

Home Visit: Psychological Strengthening Between Schools and Student Guardians in Early Childhood Education

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Abstract

Three environments that exert a major influence in educating children are family, school and community. The three environments have a mutually defining relationship in every stage of child development, especially when still at an early age. The assumption of parents who fully entrust children's development to school, lack of knowledge about stimulating children's growth and development, and the difficulty of educating and teaching children to learn at home requires collaboration with the school so that there is harmony and synergy in accompanying children's growth and development. This study aims to determine the technical and impact of home visits designed by the school. The method used in this study is a qualitative method that is descriptive, meaning that the results of this study are presented by presenting data obtained from the identification results of one of the school's leading activities, namely home visits. Data collection techniques through interviews, observation, and documentation. Data analysis techniques are carried out by reducing data, presenting data, and drawing conclusions or verification. The results of the study concluded that the home visit program in ECCE can provide psychological reinforcement for parents and students by providing structured and planned support, guidance, checking, and mentoring personally and directly in the home environment as a familiar and familiar environment for children and their families. This is one of the effective ways to optimize the learning process in ECCE and provide significant benefits for students, teachers and parents.

Keywords: home visit, psychological reinforcement, school, parent, early childhood

1. Introduction

The three environments that have a major influence on educating children are the family, school, and community. The three environments have a mutually determining relationship (Daradjat, 1997). The early age is a golden age in the history of the development of human life (Oman Farhurohman, 2017). The stimulus given at an early age is expected to bring out the various potentials that exist in children so that they can develop optimally. Schools and homes are two means of monitoring children's development and aligning educational programs at school and home. This is a common concern because many parents when they send their children to early childhood institutions, have fully entrusted their upbringing and education at school. Even though a child's study time at school is only 3-4 hours, the rest is spent at home with the family environment. The most important learning is from home or family. However, many parents lack understanding of the stimulation of child growth and

development. They assume that children will learn naturally. So parents find it difficult to educate and teach children to study at home.

One of the learning innovations in Early Childhood Education (PAUD) services that integrates effective activities in increasing parental participation and optimizing their role in supporting child development is by increasing parental involvement in children's education and helping to overcome behavior problems in children (Wulandari et al., 2019). The school needs to communicate the progress of the child at school and the school needs to know the condition of the child at home. This collaboration can involve activities such as parenting classes, home visits (home visits), or regular communication between the school and parents, to ensure that everyone is working together towards the same goals for the education and well-being of the child. Schools and parents need to build positive relationships and open communication to create a supportive and nurturing environment for children to grow and learn.

Home visits in early childhood institutions namely direct visit activities carried out by schools in providing educational services to early childhood and their parents. Home visits can help improve the quality of PAUD services by building more personal relationships with parents and children, and understanding children's situations and needs more deeply. Besides that, home visits can also help strengthen parental motivation and involvement in early childhood education activities.

Program home visit aims to facilitate parents' increase their understanding of learning to stimulate children's development at home (Sari & Rahma, 2019). There are many differences in attitude between children at home and school. Home visit in PAUD institutions it is carried out because of awareness of the importance of the role of parents in supporting the development of children at an early age. Home visit also allows teachers/educators to provide more specific and personalized support to children and parents at home to have a positive impact on increasing parental participation in children's education and supporting optimal early childhood development.

Based on the search results of researchers, there are several relevant studies, including the following: First, research conducted by Sari & Rahma (2019) entitled "Increasing Parental Understanding in Stimulating Child Development in the STEAM Approach Through the Home Visit Program". The results of the research show that there is a program visit that enables parents to understand the STEAM approach and apply it in educating and stimulating children's development at home. Second, research was conducted by Rina, et al (2019) entitled "Analysis Home Visit Against the Confidence of Children Aged 4-5 Years ". The results of this study indicate that there is a program visit where the teacher comes to the child's home 3-4 times, the child feels cared for it creates self-confidence in the child, such as the child starting to dare to express opinions, daring to come forward to sing or tell stories in front of his friends, and the child feels proud of his work (Karmiyanti et al., 2019). Third, research was conducted by Fina, et al (2021) entitled "Implementation Home Visit with Strategy Controlled Home Learning on the Remnant of RA Miftahul Ulum Kepanjen Jember". The results showed that on average students and parents responded positively to home visits with strategy-controlled home learning applied at home. The teacher-visiting learning model with this strategy can improve the quality of student learning at RA Miftahul Ulum as long as distance learning is established (Kafi & Yuniarti, 2021).

2. Research Methods

This research was conducted at the Fatimah 4 Suro Play Group (KB) institution which is located at Jl. Siliwangi Rt 03 Rw 02 Suro, Suro, Kalibagor District, Banyumas Regency, Central Java. The method used in this study is a descriptive qualitative method, meaning that the results of this study are presented by presenting the data obtained from the results of the identification of one of the school's leading activities, namely home visits. Data collection techniques through interviews, observation, and documentation. This study aims to determine the technical impact of home visits designed by the school, as well as documentation to find out the activity process home visit applied. Data analysis techniques are carried out using data reduction, data presentation, and drawing conclusions or verification.

3. Results and Discussion

Program home visit is a program carried out in Early Childhood Education (PAUD) services, where teachers visit students' homes to establish communication and build relationships between teachers and parents or guardians of children (Mokoginta & Nurdiyani, 2020). This can help ensure that everyone is on the same page and working towards the same goals for a child's development. Home visits can also provide insight into the child's home environment and enable more personalized and targeted support (Suyadi, 2022). In addition, home visits can help identify socio-economic or cultural factors that may influence a child's learning and development, and help find

solutions to these challenges. It is important to consider factors such as cultural norms, language barriers, and accessibility when conducting home visits, to ensure that the visit is effective and beneficial to the child and family. The diversity of students is indicated by differences in family background, social status, ethnicity, customs, culture, and parents' educational level so appropriate programs are needed to accommodate this diversity. Therefore, program home visits in PAUD services are expected to increase children's participation in prosperous families and reduce the level of gaps in children's participation.

Fatimah 4 Suro Play Group (KB) was established in 2015 with Dra. Muslimah Sonhaji as the organizer. The number of teachers is 2 people and 1 principal of this school together with 20 students. This number is very effective for getting the maximum handling of learning. Based on the results of an interview with the Principal of KB Fatimah 4 Suro School, Farah Fatmawati, S.Pd, when the Covid-19 outbreak hit and distance learning was implemented, KB Fatimah 4 adopted a policy of holding home visits to overcome loss learning on students. This is due to the condition of the parents and guardians of students, which can be said to be many who have not mastered the technology. So that the teachers go directly to the students' homes to provide learning and of course comply with the health protocol. The impact of these activities is felt by students, one of which is that children are more motivated to learn. When the Covid-19 outbreak had passed, KB Fatimah 4 Suro continued to hold activities and home visits. These activities are now more aimed at parents/guardians of students to establish good communication with parents, provide an opportunity for teachers to observe the condition of the student learning environment at home, as well as provide advice and input to parents in educating their children at home so that between school and home education can be aligned. Technical activities home visit includes three stages, namely planning, implementation, and evaluation.

3.1 Activity Planning Home Visit

Planning is the process of determining organizational goals, creating strategies to achieve these goals, and developing plans for organizational work activities (Arifudin et al., 2021). Before implementing home visit, the school makes the following plans: 1) The teacher makes a table of the names of the children to be visited, to determine who and when to visit and what material will be delivered, 2) The teacher determines the time of the visit, 3) Draft visit plan home visit submitted to the school principal for consideration, 4) If it has been approved, then confirm with the parents/guardians of the student. If the parents are willing, the activity moves on to the next stage, namely implementation.

3.2 Implementation of Activities Home Visit

After a mutual agreement between the school and parents/guardians of students, then it is carried out visit or home visit. Usually, this activity is carried out after teaching and learning activities at school are finished. When carrying out activities home visit to the parents' homes, the school will usually provide some information and the purpose of the visit, namely: 1) Introduce yourself as a representative of the school and convey the purpose of the visit; 2) Evaluate student progress in the home environment and provide suggestions for improving student academic achievement; 3) Identify the factors that influence student learning at home and provide solutions to overcome these obstacles; 4) Inform the latest school activities and convey important messages related to student development; and 5) Improving the relationship between schools and parents, to help create a conducive environment for learning at home and school.

In addition, while doing home visit, the school also pays attention to ethics and courtesy in talking to parents of students and shows a positive and friendly attitude to create good relations between the school and parents of students. Based on interviews with class teachers, parents feel happy when they are visited because they feel cared for so it has an impact on their psychology and motivates them to be even better at supporting the growth and development of their children. The location of the KB Fatimah 4 Suro institution which is in the middle of a rural community environment and the dominant profession of parents/guardians as farmers or laborers makes the position of the teaching profession still a magnet. The reception given by parents/guardians is very good and they appreciate the presence of the teacher in their family.

3.3 Activity Evaluation Home Visit

Evaluation is carried out after carrying out visits by teachers and school principals. The data obtained from the results of the visit will be analyzed, by collecting data, examining and evaluating it to be considered and given treatment if necessary. As well as input material for the program visit then so that it is better and more targeted according to the goals expected by the school.

The steps in the evaluation include 1) Collect feedback from parents and teachers regarding the benefits and success of home visit, 2) Judging show home visit carried out can help or improve child development, especially in the teaching-learning process and character building, 3) Monitoring children's progress in the short

and long term after home visit, such as increasing skills, values, and participation in learning, 4) Identifying constraints or problems encountered during implementation home visit and take corrective action.

By conducting periodic evaluations, institutions can continue to improve the quality of learning and improve deficiencies or problems that arise during implementation home visit.

3.4 Program Impact Home Visit

Early childhood psychology is important because development at this stage can form mindsets and habits that will affect a child's mental and physical health in adulthood. "Psychological reinforcement" can refer to the process of strengthening or enhancing a person's psychological well-being or mental health through activities such as therapy, counseling, or other forms of psychological support. One form of psychological reinforcement for children in PAUD services is home visit or teacher visits to students' homes. Some of the benefits of home visits for PAUD students include 1) Increasing learning motivation and self-confidence of students, 2) Strengthening the relationship between teachers, parents, and students, 3) Providing a more accurate description of the family conditions of students, so that teachers can provide more appropriate learning strategies, 4) Answering questions from parents about the development of their children in the school environment, 5) Helping teachers to monitor the development of individual students outside school environment, 6) Increasing parental participation in the child's learning process at home, 7) Increasing parents' trust in teachers and the school where their child attends.

Based on an interview with Farah Fatmawati, parents/guardians in Suro respect the teaching profession, and teachers can become a magnet for them to be reluctant and appreciate what is conveyed to be followed up later. It is also related to child development, what things parents need to do to match the growth and development of children, if the teacher conveys it, they will follow it. Therefore, home visit have a positive impact on parents, namely: 1). The relationship between the school and the student's guardian is increasing and closer due to direct and personal interaction at the student's guardian's residence; 2) The motivation of parents to support their children's education increases because they feel they are cared for and valued by the school; 3) Strengthen the involvement of parents of students in children's education, namely by providing more accurate information and opinions about the condition of children and families; 4) Increasing school transparency in carrying out educational programs because schools can provide more detailed reports about the conditions faced by children at home.

4. Conclusion

A home visit is an effective way to optimize the learning process in PAUD and provide significant benefits for students, teachers and parents. Program home visit can assist PAUD educators in stimulating children from home. In this case, educators can provide advice and support to parents on how best to stimulate their child's development. Program home visit can also assist educators in building better relationships with parents of students, thereby facilitating communication and fostering trust between the two parties.

Technical activities home visit includes three stages, namely planning, implementation, and evaluation. Based on the research results it can be concluded that 1) home visit can provide space for educators and families to discuss student progress, share resources and tips, and build rapport; 2) home visit as a way to adapt the learning experience to the needs of individual students. Educators can gain a better understanding of the home environment, daily routines, and student interests. This information can inform educator strategies for designing learning experiences that are tailored to the needs of individual students; 3) home visit as an opportunity to share information about the school's teaching approach and philosophy, as well as solicit feedback and collaborate with parents; 4) home visit as a form of assessment. By observing students in their home environment, educators can evaluate and identify areas where students are developing or struggling, and adjust their teaching strategies accordingly.

From this explanation, it can be concluded that the program visit in PAUD can provide psychological reinforcement for parents and students by providing support, guidance, checking, and assistance that is structured and planned personally and directly in the home environment as a familiar and familiar environment for children and their families. This is an effective way to optimize the learning process in PAUD and provide significant benefits for students, teachers, and parents. conclusions must answer the problems and objectives of the study. The conclusion is not a summary nor is it a rewrite of the discussion. The first paragraph is written left-aligned, straight with the chapter title.

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