

Guidance and counseling services for early childhood

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Abstract

This research is conducted to find out the activity and achievement from the objectives on program and the influence on Guidance and Counseling Service at Class 1 Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta. The method of this research was evaluation program using CIPPO models that consist of Context, Inputs, Process, and Outcomes. Data was obtained through interviews, observations, questions, and document study. Data sources came from school principals, vice principals, guidance and counseling counselors, guidance and counseling teachers, and subject teachers. The criteria for this evaluation was from The Letter Guidance on Implementation of Guidance and Counseling in Primary School and Regulation of the Minister of Education and Culture RI No. 111 of 2014 on Guidance and Counseling on Basic Education and Secondary Education. The results showed that (1) in the Context dimension, there are 90.6% means that the conformity of guidance and counseling program policy in Class 1 Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta in the context component in the category needs to be adjusted. (2) In the Inputs dimension, there were 87.3%. Thus it was included in the category adequate. This means that curriculum, BK teachers, facilities and infrastructure, financing support, material BK on the inputs component is adequate. (3) In the Process dimension, there were 96%. Thus it was included in the appropriate category. This means that the process component that serves the decisions related to the implementation of guidance and counseling services program is appropriate. (4) In the Product dimension, there were 88.5%. Thus included in the category agree. This means that almost all respondents agree about a positive change from guidance and counseling services. (5) In the Outcomes dimension, there were 85.4%. Thus it was included in the good category. This means that all students get information and strategies in achieving the task of development and eradication of the problem optimally.

Keywords: Evaluation Program, CIPPO Models, Guidance and Counseling Service, Early Childhood

Introduction

Guidance and Counseling is the provision of assistance to students both individually and in groups on the problems faced so that students can be independent and develop optimally. Guidance and counseling in education has a very important goal that is to develop the potential owned and independent students. Children in early childhood education or in early grade primary schools also desperately need counseling and guidance services, as such services have become a trend if supported by adequate programs that provide opportunities for optimal growth of learners beyond the usual learning programs in schools.

Guidance and Counseling Services are a systematic and thorough process of providing assistance and facilitating the likelihood of developing learners to understand themselves, recognize them, and develop

their full capacity for future happiness in life. Stufflebeam (2014: 63) says that the theory of program evaluation is a comprehensive set of concepts, hypothetical, pragmatic and ethical principles that form the common framework for directing research and program evaluation practices.

Madaus, *et.al* (1993: 280) says that, evaluation is the process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's merit, worth, in order to guide decision making, support accountability, determine effective practices, and increase understanding of the involved phenomena. So evaluation means making an interpretive analysis and the phenomenon or activity under study and determining the benefit or value resulting from the activity.

According to Stufflebeam (2007: 326), evaluation model of context, inputs, process, product (CIPP) is an evaluation as a process of painting, providing useful information to achieve useful, valuable, meaningful objects for directional decision making, responsible support, effective dissemination of information and

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increased understanding for the involved. Evaluation Context, Inputs, Process, Product (CIPP) is an integral evaluation model consisting of: evaluation context, in order to evaluate program planning Inputs evaluation, its usefulness to evaluate program structure Process evaluation, use to evaluate program implementation and Product evaluation, to evaluate the importance of replication or not.

According to Langbein and Felbinger (2006: 3), program evaluation is the application of judging the effectiveness of public policies, programs, or projects, as well as their management and implementation, for action-making purposes. Program evaluation is the application of empirical social science research methods to assess the effectiveness of public policies, programs, management, and implementation, and aims to make decisions.

According to Egbo (2015: 1-8) in the early stages of child growth, the need for knowledge by families and schools. At this stage, primary schools seek to improve children's adjustment, as well as preparing for secondary school. Guidance and Counseling is essential to meet the academic, vocational, personal and social needs of children. Through this, children are enabled to develop a positive self-image and actualize the need for future adaptation of students. The desired abilities, skills and personality are utilized through an effective Guidance and Counseling program at the primary school level. This is done to achieve the goals and objectives of basic education. Thus, the role and function of counseling and guidance at the primary school level is essential. Students' abilities, skills and personality are shaped at the primary school level. There needs to be implementation and guidance and counseling guides at the primary school level.

The results of Wako (2016: 27-35) study shows that students face different psychosocial and academic problems that require the help of school counselors. The majority of students do not make the most of their school counseling and guidance services to be successful academically because of a lack of awareness about school services. So there needs to be clear policies and work for professionals, additional professionals must be hired, school counselors are provided with creative pre-service training. School counseling comes from competent graduates. So as to improve and strengthen the school guidance and guidance services in addressing the needs of psychosocial and student education.

Ghazali (2016: 104-117), the results of the study show that there is a match between the CIPP model and the SBA (School-Based Assessment) model of evaluation, particularly in relation to the three dimensions of evaluation (input, process and product). Thus the CIPP (context-input-process-product) form of evaluation from Daniel Stufflebeam has similarities to the SBA model. The CIPP Evaluation Model is effective when used in evaluating BK services in primary schools.

Research by Christiana (2015: 523), the result of this study is the evaluation of CIPP evaluation form in the

implementation of SBM program, can provide improvement and development in the implementation of school programs. In addition, the results of this study are expected to provide input for school principals and other stakeholders in implementing SBM in schools. So the evaluation model of CIPP (Context, Input, Process, and Product) in SBM program implementation, can provide improvement and development in school program implementation.

Trevisan (2012: 291-305), revealed that evaluation needs to be done in schools because with the evaluation is increasingly aware of the importance of evaluation capacity for the promotion, behavior, and utilization of the results of the evaluation. Means that the evaluation of the program is very beneficial for the sustainability of a school and its programs. Research conducted by Knight (2015: 75-85), reveals that teachers of primary school counseling should be able to motivate their students to have a dream career so that a counselor should have skills or skills in social, academic and career development. A counselor in elementary school should have skills that are not only academic but also able to socialize well. Studer and Sommers (2014: 93-99), revealed that the evaluation should consist of evaluated programs, personnel and outcomes. So the evaluation of the program will produce recommendations on an ongoing program.

Based on the results of observations of researchers at the Education Department of DKI Jakarta Province in February 2017 shows that in the State Elementary School in Jakarta, Counseling Guidance activities are not given by Specialist Teachers as in junior high school and high school level. Classroom teachers should perform their duties thoroughly, both tasks of conveying all subject matter (except Religion and Physical Health education) and providing counseling services to all students without exception. The Importance of Guidance and Counseling in Elementary School is a guidance on education that is a type of guidance that helps students in dealing with and solving educational problems. In addition, it helps students who experience crew, adjustment barriers, and also who have various potentials. So as to interfere with students' learning potential. Also based on the many cases of delinquency committed by elementary school students. The problems that impinge lead to hampered student development, both in academic, personal and social relationships.

The result of preliminary study which has been done by the researcher shows that in Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta there has been systematic, programmed, planned and structured guidance and counseling program. Implementation of guidance and counseling services at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta has followed guidance and counseling service guidance as in junior and senior high school consisting of 4 service components namely basic service, responsive service, individual planning service, and system support service. This means that the Guidance and Counseling service meets the applicable provisions in Indonesia.

The advantages of guidance and counseling services in Al Azhar Islamic Primary School 1 KebayoranBaru, Jakarta in addition to meet the general standards of guidance and counseling services in schools. Have a psychologist as a model of therapy given to learners. Providing services, both experiencing learning problems and psychological problems associated with the activities of learners in school. Psychological Activity Services are conducted routinely every semester. The results have been able to help solve the problems experienced by students related to the psychological aspects faced by learners in learning. Among them are not confident in learning, the inability to build social relationships with fellow classmates, and even the problem of Children with Special Needs (ABK) others are served by Psychologists.

Taking into account the advantages and obstacles of the implementation of guidance and counseling services in Al Azhar Islamic Primary School 1 KebayoranBaru, Jakarta as described above, it is necessary to evaluate, to see the success rate of the program. Evaluation is carried out at the start of component context, inputs, process, product, outcomes, programs. Evaluation can therefore be an input for consideration for the Principal and policy makers whether the program is continued or dismissed. The appropriate evaluation model used in this study is the model of Context, Inputs, Process, Product, Outcomes (CIPPO). The CIPPO model is a visual model of a program that shows how a program is run, what resources are needed to support the program, with how to picture the results. So that will look clear picture about the relationship between the whole component (Context, Inputs, Process, Product, Outcomes). This is the reason why researchers use the CIPPO model. The results can illustrate clearly the relationship between the entire component from the start of context, process, product or outcome, to the impact resulting from a program.

The novelty of this research is focused on counseling services for early childhood. Thus, the title raised in this study is: "Guidance and Counseling Services for early childhood. CIPPO Model Program Evaluation Research in Grade 1 onAl Azhar Islamic Primary School 1 KebayoranBaru, Jakarta 2017".

Methods

The research used qualitative evaluation method with modified system approach by combining CIPPO model from Stufflebeam and Logic model from Laurel House with Context, Input, Activities, Outputs, Short-term Outcomes and Long-term Outcomes stages. Evaluation of the program is an evaluation that uses data and information in addition to qualitative nature is also quantitative.

Result and Discussion

Context Component

Based on the results of interviews of contextual component, it can be concluded that there was a formal

basis for the implementation on guidance and counseling services program, there were suitability of vision, mission and guidance, and counseling goals, policies on guidance and counseling programs, guidance and counseling organizational structures, implementation of counseling and guidance services for grade 1 students onAlAzhar Islamic Primary School 1 KebayoranBaru, Jakarta. Given the counseling and guidance services program has been supported there is an integrated policy in the School's strategic plan, school organizational structure, school curriculum, Principal Work Program, and guidance and counseling programs are contained in the lesson schedule each year of lesson and or included in the 2017 / 2018. Based on the questionnaire of context component study, it can be concluded that policy compliance with program objectives is 90.6%, meaning that the conformity of guidance and counseling program policy on Al Azhar Islamic Primary School 1 KebayoranBaru, Jakarta in the context component in the category needs to be adjusted. This is in accordance with research conducted by Demirel and Yazqunoglu (2013: 1598 - 1602), the results of the study showed that, Master found an opportunity to know more pupils than ever with the help of this guidance activity, the importance of being given guidance has increased in school, find opportunities to create systematic and planned apps. Interview results indicated a lack of equipment for teachers to implement applications and the fact that the number of school counselors is inadequate and this reduces the functionality of the curriculum difficult to implement. In addition, an additional time allocation of face to face more than once a week with students.

The results of the study by Nweze and Okolie (2015: 127-130), that the task of counseling is to give individuals an opportunity to define, explore, find and adopt a more fulfilling and resourceful way of life in social, educational and vocational groups, and identify or discover herself. Wako (2016: 27-35) shows that, students face different psychosocial and academic problems that require the help of school counselors. The majority of students do not make the most of their school counseling and guidance services to be successful academically because of a lack of awareness about school services. So there needs to be a clear policy and job for professionals, additional professionals must be hired, school counselors are provided with creative pre-service training. School counseling comes from competent graduates.

Auni, *et.al* (2014: 1) the results of his research that guidance and counseling are faced with: lack of facilities and resources; inadequate teacher counselor training; and the teacher counselor becomes a member of the disciplinary committee at the school. The study concludes that counseling and guidance programs do not adequately contribute to students' social adjustment as a result of inadequate facilities, and ineffective counseling strategies in schools. The study recommends that guidance and counseling be strengthened by providing appropriate facilities to run the program, and providing

training of trained teacher counselors to lead the BK coordinator.

Aminah, Wibowo, and Sugiharto (2014: 1) show that the Character Building Guidance and Counseling Model in Elementary School consists of: Foundation (rational, vision, mission, development area, needs description), Service Component, Service Strategy, Management System and Accountability (evaluation plan, evaluation procedure). The results of Nugraha and Suwarjo research (2016: 1), said that guidance evaluation program Guidance and Comprehensive Counseling Program at SMPN 1 Sleman can be used by the teacher BK covering 6 aspects: 1) Mission, 2) Elements, 3) Analysis, 4) School Support, 5) Outcomes, and 6) Educate.

Azis research (2016: 1), said that the results of evaluation research seen in the following aspects: (1) Aspect Context focused on two aspects, namely: (a) the formal basis, (b) needs analysis with good category. The formal basis of the relevance of the National Education System Law with the program implies that national education is rooted in religious values and aims to develop the potential of students to have spiritual power, in accordance with the program of recitation of the Qur'an which aims to form a Muslim person who loves Al-Qur'an and keep it through rote. The vision and mission of the Qur'an recitation madrasah program that is oriented towards the superior personal formation and the character of karimah, and has the guidance of the program of memorizing the Qur'an clearly as a reference. (2) Input aspects are focused on: (a) student recruitment, (b) financial support, (c) parent participation, (d) infrastructure facilities, (e) the competence of the Koran recipients in very good category, and (f) good category program curriculum. (3) The activities or activities of recitation of the Qur'an consist of: (a) schedule, (b) time allocation, (c) student activity, excellent category, (d) rote guiding performance, good category, and (e) the process of memorizing the students activity, the category is very good. (4) The aspect of outputs is focused on the level of achievement of the target students and the reading of the Qur'an, the good category. (5) The short-term aspects of outcomes are focused on the absorption rate of students in the sufficient Qur'an recitation program categories. While long-term outcomes focused on the use of memorizing the Qur'an by giving a cult during Ramadan and become a priest. The overall evaluation of the program indicates that there should be improvement.

Input Component

Based on the results of interviews, input components is the implementation on guidance and counseling services program in Al Azhar Islamic Primary School 1 KebayoranBaru, Jakarta supported by adequate human resources, there were three teachers who had guidance and counseling Education background. Have a guidance and counseling Curriculum that was considered good as a reference for guidance and counseling officers who are

guided by comprehensive service guidance and counseling component. Syllabus guidance and counseling as a guideline for the implementation on guidance and counseling services that are revised in every lesson year. There are even lessons on guidance and counseling in each class (I, II, III, IV, V and VI).

There were various adequate spaces such as: guidance and counseling workspace, administration room, office space, group guidance room, individual counseling room, space sensory integration therapy, reading support room, living room Includes inside where there is a place to talk about the parents of the students guidance and counseling support is like: Data set, guidance and counseling instrument like test instrument and observation guidance, guidance and counseling interview and other office equipment such as office stationery and Electronic, there is also Service Implementation Plan, weekly Semester Programs and yearly. And the availability of financial support for the implementation of the guidance and counseling service program on the list of regular school budget every year.

However, it is necessary to hold continuously about the implementation of special training of guidance and counseling in the teacher of study (Guardian Class). Based on the questionnaire of the study of input components, it can be concluded that the curriculum, on guidance and counseling services teacher, facilities and infrastructure, financing support, guidance and counseling material, obtained as much as 87.3%. Thus included in the adequate category. This means that curriculum, guidance and counseling teachers, facilities and infrastructure, financing support, guidance and counseling material in Al Azhar Islamic Primary School 1 KebayoranBaru, Jakarta on the input component is adequate.

This is consistent with Egbo study (2015: 1-8), that in the early stages of child growth, the need for knowledge by families and schools is provided. At this stage, primary schools seek to improve children's adjustment, as well as preparing for secondary school. Guidance and Counseling is essential to meet the academic, vocational, personal and social needs of children. Through this, children are enabled to develop a positive self-image and actualize the need for future adaptation of students. The desired abilities, skills and personality are utilized through an effective Guidance and Counseling program at the primary school level. This is done to achieve the goals and objectives of basic education. Thus, the role and function of counseling and guidance at the primary school level is essential. Students' abilities, skills and personality are shaped at the primary school level. There needs to be implementation and guidance and counseling guides at the primary school level.

According to Crocket, Kotzé, and Peter (2015: 22-43) that, school counseling requires counselor resources. School counseling is a form of early intervention that is not stigmatized, accessible and effective. According to students, school counseling has contributed significant improvements in various dimensions of life. Thus the role

of guidance and counseling in elementary schools contributes significantly to the students. Program of guidance and counseling services systematically, programmed, planned and structured, able to contribute positive improvement in various dimensions of life.

Further research results Boitt (2016: 27-34), shows that there are challenges in the implementation of guidance and counseling programs in schools. It is therefore recommended that teacher counselors be given training, facilities and funds by the government and school administration. Furthermore recommended teacher counselors to be employed in full, time allocated and teacher counselor workload are reduced. So many obstacles in implementing counseling guidance in school. One of them is caused by a low evaluation of the counselor. Therefore, teacher counselors should be provided with training, facilities and funds by government and school administration. The teacher counselor is fully employed, the time allocated and the workload of the teacher counselor are reduced.

Process Component

Based on the results of interviews, the process component in guidance and counseling services program on Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta has attended training through Teacher Working Group guidance and counseling services program on Jabodetabek and Karawang Al Azhar Islamic Primary School. Basic Service Implementation has been given to each class according to the schedule of face-to-face counseling guidance. Implementation of Responsive Service is implemented since the beginning of the new student activity especially given to the students who are new to Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta, in the form of adjustment to school environment, school rules, school discipline, school discipline, and school curriculum. Implementation of guidance and counseling service program in accordance with Individual Planning (application of instrumentation, distribution and placement) for grade 1 students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta, has been given to each class starting class 1,2,3,4,5 and class 6 Implementation on guidance and counseling service program in accordance with System Support (network development, Management activities) from Principal for grade 1 students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta.

The guidance and counseling service programs in accordance with guidance and counseling service programs implementation time for 1st grade students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta, organized based on annual program, semester program, monthly program, weekly program, and daily program routinely to date. The guidance and counseling service programs need to be provided through face-to-face in the classroom and outside the classroom for students (Class 1,2,3,4,5 and grade 6). The guidance and counseling

service programs activities are also provided in several methods through outside the classroom followed by the parents.

Implementation of Responsive Services such as Collaboration with subject teachers/ Guardians Class, Parents Students, and others done for grade 1 students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta. Implementation of Responsive Services such as Consultation with other parties is done for grade 1 students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta in the form of consultation with psychologist. Implementation of Responsive Services such as case conferences have been made for the problems faced by students, as well as involving vice principals. Implementation of Responsive services such as Home Visit conducted for grade 1 students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta, given to the guidance and counseling teacher according to the letter of assignment given by the Principal. Implementation of Individual Planning such as Application of Instrumentation and placement of distribution is done for grade 1 students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta, done since the acceptance of new student candidate that is the use of school readiness test, then in class 1 also given IQ test or other standard test.

System support in the implementation of guidance and counseling services programs such as networking and professional development for grade 1 students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta, using information technology network as a medium of guidance and counseling services program. Development of guidance and counseling services program professional in implementation of information technology is also given. System support in the implementation of guidance and counseling services programs such as; the management activities of both the Principal and other school personnel for the 1st grade students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta are directed also to expedite of guidance and counseling services program as well as the support of very high school personnel for guidance and counseling services program.

Based on the result of questionnaire, the study of the process components that serve the decisions related to the implementation of the guidance and counseling service program consisting of: (1) the established plan can be implemented properly in accordance with the system of comprehensive guidance and counseling services; (2) the suitability of the implementation of the guidance and counseling service program with the timing of the implementation of the guidance and counseling service program for the 1st grade students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta; and (3) the suitability of the implementation of the guidance and counseling program with the implementation process of the program of giving guidance and counseling service to the 1st grade students at Al Azhar Islamic Primary School 1 Kebayoran Baru, Jakarta, gained 96%. Thus included in

the appropriate category. This means that the process component that serve the decisions related to the implementation guidance and counseling services programs such as the established plan can be implemented properly under a comprehensive counseling and guidance counseling system; the suitability of the implementation of the guidance and counseling services program with the timing of the implementation of the guidance and counseling services program; and the appropriateness of the program implementation of guidance and counseling services with the implementation process on program of giving the guidance and counseling service to the 1st grade students at Al Azhar Islamic Primary School 1 KebayoranBaru, Jakarta is appropriate.

This is in accordance with Boitt research (2016: 27-34), that there are challenges in the implementation of guidance and counseling programs in schools. It is therefore recommended that teacher counselors be given training, facilities and funds by the government and school administration. Furthermore recommended teacher counselors to be employed in full, time allocated and teacher counselor workload are reduced. Thus, the teacher counselor is given less time allocation and workload from the subject of the subject. Counselors should focus on guidance and counseling services with face-to-face inside and outside the classroom with students.

Research conducted by McKenzie *et.al* (2016: 27-34), research results show Counseling Guidance considered very helpful by the majority of students who participated, never received counseling services and guidance staff. Thus, school counseling services need an integrated governance framework within the child's mental health services.

Product Component

Based on the results of interviews review of product component, there is a report on the implementation guidance and counseling services programs activities on teaching and learning activities, delivered by the Coordinator / guidance and counseling services program teacher the Principal. First grade students Primary School respond well to guidance and counseling services programs. The parents welcome guidance and counseling services programs, even through Parenting Interview and Self-Motivation Program. The guidance and counseling services programs results seen from the response of teachers at Al Azhar Islamic Primary School 1 KebayoranBaru, Jakarta, the teacher's response to the guidance and counseling services program is very good. Response guardian Class 1 Al Azhar Islamic Primary School 1 KebayoranBaru Jakarta, is very helpful in understanding the needs of students. The guidance and counseling services programs results seen from the response of other experts such as Psychologist, there is cooperation with the Psychologist from the service institution of

Psychology and Learning AMG Jakarta, and also the guidance and counseling services programs in collaboration with the Health Service of DKI Jakarta (Puskesmas).

The guidance and counseling services programs results seen from the behavior at AlAzhar Islamic Primary School 1 KebayoranBaru Jakarta, the students showed no significant behavior change. Judging from the progress of student learning, showing a better development. The results of guidance and counseling services programs seen from the achievement of the task of student development, which is able to adapt themselves well with his classmates, with the rules and discipline of the school, there is independence in the field of personal, social, or learning has shown a good change. And the results of BK services seen from the results after class II, and III in Al Azhar Islamic Primary School 1 KebayoranBaru Jakarta, the students showed a better change after class II and III. Based on the result of questionnaire of product component study, it can be concluded that the result of Guidance and Counseling service, indicator there is a positive change in teaching and learning activity, with sub indicator all personnel Guidance and Counseling in school respond well to counseling service. The problematic students were reduced by 88.5%. Thus included in the category agree. This means that almost all respondents agree about the impact of changing Guidance and Counseling services, in the form of positive changes in teaching and learning activities of students, all personnel Guidance and Counseling at school respond well to counseling services, and students are problematic reduced in Al Azhar Islamic Primary School 1 Kebayoran Baru Jakarta.

This is consistent with the research of Jaycox *et.al* (2016: 320-336) that, evaluation of school programs is very important. The task of this evaluation is tough, can help the school understand how a program can be useful for schools, students and teachers. From the evaluation of this program will be determined whether a program is feasible to continue or not.

Studer and Sommers research results (2014: 93-99), revealed that the evaluation should consist of evaluated programs, personnel and outcomes. So the evaluation of the program will produce recommendations on an ongoing program. The research conducted by Trevisan (2012: 291-305), revealed that evaluation needs to be done in schools because with the evaluation is increasingly aware of the importance of evaluation capacity for the promotion, behavior, and utilization of the results of the evaluation. Means that the evaluation of the program is very beneficial for the sustainability of a school and its programs.

Kline (2012: 119), the results show that school-based mental health services are very beneficial to students and utilized whenever possible by students. The most commonly used interventions are social skills training, solution focused therapy, and group work. In addition, Werner-Seidler, *et.al* (2017: 30-47) found that improving

school-based depression and anxiety prevention programs has the potential to reduce mental health burden and promote public health outcomes. Thus a comprehensive evaluation of the children in the school environment needs to be done. Completion of a comprehensive evaluation program is able to reduce school students' depression and anxiety. In addition, to collect descriptions and assessments of the goals and outcomes that have been achieved or obtained from counseling services, inputs, and process information, and to interpret the feasibility and quality of the program.

Output Component

Based on the results of interview study output component, there is a change of behavior on the students of grade 1 Al Azhar Islamic Primary School 1 KebayoranBaruJakarta after receiving guidance and counseling services programs as seen in Islamic behavior and attitudes of students' self-adjustment to school rules. There is a change of knowledge specifically to the 1st grade students on Al Azhar Islamic Primary School 1 KebayoranBaruJakarta which has got guidance and counseling services programs is showing significant change in knowledge, attitude and ability to understand his or her self-potential in learning, getting along and being able to learn independently without being asked by the teacher and parents, students have the ability to respect friends and teachers.

There is skill changes in particular in learning, personal, social and career in the students of grade 1 Al Azhar Islamic Primary School 1 KebayoranBaru Jakarta who have got BK service is in learning, students already have the skills reading, writing, and arithmetic well, have independence, responsible for the task subjects. Socially a grade 1 student can adapt well to socializing. And students have been able to express his ideals in particular, for example there are who want to be entrepreneurs, Doctors, Teachers, Army, Office Officers, Ball Players. There is a change of learning skill specially to the 1st grade students on AlAzhar Islamic Primary School 1 KebayoranBaruJakarta which has got guidance and counseling services programs service, that is students have been able to memorize short letters in Al Quran, have reading, writing, and arithmetic smooth, discipline in learning, have responsibility in learning according to the tasks that have been given both the task of learning in the classroom, and homework, and students already have independence in learning. There is a change in the skills of socializing specifically for grade 1 students on AlAzhar Islamic Primary School 1 KebayoranBaruJakarta who have received guidance and counseling services programs, in the form of social skills such as can play in groups well.

There is a change in speaking skill specifically for the 1st grade students on AlAzhar Islamic Primary School 1 KebayoranBaru Jakarta who have received guidance and counseling services programs service, as each shakes hands, the student responds well; improvement of

learning achievement in reading, writing, and arithmetic. There is a change of self-organizing skills specifically for the students of grade 1 on AlAzhar Islamic Primary School 1 Kebayoran Baru Jakarta, such as in class learning activities, able to plan their learning activities, ideals according to their talents and interests. There is a change of self-understanding skills specifically to the 1st grade students on AlAzhar Islamic Primary School 1 KebayoranBaru Jakarta who has received guidance and counseling services programs service, as proud as Al Azhar Islamic Primary School 1 KebayoranBaru Jakarta, students have been able to express their ideals after receiving guidance and counseling services programs and also can choose some activities of extracurricular according to his talents, interests and interests. There is change the skills of self-development specifically for the students of grade 1 Al Azhar Islamic Primary School 1 KebayoranBaru Jakarta who have received guidance and counseling services programs, such as the interest of children in non-academic, students choose activities in accordance with the talent, interests, hobbies as in extracurricular activities: Drum Band, Dance, Futsal, ASBD, Intra-curricular Activities, OLK Olympic Competition, MTQ Competition, MHQ Competition, Azan Competition, and Cultural Festival.

Based on the result of questionnaire, the results of outcomes, it can be concluded that the short-term and long-term aspects, through indicators available information and strategies of achieving student development, with sub indicators all students get information and strategies in achieving the task of development and eradication problems with optimal, no student dropout, and in the next class very few students with problems, obtained as much as 85.4%. Thus included in the good category. This means that all students get information and strategies in achieving the task of development and eradication of the problem optimally, the level of student dropout does not exist, and in the next class very few students who have problems in Al Azhar Islamic Primary School 1 KebayoranBaru Jakarta.

This is consistent with Knight research (2015: 75-85), revealing that primary school counseling teachers should be able to motivate their students to have a dream career so that a counselor should have social, academic and career development skills or skills. A counselor in elementary school should have skills that are not only academic but also able to socialize well. According to Crocket, Kotzé, and Peter (2015: 22-43) that, school counseling requires counselor resources. School counseling is a form of early intervention that is not stigmatized, accessible and effective. According to students, school counseling has contributed significant improvements in various dimensions of life. Thus the role of guidance and counseling in elementary schools contributes significantly to the students. Program of guidance and counseling services systematically,

programmed, planned and structured, able to contribute positive improvement in various dimensions of life.

The research results of Stavrou and Kourkoutas (2017: 131-137), that evaluation of school-based programs for prevention or intervention if students experience socio-emotional difficulties, as well as school-based programs that promote psychosocial resilience and well-being for the general student population. Overall, an effective school-based program appears to be characterized by a holistic approach to students' symptoms, interpreting it in reaction to the difficulty of relationships between children and teachers, families and schools. Thus counseling services will be more effective when using a holistic approach to student symptoms, interpreting it as a reaction to the difficulty of relationships between children and teachers, families and schools.

The results of Wako (2016: 27-35) study indicate that students face different psychosocial and academic problems that require the assistance of school counselors. The study further reveals that the majority of students do not utilize school counseling and guidance services properly to be successful academically due mainly to a lack of awareness about school services. Weak relationship between school counselors and the school community. Caused by low self-concept, lack of appropriate learning skills, time management problems, lack of firmness among female students to address school challenges, and different problems in students' special needs are identified as potential problems requiring school counselor intervention. Another problem is the lack of utilization of services related to the professional competence of school counselors, lack of policy directives on service and administration issues. So there needs to be clear policies and work for professionals, additional professionals must be hired, school counselors should be provided with creative pre-service training. School counseling should come from competent graduates. So as to improve and strengthen the school guidance and guidance services in addressing the needs of psychosocial and student education.

Conclusion

Based on the results of program evaluation using context, input, process, product, and outcomes approach, it can be concluded that the effectiveness of counseling guidance program in grade 1 in Al Azhar Islamic Primary School 1 Kebayoran Baru Jakarta in good and beneficial category for students, teachers and guardians.

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