

Home Visit Program in Minimizing Stay in Class and Dropout at Elementary School of Sampangan, Semarang

Hamidulloh Ibda^{1*}, Dian Marta Wijayanti²

¹STAINU Temanggung, Indonesia; ²SDN Sampangan 01 Semarang, Indonesia

*e-mail: h.ibdaganteng@stainutgmg.ac.id

ABSTRACT

This study describes the home visit program in minimizing the total of children stay in class and dropout at Elementary School, Semarang City. This study uses action research methods that use the model design of Kemmis and Mc. Taggart whose devices consist of planning, action, observation, and reflection. Data collection techniques in this study used interviews and observation. Based on the results of the study, there are significant data on reducing the level of stay in class and dropout in Elementary School of Sampangan 01. In the 2017-2018 school year, there were 11 children stay in class and 4 children who dropout. In the school year 2018-2019 Because the total of children stay in class has been dropped to 6 and dropped out of school 0. From these results obtained significant results from the home visit program in reducing the dropout rate in children.

Keywords:

Home Visit Program; Stay in Class; Dropout; Elementary School.

ABSTRAK

Penelitian ini bertujuan mendeskripsikan program kunjungan rumah dalam meminimalkan jumlah anak tinggal kelas dan putus sekolah di Sekolah Dasar Negeri Sampangan 01 Kota Semarang. Penelitian ini menggunakan metode penelitian tindakan yang menggunakan desain model Kemmis dan Mc. Taggart yang perangkatnya terdiri atas perencanaan, tindakan, pengamatan, dan refleksi. Teknik pengumpulan data dalam penelitian ini menggunakan wawancara dan observasi. Berdasarkan hasil penelitian, didapatkan data signifikan tentang berkurangnya angka tinggal kelas dan putus sekolah di Sekolah Dasar Negeri Sampangan 01. Pada tahun ajaran 2017-2018, ada 11 anak tinggal kelas dan 4 anak putus sekolah. Pada tahun ajaran 2018-2019 karena sudah diterapkan

program kunjungan rumah, jumlah anak tinggal kelas menurun menjadi 6 dan putus sekolah 0. Dari hasil tersebut didapat hasil signifikan program home visit dalam mengurangi angka putus sekolah pada anak.

Kata kunci:

Program Kunjungan Sekolah; Tinggal Kelas; Putus Sekolah; Sekolah Dasar.

1. Introduction

The home visit program is very effective in reducing the number of children dropping out of school. This has been regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 30 of 2017 concerning Family Engagement in the Implementation of Education is one of them to increase awareness and responsibility between educational units, families and communities in the implementation of education. According to Kemdikbud (2017:4), that concern was manifested in the synergy between school, family and society in the success of children's education.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education also mandates a program of visits to students' homes to solve children's problems. This visit to the home is aimed at the success of children's education.

In formal schools, the phenomena of stay in class and dropping out are very reasonable. However, a solution must be sought so that it does not become a problem for the school or the community. Many factors children stay in class or drop out of school. One of the factors according to Komalasari (2015:78) are many parents who have difficulty in providing an adequate environment for children's intellectual needs. In addition, the low awareness of parents improves the function and role of families in parenting.

Nasruddin (2015:1) argues, besides being sourced from schools, students experience problems also from their families and the surrounding community. Various problems arise, including the personal, social, learning and career fields which become obstacles for students to develop optimally, so that their daily lives are disrupted. For this reason, parental involvement and synergy between families, schools and communities are needed.

The involvement of parents in the success of children's education is very urgent. Hershman (2011: 409) explained, parents have a very big influence on their children's lives, both positive and negative influences. Teachers really need parents to be actively involved in school life. Teachers must develop working relationships with parents of students which ultimately become a support system for the advancement of children's education. Parents are the first teacher for their children. When children enter school age, parents will transfer responsibility and teaching assignments to professional teachers. In essence, the teacher is a substitute for parents and takes parental responsibility when students are in school.\

The condition of the parents' busy life, especially in urban areas, make children not cared for maximally. Parents today are very pragmatic, they only fulfill the needs of clothing, food and shelter,

but the education aspect of children is neglected. From this condition, primary school teachers as classroom teachers must be active in involving parents in children's education. One of them is through a home visit program. In its history, Wasik (1993:143) noted that home visits are one of the old traditions that have been applied in Europe which were first introduced in Elizabethan England with services provided to the poor. The aim is to make children's education successful, especially for early childhood and elementary schools that are problematic or have a school breakdown.

Ami (1999:324) argued, home visits are one of the special activities of guidance and counseling carried out by counselors in the parents' homes. The activities can be in the form of interviews, observations on children's learning facilities at home, discussion or guidance and group counseling with a number of family members, filling out the questionnaire, and others. Besides knowing the environment, according to Winkel (2004:255) home visits also recognize the social environment of everyday students that must be programmed so that the detection of child problems can be realized so that a solution can be sought for the success of children's education.

Whereas according to Emily (2018:1), home visit models aim to increase eight domains. Starting from children's health, child development and school readiness or success, family economic conditions, relationships, maternal health, positive parenting practices, reducing child abuse, juvenile delinquency, family violence and crime. According Cynthia, etc (2016:110), functioning home visits emphasize the importance of interventions and maximize healthy family functions, and positively nurture children to be disciplined in school. Home visits can improve parents' knowledge, skills, and motivation to care about the children's destiny.

Home visit program according to a research, has been done for a long time. This program greatly impacts the family spirit in educating children (Appelbaum, 2004, p. 1435). Not all students need a home visit. Because, according to Rahman (2003:76) home visits are activities of the counselor or counseling teacher visiting the parents' residence. Home visits are only done for certain students who really need a visit. In various elementary schools, home visits are not borne by the counseling teacher, but are programmed, planned, and the target teacher is assigned. This is evidenced by several previous studies that have been carried out.

According to Yaqien (2008:6) home visit is an effort to build a conducive and harmonious educational atmosphere between the school and students. Home visit directs students to have a high school direction between education in school and the life at home. Amalia (2016:78) in his research found data, the implementation of home visit at SDIT Al-Azhar Kediri became a form of effective communication between teachers and parents of students. From this program, it can be seen directly the conditions of the learning environment and student development. This program is also an effort to improve learning that emphasizes cognitive, affective, and psychomotor aspects.

The home visit program is very much determined by the commitment of the parents (Park, 2003, p. 9). Juwita (2015:252) in his research found results that home visits can improve personality development, both intellectually, socially and emotionally. In addition, students become independent, adaptation to the environment, assisted in realizing the ideals of children, especially in the success of

education. Whereas research is carried out Elviani (2017:xi) found the fact that the school visit program can improve discipline, provide motivation, give appreciation, be open, familial and discussion. In his research, Hidayat (2017:ix) found that home visit services can improve student discipline in schools.

From the background above, researchers conducted research at Elementary School of Sampangan 01, Semarang City. The background of this research is that since the 2017-2018 school year Elementary School of Sampangan 01, Semarang City implemented a program of parental involvement in children's schools in the class association in the form of home visits. Based on an interview with the Head of the UPTD Semarang City Education Office, in Semarang City there are very few primary schools that implement class association as a way to make children's education successful by involving parents.

In addition to decorating the class, this class association program also applies home visits conducted by teachers. From the results of observations and interviews, the total of children stay in class and dropout of school in Elementary School of Sampangan 01, Semarang City is relatively high when compared to primary schools in Gajahmungkur sub-district, Semarang City. School data states, in the 2017-2018 school year there were 11 children stay in class, while 4 children dropout. For this reason, this study intends to study home visits through action research.

2. Method

The method in this study uses action research. The action research was designed with the Kemmis and Mc Taggart models whose device consists of four components. According to Iskandar (2011:28), this model is implemented starting from planning, action, observation, and reflection.

While the types of action research applied, namely action research experimental. According to Rahman (2018:5), in experimental action research techniques in the form of research conducted by trying to apply various techniques or strategies effectively and efficiently in an activity. In this action research, the author made plans, actions, and reflections on the implementation of the home visit program at Elementary School of Sampangan 01, Semarang City in minimizing the number of children stay in class and dropout.

Before planning, researchers took data with interview and observation techniques on stay in class and dropout rates from class 1 to class VI Elementary School of Sampangan 01, Semarang City. After that, the researcher made a plan by making school visit activities from the main class association program that had been designed by the school with the class association. At this stage, the aim is to prepare a home visit program so that it is well planned with the hope that it can run until the next stage.

The researcher then collected data on the number of students who stayed in class and dropped out of school in the 2017-2018 school year as many as four children. The next action the form of a visit to the home of a child problematic, whether they are in the stay in class or dropping out of school so can stop phenomenon of stay in class and dropout.

3. Result and Discussion

This research is an action research whose results start from the planning stage, the action stage, the observation stage, and the reflection stage. The home visit program is planned, then implemented, observed, and reflected.

Planning

The planning stage in research at Elementary School of Sampangan 01, Semarang City with several things. First, planning. At this stage, there are several things that are done, namely (1) observation and interviews with class teachers and principals who have a list of stay in class and dropout students, (2) determine cases and objects of visits or students who need a home visit, (3) preparing basic data or information that needs to be communicated with the family through the class association, (4) determining the home visit material or data that needs to be revealed and the role of each family member to be met, (5) preparing administrative completeness.

From the results of observations and interviews, Elementary School of Sampangan 01, Semarang City amounted to 12 classes, starting from grades 1-6 containing A and B group study groups, which consisted of 204 male students and 206 female students with a total of 410 students. From that result, total of students stay in class and dropout students from class I (study groups A and B) to class VI (study groups A and B) can be seen in the table below:

Table 1. List Students of Stay In Class and Dropouts in Sampangan 01 Elementary School in the 2017-2018 school year

No	Class	Stay in Class	Dropout
1	I A	2	1
2	I B	1	0
3	II A	1	0
4	II B	1	0
5	III A	0	0
6	III B	1	1
7	IV A	1	0
8	IV B	1	1
9	V A	1	0
10	V B	2	1
11	VI A	0	0
12	VI B	0	0
Total		11	4

Data above is the total of stay in class and dropouts in Elementary School of Sampangan 01, Semarang City in the 2017-2018 school year. There are many causes that make children stay in class and drop out of school. Starting from the condition parent of broken home, the lack of parental attention, the parental education, the parents' busy life, the environment, and the level of understanding of children who are slow in learning are low.

Action Stage

At this stage, the teacher cooperates with the headmaster, and the group organizers in class association. Because, basically the home visit program at Elementary School of Sampangan 01 Semarang City is part of a program designed through a class association forum that was formed and runs from the 2017-2018 school year to June 2018. Officially the home visit program is held in the 2018-2019 school year.

At this stage things are carried out several steps. First, data collection children who need visits, especially for those who live in class. As for those who dropout, teachers cannot force children to go to school again. But what teachers do is a preventive step for children who have not dropped out of school. Second, all teachers from class I to VI make home visits especially for those who live in class because they need special assistance and the role of parents. Third, discussing the problem of children, especially based on learning outcomes in the classroom that causes children to stay in class.

Fourth, find a solution between teachers and parents on the basic problems experienced by children, especially for those who stay in class because of slow learning. Fifth, making integrity pacts from the results of discussions or interviews with parents conducted by teachers so that they oversee children's education aimed at maximizing the activities of learning children not to stay in class. Sixth, involving other family members such as younger brother, sister, grandparents, or man who live in the same house as children that is. Seventh, invite all parents through the class association and deliver the results of the home visit as follow-up material escorted by the teacher, the class association coordinator and parents whose children have problems.

At this stage of the action, the teacher does not only visit the home of a troubled parent. But one teacher who had dozens of students at least twice visited the parents' house. In one week, at least the teacher visits three parents whose children have problems

Observation Stage

After the action stage, at this stage of observation the teacher does several things. First, observe the development of students who get visits by teachers, especially on the motivation and acceleration of learning outcomes. Second, observe the treatment of parents in children according to the solutions discussed with the teacher as a way out so that children are diligent, and actively study again and in the end do not stay in class.

Third, observing parents' concern for their children, which can be seen from participating in delivering and picking up school children, especially in class 1-3, and the presence of parents at regular meetings in the class association forums in each class. Fourth, observe the participation of outgoing members other than the father or mother of the problem child. Fifth, observing parents' concern for their children, which can be seen from participating in taking and picking up school children, especially in class 1-3, and the presence of parents at regular meetings in the class association forums in each class.

All observations were made in addition to face-to-face as well as through Whatsapps groups made through the class association. In the group, each teacher enters the active telephone number of parents whose children have problems, and they are obliged to report all child activities that support the learning outcomes. Parents after getting a visit also always communicate intensively with the teacher and the coordinator of class association so that the obstacles that occur can be resolved.

Reflection Stage

At the reflection stage, the teacher reflects all activities from planning to observation. At this stage, the teacher evaluates the implementation process and the results obtained from the home visit program. First, evaluation through report cards of children who live in class is given to teachers during the home visit program. Second, do an evaluation through the WhatsApp group during the home visit program. Third, evaluating the results of home visits in order to minimize the number of children stay in class through report cards when increasing class and evaluating the potential of children who dropouts.

Fourth, the teacher prepares a home visit report according to the final results and reports it to parents of problem students, principals, supervisors, education unit coordinators, and school committees and members of the class associations. At the end of the distribution of special report cards for problem students, the teacher consults the parents according to input and suggestions from all members of the class association.

Home Visit Program Results

From the results of the home visit program which is part of the class association program for one school year starting June 2018 to May 2019, significant results were obtained in minimizing the total of stay in class and dropouts. Although the grade increase report cards are distributed in June 2019, based on the results of the class teacher meeting and the principal produce a decision that can be seen in the table below:

Table 2. List Students of Stay In Class and Dropouts in Sampangan 01 Elementary School in 2018-2019 school year

No	Class	Stay in Class	Dropout
1	I A	1	0
2	I B	1	0
3	II A	1	0
4	II B	0	0
5	III A	1	0
6	III B	1	0
7	IV A	0	0
8	IV B	0	0
9	V A	0	0
10	V B	1	0
11	VI A	0	0

12	VI B	0	0
Total		6	0

Description:

*) = The teacher's decision not to raise six children above for several reasons. First, the presence of children under 75 percent from the initial meeting of the new school year until May 2019. Second, children do not attend midterm assessments so they do not have the value to be included in report cards. Third, many blank subject values because children do not collect assignments from the teacher. Fourth, even though there is a reexam, the value of the child is still below the criteria for minimal completeness.

From the above problems, the teacher and the principal conduct meetings with all the teachers, both class teachers and subject teachers to consider children going up or staying in class. However, for attendance below 75 percent and empty midterm assessment scores it cannot be changed, meaning that it becomes the teacher's prerogative to make a decision not to raise children.

Barriers and Opportunitie

The implementation of this program of home visits does not always run smoothly. On the way, there are obstacles and opportunities experienced by the teacher. For the obstacle, first, there is no counseling teacher at Elementary School of Sampangan 01, so the class teacher is the main actor of the home visit program. Second, the teacher's lack of knowledge about counseling for children with learning problems, so that the teacher is slow in solving the problem of children who stay in class which finally came the home visit program.

Third, the lack of male teachers who are physically very easy to make home visits. Most class teachers at Elementary School of Sampangan 01 are women, so the home visit program is carried out by the teacher and her husband. Fourth, the low knowledge of parents about regulation, parenting education, and the role of parents in the success of children's education, especially for children stay in class and dropout.

Fifth, parents are not cooperative, do not respond, and are closed to family problems. Some parents actually avoid and don't want to meet the teacher when the teacher visits his home. This makes the teacher confused about interviewing, sharing, or coordinating about children's problems to find solutions to children's learning problems as a reason for children stay in class or dropout.

Sixth, one of the factors of children not being taken care of by the school is because the environment is not supportive. Even though the teacher has visited the house more than twice, but the child is still slow to learn, there has been no change, there is no positive response from the parents, even for children who almost drop out of school after being visited by fear and school strike children. This becomes a serious obstacle because the environment of their own children does not support. The environment here is the environment around children's homes which does not support the progress of children's schools. For example, in Deliksari Village, Sukorejo sub-district, Gunungpati sub-district, Semarang City, and Manyaran Village, West Semarang sub-district, Semarang City, there are many people who work as scavengers, buskers, and even unemployed children who

become problems. Because, on average, the children in the village that is dropout and even become thugs.

Seventh, the school supervisor's that intervention prohibits class teachers from making more than one child per class that is stay in class. The reason is because if too many children stay in class it will worsen the stigma in the community and the impact of school accreditation. In fact, the existence of children stay in class is not because of the wishes of the teacher, but because the child is slow to learn, and does not meet the minimal completeness criteria, did not take the midterm assessment test, often absent, and specifically for grade 1 students who live in class because they when enter elementary school they did not graduate from early childhood education and kindergarten. In addition, raising children or not being a class teacher's prerogative.

While the opportunity is, first, there is support from class community members, school principals, and school committees who help conceptually, technically, and materially in the implementation of home visit programs. Second, there are parenting class, and inspirational classes by class associations that become a venue for exchange of opinions and experiences, sharing tips on becoming creative parents, caring for children, and educating parents to support school programs in any form for the success of children's education. From this parenting class, parents are aware of the importance of children's education including home visiting programs that are part of the method for the success of children's education.

Third, the ease of communication between the teacher and parents of students through the WhatsApp group. Fourth, there are awards and penalties given by the school at the end of the year when distributing student report cards. Awards are given to the class and parents who are the most active and support the home visit program and generally the class association program. While the punishment is given to parents whose children stay in class, they must be active in inspirational or parenting class activities and decorate the class.

4. Conclusions

According to the background, research methods and discussion, there are several conclusions in this study. First, the home visit program is very effective in minimizing total of children stay in class and dropout at the Elementary School of Sampangan 01 Semarang City. It was proven that in the 2017-2018 school year there were 11 children stay in class and 4 children dropout school. After being given an action in the form of a home visit, total of children stay in class decreased to 6 and dropout of school 0 in the 2018-2019 school year.

Although it is very significant in minimizing total of stay in class and dropout, this home visit program also has obstacles and opportunities in its implementation. The obstacle is, first, the absence of counseling tutors in elementary schools. Second, lack of teacher knowledge about counseling. Third, the lack of male teachers. Fourth, parents' low knowledge about family involvement in formal

education units. Fifth, there are parents who are not cooperative and close the problem. Sixth, the child's home environment is not conducive. Seventh, the school supervisor's intervention.

As for the opportunity, firstly support from various parties. Second, parenting class and inspiration class. Third, the ease of communication through the WhatsApp group. Fourth, there are awards and penalties given to parents of students, so that parents really participate seriously in guarding and succeeding in children's education. From the conclusions above, there are a number of suggestions, first, home visit programs can minimize total of stay in class and dropout school at the Elementary School of Sampangan 01 Semarang City. All teachers should be maximized in implementing a home visit program as an effort to strengthen education and promote culture.

The study illustrates to readers that the home visit program can reduce dropout rates. Teachers who want to reduce the number of dropouts can apply this program in their respective schools.

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