

Transformation of Guidance and Counselling Programs in Vocational Schools: Integrated Evaluation Using the CIPP Model

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Abstract

Guidance and counselling programs support students' personal, social, and academic development. This study aims to determine the effectiveness of schools' personal and social guidance and counselling programs. This study uses the Context, Input, Process, Product (CIPP) model to evaluate vocational high schools' personal social guidance and counselling programs. The research method used is quantitative descriptive. Based on the results of the research that has been carried out related to the evaluation of the personal social guidance and counselling program at SMK Negeri 1 Kemlagi with the CIPP model, the results obtained indicate that the review of the personal social guidance and counselling program is in the good category. With these results, it is hoped that guidance and counselling teachers at SMK Negeri 1 Kemlagi can consistently continue improving services to maximise the results obtained per the expected goals. The evaluation results show an increase in the achievement of personal and social services by 41.89%, which is included in the outstanding category. All evaluation subcomponents, namely context, input, process, and product, are in the good to excellent categories.

Keywords: evaluation program, guidance and counselling, CIPP model

Abstrak

Program bimbingan dan konseling mendukung perkembangan pribadi, sosial, dan akademik siswa. Penelitian ini bertujuan untuk mengetahui efektivitas program bimbingan dan konseling pribadi dan sosial di sekolah. Penelitian ini menggunakan model Context, Input, Process, Product (CIPP) untuk mengevaluasi program bimbingan dan konseling pribadi sosial di sekolah menengah kejuruan. Metode penelitian yang digunakan adalah deskriptif kuantitatif. Berdasarkan hasil penelitian yang telah dilakukan terkait evaluasi program bimbingan dan konseling pribadi sosial di SMK Negeri 1 Kemlagi dengan model CIPP, diperoleh hasil bahwa tinjauan program bimbingan dan konseling pribadi sosial termasuk dalam kategori baik. Dengan hasil tersebut diharapkan guru bimbingan dan konseling di SMK Negeri 1 Kemlagi secara konsisten dapat terus meningkatkan layanan agar hasil yang diperoleh maksimal sesuai tujuan yang diharapkan. Hasil evaluasi menunjukkan adanya peningkatan ketercapaian layanan pribadi dan sosial sebesar 41,89% yang termasuk dalam kategori sangat baik. Seluruh subkomponen evaluasi, yaitu konteks, input, proses, dan produk berada pada kategori baik hingga sangat baik.

Keywords: evaluasi, program bimbingan dan konseling, model CIPP

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INTRODUCTION

To optimise service guidance and counselling in schools, program evaluation is essential. Guidance and counselling teachers are constantly given professional services to achieve learning goals. A guidance and counselling program designed to fulfil the needs of students who are an integrated part of the entire educational program at school (Maulana et al., 2016). Program evaluation is a step to assess program design, implementation, assessment, analysis of results, and follow-up. Activities carried out (Sugiyono, 2021). Program evaluation is conducted to review the achievement of objectives and help provide alternatives in decision-making. The research results (Putra & Nusantoro, 2015) state that the guidance and counselling program at the location studied was rated as unsatisfactory, so this research was conducted by assessing the Context, Input, and Process. The study results show that by understanding how effectively a program has been designed and implemented, the relevant parties will obtain improvements that can lead to a better program through objective guidance and counselling.

Program evaluation is an effort to provide information that will be conveyed to decision makers. This program includes four areas. Services in guidance and counselling that are personal, social, career, and learning (Maulana et al., 2016). However, this study focuses more on the social aspect because vocational school students need social skills to prepare themselves for the industrial world. Evaluation also means studying, repeating, or analysing service programs, guidance, and counselling implemented to improve and perfect the guidance program in particular and the education program in general (Owen & Rossingh, 2019). An objective test program evaluates student learning outcomes individually and in groups compared to existing norms and criteria, and determines the steps that need to be taken. Next, guidance and counselling programs are based on the evaluation results (Elahi et al., 2015). This shows how vital evaluation is in implementing the program.

Evaluation is one of the essential steps in guidance and counselling program management. Evaluation is utilized to develop, assess, repeat, and fix evaluations. Evaluation can include a plan, program, policy, organization, product, or individual or person (Mahmudi, 2016). Evaluation is an element that needs to be done to find out how effective and influential the guidance and counselling program is. To progress students. Implementation evaluation of practical guidance and counselling programs needs a model as guidelines for designing, planning, and implementing activities to achieve predetermined goals. In context evaluation guidance and counselling, this model is a reference in planning, designing, implementing, evaluating, and developing all activities related to guidance and counselling program assessment. Evaluation can give important information about the program that needs improvement and needs students who have not fulfilled (Subagdi & Ngalim, 2020).

To support students' personal and social development, a guidance and counselling service program that is well-planned and evaluated comprehensively through a systematic approach is needed. Through a review of aspects of context, input, process, and results achieved, it can be seen to what extent the program can answer students' needs and make a real contribution to improving the quality of their lives in the school environment. Evaluating guidance and counselling programs plays a vital role in ensuring the suitability of services to students' needs and maximizing the positive impacts generated. This study aims to identify practical solutions to improve the quality of guidance and counselling programs at SMK Negeri 1 Kemlagi.



CIPP is a comprehensive evaluation model because it emphasizes that evaluation is a thorough process in the management system. This is in line with a study by Avellaneda (2020), which found that CIPP is the most appropriate model for assessing the progress of programs in supporting students' academic abilities and finding methods to improve the implementation of guidance and counselling programs. This study chose this model to obtain results relevant to students' needs and to produce a new program, especially in the social field, to increase social potential in the students' environment. In line with the research results (Sri'nuraini, 2018), the CIPP evaluation model is very effective because it can assess all aspects and provide an impact. Positive to service guidance and counselling. This assessment model can also measure student satisfaction with the services received based on the evaluation of product components.

The results of a preliminary study using the interview method showed that in service program development guidance and counselling, researchers need to obtain information that not all programs are designed based on existing needs analysis. Guidance and counselling teacher of SMKN 1 Kemlagi conveys that there are still several programs from the previous year that are being implemented in the new school year, and there is still the use of inaccurate data, such as the amount of service guidance and counselling that is not in line with reality. Although guidance and counselling teachers only carry out three to five sessions of guidance and counselling services, the reports list them in much larger numbers. Thus, this study aims to assess the extent to which the quality of guidance and counselling programs has been compiled and implemented effectively or otherwise.

METHOD

This research uses quantitative methods and qualitative methods or a mixed-method approach. According to Tashakkori and Teddlie (Supriyati, 2015), the term "Mixed Model" is more appropriate than "Mixed Method" for research where different approaches are applied to one or all of several research stages. According to Senjaya (2018), the validity of the result is better than using one method, as only one is used. About the research conducted, the researcher determines the research design used, namely, using mixed research techniques. This study aims to measure and evaluate the level of success of the guidance and counselling program at SMKN 1 Kemlagi, specifically in social work, with the technique CIPP evaluation. The subjects in this research are guidance and counselling teachers, the head of the school, and students. The research sample was taken using purposive sampling. Data collection methods used observation guidelines, interview guidelines, document studies, and process assessment sheets.

The steps researchers took in conducting Context and Input evaluations include using observation and interview guidelines for the guidance and counselling teacher, principal, and school guidelines. To evaluate the process, researchers used instruments, such as interviews and questionnaires, to guide the guidance and counselling of teachers and students, according to Muyana (2017). Process Evaluation is an evaluation that is oriented towards the extent to which program activities are implemented according to plan. With this, researchers will analyze the results of the program implementation carried out by the guidance and counselling teacher at SMKN 1 Kemlagi from the questionnaire data given and the interview results. To evaluate the Product, the researcher used a questionnaire instrument given to students, measuring the results of providing social services on their social abilities. According to Sugiyono (2021), the questionnaire is a technique of data collection that involves providing a set of written statements for



respondents to answer. The questionnaire in this study adapts instruments made with the Indaryani et al (2016) trial method, repeated by three expert examiners from among lecturers and teachers who are competent in their fields.

This instrument includes evaluation of context, input, process, and product. The scale used in the study is a Likert scale. Three experts have validated this research instrument: two guidance and counselling teachers and one competent lecturer in the relevant field. Validation was carried out to ensure that the instrument items were aligned with the measurement objectives and could be used in the context of this study. Furthermore, the reliability test used the Cronbach's Alpha coefficient of 0.873. This value indicates that the instrument has high internal consistency and is suitable for measuring the variables studied. The scale used to measure the success of guidance counselling services in developing students' social skills, so that it can be known whether social program services can impact students' social skills. Furthermore, this study uses qualitative data analysis techniques and descriptive data analysis. Data processing obtained from data collection activities using classical guidance evaluation instruments is then tabulated so that analysis can be carried out using percentage techniques.

RESULTS AND DISCUSSION

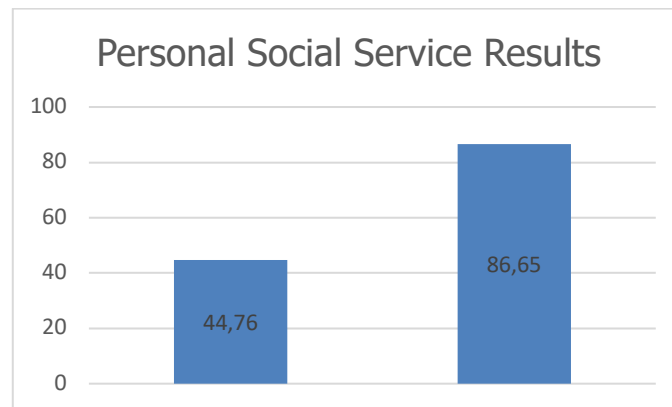
This study was implemented in six sessions with SMKN 1 Kemlagi. The researcher conducted school observations in the first session about processing research permits. In the second session, the researcher conducted observations of the facilities and infrastructure services used by the guidance and counselling teacher. In the third session, researchers conducted observations and interviews with the head of school, guidance, and counselling teachers. In the fourth session, the researcher observes guidance and counselling teachers in providing services to analyse conformity information evaluation delivered by the guidance and counselling teachers with process elements. In the next session, the researcher distributed questionnaires to students to assess product elements. In the last session, the researcher thanked the school and presented the research results as material consideration for developing the guidance and counselling service program the following year.

Table 1.

Achieving Personal and Social Service Goals	Service Success Percentage Criteria			Category
	Presentation		Improvement	
	Beginning	Final		
	44.76	86.65	41.89	very good



Chart 1.
Achievement of Personal Social Service Success



Based on results analysis, 41.89% of SMKN 1 Kemlagi students in the 2024-2025 academic year showed improvement in achievement, social, and personal, which is included in the outstanding category. Based on research done with the CIPP evaluation model, the researcher will describe results from each component: context, input, process, and product. In the context component, researchers perform several tasks, among them evaluating the purpose of the guidance and counselling program at SMKN 1 Kemlagi. The purpose of the guidance and counselling program at SMKN 1 Kemlagi is to identify needs, analyze problem services, and evaluate the opportunities to provide guidance and counselling. The program is designed to ensure that all activities are organized and coordinated well, so that they can walk efficiently and effectively to reach the objective (Fatchurahman, 2017). Guidance and counselling aim to support the counselee in fulfilling their developmental tasks. Therefore, service guidance and counselling should be based on individual needs. This influences program preparation, so the guidance and counselling program should be started with an analysis of needs, also known as a needs assessment (Astramovich, 2016). This is in line with the opinion from Anderson et al (2017) that in designing a learning plan, activities, learning materials, and strategies should be chosen based on the student's needs.

The purpose of the guidance and counselling program at SMKN 1 Kemlagi, especially in social and personal skills, is for students to understand and adapt methods, communicate well, behave politely, and apply positive behaviour and habits. The target of this program can be evaluated clearly and measurably, including pragmatic, concrete, and quantitative aspects, such as the ability of students to overcome problems in the field of social work. Hilts et al (2019) also see things from the level of student satisfaction to the service guidance and counselling provided. The determination scale priority objective has been customized to meet the needs of students assessed and identified through teacher guidance and counselling. Targets have come true through the service, based on the advice and counselling provided by teachers at SMKN 1 Kemlagi.

Based on results, interviews, and observations, assessments need to be done for students. Enough Good evaluations are already required from various sources, based on the needs assessment. This is useful for knowing the background behind problems and services that students need. Assessments must be done for all students, but data processing takes a long time. This process should be more efficient so that no need for a long time to assess outside guidance and counselling hours, or when the guidance and counselling



teacher has free time. With so much time, implementation, and data processing, a brief introduction to the subcomponent: the need for guidance and counselling programs. Already good enough, but still needs improvement in terms of implementation, as well as attention to special duration activities. In the work program guidance and counselling at SMKN 1 Kemlagi, there are challenges faced by the guidance and counselling teacher related to the facility room counselling owned by the school for implementing guidance groups and counselling groups. From the results findings, the expected existence of a solution is that the entire implementation process of service guidance and counselling can proceed without obstacles and achieve results per the desired goal. Based on research that has been carried out, even though the guidance and counseling program implemented at SMKN 1 Kemlagi own side positive, but Still there is weaknesses in the implementation of the program, namely that the existing facilities and infrastructure are incomplete, such as the lack of a room special for implementation guidance and counseling group. This problem impacts the ineffectiveness of the work program that has been prepared to meet the needs of students at school.

When assessing input elements, several aspects need to be considered, including assessment of guidance and counselling staff, assessment of the budget, assessment of the organizational structure, evaluation of facilities and infrastructure, and assessment of the methods used. Based on research conducted at SMKN 1 Kemlagi, the head of schools and supervisors have carried out their roles in supervision, specifically in the guidance and counselling of teachers. In addition, it also provides support when students face problems. The principal and supervisor also provide Spirit to the guidance and counselling teacher to carry out work programs that have been prepared and implemented effectively, meeting the goals and expectations to be achieved. The number of guidance and counselling teachers (Guyadeen & Seasons, 2018) is three people, where each teacher oversees each level. It is known that every guidance and counselling teacher at SMKN 1 Kemlagi teaches as many as 250-300 students each academic year.

Based on research results, 833 students acted as counselees. They had the right to receive guidance and counselling to develop their abilities and overcome problems, especially those related to the social field. Various abilities possessed by SMKN 1 Kemlagi students become the primary focus of service guidance and counselling, specifically in the field of social issues concerning this study. From the results of the analysis, it can be concluded that service guidance and counselling are intended for students with problems and for all students with various potentials that need to be optimised. It can be concluded that subcomponent power guidance and counselling at SMKN 1 Kemlagi is good enough. In implementing the work program that has been compiled, the guidance and counselling teacher submits an operational budget of twenty-six million in one academic year to run the program that has been prepared. Related to the budget, sound financial planning and management are needed in the guidance and counselling unit. Thus, the subcomponent guidance and counselling program budget at SMKN 1 Kemlagi is classified as good.

It is known that guidance and counselling at SMKN 1 Kemlagi already has a structured organisation and a special division of tasks for every guidance and counselling executor. Based on the research results, the connection between the guidance and counselling unit is good communication. Service guidance and counselling will walk with it. It is good if all parties involved work together to achieve success in service guidance and counselling. The school that carries out cooperation with guidance and counselling includes, among others, the head school, the vice principal, the subject teachers, the



homeroom teachers, and the administrative staff. It can be concluded that in improving the communication patterns established well with the school community, success can be reached through guidance and counselling.

Research results have shown that room guidance and counselling at SMKN 1 Kemlagi can be provided comfortably. However, it can be said that it is not complete because it does not yet have its room service guidance or a counselling group. The completeness of services supporting facilities owned by SMKN 1 Kemlagi is already adequate. However, some instruments still need to be added, namely, instruments to identify student needs. With these considerations, the facilities, infrastructure guidance, and counselling subcomponents at SMKN 1 Kemlagi are in good condition. It's better room guidance and counselling renovated to suit the standard room guidance and counselling, so that a comfortable atmosphere is created for guidance and counselling teachers and students who receive service, specifically in the room counselling group, so that social problems can be resolved well.

It is known that the guidance and counselling unit at SMKN 1 Kemlagi still applies pattern 17 plus in providing guidance and counselling services. The selection pattern in guidance and counselling services should be customised with the latest curriculum to align with the implementation of the curriculum in schools. SMKN 1 Kemlagi applies curriculum independence, where activity study teaches student-centred and profile-focused Pancasila learners. Therefore, the guidance and counselling of SMKN 1 Kemlagi needs to follow and apply the up-to-date curriculum, so that the guidance and counselling program can support the achievement of the desired goal (Gysbers & Henderson, 2014). In addition, what is also essential in improving the quality of services, guidance, and counselling is that teachers are expected to be capable of controlling various methods of approach and techniques in multiple services, individual, group, and classical. Based on this analysis, the subcomponents pattern or guidance and counselling program method can be considered Enough Good because it is approaching the ideal state.

According to the functions and constraints that arise, several elements must be evaluated in process evaluation, such as guidance and counselling, teacher ability, time implementation, tools, service assistance, and resources. Based on the results of observations, interviews, and documentation carried out by the researcher, the guidance and counselling teacher at SMKN 1 Kemlagi shows excellent ability in implementing the guidance and counselling service program, even though there are still several activities or programs that have not been implemented well and to expectations. The credibility of guidance and counselling teachers in matters of competence, as seen from the implementation and control of guidance and counselling services at school, should be capable of handling 150 students according to the provisions. However, the guidance and counselling teacher of SMKN 1 Kemlagi can handle and solve problems of around 250-300 students.

Based on the results of observations and documentation, it can be concluded that the service facilities and infrastructure for the guidance and counselling program at SMKN 1 Kemlagi are in satisfactory condition. This is proven through service materials prepared according to the identification and priority of needs and the classical methods applied (Setiawan, 2019). In addition to the materials, the service media provided also meets good standards, because the guidance and counselling teachers have already optimised utilising various platforms such as Google Forms, YouTube, and other platforms to convey material. Thus, the service facilities and infrastructure indicators are excellent. Resource utilisation is evaluated to determine whether the utilisation of



facilities, including infrastructure and operational budgets, is by function and purpose in service guidance and counselling (Finney, 2020). From the results of the study, it is known that all service activities can be optimised by utilising existing facilities in the school, both in terms of facilities and infrastructure. While the budget and operations are managed by school management according to the needs of service implementation, they are well met. So that facilities, infrastructure, and budget funds are running well.

Obstacles that arise during Implementation of guidance and counseling programs at SMKN 1 Kemlagi especially in the field of social personal namely, the lack of awareness of fellow teachers about importance service guidance and counseling; lack of parental attention and understanding towards children in socializing, both at home and in the community; misunderstanding between the guidance and counseling and student affairs in handling student problems, especially in social matters; available facilities and infrastructure not optimal as condition room guidance groups and guidance group; not yet existence certainty of administrative format and also the many incidental services that often disrupt the services that have been designed. Therefore, a wise response is needed from the party school, as well as guidance and counselling as practical steps for overcoming and reducing constraints in program implementation.

CONCLUSION

Based on the results of research that has been conducted regarding the implementation evaluation of guidance and counselling programs, social at SMKN 1 Kemlagi, with the technique Overall CIPP (Context, Input, Process, Product) evaluation, it can be concluded that the guidance and counseling program at SMK Negeri 1 Kemlagi is considered adequate based on the evaluation results using the CIPP (Context, Input, Process, Product) model, which is indicated by an increase in personal and social service achievements of 41.89%. Guidance and counselling teachers are expected to improve the quality of services by strengthening counselling room facilities and optimising the use of digital platforms in delivering materials. In addition, schools are advised to hold training for guidance and counselling teachers to strengthen their understanding and skills in implementing the latest approaches in counselling services. These improvement steps are essential to answer the dynamics of increasingly complex student needs in the digital era. In addition, collaboration between schools, guidance and counselling teachers, and regional education policy makers is required to ensure the sustainability and effectiveness of the program. Continuous evaluation is also recommended to maintain service quality and adapt to changes in student needs.

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