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Implementation of home visit method in offline learning during the Covid-19 pandemic

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Article Info

ABSTRACT

Learning during the pandemic, based on government policies through the Ministry of Education and Culture, has issued a Circular Letter of the Ministry of Education and Culture (Kemendikbud) No. 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of Corona Virus Disease (Covid-19). In the field of education, make a learning system in such a way as to prevent the spread of Covid-19. For this reason, online learning certainly has obstacles in its implementation. Online learning requires teachers, parents, and students to be able to use the internet. So that not a few schools carry out offline learning, previously all educational institutions conducted offline learning by giving assignments to students as a substitute for studying at school. Offline learning activities like that require parents to be able to guide their children in learning, understanding the material and completing school assignments given. This is an obstacle for offline learning with a task assignment system. This paper was written to address the following problems. What is the home visit method in offline learning? Is the Home visit method an alternative to learning during the Covid-19 pandemic? What are the indicators, objectives and benefits of the home visit method in offline learning? The data technique used interviews and observations. Meanwhile, to test the validity of the data techniques and sources. The application of learning strategies carried out by teachers during the Covid-19 pandemic with bold and offline learning

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Introduction

In the field of education, the teaching and learning process is becoming more advanced. This is because of the ongoing possibilities that exist during the pandemic. The 2019 Corona Virus Disease outbreak, also known as Covid-19, has made people from all walks of life more familiar with the internet. One of them is the teaching and learning process which has been demanding the use of the internet. By studying at home, the teaching and learning process that should take place in the classroom and school environment must suddenly shift. Every educator faces a difficult task because they have to find solutions that can be applied in the online teaching and learning process (Disgie, 2020).

An instructor must understand technological advances in order to do online learning. Students, as well as instructors, must be aware of how technology is used to enhance their learning. Several technology platforms are very useful for teachers and students in the teaching and learning process. To complement the online

learning process, learning media platforms must also be used effectively. Google Classroom, Edmodo, Teacher Room, Zenius, Zoom Meeting, and Learning House are some examples of learning systems that can be used (Daheri, 2020).

Educators can quickly offer educational materials and students can easily understand the material presented by educators with the correct method. Educators, on the other hand, must be more creative in deciding the online learning process, and develop learning methodologies to increase students' enthusiasm for learning (Kinseng, 2021). In this case, the instructor's skills in the use of relevant instructional media must be improved. Educators need to understand and understand the use of online-based learning systems in this scenario. Zoom and Google Meet are currently two of the most popular online learning tools. Zoom is a video-based online learning process (Budiyana, 2020). Zoom is a free service that any group can use with a 45 minute meeting time limit, but it also offers a subscription service that can be used indefinitely. Meanwhile, Google Meet is an online media platform with similar requirements to Zoom. Where Google Meet allows people to meet online via video. Google Meet is a Google service that can be used anytime and from any location (Chusna, 2017). Home visit activities carried out by educators are a means to provide information to parents regarding things parents need to do in supporting the development of children's potential, and overall talent during this pandemic. (Nirmala et.all, 2020).

The purpose of this article is to provide answers to the following questions: What is the home visit method in offline learning? Is the Home visit method an alternative to learning during the Covid-19 pandemic? What are the indicators, objectives and benefits of the home visit method in offline learning?

Method

This method is a quantitative method because the research data is in the form of numbers and the analysis uses statistics(Sasmoko, 2005). In order to achieve the research objectives, the data and information collected in this thesis research, the researchers used a survey method, which in this study aimed to test and analyze the effect of the Home Visit Method (X) on Student Learning Diligence (Y) at Praikalokat Primary School. The survey developed in this research is by distributing questionnaires to class VI students. The questionnaire given to the respondent is a closed questionnaire, meaning that the questionnaire is presented in the form that the answer has been presented so that the respondent only puts a checkmark on each appropriate answer. According to Umrawati & Wijaya based on the level of explanation, this researcher is classified as an association research, namely research that aims to determine the influence between two or more variables(Umrati & Wijaya, 2020). Sasmoko said that the order in compiling the model must be based on the correct theory or hypothesis. That is, it can be compiled based on theoretical studies and can be arranged after testing the hypothesis. And this research approach can also be called the concept of confirmatory research. This study consisted of endogenous variables. Furthermore, Sasmoko said that endogenous variables are variables whose diversity is explained by other endogenous variables in the model(Sasmoko, 2005).

The Understanding the Home visit method in offline learning
Etymologically the word home comes from a noun which means home (place to live), visit comes from a noun which means visit. Terminologically, the home visit method is an effort made by the teacher in making visits to each predetermined study group (Waruwu et al., 2020).

Home visit method is one of the methods used in learning during the pandemic by visiting designated study groups (Jenri, 2021) . Off-network learning using the home visit method can be done using the media for self-study modules and worksheets, printed teaching materials (Talizaro Tafonao, 2018). Based on the explanation above, it can be concluded that the home visit method in offline learning is one of the learning methods that teachers use during the pandemic to make visits to predetermined study groups.

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Implementation of the home visit method in offline learning

The Covid pandemic has changed the way people live in Indonesia. One of the real changes is the recommendation from the government, namely learning from home (Kemendikbud, 2020).Home visit methodduring the pandemic it can affect both students and teachers in learning activities in each study group. With the home visit method, teachers can see, and directly supervise the student learning process during the Covid-19 pandemic. This is one way so that aspects of children's development can be continuously monitored so that their activities are carried out properly. With the home visit method, students are more active and receive overall attention, considering the number of students in each group is only a few.

In other words, a home visit means that the teacher visits the students' homes with the aim of helping students solve problems they face while studying at home. This visit was also carried out to find out more information about the development of students (Jenri, 2021). But in reality the teacher uses the home visit method by dividing students into groups. So the teacher is no longer visiting students' homes but visiting the study groups that have been determined. At the time of learning the students also looked very excited because the teacher did not only tell about the concepts, but the teacher also invited students to find these concepts through questions that must be answered by students. The implementation of the home visit method can be an alternative in seeing children's development while at home so that children's activities and the role of parents in guiding children while studying at home can be achieved(Chusna, 2017). *Home visit d*uring a pandemic, the implementation is certainly different from before. Currently, teachers carry out visits not arbitrary. Health protocols must be adhered to by paying attention to things such as: washing hands, wearing masks, and keeping a distance. Nirmala & Annuar, said that the teacher carried out a home visit strategy to establish more effective communication with parents and children. Children's activities in independent learning can be monitored through assignments and home visit activities (Amalina 2020). Home visit activities are carried out as a means of informing parents about the efforts that parents must do in supporting the development of the potential, interests and talents of students while at home (Nirmala, 2021). This home visit strategy, submitted by parents, in order to get approval from parents. This is proof that parental involvement cannot be separated from the world of education, especially in a pandemic situation, (Zephaya, Latiana, and Formen 2020).

Home visit method as an alternative to learning during the Covid-19 pandemic

The place used as a learning environment in general is a well-designed classroom so that teaching and learning activities run optimally, the classroom is used to its fullest. However, during the pandemic, classroom learning cannot be carried out as usual and must be done from home. As an effort to optimize the implementation of learning at home, the teacher conducts a home visit learning method by making visits to student study groups which are carried out 2 times a week in each study group. Home visit activities are carried out as a means of informing parents about the efforts that parents must make in supporting the development of the potential, interests and talents of students while at home (Disgie, 2020). Parents who do not have knowledge about children's development need institutions that can assist in providing stimulus and monitoring the stage of child development optimize learning (Nirmala, 2021). In this Covid-19 pandemic situation, of course the learning strategy is different from the learning strategy before the pandemic. Previously, learning was centered on teachers and students, but with the corona virus, it shifted to parents and students (Hewi and Asnawati 2020).

Conducting visits by teachers, is a program from the school so that children do not work on assignments continuously, the concept of home visits is to gather children in one house that has been agreed upon with the number of children being limited to 5 people, while maintaining health protocols and maintaining distance. In the midst of the Covid pandemic, , the concept of home visits can make it easier for us, life becomes more effective and flexible (Suhendro 2020).

The purpose of the home visit method in offline learning

In general, the objectives of home visit activities are as follows: (1) Obtain and re-examine the life background of students and their families. (2) Knowing children's learning activities, their perseverance in learning, as well as learning facilities and problems experienced by children in learning. (3) Discuss the expectations of parents on the development and problems of their children related to family conditions, the behavior of students' guardians towards school and their children's friends. (4) Build collaboration between schools, families and communities. Good communication between schools, families and communities is a relationship that can create community expectations through good views in guiding children.

The specific purpose of the home visit method during the pandemic is to overcome students who are passive and cannot participate in distance learning, know the progress of student learning, and increase student learning perseverance. In dealing this online learning, teachers still need assistance, training and technical guidance to implement adaptive learning materials in accordance with the current pandemic conditions (Indahri, 2020)

Indicators or characteristics of the home visit method

According to Agus Wilson as the head of the Praikalokat Impres Elementary School, he mentioned the characteristics of the home visit method (Wilson, 2020): The teacher groups the students; The teacher makes a schedule of visits; The teacher contacts the parents of the students. Below will be explained the characteristics of the home visit method: (1) The teacher groups the students, before making a visit, the Christian Religious Education Teacher groups students into several study groups based on where they live, grouping students whose houses are close together and determining meeting points to make it easier for teachers to carry out the home visit method. Teachers in the division of groups sometimes pay less attention to the condition of students. (2) The teacher makes a visit schedule, the teacher makes a visit schedule for each student study group. Each point of the study group received visits from the teacher twice a week, where in one day the teacher visited two study groups which were carried out alternately from one study group to another. (3) The teacher contacts the parents of the students, the teacher contacts the parents of the students and informs them that a visit will be made. The teacher also informs the equipment that must be prepared and used during the home visit method, students must follow health protocols by using masks or face shields and washing hands or using hand sanitizer. This is in accordance with the results of the researchers' observations where it was found that students were using masks and hand sanitizers.

Results and Discussions

This study was conducted to prove whether there is a significant effect between the home visit method on student learning persistence. To find this influence, the authors distributed a questionnaire to 30 respondents. The questionnaire was scored according to the respondent's answers then tabulated and calculated data using a computer, Microsoft Excel and SPSS.

Table 1. Description of the Home visit method variable (X)

Statistics		
Home Visit Method		
N	Valid	30
	missing	0
mean		36.2000
median		35.5000
Mode		50.00
Std. Deviation		10.26007
Variance		105,269
Range		30.00
Minimum		20.00
Maximum		50.00
Sum		1086.00

Based on the data that has been collected from the Independent variable (Home visit method) the calculation results are obtained as follows: The range of empirical scores obtained from 20.00 to 50.00. The average value (Mean) was obtained at36,2000,Standard deviation (standard deviation) of10.26007, Median(mean value) of355000,Mode/mode (frequently occurring value)50.00and Range 30.00.
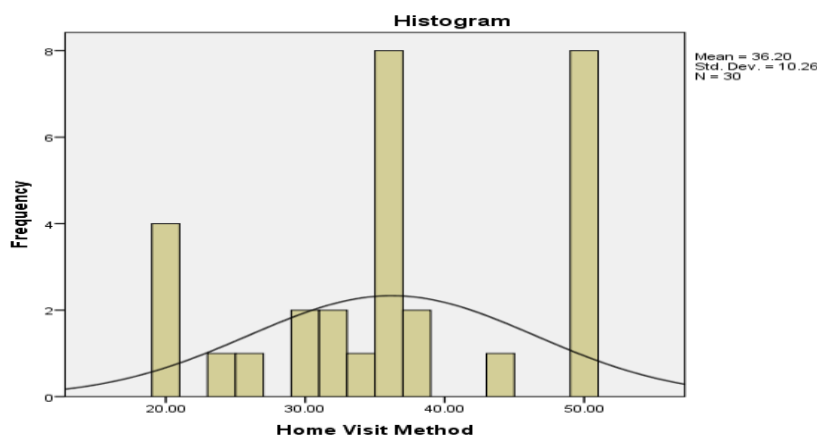
Gambar 1. Variable histogram Home visit method

Table 2. Single variable frequency distribution Home visit method

		Frequency	Percent	Valid Percent	Cumulative Percent
			Home Visit Method		
Valid	20.00	4	13.3	13.3	13.3
	23.00	1	3.3	3.3	16.7
	25.00	1	3.3	3.3	20.0
	30.00	2	6.7	6.7	26.7
	31.00	1	3.3	3.3	30.0
	32.00	1	3.3	3.3	33.3
	34.00	1	3.3	3.3	36.7
	35.00	4	13.3	13.3	50.0
	36.00	4	13.3	13.3	63.3
	37.00	2	6.7	6.7	70.0
	43.00	1	3.3	3.3	73.3
	50.00	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

From the table 1, it can be explained that the research subjects who are in the group below the average of 15 people or 50%, while the research subjects above the average are 15 people or 50%. So the Home visit method variable is moderately marked with 15 people or 50% above the average. While those who are below the average are 15 people or 50%.

Table 3. Guidelines for Interpreting the Meaning of Descriptive Presentations Home Visit Method (X)

Percentage	Mean
0-20	Very low
21-40	Low
41-60	Enough
61-80	Well
81-100	Very good

Table 4. Variable description of student's learning persistence

|	Statistics	
	Student Learning Perseverance	
N	Valid	30
	missing	0
mean		72.8333
median		72.5000
Mode		68.00a
Std. Deviation		12,42657
Variance		154.420
Range		48.00
Minimum		44.00
Maximum		92.00
Sum		2185.00
a. Multiple modes exist. The smallest value is shown		

Based on the data that has been collected from the Dependent variable (student learning persistence) the calculation results are obtained as follows: The range of empirical scores was obtained from 44.00 to 92.00. the average value (Mean) was obtained at72.8333. Standard deviation (standard deviation) of12,42657, the median (mean value) of72.5000, mode (frequent value) is 68.00 and range is 48.00.

From the table 5 and figure 2, it can be explained that the research subjects who were in the group below the average were 15 people or 50%, while the research subjects were 15 people or 50% above the average. So the student learning persistence variable is being marked by 15 or 50% above the average. While those who are below the average are 15 people or 50%.

Table 5. Single variable frequency distribution Student learning persistence

Student Learning Perseverance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44.00	1	3.3	3.3	3.3
	50.00	1	3.3	3.3	6.7
	52.00	1	3.3	3.3	10.0
	56.00	1	3.3	3.3	13.3
	58.00	1	3.3	3.3	16.7
	63.00	1	3.3	3.3	20.0
	67.00	1	3.3	3.3	23.3
	68.00	3	10.0	10.0	33.3
	70.00	3	10.0	10.0	43.3
	71.00	1	3.3	3.3	46.7
	72.00	1	3.3	3.3	50.0
	73.00	1	3.3	3.3	53.3
	74.00	1	3.3	3.3	56.7
	76.00	1	3.3	3.3	60.0
	78.00	1	3.3	3.3	63.3
	79.00	1	3.3	3.3	66.7
	80.00	3	10.0	10.0	76.7
	83.00	1	3.3	3.3	80.0
	86.00	1	3.3	3.3	83.3
	88.00	2	6.7	6.7	90.0
	90.00	1	3.3	3.3	93.3
	91.00	1	3.3	3.3	96.7
	92.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	
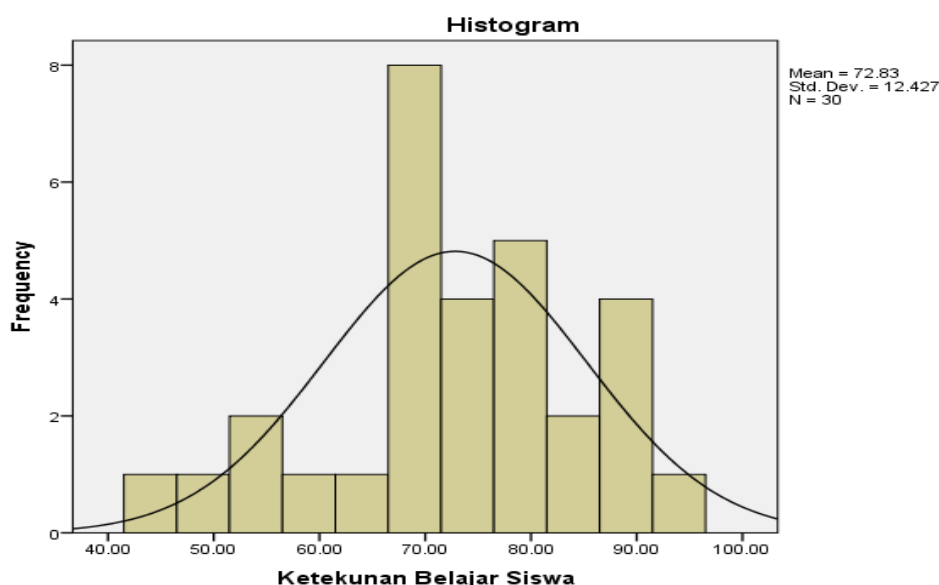
Gambar 2. Histogram of student learning persistence

Test requirements analysis
Before analyzing the hypothesis, the analysis requirements test is first carried out, namely the normality test. The normality test was carried out to determine whether or not the distribution of the data to be analyzed was normal. This test was carried out using the Kolmogorov Smirnov.

From the Kolmogorof-Smirnov One-sample table in the Normal Parameters section in the Absolute row, the analysis results are 0.177 and in the Asym.Sig (2-tailed) or P-value section the coefficient is 0.017. To state whether the data comes from a population with a normal distribution or not, it can be done by comparing the Asymp Sig coefficient or P-value with 0.05 (significant level). If the P-value is greater than 0.05 (significance level), it means that the data from the population are normally distributed. On the other hand, if the P value is less than 0.05, it means that the data comes from a population with an abnormal distribution.

Table 6. Home visit method normality test

One-Sample Kolmogorov-Smirnov Test

		Home Visit Method
N		30
Normal Parameters, b	**mean**	36.2000
	Std. Deviation	10.26007
Most Extreme Differences	**Absolute**	.177
	Positive	.169
	negative	-177
Test Statistics		.177
asymp. Sig. (2-tailed)		.017c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the results of the analysis, it shows that the Home visit method variable data is normally distributed, because the probability is greater than 0.05, namely 0.017>0.05. From these results it can be concluded that the Home visit method variable is normally distributed

Table 7. Test the normality of student learning perseverance

One-Sample Kolmogorov-Smirnov Test

		Student Learning Perseverance
N		30
Normal Parameters, b	**mean**	72.8333
	Std. Deviation	12,42657
Most Extreme Differences	**Absolute**	.119
	Positive	.061
	negative	-119
Test Statistics		.119
asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

From the Kolmogorof-Smirnov One-sample table in the Normal Parameters section on the Absolute row, the analysis result is 0,119and in the Asym.Sig (2-tailed) or P-value section, a coefficient of 0.200 is obtained. To state whether the data comes from a population with a normal distribution or not, it can be done by comparing the Asymp Sig coefficient or P-value with 0.05 (significant level). If the P-value is greater than 0.05 (significance level), it means that the data from the population are normally distributed. On the other hand, if the P value is less than 0.05, it means that the data comes from a population with an abnormal distribution.

Based on the results of the analysis, it shows that the data on the student's learning persistence variable is normally distributed, because the probability is greater than 0.05, namely 0.200>0.05. From these results it can be concluded that the variable of student learning persistence is normally distributed.

Linearity Test
To determine whether the regression equation is linear or not by looking at the magnitude of the calculated F coefficient or P value in the Deviation from linearity line. If by using the coefficient F count, then to determine it by comparing it with f table. If the calculated F is smaller than the table F, then it is declared linear. On the other hand, if the calculated F is greater than the table F, then it is declared not to be linear. It can also be done by looking at the magnitude of the P value coefficient, ie if the P-value coefficient is greater than 0.05 (significance level) it means that the regression equation is linear and if the opposite is smaller than 0.05 then the regression equation is not in the form linear. If the regression equation is not linear, it is necessary to find a linear equation. Based on the analysis and testing of regression linearity, the following results were obtained.

Table 8. Test the linearity of variables X and Y

	Sum of Squares	df	Mean Square	F	Sig.

Persistence of Student Learning * Home Visit Method	Between Groups	(Combined)	2269,792	11	206.345	1,682	.158
		linearity	1258,386	1	1258,386	10,257	.005
		Deviation from Linearity	1011,406	10	101.141	.824	.611
	Within Groups		2208,375	18	122,688		
	Total		4478.167	29			

Linearity test is calculated by linearity test on deviation from linearity of Home Visit Method (X) on Student's Study Diligence (Y) obtained F coefficient of 2.879 with significant value of 0.611 at a > of 0.05. This result means that the Home Visit Method (X) regression equation for Student Learning Diligence (Y) is linear because the f arithmetic value > F table, which is 0.824 > 0.611.

Hypothesis test
To test the relationship of the independent variable (Home Visit Method) to the dependent variable (Student's Learning Diligence) conducted by t test or see the significant value coefficient. When using the t coefficient, the calculation results are compared with the criteria/table coefficients. The value of the criteria/tables is determined from the amount of data analyzed, but in this study the data were analyzed using the SPSS computer program, so it can determine whether it is significant or not based on the significant value coefficient of the t-count calculation. If the significant value coefficient of the t-test is less than 0.05, which means the null hypothesis (Ho) is rejected, it means that the regression coefficient is significant and it is concluded that there is a significant relationship between the independent variable and the dependent variable.

To test the hypothesis regarding the correlation between one independent variable and the dependent variable, Pearson's product moment correlation is used. This correlation coefficient ranges from -1 to 1. If the coefficient is negative, it can be interpreted that there is a negative correlation which means that an increase in the score of the independent variable will cause a decrease in the score of the dependent variable and conversely a decrease in the score of the independent variable will cause an increase in the score of the dependent variable. If the correlation is positive, it can be interpreted that there is a positive correlation which means that an increase in the score of the independent variable will be followed by an increase in the score of the dependent variable and conversely a decrease in the score of the independent variable will be followed by a decrease in the score of the dependent variable. Meanwhile, if the correlation coefficient is 0 then it is stated that there is no relationship or correlation. The following table presents the interpretation of the correlation coefficient to state the strength and weakness of the relationship between research variables.

Table 9. Correlation Coefficient Interpretation

Value interval	Interpretation
0.000-0.200	Very low
0.201-0.400	Low
0.401-0.600	Enough
0.601-0.800	Well
0.801-1,000	Very good

The following are the results of testing the research hypothesis of the effect of each independent variable with the dependent variable, namely the Effect of the Home Visit Method on Student Learning Diligence.

Simple regression analysis
Based on the table above, the regression equation is obtained, namely Y=49,592+0.642 X in linear form, then the regression significance test is then carried out, namely to determine whether the equation can be used to predict. The results of the Home Visit Method (X) regression significance test on Student Learning Diligence (Y).

From the results of the study, it was found that t arithmetic was 3.308 and t table was 2.042 based on these results, if the value of t arithmetic was 3.308> 2.024 t table, then the independent variable (X) had an influence on the dependent variable (Y). Then obtained the calculated F value of 10,943 with a significant value of 0,003, which means significant, it can be concluded that Y=49,592+0.642 X is significant. Because the regression equation has significance, it can be used to predict. The results of this test have the meaning that if the Home visit method (X) is increased by one unit through an improvement program, it will increase Student Learning Diligence (Y) by 0.642 at a constant 49,592.

Table 10. Calculation and testing of home visit method regression equations on student learning persistence.

Y=49.592+0.642

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49,592	7.293		6,799	.000
	Home Visit Method	.642	.194	.530	3.308	.003

a. Dependent Variable: Persistence of Student Learning

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1258,386	1	1258,386	10,943	.003b
	Residual	3219,781	28	114,992		
	Total	4478.167	29			

a. Dependent Variable: Persistence of Student Learning
b. Predictors: (Constant), Home Visit Method

Bivariate correlation analysis

Table 11. Home visit method correlation analysis on student learning persistence

		Home Visit Method	Student Learning Perseverance
Home Visit Method	**Pearson Correlation**	1	.530**
	Sig. (2-tailed)		.003
	N	30	30
Student Learning Perseverance	**Pearson Correlation**	.530**	1
	Sig. (2-tailed)	.003	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the bivariate correlation analysis, a coefficient of 0.530 was obtained with a significant value of 0.003. The magnitude of the correlation value of 0.530 indicates that the relationship between the Home visit method and student learning persistence is moderate. While the results of the t test obtained a coefficient of 3.308 with a significant value of 0.003. Because the significant value is less than 0.05, then Ho is accepted and Ha is rejected, meaning that the hypothesis is tested for truth. Thus, it can be concluded that there is a positive and significant relationship between the Home visit method and student learning persistence.

Coefficient of Determination
From the data analysis obtained the following results:

Table 12. The Results of the Home Visit Method (X) Determination Coefficient Testing with Students' Study Diligence (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530a	.281	.255	10.72344

a. Predictors: (Constant), Home Visit Method

The coefficient of determination or R2 is the square of the value of r. The coefficient of determination serves to see the magnitude of the contribution of the independent variable to the dependent variable. The result of the research shows that the coefficient of determinant of variance is 0.255% (Adjusted R Square value). This means that 25.5% of the Variance of Student Learning Diligence can be explained by the Home Visit Method, or the amount of the Home Visit Method's contribution to student learning persistence is 25.5% and the remaining 75% is influenced or explained by other variables.

25,5% (53.0%)
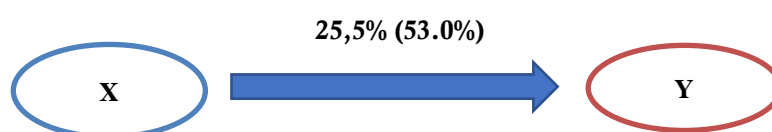
Gambar 3. Relationship between Variables X and Y

Information:
X : PAK Teacher Social Competence
Y : Effectiveness of Learning in Students

Conclusions

Based on the research data that has been carried out, the objectives of this research can be achieved and the following conclusions can be drawn : The test of the Hypothesis of the Effect of the Home Visit Method on the Learning Diligence of Students class at Praikalokat Primary School, it is positive, the results of the correlation analysis are influenced by 0.530 with a significant value of 0.003. The magnitude of the correlation value of 0.530 indicates that the relationship between the Home Visit Method and Student Learning Diligence is sufficient and positive. Because the significant value is less than 0.05 (significance level) then Ho is accepted and Ha is rejected, meaning that the hypothesis is tested for truth. Thus, it is concluded that there is a positive and significant relationship between the Home Visit Method and the Study Diligence of Students class at the Praikalokat Primary School. Thus, the increase in the Home Visit Method has an impact on the persistence of student learning. While the magnitude of the coefficient of determination of variance is 0.255 (Adjusted R Square value). This means that 25.5% of the variance of Student Learning Diligence can be explained by the Home Visit Method, or the amount of the Home Visit Method's contribution to student learning persistence is 25.5% and the remaining 75% is influenced by other variables. The home visit program is expected to be able to give children's enthusiasm for learning, even though they are learning from home. Of course, in online learning there are many shortcomings, with the home visit program it is expected to be able to cover these online. When learning online, it is better for teachers to deliver learning using interesting learning media, so that children are more enthusiastic about participating in learning.

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