



EVALUATION OF GUIDANCE AND COUNSELING IN STUFFLBEAM AND DAHIR PERSPECTIVE

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Abstract: This article aims to comprehensively describe the evaluation of guidance and counseling in the perspective of Stuffelbeam and Dahir Stone. Implementation of guidance and counseling evaluation requires instruments accurate, to produce accurate data. The problems that arise are not yet available the instruments used to carry out the evaluation. This research method uses the literature study method. The data obtained were compiled, analyzed, and concluded so as to obtain conclusions regarding the study of literature. The stages in the literature review are 1) planning, 2) conducting, 3) reporting. The data of the study that was carried out included a study of understanding, philosophical foundations and evaluation principles based on the perspective of Stuffelbeam and Dahir stone. The results of this study are in the form of a study of the Stuffelbeam and Dahir stone perspectives, namely the study of understanding, philosophy, and evaluation principles as a research basis related to the evaluation of guidance and counseling.

Keywords: evaluation of guidance and counseling, stuffelbeam, dahir stone

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INTRODUCTION

Evaluation is a process of giving an assessment of the worth and success of a program which is carried out through data collection, data processing, and data analysis that will be used as the basis for making decisions (Dahir & Stone, 2007). Program evaluation is a science that is used as a way to evaluate, while the guidance and counseling program is the object of evaluation. Based on this understanding, it can be defined that the evaluation of the guidance and counseling program is a process of providing an assessment of the value and

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success of the guidance and counseling program which is carried out through data collection, data processing, and data analysis that will be used as a basis for making decisions.

Education plays a major role in building the nation's civilization, experience shows that education provides broad benefits for the life of a nation (Pradana et al., 2020). Education has a development function, helping individuals develop themselves according to their nature (potential), diversity (*differentiation*), helping individuals choose the right direction of development according to their potential and integration, bringing diversity of development towards the same goal according to human nature to become whole person. Evaluation is a process that becomes basis for a decision. The decision-making process becomes a thing important in program guidance and counseling, because it is the most important of the process review of the program is decision making whether the program can continued, discontinued or revised (Abdel-Basset et al., 2019). Evaluation is considered as a thing important in management guidance. Evaluation a program will help teachers counselor to assess the extent implementation of the program achieves that goal has been established. This is in accordance with the opinion Shertzer & Stone (Sugiyono, 2011) Guidance as an educational effort, is defined as a process of assistance to individuals or groups to achieve an optimal level of self-development that is self-sufficient.

According to Nawawi (Sukardi, 2002) explains that 'planning basically means preparing to make a decision in the form of steps to solve a problem or the implementation of a job that is directed at achieving certain goals'. Likewise in the research on the understanding of counselors about counseling services, that with a good understanding of planning, optimal results will be obtained. On the other hand, if the counselor does not understand the planning, it is possible that the next step, namely understanding the implementation, evaluation, analysis of evaluation results, and follow-up consultation services is not well understood.

Observing from the results of the study that the understanding of counselors about consulting services obtained low results, the phenomena studied before the research were carried out had been proven (Shen, 2016). This situation indicates that there are factors that cause counselors to not be able to understand about consulting services, namely the competence of the counselor has not been maximized, the cessation of the guidance and counseling teacher meetings in the city of Yogyakarta, training that is not on target, and the apathy of the counselor.

Counseling is a profession that is directed to assist in individual development, either at school or in the community, which is organized by professional experts (Horton, 2008). To achieve a professional counselor, there is a minimum main competence of the profession. "Competence is the main component of professional standards in addition to the code of ethics as a regulation of professional behavior and credentials set out in certain procedures and supervisory systems. One of the competencies in the counselor profession is the Work Skills Competence (KKB), namely the counselor understands and practices the types of counseling services. From the results of the study which showed that the counselor's understanding of the types of consulting services was low, it could be concluded that the counselors in the Yogyakarta City Guidance and Counseling Junior High School did not have maximum competence.

Guidance and counselling is a service that all human beings need at one point of their life. There is no human being that has never got a problem at one point or another (Suleiman et al., 2019). The understanding of counselors in terms of arranging consultation meetings and to prepare administrative completeness is still very low. This means that the counselor does not understand that there is a consultation service meeting based on an agreement between the counselor and the consultant, not unilaterally. The agreement made is an agreement on time and agreement on the place of implementation . The counselor means that in consulting services, the counselor invites the counselee's parents with a summons from the school at a predetermined time. Counselors also do not know that it is important to prepare records of consultation results. This is because the presence of notes at the consultation meeting can make it easier for counselors to remember and help smooth the achievement of service goals.

The counselor profession is clearly different from other professions, although there are similarities (Alves & Gazzola, 2011). The similarity is that a profession must be able to participate in developing the profession. In the counselor profession, including the holding of the Yogyakarta City MGBK. MGBK was developed with the aim of providing a complete framework and framework for providing Guidance and Counseling services in formal education” (Kartadinata, 2013) The reality on the ground is that the Yogyakarta City MGBK meeting has stopped, and has an impact on the lack of socialization of information about BK, especially about consulting services.

Organization of education for the counseling profession, especially pre-service education, is the responsibility of universities (LPTK), while in-service education is developed collaboratively between universities, users, and professional organizations. The National Education Office as the authorized party should be able to take advantage of cooperation with LPTKs as implementers and developers, to be responsible for fostering prospective counselors. In connection with the results of this study, it is necessary to conduct training for counselors on consulting services to the practice of their services. So far, the training that is often held is only about other services, such as group guidance and group counseling (Supriatna, 2010)

Another cause that results in the low understanding of counselors about consulting services is the apathy of the counselor. Apathy can be defined as a loss of sympathy, interest, and enthusiasm for an object. According to Walgito (2001), "attitude contains three components that make up the structure of attitudes, namely cognitive components, affective components, and conative components". Regarding the apathy of the counselor, cognitively the counselor believes that with the previous services, the implementation of BK in schools can run well. From an affective point of view, it can affect the counselor's curiosity about the development of counseling services. Both of them then affect the behavior of counselors not to learn about the development of counseling services, and this is included in the conative component (Schnell, 2008)

Implementation of guidance and counseling programs in schools has been more than thirty years. However, the implementation of guidance and counseling services faces various obstacles and a number of serious obstacles. These various obstacles and constraints, such as: guidance and counseling are still problem oriented did not plan the guidance program well, the program preparation was not based *needs assessment*, the lack of support from school officials for the guidance and counseling program, the paradigm of inter-professional collaboration in educational units is not yet understood and there is a lack of positive responses from students to guidance and counseling services. (Saraceno et al., 2007).

Evaluation of the guidance and counseling program has a main objective that cannot be separated from the others (Salgong et al., 2016). On the one hand, the evaluation of the guidance and counseling program aims to improve the practice of implementing the guidance and counseling program

itself, and on the other hand evaluation is a tool to increase the accountability of the guidance and counseling program in the eyes of stakeholders, such as teachers, principals, parents, and especially students (Stufflebeam, 2013).

Evaluation of guidance and counseling services in the current era has a very important and decisive role in the national education framework (Rycroft-Malone, 2004). Guidance and counseling services as an integral part of the education program are required to have an evaluation of the various services provided. Guidance and counseling teachers as evaluators are required to have the ability and skills in selecting and designing evaluations of services provided to students.

Comprehensive guidance and counseling evaluation, according to Gysbers and Henderson, includes program evaluation, implementation and results (Gysbers, 2001). Nowadays the issue of evaluation is increasingly important to show that school counselors have worked optimally to contribute to student success, especially academic achievement. Three types of evaluations are necessary for school counselors to demonstrate that they are working within a comprehensive guidance and counseling framework to contribute to the overall success of students. Gysbers, N. C., & Henderson, P. (2012), the three types of evaluation are: personnel evaluation, program evaluation, and outcome evaluation.

Cobia (2003) evaluation is carried out so that guidance and counseling teachers can see the extent to which the program has been implemented and measure the success of the program related to individual development tasks so that individuals can develop optimally. In several schools in America an evaluation model has been developed to assess the success of guidance and counseling services since 1995. Evaluation of guidance and counseling using 3 procedures, this is done by assessing individual development including affective, cognitive and psychomotor.

(Putri, 2019), the results of the evaluation can have an influence on program planning, program organization, program implementation, program results, and program implementing personnel. Therefore, plan and carry out the evaluation as well as possible, according to standardized and objective assessment references. Evaluation can be carried out immediately, in the short or long term. Technical evaluation can be done by testing or non-testing with questionnaires, observations, or others.

The following is a model that fits the counseling program used "MEASURE" (Stone and Dahir, 2003). This model includes *Mission* (M), *Elements* (AND), *Analyze* (A), *Stakeholder-Unite* (SU), *Reanalyze*, *Reflect*, *Refine Result* (R), *Educate* (E). This model in particular can be used to comprehensively evaluate guidance and counseling programs.

METHOD

Literature review is a framework that aims to identify a study of new findings and previous findings through comprehensive research and results that are interpreted from literature that has a relationship with a specific theme which contains identification of research questions by searching and analyzing relevant literature with a systematic approach expressed. In this review literature uses a systematic approach in conducting data analysis. Literature review is a literature analysis on a research topic that aims to inform the reader about the results of other studies that. With regard to the research being conducted at this time, linking the research with existing literature, and fill in the gaps in previous studies (Creswell, 2016). The data analysis technique in this study used descriptive analysis with frequency distribution techniques.

Articles in this literature review use research articles that contain observations, in which there are abstracts, introductions, discussions and conclusions. In compiling this review literature using an article search strategy utilizing the database found on Google Scholar. The keywords in finding articles that will be used in this literature review are "group counseling, sociability, adjustment". The data for the criteria for compiling literature reviews are 1) research or observation articles, 2) articles from trusted sources, 3) articles published in 2014-2021. The simplified approach is used which is data analysis which is carried out by compiling the articles found and simplifying each research result.

FINDINGS AND DISCUSSIONS

The comprehensive guidance and counseling evaluation model that will be developed is the MEASURE model. Dahir and Stone (2011:29) disclose that MEASURE consists of six aspects of the accountability process that helps school counselors evaluate comprehensive guidance and counseling programs. MEASURE stands for: *Mission*, *Element*, *Analyze*, *Stakeholder-Unite*, *Result*,

Educate. The MEASURE evaluation model maximizes adaptability in school counseling programs. The MEASURE model also supports ASCA National Model accountability which helps school counselors evaluate comprehensive guidance and counseling programs (Dahir and Stone, 2011:17).

Dahir and Stone (2011: 29), MEASURE is a six-step accountability process that helps school counselors show how their program affects critical data, these components come from school report cards which are the basic foundation of accountability. MEASURE stands for: *Mission, Element, Analyze, Stakeholder-Unite, Result, Educate*. MEASURE is a direct process designed to support the goals of the leadership team school and demonstrated that the counselor helps to lead the critical data elements in a positive direction. MEASURE will help organize the effort and show the counselor's work. MEASURE is a way of using information to target critical data elements, such as student absorption ratings, test scores, and further study ratings, and using these data to develop specific strategies that link school counseling to school agendas (Dahir and Stone, 2011: 30)

Stages of using the Dahir and Stone MEASURE model (2011: 29) develop the MEASURE model as a process for carrying out counseling service accountability which consists of six steps. The first step is mission determination, which involves aligning school counseling activities with school and program goals. The second step, Elements in this case involves data that is relevant and must be collected. The third step is Analyzing, which involves examining the data in different ways, including disaggregating the data across elements and by student characteristics or situations. The fourth step is Unit Leadership, which involves various school counseling programs used to influence students and set goals wanted. The fifth step is Result (re-analysis) which involves reflecting on the data to determine appropriate future activities in the program. The final step is Educating, which involves informing stakeholders, including students, of what was found and what to do next in the program. The MEASURE model provides specificity of data accountability and how accountability data is generated, but many examples of applying the model to school counseling programs are provided (Dahir and Stone, 2011: 107).

The following is in full, the stages of using the six-step MEASURE Model by examining the general goals of the school, namely *Mission* : Linking the design, implementation, and management of the school counseling

program to the school's mission and objectives of the annual school development effort plan. *Element* as a member of the school leadership team, identify and examine critical data elements in the school development plan. *Analyze* : Analyze critical data elements to determine problem areas. The analysis will reveal institutional and environmental barriers to student achievement, negatively affects your data elements. *Stakeholder-Unite* : Identify stakeholders to be included in the team that will be involved in handling positive changes to critical data elements. All relevant members of the internal and external school community should be involved. *Result* : Even if the targeted results have been achieved, there is still some reflection and improvement that needs to be done. Do the results of everyone's efforts show that the interventions and strategies are successful in moving the critical data elements in a positive direction. *Educate* : Disseminate to internal and external stakeholders any changes in targeted data elements that demonstrate a positive impact of the school counseling program. Model evaluation. MEASURE maximizes adaptability in school counseling programs. The MEASURE model also supports ASCA National Model accountability (Stone & Dahir, 2011).

The evaluation of the guidance and counseling program has two objectives, namely (1) to improve the practice of implementing the guidance and counseling program, and (2) to be used as a means of increasing the accountability of the guidance and counseling program in the eyes of stakeholders (schools), such as principals, teachers, parents, and students.

The accountability of comprehensive guidance and counseling programs can be measured by carrying out program evaluations. The implementation of a good guidance and counseling program must be based on effective program management and in accordance with the principles of a guidance and counseling program. Evaluation of a comprehensive guidance and counseling program should have been developed with reference to a specific field, namely guidance and counseling (Handaka, 2015)

A. *Understanding the Evaluation of Guidance and Counseling Teachers in the City of Yogyakarta*

This descriptive study aims to provide an overview of the extent of understanding of the evaluation of guidance and counseling. The results of the calculation of the descriptive analysis of the percentage of overall understanding are detailed in the following table 1.

From table 1. it can be explained that the understanding of the evaluation of guidance and counseling in the city of Yogyakarta is included in the low criteria, which shows 55.79%. This means that the counselor does not understand the steps that must be taken in the evaluation of guidance and counseling. The counselor's understanding of the steps for consulting services includes the counselor's understanding of planning, implementing, evaluating, analyzing the results of the evaluation, and following up on consulting services. The counselor's low understanding of consulting services can then be explained in the description of the sub-variables as follows.

Table 1
Percentage of Understanding of Guidance and Counseling Evaluation

No	Aspect	Persen %	Persen %
1	Understanding of Guidance and Counseling Evaluation	Understanding the meaning of evaluation of guidance and counseling	48,70
		Understanding the purpose of the evaluation of guidance and counseling	59,91
		Understanding the evaluation process of guidance and counseling	51,30
		Understanding the essence of guidance and counseling evaluation	59,38
		Understanding the result of the evaluation guidance and counseling	51,04
Total			55,79

Understanding of the notion of evaluation of guidance and counseling Counselors' understanding of BK consulting service planning is low with a percentage of 48.70%. This means that the counselor does not know the initial steps for BK consulting service activities, which include identifying consultants, arranging meetings, establishing service facilities, and preparing administrative completeness.

Counselors do not understand in terms of identifying consultations, which means that counselors do not understand the parties referred to as consultants and the actions that will be taken after getting to know consultations. Counselors still need an explanation that in consulting services the notion of consulting is not only parents, consultants are people who are also responsible for the problems experienced by counselees. At school, as consultants, for example, fellow counselors, subject teachers or homeroom

teachers, structural officials, parents or siblings of students, and administrators. Counselors also do not fully understand how to get to know consultations, which can be done through rappers and interviews.

Counselors do not understand about establishing consulting service facilities, namely facilities that can support the achievement of consulting services. The facilities specified are for example a consultation place that creates a comfortable feeling, neatness of the consultation place, arrangement of chairs in the consultation room, a counselor's agenda book containing appointments with the consultant, a recording device that is not known to the consultant (if needed).

The understanding of counselors in terms of arranging consultation meetings and to prepare administrative completeness is still very low. This means that the counselor does not understand that there is a consultation service meeting based on an agreement between the counselor and the consultant, not unilaterally. The agreement made is an agreement on time and agreement on the place of implementation. The counselor means that in consulting services, the counselor invites the counselee's parents with a summons from the school at a predetermined time. Counselors also do not know that it is important to prepare records of consultation results. This is because the presence of notes at the consultation meeting can make it easier for counselors to remember and help smooth the achievement of service goals.

Understanding the purpose of the evaluation of guidance and counseling. Understanding of the implementation of BK consulting services has a percentage of 59.91% with low criteria. This means that the counselor has not clearly understood the stages of implementing consulting services, namely in terms of organizing consulting structuring, discussing issues brought by the consultancy regarding the counselee, encouraging and training consultants to handle third party problems, fostering consultancy commitments to deal with third party problems with language and methods of counselling, and conduct an immediate assessment.

Counselors do not understand the structuring of consultations, which means that counselors do not fully understand the limitations of time, problem restrictions, and role limitations in consulting services. Structuring needs to be understood by the counselor before the consultation stage with the aim that there is clarity on the direction of the consultation to be carried out. The career guidance program in schools aims to assist children in planning future careers,

so that the career chosen is in accordance with their talents, interests and values that are upheld. If people get the right career then that person's life will eventually be happy (Fajriani et al., 2022).

Counselors lack understanding in terms of fostering a consultative commitment to deal with counselee problems with language and counseling methods (Eifert & Forsyth, 2005). This means that the counselor does not understand that in consulting services, problem solving is carried out directly by the consultant to the counselee after the consultant has carried out the consultation stage to the counselor. Problem handling is carried out by the consultant using language and counseling methods, for example using open questions to the counselee, using verbal and non-verbal language, how to make decisions, and so on. The counselor's understanding of the immediate assessment of consulting services is included in the low criteria. This shows that counselors do not understand the immediate assessment of consulting services, namely self-assessment of consultants regarding the realm of Understanding, Comfort, and Action (UCA) (Kelly, 2015). The counselor does not understand how to evaluate the consultancy on the understanding obtained after the consultation stage, ask the consultant's feelings after the consultation, and ask the activities that the consultant will carry out after the consultation.

On the indicator of receiving consultation, the counselor has a high understanding of the criteria. This means that the counselor has understood the implementation of consulting services, namely how to receive consultations, both verbally and non-verbally (Brown et al., 2004). The results of calculations on encouraging indicators, training consultants to utilize existing resources, also show high criteria. This means that the counselor has understood that it is necessary to direct the consultant to obtain information about the problematic party from his environment. Understanding of the guidance and counseling evaluation process Low assessment criteria are found in the sub-variables of the counselor's understanding of the evaluation of consulting services, with a result of 51.30%. This sub-variable has a low value, which means that the counselor has not been able to fully understand the realm of assessment in consulting services. An understanding of the evaluation of consulting services includes short-term assessments and long-term assessments (Sorretino, 2014).

In the short-term assessment indicators, it can be interpreted that the counselor has not been able to understand that the counselee's initial response to the handling of the consultation was used as an assessment (Basson, M., & Davies, 2008). If the counselor does not understand that the counselee's problem handling in consulting services is carried out by the consultant, then it is possible that the counselor does not understand and does wrong *laijapen*. Then in the long-term assessment indicators, the counselor also does not understand that what is being assessed is the change in the counselee related to the results of the consultation conducted by the consultant to the counselor (Cholewa et al., 2016).

The percentage of results on indicators considering follow-up efforts to be carried out is relatively low. This can be interpreted that the counselor does not understand that the analysis of the evaluation results on consulting services can be carried out by considering the existence of further consultations, discontinuation of consulting services, or by considering the holding of hands over. Understanding the results of the evaluation of guidance and counseling. In the sub-variable of the counselor's understanding of the follow-up to consulting services, the results showed a value of 51.04% which also means the criteria are low. This low percentage result means that the counselor does not understand the activities that the counselor can do as a follow-up to the counseling service (Bryan et al., 2009).

These low criteria illustrate that the counselor does not yet know that follow-up consultation services can be carried out by repeating the counselee's problem handling, discontinuing the consulting service because the goal has been achieved or it is necessary to transfer the case to the more competent party on the counselee's problem. The results contain the targets to be achieved in the guidance and counseling program (Firdausi, 2021). The target is the basis for evaluating the guidance and counseling program.

B. Perspective Study of Stufflbeam and Dahir Stone

In this study, the results of the analysis found two evaluation models of guidance and counselling program used to increase the accountability of school counselors namely CIPP (Context, Inputs, Processes, and Products) and MEASURE (Mission, Elements, Analysis, Stakeholder Unity, Outcomes, and Educate).

Table 2
Perspective study of Stufflbeam and Dahir Stone

No	Study	Stufflbeam	Dahir stone
1	Definition of evaluation of guidance and counseling	The process of obtaining and presenting information that is useful for considering alternative decision-making.	The process of assessing the failure of guidance and counseling services related to program evaluation, implementation and results.
2	The purpose of the evaluation of guidance and counseling	To find out the strengths and weaknesses of the evaluation. By knowing these strengths and weaknesses, the evaluator will be able to provide the necessary direction for improvement	To describe the achievements of each aspect measured in the evaluation of guidance and counseling
3	Guidance and counseling evaluation process	The process of obtaining and presenting useful information for considering alternative decision-making	The evaluation process is based on data from the results of the implementation of guidance and counseling services
4	Essence of guidance and counseling evaluation	The essence of evaluation as the basis for decision making and the preparation of further programs.	Evaluation can be used to plan future successes so that they can achieve better and better results
5	Guidance and counseling evaluation results	The results of the evaluation show the lack or success of guidance and counseling services, in the form of finding data on the implementation of activities. The findings are used for further program changes.	The results contain the targets to be achieved in the guidance and counseling program. The target is the basis for evaluating the guidance and counseling program.

In the process of reviewing the evaluation of guidance and counseling based on the perspective there are several things that can be studied (Whiston & Quinby, 2009), namely:

1. The study of understanding shows that a comprehensive concept can be seen from the study of the forehead stone, it shows that evaluation is used to describe the success of guidance and counseling services related to program evaluation, implementation and results.
2. The study of objectives shows to describe the achievements of each aspect measured in the evaluation of guidance and counseling
3. Process study describes the evaluation process based on data from the results of the implementation of guidance and counseling services
4. Essence study assesses the guidance and counseling services that have been carried out. After being assessed, it is not immediately completed, feedback or further treatment must be given. Evaluation can be used to

plan further learning so that the next lesson can achieve better and better results.

5. The results study contains the targets to be achieved in the guidance and counseling program. The target is the basis for evaluating the guidance and counseling program. The results of the program's feasibility require reflection and improvement regarding the guidance and counseling program.

CONCLUSION AND RECOMMENDATION

The conclusions from the literature review provide evidence that the School Counseling Program Accountability Evaluation model has its own strengths and weaknesses loss. As a counselor must have a deep understanding and mastery in the evaluation of guidance and counseling. In addition, the counselor must choose a model that fits the situation, and easy to implement in school. So that the result of good mastery, the implementation of the counseling program is measured and planned for the future. Recommendations from the results of the study provide the benefits of deepening the material and as study material for evaluating guidance and counseling.

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