



## Discrepancy Evaluation Model Analysis of Personal-Social Guidance Services at The State University of Malang Laboratory Junior High School

Moch. Syihabudin Nuha<sup>1✉</sup>, Nur Hidayah<sup>2</sup>, Yuliati Hotifah<sup>3</sup>

<sup>1,2,3</sup>Universitas Negeri Malang, Indonesia

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### Abstract

Evaluation is an assessment activity carried out by evaluators in order to see an overview of professional work, effectiveness and efficiency of performance. The purpose of the research is to see the difference in the gap between the expected conditions and the conditions in the field and provide recommendations for schools to improve personal-social guidance services. The research method used is a mixed method with a sequential research design. The instrument used is a personal-social guidance service evaluation instrument consisting of 123 statement items. The results showed that the evaluation of Guidance and Counseling teachers in general has been going well; the results of teacher performance in the implementation of personal-social guidance services obtained an average score of 693.6 or 80.5% which is in the good category; personal-social guidance services at the State University of Malang Laboratory Junior High School (SMP Lab UM) have been efficiently implemented by determining topics incidentally; the principal strongly supports the development of professionalism of Guidance and Counseling teachers along with the support system provided through infrastructure in the Guidance and Counseling room and program.

✉ Correspondence Address :  
Department of Guidance and Counseling, Faculty of Science  
Education, State University of Malang, Indonesia 65145  
E-mail : Moch.syihabudin.2301118@students.um.ac.id

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## INTRODUCTION

Today, the duties of a counseling teacher experience a lot of ambiguity in the implementation of their professional duties as a school counselor. School counselors have many administrative duties and general school program assignments. The profession is generally under-observed and not observed attentively by policy makers, counseling in schools is under-appreciated, and the identity of counseling teachers is inconsistent (Better-Bubon et al., 2021; Blake, 2020). This creates a situation where the tasks mandated to them are unclear. According to research conducted by Holstun et al. in La Guardia (2021) saw the low performance of school counselors and indicated the need for counselor performance evaluation. According to research conducted by Blake (2020) the implementation of evaluations on counselors is uneven in one school to another which may be due to the status of the school (lowest performance) or simply because of the wishes of the principal who emphasizes more on the learning objectives of students only. Then it was also continued that the supervision of school counselors was carried out by authorities who did not have the same background.

Evaluation is an assessment activity carried out by evaluators in order to see an overview of professional work, effectiveness and efficiency of performance. This evaluation can also be interpreted as a process of collecting information (data) to determine the effectiveness (implementation and achievement) of activities that have been carried out in an effort to make decisions (Winingsih, 2021; Wiyono et al., 2023). In this case, a guidance and counseling teacher (BK Teacher) will evaluate the BK program services. This aims to improve the competence of a counseling teacher, see the actions that have been achieved, compare with previous evaluations and draw conclusions about the achievement program programs that have been made. The evaluation of counseling teachers is carried out to all program

implementers, which means all counseling teachers in a school. In this case, researchers conducted an evaluation of all counseling teachers at SMP Lab UM.

Evaluation of the process, results and implementers, namely the counselors themselves, has been stated in the Decree of the Ministry of Administrative Reform Number 84 of 1993 concerning the Main Duties of Counselors, including developing counseling programs, implementing, evaluating, analyzing evaluation results and follow-up (Musyofah et al., 2021). The discrepancy evaluation model (DEM), also known as the gap evaluation model, is a utilization model that has been tested and universally accepted for use in evaluating academic programs, in this case, evaluating personal-social guidance services (Turmuzi, 2022). This model will compare the difference between the expected conditions and the conditions in the field or the existing reality. The gaps that will be included in the assessment category are gaps between the plan and the implementation of the program; between what was predicted and what was actually realized; between the status of expertise and the established standards of expertise; gaps in objectives; gaps overwriting replaceable parts of the program; and unchanging systems (Turmuzi, 2022).

Evaluation is important to see progress, monitoring and what kind of follow-up in future services and must be carried out comprehensively or thoroughly in all areas and refers to the components of implementing Comprehensive Counseling (Utami, 2020). Evaluation of program implementation is all action efforts to determine the degree of quality of the progress of activities related to the implementation of counseling programs in schools by referring to standards and criteria in accordance with the programs implemented (Azizah et al., 2017). Guidance and Counseling services evaluation is also related to the implementation of the independent curriculum. The independent curriculum has a long-term goal of realizing students to become

lifelong learners who are competent, have character and behave in accordance with the values of Pancasila (Nuha et al., 2023). So that the evaluation of counseling services also needs to be integrated with values that are in line with Pancasila. There are four areas in the implementation of counseling services in schools, namely the personal-social, learning, and career fields. In the personal field, it aims to understand students' personal selves and develop the potential, interests and talents that exist in students. While the social field aims to enable students to adjust to their social environment, work together, solve problems together with the environment (Azizah et al., 2017).

The Indonesian Guidance and Counseling Association has issued standards and criteria for evaluating the performance of professional counselors adapted from The South Carolina Guidance and Counseling Program. It consists of 6 standards containing a total of 15 comprehensive guidance and counseling evaluation criteria. A comprehensive developmental guidance and counseling program provides developmental opportunities and experiences that address the three main areas of student development: learning to live (personal/social), learning to learn (academic), and learning to work (career). Evaluation is an essential component of a comprehensive developmental guidance and counseling (BK) program and ensures program accountability. The purpose of evaluation is to determine the value of programs, activities, and staff in making decisions or taking actions regarding the future (Team, 2008).

Before further discussing the evaluation of personal-social guidance services. Personal-social guidance itself is an activity provided by counseling teachers to individuals so that they can face and solve their own personal social problems, problem solving and resolution, personal conflicts, and to be able to recognize their environment responsibly. Through personal-social guidance, it is hoped that students can independently improve and use

their knowledge, study and internalize character values and noble morals that are manifested in their lives (Hasanah & Sa'adah, 2023; Murtafiah & Sahara, 2019; Sulaiman et al., 2023). So that counseling teachers can provide social personal guidance services through classical guidance, consultation services, individual and group counseling services and conduct evaluation and follow-up (Ermayanti, 2021).

Social development is important for adolescents in achieving maturity in social relationships. It can also be interpreted as the process of learning to adjust to group norms, morals and traditions, unite with the social environment, communicate with each other and develop together (Khalilah, 2017). So that this field becomes one of the basic services in the counseling service program. BK teachers in seeing the development of effectiveness and efficiency in implementing personal-social guidance service programs are carried out through evaluation. Evaluation of personal-social guidance services is intended so that the implementation and service of the program can be assessed, measured, interpreted for further follow-up on future service programs. Evaluation of personal-social guidance services is important and integral to students, because it is part of the basic services that must be provided according to the standards and criteria set by ABKIN. Evaluation of personal-social guidance services to date has only been carried out as a verbal statement from the principal to the counseling teacher without a written report.

The personal-social guidance service evaluation report can be a record in the future as a suggestion of criticism and input for counseling teachers in the implementation of services. The evaluation report is also a form of accountability of the counseling teacher to all school stakeholders. However, in this study, the gaps that occur in the implementation of services will be described. Therefore, the researcher intends to examine the evaluation of personal-social guidance services using the discrepancy evaluation

model or gap model to see the difference between the expected conditions and the reality in the field. Evaluation activities along with the preparation of the results report will be very beneficial for students/researchers, for schools and for the community. The benefits for students include gaining experience, preparing themselves to evaluate school counseling programs in the future, gaining skills and knowledge needed in program evaluation to develop comprehensive and accountable programs. The benefits for schools include assisting counseling teachers in designing good evaluation reports, skills in data interpretation, modifying comprehensive programs, and following up on programs that have been evaluated (Hausheer, 2019).

So it can be concluded that the researcher intends to reveal the gap between the expected conditions and the conditions that occur in the field through this discrepancy evaluation model. Furthermore, the results of the study can be used as recommendations and development of personal-social guidance services that will be useful for students. The discrepancy evaluation model is a model used to see the gap between the expected conditions and the reality in the field. The expected conditions are standard matters of guidance and counseling services that have been developed by the Indonesian Guidance and Counseling Association (ABKIN) as an evaluation of guidance and counseling services.

## **METHODS**

The research method used is using mixed methods with sequential research design. This method is a quantitative and qualitative research approach, combining two forms of data and using different designs. The form of data used is quantitative data and processing qualitative data (Larasati & Dwidayati, 2021). In this research design, there will be two phases, namely the first phase is the qualitative research phase, then the second phase is the quantitative phase.

The qualitative data is also used to explain the quantitative stage (Rachmawati & Nasution, 2015). So it can be concluded that the mixed method is a combination of two methods in one research process that is carried out consecutively or simultaneously with the aim of understanding more fully and deeply about the phenomenon being studied (Apriyanto & Herlina, 2020; Mustaqim, 2016; Putra, 2017). The type of scale used is an interval scale. An interval scale is a measurement scale that has no zero value and is often used to express a ranking between various levels (Leedy & Ormrod, 2021; Mustaqim, 2016; Putra, 2017).

The research was conducted over two weeks. The first week was instrument deployment and the second week was qualitative data collection through focus group discussions (FGDs) and interviews. Interviews are activities to obtain information through discussions between two or more people (Embong, 2022). FGDs are exploratory activities regarding certain phenomena from a group, where joint discussions are held among the individuals involved to produce a mutual agreement (Adianti, 2021). The purpose of holding FGDs is to exchange information, defend opinions or solve problems through face-to-face discussions (Effendi & Lubis, 2023). The research was conducted at SMP Lab UM. The research target was counseling teachers and the research subjects were all counseling teachers at SMP Lab UM.

The research procedure was conducted through a gap model. This model aims to assess the difference between expected conditions and reality in the field. It can also be interpreted to determine between the level of conformity of the standards set and the actual performance in the field of program implementation (Saputra, 2019). This evaluation will target the counseling service program, namely personal-social guidance services. The Discrepancy Evaluation Model (DEM) was developed by Malcolm Previous which aims to evaluate whether a program will be revised, continued or discontinued (Jumini et al., 2021). The stages in DEM are

designing process objectives and activities; standards and criteria for professional counselors; data collection; data analysis; and conclusions and recommendations.

The data used are quantitative from the instrument and qualitative from anecdotal notes during FGDs. The instrument used is a personal-social guidance service evaluation instrument. This instrument has been adjusted to the standards and criteria for evaluating professional counselor performance according to the Indonesian Guidance and Counseling Association (ABKIN) and has met reliability and validity. The instrument consists of 123 statement items with an interval scale of 1-3 (not implemented), 4-5 (partially implemented), 6-7 (fully implemented). This instrument consists of 123 statement items for evaluating personal-social guidance services. The items developed have been adjusted to the level, namely SMP level. In the instrument there is informed consent as an introduction to filling out the instrument. The next collection technique is to use an interview rubric which is compiled based on the results of the analysis on the instrument. The data analysis technique uses quantitative data analysis, namely tabulation of value categories and continued descriptive analysis of all data.

## RESULTS AND DISCUSSION

From the results of the study, the total details of the completion of the personal-social guidance service evaluation instrument were obtained. The personal-social guidance service evaluation instrument is calculated from the total value of the available intervals. Details of the results of filling out the instrument along with the results of data analysis as shown in table 1 and table 2.

### Results of Distribution Plot Analysis on Each Instrument

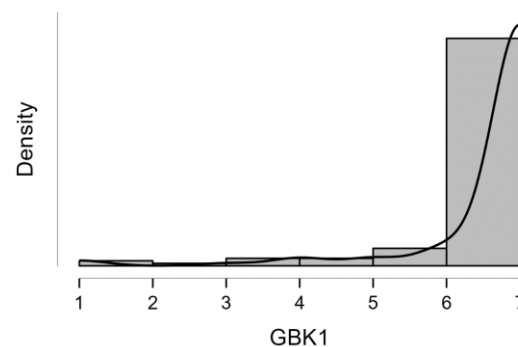


Figure 1. Distribution plot of counseling teacher 1

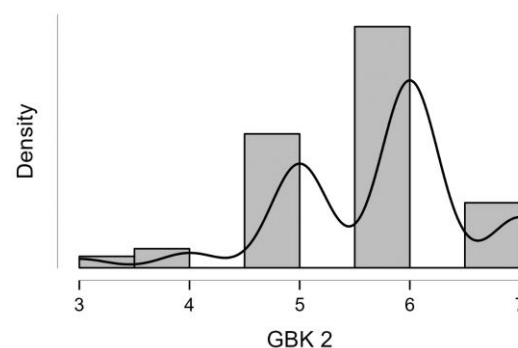


Figure 2. Distribution plot of counseling teacher 2

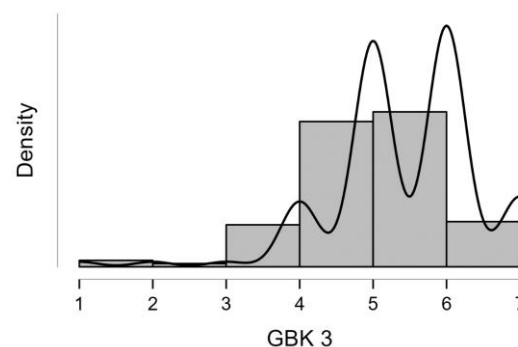


Figure 3. Distribution plot of counseling teacher 3

**Table 1.** Mean, Median, Normality Test Results

Descriptive Statistics			
	GBK1	GBK 2	GBK 3
Valid	107	123	123
Missing	16	0	0
Median	7.000	6.000	6.000
Mean	6.645	5.699	5.439
Std. Deviation	1.066	0.849	1.001
Shapiro-Wilk	0.384	0.841	0.860
P-value of Shapiro-Wilk	< .001	< .001	< .001
Minimum	1.000	3.000	1.000
Maximum	7.000	7.000	7.000
Sum	711.000	701.000	669.000

**Table 2.** Analysis of Personal-Social Guidance Service Evaluation Instrument

No.	Name	Length of Service	Last Education	Age	Total Score	Instrument
1.	Counseling teacher 1	13 years	S1-BK	38 years old	711	
2.	Counseling teacher 2	12 years	S1-BK	41 years old	701	
3.	Counseling teacher 3	5 years	S1-BK	35 years old	669	

**Table 3.** Results of Data Analysis of Personal-Social Guidance Service Evaluation

No.	Name	Class PJ	Category Criteria
1.	Counseling teacher 1	VII	711 or 82.5 (Good)
2.	Counseling teacher 2	VIII	701 or 81.4 (Good)
3.	Counseling teacher 3	IX	669 or 77.7 (Good)
Average Evaluation Result			693.6 or 80.5 (Good)

Based on Figure 1, the plot distribution analysis of counseling teacher 1 tends to the right. This plot distribution is the result of filling in the Likert scale 1-7 on the social personal guidance service evaluation instrument. So it is said that BK Teacher 1 tends to fill in numbers 6 and 7 or personal-social guidance services have been fully implemented. Furthermore, in table 1, it is found that BK Teacher 1 gets an average result of 6.64 and a median of 7. In table 2, it is explained that BK Teacher 1 has a long tenure of 13 years and gets a total instrument score of 711. While in table 3 it is explained that the value of 711 is equivalent to 82.5% of personal and social guidance services have been implemented. So it can be concluded that the personal-social guidance service program has

been fully implemented with a few programs that are partially implemented.

Then in Figure 2, the plot distribution analysis of BK Teacher 2 tends to go up and down and is slightly to the right. So it is said that BK Teacher 2 tends to fill in numbers 5, 6 and 7 or personal-social guidance services are partially implemented and fully implemented. Furthermore, in table 1, the results show that the counseling teacher 2 obtained an average score of 5.69 and a median of 6. In table 2, it is explained that the counseling teacher 2 has a long tenure of 12 years and received a total instrument score of 701. While in table 3 it is explained that the value of 701 is equivalent to 81.4% of personal and social guidance services have been implemented. So it can be concluded that the personal-social guidance

service program is partially implemented with a few programs that have not been fully implemented.

Furthermore, in Figure 3, the plot distribution analysis of BK Teacher 3 tends to be in the middle and slightly to the right. So it is said that BK Teacher 3 tends to fill in numbers 4, 5, and 6 or personal-social guidance services have been partially implemented and a few have been fully implemented. Then in table 1, the results show that BK Teacher 3 obtained an average score of 5.43 and a median of 6. In table 2, it is explained that BK Teacher 3 has a long tenure of 5 years and received a total instrument score of 669. While in table 3 it is explained that the value of 669 is equivalent to 77.7% of personal and social guidance services have been implemented. So it can be concluded that the personal-social guidance service program has been partially and fully implemented with few programs that have not been implemented.

From the results of data analysis in table 2, the evaluation of the implementation of personal-social guidance services above shows that the overall average evaluation results based on instrument data obtained a value of 693.6 or 80.5%. So it can be said that personal-social guidance services are said to be well implemented effectively and efficiently. Furthermore, this quantitative data is linked to qualitative data from the results of the focus group discussion. Focus group discussions are conducted through question and answer discussions between researchers and all counseling teachers. After being connected between quantitative data and qualitative data, a discussion is then carried out regarding the results between the expected conditions and the conditions that occur in the field.

Evaluation at SMP Lab UM is carried out by the principal, directly in the counseling room or principal's room and is carried out at any time or incidentally (unexpected, unplanned, usually short and unstructured). Program evaluation is carried out by the principal and / or deputy head of curriculum verbally and delivered directly to the

counseling teacher. Evaluation is usually done once a year at the beginning of the semester. This is called a supervision activity. In this activity, annual lesson plans (RPP) are designed and compiled into semesterly, monthly, group, individual and classical guidance activities. The lesson plans are based on the results of the assessment of students' needs.

In the instrument there are several themes mentioned. The counseling teacher explained that the topics of the themes in the instrument were not specifically planned in the counseling service implementation plan. Topics raised in personal-social guidance services are incidental topics (unplanned, unexpected and unstructured) or after the issue is discussed at a certain time. The need for personal-social guidance services is important at every level, especially in class VII by providing topics on social adaptation, friendship, school rules. While in class IX the topic of breaking up friendships and adaptation to the next level is given. At this level social guidance services are more emphasized.

The theme in personal-social guidance services is not the main benchmark in its implementation, because the needs assessment is carried out once a year at the beginning of the school year, so sometimes other needs arise from the assessment that has been done before. Therefore, topics can be adjusted to a certain period of time or incidental. Personal-social guidance services are considered effective and efficient, but there is still no written reporting that should be shared with school stakeholders. The principal strongly supports counseling teachers to develop professionalism in their field, starting from workshops, training, and MGBK. The principal also provides support for infrastructure facilities for the counseling room. However, at SMP Lab UM there is still no BK coordinator as their evaluator and there is no involvement of BK lecturers as BK experts.

### **Personal-Social Guidance**

School counselors provide a comprehensive school counseling program within their educational setting that consists of a complex set of services to promote learners' academic, career and social and emotional development (Beasley, 2024). The type of services provided can be in the form of guidance or counseling. In this case, guidance is a process where professionals, namely school counselors, provide assistance to individuals on an ongoing basis. Guidance is a process in which professionals, namely school counselors, provide assistance to individuals that is carried out continuously. The purpose of providing personal-social guidance is so that individuals can understand themselves, direct themselves and be able to adapt to their social environment, including so that individuals can make decisions to move forward optimally in their lives, and can help themselves, face and solve their problems (Embong, 2022). At SMP level there are standards of student independence developed by the Indonesian guidance and counseling association. Among them are the foundation of religious life, the foundation of ethical behavior, emotional maturity, personal development, awareness of social responsibility, maturity of relationships with peers, and awareness between genders.

These standards must be met by students during SMP level starting from recognizing the meaning and purpose of worship; recognizing the reasons for the need to obey the rules or norms of behavior; recognizing how to express feelings reasonably; recognizing self-ability; learning how to obtain rights and fulfill obligations in the daily life environment; learning the norms of social norms with peers of diverse backgrounds; recognizing the role of social roles as men or women. This standard is then made a plan for the implementation of guidance and counseling services by the BK teacher. Guidance and counseling teachers have the responsibility to ensure that students are able to fulfill the SKKPD, but it is also the

shared responsibility of all teaching staff at school.

The personal-social guidance service program is designed on the problem of personality problems and social behavior in the environment and its impact. Because it has become a developmental task during adolescence, such as accepting the reality of physical changes, learning to have a social role with peers, achieving freedom from dependence on parents, developing intellectual skills, and so on according to personal-social aspects (Wahyuni & Nurmala, 2020). Personal-social guidance services will be provided based on the competency standards for learner independence that have been adapted to basic, first and higher education levels.

In the personal-social aspect, there are basic services in guidance and counseling, namely personal-social guidance. Personal-social guidance itself is an activity provided by counseling teachers to individuals so that they can face and solve their own personal social problems, solve and resolve problems, personal conflicts, and be able to recognize their environment responsibly (Khairunnisa et al., 2024). Through personal-social guidance, it is hoped that students can independently improve and use their knowledge, study and internalize character values and noble morals that are manifested in their lives (Hasanah & Sa'adah, 2023; Karim & Salehudin, 2021; Khairunnisa et al., 2024; Murtafiah & Sahara, 2019; Sulaiman et al., 2023). So that counseling teachers can provide social personal guidance services through classical guidance, consultation services, individual and group counseling services and conduct evaluation and follow-up (Ermayanti, 2021; Khalilah, 2017).

### **Evaluation of Personal-Social Guidance Services**

As a counselor should master the theory and implementation of guidance and counseling programs well, this is in line with the demands of Permendiknas no. 27 of 2008



in evaluating the results, processes, and programs of guidance and counseling (Putri, 2019). This is also in accordance with the Indonesian counselor competency standards issued by the Indonesian Guidance and Counseling Association which also includes an element of evaluation in one of the competencies that counselors must have, which is included in the sixth competency of having the ability to manage guidance and counseling programs, with the sub-competency of being able to evaluate guidance and counseling programs with indicators. Program evaluation is the systematic collection of data to inform program planning, improve program effectiveness, assess and report on the impact of services that have been provided, how well the services are provided, the extent to which students benefit (Kokro et al., 2022; Minton et al., 2021; Peterson et al., 2020). Without good evaluation, an activity, program, or organization is difficult to expect to develop competitively. A good evaluation must be carefully planned and carried out as well as possible so as to be able to obtain information as complete and accurate as possible in accordance with the expected objectives. In addition, a good evaluation also requires report writing and communication of findings to stakeholders in a timely and appropriate manner.

Counselors are expected to develop and implement an outcome evaluation plan as part of the comprehensive school counseling program. Evaluation planning should include the specific outcomes to be achieved, how the activities or services will be delivered, and who will conduct the activities and services, the evaluation design to be used, how data collection and analysis will be conducted, and what kind of report will be prepared and to whom it will be presented. Evaluation planning must be carried out so that the evaluation carried out is in accordance with the planned objectives, so that the evaluation runs effectively (Bahri, 2020). Evaluation of guidance and counseling is an effort to determine the degree of quality of the

implementation of guidance and counseling activity programs. According to Cronbach and Stufflebeam in Musyofah et al. (2021) evaluation is an effort to provide information to be conveyed to decision makers.

Guidance is defined as an effort to help individuals with the aim of achieving the optimum level of self-development in navigating their lives. Guidance is not only oriented towards healing but rather to the process of development, prevention, and adjustment. In seeing the extent of its effectiveness is through evaluation, because evaluation is the process of collecting, analyzing and describing information about the effectiveness of the implementation of the counseling program, so that recommendations can be made related to the implementation of programs that have been implemented or not implemented (Lathifah, 2016). Evaluation can also be an effort to improve the curriculum program used, in this case the BK service implementation plan (Abdurrahman, 2023).

By conducting an evaluation, it will be seen how the performance of each counseling teacher involved in the implementation of the counseling program and what must be done for the next counseling program (Hidayat, 2020). The evaluation will be carried out on the implementer, namely the counseling teacher, the program or service and the results or what is shown by the students or service targets. The evaluation conducted by researchers is on the implementation of personal-social guidance services. Social personal guidance itself is given to students to help them solve social personal problems that are categorized in personal and social problems, for example, problems with relationships with fellow friends, with teachers, with school residents, understanding the nature and abilities of the personal self, adjusting to the environment, as well as the community where they live and problem-solving abilities (Hanum, 2021). So that with the existence of personal-social guidance services, individuals can know their potential,

interests and talents and will maximize them to face their lives (Dewit & Saputra, 2024).

### **Discrepancy Model Analysis Results**

Based on quantitative data from instruments and qualitative data from focus group discussions, several gaps were found between the implementation of personal-social guidance services carried out at SMP Lab UM and the standards that have been set, including:

#### **Topics in Personal-Social Guidance Services**

Standard: there are topics from the themes provided in Personal-Social Guidance services,

Result of Analysis: from the analysis of the field, it was found that the topics given were mostly incidental topics or those that happened in a certain period of time that were unexpected, unplanned, and brief.

Gaps: with incidental topics, there is a lack of preparation in the implementation so it is better that topics should be carefully prepared before being given to students.

#### **Learner Needs Assessment**

Standard: needs assessment is conducted at the beginning of the semester, mid-semester, and end of the semester.

Result of Analysis: from the analysis of the field, it was found that the assessment was only carried out at the beginning of the semester.

Gaps: needs assessment should be done at the beginning, middle and end of the semester. At the beginning of the semester, it is intended for counseling teachers to understand initial abilities, potential and needs. Mid-semester is aimed at knowing the development of students and identifying learning barriers and problems faced and adjusting learning programs. And the end of the semester as an evaluation of service effectiveness.

#### **Personal-Social Guidance Service Implementation Time**

Standard: there is a separate time for service delivery

Result of Analysis: from the results of the field it was found that the counseling

teacher only gets 1 lesson hour and encounters the school's annual program program, so that the counseling service program has not been maximally carried out.

Gaps: schools need to allocate time for counseling teachers in the implementation of counseling services, so that counseling services can be provided optimally.

#### **Implementation of Personal-Social Guidance Service Evaluation**

Standard: conducted both summatively and formatively.

Result of Analysis: there is still no formal evaluation activity through discussion between the counseling teacher and the principal. Currently, the evaluation is only carried out by the principal directly to the counseling teacher and is carried out incidentally.

Gaps: service evaluation activities should be carried out officially through discussions between the principal and counseling teachers and carried out both at the end of the period and in the middle of the learning period. So that it can see the needs during the learning process and the effectiveness of the services provided.

#### **Interpretation of Personal-Social Guidance Service Evaluation Results**

Standards: from the evaluation conducted, data is interpreted to determine the effectiveness of the services that have been provided.

Analysis Results: from what is found in the field, there are still no results to be interpreted. So it still cannot determine whether the services provided are effective or not.

Gaps: BK teachers need to conduct evaluations and identify the results of the evaluations, then interpret the data and determine the effectiveness of personal-social guidance services.

#### **Personal-Social Guidance Service Evaluation Report**

Standard: the evaluation report must be in writing and then submitted to school stakeholders.

Results of Analysis: from what was found in the field, the evaluation report is still missing because the evaluation is carried out verbally and suddenly or incidentally. So that the report is not submitted to the relevant school stakeholders.

Gaps: BK teachers need to write down all evaluation results in writing. This is intended as input for the next service as well as an archive or documentation of service development data. So that this written report can be submitted to relevant stakeholders who will then be followed up.

#### **Coordinator, Supervisor and Evaluator of Guidance and Counseling Experts**

Standard: supervisors from related agencies, coordinators and evaluators should be Guidance and Counseling experts.

Results of Analysis: It was found that the counseling teachers have not yet appointed counseling experts such as lecturers to be evaluators, from the education office there are still no supervisors who specialize in counseling.

Gaps: BK teachers need to cooperate with lecturers or BK experts in the implementation of evaluation and supervision of BK, so that there is supervision in accordance with their fields.

Based on the results of the analysis, several solutions are recommended to overcome the gaps that occur, including that topics in services be carried out formative and summative needs assessments at the beginning as well as during and at the end of the semester, so that topics will be given through careful planning and preparation; coordination of counseling teachers with relevant stakeholders to increase the special time for counseling services to be carried out to students; evaluation is carried out through discussions with related parties which are then reported in writing and delivery of evaluation results; and the last is to work with Guidance and Counseling experts for evaluation and supervision of BK.

## **CONCLUSION**

The results of the evaluation analysis of the gap model which assesses the difference between the expected conditions and the reality in the field show that the evaluation of counseling teachers has generally been going well, but there is still no written reporting. The results of the performance of counseling teachers in the implementation of personal-social guidance services obtained an average score of 693.6 or 80.5% which is included in the good category. With details at the VII grade level tends to have been fully implemented, VIII grade tends to be partially implemented and there are still service programs that are fully or not implemented. Whereas at the ninth grade level the service program has been partially implemented and fully implemented. Some recommendations to overcome the gaps that occur, including that the topics in the service be carried out formative and summative needs assessment at the beginning and during and at the end of the semester, so that the topics to be given through careful planning and preparation; coordination of counseling teachers with relevant stakeholders to increase the special time for counseling services to be carried out to students; evaluation is carried out through discussions with related parties which are then reported in writing and delivery of evaluation results; working with Guidance and Counseling experts for evaluation and supervision of BK.

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