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Development of Learning Evaluation Based on Guidance and Counseling Services to Identify Student Learning Barriers: A Case Study at MI Ma'arif NU Lemberang

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ABSTRACT

This study describes learning evaluation practices, examines how classroom teachers' guidance and counseling (BK) services help identify learning barriers, and proposes a conceptual evaluation model integrating counseling services at MI Ma'arif NU Lemberang, a madrasah with one teacher per class and no assistant teacher. This qualitative single case study was conducted in August 2026 with two purposively selected informants, the principal and one classroom teacher. Interviews were the main data source; observation and documentation were inadequate, so source triangulation was applied while technique triangulation remained partial. Data were analyzed using the Miles, Huberman, and Saldaña model with CIPP as an analytical lens. The madrasah has no guidance counselor; classroom teachers take on guidance functions, and diagnostic, formative, and summative evaluations are unstandardized, incidental, and undocumented. The study proposes a five-stage conceptual model linking assessment data, prioritization, recording, follow-up, and periodic review in one cycle. The model is drawn from a single case and has not been empirically validated.

1. INTRODUCTION

Learning evaluation does not solely function to measure learning achievements, but also provides information for teachers to understand the conditions, needs, and difficulties of students. Arikunto (2013) views evaluation as the collection of information that serves as the basis for making the right decisions. The merdeka curriculum places diagnostic, formative, and summative assessments as integral parts of learning to provide feedback (kemendikbudristek, 2022). Diagnostic assessments are differentiated into cognitive and non-cognitive, allowing for the mapping of students' social and emotional aspects, and formative assessments followed by follow-up contribute to learning improvement (black & wiliam, 1998). Learning obstacles are defined as conditions that hinder students from achieving their learning goals. In madrasah ibtidaiyah (mi), obstacles are not always rooted in cognitive aspects: learning difficulties are influenced by internal factors, such as interest, intellectual ability, motivation, study habits, emotional condition, and physical condition, as well as external factors, such as family support, school conditions, and community environment (fitriani et al., 2024).

This study categorizes obstacles into four groups based on the classification of internal-external factors and bronfenbrenner's (1979) ecological development theory, which views child development as shaped by individuals and systems around them (family, school, peers). The categories are (a) cognitive and academic; (b) emotional, motivational, and behavioral, including attention and self-regulation in class as well as religious attitudes and morals emphasized by the madrasah; (c) social and peer relationships; and (d) family and learning environment. Categories (a) and (b) are derived from internal factors, while (c) and (d) are derived from external factors. This categorization is the author's formulation, refined after field data indicated that behavior and morals

are the teachers' focus (subsections 3.1 and 3.2). Guidance and counseling (bk) are assistance services to help students understand themselves, overcome problems, and develop optimally in personal, social, and academic aspects (prayitno & amti, 2004). Article 10 paragraph (1) of permendikbud number 111 of 2014 regulates that bk services in elementary schools/islamic elementary schools are provided by counselors or bk teachers (kemendikbud, 2014). If such personnel are not available, classroom teachers become initial counselors in addition to teaching and evaluating (pravitasari & septikasari, 2022; blorton et al., 2025), providing basic, responsive, individual planning, and systemic support (novia & hayati, 2025). This practice often occurs informally and intuitively due to limited training, time, and workload (blorton et al., 2025), and it has not yet been programd or systematically evaluated (pravitasari, 2018).

Classroom teachers have essentially already been conducting evaluations and mentoring. The issue is not the absence of these two activities, but rather the separation of their information flow. Evaluation produces achievement data that, without psychosocial interpretation, does not explain why students are falling behind; mentoring without evaluation data relies on the teacher's impression, making it tend to be selective and difficult to review. Integration in this research is understood as a reciprocal relationship: assessment data (academic, behavioral, social, and emotional) is used to identify students who need assistance and determine the form of help, while findings from mentoring are used to reinterpret learning outcomes and plan the next assessment. Because both sources of data correct each other, obstacles that are not visible from grades, such as those rooted in emotions or family, can be identified earlier. This idea aligns with the comprehensive bk program model, which views evaluation and data usage as program components (gysbers & henderson, 2012). To examine it, the cipp model (context, input, process, product) is used as an analytical lens because it is oriented toward program improvement (stufflebeam & zhang, 2017; diba & suherman, 2024).

The situation was found at MI Ma'arif NU Lemberang, lemberang village. Each class is only taught by one teacher without an assistant due to the limited number of educators, so the class teacher conducts teaching, evaluation, and mentoring alone, which has the potential to hinder the timely identification of learning obstacles. Previous research has touched on related topics. Pravitasari and septikasari (2022) examined classroom teachers as implementers of guidance and counseling (BK) in mi without a BK teacher, and pravitasari's thesis (2018) in the same madrasah found that the role was not yet optimal due to limited knowledge, training, and parental cooperation. Al-nur et al. (2025) describe guidance and counseling (BK) by class teachers through group guidance and recommend more systematic documentation. Nurlaily (2019), amala and kaltsum (2021), as well as novia and hayati (2025) highlight the role of classroom teachers in guidance and counseling in elementary schools, while fathin et al. (2024) demonstrate that non-cognitive assessments can map students' social conditions.

There are three things that have not been addressed. First, from the approach side, the role of guidance and counseling (BK) by classroom teachers and diagnostic assessments are examined separately, not as a single evaluation system. Second, from the process side, there has been no study on how classroom teachers who also function as bk identify learning obstacles with evaluation data and who is prioritized when time is limited. Third, from the design side, there is no available evaluation design that integrates both for a madrasah with one teacher per class without an assistant teacher. Based on the author's investigation, such studies are still limited, especially in the MI Ma'arif environment.

The research problem formulation is: (1) how the learning evaluation practices conducted by teachers at MI Ma'arif NU Lemberang; (2) how the bk services run by class teachers play a role in identifying students' learning obstacles; (3) what the supporting and inhibiting factors are; and (4) how the conceptual design of the evaluation model integrating counseling services can be formulated according to the madrasah's conditions. This research uses a single qualitative case study with cipp

as the analytical lens; the proposed model is a conceptual design based on field findings, not empirical validation results. This research aims to (1) describe the practice of learning evaluation at mi ma'arif nu lemberang, (2) analyze the role of guidance and counseling services conducted by classroom teachers in identifying students' learning obstacles, (3) identify supporting and inhibiting factors, and (4) formulate a conceptual design of a learning evaluation model that integrates counseling services. Theoretically, the results of this research are expected to enrich the study of learning evaluation and guidance and counseling in islamic primary education. Practically, the results can serve as a reference for teachers and madrasa heads in developing evaluations that are sensitive to students' needs despite limited resources.

2. METHODS

2.1 Approach, Location, and Research Time

This research employs a qualitative approach with a single case study type to deeply understand the evaluation practices and counseling services in the natural context of a single madrasah with clear case boundaries (yin, 2018; creswell & poth, 2018). The research was conducted at MI Ma'arif NU Lemberang Banyumas, in august 2026. The madrasah was chosen because each class is taught by only one teacher without an assistant, making it suitable for examining the evaluation and counseling services provided by the class teacher. The word "development" in the title is understood as the preparation of a conceptual design of the evaluation model based on case findings, not research and development (R&D) that tests the feasibility or effectiveness of the model.

2.2 Research Informants

The informants were determined through purposive sampling with the criteria of direct involvement in learning evaluation and student mentoring (table 1). The head of the madrasa (km) was chosen as the policy holder for assessment and staff management at the institutional level, while the class teacher (gk-1) was selected as the executor responsible for teaching, evaluation, and mentoring alone in their class. Gk-1 was chosen because they handle all 19 students in the first grade by themselves, with a teaching period of one semester in that class. In his class, there are students who are the teacher's concern, namely students who often do not bring their textbooks, are very active, and engage in physical play with their peers. Both provide different perspectives, institutional and classroom, on the same case. Two informants are indeed limited, but in a single case study, the sufficiency of information is determined by the richness of the data and its relevance to the objectives, not the number of informants (malterud et al., 2016; flyvbjerg, 2006). A narrow objective (one madrasa with a specific organizational structure) and key informants support that sufficiency, and its limitations are acknowledged in the discussion section.

Table 1. Research Informants

No	Informants	Amount	Reason For The Selection
1	Head of the madrasa	1	Determining assessment policies and student mentoring arrangements at the institutional level
2	Class teacher (gk-1)	1	Conducting evaluation and mentoring without a supervising teacher; grade 1, 19 students, one semester teaching period.

Note: Informants Are Written With Codes, Not Their Real Names.

2.3 Data Collection Techniques and Research Instruments

Data were collected through semi-structured interviews, observations, and documentation, but the three were not collected equally; table 2 summarizes the data that were actually obtained. Interviews became the main source, while observations and documentation served as supporting data, only available because the madrasah did not yet have systematic BK service documentation. The

researcher becomes the main instrument with the support of interview guidelines, observation sheets, and a document list (appendices 1 to 3, separate files).

Table 2. Data Obtained According To Data Collection Techniques

Technical	Data Obtained	Estado	Role In Analysis
Semi-structured interview	Km and gk-1's explanation about evaluation practices, the role of bk, attention to students, and challenges in four interview sessions, each lasting about 30 minutes.	Fulfilled	Main data source
Observation	Four Observation Sessions; The Data Obtained Are Not Sufficient To Compare With The Interview Statements.	Not Sufficient Yet	Not Yet Usable For Triangulation Techniques
Documentation	No Reports Or Special Records Of Bk Services Were Found; Documentation Of Research Activities Is Attached Separately.	Limited	Comparison Of Part Of The Interview Statement

Note: Km = Head Of The Madrasa; Gk-1 = First-Grade Teacher.

2.4 Procedures and Data Analysis

The research procedure includes preparation (instrument development, madrasah permission, informant determination), data collection in august 2026, and analysis. The analysis follows the miles et al. (2014) model, which includes data condensation, data presentation, and conclusion drawing and verification, with the following steps. First, the interview recordings were manually transcribed verbatim, coded with informant codes (km and gk-1), and rechecked against the recordings. Second, the transcripts were open-coded with descriptive and in vivo codes (saldaña, 2021) based on the initial code matrix (appendix 4). Third, similar codes were grouped into categories and themes that were reviewed against the data (braun & clarke, 2006). Fourth, each theme is mapped to the four dimensions of cipp (stufflebeam & zhang, 2017) according to its focus (table 3): madrasah conditions and policies to context, resources and tools to input, evaluation implementation and ways to identify obstacles to process, and evaluation results and utilization to product. Themes that involve more than one dimension are placed in their dominant dimension. Cipp is used as an analytical lens, not as a complete program evaluation design. Fifth, the four categories of learning barriers in the introduction were used as an initial framework and were iteratively refined after data showed teachers' attention to behavior and morals. The model design was formulated from those themes and literature, and labeled as a conceptual design.

Table 3. Cipp Analysis Framework In This Study

Dimension	Focus Of The Study At MI Ma'arif Nu Lemberang	Main Data Source
Context	Madrasah conditions: one teacher per class, without a teaching assistant, student characteristics, assessment and mentoring policies	Head of the madrasah, operational curriculum document
Entrada	Resources: teacher competence, time, assessment instruments, recording system, support from madrasahs and parents	Teacher interview (observation not yet sufficient)
Process	Identified learning obstacles, follow-up, and utilization of evaluation results	Interview km and gk-1; documents if available
Product	Identified learning obstacles, follow-up, and formulation of an integrated evaluation model	Triangulation of all sources

Source: Processed By The Author Based On The Cipp Model (Stufflebeam & Zhang, 2017).

2.5 Validity of Data and Research Ethics

The validity of the data is maintained through (a) source triangulation, which involves comparing the statements of km and gk-1; (b) technique triangulation, which can only be partially conducted, namely comparing interview statements with the presence or absence of bk service documents due to insufficient observation (carter et al., 2014; table 5); (c) member check; and (d) audit trails in the form of field notes, transcripts, and codes (lincoln & guba, 1985). The criteria for validity used are credibility, transferability, dependability, and confirmability. Member check was conducted by presenting the findings to km and gk-1 from september 18–25, 2026. The results showed that km and gk-1 confirmed the accuracy of the interview quotes and the findings regarding the limitations of staff and the non-standardized and undocumented evaluation practices; there were no substantial corrections, so the interpretation was not revised. However, the part that was not cross-verified, namely the attention to two groups of students sourced only from gk-1, was marked as the author's interpretation (birt et al., 2016). The researcher obtained permission from the madrasa, received written consent (informed consent) from the informants, anonymized identities with codes, and used the data solely for scientific purposes. Direct data from students was minimized and conducted with permission and supervision from the madrasa or parents, and case examples were presented without identities.

3. RESULTS AND DISCUSSION

RESULTS

3.1 Practice of Learning Evaluation at MI Ma'arif Nu Lemberang

The madrasah does not yet have a guidance counselor, so the guidance function is taken on by the homeroom teacher or class teacher in between their teaching duties. As a result, the evaluation of services is not yet planned, documented, and sustainable, and it tends to follow situational needs more. The practices are grouped into diagnostic, formative, and summative evaluations (table 4).

Table 4. Forms Of Bk Service Evaluation

Form Of Evaluation	Implementation In The Field	Condition	Role In The Independent Curriculum
Diagnostics	Beginning of the school year or when problems arise; observations, informal conversations, information from parents and previous teachers	Not yet standardized and not yet comprehensive	Recognizing the initial conditions and needs of students
Formative	Monitoring behavior and attitudes as well as case follow-up during the service	Walking, but incidental	Monitoring the process and providing feedback
Sumative	Class teacher's report at the end of the semester or academic year	Not yet systematic, without a special report from the bk service	Assessing achievements at the end of a learning unit

Source: Field Research Data; The Last Column Processed From Kemendikbudristek (2022).

The diagnostic evaluation is not yet standardized and does not reach all students. Gk-1 stated, "because there is no guidance counselor, i only conduct this diagnostic assessment independently and as best as i can to map out children who are prone to physical aggression or are less prepared to learn" (w-gk1). Formative evaluation is incidental, meaning it follows events that arise and is not scheduled: "for formative assessment, we conduct it during the teaching and learning process to monitor students' understanding. For example, from this, we can identify children who often forget to bring their books according to the schedule or hyperactive children who have difficulty focusing during daily assignments" (w-gk1). Summative evaluation takes the form of a homeroom teacher's

report at the end of the semester without a special report on guidance and counseling services: “summative assessment is usually conducted at the end of the theme or semester to measure their overall learning outcomes, although the recording of psychological or social behavior aspects of the children is again less than optimal due to the heavy administrative workload of the homeroom teacher” (w-gk1). The instruments used are simple: direct observation, informal interviews with students, parents, and fellow teachers, anecdotal records, and simple questionnaires if available; problem inventories and sociometry have not been used routinely. The aspects being assessed do not adhere to the standard bk grid, but encompass behavior and discipline, learning difficulties and motivation, socio-emotional conditions and relationships with peers, family background, as well as religious attitudes and morals. The evaluation results are primarily used to follow up on individual cases through direct guidance, cooperation with parents, adjustment of learning approaches, and referral to the head of the madrasa if the issues exceed the teacher's capacity. That utilization has not yet become the basis for program improvement because the results have not been systematically documented.

3.2 The Role of Guidance and Counseling Services by Class Teachers and Identified Learning Barriers

Km assesses that the bk service is not yet optimal and cites the lack of educators as the main reason: "honestly, we must admit that the service has not been implemented optimally." "our main obstacle is the limited number of educators, where our madrasa currently lacks guidance counselors, and we practically do not have a specific guidance counselor" (w-km). Gk-1 stated that guidance counseling can only run optimally if they monitor each student one by one, but with a large number of students and only one teacher in each class, the service is not yet optimal: "the impact is that monitoring children's behavior and development becomes less than optimal." "because the number of students is large and we have to focus on teaching the subject matter, special attention for children who need extra handling becomes inadequate" (w-gk1). Both pointed out the same constraint: km from the perspective of staff availability at the institutional level, gk-1 from the perspective of workload at the classroom level. Learning obstacles are primarily identified through teacher observations, informal conversations, and anecdotal records, without standardized instruments. Gk-1 pays the most attention to two groups of students.

The first group consists of students whose behavior and attention in class draw the teacher's attention, namely students who often do not bring their textbooks according to the schedule, are very active in class requiring special assistance, and engage in physical play with their peers; the informants' term for them is hyperactive. That term is the teacher's assessment, not a clinical diagnosis, because this research does not use psychological diagnostic instruments (american psychiatric association, 2013), so behavioral descriptions are used instead. The second group consists of students with incomplete or problematic family conditions (informants' term: broken home; in the analysis, the term incomplete family is used to avoid stigma). A concrete example from gk-1, without the student's identity: "there are many variations. For example, there is a child who often does not bring the textbooks according to the specified schedule. Moreover, there are also children who exhibit aggressive behavior, such as being physically confrontational with their peers" (w-gk1). Aspects that teachers pay attention to span across four categories: learning difficulties and motivation (a, b), behavior, attention, discipline, and morals (b), relationships with peers (c), and family conditions (d). Monitoring continues, especially for students who are the focus of the teachers' attention, but it has not yet reached all students evenly. Table 5 shows the extent to which the findings have been confirmed; most are still based on interviews and should not yet be read as confirmed across techniques.

Table 5. Status Of Triangulation Of Findings By Theme

Theme	Interview	Observation	Documentation	Triangulation Status
The limitation of educators	Km and gk-1 reported the same issue.	Not available yet	Not available yet	Source: consistent. Technique: not yet implemented
The evaluation is not standardized and not documented.	Evaluation is conducted situationally with simple instruments.	Not available yet	No specific bk service report found.	Partial technique: the absence of a report is consistent with the interview; the practice has not been verified.
Attention to two groups of students	Only gk-1	No disponible aún	Not available yet	Not yet triangulated: one source

Note: The Findings Are Temporarily Untriangulated.

3.3 Supporting and Hindering Factors

The identified inhibiting factors are the limited number of educators (km), the large number of students, and one teacher per class (gk-1), which are compounded at three levels. At the institutional level, the madrasah has not yet been able to provide assistant teachers; at the classroom level, one teacher bears the responsibility for teaching, evaluation, and mentoring many students; at the service level, individual monitoring, which is deemed necessary for gk-1, is difficult to carry out. In evaluation practices, the obstacles are the lack of standardized instruments and systematic documentation. The identified supporting factors are the awareness and efforts of teachers in providing guidance even though specialized staff are not available, evident in the monitoring of certain students as well as the use of observations, informal interviews, and anecdotal records. Other supporting factors include communication with parents, referral pathways to the head of the madrasah, and attention to religious attitudes and morals that align with the character of the madrasah.

DISCUSSION

The finding that the limitations of BK services and evaluation practices are rooted in the scarcity of educators is similar to research in madrasahs and elementary schools without BK teachers (blorton et al., 2025; pravitasari & septikasari, 2022) and aligns with rahayu (2025) that the obstacles to BK by classroom teachers are structural, thus their improvement cannot be solely placed on individual teachers. The unprogrammed and undocumented evaluations reinforce the notes of pravitasari (2018) and al-nur et al. (2025). The diagnostics in this madrasah still rely on observation and informal conversations, unlike the structured non-cognitive questionnaires used by fathin et al. (2024).

The Reciprocal Relationship between Learning Evaluation Guidance and Counseling Services

The findings indicate that evaluation and guidance and counseling at this madrasah run parallel but do not provide feedback to each other. Academic, behavioral, social, emotional, and family information have actually been collected by the teachers (subsection 3.1), but they are scattered in the observations and memories of the teachers and have not been compiled into a single record. According to the author's reading, academic information is consequently not read together with behavioral and family information, leading to a tendency for selective identification: students with conspicuous behavior are easily recognized, while less conspicuous obstacles, such as repressed anxiety, are at risk of being recognized late. This description is an inference from the informants' statements and rahayu (2025), not yet tested with observational data; likewise, the interpretation that focusing on two groups of students is a way to manage limited resources, which the informants did

not mention as a strategy. The intended reciprocal relationship works in both directions: assessment data identifies students and the types of obstacles they face, allowing for targeted support, while the results of the support provide additional evidence for interpreting learning outcomes, such as low grades rooted in family conditions rather than cognitive ability, and determining the next assessment (black & wiliam, 1998). Here, integration differs from merely combining two activities: the added value lies in the two-way flow of information that is recorded and can be reviewed.

Reading With The Cipp Lens

The cipp lens provides a different understanding of the same issue (table 3; stufflebeam & zhang, 2017). In the context dimension, the issue is rooted in the structure, namely one teacher per class without an assistant teacher, so all functions are concentrated on one person. In the input dimension, what is lacking are the tools: standard instruments and recording formats are not yet available. The competence of teachers in guidance and counseling has not been explored, so it cannot be concluded that it is not an issue, unlike pravitasari's (2018) emphasis on teacher knowledge and training. In the process dimension, evaluation occurs incidentally and the identification of obstacles relies on observations focused on specific students. In the product dimension, evaluation results are only used for individual cases and have not yet become the basis for program improvement, making this dimension the weakest. Improving just one dimension, such as teacher training in the input, is not enough as long as the context does not change and the process and product are not yet connected. This reading is the author's interpretation of data from two informants.

Conceptual Design of the Five-Stage Evaluation Model

This section contains conceptual contributions formulated from the findings of subsections 3.1 to 3.3 and the literature; it is not an empirical finding and has not been tested. The model consists of five stages (table 6).

Table 6. Conceptual Design Of The Integrated Counseling Service Evaluation Model

Stage	Activity	Executor	Instrument Or Document	Findings That Were Addressed
Initial mapping	Short non-cognitive questionnaire at the beginning of the semester (learning style, social and emotional conditions)	Class teacher	Simple questionnaire	Diagnostics are not yet standardized (3.1)
Determination of priority students	Establishing students who need intensive monitoring based on mapping and observation, with written criteria.	Class teacher	Priority student list (code)	Monitoring all students is impossible (3.2)
Monitoring and recording	Routine observations and brief notes on the development of priority students	Class teacher	Format for brief notes	Incidental formative and undocumented (3.1)
Follow-up	Individual or small group mentoring and communication with parents; the results are recorded.	Class teacher, parents	Follow-up notes	Follow-up not recorded (3.1)
Periodic review	Reviewing records with the head of the madrasah for service improvement; the result is updating stage 1.	Head of the madrasa, class teacher	Recap of notes	The results are not yet the basis for improvement (3.1)

Source: Conceptual Design By The Author Based On Findings From Subsections 3.1 To 3.3 And Literature.

Each stage addresses the identified issues and is interconnected. Initial mapping is necessary because current diagnostics are not standardized and rely on observation; a brief non-cognitive questionnaire expands data into the socio-emotional realm (fathin et al., 2024; kemendikbudristek, 2022). The results serve as input for determining priority students, which is necessary because monitoring all students is not feasible, and the priorities that have only existed in the minds of teachers need to be made explicit with criteria to avoid being limited to only the most noticeable students. Priority students are monitored with brief notes because without notes, progress cannot be compared and formative evaluation remains incidental (al-nur et al., 2025; black & wiliam, 1998). Records serve as the basis for follow-up actions in the form of mentoring and communication with parents (novia & hayati, 2025), and the results are recorded again. Periodic reviews with the head of the madrasah close the cycle because they serve as a foundational record for service improvement, specifically the product dimension that has not yet been visible (stufflebeam & zhang, 2017; diba & suherman, 2024), and the result is the updating of the next semester's mapping.

The five stages therefore form a cycle, not a separate list of activities. Diagnostic, formative, summative, and mentoring assessments have already been conducted by teachers; what the model offers is their connectivity, namely assessment data that determines mentoring priorities, concise recording that makes mentoring results retrievable, and reviews at the madrasah level. The model is designed without additional personnel in a concise format, but the time burden remains and its realism needs to be tested. This model does not replace the need for bk personnel and is not intended to solve the issues of bk services; it only has the potential to reduce the impact of personnel limitations. This research has limitations. The data comes from two informants and primarily from interviews; observation and documentation are insufficient, so the triangulation of new techniques is partial, and some findings, such as attention to two groups of students, rely on a single source. The findings are case-specific, thus their transferability is limited to madrasahs with similar conditions. The five-stage model has not yet been validated; its feasibility needs to be reviewed through expert validation and focus group discussions with teachers and madrasah heads, and its effectiveness tested in further research with more comprehensive observation and documentation data. The novelty of this research lies in the formulation of integrating counseling services into the evaluation of learning in madrasahs with one teacher per class without a supporting teacher.

4. CONCLUSION

Empirically, the bk services at MI Ma'arif NU Lemberang are not yet optimal, especially due to limited personnel: there is no bk teacher, the guidance function is combined with the class teacher, and each class is handled by one teacher who manages many students. Diagnostic, formative, and summative evaluations have been conducted but are not yet standardized, incidental, and undocumented, and the results are primarily used to follow up on individual cases. Classroom teachers strive to monitor students individually, with special attention to those with outstanding behavior and attention issues, as well as students from incomplete families, but it is not yet optimal. The supporters are the efforts of the teacher, communication with parents, and referral pathways to the head of the madrasah. Conceptually, this research formulates a five-stage evaluation model (initial mapping, prioritization of students, monitoring and recording, follow-up, and periodic

review) that connects evaluation data and counseling services in one cycle without additional personnel. This model is the author's formulation from a single case, not an empirical finding, has not been validated, and does not replace the need for counseling staff.

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