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Evaluation of Career Counseling Management on Career Maturity: A Cipp Model-Based Correlational Study

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ABSTRACT

Method: This study evaluates career counseling management in three senior high schools in Palangka Raya City, Indonesia, using the CIPP model. Through a mixed methods approach, the study involved 186 grade XII students as well as in-depth interviews with counseling guidance teachers and school principals. *Result and Discussions:* The results showed that all CIPP dimensions were positively but weakly correlated with students' career maturity, with the Product dimension having the strongest relationship (r = 0.254). Multiple regression analysis showed a significant but limited influence of the CIPP dimensions on career maturity (R^2 = 0.109), with Product being the dominant predictor. Thematic analysis identified challenges with structural support, limited resources, and variable student engagement, indicating a gap between policy and practice. Overall, career counseling management is structured but not yet optimal in enhancing students' career maturity, requiring policy strengthening, resource development, and more personalized counseling strategies.

Keywords: Management Evaluation, Career Counseling, Career Maturity, CIPP Model

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INTRODUCTION

Career maturity is an individual's ability to make career decisions that are realistic and in accordance with their stage of development, (X. Chen, 2023). Career maturity includes various aspects, such as the ability to plan and explore careers, have a clear understanding of oneself and the world of work, and the ability to make appropriate career decisions, (Ham & Lim, 2017; Yukhymenko-Lescroart & Sharma, 2024). In adolescence, career maturity becomes very important because individuals begin to explore and make career decisions that will affect their future, (Ham & Lim, 2017). High career maturity in adolescence can have a positive impact on their psychological development and well-being. Research shows that high career maturity is related to internal motivation and clear life goals, (Kenny et al., 2024). Adolescents with high career maturity tend to have a better vocational identity and cope better with developmental tasks. They are also reported to have higher psychological well-being, (Ham & Lim, 2017). In addition, high career maturity can help adolescents deal with the stress and pressure associated with the transition to adulthood, (Kulakow et al., 2021).

On the other hand, low career maturity in adolescence can have a negative impact on their development. Adolescents with low career maturity tend to have lower psychological well-being, such as being more prone to depression, anxiety, and adjustment problems, (McCarthy et al., 2024). They are also at risk for risky behaviors, such as substance abuse, and have a lower quality of life, (Davison et al., 2007). In addition, low career maturity can hinder the development of vocational identity and healthy career decision-making ability, (Páez-Gallego et al., 2020). According to Xu et al, factors that influence individual career maturity include self-efficacy in career decision making, social support, and career exploration experiences, (Xu et al., 2025). Individuals who have high self-efficacy in career decision making tend to have better career maturity, (Wang et al., 2023). In addition, social support from parents and the environment also plays an important role in increasing individual career maturity, (Barusi & Suharso, 2024).

In achieving optimal career maturity, there will certainly be many challenges that will be faced by adolescents at their developmental stage. One of the main challenges is the digital disruption that is significantly changing the landscape of the world of work, (Tabar & Saberi, 2023). With the rapid development of technology, many traditional jobs are being replaced by automation and artificial intelligence, (Rahmadani, 2021; Tabar & Saberi, 2023). This makes a clear career direction increasingly difficult to find, especially for students who have no experience, (Akhsania et al., 2021; Juwitaningrum, 2013). In addition, the lack of adequate career information and guidance is also a challenge for students, (Anghel & Gati, 2021;

Pradina et al., 2024). Many students still do not understand well the various career alternatives and the requirements needed, (Akhsania et al., 2021; Rukmana et al., 2022). This can hinder the process of making mature career decisions, (Maree, 2015; Yulianti et al., 2021).

In facing these challenges, the strategic role of career guidance and counseling services is very important, (Rahmadani, 2021). Through an effective and structured career guidance program, students can gain a better understanding of themselves, the world of work, and plan a career that suits their interests and abilities, (Afriadi et al., 2018; Fitzenberger et al., 2020). This can help students achieve the career maturity needed to face competition in the modern era, (Aprinal et al., 2021). Thus, effective and structured career counseling program management is very important to help students develop the career maturity needed in the current era of digital disruption. Previous studies have found that career counseling interventions and career development programs in schools are effective in improving students' career maturity, (Gu et al., 2020; Ham & Lim, 2017; Lau et al., 2021). These interventions can help students develop career competencies and increase career satisfaction, (Gu et al., 2020).

Career counseling management is one of the important efforts in helping high school students to achieve career maturity, (Setiawan et al., 2024). Career counseling can help students develop career competencies, increase career satisfaction, and achieve career success, (Sankaran & Saad, 2022). However, the effectiveness of career counseling management in improving high school students' career maturity still needs to be evaluated, (Jusar et al., 2023). This evaluation is important to determine the extent to which the implemented career counseling program can meet the needs and achieve the career development goals of students, (X. Chen, 2023). In addition, evaluation can also identify factors that influence the success of career counseling in improving students' career maturity, (Jusar et al., 2023). Recent research shows that the CIPP (Context, Input, Process, Product) model can be used to comprehensively evaluate career counseling programs. The CIPP model can provide an assessment of the context, input, process, and results achieved by career counseling programs, (Setiawan et al., 2024). Evaluation results using the CIPP model can provide recommendations to improve the effectiveness of career counseling management in helping students achieve career maturity.

Based on the initial study conducted by the researcher on 3 high schools in the city of Palangka Raya, it was found that the three schools had organized a structured career counseling program, but there had not been much comprehensive evaluation to measure the extent to which the program had an impact on students' career maturity. This is in line with the results of initial interviews with 30 students in the 3 high schools, where 21 of them said that they still did not understand their potential and career interests, so they could not be optimal in knowing the next career direction. Some internal school reports and field observations also showed a discrepancy between the implementation of the program and the achievement of students' career goals, such as the unavailability of systematic data on the final results of career guidance activities. This is the basis and reference for researchers to evaluate the management of career counseling guidance on the career maturity of high school students in Palangka Raya City using the CIPP model.

In this context, the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam is one of the relevant approaches to evaluate educational program management, including career guidance and counseling programs. This model allows the evaluation to be carried out thoroughly, starting from the analysis of needs (context), resources (input), implementation of activities (process), to the results or impact of the program (product). Thus, the use of the CIPP model does not only see success from one side, but provides a comprehensive picture of the strengths and weaknesses of ongoing program management.

From the description above, the problem formulation in this study is how the relationship between each dimension of the CIPP model, namely Context, Input, Process, and Product, with the level of career maturity of high school students in Palangka Raya City. In addition, this study also questions the extent of the influence of the dimensions of the CIPP model, both simultaneously and partially, on students' career maturity. This study also seeks to evaluate the effectiveness of career counseling management in senior high schools in Palangka Raya City when measured using the CIPP model in an effort to improve students' career maturity.

This research is important because in addition to providing evaluative data on the implementation of career counseling programs, it also answers the need for objective measurement of the impact of these services on students' career maturity. The results of this study can be a reference for counseling teachers, school principals, and education policy makers at the regional level to improve and enhance the management of career guidance services that are more adaptive and oriented to student needs. In addition, academically, this research also fills the void of literature regarding the evaluation of career counseling programs based on the CIPP model in the local context in Indonesia, especially in the Central Kalimantan region.

METHOD

This study used a mixed methods approach, which is a combination of quantitative and qualitative methods in one integrated research design. This approach was chosen to obtain a more comprehensive understanding of the evaluation of career counseling program management and the relationship between the quality of management and the level of career maturity of students. The quantitative approach was used to measure the correlation between the variables in the CIPP evaluation model and students' career maturity, while the

qualitative approach was used to dig deeper into the context of program implementation, the perceptions of counseling teachers, school principals, and the supporting and inhibiting factors of career counseling programs in schools.

The research design used in the quantitative approach is correlational research, which is to determine the relationship between the evaluation results of career counseling management based on the CIPP model (Context, Input, Process, Product) as an independent variable, with students' career maturity as the dependent variable. While the qualitative approach is carried out through field studies with in-depth interview techniques to counseling guidance teachers and school principals, as well as documentation of available career counseling programs.

The participants in this study were students and educators from three senior high schools (SMA/MA/SMK) located in Palangka Raya City. The three schools were selected purposively by considering the diversity of school management characters, the existence of active counseling guidance teachers, and the completeness of career counseling programs that have been held on an ongoing basis. The student population of the three schools totaled 369 people, with details: SMA Muhammadiyah 1 Palangka Raya (77 students), Madrasah Aliyah Hidayatul Insan (62 students), and SMK Karsa Mulya Palangka Raya (230 students). In addition, there were 10 educators, consisting of 7 counseling teachers and 3 school principals who also became participants for qualitative data collection.

The quantitative sample in this study focused on grade XII students, with the consideration that they had undergone most of the career counseling program and had sufficient experience to provide reflective and relevant responses. The sampling technique used was stratified random sampling, where students were divided based on the strata of their school of origin, and then random sampling was conducted in each stratum. This approach was used to ensure that each school received proportional representation in the research sample.

In determining the number of representative samples, the researcher referred to the Isaac and Michael table, which is one of the statistical references widely used in social research to determine the minimum sample size. Based on a population of 369 people and an error rate (significance level) set at 1% ($\alpha = 0.01$), the recommended sample size is 186 respondents. Thus, 186 Grade XII students were selected as the sample to complete the quantitative research questionnaire, while qualitative data was obtained from interviews with selected educators. This strategy provides a balance between statistical accuracy and practicality in conducting research in the field. The distribution of samples in each school was determined proportionally, namely:

Table 1. Sample Distribution Per School

School name	Number of Class XII Students	Proportion	Sample
SMA Muhammadiyah 1	77	0,208672087	39
MA Hidayatul Insan	62	0,16802168	31
SMK Karsa Mulya	230	0,623306233	116

Source: Primary Data Processed (2025)

Using the population proportion per school aims to make the sample reflect the real distribution of students from each school. It also ensures that no school is over- or under-represented in the research sample.

Quantitative data collection was conducted through a closed questionnaire prepared based on the indicators of the CIPP evaluation model and the career maturity scale. The instruments used in this study consisted of two types, namely the Career Maturity Inventory instrument to measure students' career maturity level, and the career counseling management evaluation instrument based on the CIPP (Context, Input, Process, Product) model. The Career Maturity Inventory instrument is based on the model developed by Crites and Savickas, and is used to determine the extent to which students have readiness in making career decisions and determining future directions in accordance with their potential and interests. This instrument consists of 24 statement items arranged using a Guttman scale, which is a dichotomous scale with two answer options: yes (worth 1) and no (worth 0). The use of the Guttman scale aims to measure the level of student mastery of important aspects of career maturity clearly and unequivocally. The aspects measured in this instrument include four main dimensions, namely: concern (concern for the future career), curiosity (curiosity about various career choices), confidence (self-confidence in determining career choices), and consultation (ability to seek information and advice from relevant parties in making career decisions). The total score obtained from this instrument indicates the level of students' career maturity which can then be categorized into low, medium, or high levels.

Meanwhile, to evaluate the implementation of career counseling management in schools, an instrument based on the CIPP evaluation model has been adapted from the work of Sugiyo and Muslikah (2018). The instrument consists of 27 closed-ended statement items, designed to measure students' perceptions of the effectiveness of the career counseling program management that they have participated in. The 27 items are divided into four main components according to the CIPP model, namely context (6 items), input (7 items), process (7 items), and product (7 items). The assessment in this instrument uses a 5-point Likert scale, with the following assessment range: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree. The scores

obtained from each component reflect the extent to which the career counseling program has been implemented in a planned, structured, and impactful manner for students. This scale allows a more detailed analysis of the effectiveness of career counseling service management seen from the perspective of students as the main beneficiaries. The use of this instrument in the study aims to obtain an objective picture of the extent to which high school students have career maturity in accordance with their developmental stage. Both instruments used have gone through a validity and reliability test process before being distributed, to ensure that the measuring instruments used can provide accurate and reliable results in the context of this study. The validity test was conducted using the corrected item-total correlation analysis technique using the SPSS version 27 program. The test results showed that all items on the Career Maturity Inventory instrument showed correlation values between 0.450 and 0.847 (r> 0.30), which means that all items were declared empirically valid. Similarly, all items in the CIPP evaluation instrument had correlation coefficient values between 0.464 to 0.814 (r > 0.30), which also met the validity criteria.

Reliability tests were conducted using Cronbach's Alpha coefficient, which indicates the level of internal consistency between items in one variable. The analysis results showed that the career maturity instrument obtained a value of α = 0.744, while the CIPP evaluation instrument obtained a value of α = 0.750. This value indicates that both instruments have a fairly high reliability (Acceptable), referring to the criteria of Anggraini, et al (2022) which states that the Cronbach Alpha value> 0.60 then the variable can be said to be reliable or consistent in measuring. The following is described in the table for the validity and reliability values of the two instruments:

Table II. Validity and Reliability Values

Instrument	Number of Items	r	Valid Items	α	Category
Career Maturity	24	0,450 - 0,847	24	0,744	Acceptable
CIPP Evaluation	27	0,464 - 0,814	27	0,750	Acceptable

Source: Primary Data Processed (2025)

Meanwhile, qualitative data were obtained through semi-structured interviews and documentation, which were thematically analyzed to support the quantitative findings. Quantitative data analysis techniques were conducted with Pearson correlation analysis to determine the relationship between program management evaluation components (CIPP) and students' career maturity level. Meanwhile, to analyze the influence between the components of program management evaluation (CIPP) on CMI using multiple linear regression analysis. Furthermore, qualitative data were analyzed using Braun & Clarke's (2020) thematic analysis to dig deeper into the context of the implementation and dynamics of career counseling programs in each school. The integration of quantitative and qualitative data was carried out in the interpretation stage, in order to obtain a holistic understanding of the effectiveness of career counseling program management. With this mix method approach, it is expected that the research will be able to provide a comprehensive picture of the quality of career counseling program management in Palangka Raya City as well as empirically examine its relationship with students' career maturity level.

RESULTS AND DISCUSSION

Results

The relationship between CIPP dimensions and students' career maturity

This section presents the main findings from the results of data processing and analysis, both quantitatively and qualitatively, related to the objectives and focus of the study. The results displayed include data distribution, item response frequencies, as well as analysis of the relationship between the evaluation variables of career guidance counseling service management and students' career maturity. The discussion is conducted by linking the empirical findings with the relevant theoretical framework and the results of previous research, to provide a deeper understanding of the academic and practical implications of the results of this study. The presentation of the results is carried out systematically, starting from the description of instrument scores, response distribution analysis, to hypothesis testing, to illustrate the extent to which the effectiveness of career counseling programs contributes to the career maturity of students at the Senior High School level.

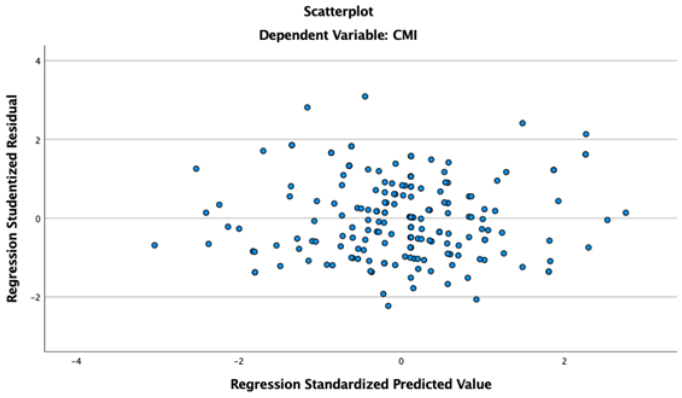

Figure 1. Heteroscedasticity Test Results with Scatterplots

Based on the Residual Scatterplot Figure which displays the relationship between the standardized predicted value (Regression Standardized Predicted Value) and the standardized residual (Regression Studentized Residual) for the Career Maturity Inventory (CMI) dependent variable, there is a randomly distributed pattern of data points around the zero horizontal line. The data points spread out without forming a

specific pattern, either a fan shape, curved pattern, or wave pattern. Such a point distribution indicates that the residual variance is relatively constant across the range of predicted values, indicating the absence of heteroscedasticity problems in the multiple linear regression model used. In other words, the prediction error of the model is uniform, both at low and high prediction values. This is important because fulfilling the assumption of homoscedasticity ensures that the regression model provides efficient and reliable coefficient estimates.

In addition, the random distribution pattern of points and not forming a curved pattern also indicates that the relationship between the independent variables in the CIPP model (Context, Input, Process, and Product) and students' career maturity (CMI) is linear. This means that the linear regression model used is appropriate for analyzing the data, and there is no strong indication of a nonlinear relationship that needs to be modeled with another approach. The distribution of points that do not form clusters or repeating patterns also indicates no indication of residual autocorrelation to the naked eye. Overall, this scatterplot reinforces that the multiple linear regression model used in this study has met the classical assumptions, particularly the assumptions of homoscedasticity and linearity. The fulfillment of this linearity assumption is very important because it is the main requirement in the use of the Person correlation parametric analysis used in this study. Therefore, it can be stated that the data analyzed is suitable for processing using a parametric-based inferential statistical approach.

Table III. Item Response Frequencies Career Maturity Inventory

	Item					
Concern	1	5	9	13	17	21
Yes	84.4	85.5	84.4	56.5	36	87.6
No	15.6	14.5	15.6	43.5	64	12.4
Curiosity	2	6	10	14	18	22
Yes	27.4	73.1	54.8	86	50	49.5
No	72.6	26.9	45.2	14	50	50.5
Confidence	3	7	11	15	19	23
Yes	48.9	73.1	67.7	59.7	25.3	54.3
No	51.1	26.9	32.3	40.3	74.7	45.7
Consultation	4	8	12	16	20	24
Yes	14.5	17.7	31.2	73.1	15.1	17.7
No	85.5	82.3	68.8	26.9	84.9	82.3

Source: Primary Data Processed (2025)

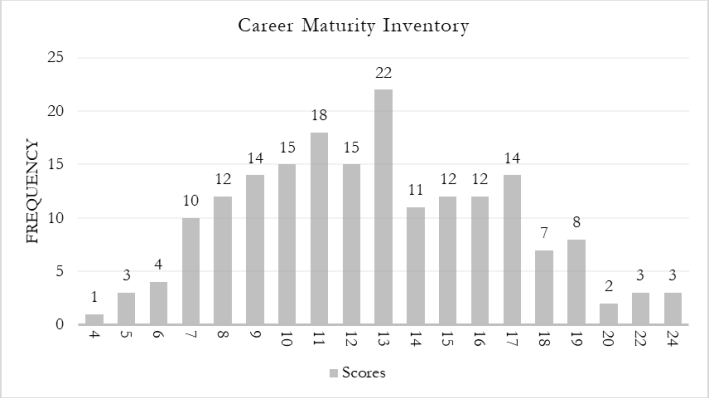

Figure II. Histogram of Career Maturity Inventory Instrument

Table IV. Descriptive Statistics Career Maturity Inventory

	Constructs				
	Concern	Curiosity	Confidence	Consultation	Total CMI
M	4.3441	3.4086	3.2903	1.6935	12.7366
N	186	186	186	186	186
SD	1.20803	1.47949	1.74034	1.25963	4.10675

Source: Primary Data Processed (2025)

Item response frequencies on the Career Maturity Inventory instrument show that the majority of students have a high concern for careers, but there are still imbalances in the aspects of curiosity, self-confidence, and openness to consultation. Some items show extreme distributions, which can be a consideration for evaluation or revision in the next stage of instrument development. This analysis makes an important contribution in understanding the areas that need to be strengthened through career counseling program interventions in schools.

The items in the concern aspect indicate the level of students' concern for career planning. Most of the items (items 1, 5, 9, and 21) have a proportion of "Yes" responses above 80%, indicating that most students show high concern. However, items 13 and 17 showed a decrease in "Yes" responses (56.5% and 36% respectively), and item 17 even showed a predominance of "No" responses (64%). This indicates that there are certain dimensions of career concerns that have not been established equally across all students.

The items on the curiosity aspect reflect students' curiosity about various career options. There was considerable variation, with item 2 eliciting only 27.4% "Yes" responses, while items 6 and 14 elicited more than 70%. This pattern suggests that curiosity is unevenly distributed among students, and some items may require further exploration regarding clarity or appropriateness of context.

Confidence describes students' confidence in making career decisions. Items 3 and 7 show a balanced distribution (e.g. item 3 with 48.9% "Yes" and 51.1% "No"), but item 19

shows a trend towards low confidence (only 25.3% answered "Yes"), indicating a weakness in the aspect of confidence of some students in determining their career direction. This is an important indication for counseling program intervention.

The consultation aspect evaluates students' tendency to seek career advice or assistance. Most of the items showed a high proportion of "No" responses (items 4, 8, 20, and 24 with values >80%), except item 16 which received 73.1% of "Yes" responses. This suggests that many students tend not to be proactive in seeking career help or consultation, which could be an important input for counseling services to encourage a participatory and open approach.

The histogram above shows the frequency of students based on the total score obtained from the 24 items of the CMI instrument, with a score range between 4 to 24. Since the CMI scale uses a Guttman scale (Yes = 1, No = 0), the maximum score is 24.

Based on the histogram of the total score of the Career Maturity Inventory (CMI) instrument, it can be seen that the distribution of student scores forms a pattern that is close to normal but slightly tends to the right, or also known as a positively skewed distribution. Students' total scores are spread from a low of 4 to a high of 24, with the main concentration being in the range of scores 10 to 17. The most frequent score is 13, which indicates that most students have a moderate level of career maturity.

Although there are students with high scores - indicating strong career maturity - the number is relatively less than the group of students with medium scores. Similarly, the number of students with low scores is also smaller. This pattern indicates that in the population of students studied, the trend in the level of career maturity has not been fully distributed, and the majority of students are still at a stage of career development that requires strengthening, especially in aspects such as self-confidence, career consultation, and clarity of future goals.

In general, this distribution shows a diversity of career maturity levels among students, but with a predominance in the medium category with few in the "very high" or "very low" categories. This reflects the room for improvement, especially in certain aspects that are less mastered, as has been shown in the previous item analysis. This can be the basis for further intervention planning through a more structured and personalized career guidance and counseling program.

In table 4, the Descriptive Statistics Career Maturity Inventory table, the Concern dimension shows the level of student concern for future and career planning, obtaining the highest mean value of 4.3441 with a standard deviation of 1.20803. This shows that most students have a fairly high level of concern for their future careers, with variations in answers that do not deviate too much from the mean. The Curiosity dimension (curiosity about the world of work and various career options) has a mean score of 3.4086, while the Confidence dimension (confidence in making career decisions) is slightly lower, at 3.2903. These two dimensions have moderate standard deviations (around 1.47-1.74), which indicates that there are differences in perceptions or experiences among students regarding these two aspects. The Consultation dimension, which relates to students' habit of seeking advice or help in planning a career, showed the lowest mean score of 1.6935 with a standard deviation of 1.25963. This value indicates that most students are less active in seeking external information or guidance related to their career planning, and this is an aspect that requires special attention in the development of career counseling guidance programs in schools.

On the CMI total score which shows a mean value of 12.7366 out of a possible maximum of 24 (since a Guttman scale is used), with a standard deviation of 4.10675. This indicates that most students are at a moderate level of career maturity, but there is still wide variation between individuals.

Table V. Item Response Frequencies CIPP Model

	Item						
Context	1	2	3	4	5	6	
SS	34.9	8.1	10.2	34.9	8.1	34.9	
S	25.3	6.5	10.8	25.3	6.5	25.3	
RR	21	21.5	8.1	21	21.5	21	
TS	15.1	24.7	18.3	15.1	24.7	15.1	
STS	3.8	39.2	52.7	3.8	39.2	3.8	
Input	7	8	9	10	11	12	13
SS	8.1	10.2	34.9	8.1	10.2	32.8	44.1
S	6.5	10.8	25.3	6.5	10.8	23.1	24.7
RR	21.5	8.1	21	21.5	8.1	27.4	11.8
TS	24.7	18.3	15.1	24.7	18.3	12.9	10.8
STS	39.2	52.7	3.8	39.2	52.7	3.8	8.6
Process	14	15	16	17	18	19	20
SS	32.8	44.1	34.9	8.1	10.2	32.8	44.1
S	23.1	24.7	25.3	6.5	10.8	23.1	24.7
RR	27.4	11.8	21	21.5	8.1	27.4	11.8
TS	12.9	10.8	15.1	24.7	10.8	12.9	10.8
STS	3.8	8.6	3.8	39.2	52.7	3.8	8.6
Product	21	22	23	24	25	26	27
SS	34.9	34.9	8.1	10.2	32.8	44.1	44.1
S	25.3	25.3	6.5	10.8	23.1	24.7	24.7
RR	21	21	21.5	8.1	27.4	11.8	11.8
TS	15.1	15.1	24.7	18.3	12.9	10.8	10.8
STS	3.8	3.8	39.2	52.7	3.8	8.6	8.6

Source: Primary Data Processed (2025)

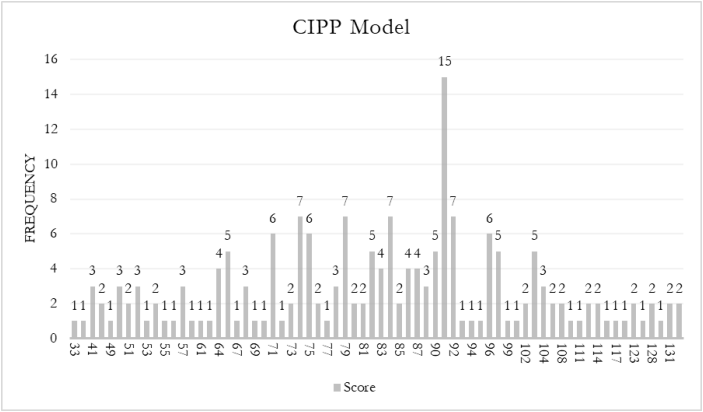

Figure III. Histogram of the CIPP Model Instrument

Table VI. Descriptive Statistics of the CIPP Model

	Constructs				
	Context	Input	Process	Product	Total CIPP
M	17.6398	19.7957	23.0591	23.1022	83.5968
N	186	186	186	186	186
SD	5.14381	5.65792	5.56648	5.47479	20.44541

Source: Primary Data Processed (2025)

In table 6, the CIPP Model Item Response Frequencies table explains that the Context dimension, the distribution of answers varies. Items 1, 4, and 6 received a fairly high positive response, for example the percentage of "Strongly Agree" was above 30% (34.9%). This indicates that some students think that the policies and objectives of the career counseling program are sufficiently in line with their needs. However, in items 2, 3, and 5, the proportion of "Strongly Disagree" (STS) responses was quite high (even up to 39.2% and 52.7% in certain items). This indicates students' uncertainty or dissatisfaction with the context of program implementation, such as the suitability of the program to the real conditions at school or their career needs.

The Input dimension reflects the readiness of resources, the competence of counseling teachers, and supporting facilities. The data shows that items such as 9, 12, and 13 obtained high "Strongly Agree" scores (32.8-44.1%). This means that students feel there are good input aspects, such as the presence of supportive counseling teachers. However, some other items (such as item 8) showed STS up to 52.7%, indicating a shortage in terms of career facilities or information. This means that students' perceptions of inputs are not entirely positive, but rather vary between items.

The Process dimension describes how career counseling services are implemented. Items 14, 15, and 19 recorded high "Strongly Agree" responses (32.8-44.1%). This indicates that some students consider the service process to be quite good. However, items 17 and 18 showed a very high percentage of "Strongly Disagree" (39.2% and 52.7%). This means that there is an uneven implementation of services, or students feel that the program is only a formality without a personal touch.

The Product dimension relates to the results that students feel from the career counseling program. Some items such as 25, 26, 27 recorded "Strongly Agree" above 40%, indicating that some students felt helped in making career decisions. However, items 23 and 24 recorded a very high number of "Strongly Disagree" (39.2% to 52.7%). This means that despite the positive results, there are still many students who feel that the program has not had a direct impact on their career readiness.

Based on Figure 3. Histogram of the CIPP Model Instrument, the distribution pattern of total scores generated by respondents in answering the CIPP model-based career guidance and counseling service evaluation questionnaire can be seen. Students' scores vary from a low of about 33 to a high of 135, with the mode or most frequent score being 91, achieved by 15 respondents. The distribution of this data shows that the majority of students rated the implementation of career guidance and counseling programs in their schools in the moderate to good category, reflected by the concentration of scores in the 80-100 range. The high frequency of scores around 91 indicates students' awareness of the existence and implementation of the program, as well as the school's efforts in running career counseling services. However, the histogram also displays a distribution pattern that is positively skewed, marked by the presence of a number of respondents who obtained low scores, even below 70. This indicates that there are still groups of students who consider the career counseling program to be less effective or not in accordance with their needs. This variation in scores suggests that the implementation of the career guidance and counseling program, although structured, still faces challenges in achieving equitable student perceptions and satisfaction.

The visual findings from this histogram illustrate the complexity of the field conditions. This means that the career guidance and counseling program is indeed running, but it does not necessarily produce a uniform impact on students' career readiness. Some students may feel that career counseling services have helped them understand their career direction, while others feel that the program is still a formality, lacks depth, or is less relevant to their personal needs.

Table 6, Descriptive Statistics of the CIPP Model, shows the results of descriptive statistical analysis of data on the evaluation of career counseling services management as measured through the four main dimensions of the CIPP model: Context, Input, Process, and Product, as well as the combined total score of all instrument items. The average Context score shows that students give a moderate assessment of the aspects of policy, background goals, and school environmental support related to career counseling services. The relatively large standard deviation (5.14) indicates a wide variation in perceptions among students. Some students may feel that the school policy is supportive of career

counseling, while others feel less involved or understand the policy.

The average score of Input is higher than Context, indicating that in general students began to feel the availability of resources, such as the presence of counseling teachers, counseling materials, and supporting facilities for career services. However, the large standard deviation (5.66) indicates that there are still uneven perceptions. This means that some students may be satisfied with the existing facilities, while others feel that there are still many shortcomings, such as limited aptitude interest test tools or access to career information.

The Process score has the second highest average among the dimensions, indicating that the implementation of career counseling services is considered quite well run by students. Many students are likely to experience direct interaction with counseling teachers through group guidance services, individual counseling, or the provision of career information. However, the standard deviation of 5.57 shows that there are students who feel the counseling process is going well, while others consider it not optimal, both in terms of methods, frequency, and depth of material provided.

Product has the highest mean (23.1022) among the four dimensions, which indicates that students feel there are results or impacts from career counseling services, such as increased understanding of study options, knowledge of the world of work, or career plans. However, the sizable standard deviation (5.47) still indicates a variation in experience, where some students felt real benefits, while others may not have felt a significant impact.

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Table VII. Correlations between Evaluation Dimensions of the CIPP Model and their Relationship with Students' Career Maturity

Variable	Context (r)	Input (r)	Process (r)	Product (r)	CMI (r)	Context (p)	Input (p)	Process (p)	Product (p)	CMI (p)
Context	1	0,867**	0,705**	0,803**	0,210**	-	0	0	0	0,004
Input	0,867**	1	0,832**	0,823**	0,211**	0	-	0	0	0,004
Process	0,705**	0,832**	1	0,970**	0,219**	0	0	-	0	0,003
Product	0,803**	0,823**	0,970**	1	0,254**	0	0	0	-	0,000
CMI	0,210**	0,211**	0,219**	0,254**	1	0,004	0,004	0,003	0,000	-

Source: Primary Data Processed (2025)

Table 7 presents the results of the correlation analysis between the evaluation dimensions of the CIPP Model, namely Context, Input, Process, and Product, and their relationship with the Student Career Maturity (CMI) variable. In general, the data shows that the relationship between dimensions in the CIPP Model is classified as very strong, while the relationship between each dimension and students' career maturity is in the low category although significant. First, the relationship between dimensions in the CIPP Model is very close. The correlation between Context and Input reached 0.867 with a significance of 0.000, indicating that the better the context underlying the implementation of the program-such as policy, school environment, and stakeholder support-the better the input prepared, both in terms of human resources, facilities, and infrastructure. Similarly, the correlation between Context and Process of 0.705 is also significant, indicating that a conducive context affects the smooth implementation of the program process. The correlation between Context and Product was recorded at 0.803, showing that a good context will have a direct impact on the quality of program outcomes. Furthermore, the correlation between Input and Process is very high at 0.832, and Input and Product at 0.823, confirming that quality inputs will encourage the smooth running of the process while producing good program outputs. The most striking is the correlation between Process and Product which reaches 0.970, a value that is very close to perfect. This indicates that the quality of the program implementation process has an almost absolute contribution in determining the final results of the program. . All relationships between these CIPP dimensions are highly statistically significant ($p < 0.001$), so it can be concluded that the four dimensions are very closely interrelated and do not occur by chance.

Furthermore, the relationship between the four CIPP dimensions and students' career maturity (CMI) also shows significant results, although the strength of the correlation is relatively low. The correlation between Context and CMI is 0.210 with a significance value of 0.004, indicating that a good context contributes more or less to the improvement of students' career maturity, although the effect is relatively small. The relationship between Input and CMI was recorded at 0.211, also significant at $p = 0.004$, indicating that good quality inputs, such as facilities and educators, play a role in helping students achieve career maturity. The Process correlation with CMI is 0.219 and significant at $p = 0.003$, showing that the process of program implementation, including guidance and counseling services, also has an influence on students' career

maturity. Of the four dimensions, Product has the highest correlation with CMI, which is 0.254 with p = 0.000, indicating that the final results of the program, such as guidance materials, counseling services, and program outcomes, have more impact on students' career maturity than other dimensions, although the effect is still relatively low.

Overall, this table concludes that the relationship between CIPP dimensions is very strong and significant, confirming the consistency of the model as an integrated program evaluation framework. However, the relationship between these dimensions and students' career maturity is positive but relatively weak. This suggests that while all four CIPP dimensions contribute to students' career maturity, other factors outside the CIPP model may also have a greater influence. Nevertheless, this result confirms the importance of strengthening the four aspects of CIPP in an integrated manner so that guidance and counseling programs can have a more optimal impact on the development of students' career maturity.

The Effect of CIPP Dimensions on Students' Career Maturity

The influence of the dimensions of the CIPP model on the career maturity of high school students in Palangka Raya City is an important focus in this study. The analysis was conducted through multiple linear regression to identify the contribution of each dimension, both jointly and partially, to the level of students' career maturity. This approach aims to provide a more in-depth picture of the extent to which career counseling management, through the four main aspects of the CIPP model, is able to influence students' readiness in planning their career future. The results of regression testing then become the basis for evaluating the effectiveness of career counseling programs implemented in schools.

Table VIII. Summary of Multiple Regression Analysis Predicting Career Maturity (CMI)

Statistics	Estimate	SE	β (Beta)	t	p
Model Fit					
R	0.331				
R^2	0.109				
Adjusted R^2	0.090				
Std. Error of Estimate	3.918				
F	5.560				<.001
df Regression	4				
df Residual	181				
Coefficients					
Constant	8.738	1.257	-	6.954	<.001
Context	-0.588	0.233	-0.736	-2.518	.013
Input	0.481	0.197	0.663	2.436	.016
Process	-1.305	0.433	-1.769	-3.015	.003
Product	1.512	0.452	2.016	3.349	.001

Note. Dependent variable: Career Maturity Inventory (CMI). Predictors: Context, Input, Process, Product.
Source: Primary Data Processed (2025)

Based on the results of multiple regression analysis presented in the summary table, an overview is obtained of how the four predictor variables in the CIPP Evaluation Model, namely Context, Input, Process, and Product, jointly affect students' career maturity as measured by the Career Maturity Inventory (CMI). The multiple correlation coefficient (R) of 0.331 indicates a positive relationship between the four variables simultaneously with students' career maturity. However, the strength of this relationship is in the low category, considering that the R value is still below 0.5, which indicates that the relationship is not very strong. This shows that the four CIPP variables do have a relationship with students' career maturity, but they are not the main factors that explain the overall variation that occurs in these variables.

Furthermore, the coefficient of determination (R^2) obtained is 0.109, which means that about 10.9 percent of the variation in students' career maturity can be explained by the four variables Context, Input, Process, and Product together. Thus, there is still about 89.1 percent of variation in students' career maturity that is influenced by other factors outside this model, such as students' personal factors, family environment, peer influence, part-time work experience, and other psychosocial factors that are not accommodated in this research model. The Adjusted R^2 value of 0.090 indicates an adjustment to the number of predictor variables used in the model. This figure indicates that if the model is applied to a wider population, the model's ability to explain variations in student career maturity is likely to be only 9 percent, which further confirms that the predictive power of this model is still limited. This is also reinforced by the Standard Error of the Estimate value of 3.918, which shows the average prediction error that occurs when the model is used to predict CMI scores. This prediction error value is quite large, indicating a fairly wide spread of observation data around the regression

line, so the model still has limitations in accurately predicting the value of student career maturity.

Nevertheless, the results of the ANOVA analysis show that the multiple regression model built in this study is statistically significant. The obtained F value of 5.560 with a significance level of less than 0.001 indicates that overall, the model involving Context, Input, Process, and Product variables has a real ability to predict students' career maturity. In other words, the four predictor variables together make a significant contribution in explaining the variations that occur in students' career maturity, although the contribution is still relatively small when viewed from the low R^2 value. The results of the regression coefficient analysis provide a more in-depth picture of the contribution of each predictor variable to student career maturity. The constant value of 8.738 indicates that if all Context, Input, Process, and Product variables are zero, then the predicted value of student career maturity is 8.738. Although this constant value is statistically significant, practically this number does not have too important meaning, because conditions in which all predictor variables are zero rarely occur in reality.

In the Context variable, the regression coefficient is -0.588 with a significance value of 0.013. This shows that every one unit increase in Context actually has the effect of reducing students' career maturity score by 0.588 points, assuming other variables in the model remain constant. The standardized coefficient value (Beta) of -0.736 indicates that Context has a fairly strong negative influence relative to other variables in the model. This finding is inconsistent with the theory of the CIPP Model, which should indicate that a good context supports the achievement of program objectives, including in improving students' career maturity. This negative result may indicate multicollinearity between Context and other variables in the model, or it may also indicate that a context that is too bureaucratic or rigid actually hinders the effectiveness of career guidance programs. This finding is an important note that needs to be explored further, either through further statistical analysis such as multicollinearity tests, or through a qualitative approach to explore the meaning of context in the implementation of career guidance programs.

The Input variable shows a positive regression coefficient of 0.481 with a significance value of 0.016. This means that every one unit increase in Input will increase students' career maturity by 0.481 points. The Beta coefficient value of 0.663 indicates that Input has a relatively strong positive influence. This result is in accordance with the theory which states that the availability of resources, both in terms of educators, infrastructure, and service materials, has an important role in supporting the success of career guidance programs and ultimately increasing students' career maturity. This implies that improving the quality of inputs in guidance and counseling programs in schools is an important step that needs to be continuously optimized.

In the Process variable, the regression coefficient is -1.305 with a significance value of 0.003. This value indicates that each one unit increase in Process actually results in a decrease in student career maturity scores by 1.305 points, assuming other variables remain constant. The Beta coefficient value of -1.769 shows the influence of Process is very large in relative terms, but the direction is negative. This finding is very unusual theoretically, because the process of program implementation should support the achievement of good results, including in improving students' career maturity. This negative coefficient is most likely due to the high multicollinearity between Process and Product, as reflected in the previously recorded very high Process-Product correlation ($r = 0.970$). Under conditions of multicollinearity, regression models often produce coefficient directions that are reversed or inconsistent with theory. In addition, it could be that the process of implementing the program at school, although intensive, is too bureaucratic, monotonous, or does not match the needs of students, resulting in boredom or resistance that has a negative impact on students' career maturity. Therefore, these results need to be studied more deeply through model diagnostic analysis or through a qualitative approach to understand the field conditions more comprehensively.

Meanwhile, the Product variable shows very positive results with a regression coefficient of 1.512 and a significance value of 0.001. This indicates that every one unit increase in Product will increase students' career maturity by 1.512 points, assuming other variables are constant. The Beta coefficient value of 2.016 confirms that Product is the variable that has the greatest and positive influence among all predictor variables. This result is very much in line with the CIPP Model theory, which states that the product or final result of the program is a tangible manifestation of the overall process and inputs that have been carried out. This means that the better the results received by students, both in the form of guidance materials, counseling services, and experiences gained, the higher the career maturity of students. This confirms that the outcome of the program has a direct and very strong impact on students' readiness in planning their careers.

The results of this analysis show that the four predictor variables in the CIPP Evaluation Model do simultaneously have a significant effect on students' career maturity, although the contribution is still relatively low. The finding that the Product variable has the most dominant positive influence provides important implications for the implementation of career guidance programs in schools, namely the need for greater focus on the quality of service outcomes perceived by students. Meanwhile, the negative results on the Context and Process variables are a warning signal that there may be problems in the implementation of the program, both in terms of policies, ways of implementation, and student perceptions of the services provided. Therefore, schools and counselors need to conduct a more in-depth evaluation of the career guidance program so that each dimension in the CIPP Model

can be effectively integrated, so that it is truly able to support the improvement of students' career maturity optimally.

Evaluation of CIPP-based career counseling management on students' career maturity

The results of further research are in the form of in-depth interviews with seven counseling guidance teachers and three principals from three high schools in Palangka Raya City, obtained a rich picture of the implementation of career counseling services in their respective schools, which are evaluated based on the four main components in the CIPP model: Context, Input, Process, and Product.

In the Context aspect, most of the counseling teachers and principals reported that the school policy has provided support for the implementation of the career counseling program, although the implementation still depends on the individual initiative of the counseling teachers. Some teachers emphasized the importance of integrating career counseling services in self-development programs, while principals highlighted the need for more specific regulations so that career counseling has a clear direction. One of the principals stated that "the school curriculum support does exist, but the strengthening at the practical level is still weak because there is no specific supervision of its implementation."

Meanwhile, on the Input aspect, the majority of counseling teachers underlined the constraints in terms of the availability of supporting facilities and infrastructure. They stated that despite having basic competencies in counseling, not all teachers have special training in career counseling. Facilities such as counseling rooms, aptitude interest test tools, and access to career information are also still very limited. One teacher mentioned that "besides the limited tools, time is also an obstacle because we have to divide the schedule with other counseling services."

In the Process dimension, informants tend to be more optimistic. Counseling guidance teachers described that the implementation of career counseling programs is carried out routinely through various approaches such as individual counseling, information services, and group guidance. However, they also realized that students' active involvement was uneven. Some students show high interest in career exploration, while others still tend to be passive. One of the teachers said that "when students see this activity as useful, they will be more enthusiastic. But if they still think it is just a formality, they are less active."

The Product aspect showed a wider variety of perceptions. The principal saw a positive impact on students' readiness to choose a major or career after school, but the counseling teachers were more realistic by mentioning that not all students showed a significant improvement in career maturity. This is due to differences in students' backgrounds, including the level of family support and access to information. As one school principal stated: "We see changes in students who are actively engaged, but this has not been evenly distributed across all classes or all individuals."

The interview narratives indicate that the implementation of career counseling services has been ongoing, but still faces various challenges, especially in the input and output aspects. The main strength lies in the adaptive implementation process and the initial policy support that has been available. However, there is a need to strengthen resources, student participation, and continuous impact measurement so that the program can truly support students' career maturity evenly and sustainably. This finding strengthens the quantitative results which show that the Process dimension is the only aspect that is significantly correlated with students' career maturity level.

The following is a thematic analysis of the interview results based on Braun & Clarke's (2020) procedure, which consists of six main stages: data familiarization, initial coding, theme search, theme review, theme naming, and report writing.

1. Data Familiarization

In the initial stage of data familiarization, the researcher thoroughly reread the transcripts of the interviews with seven counseling teachers and three principals to understand the context of career counseling services in three high schools in Palangka Raya. At this stage, the researcher noted initial impressions such as the gap between policy and practice and the unequal access to counseling resources.

2. Generating Initial Codes

Initial codes were identified from the narrative excerpts as follows:

Table IX. Generating Initial Codes

Informant Quotes	Initial Code
"The school curriculum has been regulated, but supervision has not been implemented."	Policy is not yet operational
"We lack aptitude interest test tools and career information brochures."	Limited facilities
"Routine implementation but not all students are enthusiastic."	Uneven student involvement
"There are changes, but not significant in all students."	Uneven impact
"Active students are usually more affected by the program."	Effectiveness depends on participation

Source: Primary Data Processed (2025)

3. Generating Themes

From these codes, three main themes emerged that represented the findings:

a. Uneven Structural Support

(a combination of codes: policy is not yet operational, weak supervision, reliance on counseling teacher initiatives)

b. Input Limitations and Facility Gaps

(codes: limited facilities, lack of teacher training, limited testing tools and information)

c. Adaptive Implementation but Limited Impact
(codes: routine but uneven implementation, reliance on student participation, incomplete results)

4. Reviewing Themes

Each theme was re-examined against the raw data and checked for fit. For example, "Uneven Structural Support" did appear in most of the principal interviews, while "Adaptive Implementation" was reflected by the counseling teachers. All themes were complementary and non-overlapping, qualifying them as valid categorization results.

5. Defining and Naming Themes

a. Uneven Structural Support: Refers to the lack of practical elaboration of career counseling policies at the school level.

b. Input Limitations and Facility Gaps: Indicates a lack of human and material resources to support career services.

c. Adaptive Implementation but Limited Impact: Describes how counseling teachers have actively carried out services, but the results have not reached all students optimally.

6. Producing the Report

Through this thematic analysis, it was found that the implementation of career counseling services in high schools in Palangka Raya runs under structural conditions and resources that are not ideal. Although the implementation process has been carried out adaptively by counseling teachers, the results have not had a comprehensive impact on students' career maturity.

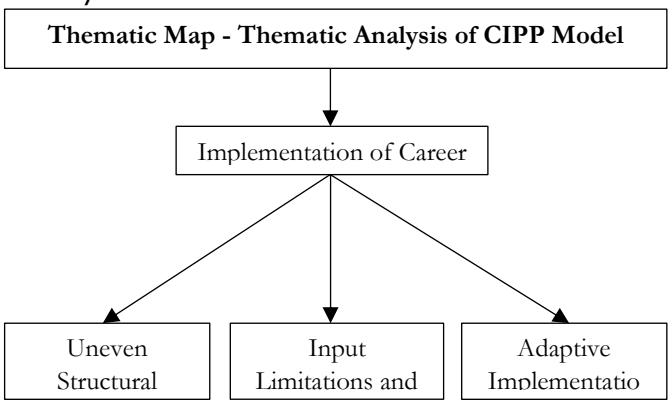

Figure IV. Thematic Map

Table X. Braun & Clarke Thematic Analysis

Main Theme	Supporting Codes	Theme Explanation
Uneven structural support	Policy is not yet operational, weak supervision, counseling teacher initiative	School policies already exist but have not been effectively implemented in the field.
Input Limitations and Facility Gaps	Limited facilities, lack of training, lack of testing tools and information	Human resources and facilities have not supported the implementation of career counseling services optimally.
Adaptive Implementation but Limited Impact	Routine implementation is uneven, student participation is uneven, results are not yet comprehensive	The career counseling program has been implemented but the impact is still limited to students who are actively involved.

Source: Primary Data Processed (2025)

The thematic analysis of interview data involving seven counseling teachers and three principals resulted in three main themes that describe the perceptions and experiences of educational practitioners in the implementation of career counseling services in three senior high schools in Palangka Raya City. This analysis process followed six systematic steps as proposed by Braun & Clarke (2020), namely: (1) data familiarization, (2) initial coding, (3) theme identification, (4) theme review, (5) theme naming, and (6) narrative writing of findings.

The first theme that emerged was "Uneven Structural Support", which reflects the condition where policies and regulations related to career counseling services are contained in school documents, but the implementation has not been structured systemically. Some principals admitted that although their schools have included career counseling in the agenda of self-development services, its implementation still depends on the personal initiative of counseling teachers and has not been integrated in the school's internal evaluation system. This shows that the institutional context underlying the program has not fully supported the sustainability and effectiveness of career counseling services.

The second theme is "Input Limitations and Facility Gaps", which relates to the quality and quantity of resources available to support program implementation. BK teachers consistently highlighted the lack of assessment tools such as career interest inventories, limited access to information on higher education and the world of work, and the lack of specialized training in career counseling. Some teachers even stated that they had to use personal resources or search for materials independently to meet students' information needs. This finding reinforces the evaluation results on the input dimension in the CIPP model, which emphasizes the importance of resource readiness as a prerequisite for effective program implementation.

The third theme, "Adaptive Implementation but Limited Impact", emerged from the narrative that although career counseling services have been routinely implemented, the impact on students' career maturity is still uneven. BK teachers reported a disparity in the level of student engagement, with some students showing active participation and gaining tangible benefits, while others tended to be passive and less interested.

The principal also noted that although there were indications of improvement in terms of students' understanding of further study or employment options, not all students had achieved optimal career readiness. This indicates that the success of the service depends not only on its implementation, but also on the extent to which students are able to internalize the materials and guidance provided.

These three themes are interconnected and reflect the dynamics of the implementation of career counseling services in schools. Thus, the results of this thematic analysis provide an important contribution in understanding the context of program implementation holistically and form the basis for recommending policy improvements, training, and strengthening resources at the school level.

Discussion

The results of this study indicate that career counseling management in senior high schools in Palangka Raya City has been running with a fairly structured framework. However, its effectiveness in promoting students' career maturity still faces various challenges. This finding confirms various previous studies which state that the success of career counseling services depends not only on the existence of the program, but also on the quality of implementation, the readiness of resources, and the extent to which the program is able to address students' personal needs, (Cabell & Gnilka, 2021; Nam, 2024).

In this study, all dimensions of the CIPP evaluation were found to be related to students' career maturity. However, the relationship was weak. The weakness of this relationship indicates that students' career maturity is determined by many other factors outside the career counseling program, such as family influence, socioeconomic conditions, peer environment, and individual psychological dynamics. This is consistent with the findings of (Kenny et al., 2024), who emphasized that adolescents' career maturity is strongly related to internal factors such as self-efficacy and intrinsic motivation, as well as the social support that surrounds them.

The regression analysis in this study indicates that although the four dimensions of the CIPP model jointly influence students' career maturity, the magnitude of the influence is relatively small. This weakness can be explained from several sides. First, the characteristics of career maturity variables are complex and multidimensional. Career maturity is not only shaped by school experiences, but also largely determined by adolescent psychosocial development, self-understanding, personal values, and life experiences outside of school, (S. Chen et al., 2022; Qonitatin & Kustanti, 2021). Second, there is still a gap between school policy planning and program implementation in the field, as revealed through qualitative data. The ongoing program may be administrative or formality, so it has not adequately reached the personal needs of students. Third, the phenomenon of multicollinearity between dimensions of the CIPP model may also be the cause of weak regression results. Too close a relationship between dimensions can obscure the contribution of each variable, so that the regression coefficient is low or even in the opposite direction of theoretical predictions, (Mireles-Rios et al., 2020). Fourth, individual student variations also matter. Some students show high enthusiasm for the counseling program, while others are passive, which causes the impact of the program to be uneven.

The findings of this study are also reinforced by the results of the thematic analysis of the qualitative data. The thematic analysis revealed three important interrelated themes. First, the theme of uneven structural support emerged. Although the school policy supports career counseling services, its implementation is highly dependent on individual counseling teachers' initiatives. This means that the policy at the document level has not been fully implemented operationally and measurably in daily school activities. The principal admitted that career counseling is indeed on the school agenda, but it is not always specifically monitored or evaluated. This shows the weakness of the institutional context, which is actually an important foundation in the CIPP evaluation model.

Secondly, the theme of limited inputs and gaps in facilities was one of the issues that consistently emerged in the interviews. BK teachers complained about the lack of aptitude and interest test kits, the lack of up-to-date career information materials, and the lack of a conducive counseling room . In addition, many teachers have not had special training in career counseling, so their competencies are still general and not specific to career guidance services. This is very much in line with the findings (Hadi et al., 2021) which state that the quality of resources is a critical factor in the success of career counseling services. Without the support of adequate facilities and human resources, counseling services tend to be normative and lack depth.

Third, the theme of adaptive implementation but limited impact shows that career counseling services are indeed implemented regularly, but the benefits felt by students are not evenly distributed. There are groups of students who are actively involved and admit that the program helps them plan for the future, but there are also students who consider the program a formality and less relevant to their personal needs. The counseling teacher stated that the students who felt the greatest benefits were usually students who had strong motivation from the beginning and were open to career exploration. This finding confirms the study of (Aryani et al., 2021) which states that the success of career counseling programs is greatly influenced by the active involvement of students. Without this involvement, career counseling materials only become one-sided information that is not deeply internalized by students.

This discussion shows that the management of career counseling programs in Palangka Raya City has been running within the CIPP evaluation framework, but it has not been fully effective in improving students' career maturity. The weak

influence of the CIPP model on career maturity does not mean that the program is not useful, but rather confirms that career counseling needs to be designed more responsively and personally. Strengthening policies, training counseling teachers, providing adequate facilities, and more participatory implementation methods are important priorities so that career counseling services are not only a formality, but really have an impact on students' readiness to face the world of work and further education. Thus, this study not only adds empirical evidence on the relationship between career counseling management and students' career maturity, but also provides practical recommendations for improving career counseling services in schools, as well as filling the void of literature on CIPP model-based evaluation in the local context in Indonesia, especially in the Central Kalimantan region.

This study has some limitations that need to be noted. First, the relationship between the dimensions of the CIPP model and students' career maturity was found to be relatively weak, which may be due to external factors beyond the scope of the study, such as the influence of family, social environment, or students' personal experiences, which were not explored in depth in this study. Secondly, the research design was cross-sectional in nature so it could not ascertain the causal relationship between the variables studied. Thirdly, although the mixed methods approach has provided a comprehensive picture, the qualitative data is still limited to three schools, so the results may not be fully representative of the wider context in other regions. In addition, the indication of multicollinearity in the regression model suggests the need for further analysis to ensure the validity of the findings.

Future research is recommended to expand the coverage area and involve more schools to make the results more generalizable. Longitudinal studies are also needed to assess dynamic changes in students' career maturity over time. In addition, future research can integrate psychosocial factors, family support, and the use of digital technology in career counseling services, to enrich the understanding of the determinants of students' career maturity. More complex structural analysis, such as Structural Equation Modeling (SEM), is also recommended to examine the relationship between variables in more depth.

CONCLUSIONS

The results of Pearson correlation analysis show that all dimensions of the CIPP model, namely Context, Input, Process, and Product, have a positive relationship with students' career maturity, although the strength of the relationship is low. The correlation coefficient between the Context dimension and career maturity was recorded at $r = 0.210$ ($p = 0.004$), Input at $r = 0.211$ ($p = 0.004$), Process at $r = 0.219$ ($p = 0.003$), and Product at $r = 0.254$ ($p < 0.001$), which indicates the contribution of each dimension to the development of students' career maturity, but not dominantly.

Multiple linear regression analysis further revealed that the CIPP model simultaneously had a significant effect on students' career maturity with an F value of 5.560 ($p < 0.001$), but with a relatively small contribution indicated by the coefficient of determination R^2 of 0.109. Partially, the Input ($\beta = 0.663$; $p = 0.016$) and Product ($\beta = 2.016$; $p = 0.001$) dimensions have a significant positive effect on student career maturity, while the Context ($\beta = -0.736$; $p = 0.013$) and Process ($\beta = -1.769$; $p = 0.003$) dimensions actually show a negative influence. The negative coefficients on Context and Process are expected due to high multicollinearity between dimensions, especially between Process and Product, which have a very high correlation of $r = 0.970$. In addition, this finding also reflects the gap between formal school policies and the implementation of career counseling programs in the field which are administrative in nature and have not been fully internalized in students.

From the qualitative thematic analysis, it was found that the effectiveness of career counseling management through the CIPP model still faces some significant challenges. The three main themes identified were uneven structural support, limited inputs and facility gaps, and adaptive service delivery but limited impact. Although the career counseling program has been implemented routinely, the benefits perceived by students are still uneven, with some students perceiving the program as a formality and less relevant to their personal needs. Therefore, strengthening policies, improving the competence of counseling teachers, providing supporting facilities, and a more personalized and responsive service approach are important keys to increasing the effectiveness of career counseling programs in supporting students' career maturity more optimally.

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