

Optimizing Decision-Making in Guidance and Counseling Programs: A Systematic Review of The CIPP Evaluation Model

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ABSTRACT

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Aim: This study aims to examine the CIPP evaluation model as a decision-making tool in the development of Comprehensive Guidance and Counseling programs through a Systematic Literature Review (SLR) approach. The review was conducted on 12 reputable scientific articles selected based on the PRISMA protocol from a scholarly search engine, namely Google Scholar. Data analysis utilized thematic synthesis to systematically identify patterns of findings across studies. The results of the study addressed two main research questions. First, the CIPP model has been widely applied in various contexts of Guidance and Counseling (BK) programs within educational institutions, demonstrating the ability to comprehensively diagnose program conditions across all components: context, input, process, and product. Second, the CIPP model significantly contributes as a decision-making tool in Comprehensive Guidance and Counseling programs, both structurally in evaluating program aspects and strategically in supporting data-driven counselor accountability. These findings imply that the consistent application of the CIPP model can improve the quality of guidance and counseling services, strengthen counselors' professional competencies, and provide an empirical foundation for educational policy-making oriented toward the optimal development of students.

Keywords: CIPP Evaluation Model, Comprehensive Guidance and Counselling, Decision Making, BK Program Evaluation, Systematic Literature Review



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INTRODUCTION

Guidance and Counseling (BK) is an integral component of the education system that plays a strategic role in supporting students' holistic development (Brown, 2020; Mubarakah et al., 2025; Vilbas & King-Sears, 2023). The BK program is not merely a supplementary service to education; it serves as a systematic framework that facilitates students' personal, social, academic, and career development in a planned and continuous manner (Brown, 2020; Patrisia et al., 2025). However, in practice, the implementation of the BK program in educational institutions still faces various fundamental issues, ranging from unclear program objectives, a shortage of competent human resources, a weak monitoring system, to the absence of a systematic and data-driven evaluation mechanism (Cahyaningtyas & Maulida Zakiah, 2025; Hakim et al., 2023; Nurlaila et al., 2025). This situation is particularly ironic, given that the effectiveness of an educational program can be truly determined only through a structured and comprehensive evaluation process (Nurwulan & Khairi, 2023).

Program evaluation in the context of school counseling is not merely an end-of-implementation assessment, but a continuous process encompassing the entire program cycle from planning to outcomes (Lenz, 2022). The absence of

adequate evaluation in school counseling programs directly impacts low service accountability, a lack of rational decision-making foundations, and stagnation in future program development (Isrofin et al., 2024a; Sitirahayulubis et al., 2023). Ironically, many school counselors lack the understanding and skills necessary to conduct scientific program evaluations, so the development of guidance and counseling services often proceeds without a clear direction and relies solely on intuition rather than empirical evidence (Mudrikah & Suherman, 2024; Sulastrini et al., 2024). This situation underscores the urgency of implementing an evaluation model that is not only conceptually comprehensive but also practically applicable (Syahrul et al., 2022).

One of the evaluation models considered most relevant and academically validated in the context of educational program evaluation is the CIPP model developed by Daniel Stufflebeam. CIPP stands for Context, Input, Process, and Product, with each component designed to address different yet interrelated evaluative questions (Stufflebeam & Zhang, 2017). Context evaluation aims to identify the needs, problems, and opportunities underlying the creation of a program. Input evaluation focuses on the readiness of the resources used to implement the program. Process evaluation

examines the extent to which program implementation proceeds according to the established plan. Meanwhile, product evaluation assesses the outcomes achieved, including the short, medium, and long-term impacts of the implemented program. The primary strength of the CIPP model lies in its decision-oriented nature, meaning that each component of the evaluation is designed to generate information that can be directly used as a basis for decision-making by stakeholders (Pukada et al., 2025).

The concept of Comprehensive Guidance and Counseling, or what is known in the international literature as the comprehensive guidance and counseling program, is a systematic, structured framework for developing guidance and counseling programs that is oriented toward the development of all students (National, 2019; Oktadinata & Herdi, 2025). Gysbers and Henderson first popularized this model and has since been widely adopted in many countries, including Indonesia. The Comprehensive Guidance and Counseling Program encompasses four main service components: basic services, responsive services, individual planning, and system support (Setiawati, 2022; Widya et al., 2025). It is within this framework that the CIPP evaluation model is most relevant, as each component of the Comprehensive Guidance and Counseling Program requires an evaluation mechanism that is comprehensive and grounded in scientifically accountable data (Octahabrianyah & Mustofa, 2023). Without evaluation grounded in a robust framework such as the CIPP model, the development of the Comprehensive Guidance and Counseling program would lack an empirical foundation and be vulnerable to various systemic weaknesses that are difficult to detect (Isrofin et al., 2024; Novianti et al., 2026; Sundaya & Montanesa, 2024).

Furthermore, the CIPP model's role as a decision-making tool has significant implications for school counselors, who are the primary providers of guidance and counseling services (Agista et al., 2025; National, 2019). Decision-making in the context of school counseling is not only related to determining the type of services to be provided to students, but also involves strategic decisions regarding program redesign, resource allocation, setting intervention priorities, and communicating outcomes to school principals, parents, and other stakeholders (Sheperis & Bayles, 2022; Sundaya & Montanesa, 2024). In this context, evaluation data generated through the CIPP model is highly valuable, providing systematic, verified evidence as the foundation for every decision (Walidaini et al., 2024).

Nevertheless, studies that specifically and systematically explore the application of the CIPP model as a decision-making tool in the development of Comprehensive Guidance and Counseling programs remain very limited. Most existing research is partial, examining only one or two CIPP

components or focusing on specific educational contexts without providing a comprehensive overview of the model's application patterns and effectiveness across studies (Wulan et al., 2026). This gap poses a serious problem, given the increasingly urgent practical need among counselors and policymakers for comprehensive, reliable evaluation guidelines based on the latest research synthesis (Az-Zahra et al., 2024).

Based on this background, this study aims to address the identified gap through a Systematic Literature Review (SLR) approach. The SLR approach was chosen because it allows researchers to synthesize findings from multiple primary studies in a systematic, transparent, and replicable manner, thereby yielding stronger conclusions than conventional literature reviews (Page et al., 2021). By thoroughly examining relevant research within a specified timeframe, this study aims to identify patterns in the application of the CIPP model in guidance and counseling programs, analyze its contribution as a decision-making tool, and uncover gaps that require further research. The findings of this systematic review are expected to provide tangible contributions, both theoretically to the development of guidance and counseling science and practically to counselors, school principals, and policymakers in managing guidance and counseling programs that are accountable, evidence-based, and oriented toward the optimal development of all students.

METHOD

This study employs a Systematic Literature Review (SLR) approach, a method designed to systematically, transparently, and reproducibly identify, select, analyze, and synthesize all relevant research evidence (Page et al., 2021). This approach was chosen because SLR requires adherence to strict and structured procedures, ensuring that every stage of the research can be traced and scientifically justified (Ramayanti et al., 2025; Sutanto et al., 2021). Furthermore, to ensure transparency and quality, this study adheres to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines as an internationally recognized reporting standard (Page et al., 2021). The literature search was conducted systematically using keywords such as "CIPP evaluation," "CIPP model for guidance and counseling," "CIPP evaluation in guidance and counseling," "comprehensive school counseling program," "comprehensive school counseling evaluation," and "decision-making in school counseling." These keywords were combined using the Boolean operators AND and OR to broaden the search scope while maintaining relevance. The search was limited to articles published between 2021 and 2026 to ensure the findings analyzed were up to date and relevant.

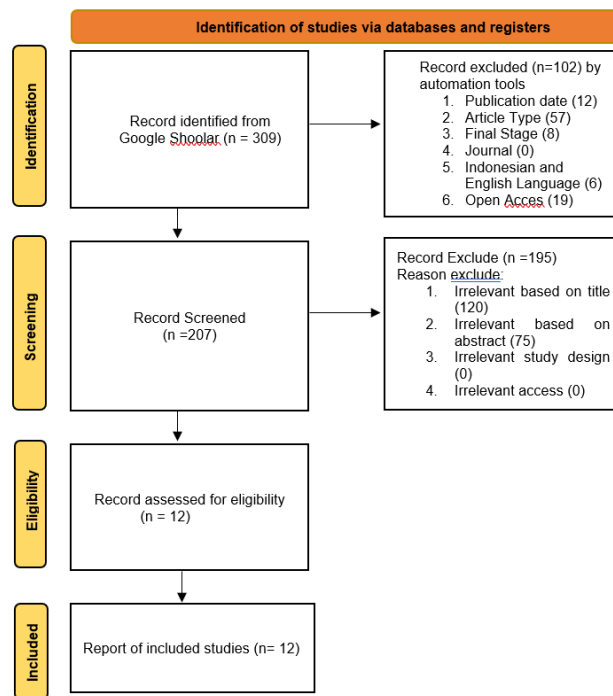


Figure 1. PRISMA Flowchart

After identifying all relevant literature, the next step is to select studies based on the established inclusion and exclusion criteria. The establishment of inclusion and exclusion criteria in this study covers several aspects, including year of publication, document type, publication stage, source type,

language of publication, topic, and accessibility. Further details regarding these criteria are presented in Table 1, which explains the basis for consideration in the systematic literature selection process.

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication Year	2021-2026	Before 2021
Document Type	Research Articles	Non-research articles such as books, book chapters, proceedings, and others
Publication Stage	Final Stage	In the production stage
Source Type	Journals	Other than journals
Language	English and Indonesian Languages	Other than English and Indonesian
Access	Open Access	Restricted Access

Data analysis in this study was conducted using a thematic analysis approach, which was applied to identify, categorize, and interpret patterns of meaning that emerged consistently from various literature findings (Braun & Clarke, 2023; Jowsey et al., 2021). This approach was chosen for its flexibility and adaptability, enabling researchers to systematically and thoroughly synthesize qualitative findings across diverse research contexts (Xu & Zammit, 2020). Through this process, diverse research results can be synthesized into structured themes that are interrelated and aligned with the study's objectives.

Thus, the entire series of processes was carried out meticulously to ensure that the resulting synthesis is objective, comprehensive, and makes a tangible contribution to the development of science as well as guidance and counseling practice.

RESULTS AND DISCUSSION

Results

This study successfully identified 12 articles that, overall, met the established inclusion and exclusion criteria. The results of the literature review were then organized into several main themes to address the research questions systematically. The first theme examines the implementation of the CIPP evaluation model in Guidance and Counseling programs across various educational settings, including its effectiveness in assessing program implementation. The second theme examines the CIPP model as a decision-making tool, particularly for identifying the strengths, weaknesses, and development needs of comprehensive Guidance and Counseling programs. The synthesis of findings from both focuses is summarized in Table II, which presents an overview of the main findings from the twelve analyzed articles.

Table II. Results of the Literature Reviews

No	Judul Penelitian	Author	Tujuan Penelitian	Temuan
1	Evaluation of Guidance and Counseling Programs Using the CIPP Model in Public and Private High Schools in Surabaya	(Damayanti & Pratiwi, 2026a)	Evaluating the implementation of the guidance and counseling program at two high schools in Surabaya with different curriculum characteristics using the CIPP model.	The guidance and counseling programs at both schools have been successful and have had a positive impact on the students. However, several areas still need improvement to optimize the overall quality of the programs.
2	Implementation of Comprehensive Guidance and Counseling Strategies in Career Planning for Vocational High School Students	(Dewi et al., 2026)	Describes the concept of career planning for vocational high school students and comprehensive guidance and counseling strategies to support it.	A comprehensive guidance and counseling approach that integrates basic services, responsive support, individualized planning, and systemic support has proven effective in enhancing the readiness and confidence of vocational high school students in making well-informed career decisions.
3	Transformation of Guidance and Counselling Programs in Vocational Schools: Integrated Evaluation Using the CIPP Model	(Lianawati et al., 2025)	Determining the effectiveness of personal and social guidance and counseling programs in vocational high schools using the CIPP model.	The personal and social guidance program at SMK Negeri 1 Kemlagi is rated "good." There has been a 41.89% increase in service performance in the "very good" category. All CIPP subcomponents are rated 'good' to "very good."
4	Analysis of Structural Aspects of Guidance and Counseling Programs: A Case Study at a High School in Bandung	(Fauzi et al., 2024)	Conducting an in-depth analysis of the structural aspects of the guidance and counseling program at high schools in Bandung City.	The guidance and counseling program at the high school under study has evolved into a comprehensive program, encompassing potential development, facilitation of developmental tasks, creation of a supportive environment, and development of decision-making skills.
5	Enhancing Quality of Guidance and Counseling in Vocational Schools: Testing the Effectiveness of Evaluation Instruments Based on the CIPP Model	(Setiawan et al., 2024)	Assessing the effectiveness of the CIPP model in evaluating guidance and counseling programs within the Merdeka curriculum at vocational high schools.	The CIPP model has proven to be reliable and consistent in measuring the effectiveness of guidance counseling programs (ICC = 0.750–0.794). Guidance counselors' evaluation skills improved significantly after implementing the CIPP model, with post-test scores higher than pre-test scores.
6	Evaluation of the Implementation of a Career Guidance Program Using the CIPP Model	(Atma et al., 2024)	Evaluating the implementation of the career guidance program at SMK Negeri 2 Salatiga using the CIPP model.	Context: Support from the school administration and objectives aligned with the vision and mission. Input: Adequate teacher-student ratio and budget. Process: Guidance counseling procedures are implemented, but follow-up evaluations are not yet optimal. Product: Program implementation at 80%; students gain insight into their career paths.
7	Exploring Accountability in School Counseling: Research Trends, Applied Models, and Implications for Practice in Indonesia	(Isrofin et al., 2024a)	Reviewing the literature on trends, models, and barriers to accountability in school counseling.	Accountability in school counseling is closely linked to program evaluation, data-driven decision-making, and stakeholder collaboration. Reference models include data-driven decision-making, the MEASURE model, the evidence-based model, and the IDEAS model. Barriers to accountability stem from both internal and external factors.
8	Evaluation and Supervision of Guidance and Counseling Using the CIPP Model	(Pristanti & Ardhiyah, 2023a)	Developing a CIPP-based evaluation model for guidance and counseling services in schools.	The Context, Process, and Product components are rated as good. The Input component is rated as fairly good. Overall, the evaluation of the BK program using the CIPP model is rated as good.
9	Evaluation of the Implementation of the School of Change Program	(Rurisman et al., 2023)	Describes the application of the CIPP evaluation model in	Describes the application of the CIPP evaluation model in evaluating the curriculum of pilot high schools.

	in High Schools Using the CIPP Evaluation Model		evaluating the curriculum of pilot high schools.	
10	Application of the CIPP Evaluation (Context, Input, Process, Product) in the Pilot Program for Excellent Madrasah at MTsN I Yogyakarta	(Dicky Artanto et al., 2023)	Examining the application of the CIPP evaluation model in the pilot program for high-performing madrasahs at MTsN I Yogyakarta.	Examining the application of the CIPP evaluation model in the pilot program for high-performing madrasahs at MTsN I Yogyakarta.
11	The Establishment of Career Development and Employment Guidance Course Evaluation System based on CIPP Model	(Shu et al., 2023a)	Developing an evaluation system for career guidance and employment courses in higher education institutions based on the CIPP model.	Developing an evaluation system for career guidance and employment courses in higher education institutions based on the CIPP model.
12	Trends and Changes in School Counselor CACREP Standards in the United States	(Akos & Duquette, 2022)	Examining changes in CACREP standards for school counselor preparation over four decades in the United States.	Examining changes in CACREP standards for school counselor preparation over four decades in the United States.

Discussion

RQ1: How Is the CIPP Evaluation Model Applied in Comprehensive Guidance and Counseling Programs in Educational Institutions?

Findings from various studies indicate that the CIPP evaluation model has been widely applied in various contexts of guidance and counseling programs in educational institutions. Pristanti & Ardiyah (2023) found in their study that applying the CIPP model to the evaluation and monitoring of guidance and counseling services produced a comprehensive picture of the program's status, with the context, process, and product components rated good, while the input component still required improvement. This indicates that the CIPP model can identify the specific strengths and weaknesses of a program within each component. In contrast, traditional evaluation approaches cannot do so by focusing solely on outcomes. In line with this, Atma et al. (2024) found, in an evaluation of the career guidance program at SMK Negeri 2 Salatiga, that the program's context and input components functioned well. Still, there were significant weaknesses in the process component, particularly in the implementation of evaluation and follow-up services, which were not yet optimal, as well as time constraints, which were the main obstacle to program implementation.

The application of the CIPP model not only provides a diagnostic overview but also facilitates continuous transformation in guidance and counseling programs (Agista et al., 2025; Atma et al., 2024; Waruwu et al., 2025). Lianawati et al. (2025) noted that an evaluation of personal-social guidance and counseling programs in vocational high schools using the CIPP model showed a 41.89% improvement in service outcomes, which fell into the "very good" category, with all CIPP subcomponents ranging from "good" to "very good." These findings confirm that the consistent and structured application of the CIPP model can drive measurable

improvements in the quality of guidance and counseling services. Additionally, Setiawan et al. (2024) found that the CIPP-based evaluation instrument developed within the context of the Merdeka curriculum in vocational high schools proved reliable, with ICC values ranging from 0.750 to 0.794, and that guidance counselors' evaluation skills improved significantly after implementing the model. This indicates that the CIPP model is useful not only as a framework for program evaluation but also as a means to enhance counselors' professional capacity.

In a broader context, Damayanti & Pratiwi (2026) found, in their comparative study of two high schools in Surabaya with different curriculum characteristics, that the guidance and counseling programs at both schools had a positive impact on students. However, there were still some areas that needed improvement. These findings suggest that applying the CIPP model across various school contexts yields inconsistent results, and this is the model's primary strength: its ability to capture the unique contextual conditions of each program. The relevance of the CIPP model is also demonstrated in an international context by Shu et al. (2023), who successfully integrated it into an evaluation system for career guidance courses at universities in China, resulting in a diverse assessment system oriented toward lifelong learning. These findings underscore that the CIPP model's adaptability extends beyond specific educational levels and cultural contexts.

RQ2: How Does the CIPP Evaluation Model Contribute as a Decision-Making Tool in the Development of Comprehensive Guidance and Counseling Programs?

The contribution of the CIPP evaluation model as a decision-making tool in the development of comprehensive guidance and counseling programs can be understood through two main dimensions: the structural and strategic dimensions (Fauzi et al., 2024; Nehe et al., 2024; Stufflebeam & Zhang,

2017). In the structural dimension, empirical findings indicate that guidance and counseling programs oriented toward a comprehensive approach integrate key components, such as the development of student potential, facilitation of developmental tasks, and strengthening of decision-making skills, as indicators of the quality of modern guidance and counseling services. This is as stated by Fauzi et al. (2024), who found that the structure of guidance and counseling programs in high schools has evolved toward a more systematic, student-centered, comprehensive model.

In this context, the CIPP model serves as an evaluation framework that enables a comprehensive analysis of every program component, ranging from contextual fit to the achievement of outcome (Silviariza et al., 2023; Sundaya & Montanesa, 2024). The findings of Damayanti & Pratiwi (2026) reinforce this by showing that guidance and counseling programs evaluated using the CIPP framework have been shown to have a positive impact on students. However, several aspects still need refinement to optimize the program. In line with this, Lianawati et al. (2025) found that all CIPP components fell into the good to very good categories, with significant improvements in service outcomes, confirming that CIPP-based evaluation can provide a comprehensive picture of the quality of guidance and counseling programs.

Furthermore, regarding implementation, Atma et al. (2024) demonstrate that each component of CIPP yields specific information for decision-making, such as the alignment of program objectives with the school's vision (context), the adequacy of resources (input), the quality of service delivery (process), and the extent to which program outcomes are achieved (product). This information serves as a crucial foundation for counselors in conducting continuous improvements to guidance and counseling programs. This is further supported by Pristanti & Ardhiyah (2023), who indicate that the overall evaluation of CIPP-based guidance and counseling programs falls into the "good" category. However, there are still weaknesses in the input aspect that require further attention in program decision-making.

At the strategic level, the CIPP model's contribution is increasingly evident in strengthening accountability and data-driven decision-making. Isrofin et al. (2024) emphasize that current school counseling practices demand accountability that focuses not only on reporting activities but also on the ability to generate evaluative data that can serve as the basis for decision-making and collaboration with stakeholders. In this regard, the decision-oriented nature of the CIPP model makes it relevant, as each of its evaluation components is designed to generate actionable, context-specific information (Kapoor et al., 2024; Siburian & Sihotang, 2025).

Furthermore, the effectiveness of the CIPP model as an evaluation tool is supported by the findings of Setiawan et al. (2024), which indicate that it has high reliability and can significantly enhance guidance counselors' evaluation competencies. This suggests that the use of the CIPP model

not only impacts program quality but also enhances counselors' professional capacity to conduct data-driven evaluations (Agista et al., 2025; Pradhana & Roesminingsih, 2020). In a broader context, Dewi et al. (2026) emphasize that the implementation of comprehensive, integrated guidance and counseling programs has been shown to improve students' readiness for career decision-making, further reinforcing the importance of continuous evaluation as the foundation for program development. Finally, the findings of Akos & Duquette (2022) regarding the rising standards for counselor training over the past four decades further underscore the urgency of mastering the CIPP evaluation model as an essential competency for today's counselors, as the increasingly high professional demands placed on counselors can only be met if supported by systematic, accountable, and empirically grounded program evaluation skills

Thus, it can be concluded that the CIPP evaluation model makes a significant contribution as a decision-making tool for comprehensive guidance and counseling programs at both the structural and strategic levels. This model not only enables systematic and comprehensive program evaluation but also generates relevant, accurate, and data-driven information that can serve as a foundation for the continuous design, improvement, and development of guidance and counseling programs.

CONCLUSION

Based on a systematic review of 12 articles, the CIPP evaluation model is an instrument that is not only comprehensive but also strategic for evaluating and developing comprehensive guidance and counseling programs in educational institutions. Through its four main components: context, input, process, and product, this model provides a comprehensive and contextual overview of the program's status, while clearly identifying strengths and weaknesses that require follow-up. More than just an evaluation tool, CIPP serves as a foundation for data-driven, relevant, and practical decision-making, enabling counselors and policymakers to design targeted program improvements. Therefore, the consistent and structured application of the CIPP model not only strengthens the accountability of guidance and counseling services but also drives continuous improvement in program quality and effectiveness, ensuring that the services provided are truly responsive to students' needs and the dynamics of the educational environment.

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strengthening accountable and evidence-based program evaluation practices in educational institutions.

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