

Discrepancy Evaluation Model (DEM): Analysis of the Implementation of Guidance and Counseling System Support at SMA IT Al-Multazam 2 Linggajati

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DOI: <https://doi.org/10.53621/jider.v5i5.602>

Informasi Artikel

Article History:

Received: September 18, 2025

Revised: October 9, 2025

Accepted: October 11, 2025

Published: October 30, 2025

Keywords:

Discrepancy Model;

Evaluation;

Senior High School;

System Support.



ABSTRACT

Guidance and Counseling (BK) Evaluation is a process conducted to assess the quality of Guidance and Counseling implementation and ensure that the program is in line with the established objectives. System support includes BK management, professional development for counselors, and collaboration with parents, teachers, and the broader community. This study aims to analyze the gaps in the implementation of system support at SMA IT Al-Multazam 2 Linggajati using the Discrepancy Evaluation Model (DEM). The research method employed is a mixed-methods approach. Quantitative data was collected using a system support evaluation instrument based on a Likert scale of 1-7, which includes 26 statement items, while qualitative data was gathered through in-depth interviews with two BK teachers. The results of the study showed that the implementation of system support at SMA IT Al-Multazam 2 Linggajati had an average score of 176, or 97%, placing it in the very good category. However, qualitative analysis revealed three main issues: (1) administrative workload reducing the intensity of student services, (2) lack of ongoing professional development mechanisms, and (3) collaboration with parents/community that remains reactive.

INTRODUCTION

Guidance and Counseling (BK) in schools is an essential component of the education system that actively contributes to shaping students' personalities and enhancing their potential (Khoirunnisa & Lestari, 2024). The services provided aim to help students optimally develop their self-potential (Dirta et al., 2024). With the official recognition of BK's existence in schools by the government, its position in educational institutions is now an unquestionable aspect. The presence of BK not only serves as academic support but also as a means for character development and social skills enhancement for students, making its role increasingly vital in advancing the quality of national education (Minister of National Education Regulation Number 27 of 2008 on Standards of Qualifications and Competencies for Counselors, 2008).

Guidance and Counseling (BK) in schools is a crucial component of the education system that actively contributes to shaping community life (Prayoga et al., 2024). The services provided aim to help students optimally develop their self-potential. Following the official recognition by the government of BK's existence in schools, its position within educational institutions has now become an unquestionable aspect. The presence of BK not only serves as academic support but also as a means of developing character and social skills for students (Eni Rakhmawati, 2023). Therefore, its role has become increasingly vital in advancing the quality of national education (Kamaluddin, 2011).

The provision of comprehensive Guidance and Counseling (BK) services in Indonesia is formally regulated by the Ministry of Education and Culture through Regulation No. 111 of 2014. This regulation outlines a structured framework for guidance and counseling in primary and secondary education, aiming for the optimal development and independence of students in various personal, academic, social, and career dimensions. This comprehensive BK program is divided into four interrelated components: (a) basic services, which provide students with

essential knowledge and skills, (b) interest and individual planning services, which assist students in planning their future, (c) responsive services, which directly address the needs and issues of students, and (d) system support services, which serve as a fundamental component encompassing various critical activities for the sustainability and effectiveness of the other three services.

This system support includes strong BK management, professional development for counselors, and collaboration with parents, teachers, and the broader community. The success of implementing these components, particularly the strength of system support and the effectiveness of BK management, is crucial to achieving the primary goals of student development and ensuring the quality and accountability of the BK program. However, despite the existence of a clear policy framework, the implementation of BK services in the field is often suboptimal, with various challenges arising, including management issues, resource availability, and counselor professional development.

The effectiveness of system support is directly correlated with the performance of guidance and counseling teachers, indicating that this component functions as the infrastructure that enables the entire comprehensive BK program. This means that if this fundamental element is weak, the entire comprehensive BK program – including basic services, individual planning, and responsive services – will be disrupted, regardless of the counselors' individual efforts. Although Regulation No. 111 of 2014 provides a comprehensive policy framework, its effective implementation relies on strong management, which may not always be present or fully optimized, highlighting the potential discrepancy between the ideal policy design and the practical realities of systematic implementation.

Similar to other learning activities in schools that require periodic evaluation to assess goal achievement, the guidance and counseling program in schools must also undergo routine evaluation processes to measure its effectiveness and goal attainment (Birrul Walidaini et al., 2024). To implement the guidance and counseling program optimally, evaluation becomes a crucial activity to ensure that the program is running in accordance with the established objectives and provides an optimal impact on students' development (Sitirahayulubis et al., 2023).

Evaluation in guidance and counseling is a crucial step to assess the quality of the implementation of the counseling program (Albertin & Rahmat Hidayat, 2020; Musyofah et al., 2021). This evaluation process aims to ensure that the program achieves its established objectives effectively and efficiently (Gysbers & Henderson, 2012). Furthermore, evaluation also serves to identify areas that need improvement, provide feedback for future program development, and offer useful information for decision-making related to enhancing the quality of guidance and counseling services (Aspandi, 2022). This process is carried out based on specific guidelines or standards relevant to the ongoing guidance and counseling program. The Indonesian Association of Guidance and Counseling (ABKIN) has established six standards and fifteen criteria for evaluating the performance of professional counselors, which are adapted from the Guidance and Counseling Program in South Carolina.

One evaluation model that can be applied in guidance and counseling is the discrepancy evaluation model, developed by Malcolm Provus in 1971. Evaluation using this model involves agreeing on program standards, assessing whether there is a discrepancy between the program components and those standards, and using information about the gap to identify weaknesses in the program (Alter, 1998). This model focuses on identifying gaps in program implementation, allowing evaluators to measure the differences in each program component (Jiang & Klein, 2002). A program is considered successful if it meets the success criteria that have been established, which depend on the evaluation objectives and serve as a benchmark for achievement (Kelly et al., 2015).

The purpose of discrepancy evaluation is to measure the extent of alignment between the established standards and the actual performance of the evaluated program, as well as to identify

the differences between the set objectives and the achieved results (Evans, 1990). This process helps evaluators compare expectations with the outcomes obtained, provides an overview of the program's effectiveness, and highlights areas that need improvement. In the context of the Guidance and Counseling (BK) program in schools, a study conducted by Larbona et al. (2023) using discrepancy evaluation revealed a gap between the expected standard – namely, the ability of BK teachers to effectively evaluate the program – and the actual results, with 20% of BK teachers unable to carry out the evaluation effectively. The main obstacle identified was an excessive workload, which prevented some BK teachers from meeting the desired standards (Larbona et al., 2023).

At the Senior High School (SMA) level, the Guidance and Counseling (BK) program faces unique challenges that differ from those at other education levels, such as elementary and junior high school. In this context, the role of the counselor becomes crucial, not only to provide academic guidance but also to support the development of students' character and social skills. However, in its implementation, it is often hindered by various obstacles, including issues related to BK management, resource availability, and the professional development of counselors, which need to be aligned with the demands of students' needs at the SMA level (Apriyadi, 2023; Pratama et al., 2023).

Therefore, this study aims to analyze the gap between the established standards in the implementation of system support, which includes guidance and counseling (BK) management and counselor professional development at the SMA level. By evaluating this gap, this study is expected to assess the effectiveness of the current system support implementation and provide recommendations for improvements that can enhance the quality of guidance and counseling services in schools.

METHOD

Research Design

This study uses a mixed-methods approach with an explanatory sequential design. This approach begins with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data to deepen the findings. The explanatory sequential design is effective when researchers want to start with quantitative data that can be further interpreted through qualitative data (Lee, 2019; Maxwell, 2023).

This method was chosen to obtain a comprehensive picture of the gap in the implementation of the Guidance and Counseling (BK) system support at SMA IT Al-Multazam 2 Linggajati, using the Discrepancy Evaluation Model, as proposed by Provus (1971), which assesses the gap between the established standards and the actual conditions in the field (Cantor, 1991).

Research Subject

The research subjects consisted of two guidance and counseling teachers selected through purposive sampling with the following criteria: (1) having at least three years of experience as a school counselor, (2) actively involved in the development of the BK program, and (3) willing to participate as research respondents. The purposive sampling technique is a method used by researchers to select respondents who meet specific criteria as samples for the study (Subhaktiyasa, 2024). The selection of this sample considers the principle of information-rich cases to obtain comprehensive data (Cohen et al., 2017).

Research Instrument

The instrument used in this study is the evaluation instrument for the implementation of system support. A data collection instrument is a tool or means systematically developed to

obtain the data or information required in a research activity or scientific study (Ismunarti et al., 2020). This instrument refers to the standards and criteria for evaluating the performance of professional counselors established by ABKIN and has undergone a validation process as well as reliability testing. There are 26 statement items in this instrument, using a Likert scale with a rating range of 1-7. An interview guide was used as supplementary data to reinforce the results obtained from the scale instrument.

The qualitative instrument is in the form of an in-depth interview guide, designed to explore further the findings from the quantitative results. In-depth interviews were chosen because they allow the researcher to obtain richer and deeper information (Creswell, 2012). After the data was collected, descriptive statistical analysis was conducted using the JASP program to determine the profile of system support implementation at SMA IT Al-Multazam 2 Lingsajati, which was then compared with standard 4 on criteria 8 and 9 in the professional counselor evaluation according to ABKIN.

RESULT and DISCUSSION

Result

The data obtained through the completion of the system support implementation evaluation instrument is subsequently analyzed to obtain the total score for each Guidance and Counseling (BK) teacher involved in the study. This evaluation instrument is specifically designed to measure the level of effectiveness of system support implementation in the context of BK services at SMA IT Al-Multazam 2 Lingsajati. The assessment is conducted using an interval scale from 1 to 7, with each score representing the level of program implementation: scores of 1-3 indicate that the program has not been implemented, scores of 4-5 suggest that the program has been partially implemented, while scores of 6-7 indicate that the program has been fully implemented.

The assessment in this system support implementation evaluation instrument is structured based on five main categories, which serve as references for measuring the level of implementation of the services. These rating categories are used to classify the level of program implementation. The evaluation structure, based on criteria and intervals, makes data analysis more objective and measurable, thus providing a comprehensive overview of the effectiveness of the system support implementation carried out by the BK teachers (Setiyono et al., 2023).

After the instrument is evaluated and analyzed, the next stage is conducted through virtual interviews via Google Meet. The purpose of the interviews is to gather in-depth information, collect relevant data, and explore specific understandings or perspectives on certain issues or topics (Amitha Shofiani Devi et al., 2024). These interviews are conducted in a structured manner, following the interview guide that was previously designed by the researcher.

Table 1. Calculation of Interval Classes for Assessment Categories

Maximum Score	$26 \times 7 = 182$
Minimum Score	$26 \times 1 = 26$
Score Range	$182 - 26 = 156$
Number of Criteria	5
Interval Class Length	$156 : 5 = 32$

Table 2. Categorization of Scores for the System Support Implementation Evaluation Instrument

No	Percentage (%)	Category	Score Interval	Criteria Score
1.	82,84%-100%	Very Good	154-182	7

No	Percentage (%)	Category	Score Interval	Criteria Score
2.	65,70% - 82,84%	Good	122-153	5, 6
3.	48,56% - 65,70%	Fairly Good	90-121	4
4.	31,42% - 48,56%	Poor	58-89	2,3
5.	14,28% - 31,42%	Very Poor	26-57	1

Table 3. Results of the System Support Implementation Evaluation Data Analysis

No	Name	Years of Service	Total Score	Percentage	Category
1.	Teacher 1	6 Years	173	95,05%	Very Good
2.	Teacher 2	11 Years	180	98,90%	Very Good
Avarage			176	97,00%	Very Good

The results of the system support implementation evaluation instrument are then analyzed using a descriptive quantitative approach to obtain an objective picture of the level of system support implementation at SMA IT Al-Multazam 2 Linggajati. This analysis refers to the value classification set in Table 2, where the assessment categories are divided into five levels: very good, good, fairly good, poor, and very poor. This categorization aims to simplify data interpretation and provide a systematic basis for assessing the effectiveness of system support implementation. Subsequently, the total scores from each of the Guidance and Counseling teachers at SMA IT Al-Multazam 2 Linggajati are presented in detail in Table 3, which not only reflects individual achievements but also includes the overall average as a representation of the collective success level of system support implementation by all BK teachers at SMA IT Al-Multazam 2 Linggajati. This information serves as an important indicator in evaluating the quality of system support implementation and as a basis for decision-making regarding the future development of the BK program.

Based on the data from the system support implementation evaluation, BK Teacher 1, with 6 years of service, obtained a total score of 173 out of 182, equivalent to a percentage of 95.05%. This score falls into the "very good" category, in line with the score range between 154 and 182 that has been established. Furthermore, BK Teacher 2, with a longer service period of 11 years, obtained a score of 180 out of 182, equivalent to a percentage of 98.90%. With this result, BK Teacher 2 also falls into the "very good" category.

From the analysis of the system support implementation evaluation data at SMA IT Al-Multazam 2 Linggajati, the average evaluation score of both BK teachers was 176, with an average percentage of 97.00%. This indicates that overall, the implementation of the system support at SMA IT Al-Multazam 2 Linggajati is categorized as very good, meaning the system support has been fully implemented. This is reflected in how both BK teachers, despite having different levels of experience, were able to effectively implement this system support and achieve optimal results for the students. It can be concluded that the implementation of the BK system support at SMA IT Al-Multazam has successfully achieved its goal of providing high-quality services.

Based on the interview results conducted with the two BK teachers, several pieces of information were obtained, as follows:

1. The implementation of the BK program management at SMA IT Al-Multazam 2 Linggajati shows a well-planned structure. Based on the interview with BK Teacher 1, the school has developed an annual BK program (PROTA) based on a needs analysis of students through surveys at the beginning of the school year. BK programs are designed per semester with clear achievement targets. Program evaluations are also carried out routinely at the end of

each semester, and the results are discussed with the principal to determine corrective actions. However, behind this structured system, BK Teacher 1 revealed challenges in balancing administrative tasks and direct student services, especially due to the additional teaching hours that reduce focus on BK services.

2. Although the BK organizational structure at SMA IT Al-Multazam 2 Linggajati has been clearly documented, the implementation of task distribution among team members has not been fully optimized.
3. Both Guidance and Counseling (BK) teachers at SMA IT Al-Multazam 2 Linggajati have completed the Teacher Professional Education Program (PPG) and possess relevant academic qualifications to support their performance in BK services. BK Teacher 1 holds both a Bachelor's (S1) and Master's (S2) degree in Guidance and Counseling, while BK Teacher 2 holds a degree in Psychology.

Discussion

Evaluation of System Support Implementation at SMA IT Al-Multazam 2 Linggajati

System support in Guidance and Counseling (BK) includes effective BK management, which encompasses the planning, implementation, evaluation, and development of guidance and counseling programs. According to Gysbers and Henderson (2012), good BK management ensures that counseling services are structured, measurable, and aligned with students' needs (Gysbers & Henderson, 2012). This involves managing student data, preparing annual plans, and evaluating programs to ensure the success of interventions (ASCA, 2019). Furthermore, counselor professional development is also an integral part of system support. Counselors need to continually improve their competencies through training, supervision, and reflective practice. Ongoing professional development helps counselors remain relevant in facing the challenges of student dynamics and social changes (Corey, 2012).

In addition, collaboration is a key component of system support in BK. Counselors do not work alone; they must establish partnerships with teachers, parents, education staff, and external parties such as psychologists or social workers. Strong collaboration expands the impact of BK services as it allows for a multidisciplinary approach in addressing student issues (Bardhoshi et al., 2017). A study by Bryan et al. (2017) also shows that schools with high levels of collaboration tend to have more effective BK programs in supporting students' academic achievement and mental well-being. Therefore, system support that includes BK management, counselor development, and collaboration creates a holistic environment for the success of guidance and counseling services (Bryan et al., 2017).

The implementation of system support for Guidance and Counseling (BK) services at SMA IT Al-Multazam 2 Linggajati generally shows a "very good" category, with an average score of 97%. This indicates that the implementation of system support by BK teachers is optimal and consistent, despite differences in years of service among teachers. This finding aligns with the discrepancy evaluation model theory, which assesses the success of a program based on the alignment between the designed standards and the actual implementation in the field (Saputra et al., 2022; Umar, 2018).

The model emphasizes that a minimal gap between design and implementation is a key indicator of program effectiveness. However, the implementation of BK services at this school also faces challenges, such as the administrative workload, which tends to reduce the BK teachers' focus on direct student services. This is consistent with the findings of Fay & Martin (2005), which indicate that administrative burdens can be a significant barrier to the effectiveness of BK services (Fay & Martin, 2005). Additionally, the quality of human resources (HR) through teacher professional education has proven to play a crucial role in supporting the quality of BK services (Pratiwi et al., 2023).

In the context of management and organization, the success of BK service implementation greatly depends on effective leadership, smooth communication, and a work culture that supports collaboration among team members (Fay & Martin, 2005). However, there are still gaps in task distribution among the BK team, which has not been optimized. This is a common issue found in BK service practices and requires structured managerial improvements to ensure more balanced and efficient work distribution (Burnham & Jackson, 2000). Therefore, to maintain and enhance the effectiveness of BK system support implementation, special attention needs to be given to workload management, human resource competency improvement, and strengthening coordination and communication within the BK team through continuous policies and guidance.

Based on the collected data, a discrepancy analysis was conducted on the implementation of system support at SMA IT Al-Multazam 2 Linggajati by comparing the ideal standards set by ABKIN with the actual conditions of implementation in the school.

1. The evaluation results show that the BK management implementation at SMA IT Al-Multazam 2 Linggajati falls into the "Very Good" category (97% score), with indicators such as the preparation of the annual program based on student needs surveys and semester evaluations. However, the discrepancy analysis reveals a gap between the ideal BK management standards, which require comprehensive data management and dedicated time allocation for BK services, and the reality in the field, where BK teachers are still burdened with administrative tasks and additional teaching hours. This gap has the potential to reduce the optimization of direct services to students, as identified in interviews with the BK teachers.
2. Quantitatively, both BK teachers have adequate qualifications (Bachelor's-Master's in Guidance and Counseling/Psychology and PPG certification) with evaluation scores of 98.9% (BK Teacher 2) and 95.05% (BK Teacher 1). However, qualitative analysis reveals a discrepancy in terms of continuous professional development. ABKIN standards emphasize the importance of periodic training and clinical supervision, while in practice, there is no formal mechanism to ensure that counselors continue to update their skills to address contemporary issues (e.g., digital mental health). This gap needs to be addressed with school policies that guarantee access to ongoing training.
3. Although SMA IT Al-Multazam 2 Linggajati has established good collaboration with internal stakeholders such as teachers and the principal through semester evaluation forums and program development, the analysis shows a discrepancy in its implementation. First, collaboration with parents and the community remains reactive—only activated when problems arise—rather than proactive as part of a sustainable support system. Second, although the BK organizational structure is clearly documented, task distribution among BK teachers has not been optimized, leading to imbalances in role and responsibility distribution. This condition contrasts with ABKIN standards, which emphasize the importance of structured and sustainable multi-party collaboration to create a holistic approach in BK services. Therefore, efforts are needed to deepen the involvement of external stakeholders and clarify the internal task distribution mechanisms so that collaboration can function optimally in supporting the success of the BK program.

CONCLUSION

Based on the research results conducted at SMA IT Al-Multazam 2 Linggajati, it can be concluded that the overall implementation of the Guidance and Counseling (BK) system support has achieved a "Very Good" category with an average score of 97%, indicating optimal implementation in accordance with ABKIN standards. Quantitative findings reveal strengths in structured BK management (data-driven planning, routine evaluations) and adequate counselor qualifications (Bachelor's-Master's in BK/Psychology + PPG). However, qualitative analysis

through the discrepancy model identifies three critical gaps: (1) administrative workload and additional teaching hours that reduce focus on direct student services; (2) lack of a formal mechanism for ongoing professional development of counselors; and (3) collaboration with parents/community that remains reactive and internal task distribution within the BK team that has not been optimized. The implications of this study emphasize that although the BK system support has generally been effective, structural improvements are still needed to enhance its implementation, particularly in the areas of: (a) streamlining administrative workload, (b) strengthening periodic training programs for counselors, and (c) deepening multi-party collaboration through proactive forums.

ACKNOWLEDGMENT

The author would like to express sincere gratitude to Prof. Dr. Nur Hidayah, M.Pd. and Dr. Fitri Wahyuni, M.Pd., as the lecturers of the *Guidance and Counseling Evaluation and Supervision Models* course, for their dedicated guidance, direction, and motivation throughout the lectures as well as during the preparation of this research

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