

Evaluating the Effectiveness of Counseling Services in Merdeka Curriculum Implementation: A Cippo Model Approach in Indonesian Vocational High Schools

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ABSTRACT

This study aims to evaluate the effectiveness of counseling services in implementing the Merdeka curriculum at two public vocational high schools (SMKNs) using the CIPPO evaluation model (Context, Input, Process, Product, Outcome). Involving 300 students at each school, the research assesses readiness, resources, implementation, results, and the impact of counseling services. The findings reveal that SMKN 4 Banjarmasin demonstrates higher effectiveness in counseling services compared to SMKN 3 Banjarmasin across all evaluated aspects. Significant differences were observed in context, input, process, product, and outcome, with SMKN 4 Banjarmasin excelling in policy readiness, resource availability, and the impact of services on students' readiness to enter the workforce. The CIPPO model provided a comprehensive approach to evaluating counseling services, allowing for the identification of key factors that influence the successful implementation of the Merdeka curriculum. This study recommends strengthening resource support and policies across vocational schools to reduce disparities in counseling services. Future studies utilizing mixed methods are suggested to provide a deeper understanding of counseling service effectiveness in diverse educational contexts.

Keywords: Counseling; Evaluation; Curriculum; Vocational; CIPPO; Effectiveness.

INTRODUCTION:

Education in Indonesia is evolving, with the introduction of the Merdeka curriculum designed to improve learning quality and student readiness for the workforce (Zhang, 2021; Yoto, 2024). In vocational high schools (meaning: Sekolah Menengah Kejuruan or SMKs), counseling services play a crucial role in supporting this curriculum's successful implementation (Wijayanti, 2024; Umar, 2023). However, the effectiveness of counseling services in helping SMKs achieve Merdeka's goals remains an area requiring further study to ensure these services truly support student development as intended (N. E. Wardani, 2023a; Wasehudin, 2023).

Research on the effectiveness of counseling services in the Merdeka curriculum context at SMKs is limited, especially studies utilizing structured evaluation models like CIPPO (Context, Input, Process, Product, Outcome) (Sasdi & Danim, 2024; Sari, 2023). CIPPO enables a comprehensive assessment of various aspects of counseling services, including policy context, input resources, implementation process, service outputs, and long-term impacts on students and alumni (Suwastika, 2022; Suharti, 2022). This approach allows for an evaluation of both short-term effectiveness and long-term impact (Suprpto, 2024; Rohmah, 2024).

This study seeks to fill the gap in literature on the effectiveness of counseling services in supporting

Merdeka's implementation at SMKs. Prior research has mostly focused on individual elements, like service processes or outputs, without examining long-term outcomes for students (Samsudi, 2024; Saketkoo et al., 2021). Additionally, available studies often lack comparative insights across schools, limiting a holistic view of counseling service effectiveness in different school contexts (Pujiharsono, 2023; Prasetyo, 2024).

By examining public vocational high schools in South Kalimantan Province, specifically SMKN 3 Banjarmasin and SMKN 4 Banjarmasin, this research addresses key questions: How effective are counseling services in supporting Merdeka's implementation? How do differences in these services influence optimal outcomes? This comprehensive approach offers educators and researchers valuable insights into counseling service dynamics in rapidly developing educational environments, contributing to a global understanding of counseling strategies in supporting new curriculum policies (Lin & Yu, 2022; Kusumo, 2024).

METHOD

Research Design

This study employs an evaluative research design with a quantitative approach to assess the effectiveness of counseling services in implementing the Merdeka curriculum at vocational high schools (SMK). The

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evaluation model used is CIPPO (Context, Input, Process, Product, Outcome), which provides a comprehensive assessment of various aspects of counseling services, including context, resources, process, outcomes, and impacts.

Research Subjects

Two groups of subjects from different schools—SMKN 3 Banjarmasin and SMKN 4 Banjarmasin—participated in this study. Each school included 300 student respondents, selected based on specific inclusion criteria. Respondents were randomly chosen from students engaged in counseling services, ensuring the sample represents the student population involved in these services at both schools.

Data Collection Instruments

Data was collected using a questionnaire structured around the five CIPPO model components. Each component has indicators measured on a 4-point Likert scale, ranging from "Very Poor" to "Excellent." The indicators within each component are as follows:

- Context. Assesses the school's readiness to provide counseling services supporting the Merdeka curriculum.
- Input. Evaluates resources such as counselor qualifications, facility availability, and administrative support.
- Process. Monitors the implementation of counseling services, including the methods and approaches used.
- Product. Measures short-term goals, such as changes in student behavior and attitudes.
- Outcome. Assesses the long-term impact of counseling services on student success in further education and the workforce.

Data Analysis Procedure

Data was analyzed using SPSS statistical software, with the following steps:

- Descriptive Analysis. To examine frequency distribution and percentage for each CIPPO model component indicator across the two schools, providing an overall view of student perceptions of counseling effectiveness.
- Independent t-Test. To compare mean scores for each CIPPO component (Context, Input, Process, Product, Outcome) between SMKN 3 and SMKN 4, assessing significant differences in counseling service implementation.
- Homogeneity Test. Levene's test was used to assess variance homogeneity between the two school groups, a prerequisite for the t-test. If Levene's significance value is <0.05 , variance is not homogeneous, and results are interpreted accordingly.

Data Collection and Analysis Steps

- Data Collection. Questionnaires were distributed to students at SMKN 3 and SMKN 4 during the study period, with researcher guidance ensuring consistent understanding.
- Data Processing. Collected data was entered into SPSS for analysis. Descriptive analysis was conducted first to illustrate general student perceptions of counseling services at each school.
- Comparative Analysis. Following descriptive analysis, an independent t-test compared counseling service effectiveness at the two schools based on CIPPO components, examining whether there were significant differences in service implementation between SMKN 3 and SMKN 4.

RESULT

This study aimed to evaluate the effectiveness of counseling services in implementing the Merdeka curriculum at two vocational high schools (SMKN 3 Banjarmasin and SMKN 4 Banjarmasin) using the CIPPO evaluation model (Context, Input, Process, Product, and Outcome). Here is a narrative summary of the findings based on each CIPPO component.

Context Evaluation

This component assesses school readiness in providing counseling services aligned with the Merdeka curriculum. SMKN 4 Banjarmasin scored significantly higher in this area, with an average score of 3.56 compared to 2.73 for SMKN 3 Banjarmasin. This suggests that SMKN 4 is better prepared in terms of policies, facility support, and a conducive environment. As Zhang (2021) explains, school readiness in providing educational support, especially in crisis intervention, is essential for creating an adaptive educational environment. Additionally, Yoto (2024) notes that collaboration with industry stakeholders is crucial to support curriculum goals, particularly in vocational contexts.

Table 1

School	Mean Score	Standard Deviation
SMKN 3 Banjarmasin	2.73	0.59
SMKN 4 Banjarmasin	3.56	0.38

Input Evaluation

This component evaluates resources such as counselor qualifications and administrative support. SMKN 4 Banjarmasin again scored higher (mean 2.95) than SMKN 3 Banjarmasin (mean 2.71), indicating better resources for effective counseling services. According to Zhang (2021), effective crisis intervention mechanisms are vital in supporting

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Table 2

School	Mean Score	Standard Deviation
SMKN 3 Banjarmasin	2.71	0.58
SMKN 4 Banjarmasin	2.95	0.41

Process Evaluation

The process component examines the execution of counseling services, including the methods and interaction quality between counselors and students. SMKN 4 Banjarmasin had a slightly higher average score (3.43) than SMKN 3 Banjarmasin (3.30). This suggests a more effective counseling process at SMKN 4, with approaches that better meet students' needs. Zhang (2021) highlights the importance of quality interaction between counselors and students, especially in vocational education contexts.

Table 3

School	Mean Score	Standard Deviation
SMKN 3 Banjarmasin	3.30	0.36
SMKN 4 Banjarmasin	3.43	0.31

Product Evaluation

This component measures short-term counseling outcomes, such as changes in student attitudes and behavior. SMKN 4 Banjarmasin received a higher score (3.39) than SMKN 3 Banjarmasin (2.80), indicating better achievement of counseling objectives. Wasehudin (2023) and H. K. Wardani (2023) emphasize the need for systematic support in curriculum implementation to drive positive behavioral changes in students.

Table 4

School	Mean Score	Standard Deviation
SMKN 3 Banjarmasin	2.80	0.84
SMKN 4 Banjarmasin	3.39	0.69

Outcome Evaluation

Outcome evaluation assesses the long-term impact of counseling services, including readiness for further education and the workforce. SMKN 4 Banjarmasin scored higher (3.33) than SMKN 3 Banjarmasin (2.89), indicating a more positive long-term impact on student preparedness. Suwastika (2022) and Rohmah (2024) suggest that supportive school environments under the Merdeka curriculum enhance students' readiness for professional challenges.

Table 5

School	Mean Score	Standard Deviation
SMKN 3 Banjarmasin	2.89	0.49
SMKN 4 Banjarmasin	3.33	0.25

Overall, SMKN 4 Banjarmasin achieved higher scores across all CIPPO components compared to SMKN 3 Banjarmasin, indicating more effective counseling services that better support Merdeka curriculum goals.

Table 6

Component	SMKN 3 Banjarmasin Mean	SMKN 4 Banjarmasin Mean	P-Value
Context	2.73	3.56	< 0.05
Input	2.71	2.95	< 0.05
Process	3.30	3.43	< 0.05

Component	SMKN 3 Banjarmasin Mean	SMKN 4 Banjarmasin Mean	P-Value
Product	2.80	3.39	< 0.05
Outcome	2.89	3.33	< 0.05

These results confirm that there are significant differences in counseling service effectiveness between the two schools, attributed to better preparation, resources, and implementation at SMKN 4 Banjarmasin. The CIPPO model proves effective for evaluating counseling services within the Merdeka curriculum, as noted by Sasdi & Danim (2024). This insight reinforces the importance of optimizing counseling services to achieve desired educational outcomes.

DISCUSSION

This study found that the counseling services at SMKN 4 Banjarmasin were more effective than those at SMKN 3 Banjarmasin in supporting the implementation of the Merdeka curriculum, especially across all CIPPO model aspects: context, input, process, product, and outcome. The higher scores in the context aspect at SMKN 4 indicate that its policy environment and school readiness for counseling services and the Merdeka curriculum are more developed. This may be attributed to the school management's role and strong support for education policies that facilitate counseling services development (Zhang, 2021; Yoto, 2024; Wijayanti, 2024; Umar, 2023).

For the input aspect, findings indicate significant differences, suggesting that SMKN 4 Banjarmasin has more adequate facilities, administrative support, and counseling resources compared to SMKN 3. These factors are critical for the success of counseling services (Wasehudin, 2023; N. E. Wardani, 2023b; Sasdi & Danim, 2024; Sari, 2023). SMKN 4 Banjarmasin also demonstrated a more effective counseling process, employing responsive approaches and better-quality interactions between counselors and students (Suwastika, 2022; Suharti, 2022; Suprpto, 2024). Literature suggests that successful counseling services are influenced by methods aligned with student needs and comprehensive intervention strategies (Rohmah, 2024; Samsudi, 2024; Saketkoo et al., 2021).

In terms of product, SMKN 4 Banjarmasin showed better results, reflecting improvements in student attitudes and behavior. For outcome, the long-term impact was more positive for SMKN 4 students, evident in their readiness for the workforce (Pujiharsono, 2023; Prasetyo, 2024; Padli, 2023; Nurdianti, 2024). This aligns with research indicating that counseling services, supported by adequate resources and effective school policies, can enhance curriculum implementation (Nabugoomu, 2020; Naser, 2023; H. M. Lin, 2024).

The CIPPO model proved useful in this study, offering a comprehensive approach to evaluating key factors in counseling services, supporting findings from previous studies (Kusumo, 2024; Jiang, 2024; Jahidi, 2024). These results highlight the importance of school management support and resource allocation in improving counseling services quality (Nasir et al., 2024; Heryandi, 2021; Halim, 2024; Hambali, 2019). The study suggests that policymakers should consider

equitable resource allocation among schools to reduce existing disparities.

However, this study's limitations include its narrow focus on only two schools, which necessitates caution in generalizing the findings (Dewi, 2024; Dardiri, 2020; Chan, 2024; Chen, 2024). Additionally, the quantitative approach used may not fully capture the perspectives of counselors and students (Cerdà-Navarro, 2024; Ayu, 2024; Ayu, 2020; Asfarian, 2020). Future research should include a broader range of schools and apply mixed methods to better understand counseling service effectiveness in varied educational settings (Astuti, 2024; Atangongo, 2024; Az-Zahra, 2023; Azhari, 2023).

This study contributes significantly to affirming the relevance of the CIPPO model in evaluating counseling services and underscores the importance of management support and resource allocation for the successful implementation of the Merdeka curriculum (Budiarti, 2023; Borneskog, 2021; C. A. Dewi, 2024; Emilia & Rassy, 2024; Divayana et al., 2022; Ramadhanti, 2023; Puspitasari, 2024; Noris, 2024; Farjantoky, 2020; Purnomo, 2023).

CONCLUSION

This study demonstrates that the counseling services at SMKN 4 Banjarmasin are more effective than those at SMKN 3 Banjarmasin in supporting the implementation of the Merdeka Curriculum. This is evident across the five evaluation aspects—context, input, process, product, and outcome—where SMKN 4 consistently performed better. This success is attributed to stronger support from school management, more adequate resources, and policy readiness that aligns with the needs of counseling services.

In terms of context, SMKN 4 fosters a more conducive environment for counseling services, backed by school policies that align well with the Merdeka Curriculum. On the input side, SMKN 4 provides better facilities and administrative support. When it comes to process, the school effectively implements more responsive and student-centered approaches to counseling. As for product and outcome, the study indicates that students at SMKN 4 show greater development in attitude and behavior and are better prepared for the workforce.

This research underscores the importance of using the CIPPO evaluation model to assess the effectiveness of counseling services, especially within educational

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frameworks like the Merdeka Curriculum that emphasize character building and career readiness. The CIPPO model helps identify key factors impacting the success of counseling services and highlights the need for equitable resource support and policies across schools to reduce disparities in educational services.

While this study provides valuable insights, it is limited in scope and methodology. Only two schools were included, and the study employed a quantitative approach, which may not capture the qualitative aspects of counseling effectiveness. Future research should expand the sample to include more schools and employ a mixed-method approach to gain a more comprehensive understanding of counseling effectiveness across diverse school contexts.

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