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A PROSPECTIVE VISION OF SCHOOL GUIDANCE: AN EVALUATION OF
CLASSROOM GUIDANCE PROGRAMS

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ABSTRACT

This study evaluates the guidance and counseling program at a public junior high school in the Wiyung District using the CIPP model (Context, Input, Process, Product). The research employed a descriptive qualitative method with three guidance and counseling teachers and fifteen students as subjects, utilizing observation, interviews, and documentation. The findings indicate that, in terms of context, students' needs include learning motivation, discipline, social skills, and emotional regulation. Regarding input, technology-based instruments and media have been applied, although limited facilities and counseling staff remain challenges. In the process aspect, classroom guidance services are implemented through varied methods but are hindered by student stigma and time constraints. In the product aspect, the guidance and counseling program has shown positive effects on emotional management, responsibility, self-confidence, and social skills, although academic motivation has yet to reach an optimal level. Overall, the guidance and counseling program is considered beneficial; however, strategies are needed to strengthen student motivation, reduce stigma, and enhance parental involvement.

Keywords: program evaluation, guidance and counseling, cipp model, classroom guidance.

INTRODUCTION

Guidance and counseling are an integral part of education and play an important role in supporting the achievement of national education goals as outlined in Law No. 20 of 2003 on the National Education System (Muslifah, 2021). These services help educational institutions create a conducive learning environment, support students in achieving holistic and optimal development, foster self-control, and encourage independence in their lives. Ministerial Regulation No. 111 of 2014 further explains that guidance and counseling are systematic, objective, logical, continuous, and structured efforts carried out by guidance and counseling teachers to foster students' independence. In addition, guidance and counseling also aim to help students develop life and career skills, thereby contributing significantly to the improvement of national education quality (Permendikbud, 2014). The Operational Guidelines for the Implementation of Guidance and Counseling (POP BK, 2016) emphasize that guidance and counseling in schools continue to evolve in line with advances in science and technology, the development of the labor market, and social dynamics that influence student characteristics (Dirjen GTK, 2016). In the Merdeka Curriculum, which reflects the transformation of the Merdeka Belajar policy, the primary focus is on a student-centered approach that considers students' interests, talents, and abilities (Agung, 2025). The Guidance and Counseling Implementation Guidelines (2022) highlight that guidance and counseling in the Merdeka Curriculum are expected to help students understand and accept themselves and their environment, develop their potential, plan for the future, and solve problems to achieve independence. The general objective of guidance and counseling services is to support students in achieving optimal and holistic development and independence, while also fostering lifelong learning competencies, character building, and behavior aligned with Pancasila values, particularly the Pancasila Student Profile as the long-term goal of education (Budiyo, 2024).

The implementation of guidance and counseling services in schools must be well planned and follow a structured scenario. A comprehensive guidance and counseling program includes vision, mission, objectives, functions, service targets, activities, strategies, facilities, and implementation plans (Muslifah, 2021). Such programs are essential in schools because their implementation must be systematic, beginning with a needs analysis and continuing through service delivery (Muiz & Fitriani, 2022). The guidance and counseling program provides four main service areas to help students optimize their potential: personal, social, academic, and career development (Mulia et al., 2024). In addition, the program also includes four main components: core services, individual planning, responsive services, and system support (Asror, 2020). The implementation of educational programs cannot be separated from evaluation activities, including guidance and counseling programs. Government Regulation No. 13 of 2015 states that educational evaluation is a form of control, assurance, and quality determination of various educational components at all levels and types of education, and also serves as a form of accountability for education providers (Government Regulation, 2015). Evaluating guidance and counseling programs is important to identify weaknesses and achievements. Evaluation aims to improve the implementation of guidance and counseling programs and serves as an important step in managing guidance and counseling services at the junior high school level (Utomo et al., 2023). To determine the effectiveness of guidance and counseling

services—particularly core services such as classroom guidance—program evaluation is needed to identify strengths and limitations, thereby enabling improvements (Ramadhan, 2020).

The CIPP evaluation model is one of the most comprehensive frameworks for assessing the effectiveness and adaptability of programs (Ansori et al., 2025). This model, developed by Stufflebeam & Shinkfield (2007), emphasizes holistic managerial evaluation, providing a comprehensive framework for assessing programs, projects, personnel, products, institutions, or systems (Ramadhan, 2022). According to Stufflebeam (2007), evaluation must provide a comprehensive overview of existing guidance and counseling programs and be conducted systematically and holistically. The CIPP model consists of four components: context, input, process, and product. At one public junior high school in Wiyung District, guidance and counseling services are provided through classroom guidance and individual counseling. Classroom guidance is scheduled in class with the aim of delivering information, character building, and learning and social skills. Meanwhile, individual counseling is provided to address personal, social, academic, and career issues (Rizal, 2022).

However, despite program implementation, field phenomena show that many students still struggle with emotional regulation, low learning motivation, and limited social skills. The 2024 homeroom teacher report noted an increase in cases of disciplinary violations and peer conflicts. This condition indicates that classroom guidance services have not been fully effective in addressing students' developmental needs. Theoretically, Corey (2016) emphasized that guidance services must be designed based on students' actual needs so that they are not merely normative but truly contextual with the dynamics of student development. Therefore, evaluating the effectiveness of guidance and counseling programs in this school is essential to identify their strengths and weaknesses in relation to the school's vision and mission. Evaluation using the CIPP model (Context, Input, Process, Product) can provide an overview from various perspectives, ranging from student needs, resources and facilities, implementation, to outcomes achieved. Such evaluations are expected to provide direction for schools in developing more effective and adaptive guidance services that are responsive to change. This study contributes by offering recommendations for schools to improve guidance services so they are more targeted, while also enriching the scientific discourse in the field of guidance and counseling with empirical evidence on the effectiveness of core services in the Merdeka Curriculum era. Furthermore, this research links service evaluation with the latest education policy dynamics namely the Merdeka Curriculum—thus offering a comprehensive picture of how classroom guidance services can meet student needs and support the Pancasila Student Profile as the ultimate goal of national education.

METHOD

This study uses a descriptive qualitative method, which is a research approach that utilizes qualitative data and describes it in detail (Susanti & Fitriani, 2022), with a focus on evaluative research. The evaluative model used is the CIPP program evaluation model, which consists of four components: Context, Input, Process, and Product, developed by Stufflebeam (Agista et al., 2025). These four components serve as evaluation targets, representing key elements in the implementation of a program.

This model was chosen because it provides a comprehensive picture of the program's success through analysis of the context, inputs, processes, and outcomes.

This study focuses on the implementation of guidance and counseling services, particularly basic services (Classroom Guidance), which include planning, processes, and evaluation of guidance and counseling programs. The research subjects consisted of three guidance and counseling (GC) teachers and fifteen students at a public junior high school in Wiyung District. The subjects were selected using purposive sampling, which is a technique of selecting subjects based on specific considerations, in this case, direct involvement in the implementation of classical guidance services. Data collection techniques included:

1. Observation, used to directly observe the implementation of classroom guidance services, including planning, processes, and interactions in activities.
2. In-depth interviews, conducted with guidance counselors and students to explore perceptions, experiences, and obstacles in program implementation.
3. Documentation study, including analysis of guidance program planning documents, activity reports, and evaluation records owned by the school.

To maintain data validity, this study used source and method triangulation techniques by comparing the results of interviews, observations, and documents so that the information obtained was more valid and reliable. The research procedure was carried out in several stages, namely:

1. Preparation stage: developing observation instruments and interview guidelines, obtaining research permits, and determining the research subjects.
2. Implementation stage: observing class guidance activities, interviewing guidance counselors and students, and collecting documents related to the guidance counseling program.
3. Data analysis stage: analyzing the collected data through data reduction, data presentation, and conclusion drawing, with reference to the CIPP components.
4. Reporting stage: compiling the research results systematically in accordance with the program evaluation objectives.

Data analysis in this study was conducted using Miles & Huberman's (1994) qualitative analysis model, which consists of three stages, namely data reduction, data presentation, and conclusion drawing/verification.

1. Data reduction

At this stage, data from observations, interviews, and documentation are selected, focused, and simplified in accordance with the research objectives. Information relevant to the evaluation of the guidance and counseling program based on the CIPP components (Context, Input, Process, Product) is selected, while irrelevant data is discarded.

2. Data display

The reduced data is then presented in the form of descriptive narratives, tables, or charts to make it easier for researchers to see the patterns, relationships, and meanings contained in the data. This presentation helps in understanding how the guidance and counseling program is implemented in schools.

3. Drawing conclusions and verification

The initial conclusions drawn from the data are then continuously verified by comparing the results of observations, interviews, and documents (triangulation). The verification process is carried out throughout the research to ensure that the conclusions drawn are consistent, credible, and accountable.

RESULT AND DISCUSSION

RESULTS

Context

In the context aspect, the three schools share visions and missions emphasizing achievement, character, faith, piety, and environmental awareness. The first school highlights quality, creativity, and courteous attitudes; the second emphasizes academic achievement and noble character; while the third prioritizes both academic and non-academic achievements with a global outlook. These align with the CIPP findings, which show that students' needs center around learning motivation, discipline, social skills, and emotional regulation. Challenges such as low student motivation, stigma toward counseling services, and lack of parental support indicate that the vision of being "excellent and accomplished" still requires reinforcement in terms of motivation and external support to be fully realized.

The guidance and counseling program in the first school is systematically designed through student needs assessment questionnaires (AKPD), problem measurement tools (AUM), environmental observation, and external programs focused on personal, social, and career needs. These are then integrated into the annual program (Prota), semester program (Promes), and service implementation plan (RPL). However, challenges arise from students' low motivation to continue their education to senior high school and their dislike of monotonous learning methods. Meanwhile, the second school's student needs mainly involve time management, learning motivation, discipline, and peer relationships. Its main challenges come from the influence of social media, low motivation, and negative stigma toward counseling. In the third school, student needs include learning motivation, emotional regulation, social skills, and individual counseling for personal and family issues. Challenges relate to students' low openness, strong social media influence, and insufficient parental support. In summary, the first school focuses more on educational continuity and learning methods, the second on discipline, motivation, and stigma reduction, while the third emphasizes social skills, student openness, and parental involvement.

Input

The visions and missions of the three schools stress the importance of infrastructure, curriculum quality, and technology use. The first school targets ICT-based facilities, the second prioritizes adequate educational facilities, and the third emphasizes wise use of ICT. CIPP evaluation results show that a variety of instruments are being used, ranging from questionnaires and modules to google forms. Media such as PowerPoint, videos, and modules are also utilized, although limitations remain in terms of facilities and the number of counselors. Thus, while the schools' missions on strengthening facilities and technology are reflected in practice, they still need reinforcement to align with their goal of producing accomplished and well-rounded students.

The first school employs various instruments such as sociometry, DJM, AKPD, and AUM, while also beginning to adopt google forms for efficiency. It also receives external support from business centers and healthcare providers, though counseling room facilities remain limited. At the second school, instruments include questionnaires, observation, and interviews, with four guidance and counseling teachers available. While funding is modest, the instructional media are sufficient, including PowerPoint, modules, and videos. Meanwhile, the third school uses PowerPoint, motivational videos, and modules, with a smaller but well-trained counseling staff who regularly attend professional development. Operational funds are adequate for basic activities, and its counseling facilities are better equipped with laptops and projectors compared to the other two schools. Overall, the first school stands out in its comprehensive use of instruments and external collaboration, the second in varied media and structured schedules, and the third in technological support.

Process

The schools' visions and missions emphasize active, creative, innovative, effective learning, and character development. The CIPP results indicate that guidance and counseling services are carried out through varied and interactive methods such as discussions, games, educational videos, as well as modern methods including deep learning, problem-based learning, and project-based learning. These approaches align with the schools' goals of creating engaging, character-driven learning. However, constraints such as limited service time, a shortage of counselors, and student stigma toward remain significant barriers. This suggests that while creative learning is reflected in the process, consistency and equal access still need improvement.

The first school implements guidance and counseling services using interactive approaches, applying modern methods such as deep learning, problem-based learning, project-based learning, and content-based learning. At the second school, classroom guidance is conducted through engaging methods such as games, discussions, and educational videos, supported by subject teachers and homeroom teachers. Meanwhile, the third school provides interactive services tailored to students' characteristics, with materials perceived as understandable and beneficial. Nonetheless, stigma against guidance and counseling persists, with some students reluctant to visit the counseling office. In conclusion, the first school excels in data collection for student needs assessment using tools like AUM, AKPD, and sociometry to develop its classroom guidance program. The second school stands out in external collaboration, involving subject teachers, homeroom teachers, and student affairs, and often applies ice-breaking methods in classroom guidance. The third school places greater emphasis on developing social skills, although stigma remains a challenge.

Product

The schools' visions and missions aim to produce graduates who are accomplished, faithful, ethical, and independent. The CIPP results demonstrate that all three schools have successfully delivered positive outcomes, including improvements in self-confidence, emotional regulation, discipline, responsibility, and social skills. The first school excels in emotional management and responsibility, the second in patience and self-confidence, while the third achieves more comprehensive outcomes in both the short and long term. This confirms that the schools' visions and missions are aligned with guidance and counseling

outcomes, though areas for improvement remain in academic motivation, stigma reduction, and parental involvement to ensure sustainable impact.

In terms of product, the guidance and counseling services in the first school enhanced students' understanding of emotional regulation, responsibility, and decision-making. However, student motivation to pursue higher education remains low, requiring stronger external and family support. In the second school, guidance and counseling outcomes were tangible, with students reporting increased patience, emotional control, and self-confidence, particularly through individual counseling. At the third school, the impact was broader: short-term benefits included greater self-confidence, learning enthusiasm, and conflict resolution skills, while long-term outcomes included independent character development, discipline, and social skills. In conclusion, the first school focuses more on emotional aspects but still struggles with academic motivation, the second is stronger in personal development such as emotional control and confidence, while the third demonstrates more comprehensive short- and long-term results.

DISCUSSION

The visions and missions of the three schools clearly emphasize academic and non-academic achievement, the development of respectful and virtuous character, and environmental awareness. However, evaluation using the Context, Input, Process, Product (CIPP) model reveals a gap between these aspirations and the contextual realities faced by students. Their primary needs revolve around fundamental aspects such as low learning motivation, time and discipline management, social skills, and emotional regulation. Challenges such as negative stigma toward guidance and counseling services and limited parental support further complicate the realization of the vision of being "excellent and accomplished." These findings are consistent with Prasetyo and Apsari (2022), who concluded that the success of guidance and counseling programs is largely determined by their ability to respond to students' real needs (needs assessment) and to overcome ecosystem barriers, such as stigma and minimal parental involvement. Therefore, school visions must be reinforced with concrete, measurable strategies to foster students' intrinsic motivation and to build stronger collaboration with external stakeholders, particularly families.

In the input aspect, all three schools demonstrate a commitment to facilities and the use of technology, reflected in the application of various instruments (e.g., sociometry, AUM, needs assessment questionnaires) and digital media (Google Forms, PowerPoint, videos). Nevertheless, the level of readiness varies. The first school excels in comprehensive instruments and external collaboration with industry, though it struggles with counseling space facilities. The second school has a sufficient number of guidance and counseling teachers (four) and uses diverse instructional media, while the third stands out with better-equipped counseling facilities (laptops, projectors) and well-trained counselors. These variations illustrate that the quality of input is not always linear with quantity but depends on how limited resources are optimized. As Zhang (2021) emphasized, the effectiveness of guidance and counseling programs in the digital era depends on the purposeful integration of technology and continuous counselor training, rather than merely owning advanced tools. Thus, the schools' missions regarding facilities and technology are on the right path, but further improvement is needed to ensure equitable access and capacity building that align with the goal of developing well-rounded students.

The implementation process of guidance and counseling services in the three schools reflects efforts to accommodate visions of active, creative, and innovative learning. The methods used are varied and interactive, including discussions, games (ice-breaking), videos, and modern approaches such as project-based learning and deep learning in the first school. At the second school, the involvement of homeroom and subject teachers strengthens service delivery. However, the consistency and equity of these processes remain hampered by classic challenges: limited service time, an unfavorable counselor-student ratio, and—most critically—persistent stigma among students, particularly in the third school, leading to reluctance in seeking individual counseling. Amalia and Susanto (2021) stress that without systematic efforts to destigmatize guidance and counseling services through outreach and demonstration of tangible benefits, even the most sophisticated methods will struggle to reach the students who need them most. Therefore, interactive processes must be paired with sustained positive campaigns to reshape student perceptions and reinforce the image of guidance and counseling as supportive and empowering.

The impact, or product, of guidance and counseling services overall aligns with the schools' visions and missions of developing graduates who are confident, responsible, and independent. Each school demonstrates strengths: the first in emotional management and responsibility, the second in patience and self-confidence, and the third in more comprehensive outcomes, encompassing both short-term benefits (increased learning enthusiasm) and long-term benefits (independent and disciplined character). However, these findings require critical reflection. Weaknesses in academic motivation, such as low aspirations to pursue higher education (as in the first school), suggest that positive outcomes in affective and personal domains have not fully translated into academic and developmental achievements. This reinforces the findings of Fitriani and Nurihsan (2020), who argue that the effectiveness of guidance and counseling programs should be seen as a continuum process, in which success in one domain (social-emotional) must serve as the foundation for growth in another (academic). To achieve sustainable and holistic outcomes, future guidance and counseling programs must be more closely integrated with overall school programs and involve parents as partners to strengthen students' long-term achievements.

The findings of this study indicate that the primary needs of junior high school students in three schools in Surabaya still revolve around learning motivation, discipline management, social skills, and emotional regulation. This is consistent with Prasetyo and Apsari (2022), who emphasized the importance of *needs assessment* to ensure that guidance and counseling services are aligned with students' real needs. Similarly, Fitriani and Nurihsan (2020) argued that guidance and counseling programs should be viewed as a continuous process in which the social-emotional domain serves as the foundation for academic development. These results also align with Zhang (2021), who highlighted that the effectiveness of counseling programs in the digital era depends more on the purposeful integration of technology and the enhancement of counselors' competencies rather than merely possessing advanced facilities. Therefore, this study strengthens the empirical evidence that the effectiveness of school counseling programs is closely tied to the relevance of student needs, the quality of input, and the consistency and adaptability of implementation strategies.

Although several findings are consistent with previous studies, this research also reveals significant differences worth highlighting. The study shows that while there are notable improvements in the affective

domain—such as responsibility, patience, and self-confidence—the impact on the academic domain, particularly students' motivation to pursue higher education, remains limited. This finding differs from Ramadhan (2022), who reported that improvements in social-emotional skills directly influenced students' academic motivation. Theoretically, this discrepancy can be explained through Bronfenbrenner's ecological systems theory (1979), which posits that micro-level factors (family and school support) and macro-level factors (stigma toward counseling and the prevailing academic culture) play a critical role in shaping the effectiveness of educational interventions. In other words, success in the affective domain does not automatically transfer to the academic domain if the broader supporting ecosystem is not optimally integrated. This study contributes new insights by emphasizing the importance of integrating counseling programs with strategies to strengthen academic aspirations, involving families and external stakeholders more intensively. This adds a fresh perspective to the literature: the success of school counseling services depends not only on the internal quality of the program but also on how effectively it connects socio-emotional achievements with long-term academic goals.

CONCLUSION

Based on the evaluation using the CIPP model, it can be concluded that the implementation of Guidance and Counseling services in public junior high schools in Wiyung District has made a positive contribution to students' development, particularly in managing emotions, building character, enhancing self-confidence, and developing social skills. However, the program's effectiveness still faces several challenges, such as students' low learning motivation, limited service time and counselor-student ratios, negative stigma toward counseling, and insufficient parental support.

In terms of context, students' needs are centered on motivation, discipline, social skills, and emotional regulation, while the schools' visions emphasize academic achievement and character development. In terms of input, schools have begun to use evaluation instruments and technology, although differences in quality and facility availability remain across schools. In terms of process, services are delivered through varied and interactive methods, but consistency is still hindered by limited resources and students' perceptions of guidance and counseling. In terms of product, guidance and counseling services have shown positive impacts on students' personal and social development, although they have not fully enhanced academic motivation or educational continuity. Therefore, the success of guidance and counseling programs will be more optimal if schools strengthen strategies to foster students' intrinsic motivation, reduce stigma toward guidance and counseling through positive outreach, expand parental involvement, and improve counselor competence as well as counseling facilities. Integrating guidance and counseling services with broader school programs is essential to achieving long-term goals, namely realizing the profile of Pancasila students who are of strong character, independent, accomplished, and prepared to face future challenges.

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