, material, and blueprint assessment aspects.

Data Collection Methods

The data were collected through assessment tests by three experts using the Intraclass Correlation Coefficient (ICC) formula with the SPSS 29 software application. Additionally, pre-test and post-test questionnaires were administered to 10 vocational high school counselors from Vocational High School 3 Banjarmasin.

Table 1. Feasibility Assessment Instruments for the Evaluation Model

Aspects of Assessment	
No.	General Assessment Aspects
1	Clarity of the evaluation concept context input process product counseling program Merdeka Curriculum at the vocational high school level
2	Rationality clarity of the evaluation concept context input process product counseling program Merdeka Curriculum at the vocational high school level
3	Clear profile of counseling program in the Merdeka Curriculum at the vocational school level
4	Clarity of the measured components of the CIPP model counseling program Merdeka Curriculum at the vocational high school level
5	Clarity of the measured aspects of the CIPP evaluation model counseling program Merdeka Curriculum at the vocational high school level
6	Clarity of the success criteria measured by the CIPP evaluation model counseling program Merdeka Curriculum at the vocational high school level
7	Completeness of content
8	Evaluation instruments used
Special Assessment Aspects	
1	Clear instructions for evaluation preparation
2	Clear instructions for implementing each component assessment based on success criteria
3	Relevance of the evaluation model material with the content of the counseling program Merdeka Curriculum
4	Accuracy of the chosen evaluation model design CIPP evaluation model
5	Relevance of the instruments used to determine program success
Module Material Assessment Aspects	
1	The usefulness of the evaluation model for teachers
2	Accuracy in choosing the evaluation model with the program
3	Clarity of the instructions for completing the instrument sheets
4	Relevance of the material of the evaluation model with the counseling program Merdeka Curriculum at the vocational high school level
5	Operationality of the evaluation implementation instructions using the CIPP evaluation model

The research instrument used in this study is an assessment instrument by experts in educational research and evaluation, guidance and counseling experts, guidance and counseling teachers, and subject teachers. This instrument is designed to measure aspects of CIPP model-based evaluation, including clarity, sufficiency, and appropriateness, consisting of the model's general, specific, and material assessment aspects. Presented in Table 1 are the assessment instruments for the feasibility of the counseling program module.

Measurement Procedure

The measurement is conducted by analyzing the results of general, specific, and material assessment tests using the Intraclass Correlation Coefficient (ICC). Reliability categories are determined based on ICC values, where values > 0.75 are considered highly reliable. The paired sample T-test formula measures significant differences in pre-test and post-test questionnaire results.

RESULT AND DISCUSSION

Result and Discussion

Based on the CIPP framework, the evaluation model was rigorously assessed by three experts: guidance and counseling experts, educational technology experts, and counseling teacher advocates. The evaluation covered general, specific, and material assessments of the CIPP model for counseling programs within the Merdeka curriculum at the vocational high school level. The following Table 2 shows the results of the Expert Assessment Analysis.

Table 2. Expert Assessment Analysis

No.	Aspects of Assessment	Item Average	Average Aspect
General Assessment Aspects			
1	Clarity of the evaluation concept context input process product counseling program Merdeka Curriculum at the vocational high school level	4.0	
2	Rationality clarity of the evaluation concept context input process product counseling program Merdeka Curriculum at the vocational high school level	4.0	
3	Clear profile of counseling program in the Merdeka Curriculum at the vocational school level	4.0	
4	Clarity of the measured components of the CIPP model counseling program Merdeka Curriculum at the vocational high school level	3.7	3.96
5	Clarity of the measured aspects of the CIPP evaluation model counseling program Merdeka Curriculum at the vocational high school level	4.0	
6	Clarity of the success criteria measured by the CIPP evaluation model counseling program Merdeka Curriculum at the vocational high school level	4.0	
7	Completeness of content	4.0	
8	Evaluation instruments used	4.0	
Special Assessment Aspects			
1	Clear instructions for evaluation preparation	3.7	
2	Clear instructions for implementing each component assessment based on success criteria	3.7	
3	Relevance of the evaluation model material with the content of the counseling program Merdeka Curriculum	3.7	3.73
4	Accuracy of the chosen evaluation model design CIPP evaluation model	3.7	
5	Relevance of the instruments used to determine program success	4.0	
Module Material Assessment Aspects			
1	The usefulness of the evaluation model for teachers	4.0	
2	Accuracy in choosing the evaluation model with the program	4.0	
3	Clarity of the instructions for completing the instrument sheets	4.0	
4	Relevance of the material of the evaluation model with the counseling program Merdeka Curriculum at the vocational high school level	4.0	4.0
5	Operationality of the evaluation implementation instructions using the CIPP evaluation model	4.0	
Overall Average			3.91

The evaluation results are summarized in Table 2, showcasing the opinions of the three expert raters on various aspects of the CIPP evaluation model. Within General Assessment Aspects, the evaluation model received high ratings, with an overall average score of 3.96. Notably, the clarity of components received the lowest average score of 3.7, suggesting room for improvement in this aspect. However, most items within this aspect align with highly suitable criteria.

In the Special Assessment Aspects, most items received an average score of 3.7, except for the

suitability of the instrument used to gauge program success, which received a score of 4.0. The overall average score for this category is 3.73, indicating that, on the whole, the items align with highly appropriate criteria.

Every item within Module Material Assessment Aspects received a top score of 4.0, resulting in an overall average score of 4.0. This implies that the items within this aspect align with highly suitable criteria. The average score across all assessed aspects is 3.91, indicating that the evaluation model meets highly suitable criteria. The analysis underscores the strengths of the CIPP evaluation model in various dimensions, with specific areas identified for potential enhancement. Interrater reliability testing using the Intraclass Correlation Coefficient (ICC) was conducted to assess agreement among the three raters. The ICC values, presented in Table 3, indicate a high level of reliability.

Table 3. ICC Values and Classification

ICC Value	Classification
<0,40	Less Reliable
0,40-0,75	Reliable

The general assessment results by three experts, namely guidance and counseling experts, educational technology experts, and counseling teacher advocates, indicated a high level of agreement with an ICC value of 0.750 for the average measures. This suggests highly reliable reliability.

The findings imply that the CIPP evaluation model for counseling programs in the Merdeka curriculum at the vocational high school level, specifically regarding general assessments of clarity in concepts, rationale, profile, components, aspects, success criteria, completeness of content, and the use of assessment instruments, is very accurate and suitable (Arjaya & Suma, 2023). Several studies support these findings, emphasizing the importance of competency-based approaches in higher education curriculum development (Kang et al., 2022; Kapur, 2018). Additionally, research by Pujiastuti et al. (2021) evaluated thematic learning during the pandemic using the CIPP model. (Sankaran & Saad (2022) evaluated undergraduate education programs utilizing the CIPP model, providing comprehensive insights into the program's success.

Furthermore, the specific assessment results showed a high level of agreement, with an ICC value of 0.794 for average measures. This indicates that the evaluation model is highly accurate and suitable for assessing the clarity of preparation instructions, implementation instructions, material suitability, design accuracy, and the suitability of instruments used to determine program success. Several studies have identified key factors influencing educational program evaluation, supporting the validity of these results.

Moreover, the material assessment results from the evaluation model also achieved similar results with an ICC value of 0.794 for average measures. This conclusion indicates high agreement among the three assessors regarding the usefulness and accuracy of the evaluation model with the program, clarity of instructions, material suitability, and the operability of evaluation implementation instructions. This finding supports the validity of the CIPP evaluation model in measuring critical aspects of a program.

The assessment of the accuracy of the evaluation model, as conducted by three experts, resulted in an ICC value of 0.515 for average measures. Although this value is slightly lower, it still falls within the reliable category based on the proposed classification. The conclusion is that the CIPP evaluation model for counseling programs in the Merdeka curriculum at the vocational high school level, especially in general, specific, and material assessments, has proven to be highly suitable for the achievement indicators.

Several studies have supported the success of the CIPP evaluation model in educational contexts. Arjaya & Suma (2023) analyzed issues of biology learning and evaluation in higher education based on the CIPP model. Barber et al. (2020) discussed the social accountability framework and its implications for medical education and program evaluation. Bolton-King (2022) evaluated student mentoring to enhance their engagement potential in the workforce. Bennett & McWhorter (2021) investigated the role of virtual human resource development in crisis and post-pandemic situations.

In summary, the findings of this study provide both empirical and theoretical support for the CIPP evaluation model across various educational contexts. Although the ICC value in your blueprint test

indicates slightly lower reliability, the CIPP evaluation model is still accepted and considered suitable for achievement indicators in counseling programs in the Merdeka curriculum at the vocational high school level.

This research administered a pre-test and post-test questionnaire to 10 guidance and counseling teachers at Vocational High School 3 Banjarmasin to evaluate the impact of using the CIPP evaluation model on improving their skills in evaluating counseling programs. The research results show a significant increase in their skill levels after using the CIPP evaluation model. The post-test results were significantly higher than the pre-test results, and statistical analysis indicated a significant difference. This skill improvement can be interpreted as a positive outcome of implementing the CIPP evaluation model. The mean scores increased from 20.6 in the pre-test to 70.2 in the post-test, indicating a substantial positive effect. This aligns with existing research demonstrating the effectiveness of the CIPP model in educational contexts (Arjaya & Suma, 2023; Sankaran & Saad, 2022). These findings align with previous research highlighting the effectiveness of the CIPP evaluation model in educational and professional development contexts, particularly in enhancing the skills of teachers or counselors.

The study (Finney, 2019, 2020) emphasizes the importance of Confirmative Evaluation as a CIPP model that can provide a deep understanding of program effectiveness. Additionally, research by Pujiastuti et al. (2021) evaluating thematic learning during the pandemic also adopted the CIPP model and reported positive outcomes. This suggests that the CIPP model can be adaptable across various educational contexts.

Research Limitation

Despite the comprehensive evaluation of the CIPP model for counseling programs in the context of the Merdeka curriculum at the vocational high school level, there are certain limitations to acknowledge: (1) Limited Expertise Representation: The evaluation relied on three types of experts: guidance and counseling experts, educational technology experts, and counseling teacher advocates. While these perspectives provide valuable insights, a broader range of expertise, such as perspectives from students, parents, or administrators, could offer a more holistic understanding; (2) Single Institution Focus: The research focused on Vocational High School 3 Banjarmasin, limiting the generalizability of findings. Different institutions may have varying contexts and characteristics that could influence the applicability and effectiveness of the CIPP model; (3) Small Sample Size for Pre-Post Test: the assessment of the CIPP model's impact on counseling teachers' skills involved a small sample size of 10 participants. This limited sample may not fully represent the diversity of guidance and counseling teachers, potentially impacting the generalizability of the skill improvement outcomes; (4) Potential Social Desirability Bias: The self-reported nature of the pre-test and post-test questionnaire may introduce social desirability bias, where participants might provide responses that align with perceived expectations rather than their actual experiences. This could impact the accuracy of the reported improvement in skills; (5) Time Constraints: The research might have been influenced by time constraints, potentially limiting the depth of the analysis or the exploration of additional variables that could contribute to a more nuanced understanding of the CIPP model's effectiveness; (6) Limited Long-Term Assessment: The study primarily focused on short-term impacts of the CIPP model on teachers' skills. A more extended follow-up or longitudinal study could provide insights into the sustained effectiveness and potential evolving challenges associated with the implementation of the CIPP model over time; (7) Reliability Metric Variability: While the ICC values indicate high reliability in most aspects of the evaluation, the slight variation in the reliability metric (0.515) for accuracy of the evaluation model raises awareness of potential variability in the assessment process among experts; and (8) Dependency on Self-Reported Data: The reliance on self-reported data, particularly in the assessment of skills improvement, introduces the possibility of response bias. External validation methods could strengthen the credibility of reported skill enhancements.

The assumption of the CIPP model's adaptability across various educational contexts is based on previous research. However, variations in curriculum structures, teaching methodologies, and institutional environments may affect the model's applicability differently. External factors, such as changes in educational policies or socio-economic conditions, were not explicitly considered. These factors could impact the generalizability and sustainability of the CIPP model in counseling programs.

Advantages

The rigorous assessment of the CIPP evaluation model by three experts, namely guidance and counseling experts, educational technology experts, and counseling teacher advocates, reveals several advantages across different dimensions. The CIPP evaluation model underwent a comprehensive assessment, covering general, specific, and material aspects related to counseling programs within the context of the Merdeka curriculum at the vocational high school level. This holistic evaluation approach ensures a thorough understanding of the model's effectiveness.

In the general assessment aspects, the CIPP evaluation model received high ratings, particularly evident in factors such as clarity of concepts, rationale, profile, and completeness of content. The overall average score of 3.96 reflects the model's strength in aligning with highly suitable criteria. However, the specific assessment aspects showcased notable strengths, with an overall average score of 3.73. The suitability of instruments used to determine program success received a top score of 4.0, emphasizing the model's effectiveness in specific evaluation criteria.

The evaluation model excelled in module material assessment aspects, with every item receiving a top score of 4.0. This indicates that the model aligns exceptionally well with criteria related to the usefulness, accuracy, clarity of instructions, and operationality of evaluation implementation instructions.

Interrater reliability testing, as measured by the Intraclass Correlation Coefficient (ICC), demonstrated a high level of agreement among the three expert raters. The ICC values, ranging from 0.750 to 0.794, fall within the reliable category, reinforcing the credibility and consistency of the evaluation results. The study's findings are supported by existing research, emphasizing the importance of competency-based approaches in higher education curriculum development, thematic learning evaluation during the pandemic, and the successful evaluation of undergraduate education programs using the CIPP model. This support adds to the validity of the CIPP evaluation model.

The implementation of the CIPP evaluation model had a significant positive impact on the skills of 10 guidance and counseling teachers at Vocational High School 3 Banjarmasin. The post-test results, with a substantial increase in mean scores from 20.6 to 70.2, highlight the model's effectiveness in improving the evaluation skills of educators. The study underscores the adaptability of the CIPP model across various educational contexts. Drawing on research from different fields, the CIPP model is versatile and practical in evaluating programs in higher education, medical education, or workforce engagement. As highlighted by the study (Finney, 2019, 2020), the emphasis on Confirmative Evaluation positions the CIPP model as a robust tool for providing a deep understanding of program effectiveness. This strengthens its applicability in assessing and enhancing educational programs.

In conclusion, the CIPP evaluation model, evidenced by this comprehensive study, stands out as a reliable, effective, and adaptable framework for evaluating counseling programs in the Merdeka curriculum at the vocational high school level. The model's strengths, supported by research and positive outcomes, make it a valuable tool for educators and policymakers seeking rigorous program evaluation methodologies.

Recommendation

This research contributes to the existing body of knowledge by demonstrating the effectiveness of the CIPP evaluation model in enhancing the skills of guidance and counseling teachers in evaluating their programs. While the overall evaluation indicates a highly suitable CIPP model, there is room for improvement in the clarity of components, as reflected in the average score of 3.7. Reviewing and refining the conceptual clarity of components within the evaluation model is recommended, ensuring a more comprehensive understanding among users.

Despite their generally high scores, Specific Assessment Aspects should be subject to ongoing scrutiny and enhancement. Regular evaluations and refinements in these aspects, particularly those with an average score of 3.7, can contribute to sustained effectiveness. Given the significance of instruments in determining program success, continuous validation and refinement processes are recommended. Ensuring the relevance and accuracy of the instruments used for evaluation can further strengthen the validity of the assessment. While Module Material Assessment received a score of 4.0, periodic reviews are advised to maintain and enhance this aspect's effectiveness. Ensuring ongoing clarity, relevance, and

operationality of evaluation materials will contribute to sustained success. To enrich the evaluation model, consider incorporating feedback from stakeholders such as teachers, counselors, and program beneficiaries. This collaborative approach ensures that the model aligns more closely with the needs and expectations of those directly involved in counseling programs.

Expanding the evaluation model to incorporate additional dimensions may further enrich the assessment process. Exploring new aspects or refining existing ones could provide a more comprehensive understanding of the effectiveness and impact of counseling programs. Given the positive impact on counseling teachers' skills, emphasize continuous professional development programs for evaluators. This ensures that they can effectively utilize the CIPP evaluation model, contributing to its sustained success. Encourage the documentation of best practices and success stories associated with implementing the CIPP evaluation model. This documentation can serve as a valuable resource for other educational institutions seeking practical approaches to program evaluation.

Consider undertaking further research to explore the adaptability of the CIPP model in different educational contexts. Testing its effectiveness in diverse settings can provide insights into potential modifications or enhancements for broader applicability. Emphasize the importance of Confirmative Evaluation, as Finney highlighted (2019, 2020). This approach promotes a deeper understanding of program effectiveness, encouraging evaluators to delve into the impact of counseling programs beyond traditional metrics.

CONCLUSION

This research provides robust evidence affirming the effectiveness and reliability of the CIPP evaluation model in evaluating vocational high school counseling programs. The consensus among the three expert raters across general, specific, and material assessments and the overall evaluation underscores the model's suitability in evaluating program clarity, specificity, and material components. Notably, the implementation of the CIPP evaluation model demonstrated a positive influence on the skills of guidance and counseling teachers, as evidenced by a substantial enhancement in post-test scores compared to pre-test scores. This indicates that the CIPP model serves as a valuable tool for the professional development of educators in the field, enhancing their ability to assess counseling programs effectively.

While the current findings present promising insights, it is crucial to recognize the necessity for further research, particularly with a more extensive sample size and across diverse educational contexts. This would contribute to bolstering the generalizability of these findings. Future studies should delve into the enduring effects of integrating the CIPP model into teacher training programs, specifically focusing on its impact on student outcomes.

This research not only adds meaningful insights into the applicability and effectiveness of the CIPP evaluation model within vocational high school counseling programs but also highlights its implications for educational policymakers, administrators, and practitioners. The findings offer valuable considerations for adopting the CIPP model in program evaluation and professional development initiatives within guidance and counseling. Additionally, the study lays the groundwork for theoretical advancements and suggests avenues for future investigations, enriching the understanding of this field. The practical implications of the CIPP model extend beyond the immediate context of this research, providing a framework for continuous improvement and innovation in educational program evaluation.

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