

## The Evaluation of The Home Visit Program: A Reinforcement of Character Education

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**ABSTRACT:** *This study aims to determine how the evaluation of the Home Visit Program as a reinforcement of character education in SMK (Vocational School). This study uses a qualitative method with CIPP model. The subjects of this study were taken from the Guidance dan Counseling coordinator, students, and school principal in SMK. Data collection techniques used the method of observation, interviews, and documentation. The method of observation in this study used a participatory method. Data analyze used data reduction, data presentation, drawing data conclusions. The results show that: (1) in terms of context ,only three components were applied, and one was not implemented optimally. The components are background, specific goals, and program development (2) in terms of input, it is quite good, consisting of the target components of the program, the elements involved, and the role of the teachers (3) in terms of process, that of the five components, and only three are of good value. While the other two are of less value. The components which include material, methods, obstacles, and how evaluates the system evaluates to develop character values are quite well. While the method of implementing programs and efforts to develop character values are less good (4) in terms of product, the two components are good enough. The components consist of program achievements and program evaluations.*

Penelitian ini bertujuan untuk mengetahui bagaimana Evaluasi Program Home Visit sebagai penguat pendidikan karakter di SMK. Penelitian ini menggunakan metode kualitatif dengan model evaluasi CIPP. Subyek penelitian ini di ambil dari koordinator BK, kesiswaan serta kepala sekolah di SMK Muhammadiyah 1 Bantul. Teknik pengumpulan data menggunakan metode observasi, wawancara, dan dokumentasi. Metode observasi dalam penelitian ini menggunakan metode partisipatif. Analisa data menggunakan reduksi data, penyajian data, penarikan kesimpulan data. Hasil penelitian menunjukkan bahwa: (1) contex, hasil analisa dari segi konteks bahwasanya ketiga komponen hanya dua yang terlaksana dan 1 belum terlaksana secara optimal. Komponen yaitu latar belakang, tujuan spesifik, pengembangan program. (2) input, hasil analisisnya menunjukkan sudah cukup baik yang terdiri dari komponen sasaran program, elemen yang terlibat, peran bapak dan ibu guru. (3) process, hasil analisisnya bahwa dari kelima komponen hanya 3 yang bernilai cukup baik dua lainnya bernilai kurang, komponennya meliputi materi atau bahan, metode, hambatan dan bagaimana penilaian sistem untuk mengembangkan nilai-nilai karakter cukup baik, dan metode

pelaksanaan program serta upaya mengembangkan nilai-nilai karakter kurang baik. (4) product, dari hasil analisa menunjukkan bahwa dari kedua komponen sudah cukup baik. Komponenya terdiri dari ketercapaian program serta evaluasi program.

**Keywords:** *Program Evaluation, Home Visit, Education, Character.*

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## I. INTRODUCTION

Education is very important for every individual, including character education for children. In the current era, children's low character and noble character require more attention and participation from various parties. Character education is currently needed not only in schools but also at home and in the social environment. Even the participants of character education today are not only early childhood and adolescents but also adults. Law No.20 of 2003 article 3 on the National Education System states that: "that education in Indonesia has the function to developing capabilities and shaping the character and civilization of a nation with dignity to educate the nation's life, aiming at developing the potential of students to be improving beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" (Kemendiknas, 2011).

To realize these functions and goals, teachers and schools cannot run alone but need support from various parties, and one of the parties is the family. Communication between teachers and parents of students is very important in this case. Therefore the importance of education is the responsibility of the community, schools, and even families. One of the school programs to improve communication between teachers and parents of students in character building for students is the Home Visit program (C. Pattarro, 2016).

This program's existence is a home visit activity to obtain information related to student activities at home to solve student problems at school (W. Wardono, 2015). For example, regarding information related to family conditions, the student's house, the facilities available at home, the relationship between the student and the family, the student's habits at home, the attitudes and concerns of parents towards their child's development. This activity will provide opportunities for teachers or parents to foster Islamic character in children. It will be realized if communication/ collaboration between teachers and parents of students is well established. School actions that may be taken to develop character education are through the integration of programs that are included in the curriculum in schools (Ikhwan, 2018).

This Home Visit activity supports character education at Vocational High Schools in Yogyakarta to build good cooperation with parents of students. However, these efforts have not been implemented optimally because the responses, attitudes, and perceptions of students' guardians are different. The phenomenon that we can see at this time, both teachers and parents of students, has not been able to establish good cooperation in efforts to build character for students (T. C. Kose, 2015).

Many parents cannot be met because they are working outside the home. The visit from the teacher cannot be accepted, even if there are student guardians who

completely surrender everything to the school. Besides, there are also many teacher agendas at school and home, sometimes making visits to students' homes late or even not accomplished. Based on this background, this study aims to evaluate: 1) the context of the home visit program at SMK; 2) input for the home visit program at SMK; 3) the process of implementing the home visit program at SMK, and 4) the success of the home visit program at SMK.

## II. LITERATURE REVIEW

### Program Evaluation

Program evaluation is a process of describing, searching, and providing information useful in determining alternative decisions for decision-makers (S. Arikunto, 2014). The purpose of program evaluation is to find out a series of activities to what extent the objectives of program evaluation, according to Endang Mulyatiningsih, program evaluation are: 1) Show program contributions to the achievement of organizational goals. The results of this evaluation are important for developing the same program in other places 2) Making decisions about the sustainability of a program, whether the program needs to be continued, improved, or stopped. Judging from the objective above is to determine the condition of something, then program evaluation can be said to be a form of evaluative research. Therefore, in carrying out program evaluation, implementers think and determine steps on how to carry out research (Qurrotul Ainiyah, 2017).

In evaluating a program, many evaluation models can be used. However, there are differences between one another. Still, in terms of objectives, they have the same thing: collecting data or information regarding the object to be evaluated whose purpose is to provide material for decision-makers in determining follow-up to a program. Many program evaluation models can be used to evaluate a program. However, here we will only describe one of the seven program evaluation models, one of which is CIPP by Stufflebeam, et al. In 1967. This model is an evaluation model that is widely known and generally applied by evaluators (Ikhwan, 2017).

### CIPP as a Program Evaluation Method

The CIPP method stands for the first four letters of the word, namely: 1) Context evaluation, namely evaluation of the context. The primary orientation of context evaluation is to identify the background of the need to make changes or the emergence of a program of several subjects involved in decision making. 2) Input evaluation, namely, evaluation of input. Input evaluation is carried out to identify and assess the capability of the material, equipment, human, and cost resources to implement the selected program. 3) Process evaluation, which is an evaluation of the process. Process evaluation aims to identify or predict obstacles in the implementation of activities or program implementation. Evaluation is carried out by recording or documenting every incident in the implementation of activities, monitoring activities that have the potential to hinder and causing unexpected difficulties, finding unique information outside the plan, assess and explaining the actual process. During the evaluation process, evaluators are required to interact with the program implementing staff continuously. 4) Product evaluation, namely, evaluation of results (Mulyatiningsih, 2011).

The main purpose of product evaluation is to measure, interpret and decide the results that have been achieved by the program, namely whether it has met the needs following the expected goals or not (W. G. Thompson, 2002). The four words in the letter abbreviation are the target of evaluation.

A home visit or home visit is a method used in schools in several ways. This method can foster intimacy between schools, madrasah, parents, and even students. By visiting the house, the teacher will know what problems the student faces in his home environment. If the teacher knows the students' problems as a whole, it will be easier for the school to prepare the right program. This program is a data collection technique by visiting students' homes to complete existing student data obtained with other methods. The objective is to state that this home visit is intended so that the school, especially counseling teachers, are more familiar with the students' daily life environment, especially if the information needed cannot be obtained through questionnaires or interviews. It is intended that home visits are carried out to get information about students and their conditions at home and residence if not collected through surveys or interviews with students at school (WS. Wingkel, 1991).

According to Winkel and Hastuti, the purpose of a home visit is to discover the lives of students in their daily lives with the information they need that cannot be obtained with just a questionnaire or interview. Meanwhile, according to Mugiarto, there are two purposes for a home visit: collecting information or data needed in understanding the environment and the problems of students, and the discussion and problem solving of students (H. Amalia, 2016). The general objectives of home visits are: 1) obtaining important data about the life background of students and their families, either in the form of new information or simply checking the accuracy of information that has been obtained through other methods; 2) obtaining important data about the life background of students and their families, either in the form of new information or simply checking the accuracy of the information that has been obtained through other methods; 3) discuss students' problems if they need cooperation with parents or guardians; 4) build relationships between family institutions, schools, and communities.

### **Character building**

Character education is an education that combines knowledge (cognitive), feeling (feeling), and also action (action). Thomas Lickona said that education would not be effective without these three aspects. So that character education is not only sufficient with knowledge and then takes action by that knowledge. It is because character education is related to values and norms. Therefore, it must also involve aspects of feeling (feeling) (T. Lickona, 1991). In this Law, the importance of character education should be built so that students become believers and fear God Almighty. So, the awareness of believing and fearing God can be a force that can fight if students are influenced to commit disgraceful actions.

Character education must become a national movement that makes schools as agents to build students' character through learning and modeling (Samrin. 2016). In this case of character education, schools should have the potential to bring students to have noble character values such as respect and care for others, responsibility, integrity, and discipline. Also, character education should be able to keep students away from reprehensible attitudes and behaviors. Character education is not only about what is right and what is wrong with children, but character education is more about instilling

good habits in children. Thus, character education will carry the same mission as moral education or moral education. So that we can understand that what is meant by marketer education is a conscious effort made to help someone understand, maintain, and behave following the values of noble character (Ikhwan, 2014).

### III. METHOD

This study uses an evaluative qualitative approach. This research was conducted at one of the vocational schools in Yogyakarta, where the school implements the Home Visit program. One of its goals is to strengthen/ support character education. And from the program, there has never been an evaluation. The subjects of this study were the principal, student staff, coordinator of counseling guidance.

Data collection techniques were interviews, observation, and documentation with vocational counseling guidance (BK) teachers, teachers, and students' parents. The data analysis technique is using data reduction, done by selecting the data that has been obtained and transforming the rough data from the field. Data collection is done by exploring problems and completing data, presenting follow-up data from data collection activities is presenting data. The last is to verify the data. Data credibility is using source triangulation and technical triangulation.

### IV. RESULT AND DISCUSSION

#### Evaluation of Context

The assessment of the context of the home visit program at SMK is quite good, which is by several elements that underlie and underlie the program objectives.

INSTRUKSI KERJA		KodeDok	BK/KR/IK-009
KUNJUNGAN RUMAH		No. revisi	02
		Halaman	1 dari 2
		Tanggal Berlaku	1 November 2017
<b>A. TUJUAN :</b>			
1) Membangun hubungan baik dengan orang tua/wali peserta didik/konseling			
2) Melengkapi dan klarifikasi data tentang peserta didik/konseling			
3) Mengkonsultasikan serta membangun kolaborasi untuk pemecahan masalah peserta didik/konseling			
<b>B. DEFINISI :</b>			
Kunjungan rumah adalah kegiatan yang dilakukan oleh guru bimbingan dan konseling atau konselor dalam rangka melengkapi data, klarifikasi, konsultasi dan kolaborasi melalui pertemuan tatap muka dengan orang tua/wali peserta didik/konseling di tempat tinggal yang bersangkutan. Pelaksanaan satu kali kunjungan rumah dihargai setara dengan satu jam pelajaran.			
<b>C. REFERENSI :</b>			
1. Dokumen SMM ISO 9001 : 2015 Klausul nomor 8.5. Tentang Penetapan Produksi dan Jasa			
<b>D. TANGGUNG JAWAB/PELAKSANA :</b>			
Guru Konseling			
<b>E. LANGKAH KERJA :</b>			
1) Persiapan			
a) Menentukan tujuan dan waktu pelaksanaan			
b) Mendapatkan ijin dan surat tugas dari kepala sekolah.			
c) Mempersiapkan perlengkapan yang dibutuhkan, misalnya daftar pertanyaan dan pedoman observasi.			
d) Membuat kontak awal dengan orang tua untuk home visit			
2) Pelaksanaan			
a) Berkomunikasi dengan orang tua menjelaskan maksud kunjungan rumah.			
b) Melakukan wawancara dan observasi.			
3) Mengakhiri kunjungan rumah.			
4) Pelaporan kunjungan rumah			
Dalam pelaksanaan kunjungan rumah, guru bimbingan dan konseling atau konselor perlu menyusun laporan pelaksanaan alih tangan kasus (format laporan pelaksanaan kunjungan rumah terdapat pada Lampiran BK/KR/FO-001 dan BK/KR/FO-002).			

Figure 1. The Objective of the Program

From the results of the data, it is possible to have a home visit program to strengthen character education. The behavior of children at school and cases of indiscipline in Monday ceremonies are still mostly carried out by students, plus the cultivation of children's character education is still lacking. This home visit program is a means of communication between the guardians of students and the school. Mulyatiningsih identifies the background of the program necessary to change the subject of decision making (Dian Iskandar Jaelani, 2017). The purpose of the program's specification is clear and in accordance with the theory that the goal is to further identify children and communicate with parents at home privately about children's behavior at school and at home.

### **Input Evaluation**

The program input in this study is described as 2 program inputs

1. Human resources (program actors), namely students and teachers

The teacher who acts as the BK coordinator has the same role as the role in the implementation team, namely visiting students at home, and always following up by coordinating everything with the student school representative and the principal to make the final decision. Meanwhile, the target is all students from grade 10 to grade 12, especially students who commit violations.

2. Support facilities

Supporting facilities, namely the form and data of students who commit violations and the results of the meeting that students A B or C must have a home visit by the counseling teacher. The form contains several data mining, such as reasons for not attending class so often, knowing the ins and outs of socializing in the home environment, analyzing the child's bad habits, and communicating all problems to the student guardians to get the best solution (Ava Swastika Fahriana, 2019).

The program input is appropriate (in the proper category). This shows that the program targets must be clear, namely students who commit violations (problems) who have negative records that need to be cross-checked with the family so that solutions can be found.

### **Evaluation of Process**

The process of the visit by the counseling guidance coordinator to the students' homes includes:

1. Preparation, which includes: determining the purpose and time of the visit; there are a permit and a letter of assignment for the BK teacher/ coordinator from the principal; Prepare to visit forms and on-site data collection guidelines; make an appointment with the student's guardian during the home visit.
2. Implementation, which will be carried out include: communicating with the parents of the guardianship of the intent and purpose of conducting a home visit and extracting data through observation and direct interviews
3. The end of the visit, the visit ends with the presence/ absence of changes in students. The point changes in the direction of goodness and awareness of all their negative attitudes/ actions so far. That means there is a positive impact on this home visit program. Or, if there is no change in the student's home visit for

the first or second time, the parents of the student's guardian will be asked to come to the school to meet the principal as the person in charge of the program.

4. Reports, reports as in Figure 2 below:

MAJLIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN DAERAH MUHAMMADIYAH BANTUL  
**SMK MUHAMMADIYAH 1 BANTUL**  
TEKNIK ALUMI TEKNIK, TEKNIK PEMERIKSAAN, TEKNIK KENDARAAN BERGAS, KEKAWAAN PERAKHAK, LUKAS, TEKNIK SEPEDA MOTOR, TEKNIK PENGLASAN  
Terakreditasi A  
Jl. Paranghitas Km 12, Manding, Trenggong, Bantul, Yogyakarta 55754. Email: smkmuh1bantul@yahoo.com

**LAPORAN KUNJUNGAN RUMAH  
SEMESTER (GANJIL/GENAP)  
TAHUN PELAJARAN 2019/2020.....**

1	Nama Peserta Didik / Konseli	Fajri Anissa
2	Kelas / Semester	XI IPA 2
3	Bidang Layanan	Pribadi/Belajar/ Sosial/ Karir (coret yang tidak sesuai)
4	Topik / Permasalahannya	Siswa tidak percaya dengan temannya Praktis & Anisa "Gubernur"
5	Fungsi Layanan	Pemahaman/ Pencegahan/ Pemeliharaan/ Pengentasan
6	Pihak yang Terlibat	- Orang tua siswa - Siswa - Guru kelas
7	Tujuan Kegiatan	mengetahui bagaimana siswa memahami dan memecahkan masalahnya
8	Gambaran Ringkas Masalah	- Siswa tidak pernah praktik di kelas - Guru ingin masalah sudah selesai - Guru ingin ikut dan - Siswa tidak merespon lingkungan pembelajaran praktiknya
9	Alamat Kunjungan	Tegal Rejeng Srawadahan Btl.
10	Hari, Tanggal dan Lama Kunjungan	Rabu, 23-1-2020
11	Anggota Keluarga yang dikunjungi	- Ayah dan Ibu kandung
12	Rencana Evaluasi	- Siswa sudah merasa berat sebelah di rumah karena aturan yang sangat ketat - Siswa dan orang tua merasa ada masalah yang harus dipecahkan
13	Tindak Lanjut	menyampaikan diri
14	Catatan Khusus	Siswa sudah merasa di sekolah sukanya lebih baik, sudah sangat suka di kelas sudah selesai tanpa keputusan

Bantul, 22-1-2020

Kepala Sekolah: Harimawan, S.Pd.T NBM. 907793  
Koordinator BK: Sarwono, S.Pd NBM856932  
Guru BK/ Wali kelas: Sarwono, Sarwono, Didi Supriarto  
Orang tua/Wali Murid: Didi Supriarto

Figure 2. Home Visit Report

That way, the parents will understand and know the conditions/ problems of students at school. Islamic schools and parents must foster a harmonious relationship, namely through effective communication between the two, which in this case, is to conduct a home visit to strengthen students' positive character (Sulistiyorini, 2009). This strengthening is in the form of cooperation. Educational, cultural, and institutional collaboration, as well as all education stakeholders, including school members, parents of students, and community leaders need to work together in implementing character education programs (Darmiyati, 2010).

**Evaluation of Produk from Home Visit Program**

Based on the data that this program is successful, 95% of students experience changes in a positive direction. It can be seen from the participation of students in congregational prayers, participating in Friday morning tadarus activities, and disciplining students. Positive characters begin to be embedded through habituation in all school activities. Nurhasanah and Nida stated that activities could trigger good character development among students through the development of discipline and self-confidence as well as increasing awareness and behavior, and involving students in

various extracurricular activities to improve student self-development (Nurhasanah dan Nida, 2016).

However, it was also found that 5% of students resigned after the completion of the home visit. This program always has monitoring to evaluate regularly at the end of the year. This evaluation of results is stated to be quite good, in which the program objectives are achieved even though not 100%. This home visit program is a school effort to re-instill student character, especially students who have negative problems. The character can be declared good if it has three inseparable components, namely the knowledge aspect (know), the moral feeling aspect (feel), and the moral action (action) aspect (Syam, Ulfatin, & Maisyaroh, 2020).

## V. CONCLUSION

Evaluations that have been carried out get results, namely in terms of context, namely the home visit program as a reinforcement of character education in junior high school, which can be seen from the program background, program objectives and program development that have a fairly good value. The second component, namely in the aspect of program input, the elements involved and the roles of the teachers are appropriate as in their duties by directly following up on the problems of every child who does not enter and clearly violates school rules, this aspect gets good grades. The third is process evaluation, there are several things including assessment systems, home visit guidelines, forms, administrative completeness of program files, methods, assessment / monitoring systems and efforts to develop character values in the home visit program. The evaluation of this process shows that the value is quite good. The last aspect is the product, this can be seen from the discipline of students in carrying out the obligations of school rules, namely the sunnah prayer together and tadarus on Friday morning, therefore from the indicators of achievement of program implementation and evaluation of this program shows quite good value, this is the result of development. student character.

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