



The effect of home visit on the learning outcomes of class 3 students in SD IQ Al-Islam

Ina Lukinah

¹Universitas Djuanda, Jawa Barat, Indonesia

ABSTRACT

Background: Home environment as the first place of education for students should be able to provide a good role for its development. In fact, it is realized that there are still many problematic families or home environments that cause problems for students, especially in the learning process at school. Students' problems can be seen from where the problems come from, both from relationships in the family and family situations. Family problems and family situations can affect students in school in terms of learning concentration and school activities, resulting in decreased student achievement. Therefore, guidance and counseling teachers need to carry out home visits.

Purpose: The purpose of this study was to analyze the effect of implementing a home visit on student learning outcomes.

Design and methods: This study uses quantitative research where data collection in the field is carried out by means of a questionnaire (Questionnaire). The object of this research is the home visit service and the learning outcomes of grade 3 students at SD IQ Al-Islam. The location in this study was conducted at SD IQ Al-Islam and the time of the study was conducted in November 2020.

Results: The results of this study indicate that the implementation of a home visit has a positive effect on student learning outcomes by 96% in grade 3 SD IQ Al-Islam, meaning the better the implementation of the home visit will improve student learning outcomes.

Keywords: home visit; learning outcomes; students

Introduction

Etymologically, the word home comes from the noun meaning house (where students live with their parents or guardians). Meanwhile, visit comes from a noun meaning visit, visit, visit, visit (Echols & Shadily, 2010). Terminologically, a home visit or home visit is an effort to detect family conditions in relation to individual problems or students who are the responsibility of the mentor or counselor in the Guidance and Counseling service (Tohirin, 2007 in Dwita, Anggraeni, & Haryadi, 2018). According to Sudrajat (2011) a home visit is a visit to a student's house to help solve problems experienced by students, in order to find and complete student data or information. Based on some of the opinions above, it can be concluded that home visiting activities are counseling support services organized to obtain data and information related to the problems that students are facing by making visits to their homes.

In the home visit activity the teacher plays a role in guiding students to be able to develop themselves. Guidance is carried out by the teacher not only to students with problems but to all students, so that each child is motivated to learn so that they can perform well. The teacher

CONTACT Ina Lukinah ✉ lukinah4@gmail.com

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plays an important role in shaping the character and character of individual students. To achieve the success of implementing home visits, it is closely related to the management of guidance and counseling in schools which is closely related to the level of understanding and mastery of teachers in administering home visit services carelessly, not built on a foundation that has good management (Yusri, 2013).

The purpose of a home visit according to (Prayitno, 2012) is to obtain more complete and accurate student data regarding student problems and to create commitment from parents and other family members in the context of overcoming student problems. The purpose of implementing a home visit according to Sukardi (2000 in Dwita, Anggraeni, & Haryadi, 2018) is to obtain various information (data) needed in understanding the environment and problems experienced by students and discussing alleviating student problems. Winkel and Hastuti (2006 in Sinaga & Subagyo, 2016) state that home visits aim to get to know the students' daily living environment better if the information needed cannot be obtained through questionnaires or informational interviews.

Home visit activities contain various benefits to overcome problems that arise in schools, including: a). The emergence of a common vision of the parents of students towards school; b). There is support from parents of students for school programs; c). There is cooperation between schools and parents in solving student problems at school; d). The emergence of parents' participation in school; e). The emergence of a sense of belonging in the success of educational programs; f). Launching school programs, both now and in the future (Yaqien, 2008 in Dwita, Anggraeni, & Haryadi, 2018). Home visit activities provide opportunities for teachers to find out the character of students. This can be realized if the cooperation between parents and teachers can be well established. This effort is made by the teacher in order to create a pleasant atmosphere with both parents and students. The existence of good communication can avoid misunderstandings in the process of developing children's potential both at school and at home. The same direction between education in schools and education at home will create a harmonious atmosphere for students so that they are better able to develop their potential.

Education for everyone is very important. In the educational process, of course, what is expected to be good results. Good learning outcomes can be obtained through earnest study. The factors that influence student learning success are generally influenced by internal and external factors. Internal factors come from the students themselves, while external factors come from the family environment, school environment and community environment. The learning process can take place because there are students, teachers, curriculum, one another that are interrelated or interconnected (Kristin, 2016). Facts in the field of students who experience problems with their families and the environment they live in affect their learning success, be it personal, social, study and career problems. These problems will develop into personal and group problems. Students' problems can be seen from where the problems come from, both from relationships in the family and family situations. Family problems and family situations can affect students in school in terms of learning concentration and school activities, resulting in decreased student achievement. The number of problems faced by students is expected that students can manage themselves well so that they can get out of their problems. As stated by A. Muri Yusuf (2002 in Handayani & Hidayat, 2017) under any circumstances, the starting point for success or being able to get out of the problem at hand is yourself. From this opinion it can be understood that it is themselves who solve the problems experienced by students. This is where the teacher is expected to participate in providing guidance to students, so that they arise in themselves to get out of the problems they are experiencing. According to Prayitno (1997 Handayani & Hidayat, 2017) dividing the types of problems can be seen from (1) physical and health problems, (2) personal

problems, (3) social relationship problems, (4) economic and financial problems, (5) career and work problems, (6) education and teaching problems, (7) religious, value, and moral issues, (9) situation and family relationship problems, (10) leisure time problems. The kinds of problems one with another. For example, students having difficulties in teaching will certainly affect other problems such as social, educational, personal, and work. Each type of problem requires a certain way and type of guidance. From the above opinion it can be concluded that there are many problems faced by students, teachers must be able to understand and alleviate the problems. One of the efforts is to conduct a home visit to obtain data, information, and information that is useful in understanding and alleviating student problems.

The purpose of this study was to determine student learning outcomes, to understand more deeply about the student environment at home, discuss student problems and build relationships, families, schools and describe home visit services as indirect guidance services to improve family support systems for improving student learning outcomes. get a home visit service in grade 3 SD IQ Al-Islam.

Methods

This research uses a quantitative approach. The use of a quantitative approach to researching specific populations or samples, data collection using research instruments, quantitative data analysis, with the aim of testing predetermined hypotheses. The data collection technique used in this study was a questionnaire (questionnaire). The object of this research is the home visit service and student learning outcomes at SD IQ Al-Islam. The location in this study was carried out at SD IQ Al-Islam. When the research was conducted in November 2020. The sampling technique in this study used a total sampling technique taken by the teacher at SD IQ Al-Islam where the number of research samples was the same as the research population of 13 people. Regarding variables, this study consists of independent variables (free), namely home visit services and the dependent variable (dependent) it is student learning outcomes.

The procedures in quantitative research, namely: First, formulating the problem. Every research must come from a problem. So research with quantitative methods has a clear problem. Once done to identify and limit problems. Then the researcher made a problem formulation. Second, determine the theoretical basis. Problems that have been formulated become problem formulations. Then look for the answer. The answer is obtained from a search for relevant theories. Third, formulate a hypothesis. From the formulation of the problem, the researcher tries to answer (provide solutions) obtained from the search for relevant theories. The answer obtained is then called a provisional answer or hypothesis. Fourth, collecting data. Before collecting data, first: a). Making research instruments in the form of: questionnaires, questionnaires, tests, observation sheets, structured interviews and standardized instruments; b). Test the instrument by testing the validity and reliability of the instrument.

Fifth, perform data analysis. After the data is collected, data analysis is then carried out. Data analysis was carried out to answer the hypothesis that was made earlier. The analysis technique used in quantitative research is statistics. The statistics that can be used are descriptive statistics and inductive statistics. The data from the analysis results are then presented and discussed. Data presentation can use tables, graphs and diagrams. and discussion is an in-depth discussion of these data. Sixth, concludes. After analyzing the data, the final step is to conclude. The conclusion is the result of testing the hypothesis whether it

is accepted or the hypothesis is ignored. Conclusions should be written briefly, concisely and clearly.

The validation technique in this study is the validity of the construction. To test the validity of the construction, experts can use *judgment*. In this case, after the instrument has been constructed about the aspects to be measured based on a certain theory, it is then consulted with an expert. Experts were asked their opinion about the instruments that had been compiled. Experts will make a decision: the instrument can be used without repair, there is repair, and maybe completely overhauled. After construction testing from experts and based on empirical experience in the field is complete, it is continued with instrument testing. The instrument was tested on a sample from which the population was drawn. After the data was tabulated, the construction validity was tested by factor analysis, namely by correlating the factors with the total score.

Findings & Discussion

Home Visit

Home visit is an activity to obtain information data in the form of commitment to alleviating student problems which include student conditions at home, existing facilities at home, student relations with family, student habits, and parental commitment to student development (Hellen, 2002 in Amalia 2016). Home visits are conducted in order to collaborate with students' parents to analyze learning styles and learning difficulties for students. By conducting a home visit, the good relationship between teachers and parents will run well so that teachers can approach students through a family approach or the environment of students. This aims to make it easier for teachers to get information on student activities when they are at home. Parents of students also obtain information about the level of success of their children at school (Amalia, 2016). The results of the home visit, educators will easily find out what problems students have and educators can follow up on problems or obstacles to student achievement, educators use home visits as a consideration for other educators in overcoming problems with these students (Sari, 2019).

Distribution of respondents' answers to the variable implementation of the home visit service can be presented in the following table:

Table 1 Distribution of respondents' answers to the variable implementation of the home visit service

No.	Implementation of Home Visit Services	Score	Frequency	Total Score	Percentage (%)
1	Strongly disagree	1	1	1	1.96
2	Disagree	2	1	2	3.92
3	Doubt	3	2	6	11.77
4	Agree	4	3	12	23.53
5	Strongly Agree	5	6	30	58.82
Total			13	51	100

Based on the table above, it can be seen that the respondents' assessment of the variable implementation of the home visit service mostly answered agree and strongly agree with a percentage of 82.35%. These results can be said that the respondents were considered good.

Student Learning Outcomes

Learning outcomes are the result of the interaction between learning and teaching to students (Dimiyati & Mudjiono, 2013). According to Mulyasa (2008 in Dwita, Anggraeni, & Haryadi, 2018) learning outcomes are the overall student achievement which is an indicator of competence and the degree of behavior change concerned. Competencies that must be mastered by students need to be stated in such a way that they can be assessed as a form of student learning outcomes that refer to direct experience. Based on this opinion, it can be concluded that learning outcomes are a change that occurs in students in the form of interaction abilities from learning and teaching actions.

Rusman (2012) explains that the learning outcomes achieved by students are categorized as follows: a) Cognitive; b) Affective; c) Psychomotor. This is in accordance with the opinion of Bettencourt (Suparno, 2012) who wrote that, "Learning outcomes are influenced by students' experiences with the physical world and their environment". A person's learning outcomes depend on what he knows late; for example, the concepts, goals, and motivations that affect the interaction with the material being studied. As for the influencing factors according to Abu Ahmadi (1997 in Elmirawati, Daharnis, & Syahniar, 2013) said that the learning process and outcomes can be influenced by external factors, namely the learning environment, curriculum, programs or learning materials, facilities and facilities, teachers while factors from within students are interests, motivation, talents, intelligence and cognitive abilities.

Distribution of respondents' answers to the learning outcome variables can be presented in the following table:

Distribution of respondents' answers to the learning outcomes variable visit

No.	Implementation of Home Visit Services	Score	Frequency	Total Score	Percentage (%)
1	Strongly disagree	1	1	1	1.96
2	Disagree	2	1	2	3.92
3	Doubt	3	1	3	5.88
4	Agree	4	4	16	31.37
5	Strongly Agree	5	6	30	58.82
Total			13	51	100

Based on the table above, it can be seen that the respondents' assessment of the learning outcomes variable mostly agreed and strongly agreed with a percentage of 90.19%. These results can be said that the respondents were considered good.

In looking for the effect of variable variance, statistical techniques can be used to calculate the coefficient of determination. The coefficient of determination is calculated by squaring the correlation coefficient that has been found, and then multiplied by 100%. The coefficient of determination (determinant) is expressed in percent. The magnitude of the influence of the home visit on student learning outcomes is first calculated as the correlation coefficient. So that it is found a positive and significant correlation between home visit and student learning outcomes of 0.98; that means the coefficient of determination = $0.98^2 = 0.96$. So it can be concluded that the variance that occurs in the variable student learning outcomes 96% can be explained by the variance that occurs in the home visit variable. Or it can be stated

that the effect of home visit on student learning outcomes is 96%, while the remaining 4% is determined by factors outside the home visit variable. The positive and significant correlation between the home visit and student learning outcomes is 0.96, meaning that the better the home visit, the better the student learning outcomes.

Conclusion

Based on the discussion that has been done, the conclusion of this study is that the implementation of the home visit service has a positive effect on student learning outcomes in grade 3 SD IQ Al-Islam, the better the implementation of the home visit service, the better the student learning outcomes. The study was conducted on students in grade 3 SD IQ Al-Islam where the results showed that by conducting a home visit the teacher could find out the problems of student problems that occurred outside the school environment and could overcome the problems of students. By conducting a home visit, the teacher will get information related to student life at home and family background. Holding a home visit makes good relations between teachers and parents of students so that teachers can approach students through a family or student environment approach. Therefore, a good relationship and cooperation between teachers and parents is needed. So that the creation of student intelligence in accordance with aspects of development and improvement of student learning outcomes by conducting a home visit.

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