

## Evaluation of Counseling Programs at Junior High Schools in Malang Regency during the Covid-19 Pandemic: Discrepancy Model

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**Abstract:** Counselors become adaptive individuals to changes that exist, even though they occur so quickly. One of them is that the COVID-19 pandemic has had an impact on the implementation of the counseling program in schools. The implementation of the counseling program in schools is expected to be able to accommodate the needs of students to be able to solve complex problems due to the COVID-19 pandemic. This research is evaluation research with a discrepancy evaluation model approach. The purpose of this study was to determine the implementation of the counseling program in schools based on predetermined standards. The implementation of this research is an evaluation with the research population being teacher guidance and counseling at the junior high school level in Malang Regency with a focus on implementing counseling programs during the COVID-19 pandemic. The research instrument is based on performance-based professional teacher evaluation guidelines on the third aspect of the fifth criterion. The data obtained were then analyzed descriptively and percentages to determine the implementation of the counseling program during the pandemic. The results show that counselors can adapt well to changes due to the covid-19 pandemic. This condition is indicated by the counselor starting to use technology in counseling (cybercounseling) to overcome the problems that occur so that they can carry out the program on a scheduled and limited basis in accordance with the health protocol rules. The follow-up results are recommendations to counselors for the implementation of future counseling programs.

**Keywords:** Discrepancy Model; Evaluation Programs; Junior High School

### Introduction

The presence of the COVID-19 pandemic has resulted in radical changes and demands to be able to adapt quickly (Xu, Li, & Wei, 2022; Zheng, Khan, & Hussain, 2020). One of the changes that occurred was the implementation of the learning process which underwent several policy changes, for sure this condition had a significant impact (Nugroho, Kusumawati, & Wahyuningsih, 2021). This happens because of simultaneous changes in several aspects without being accompanied by readiness to face these conditions (Martoredjo, 2020). Changes in the learning process or program that were originally carried out face-to-face to online until now are carried out using a hybrid learning model. In addition, the COVID-19 pandemic has a psychological impact on students with the emergence of increasingly complex problems (Karahana & Bakalim, 2021).

This condition is shown based on the results of the study explaining that students during the COVID-19 pandemic experienced problems in the form of academic stress, academic burnout, academic procrastination, learning loss (Araújo, de Lima, Cidade, Nobre, & Neto, 2020; Ardington, Wills, & Kotze, 2021; Clabaugh, Duque, & Fields, 2021; Hong, Lee, & Ye, 2021; Mahapatra & Sharma, 2021). So with the impact caused by students being disturbed and not optimal in participating in the learning process (Onyema, 2020). Special assistance is needed by students to overcome the conditions for the impacts caused by the COVID-19 pandemic (Chen, 2020; Rasyid & Muhid, 2020). Even in the current situation, students need mentors specifically related to changes in the transition from online learning or learning from home to face-to-face learning at school (Fatimatuzzahroh & Muhid, 2022).

One who is responsible for the mentoring and program delivery process is the guidance and counseling teacher or counselor through the counseling program (Ramli, Hidayah, Eva, Saputra, & Hanafi, 2021). The counseling program is part of a responsive service that functions to help overcome or deal with problems faced by students (Saputra, Alhadi, Supriyanto, & Adiputra, 2021). Based on the Regulation of the Ministry of Education and Culture No. 111 of

2014 concerning guidance and counseling in primary and secondary education, it is stated that guidance and counseling is an integral part of education, is an effort to facilitate and make students/counselees independent in order to achieve complete and optimal development (Santoso, 2022). More specifically, the points e, f, g in article 2 state that the function of guidance and counseling services is to prevent problems from arising, to repair and heal as well as to maintain personal conditions and situations that are conducive to the counselee's self-development (Kementerian Pendidikan dan Kebudayaan, 2014).

Furthermore, other experts revealed that counseling has a definition as a process of assistance given to individuals to overcome problems so that they are able to be independent (Yusuf, 2016). The contribution of counseling in helping to solve problems during the pandemic is proven that counseling with the REBT approach through cybercounseling is effective in helping students overcome anxiety during the COVID-19 pandemic (Fakhriyani, Sa'idah, & Annajih, 2021). The use of counseling services with technology has proven to be able to help overcome the problems faced by students (Handika & Herdi, 2021). The use of technology in the process of counseling services is a development and adjustment of counselors in the implementation of counseling programs. In line with this, under special conditions or changes that occur significantly, counselors are required to be individuals who are adaptive to change so that they can carry out counseling programs for students (Permatasari, Neviyarni, & Firman, 2021).

The conditions faced by counselors in providing counseling services provide challenges for counselors to carry out services with existing limitations (Permatasari et al., 2021). In essence, the mechanism for guidance and counseling services, especially in management, needs analysis, planning, implementation, evaluation, reporting and follow-up of program development (Johnson, West, Erford, & Karkhanis, 2022). So after the implementation of the counseling program, the next step is to evaluate to find out the implementation of services, reporting and improvement as a follow-up to program development (Umar, 2018). Evaluation is the most important stage in the implementation of the counseling program because it is to find out how to implement and improve it as a reference for further program development (Hadiwinarto, Mishabuddin, & Sulian, 2017). In addition, the evaluation of the implementation of the counseling program affects the optimization of the implementation of counseling services and the achievement of counseling outcomes (Saputra, 2019).

Therefore, this study is an evaluation study that aims to find out the gaps in the implementation of the counseling program implemented in schools (Umar, 2018). The evaluation model used is the discrepancy evaluation model by Malcom Provus with the aim of finding out how appropriate the implementation is with existing standards (Herawati, Suryadi, & Sujanto, 2019; Suyasa & Divayana, 2021). The evaluation process with the discrepancy model is (a) the preparation phase by determining the standard to be used; (b) determine whether there is a discrepancy between the implementation and the predetermined standard; (c) the phase of analyzing the results of the evaluation; and (d) the phase for interpreting the results as material for further consideration of the program (Putri, 2019). Implementation of the evaluation uses the standard Guidelines for Performance Based Professional School Counselor Evaluation on the third aspect of the fifth criterion "professional school counselors counsel students individually and in groups whose needs and problems are identified and require assistance" (Missouri Department of Elementary and Secondary Education, 2008).

## **Method**

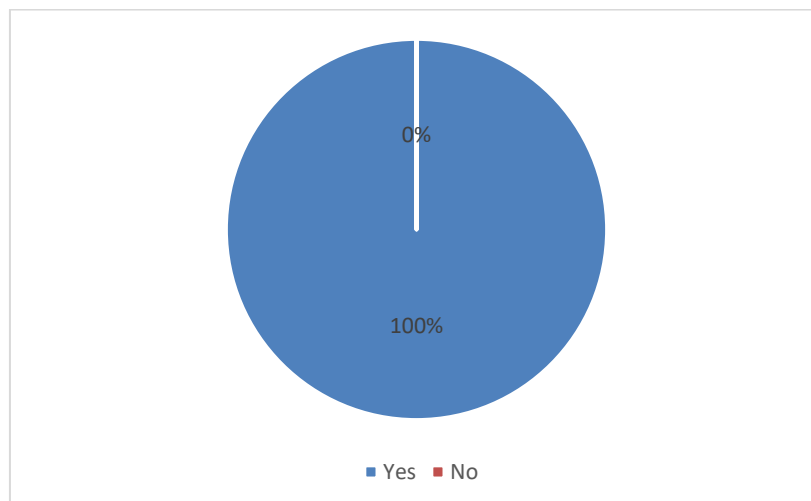
This research is an evaluation research using a discrepancy evaluation model that is useful to assist administrators in making decisions. The focus of the approach to evaluation is focused on the stages of planning, implementing and evaluating counseling programs at junior

high schools in Malang Regency. Evaluation is carried out based on predetermined standards which are then used as a reference for conformity with the counseling program at school (Saputra, 2016). The standard reference used is taken from the Guidelines for Performance Based Professional School Counselor Evaluation on the third aspect of the fifth criterion “professional school counselors counsel students individually and in groups whose needs and problems are identified and require assistance” (Missouri Department of Elementary and Secondary Education, 2008).

Based on these standards, four main indicators of evaluation instruments were formulated which include: dissemination of information on counseling programs; provide individual and group counseling services according to school-appropriate theory; demonstrate the use of appropriate groups with students; and can help students solve problems. The data obtained in the evaluation of this counseling program came from 38 counselors at the junior high school (SMP) level in Malang Regency, then statistical data analysis was carried out descriptively and presented in the form of percentages and tables.

## Results and Discussion

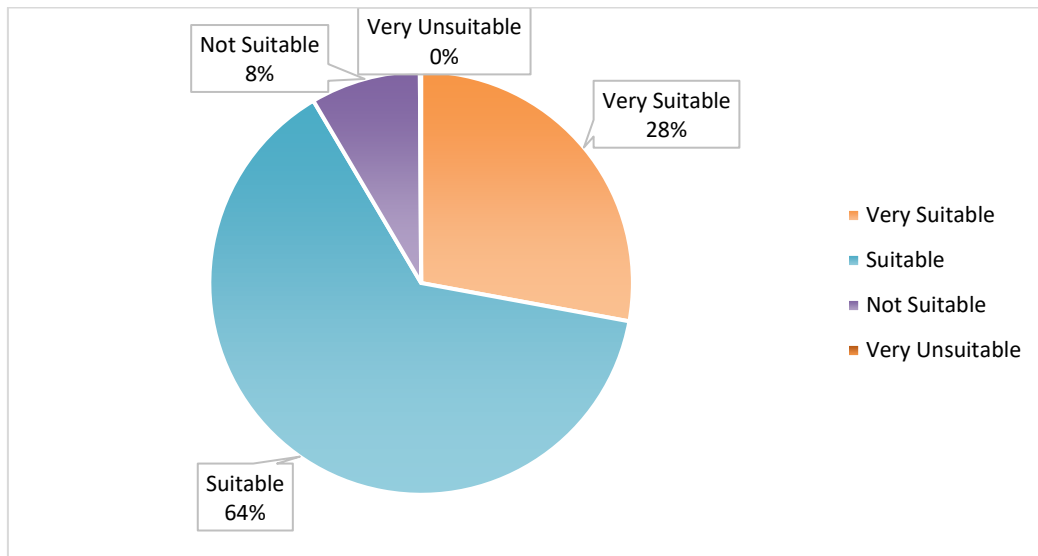
The standard used in the implementation of the counseling program evaluation research in Malang Regency uses the Guidelines for Performance Based Professional School Counselor Evaluation on the third aspect of the fifth criterion "professional school counselors counsel students individually and in groups whose needs and problems are identified and require assistance". Based on the standard, it is divided into four main criteria, namely (1) according to the standard; (2) close to the standard; (3) not up to standard and (4) very not up to standard. The initial question asked during the evaluation in the context of the counseling program during the COVID-19 pandemic was whether the counselor carried out a counseling program to help students during the COVID-19 pandemic?



**Figure 1.**  
**Implementation of the Counseling Program During the Covid-19 Pandemic**

In Figure 1. Explaining the the percentage of counseling program implementation carried out by counselors shows that 100% of counselors at the SMP/MTs level in Malang Regency during the pandemic carried out counseling programs. This data is the basis for evaluating the extension program during the pandemic, which is carried out based on predetermined standards. Implementation of counseling during the pandemic is needed to help students adapt to the learning process and other problems experienced by students (Handika &

Herdi, 2021; Naini, Mulawarman, & Wibowo, 2021). A comparison of data between the implementation of counseling programs with standards is as follows.



**Figure 2.**

**Percentage of conformity of the evaluation results of the counseling program as a whole.**

Figure 2. Shows the data that the conformity between the implementation of the counseling program carried out by the counselor with the applicable standards shows that 28% of the counseling program is very in accordance with the standard; 64% according to standard; and 8% not according to the standard and 0% for the criteria not in accordance with the standard. Based on the total exposure, it shows that the implementation of the counseling program at the SMP/MTs level in Malang Regency shows a positive trend. This condition was obtained because counselors tried to adapt to changes that occurred and the use of technology as a medium for implementing counseling programs during the COVID-19 pandemic. However, if you look closely, you can conclude

Based on the scope of the comprehensive evaluation of the counseling program using the standards in the Performance-Based Professional School Counselor Evaluation Guidelines on the third aspect of the fifth criterion, “Professional school counselors advise students individually and in groups whose needs and problems are identified and require assistance” which are divided into (a) dissemination of information on extension programs; (b) provide individual and group counseling services according to theory according to school needs; (c) implementation of counseling services according to student needs; and (d) can help students solve problems. Therefore, the implementation of counseling services must be adjusted to the characteristics of the counselee and the conditions in the field (Hidayah, Ramli, & Hanafi, 2017; Ramli et al., 2021).

**Table 1**  
**Percentage of evaluation results of counseling programs in terms of aspects**

Aspects	Assessment criteria			
	Very suitable	Suitable	Not suitable	Very unsuitable
Dissemination of counseling program information	28%	60%	11%	1%
Provide individual and group counseling services in accordance with the theory that suits the needs of the school	29%	56%	15%	0%
Implementation of counseling services according to student needs	31%	64%	5%	0%
Can help students solve problems	23,7%	74,7%	1,6%	0%

In the first aspect regarding the dissemination of counseling program information regarding planning and implementation, it shows that the section on providing information on counseling programs to parents' forums and providing information on counseling programs to teachers or students' guardians does not meet the standards or is fairly low. Counselors tend not to provide information related to the counseling program in schools, either to the tau forum or to teachers in the field of study at the school. Whereas the provision of information to the parent and teacher forums in the field of study is a form of collaboration between counselors and related parties. Collaboration in counseling programs is needed to be able to obtain information and help achieve problem solving for the counselee konseli (Prilianto, Hidayah, & Rahman, 2020; Schmidt, 2014). In essence, the counseling process does not only involve the counselor and the counselee but requires support and cooperation to help solve certain problems experienced by students with the support of the closest people and their environment (Pranowo & Santoso, 2021).

The counseling process based on the second aspect shows that the counselor carries out the counseling process when students need or come to see the counselor. It is proven that there is no schedule for the implementation of individual counseling and group counseling which aims to pick up or attract interest from the counselee. Making an agenda in the implementation of individual and group counseling is useful for clarifying the counseling program in schools so that it can be communicated with related parties (Saputra, 2015). The context of implementation and the purpose of counseling is not only to help solve students' problems but also as a service for student self-development so that students are able to solve or avoid problems (Gysbers, 2004; Santoso, 2022). As for the third aspect regarding the implementation of counseling services according to the needs of students, it shows that counselors are still experiencing problems in implementing counseling that utilizes technology or cyber counseling (Ramli et al., 2020).

The need for the use of technology in the implementation of counseling during the COVID-19 pandemic is very much needed with all the needs and limitations that occur. The use of technology in the counseling process is also in accordance with the characteristics of the counselee who is generation Z and can attract the counselee's interest to take part in the counseling session (Hidayati et al., 2021; Saputra, Hotifah, & Muslihah, 2021). In addition, based on the results of the study, it shows that the implementation of cybercounseling-based counseling is more effective and efficient in its implementation (Fakhriyani et al., 2021; Hidayati et al., 2021). As for the fourth aspect, it shows that counselors are not confident with the success of the counseling process carried out so that improvements are needed in the

implementation of evidence-based evaluation of processes and outcomes from the implementation of counseling which aims to increase confidence in the results of the intervention (Zyromski, Dimmitt, Mariani, & Griffith, 2018). The evaluation of the process and results in the counseling program is very necessary to determine the effectiveness of the implementation of counseling both in terms of techniques, approaches and other aspects.

## Conclusions and Suggestions

The results of the evaluation of the counseling program at the junior high school (SMP) level in Malang Regency indicate that the counseling program is close to the standard. The following is a summary of the percentage exposure as follows: (1) the percentage is very much in accordance with the standard as much as 28%; (2) the percentage according to the standard is 64%; (3) the percentage is not in accordance with the standard as much as \*%; and (4) the percentage is not in accordance with the standard as much as 0%. Improvements in the counseling program to achieve optimal counseling service results require consistency and improvement in continued development. The findings of the evaluation research show that further communication or collaboration between counselors with parents and classroom teachers is needed for optimizing the counseling program. Making a routine agenda to clarify the counseling program in schools is needed, not just waiting for students to come. In addition, development and innovation in the implementation of services by utilizing technology is needed so that they are in accordance with the characteristics of the counselee and the times. The next process that must be considered is the implementation of evaluation to find out the results and achievements of the implementation of counseling needed for the development of further counseling programs.

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