



The Theoretical Model of Evaluation Program: Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for School Counselors (Essence, Theoretical, and Implementation)

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Abstract: The success of the program of guidance and counseling services in schools is determined, one of them, by how the counselor to analyze the program services provided through the evaluation results. Therefore, the performance of school counselors in evaluation is indispensable as foundation to assist, develop, and evaluate professional performance. This literature review discussed mostly about ADEPT model (assisting, developing, and evaluating professional teaching) related to evaluation performance of school counselors. From these review, counselor performance evaluation models consists of seven dimensions of job counselors, such as: (1) PD 1: long-range planning, (2) PD 2: short-range planning, (3) PD 3: development and use of assessments, (4) PD 4: providing guidance and counseling services, (5) PD 5: providing consultation services, (6) PD 6: coordinating guidance and counseling services, (7) PD 7: fulfilling professional responsibilities. Through ADEPT, counselors have knowledge about how to improve their skills in evaluation.

Keywords: evaluation program, ADEPT, school counselor

Guidance and Counseling is an integral part of the education system in Indonesia. The existence of guidance and counseling are expected to contribute and share a role in facilitating the development of learners which covers the areas of personal, social, learning, and career. When examined from the urgency of development, in the process lane civilization development of guidance and counseling in Indonesia occurs through a series of processes that are sustainable, this development must be obtained with ease and through decades of development time, such as starting from the stage of pilot (1960), structuring phase (1975), the stage of consolidation (1984), a consolidation phase (1994), the stage of take-off era (2000), the stage of flashbacks (2006), and the last stage of the curriculum of the circuit 2013. Then the process, giving the result of a paradigm shift from the old patterns turn into a new paradigm that is now known pattern with a comprehensive guidance and counseling.

Alternation paradigm changes into a comprehensive guidance and counseling today, is considered the effort of achievement task the development of learners in accordance with lane life lived. Initiated significance of changes in its development, guidance and counseling development (comprehensive) is based on the achievement of the task of development potential development, and the alleviation of problems counselees development tasks are formulated as competency standards that must be achieved counselee, so this approach named also with the guidance and standards-based counseling (Myrick, 2011). If viewed in the content of their contents, scope of the comprehensive guidance and counseling program consists of four components, namely; guidance curriculum, individual planning, responsive services and support systems. Initiated from the old style change is anticipated to have a positive influence on the development of self-learners (counselee).

The question is, how successful implementation of a comprehensive guidance and counseling program in schools? Speaking about the successful implementation of its implementation, the success or failure of a program service is determined by how big the enforceability of the evaluation program, as this is essential and needs to be understood. Implementation services provided program evaluation can provide on achieving success rate of the program will be given. In the role, Sink (2005) expressed his evaluation of guidance and counseling services can help the counselor to determine which services a positive impact on the learners and identify obstacles that interfere with the success of learners, as well as lead counselor in designing service- effective services for learners.

When viewed from the level of implementation of the implementation, evaluation of the role and functions of guidance and counseling program in Indonesia can be said to be effective and give a big hand in optimizing the role of program services at the school, both in the primary school level, the junior high school, as well as senior high school. Several studies in Indonesia by Barus (2010: 153) concluded evaluation model ABKIN (AB: needs assessment, K: construction services, I: the service implementation, N: the value of the service) can be used effectively to build a picture evaluative comprehensive in the form of the profile ministry guidance and counseling in primary school in each class. Another study by Joseph and Fatchurahman (2014) concluded the evaluation of guidance and counseling in State junior high schools of Palangkaraya city at 2013/2014 lesson that includes services to students, to teachers of subjects services, services to principals, as well as services to the parents of learners went very well. Further research by Handaka (2015) concluded program evaluation model guidance and counseling at school counselor at school level in the category top middle good understanding of the evaluation model from the aspects of personnel, programs, and aspects of the results. Based on the results of several studies conducted, showed that the evaluation of the role and functions of guidance and counseling services in schools gives the role a big hand in optimizing the performance of counselors, work programs, and the results of the implementation. Through evaluation of the services provided, can be applied both in the setting of primary school, secondary school, or middle school.

The comparison of Indonesia and America: Learning from America

The development of guidance and counseling in the United States of American has been formed in the period of time ranging in the 20th century, the first appearance of the guidance and counseling program in education in the America was starting in junior and senior high school levels in the 1920s. The development of guidance and counseling which will serve as a breakthrough and progressive movements in the forward movement of the post-world war II, on this breakthrough is a positive influence on the progress of education in America. On the progress of the education sector, there is no doubt that the United States of America serve as the center of education by developing countries, especially Indonesia. This can be seen in 1950-1960, the government of Indonesia held a study visit to the country associated with the education sector. For these purposes of are comparison between the education system in Indonesia with the Americans.

Implementation of the guidance and counseling program in the American state basically considering the success rate of the services provided. Therefore, evaluation of programs and services became the main focus of concern. It can be seen as the type and form of program evaluation guidance and counseling services in the United States of America has to offer including: comprehensive guidance and counseling program, evaluation accountability bridge program. ADEPT (Assisting Developing and Evaluating Professional Teaching), Accountability Bridge Program Michigan Comprehensive Guidance and Counseling Program

(MCGCP), The South Carolina Guidance and Counseling Program, and many others. Kinds and forms of evaluation of programs offered, is a form of destination and answer where the role of guidance and counseling in schools. Gysbers and Henderson (quoted from Sink, 2005: 179) confirms that the evaluation of the mentoring program to answer two questions, namely whether the school has a comprehensive guidance and counseling program in writing?, whether written program that truly implemented in the school counseling program evaluation?, aims to explain the program to the written guidance accurately (valid) and proved with documents that there truly has been accomplished.

Viewed from various forms of program evaluation guidance and counseling services are implemented in the American state, felt that it could be applied in the country of Indonesia. To be the basis of this repulsion is considered that the development of guidance and counseling services in Indonesia is basically oriented on the United States. It is possible that: there is a tendency suitability of the evaluation program guidance and counseling services in the United States can be applied in Indonesia. By looking at the assumption of these considerations, one model of program evaluation services that can be implemented is a model of ADEPT, it is on the basic considerations that: in this model can help the performance of school counselors in optimizing the dimensions of their performance, develop self-efficacy, and increasing the professionalism of the performance themselves.

DISCUSSION

What is the Program Evaluation Model ADEPT?

School counselor are performance of evaluation model of ADEPT (assisting developing and evaluating professional teaching) fundamentally on some reviews actually already familiar in the field of guidance and counseling services. This type of evaluation models were initiated on the need for school counselors to determine the enforceability of the service program that has been given. If interpret its essence, the school counselor performance evaluation model of ADEPT is an attempt to assist, enhance, develop service programs, and evaluate the teaching professionally. While reviewing of its significance, this evaluation model (ADEPT) includes three components, namely: assisting meant he directs/help. Developing been considered as a means of development. And evaluating teaching professional, meant as a professional service evaluation.

Based on the role and functions, performance evaluations, school counselor model of ADEPT is acting as an important component that helps counselors in giving directions quality assurance services in any given program, while the function of this model can provide business development assessment of the performance of services counselors, as well as provide evaluation services professional counselors. With interpret the role and function, counseling program evaluation refers to the ongoing use of evaluation principles by counselors to assess and improve the effectiveness and impact of Reviews their programs and services (Astramovich, Coker, and Hoskins, 2005: 49). On efforts in implementation, should be based on performance capability counselor professionalism, as this is necessary as a foundation with the essential requirements of the evaluation will be provided. The basic requirements that must be met by a school counselor that includes: first, have the educational background of guidance and counseling. Second was a qualified educator in the field of guidance and counseling. Thirdly, has the professionalism to work in the field of guidance and counseling. Fourth, have professional work experience as a school counselor, fifth competence in the evaluation and supervision of guidance and counseling.

The Basic Model of the ADEPT Foundation

As a basic foundation of use of the performance evaluation of ADEPT model school counselor, the key steps that need to be considered are the school counselor conformity of the program. Has been described in the American Educational Research Association (AERA-APA, 1999: 163) evaluation program is the set of procedures used to the make judgments about the client's need for a program, the way it is implemented, its effectiveness, and its value. Referring to the study of the meaning contained on implementation purposes, let school counselors understand and have a strong foundation as the values of professionalism self-evaluation every program does.

In order to have a strong grounding in the evaluation process of performance evaluation models school counselor ADEPT, the necessary basic foundation was based on implementation evaluation program. Primary consideration as the basic foundation of the evaluation model refers to the foundation of a comprehensive, these considerations as described by ASCA (2005) outlines that the foundation is a component in the guidance and counseling program comprehensively that leads to what the program and focused on the knowledge and skills that must be acquired by students. Evaluation formulated comprehensive guidance and counseling program includes program evaluation, implementation, and results (Gysbers and Henderson, 2006). Regards with based as a step footing, for the consideration and evaluation of the performance evaluation of major foothold counselor refers ADEPT models and is based on a comprehensive guidance and counseling program.

The Components of the Evaluation ADEPT Model

On the contents of the performance evaluation component model school counselor ADEPT, frame the contents of this evaluation model leads to the performance dimension of school counselors. Tenenbaum (2006) describes, as its name ADEPT system basically towards the performance of educators through three main processes, include: assisting, developing, and evaluating. In these processes are interrelated, and all of them can be formed at any stage of a sustainable career. However, the emphasis on every process is different according to the needs and level of accuracy and career educators.

From lane descriptions by the Tenenbaum, it seems clear that the focus of lanes on the performance evaluation model school counselor ADEPT includes a component assisting, developing, and evaluating. Component performance evaluation contents ADEPT model school counselor refers to the formal evaluation guidelines according to the South Carolinas's ADEPT (2003); ASCA (2005) which describes the model consists of seven components ADEPT contents. Those components include:

The first, the purpose and the partition, the purpose of the formal evaluation model of ADEPT by South Carolina's system consists of: aid, development and evaluation of teaching professionals capacity of school counselor.

The second, the performance dimension, the dimension of this performance includes: PD 1: long-term planning, PD 2: short-term planning activities of guidance and counseling, PD 3: development and use of assessment, PD 4: provide guidance and counseling services, PD 5: PD 6: coordinator of guidance and counseling services, PD 7: fulfill professional responsibilities.

The thirdly, the evaluation team is each school counselors have a team evaluation with provisions that have special expertise ADEPT evaluation. The fourth, orientation, school counselors are scheduled to be evaluated first formal, or orientation in a comprehensive

evaluation process before the evaluation process begins. This orientation includes a written explanation, spoken on the guidelines for the evaluation of the performance of ADEPT school counselor, criteria for successful fulfillment of the evaluation, and the use of evaluation results.

The fifth, the source of evidence required and the schedule for data collection, this step is done so that a school counselor can document all the evidence in writing that include: long-term plan (dimensions of performance 1), interviews (performance dimensions 2, 3, and 6), observations (dimensions of performance 4), "reflection" to the school guidance counselor (dimensions of performance 4), surveying consultancy (dimensions of performance 5), professional self-report and description (dimensions of performance 7).

The sixth, documentation, documentation includes specific evidence regarding the performance of the school guidance counselor with regard to each of the seven dimension of performance, and a performance summary of overall school guidance counselor.

The seventh, the decision of the evaluation and conferences, school counselors must participate in the process of consensus-based to determine the ratings of evaluation, the evaluation team must reach agreement on each of the seven dimensions of performance regarding whether it can meet the standards or does not meet the standards, the school counselor receives an overall assessment to meet the criteria formal evaluations, counselors must meet the standard of competence in all seven dimensions of performance at the time of the final evaluation and requirements regarding the conference (meeting) evaluation schedules, and follow the appropriate rules set out in ADEPT.

System Planning: Dimensions Performance Model of ADEPT

Process of planning system components, to achieve high success, school counselors need to understand the aspects of performance in self-dimensional (personnel) as a component of planning. Component performance dimensions include: content standards, criteria and descriptors personnel performance, therefore, considered to be essential that in order to produce a program evaluation services that either need to be considered thoroughly and systematically. Considerations that can be taken is to consider the effectiveness of school counselors in the use of standards, criteria, and personnel performance descriptors are derived directly from the framework of a comprehensive guidance and counseling program (Gysbers & Henderson, 2006).

The main frame of the system of performance evaluation planning counselor ADEPT model of this by adapting the dimensions of the performance of a school counselor at South Carolinas's ADEPT (2003); ASCA (2005), in the formulation of the performance evaluation counselor model of ADEPT is composed of seven Performance Dimensions (PDs), those components include: The first is PD 1, long-range planning, school counselors to develop a long term plan through need assessment based on standard components of the program include: curriculum guidance , individual planning, responsive services and support systems. The second is PD 2, short-range planning-guidance and counseling activities, school counselors to develop short-term goals on the suitability of activities, balancing activities, resources, schedule, and long-term plan that has been prepared can be fulfilled by maximum. The third is PD 3, development and use of assessments, school counselors to plan and evaluate programs on an ongoing basis and maintain appropriate documentation program accountability. The fourth is the PD 4, providing guidance and counseling services, school counselors provide classroom guidance activities and services throughout the school as well as group counseling and individual counseling that supports the development of students in the aspect of personal-social, academic, and career. The fifth is the PD 5, providing

consultation services, school counselors provide consultation services directly and indirectly to convey information and appropriate assistance to parents / guardians, students, and colleagues. The sixth is the PD 6, coordinating guidance and counseling services, school counselors coordinate service guidance and counseling program with school and community services, programs and / or agencies. The seventh is the PD 7, fulfilling professional responsibilities, school counselors consistently behaved in accordance with professional ethics and participate actively in developing the personal professionalism on an ongoing basis.

System Implementation: Evaluation formal ADEPT for School Counselor

Next is the implementation of the system components, implementation or delivery of performance evaluation model ADEPT school counselors should be implemented fully and integrity (comprehensive), but it is expected the school counselor may regard a framework based on the dimensions of performance. This delivery system in the implementation of school counselors should be able to know and understand each domain dimension personnel performance. In this purpose, personnel performance evaluation or counselor is a procedure used to assess the effectiveness of school counselors' work within the framework of a comprehensive guidance and counseling program (Gysbers and Henderson, 2006). In the implementation of the delivery system, school counselors can evaluate the performance of the model school counselors South Carolinas's ADEPT (2003) contained in the image below:

Table 1: Formal Evaluation At-a-Glance: ADEPT for School Guidance Counselors
(Quoted from ADEPT, 2003)

School Guidance Counselor	Evaluator 1 (Certified Counselor)	Evaluator 2 (supervisor) Administrator	Administrator/ Supervisor
Complete the LRP (PD 1)			
Begin distributing the "Consultation Survey" forms (PD 5)	Review the LRP; complete the documentation (PD 1)	Review the LRP; complete the documentation (PD 1)	
Participate in interviews (PDs 2, 3, 6)	Conduct the counseling interview; complete the documentation (PDs 2, 3, 6)	Conduct the guidance interview; complete the documentation (PDs 2, 3, 6)	
Complete the counseling or guidance "Reflection" following each observation (PD 4). Analyze the results of "Consultation Survey"; complete the "Consultation Summary Report" (PD 5).	Conduct the counseling observation	Conduct the guidance observation	
	Review the "Counseling Reflection"	Review the "Guidance Reflection"	
	Complete the documentation (PD 4)	Complete the documentation (PD 4)	
Complete the "Professional Self-Report" (PD 7).	Review the "Consultation Summary Report"; complete the documentation (PD 5)	Review the "Consultation Summary Report"; complete the documentation (PD 5)	Complete the "Professional Performance Description" (PD 7)
	Review the "Professional	Review the "Professional Self-Report"	

	Self-Report ²		
	Review the “Professional Performance Description”; complete the documentation (PD 7)	Review the “Professional Performance Description”; complete the documentation (PD 7)	
	Hold the consensus meeting; complete the consensus documentation and “Evaluation Summary”		
Participate in the evaluation conference to discuss evaluation results			

Note: As a special note for note, in the process of evaluating the performance of a school counselor model of ADEPT, as shown in the figure above, the execution procedures with marked red is not mandatory to do, the area in red is the operational execution during the second semester, and adjust at the discretion of the evaluation team, and following the previous evaluation results at school counselors in every dimension of each performance.

Systems Management: Four Components of the Comprehensive School Counseling Program

Next is a management system, in the use of performance evaluation model ADEPT school counselors, school counselors must adjust the components of a comprehensive counseling service program. Components of the program are consists of four types of fields, including: guidance curriculum, individual planning, responsive services and support systems. In step management, South Carolinas's ADEPT (2003); ASCA (2005) formulate four program components of the comprehensive school counseling, as follows:

The first component is the curriculum guidance, is area of developments presented in a structured, systematic through classes and small group activities. The purpose of this component namely: increasing student awareness, skills development, and application of skills. Then implementation strategies include; class activities and group activities outside class. Area discussed included: the development of personal / social, academic development, and career development. While the dimensions of this performance consists of PD 1, PD 2, PD 3, PD 4, PD 5.

The second component is the individual planning, an activity that is intended to help students plan, observe, and manage their own learning and personal development and their careers. The purpose of this component namely: Planning students and goal setting. Areas covered include: planning personal and social, academic planning, career planning. Then implementation strategies include: individual assessments, individual advisory and placement. While the dimensions of this performance consists of PD 1, PD 2, PD 3, PD 4, PD 5.

The third component is a responsive service, an activity that aims to meet the needs and interests of students with as soon as possible. The purpose of this component such as prevention and intervention. Areas covered include: academic attention, concern related to school, personal attention. Then their implementation strategy includes: consulting, personal counseling, crisis counseling, and referral. While the dimensions of this performance consists of PD 1, PD 2, PD 3, PD 4, PD 5, 6 PD.

The fourth component is the support system, an activity to manage the build, maintain, and enhance the whole program. The purposes of this component such as acceptance program, and support. Areas covered include: developing tutoring programs, parent education, consulting teachers and administrators, staff development for educators, school improvement planning, professional development counselor, research and publishing, community outreach,

public relations, budgeting and financing. Then implementation strategies include: program management, consulting, community outreach, staff and community relations, research and development, professional development. While the dimensions of this performance are consist of PD 1, PD 5, 6 PD, and PD 7.

Ethical Standards for School Counselors

Every process of evaluating the performance of the services performed school counselors, steps that need to be considered are the norms of ethical standards. Performance evaluation process school counselor services should adhere to the principles of ethical behavior, to the ethical standards are used as a form of self-responsibility as a professional performance. On the nature of the meaning, ASCA (2010) ethical standards for school counselors developed as an ethical responsibility owned by professional school counseling, destination ethical standards are to: (1) as a guide for the practice of all counselors professional, (2) as a starting measure for assessment or evaluation of the responsibilities of the counselee counselors, parents, colleagues and professional peers, schools, communities and ourselves and the profession counseling, (3) inform served by a school counselor that the practice counselor is a professional help. If you compare the contents of the rate and direction, there is a similarity of meaning of the ethical standards of the code of conduct of professional organizations ABKIN Indonesia. Society's code of Professional Guidance and Counseling Indonesia aims to: (1) provides guidance on the behavior of character and professional for the members of the organization in providing guidance and counseling services, (2) assist members of the organization in building activities of a professional service, (3) support the organization's mission profession, namely the Association of Guidance and Counseling Indonesia (ABKIN), (4) the basis and direction in dealing with and solving the problems that come from and about the members of the association, (5) protecting members of the association and the target service or client (ABKIN, 2011: 2).

By integrating the principles of ethical standards as the code of conduct the evaluation of the performance of school counselor model ADEPT, ethical standards as the professional responsibilities that need to be understood in a school counselor evaluation process consists of six types, South Carolinas's ADEPT (2003); ASCA (2005) describes the coverage ethical standards for school counselors include: First is the responsibility of the student, include: confidentiality, planning counseling, dual relationships, referrals are appropriate, plan counseling, dual relationships, referrals are appropriate, teamwork, danger to self or others, student records, counseling plans, dual relationship, appropriate referral, teamwork, danger to self or others, student records, evaluation, assessment and interpretation, computer technology, and peer-helper. Second program is the responsibility accountable to parents, include: the rights and responsibilities of parents, and parents and confidentiality. Third is responsibility to colleagues and professional associations, including: professional relationships, and sharing information with other professional. Fourth is the responsibility of the school and community, including: the responsibility of the school, and responsibility in the community. Fifth responsibility yourself, include: professional competence, multicultural skills. The sixth is the responsibility towards profession, include: professionalism, and contribution to the profession.

Accountability

As the last component in the performance evaluation model school counselor ADEPT is accountability, the roles and functions of accountability serves to determine interconnection (outcome) evaluation of the performance of a school counselor that has been done. Myrick (Diltz and Kimberly, 2010) describes accountability in response to actions taken in setting

goals, implementation procedures, and the use of proceeds for improvement programs. From ADEPT used a model of this, school counselors obtained: (1) obtain feedback on the results dimensional performance, (2) the process of the evaluation can be seen success rate, (3) a school counselor can identify deficiencies dimensions of performance, (4) evaluation planning follow-up activities on a regular basis, (5) collaborative with the evaluation team to the achievement of the performance evaluation results in accordance with the needs and the planned objectives. With the use of performance evaluation model of ADEPT's school counselor, school counselors can find out the results of the evaluation are given, and the follow-up efforts.

CONCLUSION

With displaying of the theoretical models of evaluation program: assisting, developing, and Evaluating Professional Teaching (ADEPT) for school counselors (essence, theoretical, and implementation), the conclusion that can be drawn is in business of enhancing the performance dimension of performance evaluation counselor, one of a kind evaluation of programs offered is the counselor performance evaluation model of ADEPT. Where the model ADEPT This refers to the performance of the dimensions of the performance of counselors consisting of: PD 1: long-range planning, PD 2: short-range planning-guidance and counseling activities, PD 3: development and use of assessments, PD 4: providing guidance and counseling services, PD 5: providing consultation services, PD 6: coordinating guidance and counseling services, PD 7: fulfilling professional responsibilities. As a basic consideration of this assumption is considered that, ADEPT evaluation model from America directly proportional to Indonesia, where the development of guidance and counseling services in Indonesia is basically oriented on the United States. For it to be mixed appropriately and attention based on the dimensions of Performance implementation performance, does not allow that the ADEPT program evaluation models can be implemented in Indonesia.

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