



## **EVALUATION INSTRUMENTS OF COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM IN THE CULTURE OF HIGHER EDUCATION INSTITUTIONS IN INDONESIA**

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**Abstract:** Program evaluation in comprehensive guidance and counseling is very important to determine the level of goal achievement. For the evaluation results to provide the right information, a valid and reliable instrument is needed. At the higher education level, the comprehensive guidance and counseling program, including the program evaluation component, does not have many references that users can refer to. The available references focus more on primary and secondary education levels. This research is intended to produce the intended evaluation instrument. Descriptive methods and literature reviews were used in this study. The data were revealed using a Delphi technique questionnaire involving three experts, then analyzed qualitatively and quantitatively. In this study, the constructs of evaluation instruments for comprehensive guidance and counseling programs were synthesized and modified from various expert opinions and professional organizations with two patterns of answers: yes and no. The resulting evaluation instrument needs to be empirically tested for its feasibility by involving adequate participants.

**Keywords:** guidance and counseling program, evaluation, higher education institutions.

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## **INTRODUCTION**

### ***Program as an Evaluation Reference***

Program evaluation in comprehensive guidance and counseling is very important to determine the level of goal achievement. For the evaluation results to provide the right information, a valid and reliable instrument is needed. At the higher education level, the comprehensive guidance and counseling program, including the program evaluation component, does not

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have many references that users can refer to. The available references focus more on primary and secondary education levels.

The concept of guidance and counseling programs in higher education is aimed at making students have intellectual and professional abilities, noble character, and strong personalities so that they can make a meaningful contribution to the progress and well-being of themselves and others (Yusuf & Sugandhi, 2020).

### ***Program Planning and Objectives of Comprehensive Guidance and Counseling in Higher Education Institutions***

In Indonesia, there are currently no specific guidelines for the implementation of guidance and counseling services in higher education institutions. In this regard, signs in that direction were adapted from Operational Guidelines for Guidance and Counseling in High Schools (Kemdikbud, 2016). There are two stages in the guidance and counseling program, namely the preparing stage which consists of (1) making efforts to identify data through a needs assessment which is then compiled for service programs; select data collection instruments as needed; as well as collecting, processing, analyzing, and interpreting the data from the needs assessment; (2) Activities have the support of elements of the university environment; and (3) Establish the basis for planning. Next, the designing phase consists of: (1) drawing up a work plan, (2) developing an annual program, and (3) developing a semester program.

Meanwhile, the components of the guidance and counseling program at universities refer to and adapt the Minister of Education and Culture Regulation Republic of Indonesia No. 111 the Year 2014. According to Homby & Parnwell (1972), a program is a plan of what is to be done, a program is a plan or design that must be implemented. According to Bower & Hatch (2000) the view of the guidance and counseling program can be described as a set of work plans or guidance and counseling activities that are arranged systematically, measurably, and scheduled based on certain competency standards to help all students succeed in academics, careers, personal, and social.

Some of the characteristics of a good comprehensive guidance and counseling program as stated by Bower & Hatch (2000) consist of the following: (1) Comprehensive in scope, (2) Preventive in design, (3) Developmental, (4) Integral part of the total educational program, (5) Design a delivery system, (6) Implemented by a state-credentialed school counselor, (7)

Conducted in collaboration, (8) Monitor student progress, (9) Driven by data (10) Seeks improvement, and (11) Share successes. The comprehensive guidance program provides opportunities for counselors, parents, universities, and other stakeholders to find out the success of students from the results of implementing guidance and counseling programs in universities.

### ***Evaluation Strategy Guidance and Counseling Program***

Lessinger (in Gibson & Mitchell, 1981) suggests that evaluation is an assessment by comparing the expected goals and progress achieved. Wysong (in Gibson & Mitchell, 1981) suggests that evaluation is a process of obtaining, describing, and producing information to consider decisions. The evaluation process also aims to align object data from the beginning to the end of program implementation as a basis for assessing program objectives. While Stuttlebeam, et al. (1971) suggested that evaluation is a decision-making process derived from the data and information sought.

Suherman (2019) suggests that evaluation of the guidance and counseling program is a systematic process in analyzing and collecting data to determine the value of the program in assisting management, planning, training, and improvement to obtain good considerations in program effectiveness, effort, and efficiency. It aims to help students to be able to know and understand their abilities and weaknesses as well as the possibility of their development.

The following points need to be considered in the evaluation of the guidance and counseling program:

- 1) Evaluation in its development aims to make decisions through sufficient information.
- 2) Evaluation is a continuous circle and completes the program structure.
- 3) Program evaluation is a process in which there are steps of planning, implementation, and development.
- 4) Planning and development is a process that has a lot to do with evaluators and decision-makers and its implementation is not only technical.

The management system is an effort through empowering supporting resources in higher education institutions in implementing guidance and counseling programs in higher education institutions. The organizational foundation of guidance and counseling programs in higher education institutions is built on management systems. Management agreements in

guidance and counseling programs in universities ensure that the assistance service system to meet student needs is more effective. In implementing a comprehensive guidance and counseling program in higher education institutions, management system decisions and agreements must be made with due regard to the organization and assignment of counselors. College leaders and other administrators should be involved in this important process. In making management decisions, counselors in higher education should use the results of data analysis regarding the effectiveness of the overall program as consideration for changes in the content and implementation of guidance and counseling programs in higher education institutions.

The comprehensive guidance and counseling program is data-driven and directed. That is, in the initial development of the guidance and counseling program the use of data is expected to encourage an integral system of guidance and counseling services in higher education institutions. Thus, it is ensured that every student can benefit from the college guidance and counseling program. To make data a driving force for the development of guidance and counseling programs in higher education institutions, counselors must look at data from various sides and various perspectives. After analyzing the data, college counselors, administrative staff, teaching staff, supervisors are ready to create an updated picture of students and the environment in higher education institutions.

Guidance and counseling programs should be based on data, to provide an overview of student needs and provide a way to adapt the guidance and counseling program to the mission of the higher education institution. Therefore, the use of data is very necessary to ensure that every student can benefit from the guidance and counseling program. Counselors should be able to demonstrate that the program has been adapted based on an analysis of student needs, achievements and data linkages.

To get a true picture of the guidance and counseling program held at higher education institutions, it is very important to pay attention to the data that is processed from time to time. Data can be collected in three parts: immediate/short term, mid, long term, counselors do not have to be people with statistical skills who are fully capable of researching the data. Simple percentages can create a convincing picture of what's going on in college. In particular, data is available in the student's academic cumulative score archive or computerized college data systems.

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The ultimate goal of the higher education institution guidance and counseling program is to support the academic mission of higher education institutions. Ensuring higher education institution achievement for each student includes counseling-initiated activities designed to meet the needs of underserved, underperforming, and underrepresented populations. Higher education institution counselors do this by reviewing student achievement data and developing support strategies designed to increase student success. This assistance may take the form of traditional activities such as classroom presentations and small group or individual counseling.

Counselors need to have a detailed and responsible plan to obtain effective, efficient, and desired results of guidance and counseling programs at higher education institutions. The guidance and counseling curriculum plan for higher education institutions consists of developmental materials that are structured and designed to help students achieve the desired abilities.

Counselors are required to spend most of their time providing direct services to all students in guidance and counseling programs at higher education institutions. Therefore, the obligations of counselors in higher education institutions are focused directly on the entire guidance and counseling curriculum program including non-counseling activities. Guidance and counseling programs in higher education institutions consist of the following activities: (1) planning of student academic programs; (2) describe intellectual abilities, talents, achievements, and others; (3) carry out counseling services for students who are late or do not enter college; (4) carry out counseling services for students who have disciplinary problems; (5) carry out counseling services for students who do not use uniforms in accordance with the rules of higher education institutions; (6) collaboration with lecturers to provide guidance and counseling curriculum materials and examine the average value of student achievement; (7) interpret student data archives; (8) provide input to lecturers to improve teaching quality; (9) ensure that student records are maintained in status and in accordance with government regulations; (10) help apply the principles of higher education by identifying and solving student problems and needs; (11) cooperate with students to provide large and small group counseling services; (12) support students to plan individual education meetings, student study groups, repeat college lessons; (13) and separate data analysis.

The accountability system is one of the evaluation stages in management activities. The accountability system consists of reporting the final results of the program, the impact of guidance and counseling programs for higher education institutions from time to time, evaluating the implementation of counselors for higher education institutions and examination programs. Reporting the final results helps answer the question of how students can feel the difference with the guidance and counseling program of higher education institutions. The results of the final report confirm that the program is a solution to the effectiveness, change, and improvement that higher education institutions need.

Evaluation is useful for program planning and progress in the following year. The implementation evaluation instrument for counselors of higher education institutions accurately reflects the uniqueness of their training and responsibilities as professional counselors of higher education institutions within the scope of higher education institutions. In this regard, Hadisubroto (1984) suggests that: whether or not a program is appropriate can be evaluated in two ways, namely rationally (before the program is implemented) and empirically (after the program is implemented). Before understanding the evaluation activities as a whole, in this section, it is stated in advance about the meaning, purpose, and function of the evaluation of the guidance and counseling program.

Based on the formulation of the definition of evaluation above, it can be concluded that the evaluation of the guidance and counseling program is:

- 1) A systematic process of collecting data and analytical activities to determine the value of a program in assisting management, program planning, staff training, and improvement, to obtain the best possible consideration of the effort, effectiveness, and efficiency of a program.
- 2) A process of gathering information to identify and determine the effectiveness and efficiency of the guidance and counseling program in helping students so that they can identify and understand the needs of their abilities and weaknesses, their possibilities, and development.

In the end, in the evaluation of the guidance and counseling program, decision-making is a very important aspect. Because an assessment is considered necessary, it is to serves decision-making.

### ***Evaluation Purpose***

In passing, it has been stated that the implementation of the evaluation of the guidance and counseling program is to fulfill two main objectives, namely to find out:

- 1) The level of progress of the guidance and counseling program, or the development of the people who have been served through the guidance and counseling program.
- 2) The level of effectiveness and efficiency of the guidance and counseling program implementation strategy that has been implemented within a certain period.

The two objectives of the evaluation of the guidance and counseling program can be developed operationally as follows:

- 1) Periodically examine the results of the implementation of the guidance and counseling program;
- 2) Knowing the types of guidance services that have been/have not been implemented or need to be improved;
- 3) Knowing the level of effectiveness of the service methods/strategies that have been implemented;
- 4) knowing the extent of involvement of all parties in supporting the success of the guidance and counseling program.
- 5) obtain a strong grip in publicizing the role of guidance in society;
- 6) knowing the contribution of the guidance and counseling program to the achievement of institutional goals in particular and educational goals in general;
- 7) obtain solid information in developing further guidance and counseling programs; and
- 8) help develop a higher education curriculum that is following the problems and needs of its students.

### ***Evaluation Function***

In general, experts argue that evaluation is a process of obtaining/obtaining data or information that is useful for making a decision. On this basis, the evaluation activities of the guidance and counseling program have the following functions:

- 1) provide information or data to decision-makers;
- 2) measuring the implementation of the guidance and counseling program by comparing or proving the level of progress that has been achieved;
- 3) approve or reject the implementation of the guidance and counseling program by providing evidence of what has been achieved and has not been achieved in program implementation;
- 4) improve the quality of the implementation of the guidance and counseling program by providing a reference/base so that its implementation is more effective and efficient;
- 5) increase confidence in implementing and considering activities in a better way;
- 6) improve understanding of the factors that influence program implementation and their consequences;
- 7) foster and increase participation in joint decision-making;
- 8) provide feedback or responses to the roles and responsibilities of personnel in the implementation of the guidance and counseling program; and
- 9) improve the understanding of each person in developing their professional abilities.

### ***Evaluation Principles***

To fulfill the purpose and function of implementing the evaluation of the guidance and counseling program, it is necessary to have a good evaluation. This means that guidance and obtaining and counseling activities must meet the rules and obtain results that can be used to consider the next step.

Therefore, the implementation of the evaluation of the guidance program should pay attention to the following principles:

- 1) clarity of objectives to be achieved in an evaluation activity;
- 2) requires the existence of measurement criteria;
- 3) involving parties who understand the basics of comprehensive guidance and counseling;
- 4) demand feedback and follow-up, so that the evaluation results can be used to make policies/decisions. The decision itself can relate to: (1) the personnel involved, including capabilities; understanding or addition of



- energy; (2) types of activities and their implementation; priority of activities and subjects served; and (3) financing, time, and other facilities.
- 5) the evaluation of the guidance and counseling program is not an incidental activity but is a systematic and continuous process of the activity.

## **METHOD**

*Respondents.* This study involved three experts as participants to be asked for their opinions and considerations on the construct, content, and editorial statement items of the guidance and counseling program evaluation instrument at higher education institutions. The construct of the evaluation instrument for the comprehensive guidance and counseling program is the result of synthesis and modification of various expert opinions and professional organizations with two patterns of answers: yes and no. This evaluation instrument model is judged by the experts.

*Instruments.* The instrument used to collect data was in the form of an evaluation instrument for a comprehensive guidance and counseling program consisting of 306 statements revealing 13 components of a comprehensive guidance and counseling program in higher education institutions. To record the results of expert judgment on the 306 items of the instrument statement, an assessment format with five responses was used on a scale of 1-5.

*Procedures.* The data collected in this study took the following procedure:

- (1) Identify existing and developed Guidance And Counseling And Career Development Program evaluation instruments
- (2) Analyze and codify each component and statement (item) on the Guidance And Counseling And Career Development Program instrument under study.
- (3) Analyze and map each similar statement (item) that exists in each component of the Guidance And Counseling And Career Development Program instrument.
- (4) Analyze and combine each similar statement (item) in each component of the Guidance And Counseling And Career Development Program instrument.
- (5) Review each statement to observe the accuracy of the meaning to be revealed.

- (6) Judgment of the construct, content, and editorial of the statement items by involving three experts.
- (7) Testing inter-rater reliability.
- (8) Revise the instrument based on expert input.
- (9) Rearrange item items to become the final model instrument.

*Data analysis.* Research data were analyzed qualitatively and quantitatively. Qualitative analysis was carried out in the process of analysis, synthesis, and modification of the instrument. While quantitative analysis is carried out to test inter-rater reliability

## **FINDINGS AND DISCUSSIONS**

The development of evaluation instruments for guidance and counseling programs in guidance and counseling service units in higher education institutions is carried out through synthesis, adaptation, and modification of evaluation instruments for comprehensive guidance and counseling programs at the primary and secondary education levels. This instrument is based on a synthesis of audit programs developed and recommended by: (1) the American School Counselor Association (ASCA) (ASCA, 2005 pp. 106-116); Gizbers & Henderson, 2006, p. 501); ( 2) evaluation of the guidance and counseling program studied in the teacher professional program of guidance and counseling (Directorate General of Higher Education, 2012, p. 45); (3) the concept of program evaluation proposed by Suherman (2019: 82); (4) program evaluation as stated in Permendikbud Number 111 2014 concerning Guidance and Counseling in Primary and Secondary Education (2014; 16-17); and (5) program evaluation according to Operational Guidelines for Guidance and Counseling in High Schools (Kemdikbud, 2016: 21-44).

Referring to the results of the comparison of the components and items of the guidance and counseling program evaluation instrument, it is known that a variety of important components can be used as a reference in the preparation of a comprehensive counseling program evaluation in higher education institutions. *First*, according to the ASCA perspective, four aspects are revealed in the comprehensive Guidance and Counseling evaluation instrument in schools, broken down into 17 components and translated into 110 statements. *Second*, the evaluation of the Guidance and Counseling program studied in the Guidance and Counseling Teacher Professional

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Education and Training consists of eight components which are translated into 33 statements. *Third*, the program evaluation concept proposed by Suherman is more practical to reveal three components with 11 statements. *Fourth*, the evaluation of the program as stated in Government regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Basic Education and Secondary Education., reveals 10 aspects and in each component describes the criteria or standards that must be visible and contained in each component. *Fifth*, the evaluation of the program according to the Operational Guidelines for Guidance and Counseling in High Schools consists of seven components which are translated into 24 statements and each has a more specific sub-statement.

The variety and scope of the evaluation component of the guidance and counseling program have been and is being applied to the formal education pathway at the primary and secondary levels. To design a comprehensive guidance and counseling program evaluation tool in higher education institutions, analysis, synthesis, and modification of the references are carried out. The next step is to compile a grid of evaluation instruments as presented in table 1.

Referring to the grid, 306 statements were formulated. Some of these statement items directly use the statements in the previous reference instrument, some combine several similar statements, some are modified, and some are specially formulated.

To determine the feasibility of the statement items and instruments, then judgment was carried out by three experts in the field of guidance and counseling assessment. The results of the consideration of these experts focused on three things, namely construct, content, and language. Meanwhile, the results of the inter-rater reliability test for constructs, content, and editorial of 306 items can be briefly summarized in the following table1.

**Table 1. Interrater Reliability Test Results for Comprehensive BK Program Evaluation Instruments at Higher Education Institutions**

Dimension	Cronbach Alpha	ANOVA		<i>Intraclass Correlation Coefficients (ICC)</i>		
		F	p	R	F	p
Construct	.254	.333	.717	.254	1.341	.001
Content	.393	1.028	.358	.393	1.647	1,2644E-7
Editorial	.335	.656	.520	.335	1.504	.000013

The information in Table 1 shows that if it is estimated using the Alpha coefficient, the reliability of constructs, content, and editorial is categorized as sufficient. Based on the output of the analysis through ANOVA, there was no difference in the ratings between raters ( $p > .05$ ). By looking at the Intraclass Correlation Coefficients (ICC) the reliability between raters shows a significant coefficient.

The Intraclass Correlation Coefficients (ICC) reliability between raters for the construct, content and editorial evaluation instruments of the Comprehensive BK program at higher education institutions shows a fair category so that it can be declared feasible to use (Landis and Koch, 1977).

The rater in the instrument can improve the quality of the instrument developed by involving experts to assess the items written statements are indeed relevant to the construct being measured and represent the entire measuring domain, besides the use of the rater also provides an assessment of the type of self-report measuring instrument or instrument with self-assessment. self and observation (Widhiarso, 2020).

Based on expert reviews, several statements are recommended to be combined because there are substantial similarities and are in the same aspects and indicators, so it was decided to be integrated. On that basis, the items of the final model instrument that have been revised based on expert input are 293.

**Table 2. Guidance and Counseling Program Evaluation Instrument Grid  
Comprehensive on Higher Education Institutions**

Component	No. Items	Amount
<b>A. Rational</b>		
A.1 There is a philosophical-rational statement of the program	01-05	5
A.2 Urgency of guidance and counseling programs in Higher Education Institutions	06-07	2
A.3 Accuracy of program development	08-09	2
A.4 Serving the needs of all students	10-12	3
A.5 Oriented to prevention and development	13	1
A.6 Oriented to the achievement of goals	14, 15	2
<b>B. Legal Basis</b>		
<b>C. Vision and Mission</b>		
C.1 Write down the university's vision and mission	21-23	3
C.2 Writing down the vision and mission of the BK Implementing Unit	24-27	4

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Component	No. Items	Amount
C.3 Conformity with the vision and mission of the BK Implementing Unit with the vision and mission of the Higher Education Institution	28-30	3
<b>D. Description of Needs</b>	31-37	7
<b>E. Program Objectives</b>	38-45	8
<b>F. Program Components</b>		
F.1 Basic Services		
F.1.1 Clarity of meaning	46	1
F.1.2 Clarity of purpose	47	1
F.1.3 Clarity of scope/content	48-50	2
F.1.4 Clarity of implementation strategy	51-56	6
F.1.5 Clarity of evaluation	57-59	3
F.2 Individualized planning and specialization services		
F.2.1 Clarity of meaning	60	1
F.2.2 Clarity of purpose	61	1
F.2.3 Clarity of scope/content	62-65	4
F.2.4 Clarity of implementation strategy	66-74	9
F.2.5 Clarity of evaluation	75-76	2
F.3 Responsive service		
F.3.1 Clarity of meaning	77-78	2
F.3.2 Clarity of purpose	79	1
F.3.3 Clarity of scope/content	80-84	5
F.3.4 Clarity of implementation strategy	85-93	9
F.3.5 Clarity of evaluation	94-95	2
F.4 Support system		
F.4.1 Clarity of meaning	96	1
F.4.2 Clarity of purpose	97	1
F.4.3 Clarity of scope/content	98-102	5
F.4.4 Clarity of implementation strategy	103-109	7
F.4.5 Clarity of evaluation	110-112	3
<b>G. Guidance Field</b>		
G.1 Personal Guidance		
G.1.1 The meaning of personal guidance	113	1
G.1.2 Purpose of personal tutoring	114	1
G.1.3 Aspects of personal development	115-120	6

<b>Component</b>	<b>No. Items</b>	<b>Amount</b>
<b>G.2 Social Guidance</b>		
G.2.1 The meaning of social guidance	121	1
G.2.2 Objectives of social guidance	122	1
G.2.3 Aspects of social development	123-129	7
<b>G.3 Learning Guidance</b>		
G.3.1 The meaning of learning guidance	130	1
G.3.2 Purpose of learning guidance	131	1
G.3.3 Aspects of learning development	132-137	6
<b>G.4 Career guidance</b>		
G.4.1 Meaning of career guidance	138	1
G.4.2 Purpose of career guidance	139	1
G.4.3 Aspects of career development	140-146	7
<b>H. Action Plan</b>		
H.1 Service areas, standards, procedures, and competencies that need to be achieved	147-154	8
H.2 Description of appropriate activities and materials	155-163	9
H.3 Data decisions to achieve competence	164-166	3
H.4 Time of activity required	167-174	8
H.5 Evaluation of student success (process and result)	175-178	4
<b>I. Theme Development</b>		
I.1 The basis for developing the theme of guidance services	179-180	2
I.2 The process of developing the theme of guidance services	181	1
I.3 Development of Service Implementation Plan (RPL) and guidance media.	182-184	3
<b>J. Guidance and Counseling Service Implementing Personnel</b>		
J.1 Personnel elements	185-196	12
J.2 Staffing	197-203	7
J.3 Arrangement of duties/responsibilities	204-214	11
<b>K. Facilities and Infrastructure</b>		
K.1 Provide the required facilities.	215-233	19
K.2 Use of study program data and student monitoring.	234-239	6
K.3 Use of data and guidance service plans	240-243	4
<b>L. Budget</b>		
L.1 Types and sources of costs	244-249	6
L.2. Cost allocation	250-253	6

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Component	No. Items	Amount
<b>M. Evaluation, Reporting, and Follow-up</b>		
M.1 Evaluation Plan		
M.1.1 Program evaluation	256-260	5
M.1.2 Process evaluation	261-272	12
M.1.3 Evaluation of results	273-275	3
M.2. Evaluation result report		
M.2.1 Reporting time	276-286	11
<b>M.3 Audit program</b>		
M.3.1 Audit time	287	1
M.3.2 Aspects audited	288-290	3
M.3.3 Program audit results	291-293	3
<b>Amount</b>		<b>293</b>

The evaluation instrument for the comprehensive guidance and counseling program is one of the psychological instruments. According to Suryabrata (1998) standardization of psychological instruments is needed so that different scientists or researchers working separately produce the same or at least equivalent results. Anastasi & Urbina (2003) say that standardization implies uniformity in the way in which tests are administered and scoring. In line with this opinion, Gronlund (1985, p. 264) says that "...standard content and procedure make it possible to give an identical test to individuals in different places at different times".

In summary, there are two ways to develop an instrument, namely by developing it yourself and by adapting it. If the researcher develops an instrument with an adaptation procedure, the following steps can be taken: (1) translating the statement items by two separate translators into the researcher's language (eg Indonesian); (2) researchers edit and integrate the results of the translation; (3) the result of the adaptation is translated into the original language (eg English) by a person who has language skills and is an expert in the aspect being measured; (4) conducting trials to obtain the level of validity and reliability of the adapted instrument; (5) create norms; and (6) compiling a manual (Kartadinata, 1988).

## **CONCLUSION AND RECOMMENDATION**

The instrument model for evaluating comprehensive guidance and counseling programs at higher education institutions is not widely known, both at the conceptual, discourse, and practical levels. Accordingly, this research has produced a preliminary draft to refine the evaluation instrument. The development process is carried out through analysis, synthesis, adaptation, and modification of the views of experts, professional associations of guidance and counseling (ASCA and ABKIN), as well as the policies of the Government of Indonesia, related to the implementation of guidance and counseling services, especially at the primary and secondary education levels. This instrument reveals 12 aspects, namely: (1) rationale, (2) legal basis, (3) vision and mission, (4) description of needs, (5) objectives, (6) service components, (7) service areas, (8) development of service themes/topics, (9) activity/operational plans (action plans), (10) evaluation, reporting, and follow-up plans, (11) BK facilities and infrastructure, and (12) budget costs which are detailed into 306 statement item. The pattern of answers that have been known so far is in the form of a scale of five (non, in progress, completed, implemented, not applicable [N/A]) and a scale of four (none, in the process of making, has been completed, has been implemented), in the resulting instrument. this study is simplified into two patterns of answers (yes and no).

In addition to ethical considerations, this instrument is also expected to be a diagnostic and self-evaluation tool for higher education as a basis for developing BK programs now and in the future. Another consideration is that there is no reference for Comprehensive guidance and counseling POP in higher education institutions so that it is not appropriate to evaluate it using an audit instrument. The results of the scales of the experts show that both constructively, content, and editorially the items have significant reliability. The final model of this instrument after considering reviews, suggestions, and input from experts, was decided to become 293 statement items.

The evaluation instrument for the comprehensive guidance and counseling program in higher education institutions produced in this study, although it has met construct validity, content, and face validity, for a wider and accountable application, it is necessary to first calibrate and validate empirically on an adequate sample size that taken randomly from the target population. The approach used may be Classical Test Theory, Modern Test



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Theory, or the integration of both. By taking advantage of the advantages of each of these approaches

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