THE EFFECT OF HOME VISITING PROGRAM AS PERSONAL COMMUNICATION ASSESSMENT TO DEVELOP THE STUDENTS' AFFECTIVE SKILLS

[1]DINIYA, [2]ABDUL HAMID

School of Postgraduate, Indonesia University of Education, Syiah Kuala University
diniyasuharlan@gmail.com, abdulhamid@fkip.unsyiah.com

Abstract: Home visiting is a significantly increase method to provide excellent services for families during 25-30 past years. Even, several countries have their own home visiting standard. Home visiting is a type of service-delivery model that can be used to allocate many different kinds of interventions to target participants.Recently this enables people to gain more interest in employing home visiting as a mechanism to help families accomplish in care taking, parent empowerment, parent education and also education at school. In this paper I therefore turn the attention towards how students' affective skills are affected by home visiting program as personal communication assessment. Conducted in a bilingual school, this project provides for an opportunity to gain insight into the deep understanding of home visiting program, personal communication devices and student affective skills. With regard to this issue, the present study also examines the implications as well as identifying specific effects associated with direct interview and questionnaire might discover contributions to access valuable information.

Keywords: home visiting program, personal communication devices, affective skills

I. INTRODUCTION

Law on National Education System No. 20, 2003 stated that "National education aimed at developing students' potentials to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible". The law clearly shows that cognitive, affective and psychomotor an important aspect in the national education goals. The objective should be assessed in a holistic manner that includes cognitive, affective and psychomotor.

Bloom's Taxonomy also identifies the ability of students ranging from low level to high level in which to achieve a higher goal, a low level must be met first. Within the framework of this concept, this educational goal by Bloom is divided into three domains/domain of intellectual abilities (intellectual behaviors), namely cognitive, affective and psychomotor (Anderson, 2001).

UNESCO (Delors, et al., 1996) has defined four pillars of educationas the cornerstone of the global era, namely: (1) learning to know, that students learn the knowledge, (2) learning to do, the students useknowledge to develop skills, (3) learning to be, the students use their knowledge and skills for life, and (4) learning to live together, the students realized that the interdependence that is necessary to mutual respect between fellow human beings.

Those four pillars are interrelated with each other. Education does not just about obtain or receive knowledge but also how someone can be wisely in utilizing it to nature. This is one of the parts ofaffective domains. Affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes (Retrieved from www.warwick.ac.uk).Affective (Krathwohl, Bloom, Masia, 1973) includes how one addresses a matter emotionally, such as feelings, values, appreciation, enthusiasm, motivation and behavior.

Affective skills impacts to how wise they use the science. Without having good manner, science could be a disaster in the future. Teachers need to involve the affective domains in the teaching and learning process but almost teachers do not have sufficient time to assess students' affective domains.

Various social institutions help to transmit culture to children and youth. For many societies, the most important historically have been the church, peer group, school, and, of course, family. Some of these institutions have become less influential societies while others, such as the mass media, have emerged as a socializing force (Ornstein, 2008: 291).

Hence, family must also able to take part and responsibility for their children's education. Family patterns on education influences their children's activities at school. As children's primary socializers, parents play a key role in the children education. There is an article proposes institutional theory (DiMaggio & Powell, 1983; J. W. Meyer & Rowan, 1977) has been state on Colaner, 2016, as a useful theoretical framework and the concept of institutional logics (Freidland& Alford, 1991) to articulate and address the observed tension that can exist between supporting family needs and preferences and supporting child development and school readiness. This perspective is an important input in the field of early care and education because it offers clear concepts and terminology to understand the institutional and socio-historical implications of

policy efforts to balance family needs andwants with educational and developmental goals.

Family is a social agent for children education. Although its organization varies, such as school, the family is the major early socializing agent in every society. As such, it is the first medium for transmitting culture to children. Because the family is the whole world to young children, its members teach a child what matters in life, often without realizing the enormous influence they wield. The behaviors adults encourage and discourage and the ways in which they provide discipline also affect a child's orientation toward the world. Many children do well in school because their family environment has provided them with good preparation for succeeding in the traditional classroom. Others do poorly in part because they have been poorly prepared and the schools generally have failed to help them overcome this disadvantage (Ornstein, 2008: 291).

Along with the development of education, people are looking for alternatives. Some schools are trying to have a relationship between schools and parents by home visiting program. As known, home visiting programs are designed and implemented to support families in providing an environment that promotes the healthy growth and development of their children. Programs may target their services to families. Home visiting programs can vary widely in their goals, clients, providers, activities, schedules and administrative structure (Erika, 2012).

II. DETAIL EXPERIMENTAL

The research was conducted collaboratively with a school which had already selected as a boarding school through a home visiting program. The school was situated in a metropolitan area with approximately 165 female only students. A significant proportion of the students were from middle socio-economic backgrounds.

A qualitative case study was chosen as the methodology. Although a single case has limitations, the strength of this methodology was that it allowed for the exploration ofhome visiting program and affective skills assessment in the school environment in depth, using multiple methods of data collection.

A limitation of qualitative research is that there is seldom methodological justification for generalizing the findings of a particular study. While this limitation also applies to many quantitative studies, it is almost inevitable given the nature of qualitative research. In qualitative studies, on the other hand, the researchermay also generalize, butit is much morelikelythat anygeneralizing to be done will be carriedoutby interested practitioners—by individualswhoarein situations similar to the one(s) investigatedbytheresearcher (Fraenkel, 2008).

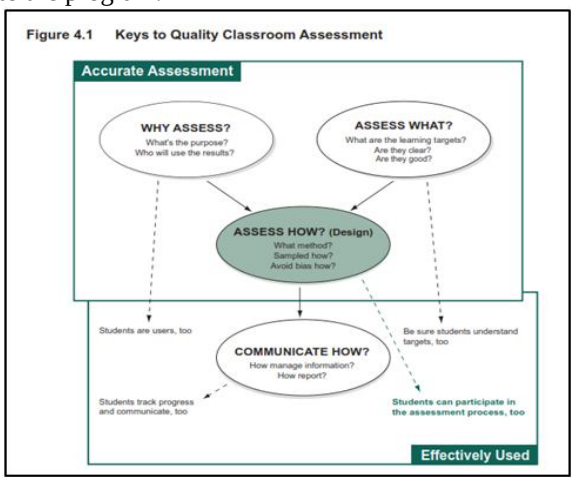
Data Sources

Multiple data sources assisted the researcher to incorporate a variety of perspectives on home visiting program as personal communication assessment and affective skills, thus forming the basis for triangulation and corroborationof the data and improving the reliability and trustworthiness of the findings (Basit, 2010;Yin, 2003).

School documents relating to the school context and structure of the home visiting program were sourced for document analysis. A semi-structured interview wasconducted with the school principal to provide background information about the school'sapproach and home visiting program. A semi-structured interview was also conducted with the school teacher of 7th grades to provide the information about home visiting program's impact towards to personal communication assessment during classes. Observation of the school wasalso conducted by the researcher during visits to the school in a week period andrecorded in field notes.

III. RESULTS AND DISCUSSIONS

However, students' motivation is also dramatically influenced by a complex of interactions with their teachers,the context and culture of the school and community, andtheir personal experiences both in and out of the classroom(Hardré& Sullivan, 2008).Based on interviews, home visiting program has been running at this school since the school was founded in 2009, almost 8 years. Home visiting program applies to secondary school. The program is expected to help teachers to understand the condition of students while studying in classroom and to keep the quality of classroom assessment. This is correlated to the interview result that this program is run by all teachers despite the full responsibility is homeroom teacher. Others teachers who need more information about their students, they can be included to the program.



Source: Arter, 2004

Every teacher must conduct the assessment of learning. One of the ways is through communication during class or outside of the class. Communication is very important. It is due to the involvement of students or even communication to others.As seen in

the **Figure 1,**besides communication is a key of classroom quality assessment, communication can help teachers to assess the students' affective domain. It is also known as personal communication.

Throughout our school careers, both as students and as teachers, we have encountered thousands of different assessments. Although the variations are endless, all of the assessments we have experienced and give today fall into one of four basic categories of methods:

1) Selected response and short answer
2) Extended written response
3) Performance assessment
4) **Personal communication**

All four methods are legitimate options when their use correlates highly with thelearning target and the intended use of the information. (Portions of the following discussionare adapted from Stiggins, 2005).

Table 4.1 Links Among Achievement Targets and Assessment Methods

Target to Be Assessed	Assessment Method			
	Selected response	Extended Written Response	Performance Assessment	Personal Communication
Knowledge Mastery	Good match for assessing mastery of elements of knowledge.	Good match for tapping understanding of relationships among elements of knowledge.	Not a good match—too time consuming to cover everything.	Can ask questions, evaluate answers and infer mastery—but a time-consuming option.
Reasoning Proficiency	Good match only for assessing understanding of some patterns of reasoning.	Written descriptions of complex problem solutions can provide a window into reasoning proficiency.	Can watch students solve some problems and infer reasoning proficiency.	Can ask student to "think aloud" or can ask followup questions to probe reasoning.
Skills	Not a good match. Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself.		Good match. Can observe and evaluate skills as they are being performed.	Strong match when skill is oral communication proficiency; not a good match otherwise.
Ability to Create Products	Not a good match. Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot use to assess the quality of products themselves.	Strong match when the product is written. Not a good match when the product is not written.	Good match. Can assess the attributes of the product itself.	Not a good match.

Source: Adapted from *Student-Involved Assessment for Learning*, 4th ed. (p. 69), by R. J. Stiggins, 2005, Upper Saddle River, NJ: Merrill/Prentice Hall. Copyright ©2005 by Pearson Education, Inc. Adapted by permission of Pearson Education, Inc.

Gathering information about students through personal communication is just what it sounds like—we find out what students have learned through interacting with them.Examples include the following:

- Looking at and responding to students' comments in journals and logs
- Asking questions during instruction
- Interviewing students in conferences
- Listening to students as they participate in class
- Giving examinations orally

We usually think of this as informal, rather than formal assessment (in which results are recorded for later use). Often it is. However, as long as the learning target and criteriafor judging response quality are clear, information gathered via personal communicationcan be used to provide descriptive feedback to students, for instructional planning, andfor student self-reflection and goal setting. If planned well and recorded systematically,information from personal communication can be used as the basis for assessments oflearning.

Gathering information about students through personal communication could be as talking with others about the achievement of students. It will provide information on the student's achievement. This form must be careful in order to obtain the right information about the students. Be critical consumer information by filing factsfound, make sure that we share a common understanding of the meaning of value the achievement of students. In other words, just ask the people inposition to know the achievement of students (Hendra, 2016). This way could show by home visiting program.

This home visiting program runs once a week. Teachers visit to one until four students' home. Teachers will communicate more depth to student's parents, their family siblings or even their guardian at home. Through this visiting, the teachers discover the circumstances that occur at home will influence student motivation and attitude in the classroom.

Children enter their classrooms in the school with a variety of attitudes, motivations, and approaches to learning. Some children are curious and eager to take on challenges and initiate learning activity on their own. Children can be intrinsically motivated, whereby they engage in school or be more or less autonomously extrinsically motivated. In addiction they can be unmotivated, meaning that they lack motivation to engage in school activities (Grolnick, 2009). One of the advantage of personal communication as the assessment is that it candetermine the direction and intensity of the attitudes, interests, values, or the motivation of studentsby asking questions.

Firstly, the teacher did not understand why students do not get excited or do not focus when learning in the classroom. Teachers instead assume the student is purely not interested. Through the program of home visiting teachers are more understand that the problems at home such as broken home or not living with their parents and others can have a considerable influence on the attitudes and motivation of students when learning in the classroom. After visiting, teachers are able to find solutions to overcome these problems. Finally seen students become more motivated,more active and focus during learning in the class.These can develop students' affective domain. Besides, there is no misunderstanding between teachers and students during classes.

One pattern is sustained inexchange of views between teachers and students can providecontribution in creating an appropriate learning environment. The key tocreate a personal communication iswith trust and open communication access. If students feelcomfortable to say what they think and feel, then theywill do. (Bahriah, 2011).

The home visiting program could be as 'a helper' for teacher to motivate student to learn in the classroom. Grolnick and Slowiaczek (1994) took a more in-depth look at parental involvement. These authors suggested that parental involvement has its effects not by building skills per se (e.g. math skills) but facilitating the motivational resources children need to achieve. Gathering information about students

through personal communication is just what it sounds like—we find out what students have learned through interacting with them (Arter, 2004).

Across the United States, home visiting is increasingly recognized as an important service strategy for strengthening families of young children, even more so now that the federal government seeks to expand home visiting services through different initiatives, including funding the Maternal Infant and Early Childhood Home Visiting (MIECHV) program. Several nationally recognized models have provided evidence to varying extent of their impact on outcomes for children and families, and there have been efforts to aggregate outcomes from home visiting models as evidenced from experimental or quasi-experimental designs, such as the Home Visiting Evidence of Effectiveness website (http://homvee.acf.hhs.gov/).

Grolnick and Slowiaczek (1994) took a more in-depth look at three types of involvement – school (e.g. going to conferences and school events), cognitive (e.g. discussing current events, visiting libraries) and personal (e.g. asking about the school day, knowing the names of children's classmates) – were examined.

Education is believed to be the best solution to reduce negative traits and to overcome moral crises. In addition, through education, intellectual, emotional, spatial, kinetic and spiritual intelligence may be enhanced to develop human capabilities. The implementation of character education should be our common responsibility (Malihah, 2015). It is all the national elements that are obliged to assume the responsibility to create a society with good manners andattitudes. Thus,charactereducationand multiculturaleducationshould be viewedas aprocessrather than an event. Thetwo kinds of education should be correctly implemented, not justalip service.

CONCLUSION

Home visiting program helps teacher to develop their students' motivation and assessment of students in the class but became one of the means of communication between teachers and parents about children's learning attitude. But it also reduces misunderstanding between teachers and students in the classroom. Students were not excited in the classroom does not mean the student is not able to understand learning but there are other things that influence such a problem that occurs in the home so disturbed her when learning in the classroom.

ACKNOWLEDGMENT

The author would like to say thank you to the Indonesia Endowment for Education (LPDP-RI) whoengages financial support for the research.

I am especially grateful to this teacher, Ma'am VinaAzfiana, S.Pd, who share the information during this study.

REFERENCES

1. Anderson, L.W and D.R. Krathwohl (Eds).(2001). *A Taxonomy for Learning Teaching and Assessing*.Longman : New York.
2. Arter, J., Chappuis, J., Chappuis, S., &Stiggins, R. (2004). Asses How? Designing Assesment to Do What You Want. In Arter, et al., Classroom Assesment for Student Learning: Doing It Right – Using It Well, pp. 89-121. Portland, Oregon: Assessment Training Institute. Retrieved January 19, 2017, from: http://wwwtc.pbs.org/teacherline/courses/inst325/docs/inst325_stiggins.pdf
3. Basit, T. N. (2010). Conducting research in educational contexts. London: Continuum.
4. Bloom, B.S. (Ed.).Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.
5. Colaner, Anna C. 2016. Education Versus Family: Institutional Logics in the Early Care and Education Field. *American Educational Research Journal*.June 2016, Vol. 53, No. 3, pp. 673–707. University of Illinois at Chicago.
6. Fraenkel, et.al. 2012. *How To Design and Evaluate Research in Education*. New York: McGraw-Hill.
7. Gaylor, Erika and Spiker, Donna. 2012. *Home Visiting Programs and Their Impact on Young Children's School Readiness.* SRI International, Center for Education and Human Services, USA
8. Hardré, P. L., & Sullivan, D. W. (in press). Student
9. differences and environment perceptions: How they contribute to student motivation in rural high schools. *Learning and Individual Differences*.
10. Hardré, P. L., & Sullivan, D. W. 2008. Rural Teachers' Best Motivating Strategies: A Blending of Teachers' and Students' Perspectives. *University of Oklahoma*
11. Korfmacher, Jon. 2012. *Assessing Home Visiting Program Quality:Final Report to the Pew Center on the States*. Pew Center: Chicago
12. Krathwohl, D. R. (2002).*A Revision of Bloom's Taxonomy: An Overview. Theory In to Practice. Volume 41, Number 4. College Education*. Ohio: The Ohio State University.
13. Krathwohl, D.R., Bloom, B.S., Masia, B.B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay Co., Inc.
14. Malihah, Elly. 2015. An ideal Indonesian in anincreasingly competitive world: Personal character and values required to realize a projected 2004 'Golden Indonesia'. *Citizenship, Social and Economics Education*, Vol. 14(2) 148 –156. London: Sage Publication.
15. Neuman, K.A and Friedman, B.D. (2010).*Affective learning: A taxonomy for teaching social work values. Journal of Social Work Values and Ethics, Volume 7, Number 2*. White Hat Communications.
16. Ornstein, Allan C and Levine, Daniel U. 2008.*Foundations of Education*. Houghton Mifflin Company: USA.
17. Pintrich, P. R. (2003). A motivational science perspective onthe role of student motivation in learning and teachingcontexts.*Journal of Educational Psychology, 95*(4), 667686.
18. Yin, R. K. (2003). Case study research: Design and methods (3rd ed.). *Applied Social Research Methods Series*, Vol. 5. London: Sage Publications.

★★★