

Research Article

Management of Home Visits in the Implementation of Counseling Support Activities in High Schools in Indonesia

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Abstract: Teenagers cannot escape the problems caused by the increasingly complex demands of the times. Guidance counseling is present to help students overcome individual problems. Providing guidance and counseling services requires a management function so that service implementation is systematic. Supporting activity services in counseling guidance that require management functions are home visits, home visits involve several parties in their implementation so that planning and organization is needed before implementation so that problems do not occur with related parties. The aim of this research is to analyze the management of home visits and serve as evaluation material at SMA Negeri 10 Medan. The research method in this research is descriptive qualitative with the research location at SMA Negeri 10 Medan. Data collection was carried out by participant observation, interviews and document analysis. The results of this research reveal that in general the guidance and counseling teachers have implemented home visit activities, but specifically the home visit activities have not been optimal when viewed from the management function of the follow-up section.

Keywords: Home Visit; Student; Management.

Introduction

Education is an important part in building national civilization and an important part of improving the overall quality of resources (Azkia, 2022), because an important aspect of life is education (Marsen & Neviyarni S, 2021). There have been changes in various aspects of life, this is due to advances in the use of technology, information and communication in all aspects of life. Providing a changing impact on human civilization in its interactions to meet their daily needs (Miftah, 2014). Increased welfare, happiness and economic growth will be marked by more productive work.

Technological advances have also increased public awareness, thereby forming regional economic cooperation, for example the Asean Economic Community (Firman, 2017). Individuals in their life journey cannot be separated from problems. As individuals get older, the more complex the problems they experience (Syafitri & Nuryono, 2020), especially during adolescence, which is an important period, a period of transition, a period of change, and a period of searching for identity (Hurlock, 2004). So it is important to provide effective and quality education by combining three components in education related to management, teaching and counseling components (Netrawati, 2018).

Guidance and counseling is a profession that answers individual needs in understanding themselves, the environment, and other things related to life (Hariko, 2017) and in general counseling guidance focuses on efforts to facilitate human development (Hariko, 2016) as the implementer of guidance and counseling. counseling counseling services, counselors are responsible for carrying out various assistance services to students in an effort to solve problems and help students develop optimally.

Counselors have insight and attitudes towards clients individually and programmatically through school efforts and organizational activities (Syukur, 2015). So the need for guidance and counseling in schools will become increasingly vital from time to time (Hariko, 2018), apart from That Also because the guidance and counseling teacher has role very important in formation character student (Suroso, S, 2021). Counseling teachers/counselors are expected to be able to guide students to think critically and analytically in solving the problems they face (Firman, 2019). The role of guidance and counseling teachers is as an agent of change, prevention, career developer, counselor, consultant, coordinator and assessor (Ratnasari & Neviyarni, 2021).

There are services that support the implementation of counseling guidance, namely supporting activities carried out to help optimize the implementation of counseling services and the goals to be achieved (Syukur, Y., & Zahri, 2019). One form of support activity is one of the efforts made by guidance and counseling teachers and is an effective alternative service in providing various information for self-development and preventing the development of various behaviors (Firman, F., Karneli, Y., & Hariko, 2018).

Home visits are a service to detect a family atmosphere related to child or client problems handled in counseling services. Moreover, home visits encourage family participation, especially parents, in meeting children's needs (Prayitno & Erman Amti, 2017). Educational interactions involving counselors and students take place in

professional situations that are helpful (Hariko, 2017). Aqib (2020) explains that home visits are carried out to obtain data, information and make it easier to solve student problems. With these activities, students' educational actions will have the same direction between students' education at school and students' daily lives at home (Yan, 2017).

Effective home visits require management in their implementation. Initially, management development was only related to business. However, over time, management is used in various fields, especially in the field of education with the focus of this research being guidance and counseling (Ruhaya, 2018) because management itself is an important aspect in achieving organizational goals, which include guidance and counseling organizations. at school (Neviyarni, 2023).

Educational management is basically the ability to utilize educational resources which include personnel, funds, educational facilities and infrastructure including information, both witnessed directly and felt (Faiz Amali, 2023) . Through management, guidance and counseling teachers or counselors can strive to increase the efficiency and effectiveness of the process to achieve optimization of the implementation of guidance and counseling teachers. Counselor management in carrying out home visits is the achievement of the counselor's work in carrying out supporting activities which can be measured through several things done by the counselor related to planning, organizing, implementing, evaluating and following up on the implementation of home visits. SMA Negeri 10 Medan is one of the schools in Medan that actively conducts home visits to its students.

It has been analyzed that there was no specific research found on how home visit management was carried out, what was found was how guidance and counseling management took place. In fact, every implementation of an activity needs to use management functions to maximize its activities. Based on this, it is interesting to examine further through this research how home visits are managed in the implementation of supporting activities at SMA Negeri 10 Medan. Research will be useful for further analyzing and evaluating the implementation of home visiting services as one of the supporting activities for guidance and counseling to achieve educational goals.

Research methods

The method in this research is a qualitative descriptive method, with the research location being SMA Negeri 10 Medan. Data was collected through observation and interviews. Observations were carried out to see the condition of the research object, interviews were conducted with the guidance and counseling teacher at SMA Negeri 10 Medan. Interviews were conducted to support data that had been collected through observation (Firman, 2018). The model used in analyzing data is a pattern developed by Miles, MB & Huberman (1992) with implementation stages: (1) data reduction, (2) data presentation, (3) conclusion drawing and verification, (4) formulation of findings. , (5) make a report on research results. Data collection and analysis was carried out during and after the completion of the research process.

Results and Discussion

Guidance and counseling is a very important component in educational institutions to advance the quality of a school, because if we look at society in general, a school or educational institution in general can be said to be of quality by looking at the output produced by a school, in the sense of the word society will considers a school to be quality if the students or participants it produces are of quality and meet the expectations that society wants. Guidance and counseling management should be able to help schools improve the quality of their schools, especially in developing human resources within the school environment. Activities carried out at schools are supported by good service management in order to achieve improvements in the quality of guidance and counseling services. In principle, management contains the meaning of all efforts to move individuals or groups to work together in utilizing resources in a system to achieve goals (Zamroni & Rahardjo, 2015) . Therefore, guidance and counseling management is a component that is really needed in an educational institution to improve the quality of education in terms of human resource readiness (Almawijaya, 2015) .

Counseling guidance service programs need to carry out special planning, so that individual, group or classical KIPD needs can be met. Some KIPD needs can be identified from the implementation of guidance and counseling support activities (Sukmawati, 2013). Overall, supporting activities in counseling guidance have been carried out, one of which is home visits, however there are several questions regarding the implementation of home visits at SMAN 10 Medan. Based on interviews and documentation obtained, guidance and counseling teachers carry out home visits based on two factors, namely; children often do not go to school, and parents do not answer calls, from these factors the BK teacher at SMAN 10 Medan has criteria for carrying out home visits, namely by calling parents to school with the limit of not fulfilling three calls from parents to school . From these findings, the management of home visits in the implementation of supporting activities at SMAN 10 Medan will be analyzed.

Planning, implementing home visits at SMAN 10 Medan is carried out by analyzing student problems at school. At this stage the guidance and counseling teacher will plan when is the right time to carry out a home visit, apart from that the guidance and counseling teacher also prepares the data needed during the home visit such as data on student problems at school which will be discussed by family members. (Tohirin, 2007) explains several things in carrying out home visits at the planning stage, namely: (1) identifying student cases that require a home visit, (2) convincing students of the urgency of the home visit, (3) preparing key statements or information that needs to be conveyed to family, (4) determine the home visit material or data that will be disclosed and the role of the family members who will be visited, and (5) complete the administrative documents.

Based on the research results which have been adjusted to the statement above, the BK teachers at SMAN 10 Medan did not carry out the planning stages optimally. Where, the guidance and counseling teacher only plans the basic things at the planning stage of implementing student home visits. This statement is supported by the guidance and counseling teacher who does not really explain the importance of

home visits for students, the guidance and counseling teacher only provides information on the time of the student's visit.

Organization, Organizing home visits at SMAN 10 Medan is carried out by grouping activities that are important to be carried out and giving authority to certain parties regarding home visits. The guidance and counseling teacher will coordinate and cooperate with the principal and homeroom teacher for the students concerned. . Rahmawati (2014) The guidance and counseling teacher must provide information and submit the final decision to the school principal, the principal who provides social support will influence the results of the services provided by the guidance and counseling teacher. The school principal is also responsible for the technical implementation of guidance and counseling in the school. Neviyarni, N., Firman, F., Murni, I., Elfira, Y., & Sugiarto (2022) stated that basically the success of a guidance and counseling (BK) program is not only determined by the person's skills and expertise. guidance and counseling teachers themselves, but also determined based on the commitment, cooperation and skills of all school staff. Neviyarni (2023) explains that the function of the counseling coordinator organization must determine the activities to be carried out and give authority to the relevant parties during home visits.

Based on the research results which are adapted to the statement above, the BK teacher at SMAN 10 Medan has carried out the organizational stage well. The guidance and counseling teacher at the organizational stage determines important matters and coordinates with the school principal and class teachers in carrying out their activities.

Implementation, the implementation of home visits at SMAN 10 Medan is carried out by meeting the guidance and counseling teacher with the parents or families of the students being visited. planning stage. carrying out home visits according to (Prayitno, 2004) by: (a) discussing plans for home visiting activities with related parties, (b) carrying out home visits through activities; (1) meeting family members, (2) discussing student problems, (3) completing statements with the administration, (4) developing commitment from parents or family members, (5) if possible conducting counseling, (6) recording and summarizing the results of activities.

Based on the research results which are adapted to the statement above, the BK teacher at SMAN 10 Medan has carried out the implementation stage well. At this stage, the guidance and counseling teacher makes home visits to communicate with parents/family members regarding the student's problems. This means that the BK teacher at SMAN 10 Medan in discussing activity plans with related parties and carrying out home visits has been carried out well.

Evaluation, the important thing in an activity is to carry out an evaluation, because evaluation is carried out by referring to the activities carried out and the results of these activities are evaluated and it can be concluded how an activity that has been planned will achieve the desired goals. effective and efficient or not, these activities will be continued, or otherwise remain. Evaluation of home visit activities at SMA Negeri 10 Medan was carried out by guidance and counseling teachers who analyzed the results of home visits with the commitment of parents/family members. (Prayitno

& Erman Amti, 2004) explains that evaluation analysis is an analysis of the effectiveness of the results of home visits on a case, especially in alleviating student problems.

Based on research that has been adapted to the statement above, the BK teacher at SMAN 10 Medan has carried out a good evaluation. The guidance counselor at this stage analyzes the results obtained through home visits. This means that the analysis of the evaluation results becomes a comment on actions that need to be corrected, student needs that have not been met, the consultant's ability to take action and its impact. Activities related to changes in student behavior and achievement.

Follow-up, the important thing in carrying out a service is follow-up. There are several things that counselors/counselors must pay attention to when carrying out home visits, namely (a) making considerations about whether it is a repeat home visit or a follow-up. necessary, and (b) make considerations to continue home visiting services from more accurate and complete home visiting data (Prayitno, 2004) .

Based on the research results which have been adapted to the statement above, the guidance and counseling teachers at SMA Negeri 10 Medan have not carried out optimal follow-up. This statement is supported by several evaluation results which do not provide improvements for home visits to other students. Counseling teachers only keep evaluation results as archives for administrative purposes. Counseling teachers need to increase their professionalism in carrying out follow-up activities in accordance with home visit service standards, especially in carrying out follow-up.

Conclusion

This research reveals that in general guidance and counseling teachers at SMAN 10 Medan have carried out home visits. Meanwhile, specifically, home visits carried out by guidance and counseling teachers have not been maximized with an analysis of each management function, namely the organization of carrying out home visits by guidance and counseling teachers has been carried out well, the implementation of home visits has also been carried out well, the evaluation of the implementation of home visits has been carried out well, however The follow-up stage in the home visit activity was not optimal because the guidance and counseling teacher did not make improvements to the data found in the field. So guidance counselors need to increase their professionalism regarding the implementation of home visits according to operational standards for home visits, especially in communicating activities to related parties, guidance counselors need to carry out evaluations and prepare home visit reports.

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