



Evaluation of the Discrepancy Model in the Implementation of Consultation Services

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Abstract. Consultation services are a critical component of school guidance, requiring systematic evaluation to ensure quality and accountability. This study evaluated the implementation of consultation services at SMA Negeri Taruna Nala, East Java, using Provus's (1971) Discrepancy Evaluation Model. A mixed-methods design was employed; quantitative data were collected via a 100-item instrument using a 1–7 Likert scale, while qualitative data were gathered through unstructured interviews. The subject was one school counselor with 20 years of professional experience. The baseline standard applied was Standard 3, Criterion 6 of ABKIN, adopted from the South Carolina Guidance and Counseling Program Model. The results revealed a total score of 679 out of 700 (97.00%), indicating full implementation. Aspect-level analysis showed high implementation across dimensions: Organization (97.86%), Planning (95.71%), Design (100%), Implementation (98.57%), and Evaluation (92.86%). Notably, item 24 (selective planning) scored 1, demonstrating that establishing written criteria for cases requiring formal consultation remains a key area for improvement. Item 71 (principal involvement) scored 5, indicating partial implementation, while ten items in the Evaluation aspect scored 6, highlighting opportunities to strengthen evaluation through systematic standardization. As a single-case evaluation, these findings describe the practices of one counselor and cannot be generalized to broader institutional services. Additionally, the evaluation relied solely on the counselor's self-reports without integrating perspectives from other stakeholders, such as the principal, homeroom teachers, or parents.

Keywords: Consultation services; discrepancy evaluation; school counselor; senior high school; program evaluation.

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Introduction

Guidance and counseling services have shifted from reactive approaches toward comprehensive, evidence-based models over the past two decades (Erford, 2022). This transformation responds to educational demands for measurable impact, formalized in the ASCA National Model (ASCA, 2019), which requires school counselors to demonstrate contributions to students' academic, career, and social-emotional development through systematically evaluated programs.

In Indonesia, this paradigm shift is codified in Law No. 20 of 2003 and Ministerial Regulation No. 111 of 2014, which establish school counselors as professional educators and mandate program evaluation as integral to professional service cycles (Ministry of Education and Culture, 2014). Without systematic evaluation, services lose scientific and professional legitimacy (Astramovich & Coker, 2007).

Yet substantial gaps persist between policy and practice. Musyofah et al. (2021) found that most school evaluations remain informal and inconsistently documented. Sugiyo and Muslikah (2018) reported that 81.82% of counselors fail to conduct scheduled evaluations—evidence that evaluation has not become an internalized professional culture. Dewi et al. (2023) identified barriers including absent standard formats, limited understanding of systematic procedures, and administrative overload, directly threatening counselors' legitimacy in data-driven educational systems (Mentiana et al., 2024).

Among counseling components, consultation occupies a strategic position bridging counselors with students' support ecosystems—parents, teachers, and administrators. Defined as triadic, voluntary, non-hierarchical interaction oriented toward developing consultees' capacity to address student issues independently (Erchul & Martens, 2017; Dougherty, 2013), consultation effectiveness depends on collaborative relationships, role clarity, and communication competencies. Erford (2022) contends that consultation extends beyond problem-solving to preventive and developmental strategies that exponentially expand counselor impact through empowering those who interact directly with students. Ministerial Regulation No. 111 of 2014 explicitly mandates consultation as an indispensable responsive service component.

Muiz and Fitriani (2022) emphasize that consultation is increasingly urgent in Indonesian education, where complex student issues cannot be addressed individually without structured collaboration. While evaluative studies of guidance and counseling programs are common—employing CIPP, discrepancy, and satisfaction-based models (Said, 2025)—most remain macro-level, focusing on responsive, career, or classroom-based services rather than consultation specifically (Noviani, 2020).

Narrowing focus to consultation services reveals a remarkably sparse literature. Only a handful of studies explicitly evaluate consultation: a CIPP study at State Senior High School 6 in Banjarmasin (Purbasari et al., 2021) and a study in Semarang vocational schools, which nonetheless highlighted the lack of structured consultation evaluation. Studies at Waru No. 1 and Y Pinrang high schools found consultation implementation deviated from operational standards, with counselors failing to conduct comprehensive evaluations (Said, 2025). These findings corroborate Musyofah et al. (2021), who noted that while evaluation is essential for program improvement, many schools still lack comprehensive evaluation practices.

Thus, evidence-based evaluative studies on high school consultation services remain extremely limited, providing strong justification for further research. To address this gap, the Discrepancy Evaluation Model (DEM) (Provus, 1971) offers a relevant framework comparing actual program conditions against ideal standards, enabling identified discrepancies to inform measurable improvement recommendations (Mustafa, 2021). Unlike CIPP, DEM focuses specifically on normative gaps between actual and ideal conditions, producing more operational recommendations directly applicable to service improvements (Hidayat, 2020). Aspandi (2022) found that DEM significantly enhanced evaluation quality and produced more targeted recommendations than informal counselor-conducted evaluations.

This study employs Standard 3, Criterion 6 of ABKIN, adapted from The South Carolina Guidance and Counseling Program Model (Indonesian Association of Guidance and Counseling, 2013; South Carolina Department of Education, 2018). Standard 3 requires counselors to implement responsive services through counseling, consultation, and referral; Criterion 6 specifically mandates consultation skills when collaborating with parents, administrators, teachers, and other school personnel. Adoption of international standards provides comparative legitimacy and contextual relevance (Rahman & Affandi, 2018).

Although DEM has proven effective in guidance and counseling contexts, prior applications have focused primarily on direct services such as individual counseling or support services like referrals and baseline data collection (Saputra, 2015; Diniyah et al., 2024; Az-Zahra et al., 2024; Alamsyah et al., 2024). A critical gap remains: no studies have specifically evaluated indirect, collaborative, systemic consultation services.

Consultation warrants distinct evaluation because success is measured not by direct student contact but by counselors' capacity to empower the support ecosystem. Without specific consultation assessment, programs lack accurate data on systemic collaboration effectiveness.

This study fills the gap by: (1) applying DEM to evaluate high school consultation services; (2) operationalizing ABKIN Standard 3, Criterion 6 into a validated 100-item instrument; and (3) formulating data-driven improvement recommendations. Specifically, this study aims to: (1) evaluate consultation service implementation at Taruna Nala State High School based on ABKIN Standard 3, Criterion 6; (2) identify gaps between ideal and actual conditions using DEM; and (3) formulate operationally implementable supervision recommendations.

Method

Research Design

This study employed a simple mixed-methods approach (Creswell & Plano Clark, 2018), which combines quantitative and qualitative methods. The quantitative approach was conducted by distributing an evaluation instrument in the form of a questionnaire with a 1–7 scale, while the qualitative approach was conducted through unstructured interviews as supporting data to reinforce and contextualize the quantitative results. The quantitative data

answered the question of the extent to which the service was implemented, while the qualitative data answered the questions of why and how those conditions occurred.

The study employed a descriptive evaluative design using the Discrepancy Evaluation Model developed by Provus (1971). This model was used to compare the implementation of counseling services at Taruna Nala State High School in East Java with Standard 3, Criterion 6 of ABKIN (Widoyoko, 2017). The evaluation was conducted to determine the level of implementation of counseling services and to identify aspects that still need to be strengthened (Diniyah et al., 2024). Through this comparison, the evaluation aims to provide a realistic picture of the level of implementation of counseling services and to identify specific aspects that require further strengthening.

Participants

The subject of the evaluation was a guidance and counseling teacher at Taruna Nala State High School in East Java, Ms. I.P.D., who has been working as a guidance and counseling teacher for 20 years and is 42 years old. The subject was selected through purposive sampling because she is directly involved in providing counseling services at the school and meets the criteria for a key informant in the evaluation process.

Research Instruments

This study employs a sequential explanatory mixed-methods design, as proposed by Creswell and Plano Clark (2018). This design was chosen because it gives primary priority to the collection and analysis of quantitative data in the initial stage, followed by the collection of qualitative data in the subsequent stage to deepen, strengthen, and contextualize the numerical findings obtained. Thus, the quantitative approach is positioned as the primary component (quantitative priority), while the qualitative approach serves as a complementary explanatory element (qualitative follow-up) that helps address aspects not revealed through statistical data.

The quantitative approach was carried out by distributing an evaluation instrument in the form of a Likert-scale questionnaire ranging from 1 to 7. The instrument was structured around five aspects of consultation service delivery, namely: (A) Organization, (B) Planning, (C) Design, (D) Implementation, and (E) Evaluation. Each aspect consisted of 20 statement items. Scores of 1–3 indicated that the program had not yet been implemented; scores of 4–5 indicated that the program had been partially implemented; and scores of 6–7 indicated that the program had been fully implemented (Sarief et al., 2023; Diniyah et al., 2024). The higher the score obtained, the greater the alignment of the consultation service implementation with the standard criteria used as the basis for evaluation. The qualitative approach was conducted through unstructured interviews carried out after the quantitative data analysis was completed, with the aim of exploring in depth the reasons, barriers, and dynamics of the process behind the scores obtained. Thus, quantitative data answers the question of the extent to which the services were implemented, while qualitative data answers the questions of why and how these conditions occurred, resulting in conclusions that are more comprehensive, contextual, and based on strong evidence.

Content and construct validity were tested through an expert judgment process involving two expert validators from the Guidance and Counseling faculty. These two

experts comprehensively reviewed the alignment of each item with the indicators of the counseling service construct variables derived from ABKIN Standard 3, Criterion 6. Based on the input from the expert judgment, several items in the instrument underwent editorial revisions to make them more operational, specific, and unambiguous. To provide an overview of the construct validation process, the following presents examples of revisions to several items from each evaluation aspect based on input from the expert validators:

Table 1. Examples of Instrument Item Revisions Based on Expert Validation

Evaluation Aspect	Initial Item (Before Validation)	Validator's Revision Comment	Final Item (After Validation)
Organization	I identify the types of student problems that require consultation services.	The phrase " <i>types of problems</i> " is too broad. Narrow the statement to specifically refer to problems that fall within the counselor's professional authority.	I specifically identify student problems that require consultation services involving third parties within the counselor's professional scope of practice.
Planning	I establish clear reasons before conducting a consultation.	Include the element of " <i>data/evidence</i> " to align with the principle of service accountability.	I determine the rationale for conducting consultation services based on objective data and a needs assessment of the student.
Design	I develop the operational steps for consultation.	Use a more formal technical term that reflects the program design stage.	I develop a Standard Operating Procedure (SOP) for implementing consultation services systematically.
Implementation	I explain the purpose of the consultation to the relevant parties.	Clarify the phrase " <i>relevant parties</i> " by specifying the consultation recipients to avoid ambiguity.	I clearly explain the purpose of the consultation service to the consultees (parents, teachers, homeroom teachers, or school administrators).
Evaluation	I assess students' progress after the consultation.	Use an operational verb that reflects continuous monitoring or ongoing evaluation.	I systematically monitor students' behavioral progress following the implementation of consultation services.

Research Procedure

The evaluation process consists of three systematic stages. First, prior to field data collection: establishing evaluation standards and criteria (ABKIN Standard 3, Criterion 6); developing and validating evaluation instruments; submitting a research permission request to Taruna Nala State High School in East Java; and preparing unstructured interviews focused on guidance counselors' understanding of counseling services, the challenges they face, and their expectations for service improvement. The research schedule was set for April 15–30, 2026.

Second, during the fieldwork phase: coordination with guidance counselors regarding the process for completing the evaluation instruments and conducting brief interviews took place after obtaining approval from the school administration. Guidance counselors completed the evaluation instruments on April 23, 2026. At the same time, a single informal, unstructured interview lasting approximately 40 minutes was conducted to obtain contextual information that would strengthen the understanding of the quantitative data.

Third, after data collection: quantitative data were analyzed using descriptive statistics by calculating total scores, implementation percentages per aspect, frequency distributions,

means, medians, and standard deviations. Qualitative data were analyzed thematically to confirm and contextualize the quantitative findings. Next, a discrepancy table is compiled, presenting the gaps between standards and actual achievements along with recommendations for each aspect (Musyofah et al., 2021; Hidayat, 2020).

Data Analysis

The overall category is determined using the following interval class calculation:

Table 2. Assessment Categories for the Consultation Service Evaluation Instrument

No.	Percentage (%)	Category	Score Interval
1	71.44%–100%	Fully Implemented	500.1–700
2	42.87%–71.43%	Partially Implemented	300.1–500
3	14.29%–42.86%	Not Implemented	100–300

Results

Based on the analysis of the questionnaire completed by Ms. I.P.D., a total score of 679 out of a maximum of 700 was obtained, or 97.00%. This score falls into the “fully implemented” category, in accordance with the established score interval criteria (500.1–700). The average score per item was 6.79 with a median of 7.00, indicating that responses were very close to the highest category. Of the 100 items, 85 items (85%) received a perfect score of 7, and 13 items (13%) received a score of 6. Only 2 items scored below 6: 1 item scored 5 and 1 item scored 1.

These findings align with Putri (2019), who noted that guidance counselors with extensive work experience tend to demonstrate better service delivery because they have developed effective routines and work patterns. With 20 years of service, this guidance counselor has developed mature practical skills in managing counseling services. This finding is also consistent with the principle of professional accountability emphasized by Astramovich and Coker (2007), who state that systematic evaluation is an integral component of evidence-based counseling practice.

Analysis by Aspect

Table 3 presents a complete summary of the analysis results by aspect. The analysis shows that all five aspects of the consultation service fall into the “fully implemented” category, with variations in achievement that require further interpretation.

Table 3. Summary of Analysis Results by Aspect of Consultation Services

Code	Aspect	Items	Score	Maximum Score	Percentage (%)	Category
A	Organization	20	137	140	97.86%	Fully Implemented
B	Planning	20	134	140	95.71%	Fully Implemented
C	Design	20	140	140	100.00%	Fully Implemented
D	Implementation	20	138	140	98.57%	Fully Implemented
E	Evaluation	20	130	140	92.86%	Fully Implemented
Overall		100	679	700	97.00%	Fully Implemented

The Design Aspect (C) was the only aspect to achieve a perfect score of 140/140 (100%). All 20 items in this aspect received a score of 7, indicating excellent competence in the development of operational steps, case criteria, communication procedures,

documentation formats, and consultation evaluation mechanisms. This achievement represents a significant strength that must be maintained and documented as a benchmark for quality standards.

The Implementation Aspect (D) achieved a score of 138/140 (98.57%), with only one item failing to reach the maximum score: item 71 (school leadership involvement), which scored a 5. The involvement of school leadership in the consultation process plays a crucial role in ensuring systemic support and the availability of necessary resources for case management (Setiawan et al., 2026; Coelho et al., 2025). Interview results indicate that guidance counselors involve school administrators on a case-by-case basis without clear guidelines; therefore, formal criteria and mechanisms are needed to determine when school administrators should be involved.

The Organizational Aspect (A) received a score of 137/140 (97.86%), with three items scoring 6: item 9 (initial communication with parents), item 10 (coordination with school administrators), and item 16 (an organized consultation workflow). These three items indicate areas for improvement in external coordination and the systematic development of consultation procedures.

The Planning aspect (B) received a score of 134/140 (95.71%), with one critical finding of primary concern: item 24 (planning consultations only for cases requiring collaboration) received a score of 1 (not yet implemented). This item was the only one in the entire evaluation categorized as “not yet implemented.” According to Brown et al. (2011), one of the fundamental principles of consultation is selectivity—this service is designed for situations requiring collaboration with third parties to address issues that exceed the capacity for self-management. Newman & Rosenfield (2019) emphasize that consultation is not merely routine communication or coordination, but rather a structured professional process. When the selection criteria for consultation are not clearly documented, there is an opportunity to strengthen the effectiveness of the service; this can serve as an area for development to improve service efficiency, ensure proper information management, and enhance the accuracy of consultation objectives, as no specific consultation goals have been established.

The Evaluation (E) aspect received the lowest score among the five aspects, namely 130/140 (92.86%), with 10 items scoring a 6. These items include an assessment of the appropriateness of the parties involved (item 82), a review of the basis for conducting consultations (item 83), an assessment of timeliness (item 84), an evaluation of confidentiality (item 85), an assessment of ethical compliance (item 86), assessment of communication with parents (item 89), support from school leadership (item 90), completeness of documentation (item 93), technical arrangements (item 95), and review of reports (item 96). The interview results confirmed that the evaluation was conducted using a relatively flexible approach and still has room for improvement toward more structured documentation. Gibson and Mitchell (2011) emphasize that evaluations of guidance and counseling services must be documented to serve as the basis for professional accountability. Sugiyo and Muslikah (2018) found that unsystematic evaluations are one of the main obstacles to the development of guidance and counseling programs. Table 4 presents a systematic analysis of discrepancies by aspect,

identifying gaps between ideal standards and actual performance, along with the necessary supervisory recommendations.

Table 4. Analysis of Discrepancies in the Evaluation of Counseling Services at Taruna Nala State High School

Aspect	Score (%)	Current Condition	Discrepancy	Recommendations
Organization	137/140 (97.86%)	Most indicators have been fully implemented. Opportunities for improvement are concentrated on external coordination and the systematic organization of consultation procedures (three indicators have not yet reached the maximum score).	Minor discrepancy: Initial communication with parents and school administrators still needs to be supported by more systematic procedures.	Standardize the Standard Operating Procedures (SOPs) for initial communication and establish routine coordination mechanisms.
Planning	134/140 (95.71%)	The implementation is very strong; however, one critical indicator regarding selective consultation planning has not been implemented.	Critical discrepancy: There are no written selective criteria for determining cases that require formal consultation services.	Develop written guidelines for consultation case criteria, provide training on differentiated responsive services, and use case assessment forms.
Design	140/140 (100.00%)	All operational and technical design indicators have been implemented completely.	No discrepancy: All design components have achieved the expected standard.	Maintain and document these practices as quality standards and promote them as best practices.
Implementation	138/140 (98.57%)	Implementation has been carried out very effectively, with only one area requiring improvement related to the involvement of school administrators.	Moderate discrepancy: The involvement of school administrators remains situational and is not yet supported by formal written guidelines.	Establish clear criteria for administrator involvement, schedule regular coordination meetings, and document every instance of administrative involvement.
Evaluation	130/140 (92.86%)	Evaluation has been conducted well; however, half of the indicators have not yet achieved the maximum score, particularly those related to instrument standardization and evaluation documentation.	Systemic discrepancy: Evaluation practices are not yet fully consistent and do not use standardized evaluation instruments.	Develop standardized evaluation formats, establish post-consultation evaluation as a mandatory procedure, and conduct periodic supervision.

Discussion

Overall, the evaluation results show that the counseling services at Taruna Nala State High School in East Java have been implemented very well, as evidenced by a score of 679

out of 700, or 97.00%, which falls into the “Fully Implemented” category. Interpretatively, this near-perfect percentage signifies not merely administrative compliance falling into the “Fully Implemented” category, but further represents that counseling services have been internalized into a systemic culture of collaboration at the school. This high achievement indicates the establishment of a highly receptive institutional climate, where the triadic relationship between guidance counselors, school administrators, and parents operates on a foundation of trust and strong professional partnership. This achievement directly reflects the mature professional competence of the guidance counselor, who has 20 years of service.

Mentiana et al. (2024) found that work experience and academic qualifications significantly contribute to the quality of guidance and counseling service delivery, making long tenure a key asset in the internalization of service standards. These findings are also consistent with those of Nugroho et al. (2021), who, through a systematic literature review, identified that counselors’ professional capacity is a key determinant of the successful implementation of guidance and counseling services in high schools. The 97.00% achievement obtained in this study exceeds the findings of Az-Zahra et al. (2024) regarding referral services (85.57%) and Alamsyah et al. (2024) regarding basic data collection services at high schools in Malang City, which fell into the “high” category, indicating that counseling services at Taruna Nala State High School have a more comprehensive level of implementation in the context of responsive services.

A deep understanding of these evaluation findings must be grounded in a comprehensive review of consultation theory. Newman & Rosenfield (2019) define consultation as a triadic interactive process between the consultant, the consultee, and the client (students) that is voluntary, non-hierarchical, and oriented toward developing the consultee’s capacity. Caplan’s model of mental health consultation distinguishes four types of consultation: client-centered case consultation, consultee-centered case consultation, program-centered administrative consultation, and consultee-centered administrative consultation. Meanwhile, Brown et al. (2011) emphasize that consultation in guidance and counseling is not only problem-solving in nature but also preventive and aimed at developing the professional capacity of those involved. Dougherty (2013) emphasizes that the effectiveness of consultation depends heavily on the quality of the collaborative relationship, clarity of roles, and communication competencies between the consultant and the consultee. This theoretical foundation serves as an analytical framework for understanding why certain aspects of the evaluation received lower scores compared to others.

Novelty of the Research

The Organizational Aspect (A) scored 137/140 (97.86%), with three items scoring a 6: item 9 (initial communication with parents), item 10 (coordination with school administrators), and item 16 (an organized counseling workflow). These three items reflect the dimension of external coordination, which requires systematic strengthening. Muiz and Fitriani (2022) emphasize that structured needs analysis is a prerequisite for effective guidance and counseling service coordination, and without a clear needs assessment, communication with external stakeholders (parents and school administrators) tends to be reactive rather than proactive. Through academic supervision, Aspandi (2022) found that

strengthening the organization of the guidance and counseling service system significantly improved the quality of cross-functional coordination in schools. The findings regarding aspect A indicate the need to develop standardized Standard Operating Procedures (SOPs) for initial communication, particularly to determine when, how, and to whom information related to consultations is formally communicated.

The Planning aspect (B) presents the most critical finding in this evaluation, namely item 24, which received a score of 1 (Not Yet Implemented). This item pertains to consultation planning that is conducted selectively, only in cases that actually require collaboration with third parties. From a theoretical perspective, selectivity is a fundamental principle of consultation that distinguishes it from ordinary communication or coordination (Garbacz et al., 2025). Brown et al. (2011) emphasize that without clear selectivity, consultation services risk becoming too broad and losing their professional focus. The tendency of guidance counselors to involve various parties in every student problem situation—even when motivated by a desire for collaboration—needs to be balanced with the understanding that not all problems require formal counseling intervention. Dewi et al. (2023) found that the absence of written criteria in the implementation of guidance and counseling services at high schools in Tangerang City is one of the main barriers to the effectiveness of responsive services. This aspect (B) requires an intervention in the form of developing comprehensive and validated case criteria guidelines, which can serve as a reference for guidance counselors in making professional decisions regarding the appropriateness of the type of service provided.

The Design Aspect (C) achieved a perfect score of 140/140 (100%), making it the only aspect without any gaps in this evaluation. All 20 items in this aspect received a score of 7, indicating optimal competence in the development of operational steps, the establishment of case criteria, communication procedures, documentation formats, and consultation evaluation mechanisms. This perfect achievement is a significant strength that must be maintained and documented as an institutional quality benchmark. Mustafa (2021) explains that within the framework of the Discrepancy Evaluation Model, an aspect that achieves a 100% standard constitutes a best practice worthy of serving as a benchmark for other schools. This perfect score in the Design aspect indicates that guidance counselors possess excellent cognitive and technical capacities in systematically designing counseling services. This finding provides grounds for optimism that by strengthening other aspects that still show gaps, the overall quality of counseling services can be significantly improved, given that the design component—which serves as the foundation for service delivery—is already in optimal condition.

The Implementation Aspect (D) received a score of 138/140 (98.57%), with one item failing to achieve the maximum score: item 71 regarding school leadership involvement (score of 5). This score, which falls into the “Partially Implemented” category, indicates that the school principal’s involvement in on-site consultation services remains incidental and conditional. Guidance counselors tend to coordinate with school leaders only when facing cases that are perceived as critical, have escalated, or require high-level managerial decisions, rather than making leadership involvement a structured and routine operational standard

within the counseling service cycle. This inconsistent pattern of involvement points to a gap in the systematization of structural collaboration within the school.

This situation, in which leadership involvement has not yet been fully standardized, warrants special attention, given that Setiawan et al. (2026) emphasize that school leaders' involvement in the consultation process plays a crucial role in ensuring systemic support and the availability of the resources needed to address cases. In contemporary school counseling literature, the involvement of the principal as a key stakeholder has been recognized as a critical factor in the overall success of the guidance and counseling program (Nugroho et al., 2021). Situational involvement without written guidelines has the potential to result in inconsistencies in the systemic support received by school counselors. Therefore, the formalization of leadership involvement mechanisms must be carried out through the establishment of clear protocols regarding: (1) the types of cases that must involve school leadership, (2) case escalation procedures, and (3) documented reporting and follow-up mechanisms. This is in line with Aspandi's (2022) recommendation that systematic academic supervision by school administrators is an integral component of enhancing the competencies of guidance and counseling teachers.

The Evaluation (E) aspect received the lowest score among the five aspects (130/140, 92.86%), with 10 items scoring a 6. These items covered the dimensions of accuracy assessment, review of implementation basics, evaluation of confidentiality, ethical compliance, communication with parents, leadership support, document completeness, technical arrangements, and report review. This phenomenon of evaluation that has not yet been fully standardized is a common challenge found in the context of guidance and counseling in Indonesia. Dewi et al. (2023) found that the greatest obstacle in conducting guidance and counseling evaluations in high schools is the lack of a standardized evaluation format that can serve as a practical guide for guidance and counseling teachers. Musyofah et al. (2021), in their study of high schools and Islamic high schools, found that structured and well-documented guidance and counseling evaluations significantly improve the quality of service programs. Agramovich and Coker (2007), through the "accountability bridge" model, emphasize that systematic evaluation is not merely an administrative obligation but a professional tool for identifying the effectiveness of interventions and justifying the existence of guidance and counseling services within the educational structure. The suboptimal state of evaluation was also confirmed by Sugiyo and Muslikah (2018), who found that the lack of a scheduled evaluation process is a major obstacle to the development of guidance and counseling programs at the national level.

The gaps in the evaluation aspect identified in this study reflect broader conditions in the professional practice of school counselors in Indonesia. Alamsyah et al. (2024), in their evaluation of basic data collection services at high schools in Malang City using a discrepancy model, found a similar pattern: although implementation was in the high category, the aspects of evaluation and assessment of program outcomes still require further optimization. These findings indicate that weaknesses in the evaluation aspect are systemic characteristics that require special attention in policies for the professional development of school counselors in Indonesia. Muiz and Fitriani (2022) emphasize that the development of standardized and practical evaluation formats is an urgent need in contemporary school counseling services.

This is relevant to the findings of this study, in which guidance and counseling teachers rely on experience-based evaluations that tend to be subjective and cannot be consistently replicated. Gibson and Mitchell (2011) assert that standardized evaluation documentation is the foundation of school counselors' professional accountability, which in turn strengthens the position and legitimacy of the guidance and counseling profession within educational institutions.

The effectiveness of the Discrepancy Evaluation Model (DEM) in this study is confirmed by its ability to identify specific gaps that are not apparent in general evaluations. Mustafa (2021) explains that the main strength of the DEM compared to other evaluation models is its ability to generate evidence-based recommendations that are specific to each aspect of a program, rather than merely providing an overall assessment. Compared to the CIPP (Context-Input-Process-Product) model, which is also commonly used in guidance and counseling evaluations, the DEM is more focused on identifying normative gaps between actual conditions and ideal standards, making its recommendations more actionable and immediately implementable (Hidayat, 2020). The DEM evaluative framework, which incorporates ABKIN standards adapted from the South Carolina Guidance and Counseling Program Model (ABKIN, 2013; South Carolina Department of Education, 2008), lends international legitimacy to the standards used while ensuring their relevance within the unique context of the Indonesian education system. The use of a 100-item instrument with a 1–7 scale has proven capable of capturing subtle differences in implementation that cannot be detected by instruments with a narrower scale range (Dawes, 2008).

Implications and Contributions

The mixed-methods approach used in this study proved to provide significant added value in interpreting the findings. Quantitative data successfully identified where and to what extent gaps existed, while qualitative data from unstructured interviews successfully explained why these gaps existed and how the institutional context shaped service practices (Creswell & Plano Clark, 2018). The critical finding regarding item 24, for example, could only be fully understood through triangulation with interview data that revealed the philosophical foundations of guidance counselors' views on inclusive collaboration. Without qualitative data, this item might have been interpreted merely as a failure in implementation, when in fact it reflects a professional perspective that requires conceptual enrichment. Methodological similarities with the studies by Az-Zahra et al. (2024) and Diniyah et al. (2024) enable valid cross-context comparisons. Musyofah et al. (2021) emphasize that methodological consistency in evaluative guidance and counseling research is a prerequisite for the accumulation of scientific knowledge that can serve as the basis for the development of national service policies.

The findings of this study have significant implications for the sustainable development of guidance and counseling teachers' professionalism. Nugraha and Suwarjo (2016) emphasize that model-based evaluation using validated standards is key to the sustainable improvement of guidance and counseling program quality. In this context, evaluative research using the DEM not only provides a snapshot of the current state but also maps out data-driven development priorities. The recommendations include: first, the development of

guidelines for selective consultation criteria, collaboratively drafted by guidance and counseling teachers, school principals, and senior counselors; second, training on responsive service differentiation that strengthens conceptual understanding of the boundaries and unique roles of consultation; third, formalizing leadership engagement mechanisms through clear protocols; and fourth, developing a standardized and user-friendly post-consultation evaluation format that can be consistently applied. Nugroho et al. (2021), through a systematic review, found that most guidance and counseling issues in high schools can be addressed through structured professional capacity-building grounded in real needs, rather than generic training.

Research Limitations

The limitations of this study lie in the use of a single-case evaluation design, which inherently limits the generalizability of the findings. Criticism of single-case studies is most often based on arguments regarding limited generalizability, and studies using this design can only be considered generalizable if they are replicated across individuals. Another limitation relates to the conduct of an unstructured interview that was conducted in a single session, thereby limiting the depth of qualitative data exploration. Although unstructured interviews have the advantage of providing flexibility and rich data, conducting them in a single session is insufficient to capture longitudinal changes in the service process. Technical constraints and non-technical resistance that typically arise during the program implementation phase could not be adequately identified due to the limited observation period.

Based on the description of these limitations, Alamsyah et al. (2024) recommend that the phased use of Focus Group Discussions (FGDs) should also be considered to deepen qualitative data and build consensus on indicators of service success, as this method has been widely utilized in the field of education to achieve the objectives of planning, developing, evaluating, and assessing educational programs and policies. Further research is recommended to involve multiple informants (guidance counselors, school principals, parents, and students) to ensure more comprehensive triangulation of sources, as well as to include a broader sample to yield findings that are more representative for the development of guidance and counseling policies at the regional and national levels.

Conclusion

This study was conducted with the primary objectives of measuring the level of implementation of counseling services, identifying gaps (discrepancies) between field practices and ABKIN Standard 3, Criterion 6, and formulating data-driven strategic recommendations for the delivery of Guidance and Counseling services at Taruna Nala State High School in East Java. Empirically, the findings demonstrate that the implementation of these collaborative services has reached a highly comprehensive and mature stage (97.00% achievement). All managerial dimensions of the service—from the design phase through final evaluation—successfully exceeded the minimum standards and were categorized as “Fully Implemented.” Although this cumulative achievement is very high, a discrepancy analysis revealed specific gaps that still need to be optimized in the field, namely: the absence

of strict written parameters for determining formal consultation cases; the principal's involvement, which remains sporadic; and the lack of standardized instruments for post-consultation evaluation.

As both an implication and a contribution of this research, this study emphasizes that counselors' high level of competence and professional experience must be balanced by the systematization of service documents and procedures. The practical contribution of this research is reflected in the formulation of recommendations for operational improvements, which include the urgent need to develop guidelines for consultation case criteria, formalize protocols for involving school administrators, and develop a standardized service evaluation format. Through these findings, the study does more than simply document administrative compliance at a single institution; it contributes an operational evaluation framework that can be replicated and adapted by guidance counselors in other schools to achieve consultation services that are more accountable, structured, and based on empirical evidence.

Author Contributions

S.N. conceived the study, designed the research methodology, developed the research instrument, collected and analyzed the data, interpreted the findings, and drafted the manuscript. N.H. provided conceptual guidance, supervised the research process, reviewed the methodology, and critically revised the manuscript. F.W. contributed to methodological refinement, provided academic supervision, and critically reviewed the manuscript. A.F.P. assisted in the research implementation, provided field mentoring, and supported the data collection process. S.A. supported the field implementation, documentation, and manuscript review. A.A.A. assisted with research coordination, data collection, and discussion of the findings. All authors reviewed, approved, and agreed to the final version of the manuscript prior to submission.

Declaration of Conflicting Interests

The authors declare that they have no potential conflicts of interest related to the research, writing, and publication of this article.

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