

Evaluation Study on Implementation of Home Visit Service through CSE-UCLA Model in SMP Negeri 2 Anjir Muara

Eklys Cheseda Makaria
 Guidance Counselor Education Program
 Faculty of Teacher Training and Education
 Universitas Lambung Mangkurat
 Banjarmasin, Indonesia
 eklys.makaria@ulm.ac.id

Abstract— The focus of this research was the implementation of home visit service in SMP Negeri 2 Anjir Muara through the CSE-UCLA evaluation model. This evaluation model evaluates four aspects: Need Assessment, Program Planning, Formative Evaluation, and Sumatif Evaluation. This research aimed to find out how is the service is implemented in SMP Negeri 2 Anjir Muara. This research used qualitative approach while the type of the research that used was program evaluation. The object of this research was the home visit service, with the data obtained from the guidance counselor teacher and the students as well as the data documentations of the home visit service in SMPN 2 Anjir Muara. In obtaining the main data, the researcher used observation, interview, and documentation while for the secondary data, she obtained it through questionnaire. In checking the reliability of the test, triangulation method was used. Based on the research result, it was found that the home visit service was already implemented well in SMPN 2 Anjir Muara. It also had implemented accordingly to the implementation criteria from the experts. However, several service components still need to be improved. The researcher expected this evaluation study could give input and benefit, especially on the home visit service implementation in SMP Negeri 2 Anjir Muara, from the very first planning until the end of the implementation; therefore, all aspects could be implemented accordingly to the procedure.

Keywords— *evaluation program; home visit service*

I. INTRODUCTION

Guidance counseling is an effort to help given to the counsel to help them fixing his/her self concept and confidence to improve their behavior in the future [1] added by [2] guidance counseling aims to achieve the optimum development of the students. On another words, the students could improve themselves optimally based on their potential or capacity so that he/she could improve accordingly to their surrounding.

Based on the quotations above, it can be concluded that the role service of the guidance counselor at school is needed to handle the students' problems handling. In this relation, a guidance counselor teacher is needed to arrange the service program. The service program is used as the guideline for the teachers in giving the guidance and counseling. The teacher is expected to be able to focusing the program into covering

four aspects: individual, social, study, and career. This needs to be done to help the students develop themselves as teenagers in every aspect.

In handling the students' problem, further understanding on the situation of their home or family is often needed; therefore, home visit is needed as an additional guidance and counseling service [3].

Home visit is an activity where a teacher will do a visit to a student's house to get the information about the student that cannot be obtained through a questionnaire or interview. Therefore, the teacher need to ask this information directly to their parents by visiting their home—even though sometimes it is the parents itself that get invited to the school [4]. Home visit is a guidance and counseling supporting tool to obtain data, information, convenience, and commitment used to solve the students' problem through a visit to his home [5]. This activity at least has three main objectives: a) gathering additional information about the student's problem, especially the problem that is related to the home situation or the parents; b) discussing the student's problem with his parents; c) building the parents' commitment in handling their child's problem [6].

According to the theories above, then it can be concluded that the implementation of home visit comes from the students' problem at home, which becomes a distraction for their learning process and the students themselves. Therefore, home visit service is needed as a supporting service of guidance and counseling to gather more information from the family.

Consequently, if the guidance counselor at school does not implement home visit, then the teacher cannot get direct data from the family about the problem the student is facing, cannot confirming the previous data, and cannot build a good teamwork between the teacher and the parents.

Based on the data obtained from the interview with the guidance counselors in SMPN 1 Anjir Muara, it was found that the home visit service is one of the services that often done by the teachers only to solve related problems.

The teachers explained several students' problems which need home visit services as follows: 1) the student being lazy to learn or being absent more than the school's standard; 2) the

student often skips school without any information; 3) the student's lack of discipline in obeying the school's rules such as coming late, skipping school, skipping the school's assignment; 4) the broken home situation of the family in which averagely there are 3 to 4 students come from a broken family in the school; 5) the student's parents are being too busy and pay no attention to the student's low achievement; 6) unconducive house surrounding for the students.

The guidance counselors in SMPN 2 Anjir Muara also mentioned several problems they often face in doing home visit: 1) the teacher is having difficulty in preparing the home visit. The visit usually has done suddenly without prior notification to the parents; 2) in doing the home visit, the teacher often bring no home visit format, it makes the information cannot be recorded accurately; 3) the result of home visit rarely has any follow-ups. This lack of follow-up makes the home visit becomes not optimal despite the result is essential to completing the data in handling the student's problem.

Since the home visit service implementation in this school has not reached the optimal result, the guidance counselor thought it needs an evaluation. Through this times, the home visit service has done to support the implementation of other services to achieve the objective of the guidance and counseling yearly or term program.

Evaluation is a periodical activity done to obtain information on how something is work or implemented, where this information then will be used to decide an alternative in making a decision [7], while reference [8] defines evaluation as a systematic process for deciding or making a decision about how far the teaching objectives has been achieved by the students.

II. METHOD

Generally, there are two kinds of research approach, namely qualitative and quantitative approach. In this research, the researcher used qualitative approach which oriented on a natural phenomena [9]

As an addition, the research used evaluation research. This type or research is similar to the descriptive research; however, evaluation research has several criteria that need to be fulfilled. This criteria is used as the benchmark or standard to compare the data after it is analyzed. The data must be the real condition of the object being examined [10].

III. RESULT AND DISCUSSION

A. Evaluation Program

According to Groundlund (1995) evaluation is a systematic process to decide how far the teaching objectives has been achieved by the students [4]

Conceptually, evaluation is considered as the heart of any changes and development of an organization, program, event, or institute. Without a proper evaluation, an event, program, or organization is hard to develop itself well competitively. A good strategic plan can only be produced if it is made based on

a good evaluation. Despite the importance of a good evaluation, evaluation is often abandoned or ignored [11]

Based on the definitions above, it can be concluded that evaluation is a judging and measuring process. The primary function of evaluation in this research is to provide useful information for the decision maker in determining the policy that should be taken.

Evaluation program is an evaluation that closely related with a program or an educational event; including curriculum, human resource, program organizer, research project of an institution [12]. It is defined as systematic method to gather, analyzed, and use information to answer basic questions about a program [11]. On this research, the main focus is the guidance and counseling program in SMPN 2 Anjir Muara while the service that was evaluated was home visit.

B. Home Visit

Home visit is an effort done a counselor to detect the student's family condition related to their problem. This effort is done to gather more information. Hence it can be used more effectively. Meanwhile, according to Prayitno, home visit done to detect the student's family condition related to the student's problem that becomes the counselor's responsibility [2]. Moreover, *Ikatan Konselor Indonesia* stated that home visit is one of the supporting services of the guidance and counseling activity done by a guidance counselor or the homeroom teacher by visiting the parents or the student's house. In doing home visit, the teacher can obtain information through observation and interview, especially about the household, their facility to study, and the relationship among the family members related to the student's problem.

Home visit must be done a professionally trained guidance and counseling teacher, as Jane Warters stated: "*home visit are most likely to be effective when made by a professionally visiting teacher*" [13]. By the professionalism possess by the guidance and counseling teacher, home visit could facilitate the teacher in gathering the information to give the suitable solution for the student's problem.

Home visit has two types functions: general and specific. General function of home visit is to gather more complete and accurate data about the students related to their problem as well as building a commitment between the parents and the school. Meanwhile, its specific function is related to the functions of guidance and counseling [11]. Among many functions of guidance and counseling, the primary function of home visit is the understanding and solving function. This function is the core aspect that needs to be done by a guidance and counseling teacher in doing a home visit. This function helps the teacher to understand the student's problem better [13].

C. Chosen Evaluation Model

In this evaluation study, the research used CSE-UCLA evaluation model. This model consists of two acronyms: CSE and UCLA. CSE stands for *Centred for the study of Evaluation*, while UCLA stand for *University of California in Los Angeles*. The main characteristic of CSE-UCLA model is the four steps of evaluation; namely planning,

developing, implementing, and result and impact. Fernandes (1984) added that this model consists of four steps, 1) Need Assessment; focusing on the problem determination, 2) Program Planning; focusing on gathering the data related to the teaching and learning and the fulfillment of the need assessment, 3) Formative Evaluation; focusing on the program implementation. Therefore, the evaluator greatly expected to get involve to the program since he/she must gather various information of the program development. Lastly, in 4) *Summative Evaluation*, the evaluator is expected to be able to be able to collect all the data about the result and impact of the program. Through this step, it is expected that whether the objective of the problem already achieved or not could be found out. Also, the cause if there is any part that has not achieved [14]

Based on the explanation on the evaluated activity, home visit service, the researcher then made the criteria for the evaluation on the implementation of home visit service can be

explained in the following table 1. The result of the need assessment on the implementation of home visit service in SMPN 2 Anjir Muara showed that the service divided into two criteria a) deciding the case for the home visit service has done accordingly to the standardize indicator. The second criteria was b) assuring the students on the importance of home visit service. For this criteria, some improvement is needed to be improved since the guidance and counselor teacher hadn't run it well.

Program Planning had done according to the procedure and had administrative completeness. Formatif Evaluation in this step also had done well and accordingly to the standardize criteria; however, it still needs to improve the family counseling component in which in this step, it is expected for the teacher to involve all family members to get more accurate data. For the Sumatif Evaluation step, overall it had done accordingly to the criteria which then led to the accomplishment of the objective of the service program.

TABLE I. IMPLEMENTATION OF HOME VISIT CENTRE

Aspect evaluated	Criteria	Indicator	Data source	Data collection technique
Need Assessment	Determine cases of home visit services	Speak harshly to friends Against the teacher Smoking Fight Often do not go to school ditching	Counselor student	Observation Questionnaire Interviews
	Convincing student of the importance of home visit services	Notify plan of home visit Convincing student of home visits will not add to students' problems Convincing that the home visit service will solve students' problems	Counselor student	Interviews observation
Program planning	Prepare basic data/information that needs to be communicated with the family	Student error notebook Prepare student monthly attendance	document	Interviews Observation
	Prepare administrative files	Prepare a notice of home visit Prepare the home visit format Prepare sound recordings	Counselor	Interviews observation
	Communicate plan for home visit activities to various related parties	Homeroom teacher Principal Students' parents	Counselor	Interviews Observation
Formatif evaluative	Observe the implementation of the home visit service	Meet with parents of students Conveying students' problems Conduct family counseling Record the contents of the conversation	Counselor	Interviews observation
Sumatif evaluative	Evaluate the process of carrying out a home visit	Seeing overall deficiencies in the home visit process Seeing the causes of the disadvantages of the home visit process See the obstacles encountered during the home visit process	Counselor	Interviews observation
	Find out the completeness and accuracy of the results of the home visit	See the complete data that you want to get from a home visit The data obtained can be used in follow up services Establish good relations with the parents of students	Counselor	Interviews observation
	Evaluate the use of data from home visits to solve student problems	Distinguish between actual facts/conditions and data information obtained previously Able to stop advanced services in solving student problems	Counselor	Interviews observation
	Analysis of evaluation results	Know the impact of a home visit program Knowing the achievement of the objectives of the home visit program Knowing the effectiveness of using home visits in solving student problems	Counselor	Interviews observation
	Follow-up	Considering whether or not there is a need for a repeat home visit Consider follow-up services using the results of home visits	Counselor	Interviews observation
	Report	Compile reports Deliver the results of reports on home visits with related parties Documenting reports on home visits	Counselor	Interviews observation

IV. CONCLUSION

Based on the results of the study, the implementation of the home visit service program at Anjir Muara Public Middle 2 was well implemented and was in accordance with the steps of the implementation criteria of the theory of home visit experts but still needed to be developed. The implementation of home visit service activities has been said to be good because it is in accordance with the steps of the evaluation criteria, but the drawback is the indicator of convincing students of the importance of home visit services.

REFERENCES

- [1] Sukardi, *Evaluasi Program Pendidikan dan Keplatihan*. Jakarta: Bumi Aksara.
- [2] Thohirin, *Bimbingan dan Konseling Di Sekolah dan Di Madrasah*. Jakarta: Raja Grafindo Persada, 2014.
- [3] Sutirna, *Bimbingan Dan Konseling Pendidikan Formal, Non Formal*. Yogyakarta: Andi Offset, 2013.
- [4] M. Elfi and H. Rifa, *Bimbingan Konseling Islam Di Sekolah Dasar*. Jakarta: Bumi Aksara, 2009.
- [5] Sukardi and D. Ketut, *Pengantar Pelaksana Program Bimbingan dan Konseling di Sekolah*. Jakarta: Rineka Cipta, 2010.
- [6] Y. Syamsu and N. Juntika, *Landasan Bimbingan Dan Konseling*. Bandung: Remaja Rosdakarya, 2014.
- [7] S. Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2012.
- [8] A. Badrujaman, *Teori Dan Aplikasi Evaluasi Program Bimbingan Konseling*. Jaka: Indeks, 2011.
- [9] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif Dan Kuantitatif*. Bandung: Alfabeta.
- [10] S. Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2010.
- [11] F. Mashudi, *Panduan Evaluasi dan Supervisi Bimbingan dan Konseling*. Yogyakarta: Diva Press, 2013.
- [12] A. Salahudin, *Bimbingan Dan Konseling*. Bandung: Pustaka Setia, 2010.
- [13] Prayitno and E. Amti, *Dasar-Dasar Bimbingan dan Konseling*. Jakar: Rine, 2008.
- [14] Arikunto and J. Abdul, *Evaluasi Program Pendidikan*. Jakarta: Bumi Aksara, 2014.