

Analysis of Instrumentation Application in the Implementation of Evaluation of Guidance and Counseling Services in SMP Pekanbaru City

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Abstract

The implementation of evaluating counseling service activities must be based on accurate and accountable data, utilizing the appropriate instrumentation application. The purpose of this study was to describe the use and obstacles of instrumentation applications in evaluating counseling services. This research is a descriptive qualitative field research survey method. The sample schools were 10 junior high schools in Pekanbaru City. The research data was taken using a structured interview method, and processed using the Miles & Huberman approach with steps 1) data collection, 2) data reduction, 3) data presentation, and 4) conclusion drawing. The findings in this study are as follows: 1) The evaluation instruments used by counseling teachers include questionnaires, observations, LKPD, IKMS, Psychological Tests, Case Studies, and DCM. 2) The constraints of counseling teachers in using counseling instrumentation internally include the skills of counseling teachers in using counseling instruments, a lack of interest in attending training on counseling instrumentation, and externally related issues such as counseling programs that have not been implemented, as well as the absence of counseling instrumentation available at school. The implications of this research will encourage counseling teachers to use instrumentation in counseling services.

Keywords: instrument application, evaluation implementation, guidance and counseling services

Abstrak

Pelaksanaan evaluasi kegiatan pelayanan BK harus berdasarkan data yang akurat dan akuntabel dengan menggunakan aplikasi instrumentasi yang tepat. Tujuan dari penelitian ini adalah untuk menggambarkan penggunaan dan hambatan aplikasi instrumentasi dalam evaluasi pelayanan BK. penelitian ini adalah deskriptif kualitatif penelitian lapangan metode survei. Adapun sekolah yang menjadi sampel adalah 10 SMP di Kota Pekanbaru. Data penelitian diambil menggunakan metode wawancara berstruktur, dan diolah menggunakan pendekata Miles & Huberman dengan langkah 1) pengumpulan data 2) reduksi data 3) penyajian data, dan 4) penarikan kesimpulan. Temuan dalam penelitian ini yaitu 1) Instrumen evaluasi yang digunakan oleh guru BK adalah Angket, observasi, LKPD, IKMS, Tes Psikologi, Studi Kasus, DCM. 2) Kendala Guru BK dalam menggunakan instrumentasi BK secara internal, yaitu keterampilan Guru BK dalam menggunakan instrumen BK, kurangnya minat mengikuti pelatihan instrumentasi BK, eksternal berkaitan dengan program BK yang belum terlaksana, tidak tersedia instrumentasi BK disekolah. Implikasi penelitian ini akan mendorong Guru BK untuk menggunakan instrumentasi dalam pelayanan BK.

Kata kunci: aplikasi intrumen, pelaksanaan evaluasi, pelayanan bimbingan dan konseling

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INTRODUCTION

Evaluation is a mandatory activity that must be carried out by guidance and counseling (BK) teachers as an effort to improve service quality. This obligation is stated in the Decree of Menpan No. 48 of 1993 which contains 5 main tasks of counselors or counseling teachers in schools, among others: compiling a counseling program, implementing a counseling program, implementing a counseling program, evaluating a counseling program, analyzing the results of the implementation of counseling, and carrying out follow-up in the counseling program on foster students. (Putri, 2019). Through the evaluation of BK, the effectiveness and activity of the program that has been prepared and implemented can be known (Musyofah, Pitri, & Sumarto, 2021). However, many studies have shown that BK evaluation has not been optimized in schools (Bahri, 2020; Febriani & Triyono, 2018; Lilis, Musyarofah, Naomi, Salamah, & Badrujaman, 2023; Musyofah et al., 2021; Nugraha & Suwarjo, 2016; Riswani, n.d.; Walidaini, Burbana, & Sonia, 2024). This contradicts the theory that requires evaluation to be carried out optimally for services provided by counseling teachers.

Various factors can cause evaluation results to be suboptimal, one of which is the availability and skill in using appropriate measuring instruments. Several studies have shown that the use of instruments is an absolute requirement in an evaluation (Devianti & Sari, 2021; Kusnadi, 2018; Putera, 2013; Supriadi, 2021). The implementation of counseling evaluation, which includes programs, processes, and outcomes, (Musyofah et al., 2021) each requires instruments that can describe the conditions of the situation being measured validly about the client (Saragi, 2018). In addition, several principles must also be met by evaluation organizers so that all three are carried out effectively (Hidayanti, Sugiyo, & Wagimin, 2017) including 1) recognizing program objectives, 2) having valid measurement criteria, 3) depending on the application of valid instruments to the criteria being evaluated, 4) involving various parties, 5) getting feedback and innovation, 6) continuous and planned, 7) focusing on positive things. Evaluation requires instruments that meet valid and planned criteria.

Through the application of instruments, counseling teachers will be able to reveal student conditions. In general, the data obtained from the application of instrumentation, such as self-concept, learning motivation, and obstacles that students perceive as disruptive to the learning process (Devianti & Sari, 2021), are quite revealing. Knowing the self-concept of students is considered essential because the more positive their self-concept, the higher their motivation to learn; conversely, if the self-concept is negative, the motivation to learn is also low. However, many things cause BK services to not be optimal, including the lack of human resources for BK teachers in schools that meet the ratio of 1: 150, lack of budget, lack of skill in using technology, and BK programs that are difficult to measure (Lilis et al., 2023), making it difficult to determine the instruments to be used (Walidaini et al., 2024).

Based on the results of preliminary studies through interviews in 3 schools, the problems faced by counseling teachers include; evaluation is carried out predominantly using interviews with students, not maximizing program evaluation, less neat evaluation files and lack of skills in compiling instruments independently causing the evaluation process to rely heavily on existing tools only, supported by the results of Riswani's research, the evaluation process is not in accordance with procedures and most do not use instruments (Riswani, 2011). The instruments commonly used by NK teachers in Pekanbaru City are immediate assessment (Laiseg), short-term assessment (Laijapen), and long-term assessment (Laijapang) to evaluate service outcomes, while for programs



and processes, no specific instruments have been identified. Apart from the limited skills in developing evaluation instruments, books on evaluation and training in counseling instrumentation also need to be studied. Therefore, it is necessary to research to identify the needs of teachers for skills improvement in the field of counseling instrumentation. Following the completion of this research, practitioners and observers of counseling can develop policies for the evaluation instruments used by counseling teachers in Pekanbaru City.

RESEARCH METHODS

This research employs a descriptive qualitative approach, utilizing field research and a survey method. The informants in this study were 10 counseling teachers from 10 junior high schools in Pekanbaru City. The informants were selected using the snowball sampling technique (Chan, 2020; Parker, C, Scott & A, 2020), with the main informant being the head of the Guidance and Counseling Teacher Deliberation at the junior high school level in 2024. The selection of 10 informants was based on the licenses obtained by the researcher, some of which were excellent, accredited schools. Research data were collected using semi-structured interview techniques (Rahima & Herlinda, 2017). The data were then analyzed using the Miles & Huberman technique (Abdussamad, 2021), including data collection, data reduction, data display, and conclusions.

RESULTS AND DISCUSSION

Based on the results of field research, the data on the implementation of the guidance and counseling program can be described as follows:

Implementation Of Counseling Evaluation

Based on the results of interviews with 10 counseling teachers about the implementation of counseling service evaluation in 10 schools, it is described in Table 1 as follows:

Table 1.
Types Of Evaluation Conducted

| School Code | Types Of Evaluation |
|-----------------------------|-------------------------|
| School A Counseling Teacher | Process, Outcome |
| School Counseling Teacher B | Input, Process, Outcome |
| School Counseling Teacher C | Input, Process, Result |
| School Counseling Teacher D | Input, Process, Result |
| School Counseling Teacher E | Process, Outcome |
| School Counseling Teacher F | Process, Result |
| School Counseling Teacher G | Process, Result |
| School Counseling Teacher H | Input, Process, Result |
| School Counseling Teacher I | Not Implemented |
| School Counseling Teacher J | Input, Process, Result |

Based on data reduction, it can be observed that five counseling teachers from secondary schools B, C, D, H, and J have conducted three types of evaluation: input or program assessment, process evaluation, and outcome evaluation. The school carries out input evaluation at the beginning of the semester. In this process, five schools have implemented a needs assessment using structured instruments such as Problem



Identification Tools (AUM), Sociometry, and Student Worksheets (LKPD). Process evaluation is carried out during the semester by recording the development of cases or the implementation of service activities through Laiseg, Laijapen, and Laijapang. Process evaluation is also carried out by School C by documenting every development in the student's case notebook, and for outcome evaluation, using data collection through questionnaires.

School C counseling teachers complete the process evaluation by conducting Focus Group Discussions to exchange information about the techniques and approaches used in helping students. Then, the assessment of results is carried out at the end of the semester by reflecting on service achievements through teacher notes. Additionally, a large meeting is held at the end of the semester, where each teacher provides input and reports on the processes that took place. School counselors evaluate the process through observation and daily journals. Meanwhile, the evaluation of results is carried out by providing questionnaires about the counseling services that clients or foster students have received. School H completes the final evaluation by providing a space for students to provide feedback through a message box. The evaluation of results is also carried out by School J's counseling teachers through feedback from students and assessment of changes in behavior, satisfaction, and the level of success of students after the provision of guidance and counseling services, but does not use structured instruments.

The counseling teachers from the five schools mentioned above have conducted evaluations to assess the suitability of the implemented program. Then, follow up on existing obstacles to improve the next program. Evaluation of results is carried out through stages, namely laiseg, laijapen, and laijapang. Laiseg is carried out after providing services, and laijapen is carried out approximately 1-2 weeks later, by observing changes that arise after service delivery. And finally, the maximum laijapang is determined on a per-semester basis by reviewing the results of each service's development.

The next data illustrated are the counseling teachers who conduct evaluations covering two aspects: the process and the results. These teachers are Teachers A, E, F, and G. School counseling teacher A conducts process evaluations by observing children during counseling sessions. Evaluation of results is carried out after counseling and providing an understanding of the mistakes that have been made. After that, the counseling is held at least three times, if there is no change, the counseling teacher will call the parents or consult with the vice principal. School teacher E conducts a process evaluation through discussions with fellow counseling teachers at school about the implementation of counseling services and records student cases in a case notebook. Outcome evaluation is conducted in this school after the Guidance and Counseling program is completed, on a per-semester basis. In this evaluation, teachers assess the impact of counseling services on students by measuring changes in behavior, improved learning outcomes, and the achievement of self-development goals. However, they do not use standardized and structured instruments. Achievement records are more qualitative, in the form of both journals and regular notes.

Based on the data display, one school did not evaluate its counseling services. This is due to the lack of understanding of counseling teachers of the process and instrumentation that should be used in conducting evaluations. BK teachers in school, I recorded cases and services that had been carried out, but did not process the data for the purpose of improvement. Service implementation records are prepared to serve as



evidence in the event of a conflict with the student's guardian regarding a case that has been resolved or is currently being processed.

Based on the data above, it can be concluded that most of the counseling teachers who were informants in this study had conducted evaluations. However, they did not cover all aspects of the topic. One counseling teacher was found not to have conducted an evaluation.

Use of instrumentation in evaluation

Based on the study's results, the application of instrumentation is essential both in terms of usefulness and purpose for counselors and students. In addition, improper application makes inaccuracies in measuring the problems and needs of students, this requires counseling teachers to understand each stage of the application process with the aim that the instrumentation application can run well, the problems and needs of students can be overcome, and they can develop independently and be able to achieve self-actualization according to their stage of development. In this case, several interview results will be presented. In general, the types of instruments used by schools are as follows:

Table 2.
Types Of Instruments Applied

| School Code | Types of Evaluation |
|-----------------------------|---|
| School A counseling teacher | Questionnaire, observation and LKPD (Learner Worksheet) |
| School counseling teacher B | Identification of Student Needs and Problems (IKMS), provision of laiseg, lajapen and laijapang instruments |
| School counseling teacher C | Questionnaire, no special instrument |
| School counseling teacher D | Daily Journal, no special instrument |
| School counseling teacher E | Case notes and service activities, no special instruments |
| School counseling teacher F | Case notes and service activities, no special instruments |
| School counseling teacher G | Case notes and service activities, no special instruments |
| School counseling teacher H | Psychological tests, questionnaires, interviews, observations, case studies. |
| School counseling teacher I | Case notes and service activities, No special instruments. |
| School counseling teacher J | DCM (Problem Checklist), Need Assessment Questionnaire, interview, and observation. |

According to the results of the interviews above, four counseling teachers do not use special, standardized, or structured instruments in evaluating counseling services.



Barriers For Counseling Teachers To Implement The Instrument At School

Based on the results of interviews related to the obstacles and challenges of counseling teachers in schools in evaluating counseling services, the following were found:

Table 3.

Table Of Obstacles In Implementing The Application Of Counseling Instrumentation

| School Code | Barriers |
|-----------------------------|---|
| School Teacher A | Counseling The BK program is not 100% running and the BK teacher is lacking, the BK teacher at this school does not have class hours. BK teachers are also charged with teaching other subjects which results in less-than-optimal implementation of the BK evaluation. |
| School Counseling Teacher B | Challenges in processing evaluation results carefully, because some are feedback for future improvement |
| School Counseling Teacher C | BK teachers in this school do not have class hours. |
| School Counseling Teacher D | <ol style="list-style-type: none"> 1. There are approximately one thousand students and only one counseling teacher. 2. Lack of adequate time. The counseling teacher solves many cases and the evaluation is forgotten. 3. Unavailability of valid evaluation tools or instrumentation 4. 4. The absence of a counseling coordinator means there is a lack of clear evaluation success criteria. |
| School Counseling Teacher E | <ol style="list-style-type: none"> 1. Unavailability of instruments that can be used 2. Time constraints and ; 3. The number of students is not balanced with the number of counseling teachers |
| School Counseling Teacher F | <ol style="list-style-type: none"> 1. Time constraints 2. Not having a valid tool or instrument, 3. The absence of a guidance and counseling coordinator. |
| School Counseling Teacher G | The obstacles faced at school in implementing the BK program The implementation of the evaluation does not yet have a fixed instrument so that there are often changes in its implementation. |
| School Counseling Teacher H | Limited time and lack of guidance on the implementation of counseling administration in schools. |
| School Counseling Teacher I | <ol style="list-style-type: none"> 1. Time constraints and lack of training in the implementation of evaluations |



2. The guidance and counseling teacher in this school is not a bachelor's degree in guidance and counseling.

| | |
|-----------------------------|---|
| School Counseling Teacher J | The number of students is too large to meet the standard for conducting evaluation with instruments. Functionally, the evaluation has been carried out, but procedurally, it is not yet fully in accordance with the established standards. |
|-----------------------------|---|

Based on the data above, it can be concluded that the most significant obstacles to teachers using instrumentation in counseling evaluations are the time required for assessments, an unbalanced student-to-counseling teacher ratio, and the lack of available instruments.

Implementation of Evaluation Used and Barriers Experienced

Based on the results of data analysis and interviews, it was found that there is a perfect implementation of evaluation in schools for counseling teachers; however, there are some areas that need improvement, particularly in the evaluation process, by both counseling teachers and schools. Evaluation of the implementation of guidance is an activity to assess the success of services in the fields of personal, social, learning, and career guidance.

Evaluation can be influenced by several factors, according to research (Febriani & Triyono, 2018) , as follows: 1) Guidance and counseling teachers often lack sufficient time to evaluate guidance and counseling programs. 2) Guidance and counseling teachers often lack the necessary knowledge and skills. 3) Guidance and counseling teachers are afraid of accountability. Accountability. 4) Guidance and counseling teachers do not perceive a problem if they do not conduct a program evaluation. 5) Guidance and counseling teachers consider the results of the guidance and counseling program evaluation difficult to measure.

According to the research results, guidance and counseling teachers at Pekanbaru City High School encountered both internal and external obstacles in implementing the evaluation of the guidance and counseling program, in line with the opinion (Hakim et al, 2023) that guidance and counseling teachers do not evaluate the programs held because many factors influence them. One factor that affects the implementation of guidance and counseling program evaluation is the low knowledge of guidance and counseling teachers regarding the evaluation of guidance and counseling programs. Additionally, guidance and counseling teachers serving as evaluators are required to possess skills in selecting and evaluating the services provided. Furthermore, according to Velyna (2023) that the obstacles to the implementation of program evaluation are caused by the implementers of counseling programs in schools having varied backgrounds, so that the ability to evaluate is also different. Furthermore, the obstacles to guidance and counseling teachers in evaluating guidance and counseling programs stem from their varied educational backgrounds, both in terms of levels and programs, resulting in differing knowledge and skills in evaluating these programs (Bahri, 2020).

Effective evaluation should be carried out on an ongoing basis. This means that the evaluation of the guidance and counseling program is not an incidental activity, but a systematic and continuous one. However, guidance and counseling teachers are still



constrained by the time available to conduct systematic and constant evaluations. This is in accordance with the opinion of (Bahri, 2020) that the obstacles of guidance and counseling teachers to evaluate the guidance and counseling program are caused by one of them because routine activities have absorbed the time and energy of the guidance teacher to manage the guidance program so that evaluation is not affordable or difficult to do (Apriyadi, 2023) stated that the obstacles in evaluating guidance and counseling programs by guidance and counseling teachers in schools are due to not having enough time to assess guidance and counseling programs. It was then revealed that the obstacles to the evaluation of the counseling program by guidance and counseling teachers who had not received special training or coaching related to assessment. In line with the above opinion (Badrujaman, 2012), school counselors or guidance and counseling teachers have not received specialized training or training related to the implementation of guidance and counseling program evaluation, so they encounter obstacles in conducting evaluations.

Therefore, guidance and counseling teachers as implementers of guidance and counseling services must be able to overcome obstacles that occur both internally and externally by adding and developing insights, knowledge, skills, values and attitudes so that guidance and counseling services can run effectively and efficiently to improve the quality of guidance and counseling programs

Use of Instruments and Barriers in Guidance and Counseling Services at School.

Based on the study's results, the application of instrumentation is essential both in terms of usefulness and purpose for counselors and students. In addition, improper application makes inaccuracies in measuring students' problems and needs, which requires counseling teachers to understand each stage of the application process with the aim that instrumentation applications can run well, and students' issues and needs can be resolved. They can develop independently and achieve self-actualization according to their stage of development.

Instrumentation application can be seen as the main and first activity in guidance and counseling services. Main is defined as important and cannot be left out. This means that all guidance and counseling services will not run well without being preceded by an understanding of the student's self and environment. This understanding will only occur if the counselor has student data or information, which is obtained through instrumentation application activities. First, because the instrumentation application activity is the earliest activity of other counseling guidance activities (Devianti & Sari, 2021).

In general, the level of instrument use in schools in this study was in the very low category. The meaning of the research results is that there are several factors for the low use of instruments that should be in schools that are required to use instruments, this is based on the fact that BK teachers must better understand the stages of using instrumentation applications that need to be mastered by BK teachers or counselors in schools, namely: Instrument Collection; Planning; Reporting; Evaluation; Follow-up; and Implementation. This indicates that the use of instruments is quite low, which creates obstacles in alleviating students' needs. In line with research conducted. (Musyofah et al., 2021) Explained that there are still many counseling teachers who experience technical challenges in implementing optimal counseling services. Such as not having instrument books such as AUM, PTS, Sociometry and so on, the unavailability of administrative equipment such as rooms, cabinets, and so on, as well as insufficient budget allocations



to complete all administrative equipment for counseling services in schools so that these things cause instruments in schools to not run optimally.

Furthermore, the research findings revealed that the most dominant obstacle that came from outside the BK teachers who had provided questionnaires in BK services at school was the difficulty of providing questionnaires due to the lack of time, BK teachers did not have scheduled face-to-face hours for BK services in the classroom so that BK teachers could not apply the instrument. In contrast, the questionnaire had to be given to students face-to-face. Thus, BK teachers must collaborate with subject teachers to secure some face-to-face time with students (Suryani et al, 2019). The study's results showed that the difficulty in providing questionnaires was due to the lack of scheduled time for counseling services in the classroom (53.8%). Additionally, BK teachers found it challenging to administer questionnaires due to the limited time allocated for BK services in the classroom (53.8%). Then, in line with the opinion, Badrujaman (2012) it occurred in the Guidance and Counseling instrument because: 1) counselors in schools have diverse educational backgrounds, both in terms of level and program. 2) the absence of valid, reliable, and objective evaluation tools or instruments. 3) School counselors have limited time. These factors are believed to influence the performance of BK teachers in implementing BK services and evaluations in schools.

CONCLUSION

Based on the results and discussion of the study on the application of instruments in the implementation of guidance and counseling evaluation in schools in Pekanbaru City, it can be concluded that: Evaluation of Guidance and Counseling by BK Teachers in schools has been implemented, but some have not covered three aspects of evaluation, namely input, process and results. The evaluation instruments used by BK teachers are Questionnaires, observations, LKPD, IKMS, Psychological Tests, Case Studies, and DCM. It was found that several BK Teachers did not use special instruments to conduct evaluations in the implementation of BK services. Factors that contribute to the lack of BK Teacher skills in the field of instrumentation include 1) internal factors, such as inadequate BK Teacher skills in using instruments, limited opportunities for training in instrumentation, and the absence of sufficient instruments for conducting BK service evaluations. External factors related to the BK program that have not been implemented, the unavailability and/or limited meeting hours of BK teachers, the number of students that does not match the BK teacher ratio, BK teachers who are not aligned with the BK department, and BK teachers are burdened with teaching subjects.

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