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ANALYSIS OF INDIVIDUAL STUDENT CAREER PLANNING SERVICE
PROGRAM AT VOCATIONAL HIGH SCHOOL USING THE
CIPP EVALUATION MODEL

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ABSTRACT

This study aims to evaluate the implementation of career guidance services in Vocational High Schools (SMK) using the CIPP (Context, Input, Process, Product) evaluation model. Career guidance services play a strategic role in helping students understand their potential, determine career direction, and prepare for the future, both for continuing their education and entering the workforce. This study used a descriptive qualitative approach with research locations at SMK PGRI Sooko, SMKS Al Hidayah, and SMK Gajah Mada Puri. Data were collected through interviews, questionnaires, observations, and documentation studies, then analyzed using the Miles & Huberman interactive model which includes data reduction, data presentation, and conclusion drawing. The preliminary results of the study indicate that in terms of context, career guidance services are relevant to the school's vision and mission and student needs. In terms of input, there are still limitations in the number of guidance counselors, supporting media, and budget. In terms of process, career services are implemented through individual consultations, group guidance, and seminars, but their implementation is not yet fully structured. Meanwhile, in terms of product, career guidance services have had a positive impact in the form of increased student understanding of career choices, tracer studies showing that most alumni have worked or continued their studies, and collaborations with the business and industrial worlds. The study's conclusions confirm that career guidance services at the three schools have been running quite well, but improvements in resource provision, more systematic program planning, and ongoing evaluation are still needed.

Keywords: career guidance, program evaluation, cipp model

INTRODUCTION

Career planning is a vital component of guidance and counseling services in Vocational High Schools (SMK). Ideally, SMK students should not only master vocational competencies but also be able to design career pathways aligned with their abilities, interests, and labor-market opportunities. Field evidence, however, indicates persistent gaps between program designs and students' actual needs, including: (1) limited program evaluation, which makes services less responsive; (2) resource constraints suboptimal counselor–student ratios, insufficient career tools/measures, and minimal funding; (3) delivery processes that are not fully scheduled or structured, with uneven implementation across schools; and (4) the need for technology-based innovations and stronger linkages with industry partners (DU/DI) so services can keep pace with labor-market dynamics (Pristanti & Ardhiyah, 2023; Djuanda, 2020; Fiandra et al., 2022; Shu et al., 2023). These patterns are also evident in three SMKs in Puri District, Mojokerto SMKS Al Hidayah, SMK PGRI Sooko, and SMK Gajah Mada Puri where students' demand for career services is high but programs still face input limitations (human resources, materials, funding) and varied implementation processes, even though the services have positively influenced students' understanding of career options and partnerships with DU/DI.

To assess and enhance service quality, the CIPP evaluation model (Context, Input, Process, Product) developed by Stufflebeam is considered relevant because it examines not only outcomes but also needs (context), strategies/resources (input), and the quality of implementation (process) in an integrated manner (Stufflebeam, 2003; Stufflebeam & Shinkfield, 2017). Recent literature in guidance and counseling/education from 2018–2023 likewise shows that CIPP is adaptable across levels and programs from character education to early childhood services and career initiatives and supports continuous improvement through systematic feedback (Jaya & Ndeot, 2018; Djuanda, 2020; Nurhayani et al., 2022; Shu et al., 2023). At the same time, service effectiveness hinges on the quality of inputs (adequate personnel, career-assessment tools, and funding) and sound implementation strategies two weaknesses repeatedly noted in SMK contexts (Mertens & Wilson, 2012; Fiandra et al., 2022; Budiman et al., 2020). Findings from the three SMKs in Puri reinforce this pattern: some schools conduct more systematic needs analyses and have dedicated budgets, whereas others rely mainly on ad-hoc individual consultations with limited supporting materials.

The urgency of this study lies in the need to provide a comprehensive, CIPP-based evaluative picture of individual career-planning services in SMKs so schools have an empirical foundation to: (1) sharpen analyses of student needs and DU/DI demands (context); (2) design more effective resource allocations and strategies (input); (3) standardize and streamline service delivery, including technology integration and external partnerships (process); and (4) monitor short- and long-term results such as career maturity, job placement, and continued study (product) (Pristanti & Ardhiyah, 2023; Nurhayani et al., 2022; Shu et al., 2023). Practically, the evaluation is expected to contribute concrete school policy recommendations: optimizing counselor–student ratios, providing interest/aptitude assessment instruments, developing a structured service calendar, strengthening tracer studies, and institutionalizing results-oriented DU/DI collaborations. Theoretically, the study reinforces evidence for the utility of CIPP in Indonesian SMK career services and refines context-sensitive evaluation indicators.

The novelty of this research includes: (1) applying CIPP across multiple schools within a single district to map comparative variations in context, input, process, and product, thereby identifying replicable gaps and promising practices; (2) combining qualitative data (interviews, observations, documents) with descriptive quantitative data (student questionnaires) to yield more robust, triangulated evaluative findings for individual career services; and (3) emphasizing service linkages with DU/DI (partnerships, tracer studies, and job placement) as product indicators directly tied to the SMK mandate. This differs from prior work that often focuses on single-school or program-specific evaluations, by offering a comparative evaluation map useful for decision-making across schools operating within the same ecosystem (Fiandra et al., 2022; Shu et al., 2023). Preliminary evidence from the three SMKs in Puri ranging from strong student enthusiasm and varied service strategies to observable effects on work readiness provides an empirical basis for developing evidence-informed recommendations. Building on this rationale, the study aims to evaluate individual career-planning services in three SMKs in Puri District, Mojokerto using the CIPP model to determine how far programs are designed, implemented, and achieving their intended objectives in SMK career services, while formulating measurable improvement recommendations (Stufflebeam, 2003; Stufflebeam & Shinkfield, 2017; Pristanti & Ardhiyah, 2023).

METHOD

This study is an evaluative inquiry employing Stufflebeam's CIPP (Context, Input, Process, Product) model (2003). It adopts a descriptive qualitative approach, enriched with descriptive quantitative data to strengthen field findings on the implementation of individual career planning services. The research was conducted at three vocational high schools in Puri District, Mojokerto Regency: SMK Gajah Mada Puri, SMK PGRI Sooko, and SMK Islam Al Hidayat. Participants included principals, vice principals for student affairs, guidance counselors, heads of expertise programs, and students as respondents.

The instruments comprised interview protocols, observation checklists, a student questionnaire, and a literature review matrix. Data were collected through in-depth interviews, observations, document analysis, and questionnaire distribution to students. Qualitative data were analyzed using the Miles and Huberman interactive model (in Zulfirman, 2022)—covering data collection, reduction, display, and verification—while questionnaire data were analyzed descriptively. Data credibility was ensured through source and method triangulation.

The study's results will be directly compared with the article by Budiman et al. (2022), which evaluated a social-guidance counseling program at SMKN 34 Jakarta using the CIPP model and a mixed-methods design. That study reported an overall "Good" category and a "Very Good" rating for the product component, with a 31.53% improvement (as shown in the table/figure on p. 8). The comparison will map indicator alignment, highlight convergences and divergences across context, input, process, and product, and consider methodological differences. Substantive significance will be assessed to determine whether similarities or gaps are practically meaningful for program decisions.

To unravel potential cause-and-effect pathways, the analysis focuses on meaningful differences by leveraging the CIPP linkages among context, input, process, and product. Interpretations will be grounded in career development frameworks (e.g., Super's life-span/life-space and Holland's person–

environment congruence). These lenses will help explain how school characteristics, counselor workload and qualifications, facilities, and service delivery patterns may shape “product” outcomes. The goal is to provide a theoretically informed explanation for why findings at the three schools converge with or diverge from those reported by Budiman et al. in Jakarta.

RESULT AND DISCUSSION

Result

The results of the evaluation research of individual career planning service programs in three schools (SMKS Al Hidayah, SMK PGRI Sooko, and SMK Gajah Mada Puri) using the CIPP (Context, Input, Process, Product) model show similarities and differences in the implementation of services, which reflect real conditions in the field.

1. Context Aspect

In all three schools, student demand for career planning services was high. Many students remained unsure about career choices, whether to continue their education, work directly, or become entrepreneurs. This aligns with the findings of Budiman et al. (2020), who emphasized the importance of career guidance services to help students develop career maturity and enable them to plan their future more clearly.

Interviews with guidance counselors at SMKS Al Hidayah indicate that the service is highly satisfactory for students, as evidenced by the growing number of applicants this year, reaching over 100 without extensive promotion. At SMK PGRI Sooko, although the service supports the school's vision through Business Day, Culinary Laboratory, and live streaming activities, the needs analysis is still carried out simply and is not optimally structured. On the other hand, SMK Gajah Mada Puri has conducted a systematic needs analysis through questionnaires, interviews, and discussions with the Business/Industry World (DU/DI), so that the service is more relevant to student needs and the demands of the workplace.

2. Input Aspect

Resource support at all three schools remains a challenge. SMKS Al Hidayah has strong collaboration between guidance counselors, homeroom teachers, and supervising teachers, supported by a communication group between teachers, although a dedicated budget is still minimal. SMK PGRI Sooko faces significant limitations with only one guidance counselor, no supporting materials such as aptitude tests or career modules, and no dedicated budget. Meanwhile, SMK Gajah Mada Puri has fared better with a dedicated budget, adequate supporting materials, and the involvement of alumni and industry stakeholders, although the ratio of guidance counselors to its large student population is not yet ideal.

According to Mertens & Wilson (2012), the availability of adequate resources and appropriate strategies are key factors for the success of educational programs, so this input aspect really needs to be improved.

3. Process Aspect

The implementation of career guidance services at the three schools exhibited a variety of methods. SMKS Al Hidayah implemented services with a combination of individual counseling, group guidance, career seminars, and routine teacher support activities, as well as Dual System Practices (PSG). SMK PGRI Sooko tended to be limited to individual consultations without a structured schedule and low student engagement, especially for those planning to continue their education. SMK Gajah Mada Puri had clear stages, from needs identification, counseling, material delivery, and evaluation, using a variety of methods, including career seminars and industry visits. The main obstacles encountered were the limited ratio of guidance counselors to students and limited time, indicating the need for technology-based service innovation and the adoption of scheduled programs for more effective services (Fiandra et al., 2022).

4. Product Aspect

In terms of outcomes, all three schools demonstrated a positive impact from career services. SMKS Al Hidayah reported that most students found employment immediately after graduation, with some even finding employment before graduation. SMK PGRI Sooko noted an increase in students' understanding of career options and collaboration with the industrial sector, although this was not yet optimal. SMK Gajah Mada Puri demonstrated well-documented results through tracer studies, job placement data, and increased collaboration with the industrial sector. These findings are consistent with Shu et al. (2023) who stated that career evaluations based on the CIPP model provide tangible feedback on students' readiness for the workforce.

Student Questionnaire Analysis

The results of the student questionnaires supported the interview findings. SMKS Al Hidayah obtained an average score of 3.92 (Good category), with the highest aspect being guidance from guidance counselors based on interests and talents, namely 4.31. SMK PGRI Sooko obtained an average score of 4.15 (Good), with the highest aspect being the relevance of the material provided after graduating from vocational school (4.65). SMK Gajah Mada Puri obtained an average score of 4.31 (Good), with the highest aspect being the ability of students to develop personal career plans (4.75). These data confirm that students from all three schools feel real benefits from career services, especially in terms of material relevance, personal guidance, and readiness to face the world of work. However, aspects related to service schedules and career planning still need to be improved in some schools.

Theoretically, the research findings support Stufflebeam's (2003) view that educational evaluation needs to address the four dimensions of CIPP to provide a comprehensive picture of program effectiveness. While services at these three vocational schools have provided benefits, shortcomings remain in the input (resources and budget) and process (service regularity and intensity). These findings align with Nurhayani et al. (2022), who stated that the CIPP model enables continuous improvement. Therefore, schools need to increase the number of guidance counselors, update supporting media with the latest information, expand collaboration with industry, and strengthen students' soft skills training.

Discussion

Evaluation results of career planning services at several vocational schools (SMKS) indicate that these services are generally considered good, with high levels of student satisfaction and a positive impact

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on students' readiness for the workforce. These findings align with previous studies that emphasize the importance of systematic career planning in improving vocational students' work readiness (e.g., Smith, 2023; Wijaya, 2022). At SMKS Al Hidayah, structured career services, with the involvement of all teachers and support from tracer studies, provide concrete evidence that career guidance can increase public trust and encourage increased enrollment, indicating the program's success in terms of its relevance to the workforce and student needs.

However, there are striking differences in input and process aspects between different vocational schools, indicating variations in service effectiveness. At SMK PGRI Sooko, the limited number of guidance and counseling teachers and the lack of supporting media and a dedicated budget mean that services remain less structured and consultations are more basic. This results in relatively low student engagement and suboptimal career guidance. This finding contrasts with SMK Gajah Mada Puri, which has a more varied service structure and better media support, although it still faces the challenge of a less-than-ideal guidance and counseling teacher ratio.

This significant difference reveals that the success of career services depends not only on the existence of the program, but also on the quality of inputs such as the availability of professional staff, supporting media, and funding. Theoretically, this supports the CIPP (Context, Input, Process, Product) evaluation model, which emphasizes the importance of input and process components as determining factors of program effectiveness (Stufflebeam, 2003). In this context, the lack of input at SMK PGRI Sooko resulted in a less than optimal guidance process, which impacted on strengthening student readiness, which was still considered inadequate.

The public needs to understand that while career planning services in some vocational schools have yielded positive results, strengthening input and process aspects is crucial to ensure sustainability and optimization of services. Equitable access to services through additional guidance and counseling staff, improved learning media, and adequate funding are key points that education policymakers and schools must address. Therefore, career planning is not merely a formality, but a strategic element capable of addressing the challenges of the workplace and helping students determine their futures independently and with direction.

Table 1 Comparison Table of CIPP Model Findings in Three SMKs

Aspect	Al Hidayah Vocational School	PGRi Sooko Vocational School	Gajah Mada Puri Vocational School
Context	High demand, high student satisfaction, increasing enthusiasm	High demand, needs analysis is still simple	High demand, systematic analysis involving DU/DI
Input	Collaboration between BK teachers and homeroom teachers, supporting media available, minimal funds	Limited number of guidance and counseling teachers (1 person), without supporting media and budget	There is a special budget, complete media, alumni & DU/DI are involved

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Process	Various methods: counseling, seminars, regular meetings, PSG	Individual consultations without schedule, low student engagement	Structured process: counseling, seminars, industrial visits
Product	Many students work before graduation, valid tracer study, MoU DU/DI	Tracer study exists, students are helped, DU/DI cooperation is growing	Good tracer study, job placement, strong DU/DI cooperation
Questionnaire	3.92 average, the highest interest and talent guidance	4.15 average, highest relevance of material after graduation	4.31 average, highest ability to develop personal career plans

CONCLUSION

Based on the evaluation results of the individual career planning service program at three schools, namely SMKS Al Hidayah, SMK PGRI Sooko, and SMK Gajah Mada Puri using the CIPP evaluation model, it can be concluded that in general, this service has been running quite well and has had a positive impact on students. In terms of context, all three schools demonstrated a very high student need for career services, and the programs implemented are relevant to the school's vision and mission and the demands of the workplace. In terms of input, significant weaknesses remain, including the limited number of guidance counselors, the lack of up-to-date supporting media, and a limited dedicated budget, although some schools have attempted to collaborate with external parties. In terms of process, the implementation of the service shows a variety of methods such as individual counseling, group guidance, career seminars, and industrial visits, but not all schools have structured and intensive planning. Meanwhile, in terms of product, career services have proven effective in helping students determine their career direction, increasing their readiness for the workplace, and expanding their network of collaborations with businesses and industry. Overall, the individual career planning service at all three schools can be categorized as good, with the main strengths being in the context and product aspects, while the input and process aspects still need strengthening. Therefore, increasing the number of guidance and counseling teachers, providing a special budget, updating supporting media, expanding cooperation with the industrial world, and strengthening student soft skills training are strategic steps to improve the effectiveness and quality of career services in vocational schools.

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