

Home Visit Based on Flipped Class Learning in The Process of Maintaining DNA of Peak Performance Students in the Era of Pandemic

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ABSTRACT

The purpose of this study is to describe: (1) home visit learning mechanism based on flipped class learning (HVFCL); (2) efficiency of home visit learning in the pandemic era; (3) HVFCL impact for students; and (4) HVFCL impact for schools. The research method used is qualitative through phenomenology approach with the design of case study at Wonokerto 04 Public Elementary School, Malang Regency, Indonesia. Data or facts collected using 3 techniques, namely: in-depth interviews, participation observations, and documentation studies. Data or information obtained through in-depth interview techniques is done by digging up information from key informants, and several other informants. Meanwhile, documentation studies are conducted by investigating or reviewing documents in the implementation of HVFCL. While the acquisition of data through observation techniques is done by observing school activities. The analysis technique used is single case analysis. To obtain the validity of the data, researchers conducted triangulation activities, member checks and adequacy of reference materials. The result of this study is: (1) HVFCL has high efficiency in maintaining the DNA Of Peak Performance students; (2) HVFCL is efficient learning with zero added cost; and (3) HVFCL provides an impact in the form of positive branding of related school imagery.

Keywords: home visit, flipped class learning, DNA of peak performance, education

1. INTRODUCTION

Various institutions in Indonesia, whether in educational institutions, economics, government in the era of pandemic that afflicts all countries certainly make the quality of output and outcomes that exist in the pandemic era into declining or declining quality, especially an educational process. This will certainly change the pattern of teaching, as well as pedagogies that exist in the realm of Education so that Education can always survive in the pandemic era in its consistency to create quality learning as a primary Educational process. The constituent opinion is in accord with the opinion [1], that an Education in the era of pandemic has been metamorphosed in everything in the process, especially in the learning carried out.

On the other hand, [2] explained that Indonesia is still in covid-19 emergency status from May to July, and it is still uncertain about the completion of the pandemic

era. On the basis of various research results and data results, a learning should have changed drastically, from direct communication, to using a technological intermediary in it. In general, a study in various countries during the pandemic era used an online learning through a Shared video call facility as well as an online classroom. This is certainly a breakthrough that will be common throughout Indonesia affected by covid-19.

However, moving away from this, of course, rationally a student's learning quality will decrease, the student's learning arousal becomes low, and a student's learning stimulus so that a student's motivation to rise in learning tends to be low, because the fact that the main learning is learning that is carried out directly or face to face with a teacher. The authors' opinion, of course, is supported by research [4] that the best learning is a condition in which students and teachers can come face-to-face and communicate both ways, as the intensity of psychological closeness is a major factor in effective

communication and optimal understanding of subjects. From the research can be drawn generalizations, about the absence of learning through the application, although displaying the direct state between teachers and students, still a face to face learning in the classroom remains the most optimal. In this study, the constituent team found a unique and urgent phenomenology related to learning in the pandemic era to maintain or maintain the quality of students learning in one of Malang district's schools through a home visit based on Flipped Class Learning.

While flipped class learning is a strategic learning, by prioritizing technology to explain a material the day before learning in the classroom is held. Research from [5] explains that learning is very effective, as it is a preventive form of student learning arousal problem. Because in this, flipped class learning itself a learner will receive material from the teacher, which will be the next learning material, then during the learning process the teacher will carry out a brainstorm by qibla on the material that has been shared. And at the end of the lesson the teacher will give a quiz. Then, home visit itself is a learning approach with teachers who come directly to each student's home as a group or group of 2-10 people has been formed. Therefore, what kind of home visit learning activities based on Flipped Class Learning in the pandemic era to maintain the quality of students' learning becomes a unique and interesting activity to research.

2. METHOD

The approach implied by the constituent team in this study is qualitative phenomenology, as well as the design of existing research using case studies. Similar to [6], that a case study is a centralized strategic research design to provide dynamic descriptions with a single background, as well as a single case. It is then related to the data collected by the constituents using interviews and documentation studies. Then the data is presented using interview transcripts, and documentation. The research was conducted from July 21 to July 29, 2020 at SD Negeri Wonokerto 04, with the main informant being a classroom teacher at Wonokerto State Elementary School 04. Interviews by constituents are conducted in depth or indepth interviews with reference to a related research context.

Not to forget, various observations about teaching learning activities reviewed by the research team in the form of a teacher's teaching video. Then for data analysis using constant comparative, a method on its realization is carried out repeatedly, which is then analyzed using triangulation techniques after all information, data, and field conditions are collected complexly. Then, the constituent team also included a data credibility check, through existing validity tests as well as data triangulation, so that the various results attached in this paper are accurate, definitive, and in accordance with the existing reality.

3. RESULT

3.1. Background of Home Visit Based Flipped Class Learning Implementation

Reported from the main informant, Ibu Ninik Hariyani as a teacher at SD Negeri Wonokerto 04, related to the background of a home visit based on Flipped Class Learning mainly, because the learning process in SD Wonokerto 04 did not run as optimally as expected with online learning in the midst of the pandemic that occurred (Figure 1). This can be classified as such, because the main informant mentioned that an online study conducted for students at Wonokerto State Elementary School 04 due to various things namely: (1) education that leads to aspects of attitude and behavior of students cannot be internalized properly; (2) the ability of the student cannot be known by the teacher in real time; (3) limited signal constrained; and (4) the tools used by students are classified as unsuitable.



Figure 1 Process during HVFCL

The attitude aspect cannot be internalized properly, because according to the main informant of this study, because simply online learning can only convey a subject matter, because according to the main informant is also held that the activities of students during the school hours that are incidentally implemented for 3-6 hours cannot be monitored completely. So, the attitude aspect cannot be comprehensively transformed. Then, related to the behavior aspect can also not be comprehensively transformed to students, because rationally the way students behave, will not be able to be directed properly by the teacher if it does not come face to face directly. Because the behavior aspect itself is an aspect related to the daily behavior of a student to his friend, his teacher, and his parents who should be able to be directed well through the example or role model that is the teacher. Thus, if practiced online will not be appropriate said the main informant, because the student can also only digest the teacher's attitude when teaching the subject matter, no more than that.

Related to the second point, which is a student's ability that the teacher cannot know optimally is because every student's or student's work is not done alone.

Instead there is intervention from parents or guardians to work on it, so that the various tasks given by the teacher do not fully represent an intact ability of the students. Therefore, in this point the main informant stated that an online learning cannot describe the ability of the student, and the teacher cannot assess the skill or cleverness of the student in what field. Related to various points, according to the main informant this point is what causes a teacher to need to hold a home visit based on Flipped Class Learning.

The third point is related to the signal, is also the most important reason a teacher holds a homevisit at Wonokerto State Elementary School 04. The signal in the southern part of Malang, especially in Wonokerto Village is relatively minimal, so a student when participating in an online study is often less than optimal. Constraints such as inconsistent and unstable networks, make students unable to obtain anything from an existing online learning, be it a subject matter science and also about existing character education. so briefly when interpreted by the main informant, students at Wonokerto State Elementary School 04 are termed receive nothing and learn nothing. Therefore, the existence of home visit in SD Negeri Wonokerto 04 is crucial.

The fourth point as attached in the first paragraph is a student tool that does not serve. It can be concluded because the tools in this relationship include a data package, a mobile phone, or a laptop. Factual condition exists, not many students of Wonokerto State Elementary School 04 have smartphones, out of 96 students from grades 1-6, only 14 students whose parents have a smartphone. Therefore, an existing equipment in sd Negeri Wonokerto 04 does not meet when an online learning is carried out. Despite all that, according to the main informant, an implementation of such education is not a bad choice, because in Pagelaran Sub-district that is incidentally close to Bantur Sub-district, also is carrying out direct learning for one week 2 times in the relevant school.

3.2. Flipped Class Learning Based on Home Visit Implementation Mechanism

Related to home visit based flipped class learning itself is a revolutionary learning pattern to continue to carry out an essence of Education in the midst of the pandemic that occurs. Related to this, of course, the mechanism of implementation of home visit based flipped class learning is interesting to say. When reviewed from the visualization mechanism of a home visit implementation based on flipped class learning can be concluded quite simple and easy. But here the constituent team will explain related to various things about the mechanism of a home visit based flipped class learning. The first step taken by a teacher is to determine the student's study group, which is to determine 2 to 4 students whose house is nearby, will be made into a group

with a maximum of 4 members. This is carried out throughout the class, from grade 1 to grade 6 with the respective parents who determine the home visit. Students at Wonokerto State Elementary School 4 have an average of 16 students in each class, so each group gets a home visit turn every week. Therefore, the remaining two days of free time of a teacher, which is used for home visit on students who are judged to lack understanding of the learning materials provided, so that the portion of understanding or level of understanding of students can be comprehensively accommodated by the relevant teacher.

After creating a learning group, a teacher will contact the student's guardian in each study group, to be asked about his willingness to provide a home to study for other students in the study group. If this has been implemented, and approved by the student's guardian, then the relevant teacher will give a material to a student's guardian in the form of a summary and also PPT that is sent to the student's guardian via WhatsApp, as the implementation of a flipped class learning so that students read related materials first, so that when carrying out home visit students can ask the teacher about his difficulty in understanding the material. After this is done the teacher will go to each learning group later, the teacher explains what is in the learning material until the student understands what is conveyed in the lesson material. Then for the duration of home visit based flipped class learning itself starts from 8 am to 12.00 pm. Self-taught subjects include Mathematics, Indonesian, and Science. Mathematics subjects get one hour, Bahasa Indonesia gets one hour, and also science gets one hour. If these things are combined then there is still an hour left for ice breaking teachers and students.

Then, interestingly in this home visit a teacher stated that the subjects of Science, Mathematics, and Bahasa Indonesia only are included in the home visit because the lesson has its own weight, where it takes direct interaction to get a comprehensive understanding. Other learning such as PKN, IPS, and Cultural Arts, as well as Javanese language can be accommodated by collecting various tasks when teachers approach the home of the study group.

Thus, subjects other than three home visit subjects will be accommodated by assigning assignments to students, which are collected and shared when the teacher carries out the home visit. Not only that, the main informant also said, that students are more excited and also the realm of science thinking, attitude, and also behavior is more formed When home visit based flipped class learning is implemented than online learning as usual. When the implementation of home visits a teacher also first implements health protocols, such as keeping a distance with students, using a mask, using a face shield, and also using a temperature gauge first before carrying out a home visit based on flipped class learning.

3.3. Obstacles of Conducting Home Visit Based on Flipped Class Learning

Reviewing the results of interviews and documentation studies, the only obstacle experienced by teachers themselves when undergoing home visits based on flipped class learning itself is the prohibition from the government itself to carry out direct learning. Because according to the results of the interview, it is considered contrary to the prohibition and recommendations of the government related to how an Education process should run. However, the main informant explained that all recommendations from the government related to online learning, are considered out of sync with the ability of students as well as the ability of the school to support the running of an online or online learning.

In this study itself according to the main informants concerned, the only obstacle is permission from the government. However, despite such government policy, SD Negeri Wonokerto 04 still runs home visit based flipped class learning. In fact, from the perspective of the student's guardian, or the student himself, is more supportive of home visit, because some things namely: (1) learning prioritizes a health protocol; (2) of the majority of the population of farmers, which incidentally rarely gather to the market or crowded place; and (3) teachers related to negative covid-19 with swab tests that have been carried out before. Not only that, there is even local wisdom When the teacher visits the student or When the implementation of home visit based Flipped class learning, a teacher is welcomed by the community, even until a teacher is made tumpeng rice, until it is slaughtered a village chicken that has been cooked according to the typical seasoning of Wonokerto community to take home the teacher.

4. DISCUSSION

4.1. The Impact of Flipped Class Learning-Based Home Visit on Students

When discussing the impact of home visit based on flipped class learning, this study will be reviewed through three impacts, namely psychological impact: (1) cognitive and also impact; and (2) affective. At the first point an impact that certainly arises as a result of a pandemic on students, rationally is the psychological impact of stress due to the large number of tasks without being offset by a comprehensive teacher explanation. The constituent opinion is in contrast to the opinion [7], that a pandemic attacks various aspect of Education in the student realm, namely the psychological it of students who are impaired by concentration due to the stress caused by the high buildup of tasks. This certainly reinforces that a psychological aspect in the student realm is always disturbed by the covid-19.

Not only that, the psychological realm of students can also be disturbed because learning at home is often

disturbed by an outside distraction which means students can less be focused on the subjects, but also the activities of the person at home. This is reinforced by the assertion from [8] that a conventional learning transition with online learning requires a high desire by students, as home learning is accustomed to being disrupted by the activities of people in the home. After that, please also know that Wonokerto village area is a remote village in Malang Regency area, therefore surely the existing tradition is still classified as strong. In general, the habits or culture of a group of villagers are still higher than common, such as a child who is always obedient to the orders of his parents, as well as a paradigm of villagers who attach more importance to a family than an Education.

This was also noted in a research that stated that [9] the paradigm of rural communities that are relatively low awareness of Education tends to be an obstacle to a development in the order of implementation of the Education process in Indonesia. Various things that have been expressed in the above exposure certainly conflate in a psychological realm of students who are disturbed by concentration when studying at home at the time of this pandemic. The presence of a home visit based on Flipped class learning, will certainly have a full impact on a student's psychological aspect, because in the results of research conducted by the research team, has shown that a student can concentrate more with the presence of home visit based flipped class learning, because a student learns with the help of a teacher directly. In fact, when briefly studied a student such as private tutoring when carrying out a home visit based on flipped class learning.

It is also reinforced by the opinion that, if a teacher accompanies at least 10 people in a class then the level of concentration and computational thinking, as well as critical thinking of students can be more explored. The statement also conflated that the cognitive realm in the form of computational thinking and critical thinking can be achieved optimally even though the pandemic has not yet disappeared in Indonesia.

Following through on these statements, computational thinking itself is an individual's ability to think mathematically logically quickly and responsively [11], whereas critical thinking itself is the ability to think from the basic or basic to a general thought in detail. Thus, it can be concluded that the presence of home visit based flipped class Learning can be an alternative to overcome psychological problems, as well as cognitive students related.

Related to the third limit, which is an affective impact of students, as a result of a home visit based on flipped class learning is the affective realm of students. The affective realm of the Education process is often juxtaposed with attitude and behavior. Therefore, departing from that understanding the parameters of good and bad affective realm of a student is an attitude towards

teachers, friends, and also their parents who are in their respective homes. Rationally the affective impact that arises from covid-19 related to the behavior and attitude of students towards teachers, students, and also parents is not classified in poor affective grades. It was also reinforced by research [14] that, simply, a student's attitude can be projected to remain good during the covid-19 pandemic, because parents are good controllers for controlling all students' attitudes towards their environment. However, in contrast to their attitude towards a collection of tasks, which of course in this case also enters the assessment of the affective realm of students. The findings, which found that a student tends to do their job by a parent, then many students also do not collect assignments.

When home visit-based flipped class learning comes along, a student in the results findings becomes more eager to collect assignments and the entire student's work can be accumulated well. It shows that with the home visit the affective realm of students can be achieved well. If this is correlated with a theory of development, surely the implementation of flipped class learning-based home visit indirectly accommodates the level of cognitive development of students towards the theory of learning behaviorism, that it takes a stimulus to spur a student into action.

In this case the concept of stimulus and response is not about punishment, but a meeting with all student teachers that makes all students have a response to do the job and learn to the fullest. While the theory of learning behaviorism itself is [15] a learning process where it takes stimulus in the form of rewards, punishments, or appreciation to understand a new subject matter. Therefore, with all the exposure, it can be drawn a common thread that home visit is a revolutionary learning in the pandemic era that has many advantages in it to be implemented in an elementary school student.

4.2. The Impact of Home Visit Based Flipped Class Learning on Schools

Discussing the impact of this learning on schools, it can be argued by the research team that something that will be affected is (1) School branding (2) Quality of school output and outcomes. The first point that is in the impact of this learning, is the branding of the school that will be affected. This is certainly a relative topic, because it can be positive branding or negative branding that develops. For student guardian or students, as well as the surrounding community can certainly be seen as a good branding for a school in this regard, because in the pandemic era a school can create a revolutionary learning, namely home visit based flipped class learning. Where it has practically had high benefits for students as well as existing guardians.

In addition, a context of public relations management is also very well accommodated through

this learning, as it is known together that public relations management itself is the context of science in school management or Education that organizes from start to finish so that a school can be well known among the surrounding community. Then not only that, a realm of psychology called high trust or high faith will certainly be achieved from both a student and a student's guardian towards the school, so that in the process of Education all elements can always support the Education program given by the relevant school. It is affirmed [17] that a high faith itself is a high belief in an Institution or a person because its credibility channels positive things. Therefore, the statement is linear with the results in this study, which shows that the level of trust of the parents and students is high towards the existing teacher, until a student's guardian welcomes the teacher who comes using tumpeng rice and also brings the teacher chicken that has been seasoned with the typical spices of the area to bring home the relevant teacher. It reflects that the program is considered successful in order to achieve learning optimization, as well as an achievement of good relations with the surrounding community.

However, this is also different from the branding of schools before the existing Education office, because in the pandemic a school is prohibited from carrying out a conventional study. Then, when it came to the quality of output and outcomes, a study revealed that primary schools facing a covid-19 pandemic would certainly experience a quality declining in their output and outcomes. Because rationally when studied, however good an online learning will not be able to replace an existing conventional learning. The statement is linear with the statement [18] that the popular learning in the present, namely online learning is good learning but cannot replace conventional learning, as well as online-only learning when it is used as an addition to conventional classes. It can be concluded that with a pandemic, the quality of a school's output will decrease compared to the year before the pandemic. However, the constituent team thinks that this will be suppressed and reduced the risk of quality declining because students and teachers can still take conventional learning even though it is limited

4.3. Efficiency Based Home Visit Flipped Class Learning in Maintaining Learning Quality

When reviewing the efficiency of a program, it is certainly connected to an achieved purpose. The efficiency of home visit based flipped class learning is classified as a program that has high efficiency during pandemic. This is certainly because of two things, namely the DNA of Peak Performance a student is well maintained and the implementation of home visit based flipped class learning does not cost additionally at all for the school. DNA of Peak Performance itself is a cognitive ability where a person is always passionate about learning, easy to remember something he learns and also

reluctant to delay a job. Or analogously, it can be described that the DNA of Peak Performance is when a human faces a situation such as one day before a test or test, of course the human will be passionate about learning, not delaying his work, and easily remembering his memories at that time. Such an analogy, which describes the DNA of Peak Performance itself, is just that the DNA Of Peak Performance when home visit based flipped class learning is carried out as if the day before this test is felt every day.

So, the impact to a student is that a student becomes always passionate in learning and completing tasks every day. Thus, it can be briefly drawn a common thread related to the discussion and findings in this study, namely with the home visit based flipped class learning, a student becomes more understanding and understanding about the subject matter, and the psychological and cognitive aspects of students are always awake to a positive thing. Then related to efficiency, of course budgeting in the process should also be calculated well.

In fact, the program tends to be efficient because the distance of students from existing schools is only 1.5 kilometers. Thus, it does not cover as an additional cost for teachers to transport. This is very positive for the budgeting of a school, because it is supported by a study that the impact of covid-19 has a massif impact, one of which is on the financial condition of the country that impacts also on Education [1]. Thus, it can be concluded that a home visit contributes fully to maintaining the quality of learning, as well as being efficient in achieving goals, and even efficient in spending on school fees or budgeting.

5. CONCLUSION

From the results and discussion of the research team related to various things in this article, it can be concluded that home visit based flipped class learning is a conventional learning alternative that has a small risk in the spread of covid-19 virus. This study itself is carried out because the two main reasons namely: (1) materially students and parents are unable to qualify for online learning; and (2) teachers do not know the cognitive and affective aspects of a student.

Then related to the only obstacle that exists When a person runs this learning model is an admmissive obstacle from the government. It can be briefly revealed that learning with this model has high efficiency, because: (1) maintaining the DNA of Peak Performance of students; (2) improving the cognitive quality and psychological condition of pandemic students; (3) maintaining the quality of school output and outcomes; (4) providing good school branding to the community; and (5) does not add to the cost in school financing.

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