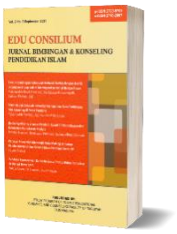
Vol. 5 No. 2 2024
DOI: https://doi.org/10.19105/ec.v5i2.12601

Edu Consilium : Jurnal Bimbingan dan Konseling Pendidikan Islam
ISSN: 2548-4311 (*Print*) ISSN: 2503-3417 (*Online*)

http://ejournal.iainmadura.ac.id.educons



Evaluation of Tutoring Services at Junior High School 7 Malang

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Keywords:
Evaluation of Guidance and Counseling Program; Discrepancy Model;
Basic Tutoring Services.

Abstract

Evaluation of the tutoring program is an important part of assessing the extent to which the tutoring program that the BK SMPN 7 Malang teacher provides to students has been implemented. This evaluation aims to determine the suitability of the tutoring program that has been carried out by guidance and counseling teachers at SMPN 7 Malang based on the six standards and criteria for professional counselors set by the Indonesian Guidance and Counseling Association (ABKIN) as an adaptation of the program evaluation set by the South Carolina Guidance and Counseling Program Model. This research uses quantitative methods. The technique used in collecting data uses instruments, which in this research were carried out and shared directly in the form of a Google Form. The instrument used in collecting research data is a tutoring evaluation instrument that has already been used with adjustments made by the current evaluator in an effort to achieve a better tutoring evaluation instrument. The results of the evaluation of basic tutoring services have been implemented fully and entirely, with a percentage of 86.26%.

Kata Kunci:
Evaluasi Program BK; Model Kesenjangan; Layanan Dasar Bimbingan Belajar.

Abstrak

Evaluasi program bimbingan belajar merupakan suatu bagian yang penting dilakukan untuk menilai sejauh mana ketercapaian program bimbingan belajar SMPN 7 Malang. Evaluasi ini bertujuan untuk mengetahui kesesuaian program bimbingan belajar yang telah dilakukan oleh guru BK di SMPN 7 Malang berdasarkan 6 standar dan kriteria konselor profesional yang ditetapkan oleh Asosiasi Bimbingan dan Konseling Indonesia (ABKIN) hasil adaptasi dari evaluasi program yang ditetapkan oleh The South Carolina Guiance And Counseling Program Model. Penelitian ini menggunakan metode kuantitatif. Teknik yang digunakan dalam pengumpulan data menggunakan instrumen yang dibagikan secara langsung dalam bentuk *google form*. Instrumen yang digunakan dalam pengumpulan data penelitian adalah instrumen evaluasi bimbingan belajar berdasarkan standar dan kriteria evaluasi konselor profesional standar pertama dengan alternatif jawaban menggunakan skala likert dari satu sampai tujuh. Hasil evaluasi layanan bimbingan belajar telah diimplementasikan sepenuhnya/secara keseluruhan dengan presentase 86.26%.

How to Cite: Rasyidi. A. F., Hamidah. A. U., & Rachmawati, A. 2024. Evaluation of Tutoring Services at Junior High School 7 Malang. Edu Consilium : Jurnal Bimbingan dan Konseling Pendidikan Islam, Vol 5 No. 2, DOI: 10.19105/ec.v5i2.12601

Received: February, 13th 2024; Revised: March, 28th 2024; Accepted: March, 28th 2024

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Introduction

Okumu (2017) explains that guidance is the process of providing assistance carried out by experts to a person or several individuals, whether children, teenagers, or adults, so that the person being guided can develop their own abilities and be independent by utilizing individual strengths and existing facilities and can be developed based on applicable norms. Guidance services are a basic service in the form of school facilities for students so that they have a stage of development appropriate to their time. The areas of guidance services provided at schools include personal, social, career, and learning areas. Studying is the main task of students (Aisyah, 2022; Asnawi et al., 2018; Candra et al., 2017; Widada, 2020). Student success in carrying out the learning process is a source of hope for parents, teachers, the community, and students. Skinner provides a definition of learning as process of progressive behavior adaptation, namely that learning is a process of progressive behavioral adaptation or learning is a relationship between stimulus and response that is created through a progressive behavioral process.

Tutoring is one of the basic guidance and counseling services carried out to overcome learning difficulties and develop students' study habits (Permana, 2015). Guidance and counseling are also part of the education system, which is able to help students develop their potential. In this regard, in accordance with Law No. 22 of 2013 concerning the basic concepts and functions of education, it is explained that guidance and counseling have very open opportunities in the entire national education system. Guidance and counseling also play an important role in advancing better education because guidance and counseling have four service areas that can help students optimize the potential that exists within them. The four areas of guidance and counseling services are: academic (study) guidance and counseling; personal guidance and counseling; social guidance and counseling; and career guidance and counseling.

Guidance and counseling play an important role in making the world of education a better place to live. To create all these things, of course, the implementation of these services must have a good management system. The implementation of guidance and counseling services in schools needs to be optimized properly in relation to these four service areas. The basic types of services consist of orientation services, information services, placement and distribution services, individual counseling services, group guidance services, group counseling services, and learning services.

Agustiana (2018) said that tutoring is guidance aimed at helping students receive education that suits their needs, talents, interests, and abilities and helps students determine effective and efficient ways to overcome learning problems experienced by students. Dunggio (2024) said that tutoring is a process of assistance given to individuals in order to overcome the problems they face in learning so that, after going through a process of change in learning, they can achieve optimal learning outcomes.

Fauzia et al., (2023) said that the aim of tutoring services in general is to help students make good adjustments in learning situations so that each student can learn efficiently according to their abilities, achieving optimal development. Dianasari et al., (2021) explains that the aim of tutoring is as follows: in general, the aim of tutoring is to help students achieve optimal development, so as not to hinder student development. Students whose development is hampered or disrupted will have an impact on their learning. Apart from these general objectives, it can specifically aim to ensure that students are able to face and solve learning problems and that they can be independent in their learning.

It was explained that tutoring has objectives including: (1) finding efficient and effective ways of learning for students; (2) demonstrate appropriate ways of learning and the methods and functions of using textbooks; (3) provide information in the form of suggestions and instructions for those who use the library; (4) Make school assignments and prepare for tests and exams; (5) Choose a field of study according to your talents, interests, intelligence, aspirations, and physical or health condition; (6) Show ways to deal with difficulties in certain fields of study; (7) Determine the division of time and plan the study schedule; and (8) Choose additional lessons both related to lessons at school and for developing talents and careers in the future (Ahmadi & Supriyono, 2004).

Farid (2018) said that evaluation is a tool or procedure used to find out and measure something in an atmosphere using predetermined methods and rules. From the evaluation results, information is usually obtained about the attributes or characteristics of the individual or object in question. Apart from using tests, data can also be collected using questionnaires, observations, interviews, or other appropriate forms of instrument. Meanwhile, according to Brinkerhoff in Kamali et al. (2023), evaluation is a systematic investigation (information gathering process) of various aspects of professional program development and training to evaluate their usefulness.

Evaluation is the process used to assess A similar thing was stated by Djaali et al. in (Muryadi, 2017), who defined evaluation as the process of assessing something based on objective criteria or standards being evaluated. Radite et al., (2022) explains that evaluation is a systematic investigative activity about the truth or success of a goal.

Based on the explanations above, it can be concluded that evaluation is a method of investigation, research, or audit decision-making that is carried out with three conditions, namely: standards, criteria, and benchmarks have been determined; there is a process of collecting relevant information and data; and applying standards to determine four things (value, quality, utility, usefulness, and effectiveness).

Saputra (2019) makes a statement about several reasons for carrying out counseling program evaluations using the discrepancy model. The first reason is that the discrepancy model evaluation is easy to carry out because the discrepancy model evaluation uses a simple procedure. Another reason for using the discrepancy model is that it takes relatively less time and cost than using other evaluation models, for example, CIPP. This research will explain the concept of evaluation using the discrepancy model so that it is hoped that it can help counselors provide guidance in carrying out evaluations using the discrepancy model.

Provus (1969) explained that the discrepancy model evaluation aims to determine the level of conformity between predetermined standards and the actual performance of program implementation. Evaluation is a continuous information management process that includes (1) agreement on certain standards; (2) determining whether or not gaps exist between performance and a number of program aspects and standard tools for that performance; and (3) using information about gaps in deciding to develop, continue, or discontinue the entire program or one aspect of the program (Sugiyo & Muslikah, 2018).

The evaluation of the discrepancy model, according to Provus in (Mustafa, 2021) is to determine the level of conformity between the standards that have been determined in the program and the actual performance of the program. Standards are established criteria, while performance is the result of program implementation. Meanwhile, gaps that can be evaluated in educational programs include: (1) gaps between plans and program implementation; (2) the gap between what is expected or predicted to be obtained and what is actually realized; (3) the gap between ability status and the specified ability standards; (4) the goal gap; (5) gaps regarding program parts that can be changed; and (6) gaps in an inconsistent system.

Program evaluation is a systematic investigative activity about the value and worth of an object. Program evaluations oriented around the concerns of policymakers and funders characteristically include causal questions about which programs have achieved the desired goals. The decisions taken are used as performance assessment indicators at each evaluation stage in three categories, namely low, moderate, and high (Andriani, 2022).

Based on the definition, program evaluation is a process. Evaluation explicitly refers to achieving goals, while implicitly, evaluation must compare what has been achieved from the program with what should be achieved based on predetermined standards. In the context of program implementation, the criteria referred to are the criteria for successful implementation, and what is assessed is the result or process itself in the context of decision-making. Evaluation can be used to examine the level of success of a program in relation to the program environment by considering whether the program was continued, postponed, improved, developed, accepted, or rejected.

Evaluation of the tutoring program is an important part of assessing the extent of the tutoring program in schools in general and at SMPN 7 Malang in particular. Students at SMPN 7 Malang lack good motivation to study (Sari, 2023). Students learn lessons they like; the rest do not want to study seriously. This happens because the learning process is not appropriate for students who have slow learning abilities. These findings contradict Johanson's opinion that, in the learning process, thinking occurs so that someone understands new things (Johansson-Sköldberg et al., 2013). The gap in the results of this research strengthens researchers' ability to evaluate tutoring services at SMPN 7 Malang. It is important to evaluate the tutoring program so that the guidance and counseling teachers will know to what extent the tutoring services they provide to students have been implemented. Apart from that, evaluation of this tutoring program also needs to be carried out to determine whether it will be continued, developed, or even stopped if it is not running as it should.

This evaluation aims to determine the suitability of the tutoring program that has been carried out by guidance and counseling teachers at SMPN 7 Malang based on the six standards and criteria for professional counselors set by the Indonesian Guidance and Counseling Association (ABKIN) as an adaptation of the program evaluation set by the South Carolina Guidance and Counseling Program Model.

Heryani et al. (2020) explains that implementing program evaluation using the discrepancy model includes several stages. The discrepancy model evaluation stages are comprehensive stages that must be carried out by the evaluator. These stages are: (1) deciding on the program to be evaluated; (2) determining program targets (standards) that will be the basis for evaluation; (3) planning evaluation; (4) implementing the evaluation plan and collecting information; (5) determining the gap between program targets (standards) and program achievements; and (6) planning next actions.

Method

Based on the type of data obtained by the authors in this research, the authors used quantitative methods using descriptive research methods to describe the results of the research conducted. The problem-solving procedure in the descriptive research method is to describe the research object in its current state based on the facts as they are, then analyze and interpret them (Siregar, 2016).

The instruments used are based on the implementation plan for the evaluation and supervision of guidance and counseling lectures taught by Prof. Dr. Nur Hidayah, M.P.D., which has been developed by students since the course was implemented in the guidance and counseling master's program, Faculty of Education, State University of Malang.

The target subjects for evaluating the tutoring program in this research were guidance and counseling teachers at SMP Negeri 7, Malang City. The technique used in collecting data uses instruments, which in this research were carried out and shared directly in the form of a Google Form. The instrument used in collecting research data is a tutoring evaluation instrument that has already been used with adjustments made by the current evaluator in an effort to achieve a tutoring evaluation instrument that is better than before and correct errors that the previous evaluator may have missed.

The development of data collection instruments is adapted to the basic tutoring service evaluation instrument grid and the basis for interpreting the results, as described in tables 1 and 2 below:

Table 1. Evaluation instrument grid for basic tutoring services

Standard	Criteria	Variable	Sub Variabel	Indicator
Professional counselors implement basic service components by using learning skills and planning	Professional school counselors teach guidance units effectively.	Basic Services: Tutoring	Organizing	Questionnaires, interview guides, DCM and intelligence instruments

structured group sessions for all students.	Planing	Basic service material: Tutoring
	Designing	Basic service delivery model for tutoring
	Implementing	Carry out basic tutoring services with the specified service delivery model
	Evaluating	Evaluation of basic tutoring services
		Determination of evaluators
		Data interpretation
		Results report

Table 2. Basic interpretation of instrument filling results

Organizing				
Scale interval	**Number of items**	**Score**	**Present**	**Information**
1-3	9	9-27	14%-43%	Not implemented yet
4-5		28-45	57%-71%	Has been partially implemented
6-7		46-63	85%-100%	Has been fully implemented
Preparation				
Scale interval	**Number of items**	**Score**	**Present**	**Information**
1-3	5	5-15	14%-43%	Not implemented yet
4-5		16-25	57%-71%	Has been partially implemented
6-7		26-35	85%-100%	Has been fully implemented
Planning				
Scale interval	**Number of items**	**Score**	**Present**	**Information**
1-3	10	10-30	14%-43%	Not implemented yet
4-5		31-50	57%-71%	Has been partially implemented
6-7		51-7-	85%-100%	Has been fully implemented
Implementation				
Scale interval	**Number of items**	**Score**	**Present**	**Information**
1-3	35	35-105	14%-43%	Not implemented yet
4-5		106-175	57%-71%	Has been partially implemented
6-7		176-245	85%-100%	Has been fully implemented
Evaluation				
Scale interval	**Number of items**	**Score**	**Present**	**Information**
1-3	15	15-45	14%-43%	Not implemented yet
4-5		46-75	57%-71%	Has been partially implemented
6-7		76-105	85%-100%	Has been fully implemented
Follow-up				
Scale interval	**Number of items**	**Score**	**Present**	**Information**
1-3	4	4-12	14%-43%	Not implemented yet
4-5		13-20	57%-71%	Has been partially implemented
6-7		21-28	85%-100%	Has been fully implemented

Data collection using basic tutoring service evaluation instruments was carried out through several stages. First, the evaluator carries out a trial of filling out the instrument via Google Form before distributing it to counselors. The trial was completed by Prof. Dr. Nur Hidayah. After the instrument on Google Form was tested and could be used, second step is done by the evaluator to distribute the link to the basic tutoring service evaluation instrument to the guidance and counseling teacher coordinator at SMPN 7 Malang. Third, the evaluator provides a charging time

limit of 7 days. Fourth, the evaluator follows up with the BK coordinator at SMPN 7 Malang so that the evaluation instrument remains a priority for work. Finally, the counselor downloads the results of the basic tutoring service evaluation instrument, which has been filled out by the counselor.

The support needed in the process of implementing the evaluation of basic tutoring services goes through the following stages: 1) Review and improvement of instruments that have been planned by members; 2) Choosing a place to carry out the evaluation of basic tutoring services; 3) Apply for a permit to carry out research. The permission letter required by the venue, namely SMPN 7 Malang, is a letter of recommendation from the Department of Education, Culture, Research, and Technology and a delivery letter from the State University of Malang campus; 4) The basic services research team requested a letter of application from the Department of Education, Culture, Research, and Technology, which was then submitted to the administration of SMPN 7 Malang as well as a research delivery letter from the UM campus. After that, it is given to the principal to obtain approval, and finally, the principal gives the assignment to the guidance and counseling teacher to fill out a research instrument evaluating basic tutoring services.

Researchers will show the results of data analysis using quantitative data in the form of percentages and scores from the evaluation results of basic tutoring services at SMPN 7 Malang using Microsoft Excel.

Result

The results of the data collected can be accessed via the following link: https://docs.google.com/spreadsheets/d/19o2S6jnIeD3YKMCDXWOxOdRf3KGhh7SK2cnCFCCahFY/edit?resourcekey#gid=581452799.

Table 3. Biographical data of counselor SMPN 7 Malang

Information	Counselor	
Name	Aulia Mirnaya Rachmadinna, S.Pd.	Moshellia Ayu Anggraini, S.Pd.
Evaluation Date	April, 27th 2021	April, 5th 2021
Working Time	2 years and 6 months	5 years
School	SMPN 7 Malang	SMPN 7 Malang
Age	25 years	26 years

The results of data analysis are shown in table 4 below:

Table 4. Analysis of data from the evaluation instrument for basic tutoring services at SMPN 7 Malang

Assessment Items	Number of Question Items	Score		Present		The final result
		Counselor 1	Counselor 2	Counselor 1	Counselor 2	
Organizing	9	47	42	74.60%	66.67%	70.63%
Planning	5	30	34	85.71%	97.14%	91.43%
Designing	10	60	70	85.71%	100%	92.86%
Implementing	35	206	226	84.08%	92.24%	88.16%
Evaluating	15	89	90	84.76%	85.71%	85.24%
Follow-up	4	24	24	85.71%	85.71%	85.71%
Total number of basic tutoring service evaluation instrument items	78	456	486	83.52%	89.01%	86.26%

Based on the analysis data that has been obtained, proceed to the interpretation stage, where the analysis data will be consulted in the assessment rubric so that the results of the interpretation of the data obtained can be seen in Table 5 below:

Table 5. Interpretation of overall data analysis results

Assessment Items	Present	Information
Organizing	70.63%	Has been partially implemented
Preparation	91.43%	Has been fully implemented
Planning	92.86%	Has been fully implemented
Implementation	88.16%	Has been fully implemented
Evaluation	85.24%	Has been fully implemented
Follow-up	85.71%	Has been fully implemented
Total	86.26%	Has been fully implemented

Discussion

Analysis of data from the evaluation instrument for basic tutoring services at SMPN 7 Malang explains that the total number of basic tutoring service evaluation instrument items is 78, with details of 9 questions for organizing, 5 for planning, 10 for designing, 35 for implementing, 15 for evaluating, and 4 for following up. The maximum score that can be achieved from each item is Organizing: 63, Planning: 35, Designing: 70, Implementation: 245, Evaluation: 105, Follow-up: 28. Obstacles in implementing learning service program evaluations, especially at the organizing stage, are caused by the high intensity of the workload, so they do not have maximum time to design the organization well. These obstacles reinforce (Dewi et al., 2023) research that guidance and counseling teachers do not have enough time to carry out evaluations of guidance and counseling programs. The evaluation stages used are in accordance with research conducted by Kabeyi (2019), which explains that the evaluation stages include the formulation stage, implementation stage, and evaluation stage. Organizing, planning, and designing items are part of the formulation strategy. Implementation items are part of the implementation strategy. Evaluation and follow-up items are part of the evaluation strategy.

The instrument used is a representation of the tutoring service program at SMPN 7 Malang. Tutoring services are one of the basic services that need to be provided by guidance and counseling teachers. The evaluation was carried out to see the gap between the planning of tutoring services and the reality of service implementation. These service and implementation gaps can be evaluated using the discrepancy model. Gaps that can be evaluated in educational programs include: (1) the gap between plans and program implementation; (2) the gap between what is expected or predicted to be obtained and what is actually realized; (3) the gap between ability status and the established ability standards; (4) the gap objectives; (5) gaps regarding replaceable program components; and (6) gaps in inconsistent systems (Nevo, 2013).

The percentage for each assessment item grouping is obtained from the score obtained by the respondent divided by the maximum number of points for each assessment item, which can be seen in the assessment rubric. The percentage of the total number of items obtained from questions totals 78 instruments, so this number is multiplied by 7, because the number 7 is the maximum value for one question instrument. So the maximum score that a respondent can achieve is 546 points. The percentage of the final result is obtained from the sum of the percentages of counselor 1 and counselor 2 and then divided by 2. Meanwhile, the final result of the total number of items is obtained from the percentage of the total number of items for counselor 1 plus the percentage of the total number of items for counselor 2, and then divided by 2 to produce 86%.

Based on the percentage of each item, the organizing stage needs to be improved. The planning, design, implementation, evaluation, and follow-up stages with a percentage above 85% need to be developed. This process refers to the possible outcomes of a decision that is determined, namely stopping the program, replacing or revising the program, continuing the program that has been designed, or modifying and perfecting its objectives (Mustafa, 2021).

Conclusion

Based on the interpretation results described in the table above, it can be concluded that the results of the evaluation of basic tutoring services at SMPN 7 Malang have been implemented fully or as a whole, with a percentage of 86.26%. After knowing the results of the evaluation of basic tutoring services at SMPN 7 Malang, the recommendations that researchers can give are related to the organization that received the lowest percentage score, namely less than 71%. Recommendations that might be taken into consideration are planning items that are the basis of the evaluation process. These small things may be considered less important by the counselor. However, if the organization can be carried out well, it is likely that in the next evaluation stage, the improvement in program implementation will be more pronounced because the organization as the basis of the tutoring service is carried out well.

The closing contains conclusions and suggestions. Conclusions describe the answer to the hypothesis and/or research objectives or findings obtained. The conclusion does not contain a repetition of the results and discussion but rather a summary of the findings as expected in the objective or hypothesis. Suggestions present things that will be done related to further ideas from the research.

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