Analysis of Factors that Influence the Success of Home Visit Services for Students Who Have Learning Difficulties at Madrasah Aliyah Kulon Progo

Hening Handayani[1]; Budi Astuti[2]

[1] Student at Faculty of Education and Psychology, Yogyakarta State University, Indonesia

[2] Lecturer of Faculty of Education and Psychology, Yogyakarta State University, Indonesia

Abstract

This research aims to analyze the factors that influence the success of home visit services for students with learning difficulties at Madrasah Aliyah Kulon Progo. This research uses a qualitative approach with a qualitative descriptive type. The subjects of this research included Guidance & Counseling teachers, the madrasa principal, parents, students, and homeroom teachers. The data collection techniques used observation, interviews, and documentation. The data validity test used source triangulation and technical triangulation. The data analysis used the Miles and Huberman model through data reduction, presentation, and conclusion. The results show that internal factors had identified problems and sources of issues, had pedagogical competence to distinguish student characteristics, professionally used educational learning principles, personally displayed student potential, were socially non-discriminatory, and carried out home visits according to service stages. Meanwhile, external policy factors supported home visits and implemented intensive cooperation, did not provide vehicle inventory from the madrasa, there was parental participation, and the environment was safe. They openly expressed and detected problems by seeing student activity.

Keywords: *Home Visit; Success; Learning Difficulties*

Introduction

Madrasah students cannot avoid problems and difficulties because today's demands are increasingly complicated. The problems they face in madrasas are often unavoidable because these problems originate from their family and community environment, as well as the madrasa itself. To overcome this problem, educational institutions need guidance and counseling programs. Based on an interview with the homeroom teacher of class and similar hobbies. There is a tendency for students in the clever category to be grouped with those who are diligent, while those in the lower ability category are somewhat marginalized. This will clearly make students with less ability fall behind, thus experiencing learning difficulties.

In fact, there are clear differences among students in modern madrassas in terms of academic and physical abilities, heredity, habits, and study methods. As a result of these differences, students experience difficulties in learning. Students who have learning difficulties do not have the ability to learn as much as they could. According to Dr. Pupu Saeful Rahmat (2018), non-intellectual elements can also contribute to this. Student behavior causes learning challenges such as getting bored quickly, having difficulty focusing, forgetting, being lethargic and tired. Feeling tired and bored can lead to a sluggish life and lack of enthusiasm for learning activities. Forgetfulness and concentration problems are mental conditions characterized by the inability to remember previously learned information. Signs of laziness emerge among students who do not want to complete the assignments given by their teachers. Signs of physical exhaustion, known as fatigue, include sitting relaxed, lying at a desk, or even falling asleep while studying (Fatah et al., 2021).

Due to learning difficulties, students will complete assignments given by the teacher by waiting for their friends' work to finish earlier. Lack of motivation and bored attitude with learning. Students only learn when the teacher teaches, students do not study first, so this proves that there is a lack of awareness among students about learning, which can lead to a lack of understanding of the material provided by the teacher, including the lowest average index score (Kurniawati & Muhsin , 2019). Based on an interview with the Head of Madrasah MA Darul Ulum Muhammadiyah Galur named Mr. DS (initials) explained that students have difficulty learning. Our policy for BK teachers must immediately coordinate with the class teacher regarding student data, among other things, attendance levels, student activity, then this is done. service home *visit* to be able to communicate directly with students' parents. According to him, students have difficulty learning with services home *visit*, then you will find the cause of the problem and the solution. Student activity shows which students have learning difficulties, and these difficulties determine their success. Because students must actively participate in the learning process, whether through mental, social, or physical activities, learning is considered successful. Students carry out activities during learning. Student inactivity will cause poor learning outcomes, which will also cause problems or difficulties during the learning process (Hanifah & Sumardi, 2022). The initial intervention of home visits called "home visiting services" is carried out by guidance and counseling teachers. This service provides a comprehensive framework for engaging children and families in their homes. This includes teachers' perceptions of guidance and counseling on how students learn, as well as interactions between students' environments and nature during typical development (Ruth, 2021).

Guidance and counseling is provided in schools as a counseling service to help students avoid problems that interfere with their daily productivity. This service aims to help students in career planning and development, learning activities, personal life and social life (Handayani & Hidayat, 2017). Home visits by counselors and giving advice teachers act as counselors to their students and encourage parents to work with them to overcome problems. Therefore, the support of the student's family and counselor in this case greatly influences how well the home visiting service runs. Because it is easily customizable, this service helps students solve problems and helps madrassas find information related to a student's history more thoroughly. If students' problems are not handled or corrected properly, their problems will turn into deviant behavior. There are two types of causes of problems: internal factors that occur within the students themselves and external factors that occur outside themselves, such as family, madrasah, or society (Dakwah & Afifah, 2022).

In schools, guidance and counseling is provided in the form of counseling services to assist students in planning and self-development as well as in developing their personal, social and academic lives. Guidance and counseling is a service process that accompanies or helps a person (counselor) in obtaining the information and skills needed to make decisions. This process is carried out through face-to-face meetings or reciprocal relationships between the two, so that the counselee has the ability or skills to identify and resolve problems (Mulyadi, 2016). Counseling is a process of assistance from a counselor to a counselee through face-to-face meetings or a reciprocal relationship between the two to express their

problems, see their problems, accept themselves according to their potential, and be able to solve their own problems. In the counseling process, an attitude of mutual cooperation is also needed, helping other people (Aisyah, 2020).

The madrasa program is intended to provide guidance and counseling for students who experience learning difficulties. The guidance and counseling teacher begins the implementation of the madrasa program by visiting the students' parents' homes to collect information and insights about the problems the students may be facing. The factors surveyed include household conditions, parents, educational facilities, relationships between family members, attitudes and habits carried out by students. Home visits in counseling services are a way to reveal family conditions regarding problems with the child or person for whom the counselor is responsible. With supporting activities, parents and other family members can get information and data that can help counseling be more effective (Prayitno, 2015).

An analysis of the impact of service success home *visit* conducted (Wright et al., 2018), that the findings of this study, future studies should consider other dependent measures of the impact home *visit*, such as student attendance. Additionally, design the study to allow for random assignment of which students receive services home *visit* may allow further insight into the potential impact of these visits on students and parents. Service*home visit* also has an effect on students' state standardized test scores, with students receiving one*home visit* scored 5% higher and students who received two home *visit* scored 7% higher than students who did not receive home *visits*. Positive impact of service home *visit* proven to demonstrate academic success and student behavior in class. Program Home *visit* is a key tactic that has been used to improve parenting skills. This study has demonstrated the ability to develop parenting skills and information problem solving can be a means to increase student success.

Students' recorded awareness of teacher and parent involvement in students' lives. The communication that exists between the teacher and the student's home helps foster respect that extends beyond the classroom environment. The human relationship that is created is a bond of care, respect and interest in the success of students both inside and outside the madrasah. In order to maintain behavior, teachers must have a good attitude (Ilhan et al., 2019). Based on these findings, the aim of guidance and counseling through home visit services is to help students develop learning activities and improve grades, as well as to avoid difficulties that cause children to face disruptions in their daily life success. Thus, parental involvement in dealing with student learning problems is very important in guidance and counseling services.

Choose a service home *visit* and choosing which students to visit can possibly determine what factors influence the teacher's choice of students to visit. However, the results of this research should still be seen as encouragement for madrasa systems interested in starting or expanding service program home *visits*. Therefore, BK Teachers provide home *visits* to overcome the problem of student learning difficulties in order to obtain complete information and effective direction. Factors that influence the success of the service home *visit* worthy of analysis. From this, researchers are interested in analyzing it in depth in a study entitled "Analysis of Factors that Influence Service Success*Home visit* "For Students Who Have Difficulty Studying at Madrasah Aliyah Kulon Progo."

Method

This research uses a qualitative research approach because it presents data in the form of words. This research describes reality processed in the form of words based on relevant data collection and data analysis techniques. The type of research used by researchers is descriptive. The researcher took a type of qualitative research which focuses more on descriptive narrative. The main focus of this research is to analyze the factors that influence the success of services home *visit* for students who have difficulty

studying at Madrasah Aliyah Kulon Progo that events can happen, repeat themselves, and then last in the long term.

This research was carried out at Madrasah Aliyah Kulon Progo which includes MAN 1 Kulon Progo, MAN 2 Kulon Progo, MAN 3 Kulon Progo, MA Darul Ulum Muhammadiyah Galur. Research time is used for title submission, preliminary studies. preparing proposals, conducting observations, interviews, and carrying out documentation and writing up the results in the form of reports. Meanwhile, field research will begin in August 2022 and will be completed, so that all data and information can be explored and researched in more depth. In this research, the selected research subjects were the Madrasah Head, Guidance and Counseling Teacher, class teacher, students, parents of Madrasah Aliyah Kulon Progo students. This means that Guidance and Counseling Teachers as implementers of learning activities in the classroom better understand how to carry out the process of implementing guidance and counseling in overcoming the problem of student learning difficulties through services.*home visit*.

Data collection in a natural setting in this qualitative research was obtained from various sources and various methods. If we look at the setting, data can be collected in a natural setting, in a laboratory using experimental methods, at home with various respondents, at a seminar, discussion, on the street and so on. When seen from the data source. So data collection can use primary sources and secondary sources. Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out using interviews, questionnaires, observations and a combination of the three (Sugiyono, 2016).

Research Results and Discussion

1. Description of Research Setting

This research was carried out at Madrasah Aliyah Kulon Progo which includes MAN 1 Kulon Progo, MAN 2 Kulon Progo, MAN 3 Kulon Progo, MA Darul Ulum Muhammadiyah Galur. The data collection process carried out was in the form of interviews and was carried out on site in accordance with the agreement with the respondents. Apart from that, data collection is also carried out through observation and documentation. Collecting research data took two months starting from May 1 2023 to June 30 2023. During the journey, the researcher was assisted by a Guidance and Counseling Teacher at the local madrasah to go to the location of each respondent's residence.

2. Description of Research Subjects

Researchers interviewed twenty-two respondents, consisting of 12 men and 10 women from four Madrasah Aliyah in Kulon Progo who were willing and there was no element of compulsion in becoming respondents for the research being carried out. In connection with the confidentiality of respondents' identities, researchers use initials to explain the names of research respondents and also significant others. The identities of the twenty-two respondents were divided into five statuses, namely Guidance and Counseling Teacher status with the initials DW, UM, SH and AI, Madrasah Principal status with the initials MWZ, HAR, SYA, and DS, parent status with the initials SUG, SUS, LIS , JEM and NS, student status with the initials RP, FP, RHH, RSN and MAF, while homeroom teacher status with the initials SUH, SFS, SUP and DPA. The five respondent statuses were willing to become respondents by signing a consent/concern information sheet. Below is a brief description of the respondents in this study, namely as follows:

a. Status of Guidance and Counseling Teachers

The respondent with the initials DW is a female Guidance and Counseling Teacher who comes from MAN 1 Kulon Progo, the initials UM is a female Guidance and Counseling Teacher who comes from MAN 2 Kulon Progo, the initials SH is a male Guidance and Counseling Teacher who comes from MAN 3 Kulon Progo and initials AI Guidance and Counseling Teacher, a woman from MA Muhammadiyah Darul Ulum Galur.

b. Status of Madrasa Head

The respondent with the initials MWZ is a male Madrasah Head who comes from MAN 1 Kulon Progo, the initials HAR is a female Madrasah Head who comes from MAN 2 Kulon Progo, the initials SYA is a male Madrasah Head who comes from MAN 3 Kulon Progo and the initials DS a male Madrasa Head who came from MA Muhammadiyah Darul Ulum Galur.

c. Student Parental Status

The respondent with the initials SUG is a male parent of a student who comes from MAN 1 Kulon Progo, SUS is a male parent of a student who comes from MAN 1 Kulon Progo, the initials LIS is a female parent of a student who comes from MAN 2 Kulon Progo, initials JEM, a male parent of a student from MAN 3 Kulon Progo and initials NS, a female parent of a student from MA Muhammadiyah Darul Ulum Galur.

d. Student Status

The respondent with the initials RP is a male student from MAN 1 Kulon Progo, FP is a male student from MAN 1 Kulon Progo, the initials RHH is a female student from MAN 2 Kulon Progo, the initials RSN is a female student who comes from MAN 3 Kulon Progo, and the initials MAF are a male student from MA Muhammadiyah Darul Ulum Galur.

e. Homeroom Teacher Status

The respondent with the initials SUH is a male homeroom teacher from MAN 1 Kulon Progo, the initials SFS is a female homeroom teacher from MAN 2 Kulon Progo, the initials SUP is a male homeroom teacher from MAN 3 Kulon Progo and the initials are DPA a female homeroom teacher from MA Muhammadiyah Darul Ulum Galur.

3. Description of Research Implementation

This research was carried out at Madrasah Aliyah Kulon Progo which includes MAN 1 Kulon Progo, MAN 2 Kulon Progo, MAN 3 Kulon Progo, MA Darul Ulum Muhammadiyah Galur. The data collection process carried out was in the form of interviews and was carried out on site in accordance with the agreement with the respondents. Apart from that, data collection was also carried out through observation and documentation until all the data needed to explore the respondents was obtained.

After completing the interviews, the researcher also collected other data through documentation. The researchers explored this documentation through teacher administration documents, student assessments, photo documents of respondents to determine the respondent's position in terms of status. After that, the researcher also carried out observations regarding the condition of the environment where the respondent lives, then continued by observing the condition of the respondent's family. Apart from environmental conditions and family conditions, researchers also observed student learning activities and the implementation of Teacher Guidance and Counseling services.

4. Description of Research Findings

Based on the results of interviews with Guidance and Counseling Teacher respondents DW, UM,SH and AI, problem identification has been carried out, namely finding the problem and the source of the problem. The results of identifying these problems originate from personal problems or family problems. Students who experience problems with their families and the environment in which they live affect their learning achievement. These problems will develop into personal and group problems. Personal counseling and group counseling are services provided by Guidance and Counseling teachers to understand problems.

Guidance and Counseling Teachers at Madrasah Aliyah Kulon Progo can see student problems from where the problems come, whether from family relationships or family situations. Family problems and family situations can affect students in madrasas in terms of concentration on learning and activities in madrasas, resulting in student achievement falling. This is in accordance with the opinion expressed by Syifa' (2020) that Guidance and Counseling Teachers provide home *visit* students with knowledge of students' learning problems both at home and at the madrasah. Respondent DW identified the problem by looking at student grades reported by the homeroom teacher, and students always lag behind their friends' achievements.

Based on the results of interviews with respondents, Guidance and Counseling Teachers DW, UM, SH and AI, internally already have standard teacher pedagogical competencies. has developed students' potential. Teacher pedagogical competence is the skill or ability that a teacher must master in looking at students' characteristics from various aspects of life, be it moral, emotional or intellectual. Guidance and Counseling teachers are required to be able to understand students and understand how to provide correct teaching to students. Based on the results of interviews with respondents, Guidance and Counseling Teachers DW, UM, SH and AI, internally already have teacher personality competencies. already has a unique personality style that always provides services to students, able to reduce student stress due to the burden of studying. The teacher's personality will determine the success of the teacher himself and determine the success of his students. The teacher's personality will lead students towards success in achieving their goals. The teacher's personality motivates students to achieve.

Based on the results of interviews with respondents, Guidance and Counseling Teachers DW, UM, SH and AI internally already have professional teacher competence. Respondents have high spiritual intelligence by always looking for solutions to student problems, being active in teacher forums in the field of study as a form of excellence. It is proven that every teacher is expected to be clever in directing students' learning activities in order to achieve learning success as set out in the learning implementation activity targets. Based on the results of interviews with respondents, Guidance and Counseling Teachers DW, UM, SH and AI have implemented it internally at home *according* to the stages of service that must be carried out. Already implemented home *visit* according to the stages of service that must be carried out. Among other things, planning services home *visit*, carry out services home *visit*, evaluate the service home *visit*, analyze the results of service evaluation home *visit*, perform service follow-up home *visit*, reporting services home *visit*.

Conclusions and Suggestions

Conclusions are obtained from the results of data analysis and discussion of research results regarding the analysis of factors that influence the success of services home *visit* for students who have difficulty studying at Madrasah Aliyah Kulon Progo. The research results show that the analysis of factors that influence the success of the service home *visit* for students who have learning difficulties, is influenced by two factors, namely internal factors and external factors. The results of the research show

that the internal factor analysis found findings identifying problems originating from personal or family problems, having standard teacher pedagogical competence including differentiating student characteristics, having teacher personality competence and taking actions based on the benefit of students, having professional teacher competence and continuing to develop professionalism.

Having social competence, teachers have implemented objective, non-discriminatory, implementing actions home *visit* according to the service stages, the service has been planned home *visit*, carry out services home *visit*, evaluate the service home *visit*, analyze the results of service evaluation home *visit*, perform service follow-up home *visit*, reporting services home *visit*. Analysis of external factors found that the madrasa head's policy factors had organized supportive policies, home *visit* and implementing intensive collaboration with parents. The facility factor does not provide inventory from madrasas. The parental factor shows the form of parental participation in the madrasah implementation home *visit*. There are no environmental factors that pose a danger to learning activities, the learning approach factors used apply the applicable curriculum, and detect the characteristics of students who are having problems by looking at value data, a gloomy attitude, giving light and frequent assignments, students become more enthusiastic after service is performed home *visit*, communication carried out with students who have learning difficulties through different treatment from other students.

References

Aisyah, S. (2020). *Factors Inhibiting the Implementation of Home Visits*. Bukit Tinggi: IAIN Press Dakwah, F., & Afifah, T. N. (2022). Bk Teacher Guidance and Counseling Services for Class XI Madrasah Aliyah Students.*Journal Ar - Minutes Ajung Jember Faculty of Da'wah.*

Dr. Pupu Saeful Rahmat, M. P. (2018). *Student Development*. Jakarta: Bumi Literacy.

Fatah, M., Suud, F. M., & Chaer, M. T. (2021). Types of Learning Difficulties and their Causes. A Comprehensive Study of Tegal Muhammadiyah Vocational School Students.*Psycho Idea, 19(1), 89. https://doi.org/10.30595/psychoidea.v19i1.6026.*

Handayani, P. G., & Hidayat, H. (2017). The Importance of Implementing Home Visits by Guidance and Counseling Teachers.*Counselor Jamboree, 3, 168–177. Retrieved from https://www.gci.or.id/proceedings/view_article/207/4/jamboree-konseling-3-2017.*

Hanifah, A. M., & Sumardi, S. (2022). The Influence of Learning Difficulties and Student Activeness on Learning Outcomes at Mts Negeri 4 Wonogiri. *FIBONACCI: Journal of Mathematics and Mathematics Education, 8(2), 165. https://doi.org/10.24853/fbc.8.2.165-170.*

Ilhan, F., Ozfidan, B., & Yilmaz, S. (2019). Home visit effectiveness on students' classroom behavior and academic achievement. *Journal of Social Studies Education Research, 10(1), 61–80.*

Kurniawati, A., & Muhsin. (2019). The Influence of Learning Interest, Learning Motivation, Family Environment, and School Environment on Learning Difficulties.*Economic Education Analysis Journal, 8(2), 797–813. https://doi.org/10.15294/eeaj.v8i2.31517.*

Prayitno. (2015). *Guidance and Counseling Basics*. Jakarta: Rineka Cipta.

Ruth E.Cook,P.D.(2021).*The Art and Practice of Home Visiting*. London: Paul H. Brookes Publishing Co.

Sugiyono. (2016). *Quantitative, Qualitative and R&D Research Methods*. Bandung: PT Alfabet.

Supriyono, A. A. and W. (2003). *Psychology of Learning Revised Edition*. Solo: Rineka Cipta.

Tohirin. (2014). *Guidance and Counseling in Schools and Madrasas*. Jakarta: Rajawali Pres.

Wright, K., Shields, S., Black, K., & Waxman, H. (2018). The Effects of Teacher Home Visits on Student Behavior, Student Academic Achievement, and Parent Involvement. *School Community Journal, 28(1), 67–90.*

Yuhana, A. N., & Aminy, F. A. (2019). Optimizing the Role of Islamic Religious Education Teachers as Counselors in Overcoming Student Learning Problems.*Journal of Islamic Education Research, 7(1), 79. https://doi.org/10.36667/jppi.v7i1.357.*

Zola, N., & Mudjiran, M. (2020). Analysis of the Urgency of Teacher Personality Competencies.*EDUCATIO Journal: Indonesian Education Journal, 6(2), 88–93. Retrieved from https://doi.org/10.29210/120202701%0A.*

Copyrights