

## Evaluation of Career Guidance and Counseling Program through Accountability Model Bridge

Ferisa Prasetyaning Utami

*Universitas Slamet Riyadi*  
[ferisha.utami@gmail.com](mailto:ferisha.utami@gmail.com)

### Abstrak

The Accountability Model Bridge is a solution for school counsellors in evaluating counselling programs, especially in the career field, based on a framework that contains the stages of evaluating guidance and counselling programs. This Bridge Model evaluation is interrelated between (1) the counselling program evaluation cycle and (2) the counselling context evaluation cycle. Career guidance and counselling program need to be evaluated for its achievement to see how effective it is and how it impacts students. The Accountability Model Bridge is a framework that can assist counsellors in facilitating the implementation of program evaluations involving school stakeholders. The existence of this Bridge Model can provide an effect and understanding for school administrators about the benefits of the career counselling program that is followed by students which later can be used as the basis for continuous program improvement. The counsellor can carry out guidance and counselling programs effectively.

**Keywords:** Accountability, Career Guidance and Counseling, Bridge Model

### 1. Pendahuluan

A program that is run by a professional needs to be evaluated to show that the program that has been running has an impact on the user's life. The implementation of guidance and counselling services in schools needs to be evaluated to provide an assessment of the impact of the program on students and as a form of responsibility for the counsellor as a professional. Assessment of guidance and counselling activities in schools is any effort, action or process to determine the degree of quality of progress in activities related to program implementation by referring to certain criteria or benchmarks by the Counseling Guidance program that has been implemented (Azizah, Ginting, Utami, 2017).

The activity of evaluating the guidance and counselling program should be carried out comprehensively or comprehensively which includes activities in their fields, namely social, learning, personal and career as well as supporting activities in each field which refer to the four components of the implementation of Comprehensive guidance and counseling, namely (1) basic services, (2) responsive services (3) individual planning (4) system support. In this discussion, the author will focus on evaluating the career guidance field.

The need for guidance and counselling programs as programs that help individuals understand their potential and career planning is increasingly important. In this era of disruption, career direction and aspirations for individuals have undergone increasingly rapid changes. The emergence of new types of careers is a challenge in itself for counselors in guiding and providing direction to students according to their potential and talents. This is in line with the meaning that career

guidance and counselling plans programs in the best ways that will enhance students' planning and decision-making skills. (Gibson & Mitchel, 2011).

Continuity of the program Mature and professional career guidance will help students to be more confident in planning and making career decisions. One indicator of the success of the Career Guidance program is a match between talents and interests with the type of career chosen. This is by the opinion of Shertzer & Stone (1971) suggesting that one of the general categories of indicators or criteria for the success of counselling guidance programs in schools, namely the Choice of Suitable Vocational Goals, namely students' choices of career goals and choices become more precise with their potential and personal characteristics. The highest open unemployment rate is SMK graduates of 8.49% in 2020, which is a separate evaluation for the Career Guidance program that is already running in schools, especially in SMK. Also, the phenomenon of the absence of class hours for counselor in schools is a major obstacle to recognizing the needs and development of each student regarding their expected career.

Based on National standards according to the ASCA (American School Counselors Association) (2016) in the field of implementing and developing career guidance, there are three standards, namely (1) Standard A: students will have the skills to identify the world of work about self-understanding and career decision making. Consists of two aspects, namely (a) developing career awareness (b) developing job readiness (c); (2) Standard B: Learners will use strategies to achieve future career goals with success and satisfaction which consists of two aspects (a) obtaining career information; (b) identify career goals; (3) Standard C: students will understand the relationship between personal quality, education, training and the world of work, which consists of aspects (a) Obtaining knowledge to achieve career goals; (b) Acquiring skills to achieve career goals. These three actually can be used as a reference or criteria in carrying out evaluation activities for career guidance programs.

In fact, not all schools carry out the maximum evaluation of career guidance programs. In addition, the findings of research conducted by Febriyani & Triyono (2018) that counselor have obstacles in evaluating guidance and counseling programs because they have the perception that the evaluation of guidance and counseling programs is difficult to measure and the results of the evaluation of guidance and counseling programs are useless if conducted and considered himself not an evaluation expert. Another finding was that the principal's performance related to the implementation of guidance and counseling activities was still not fully as expected (Luddin, 2013). Another finding is that 58% of Counselor have negative perceptions of evaluation activities (Dewanti, Filiani, Badrujaman, 2013). This is in line with the opinion of Badrujaman (2012) that the factors that influence the implementation of low evaluation are (a) the results of the guidance and counseling program are difficult to measure, (b) incomplete guidance and counseling data, (c) lack of guidance and counseling funds / finance budget, (d) are not able to determine relevant guidance and counseling evaluation criteria, (e) fear that their weaknesses will be discovered by concurrent counselor (teacher-counselor), (f) availability of counselor ratio is still lacking, and (g) lack of support from school principals.

There are various guidance and counseling program evaluation models that can actually be applied and used by counselor in schools. For example, the discrepancy model. CIPP Model (Context, Input, Process, Product), ADEPT Model (Assisting, Developing, and Evaluating Professional Teaching), Bridge Model and

so on. This discussion will describe what the bridge model evaluation framework looks like in the implementation of career guidance services in schools.

## 2. Literature Review

### 2.1. Career Guidance

Career guidance is a process of assistance for students who are thinking about and planning work after leaving school. (Munandir, 1995). Furthermore, according to Walgito (2010), career guidance is guidance given to someone to work well, happily, diligently according to the demands of the position or job with what is in the individual concerned. Career guidance is essentially an educational effort through a personal approach in helping individuals to achieve the necessary competencies in dealing with career problems. (Yasmiri et al., 2017).

As for examples of career guidance program activities, according to Ghibson & Mitchel (2011) career education program activities consist of (1) career counselling, which is designed to prepare individuals for wise career choices; (2) career assessment, an important aspect of career education programs that provide students to assess their personal characteristics regarding career planning; (3) Individual and consultant resources, namely the counsellor as a resource for making appropriate guidance materials for career planning and utilizing their understanding of students and career development resources; (4) Intermediary agents, as collaborative agents with other parties such as teachers, school principals, community institutions and workers.

### 2.2. Evaluation of the Counseling Guidance Program

The assessment of the counselling guidance program is an attempt to assess the extent to which the implementation of the program has achieved the stated goals (Azizah, Ginting, Utami, 2017). Evaluation of guidance and counselling programs, namely activities to collect complete data and continue with appropriate coaching (Naser & Utami, 2017) decision-makers felt the benefits of this evaluation to determine the follow-up of programs that are or have been implemented. The form of this evaluation is a recommendation from the evaluator for decision making. The purpose of the evaluation is to determine the value of a program, various activities in the program, and staff involved in the program, to then make decisions or actions in the future (Handaka, 2015).

## 3. Research methods

This research is a type of qualitative research, namely research that describes and analyzes phenomena, individual perceptions as a group. The approach to this research uses hermeneutic studies by examining and finding meaning in a text. In other terms, it is also called the type of library research (W. Creswell, 2016, p. 18), which examines information and the meaning of various kinds of texts.

## 4. Results and Discussion

Career counselling program evaluation activities can be carried out with various evaluation models. In this discussion, the author will provide a framework for the implementation of the Bridge evaluation model or the Bridge Accountability Model. This model (see Figure 1) is designed to assist school

counsellors in planning, implementing, and assessing the effectiveness and impact of services (Sari & Fahmi, 2017). The advantage of this evaluation model is the involvement of stakeholders in the evaluation process. This is relevant to the comprehensive Guidance and Counseling pattern which is systemic or involves all parties, including the principal, teachers and homeroom teachers.

Evaluation of the Bridge Model has 3 aspects in it (1) the counselling program evaluation cycle; (2) the bridge of accountability; (the counselling context evaluation cycle (Astramovich & Coker, 2007). All three are interrelated with one another to become an evaluation model for guidance and counselling. In implementing the Career Counseling Program, this type of evaluation can be used by stakeholders and feedback as well as providing accountability to stakeholders for the guidance and counseling Career program that has been running as an effort to improve continuous services.

**Figure 1.**  
**Accountability Bridge Counseling Program Evaluation Model**



#### 1. Career guidance and counseling Program Evaluation Cycle

This cycle focuses on the supply and outcomes of counselling services. The counselling program evaluation cycle consists of planning and implementing intervention strategies and programs, monitoring and improving these programs, and assessing the results previously identified (Sari & Fahmi, 2017). Several stages are involved in this cycle, including:

##### a. Program planning and intervention strategies

At this stage, the counsellor can plan career guidance and counselling programs that will be provided to students through needs analysis and identification of program objectives. Furthermore, in addition to the counsellor having prepared career guidance and counselling programs and interventions, the counsellor can make plans regarding how to conduct an outcome assessment. Activities related to this stage are that the counsellor can design the Career Counseling Program through placement and distribution services, career counselling and so on.

Tools for assessing results may include pre and post instruments, performance indicators, and checklists. Also, additional data, school data, self-report data, and observational data can be used (Gysbers & Henderson, 2000; Studer & Sommers, 2000 in Cooker, JK, Astramovich, RL, and Hoskins, WJ, without year).

b. Implementation of Strategy for Intervention, Monitoring and Program Improvement

At this stage, the counsellor starts implementing a career guidance service program. In the program implementation process, the counsellor needs to monitor the running of guidance and counseling Career services and make program improvements if there is a difference between program planning and reality. So that the counsellor can change the program by making improvements as needed (Astramocivh, R. L and Cooker, J. K, 2007), this stage sometimes refers to formative evaluation because the delivery or delivery of services is formed based on input from the context evaluation cycle (Sari & Fahmi, 2017).

c. Assessment of results

In the outcome assessment stage of the program evaluation cycle, school counsellors collect final data and analyze this data to determine the results of interventions and programs (Sari & Fahmi, 2017). In setting indicators for the assessment of the counsellor's results, the counsellor can refer to the ASCA career development standards which consist of (1) Standard A: students will have the skills to identify the world of work about self-understanding and career decision making. (2) Standard B: Students will use strategies to achieve future career goals with success and satisfaction (3) Standard C: students will understand the relationship between personal qualities. According to Astramocivh, R. L and Cooker, J. K, (2007) assessment of results helps determine the fulfilment of the objectives of the service program.

## 2. The Accountability Bridge (Communicating Results)

The second aspect of the evaluation of the Bridge Model is the accountability bridge, namely communicating the data and program results from the evaluation of the counselling program and the evaluation of the counselling context (Astramocivh, R. L and Cooker, J. K, 2007). School managers, parents, headquarters personnel, students, other school counsellors, and teachers are some of the related parties who may have an important role in student success (Sari & Fahmi, 2017). In the implementation of the Career Counseling Program, the counsellor can show progress reports to stakeholders regarding the direction and career goals of the students, the progress of the career counselling program that has been carried out, enthusiasm and the results of the student's satisfaction survey for Career guidance and counseling services. Supporting data such as data on further studies of alumni or data on the absorption of graduates in the world of work can be presented as an effort to see the progress of the Career guidance and counseling program. The activity of communicating the results of the guidance and counseling program shows that the counsellor is proactive so that it can help the counsellor to support his services. (Ernst & Hiebert, 2002).

## 3. The counselling context evaluation cycle

The counselling context evaluation cycle is the second cycle in the bridge model, namely providing feedback from stakeholders and using the feedback and results obtained from the assessment to plan ongoing programs (Sari & Fahmi, 2017)

a. Giving feedback

This stage of providing feedback can be used as a basis for the counsellor to improve the career counselling program that is already running. Counsellors and the school can also bring in related parties, for example, graduate users, professionals from various relevant companies or related agencies and academics to provide input regarding career issues that have developed so that they will support the progress of the Career guidance and counseling program.

b. Strategic planning

Furthermore, the counsellor can do strategic planning based on the feedback that has been received. There is the possibility of program renewal or program reconstruction at this stage. After feedback, the school counsellor is involved in strategic planning that includes reviewing and possibly revising the mission and objectives of the school counselling program as a whole (Sari & Fahmi, 2017)

c. Need assessment stage

At this stage, the counsellor can collect information related to student needs related to career development and consider input or feedback from stakeholders and professionals. At this stage, the counsellor can use the interest and talent identification data obtained from students as a basis for service delivery. In implementing the need, the assessment identifies not only the needs of students, but also the needs of other stakeholders, such as school administrators, parents, and teachers (Royse, Thyer, Padgett, & Logan, 2001 in Cooker, JK, Astramovich, RL, and Hoskins, WJ, regardless of year). So that the information data obtained does not only come from students but from related stakeholders who can ultimately support the implementation of career guidance

d. Identify service objectives

Identifying service objectives should be based on previous results from counselling services, strategic planning based on feedback from stakeholders, and needs assessment results. (Sari & Fahmi, 2017). Also, the identification of service objectives can refer to the SKKPD of student independence standards that are relevant to student career development. With clear service objectives, the career counselling program will be easier to evaluate its effectiveness and impact on students.

## 5. Conclusions and suggestions

The counsellor needs to carry out evaluation activities as a form of responsibility or accountability as a professional. Also, evaluation can be used as a basis for improvement and progress of a service program, especially career guidance and counselling. The implementation of Career Counseling is related to career plans and career decision making for students' future. Therefore the program that is compiled needs to consider various aspects and involves many parties. The Bridge evaluation model is considered relevant for evaluating the Career guidance and

counseling program because of the communication and involvement of related parties, from external and internal to the success of the Career guidance and counseling program. This is relevant to the Comprehensive guidance and counseling pattern in the system support component, namely the need for support from all school components in the implementation of the guidance and counseling program.

Suggestions that can be given to counsellors in schools are to be able to carry out evaluation activities for the progress of the guidance and counseling program, especially in the career field through the implementation of this Bridge Model. Suggestions for future researchers are that it is necessary to test the implementation of this model in evaluating the guidance and counseling program comprehensively.

## Daftar Pustaka

- Asca. (2016). ASCA National Model A Framework for School Counseling Program. [www.schoolcounselor.org](http://www.schoolcounselor.org) diakses pada tanggal 24 Februari 2017.
- Astramovich, R.L. & Coker, J.K. (2007). Program Evaluation: The Accountability Bridge Model for Counselors. *Journal of Counseling & Development*, 85: 162-172.
- Azizah, F., Ginting, F. B., & Utami, R. S. (2017). Evaluasi Pelaksanaan Program Layanan Bimbingan Dan Konseling Di Sekolah. In *Prosiding Seminar Bimbingan dan Konseling* (Vol. 1, No. 1, pp. 177-188).
- Badrujaman, A. (2012). Faktor-Faktor Yang Mempengaruhi Keterlaksanaan Evaluasi Program Bimbingan Dan Konseling. *Perspektif Ilmu Pendidikan*, 26(XVII), 131-137
- Cooker, J. K., Astramovich, R. L., dan Hoskins, W. J. Tanpa tahun. Introducing the Accountability Bridge Model: A Program Evaluation Framework for School Counselors. *Article* 65: 207-209.
- Cresswell, & W, J. (2015). Penelitian Kualitatif & Desain Riset. Yogyakarta: Pustaka Pelajar
- Dewanti, R., Filiani, R., & Badrujaman, A. (2013). Persepsi Guru Bimbingan Dan Konseling Mengenai Pelaksanaan Evaluasi Program Bimbingan Dan Konseling. *INSIGHT: Jurnal Bimbingan Konseling*, 2(2), 81-85.
- Febriani, R. D., & Triyono, T. (2018). Faktor Penghambat Pelaksanaan Evaluasi Program Bimbingan dan Konseling oleh Guru Bimbingan dan Konseling. *Jurnal Counseling Care*, 2(1), 21-27.
- Gibson & Mitchel. 2011. Bimbingan dan Konseling. Edisi ketujuh. Pustaka Pelajar : Yogyakarta.
- Gysbers, N.C & Henderson, P. 2006. Developing and Managing: Your School Guidance and Counseling Program 4th. United States of American Counseling Association.
- Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2001). Program evaluation: An introduction (3rd ed.). Belmont, CA: Brooks/Cole.
- Handaka, I. B. (2015). Studi Deskriptif Tentang Model Evaluasi Pelaksanaan Program Bimbingan Dan Konseling Di SMA Negeri Di Kabupaten Bantul. *Jurnal Konseling Gusjigang*, 1(2).

- Luddin, A. B. M. (2013). Kinerja Kepala Sekolah dalam Kegiatan Bimbingan dan Konseling. *Jurnal Ilmu Pendidikan*, 19(2).
- Munandir. 1995. Program Bimbingan Karir di Sekolah. Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pendidikan Tenaga Akademik : Jakarta.
- Naser, M. N., & Utami, F. P. (2017). Evaluasi program bimbingan karier discrepancy model dalam meningkatkan kualitas kinerja konselor. In *Prosiding Seminar Bimbingan Dan Konseling* (Vol. 1, No. 1, pp. 292-302).
- Sari, P., & Fahmi, J. Z. (2017). AKUNTABILITAS MODEL BRIDGE UNTUK KONSELOR SEKOLAH. In *Prosiding Seminar Bimbingan dan Konseling* (Vol. 1, No. 1, pp. 313-318).
- Shertzer, B., & Stone, S. C. (1971). Fundamentals of guidance and counselling.
- Walgitto, B. (2010). Bimbingan dan konseling (Studi dan Karir). Yogyakarta: CV Andi Offset
- Yasmiri, Y., Syah, N., Ambiyar, A., & Abi Hamid, M. (2017). Evaluasi Program Layanan Bimbingan Karir dengan Model Kirkpatrick di SMK Negeri 1 Kecamatan Guguak Kabupaten Lima Puluh Kota. *VOLT: Jurnal Ilmiah Pendidikan Teknik Elektro*, 2(1), 23-34