

## ENHANCING THE QUALITY OF GUIDANCE AND COUNSELING SERVICES THROUGH THE CIPPO MODEL: A CASE STUDY OF PUBLIC VOCATIONAL IN THE MERDEKA CURRICULUM CONTEXT

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### Abstract

Guidance and counselling services in vocational schools play an important role in supporting students' academic, social, and emotional development, especially in the context of the implementation of the Independent Curriculum that emphasizes contextual and student-centered learning. This study aims to evaluate the quality of guidance and counseling services at SMKN 4 Banjarmasin through the CIPPO (Context, Input, Process, Product, and Outcome) evaluation model approach. The research method used is a quantitative approach with an evaluative descriptive design. The instrument used is a 4-point Likert scale questionnaire which is compiled based on the five components of the CIPPO model and has been tested for validity and reliability. A total of 300 students who have received guidance and counseling services became respondents in this study. The results of the analysis showed that the process and outcome components obtained the highest ratings with the majority of respondents giving an "excellent" score, indicating the effectiveness of the service implementation and its impact on student development. The context and input components also showed positive results, although there is still a need for improvement in the provision of resources and the number of counsellors. Product components display a significant direct impact of the service on the beneficiary. In conclusion, the CIPPO model has proven to be effective in comprehensively evaluating guidance and counseling services. This study recommends the application of this model more widely in other vocational schools to improve the quality of services according to the demands of the Independent Curriculum and the needs of students.

**Keywords:** CIPPO Evaluation, Guidance and Counseling, Merdeka Curriculum, Vocational Schools, Educational Services.

### Introduction

In the era of globalization and rapid technological development, the education system in Indonesia continues to adapt to meet the needs of students in facing the challenges of the 21st century. The Merdeka Curriculum was introduced by the Indonesian government as an effort to provide a more flexible, student-centered approach to education, with the goal of encouraging more contextual, creative, and individualized learning. (1) (2). One key aspect of the Merdeka Curriculum is guidance and counseling services, which aim to help students develop their potential and address increasingly complex personal and academic challenges. (3) (4).

Public Vocational High School (Indonesian meaning: Sekolah Menengah Kejuruan Negeri or SMKN) 4 Banjarmasin is one of the schools that has implemented the Merdeka Curriculum, placing a strong emphasis on improving the quality of guidance and counseling services. (5)(6). Guidance and counseling play a central role in helping students overcome various issues related to education, career, as well as social and emotional aspects. (7) (8). However, in line with the dynamic demands of the curriculum, a comprehensive evaluation

method is needed to ensure the effectiveness of the guidance and counseling program. (9) (10).

The CIPPO model (Context, Input, Process, Product, and Outcome) is one evaluation approach that can be applied to assess the quality and impact of guidance and counseling services within the school environment. This model not only evaluates the process of program implementation but also considers the school's context, the input received, the results, and the long-term impact on students. (11) (4). The CIPPO framework provides a systematic approach to evaluating the effectiveness of services comprehensively, helping schools improve the quality of their services. (12).

This study aims to evaluate the quality of guidance and counseling services at SMKN 4 Banjarmasin using the CIPPO evaluation model. Specifically, the research focuses on how each component of the CIPPO model from context, input, process, product, to outcome can reflect the effectiveness of the program in supporting student development (13) (7). The findings of this study are expected to provide insights for the development of more effective and relevant guidance and counseling services in the era of the Merdeka Curriculum.

This study is important due to the limited research on the application of the CIPPO model in the context of guidance and counseling services in Indonesian vocational schools, especially in the implementation of the Merdeka Curriculum. (1) (14). By gaining a deeper understanding of each aspect of the evaluation through the CIPPO model, it is hoped that SMKN 4 Banjarmasin, as well as other schools implementing the Merdeka Curriculum, will be able to take strategic steps to enhance guidance and counseling services that are responsive to student needs. (15) (16).

## **Materials and Methods**

### **1. Research Design**

This study uses a quantitative evaluation approach with a descriptive evaluative design to assess the effectiveness of guidance and counseling services at Public Vocational High School 4 Banjarmasin using the CIPPO evaluation model (Context, Input, Process, Product, and Outcome). This model allows for a comprehensive evaluation by considering all the important aspects of guidance and counseling services, from the school context, input or resources, implementation process, direct results, to the long-term impact. The model was chosen for its structured nature and its adaptability to the research needs within the educational context of Indonesia.

### **2. Participants**

The population for this study consisted of students from Public Vocational High School 4 Banjarmasin who received guidance and counseling services during the 2023-2024 academic year. A sample of 300 students was selected using purposive sampling to ensure that all respondents were active users of guidance and counseling services. Inclusion criteria for participants included students who had attended at least two counseling sessions, while exclusion criteria included students who had joined for only one semester.

### **3. Research Instrument**

The research instrument used in this study was a structured questionnaire designed based on the five key components of the CIPPO model. The questionnaire consisted of 30 closed-ended questions aimed at assessing the context, input, process, product, and outcome of the guidance and counseling services. Each component was evaluated using a 4-point Likert scale (1 = strongly disagree, 4 = strongly agree) to facilitate respondents in providing their ratings. The validity and reliability of the instrument were tested using exploratory factor analysis and Cronbach's Alpha coefficient, which showed a reliability score of 0.87, indicating high internal consistency.

#### 4. Data Collection Procedure

Data collection was conducted over one month, from February to March 2024. The following steps were implemented to ensure proper data collection:

- 1) Preparation. The research team collaborated with the school to inform students about the purpose and procedures of the study. A brief orientation on how to complete the questionnaire was also provided.
- 2) Questionnaire Distribution. Questionnaires were distributed directly to the selected students. Each student was given 30 minutes to complete the questionnaire, with the researcher available for clarification if needed.
- 3) Data Collection and Checking: Once all questionnaires were collected, the researcher reviewed the completeness of the data and identified any incomplete questionnaires. Incomplete data were excluded to maintain the quality of the analysis.

#### 5. Data Analysis Techniques

Data analysis was performed using SPSS version 25. The steps for analysis included:

- 1) Descriptive analysis. For each component (context, input, process, product, and outcome), the researcher calculated frequency, percentage, mean, and standard deviation to understand the distribution of respondents' ratings. This descriptive analysis provided an overview of students' perceptions of the quality of guidance and counseling services at SMKN 4 Banjarmasin.
- 2) Validity and reliability testing. The construct validity of the questionnaire was tested using confirmatory factor analysis to ensure that each item measured the correct component of the CIPPO model. Reliability was tested using Cronbach's Alpha, with each component yielding a value above 0.7, indicating good reliability.
- 3) Inferential analysis. To test significant differences between each component of the CIPPO model (e.g., between input and process), independent t-tests were conducted. This analysis helped determine which components had the most significant contribution to improving the quality of guidance and counseling services.

#### 6. Research Ethics

All participants were provided with complete information about the purpose of the study, and their participation was voluntary. Participants were also assured of the confidentiality and anonymity of their responses, and they had the right to withdraw at any time without consequence. Prior to data collection, all students were given a signed consent form to participate in the study.

#### 7. Methodological Modifications

This study adapted the CIPPO evaluation model but included several modifications for practical application in the field. Given the focus on guidance and counseling services in vocational schools, the indicators for each component were adjusted to fit the educational context in Indonesia. For instance, in the "context" component, more emphasis was placed on the alignment of the counseling program with the needs of vocational school students, which differs from those in general education. With these methodological details, the study is expected to be replicable by other researchers in similar contexts.

### Results and Discussion

This study evaluated the quality of guidance and counseling services at Public Vocational High School 4 Banjarmasin using the CIPPO model, which includes five main components: context, input, process, product, and outcome. Each component was assessed based on the responses from 300 students using a 4-point Likert scale. Below is a detailed explanation of the results.

### Evaluation Based on Context

The context component aimed to assess how well the school environment and student needs support the implementation of guidance and counseling services. Descriptive results showed that the majority of students rated this component as "very good," with 272 students (90.7%) selecting this category, while only 2 students (0.7%) rated it as "very poor." This aligns with who emphasized that a conducive school environment plays a critical role in successful program implementation (4). Additionally, (17) Suggests that school-based guidance services must align with the unique needs of students to ensure effectiveness. Table 1 below shows the distribution of context ratings by students.

**Table 1. Distribution of Context Component Ratings**

Category	Frequency	Percentage
Very Poor	2	0.7%
Poor	10	3.3%
Good	16	5.3%
Very Good	272	90.7%

The high number of students rating the context as "very good" indicates that the school environment and the students' needs significantly support the effective implementation of guidance and counseling services. As highlights, the alignment of environmental factors with program objectives is essential for achieving long-term outcomes (13). These results reinforce prior studies suggesting that context-based evaluations are integral to understanding service delivery in vocational schools, particularly under frameworks like the CIPPO model.

### Evaluation Based on Input

The input component assesses the resources, staff, and materials available to support guidance and counseling services. The results showed that the majority of students rated this component as good (66%) or very good (22.3%). These findings are consistent with previous studies highlighting the importance of adequate resources and qualified staff in ensuring the success of school programs. (18) (4). However, 33 students (11%) rated the input as poor, indicating room for improvement, particularly in the areas of resource allocation and material development. Emphasizes that resource limitations can hinder the effectiveness of educational services, which aligns with the need for continuous investment in infrastructure and training for counselors to meet the unique demands of vocational school students (19).

**Table 2. Distribution of Input Component Ratings**

Category	Frequency	Percentage
Very Poor	2	0.7%
Poor	33	11.0%
Good	198	66.0%
Very Good	67	22.3%

This result indicates that the input for guidance and counseling services at SMKN 4 is generally good, but there is still a need to improve the quality of resources. Involving teachers in data-driven decision-making and using computer systems effectively can enhance educational outcomes. (16). Similarly, emphasizes that structured evaluations, like the CIPPO model, are crucial for improving educational management quality. (4). In the context of guidance services, (13) Underscores the significance of reliable evaluation instruments to

ensure program effectiveness. Hence, implementing robust evaluation and leveraging technological support can address resource gaps and improve service quality.

### Evaluation Based on Process

The process component focuses on the implementation of the guidance and counseling services. The majority of students (76.7%) rated this component as very good, followed by 64 students (21.3%) who rated it as good. Only 6 students (2%) rated the process as poor, with none rating it as very poor. Systematic evaluations such as the CIPPO model can effectively measure service quality and drive improvements. (4). Similarly, (12) Emphasized the importance of implementing ICT-based approaches to enhance guidance programs. Underlines the value of using validated instruments to ensure reliable outcomes in evaluating such services, aligning with the findings in this study (13).

**Table 3. Distribution of Process Component Ratings**

Category	Frequency	Percentage
Poor	6	2.0%
Good	64	21.3%
Very Good	230	76.7%

The high ratings in the "very good" category suggest that the guidance and counseling services at SMKN 4 are well-implemented and meet the students' needs. The reliability of evaluation tools plays a crucial role in accurately assessing educational programs' effectiveness. (13). Highlights that the CIPPO model can provide valuable insights for refining and optimizing program management (4). Additionally, underscores the necessity of incorporating ICT to enhance service delivery and align with modern educational standards. These perspectives affirm the positive outcomes observed in this study. (12).

### Evaluation Based on Product

The product component evaluates the direct outcomes of the guidance and counseling services. A total of 195 students (65%) rated this component as very good, while 8.3% rated it as very poor. These results indicate that the majority of students experienced direct benefits from the services received, aligning with findings that effective educational interventions often demonstrate tangible outcomes in student satisfaction and achievement. (13) (11) (4). This positive evaluation resonates with research emphasizing the significance of quality assurance in curriculum implementation to achieve optimal results. (20) (12). Additionally, the data underscores the necessity of continuous monitoring and adaptation to enhance educational service effectiveness. (16).

**Table 4. Distribution of Product Component Ratings**

Category	Frequency	Percentage
Very Poor	25	8.3%
Poor	10	3.3%
Good	70	23.3%
Very Good	195	65.0%

The high ratings for the product component suggest that the guidance and counseling services have had a positive direct impact on students, corroborating research on the significance of targeted interventions in achieving educational objectives. (19) (12). This aligns with the findings that structured and well-implemented programs can enhance both student satisfaction and academic success. (13). Furthermore, these results highlight the

importance of monitoring and adapting services to meet evolving student needs, ensuring the sustained effectiveness of educational programs. (7).

### **Evaluation Based on Outcome**

The outcome component evaluates the long-term impact of the guidance and counseling services. The results show that 75% of students rated this component as very good, while only 1% rated it as poor, supporting the notion that well-implemented counseling initiatives can lead to sustainable positive effects on student development. (21) (2). These findings highlight the role of systematic evaluation frameworks in identifying long-term benefits and areas for improvement in educational support programs. (22) (9). Furthermore, the data reflect the alignment of such services with broader educational goals, such as fostering resilience and adaptability among students. (23) (24).

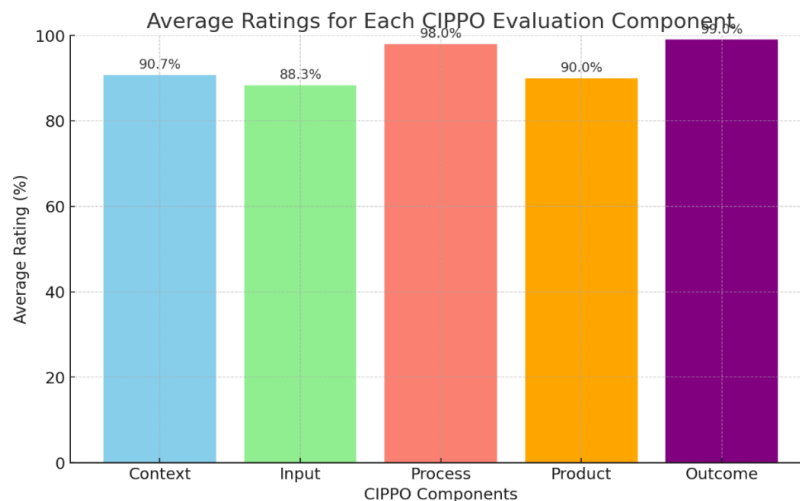
**Table 5. Distribution of Outcome Component Ratings**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Poor	3	1.0%
Good	72	24.0%
Very Good	225	75.0%

The implementation of effective guidance and counseling services has been shown to significantly impact students positively, fostering not only immediate emotional well-being but also longer-term developmental outcomes. This aligns with findings highlighting the pivotal role of data-driven decision-making processes in educational settings. (16), who emphasizes teacher involvement in shaping supportive interventions through structured frameworks. Similarly, (25) Underscores the transformative potential of utilizing AI-powered tools to augment student engagement and success, suggesting a convergence of traditional counseling methodologies with innovative technological applications. The integration of curriculum-specific evaluations, such as those analyzed (7) (3) Also supports the conclusion that guidance programs tailored to unique educational environments yield sustained benefits. Finally, the alignment of these approaches with broader educational reforms, as discussed in recent studies, underscores the importance of adaptive strategies to meet diverse student needs effectively.

### **Overall Analysis**

The results indicate that the guidance and counseling services provided at SMKN 4 Banjarmasin using the CIPPO model have been highly effective, as evidenced by the very positive ratings from students. These ratings highlight the excellence of both the process and outcome components, underscoring the effective implementation and long-term impacts of these services. This aligns with prior research that emphasizes the importance of structured evaluation models in educational settings to ensure the alignment of services with intended outcomes. (26) (21). Furthermore, the integration of these services within the Merdeka Curriculum demonstrates a successful adaptation to contextual needs, consistent with findings that stress the importance of contextualized curriculum implementation to enhance student development. (1) (2). The positive outcomes also reflect broader trends in vocational education, where tailored interventions and industry partnerships have been identified as key drivers of success. (27) (5).



These findings collectively support the argument for adopting comprehensive evaluation models, such as CIPPO, to optimize the delivery and impact of guidance and counseling programs in vocational high schools.

This study aimed to evaluate the quality of guidance and counseling services at Public Vocational High School 4 Banjarmasin using the CIPPO evaluation model within the context of the Merdeka Curriculum. The results show that these services were generally rated as very good by students, particularly in the process and outcome components, which received the highest scores. This indicates that the implementation and impact of guidance and counseling services at this school have successfully met the needs of vocational school students, especially in supporting their learning under the Merdeka Curriculum framework. (13) (19) (11) (4).

### **Significance of the Context Component**

The findings for the context component highlight that the school environment strongly supports the implementation of guidance and counseling services. The high ratings given by most students reflect that the Merdeka Curriculum successfully fosters a conducive learning atmosphere. (12). A positive learning environment has been shown to enhance student engagement and outcomes. At SMKN 4, the presence of well-trained teachers, supportive facilities, and student acceptance of the guidance program demonstrates that the school has successfully aligned its environment with the objectives of the Merdeka Curriculum. (28) (4).

Support from the school is crucial in providing the necessary resources and fostering a supportive climate for learning. In vocational education settings, such support, along with curriculum relevance to students' needs, is a key factor for the success of guidance services (16) (3). A supportive context allows students greater opportunities to actively engage in guidance and counseling services and maximize their benefits. (25).'

### **Evaluation and Interpretation of the Input Component**

The input component, which evaluates resources, staff, and materials supporting guidance and counseling services, was rated as good to very good by most students. This indicates that the school has provided adequate inputs for the program's success. High-quality resources are essential for the effectiveness of guidance and counseling programs. (26). However, approximately 11% of students rated the input as poor, suggesting the need for improvements in specific areas, such as increasing the number of qualified counselors or providing materials that better align with the needs of vocational students. (21) (5).

These findings imply that while the inputs at SMKN 4 are generally sufficient, further enhancements could focus on counselor training and the provision of more comprehensive facilities. Access to professional counselors and relevant materials is particularly important in vocational schools, where students often require specialized guidance related to careers and technical skills (1) (29).

### **Significance of the Process Component in Implementation**

The process component received the second-highest rating, indicating that the implementation of guidance and counseling services at SMKN 4 is highly effective. Effective implementation reflects the quality of interaction between counselors and students, as well as the counselors' ability to manage meaningful and relevant counseling sessions (7). A well-executed process, including active student engagement and appropriate counselor approaches, can significantly enhance the effectiveness of guidance services (15).

The success in the process component demonstrates that SMKN 4 has adapted its approach to align with the characteristics and needs of vocational students, who often require counseling focused on practical skills and career readiness. (3) (5). The adaptation of vocationally relevant guidance services positively impacts students' confidence and readiness to enter the workforce. (2).

### **Analysis of the Product and Outcome Components**

The product and outcome components received very high ratings, with the outcome component being particularly noteworthy. This indicates the long-lasting positive impacts of guidance and counseling services on students. (26). The high ratings for the outcome component suggest that students experienced significant benefits from these services, both personally and academically. (21). Effective outcomes from guidance and counseling services can enhance academic achievement, social skills, and career readiness among students. (22).

The positive outcomes also demonstrate that guidance and counseling services at SMKN 4 Banjarmasin not only assist students in the short term but also provide long-term benefits. Effective outcomes equip students with life skills and prepare them to face challenges beyond the school environment, which is especially crucial for vocational students who are about to enter the workforce. (7).

### **Implications and Recommendations**

The findings of this study have important implications for the development of guidance and counseling programs in vocational schools, particularly in the context of the Merdeka Curriculum. The primary implication is the necessity of a comprehensive evaluation approach, such as the CIPPO model, to assess the quality of guidance and counseling services. (13) (30). This model allows schools to identify components that need improvement and those that are already performing well. (4).

As a recommendation, SMKN 4 Banjarmasin can enhance the input component by increasing the number of counselors or providing specialized training tailored to the needs of vocational students. Additionally, to maintain the quality of the process, counselors are encouraged to adopt more innovative and career-oriented approaches that align with students' practical needs. (11) (12).

The positive impact of the outcome component also highlights the potential for other schools to adopt the CIPPO model in evaluating guidance and counseling services, particularly in vocational education contexts. (22) (7). Given the success of the services at SMKN 4, similar programs can be implemented more broadly in other vocational schools across Indonesia, with adjustments based on local needs. (16) (5).

## Conclusions

This study evaluated the quality of guidance and counseling services at Vocational High School 4 Banjarmasin using the CIPPO evaluation model within the context of the Merdeka Curriculum. The findings show that the guidance and counseling services at this school have generally succeeded in meeting students' needs, particularly in the process and outcome components, which were rated very highly by the majority of students. This reflects that the implementation of guidance services at SMKN 4 Banjarmasin has been effective, with positive impacts on students both personally and academically (13) (19) (4). The context and input components also showed good results, though there is room for improvement, especially in providing additional resources to further optimize the services (11) (28). A practical implication of this study is the importance of strengthening the input component by providing counselor training and materials tailored to the needs of vocational school students (12) (25) (7). This study recommends that the CIPPO evaluation model be more widely adopted by other vocational schools in Indonesia to improve the quality of guidance and counseling services, particularly in preparing students for the workforce. With this comprehensive approach, schools can ensure that guidance and counseling services provide tangible positive impacts, support the goals of the Merdeka Curriculum, and facilitate students' career readiness and personal development (1) (2) (3).

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## Ethical considerations

Not applicable

## Conflict of Interest

The authors declare no conflicts of interest.

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