

Evaluation of the "BAIK" Home Visit Program to Improve High School Students' Learning Motivation

Rahayu Diyanningtiyas^{1*}, Amrozi Khamidi², Kaniati Amalia³, Syunu Trihantoyo⁴, Ainur Rifki⁵, Mufarrihul Hazin⁶, Budi Purwoko⁷

^{1,2,3,4,5,6,7}Universitas Negeri Surabaya, Indonesia

Email: rdiyan9@gmail.com ; amrozikhamidi@unesa.ac.id ; kaniatiamalia@unesa.ac.id ; syunutrihantoyo@unesa.ac.id ; ainurrifqi@unesa.ac.id ; mufarrihulhazin@unesa.ac.id ; budipurwoko@unesa.ac.id

Abstract. This study evaluated the effectiveness of the Home Visit BAIK (Bersama Aktifkan Ikatan Kasih/ Together Activate Bonds of Affection) program at SMA Model Terpadu Bojonegoro using the CIPP (Context, Input, Process, Product) evaluation model. Low student learning motivation, minimal teacher-parent communication, and complex digital-era challenges among Generation Z students formed the basis for this intervention. A qualitative program evaluation design was employed, with data collected through semi-structured interviews, participant observation, and documentation review. Participants were selected via purposive sampling, consisting of two BK teachers, one homeroom teacher, and ten students. Data analysis followed the interactive model, with trustworthiness ensured through methodological triangulation and expert validation. Context evaluation showed the program was grounded in systematic needs assessment aligned with Maslow's hierarchy of needs. Input evaluation confirmed adequate teacher qualifications, though the absence of RPL documentation represents a planning gap. Process evaluation identified a collaborative multi-stakeholder model as a key strength, while inconsistent parental engagement and the lack of formative monitoring were noted as weaknesses. Product evaluation indicated that 80% of students demonstrated high learning motivation post-implementation. The program is concluded to be feasible and effective; however, improvements in RPL documentation, mid-cycle monitoring, parental engagement strategies, and pre-post measurement design are recommended to strengthen program quality in future cycles.

Keywords: BAIK Program, CIPP; Policy Evaluation

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INTRODUCTION

Quality education is the foundation for developing the nation's future generation. However, the effectiveness of education is often hindered by challenges in the learning process, particularly those involving student motivation. In the digital era, Generation Z students face complex internal and external challenges. Internally, students struggle with identity crises, declining academic engagement, and excessive gadget or internet addiction. Externally, environmental factors such as lack of parental involvement and insufficient teacher-student communication further complicate the educational process (Wijoyo et al., 2020; T. Baria, 2021).

Data from interviews with guidance and counseling teachers in Banjarmasin revealed that common violations among Generation Z students include excessive absenteeism, lack of discipline, and juvenile delinquency such as smoking. These behavioral issues directly impact student learning motivation. Compounding this problem, communication between homeroom

teachers and parents remains minimal. Parents rarely visit schools to inquire about their children's progress, and homeroom teachers seldom conduct home visits to discuss student challenges with families.

Empirical evidence from the research site confirms this concern. Preliminary observations at the target public high school indicated that a significant number of students demonstrated low learning motivation, reflected in high absenteeism rates, passive classroom participation, and frequent rule violations. These findings underscore the urgent need for an intervention that bridges the communication gap between school and home environments.

Previous studies have highlighted the positive impact of home visit programs on student motivation and behavior. Home visits can strengthen bonds between parents, students, and teachers, reduce school rule violations, and foster a disciplined learning culture (Abdullah, 2020; Mokoginta, 2020). When teachers visit students at home, students feel valued, which in turn triggers greater enthusiasm for learning. Furthermore, parents become more actively involved in supporting their children's educational needs when informed in advance about learning materials (Sabela et al., 2021; Mas'odia et al., 2020).

However, existing home visit programs often lack a structured and evaluative framework to assess their effectiveness. Most prior research describes home visits in a general context without examining specific program components, implementation quality, or measurable outcomes related to student motivation. This represents a significant research gap: there is limited evidence-based evaluation of structured home visit programs, particularly at the senior high school level.

To address this gap, the present study introduces the Home Visit BAIK (Bangun Afeksi, Interaksi, dan Kolaborasi/ Building Affection, Interaction, and Collaboration) program, an innovative initiative designed to activate bonds of affection between teachers, parents, and students in order to increase learning motivation among high school students. The novelty of this study lies in its application of the CIPP (Context, Input, Process, Product) evaluation model to systematically assess the strengths and weaknesses of the Home Visit BAIK program, providing actionable insights for program improvement and replication in similar educational settings.

METHOD

This study employs a qualitative approach using a program evaluation design. A qualitative approach was selected because this research aims to explore and understand the effectiveness of the Home Visit BAIK program in depth, including its contextual factors, implementation processes, and outcomes related to student learning motivation. Unlike quantitative approaches

that measure variables numerically, qualitative inquiry allows researchers to capture the complexity of real-world educational programs, participant experiences, and contextual nuances that cannot be reduced to statistical data (Creswell & Poth, 2018). The evaluation model used in this research is the CIPP model (Context, Input, Process, Product), originally developed by Stufflebeam and Shinkfield (1985).

Research participants were selected using purposive sampling, a technique in which informants are chosen based on their direct involvement with, and knowledge of, the program being evaluated. This technique is appropriate for qualitative evaluation research as it ensures that data are obtained from individuals who can provide the most relevant and in-depth information (Sugiyono, 2022). The participants in this study consisted of: (1) two Guidance and Counseling (BK) teachers who designed and implemented the Home Visit BAIK program; (2) one homeroom teacher responsible for coordinating with the BK team; and (3) ten students from SMA Model Terpadu Bojonegoro who participated in the home visit program. The number of student informants was expanded from the initial plan to ensure sufficient data saturation and to represent diverse experiences with the program, including students with varying levels of learning motivation.

Data analysis in this study followed the interactive model proposed by Miles, Huberman, and Saldana (2014), consisting of three concurrent phases: (1) Data condensation, in which raw data from interviews, observations, and documents were systematically reduced, coded, and categorized according to the four CIPP evaluation components; (2) Data display, in which condensed data were organized into narrative descriptions and structured matrices to facilitate pattern identification across informants and data sources; and (3) Drawing and verifying conclusions, in which emerging findings were interpreted in relation to research questions and verified through triangulation.

RESULT AND DISCUSSION

Schools implement various guidance and counseling services to address student problems, one of which is the home visit program. This study evaluated the Home Visit BAIK (Bersama Aktifkan Ikatan Kasih/ Together Activate Bonds of Affection) program at SMA Model Terpadu Bojonegoro using the CIPP (Context, Input, Process, Product) evaluation model. The following section presents and critically discusses findings from each evaluation component, connecting empirical data to relevant scientific concepts.

Context Evaluation

Context evaluation examines the extent to which the program's objectives align with student needs, institutional goals, and the broader environmental conditions in which the program operates (Lagantondo et al., 2023). Findings at SMA Model Terpadu Bojonegoro indicate that the Home Visit BAIK program was developed based on a systematic needs assessment using two instruments: the Student Needs Questionnaire (AKPD) and the Problem Checklist (DCM). This data-driven approach to program design reflects good practice in guidance and counseling, as it ensures that interventions are tailored to actual student conditions rather than general assumptions.

The vision and mission of the home visit program that has been created is to support students' talents and potential adapted to the essence of guidance and counseling, forming a generation that cares about themselves and others and is able to find problem solutions. This vision aligns theoretically with Maslow's hierarchy of needs (Cahyono et al., 2022), which posits that individuals must have their fundamental needs, safety, belonging, and esteem, met before they can pursue higher-order goals such as academic achievement and self-actualization. The home visit program addresses precisely these foundational needs by fostering affective bonds among teachers, parents, and students. When students feel cared for and connected to significant adults, their sense of belonging and security is reinforced, which in turn supports intrinsic motivation to learn.

However, a critical limitation in the context component is the absence of documentation showing how the program's success criteria were established and measured at the outset. While data collection using AKPD and DCM indicates sound preparation, there is no evidence of a pre-intervention baseline that would allow for rigorous comparison of student motivation levels before and after program implementation. This weakens the evaluative rigor of the context component and suggests the need for a more formalized needs assessment framework in future cycles.

Input Evaluation

Input evaluation assesses whether the human resources, financial resources, and infrastructure required to run the program are available and used efficiently (Dalmia & Alam, 2021). Findings show that BK teachers at SMA Model Terpadu Bojonegoro possess adequate qualifications, having completed formal guidance and counseling education and accumulated more than two years of professional experience. This is significant because teacher competence is a critical determinant of program effectiveness; counselors with stronger professional

backgrounds are better equipped to conduct empathetic, purposeful home visits (Saputri & Astuti, 2024).

Facilities and infrastructure were assessed as generally adequate and funded through school operational budgets. However, it was found that some facilities require repair due to age-related deterioration. While this has not critically disrupted program implementation, unresolved infrastructure deficits can gradually undermine service quality, particularly if home visits require use of communication technology or specific counseling tools.

A notable weakness in the input component is the absence of Lesson Plan documentation (RPL — Rencana Pelayanan Layanan) prior to home visit implementation. Guidance and counseling teachers reported prioritizing the identification and resolution of student problems over creating scheduled plans. While this reflects responsiveness to student needs, the lack of structured planning documents indicates a gap between program intent and administrative practice. In effective program implementation, RPL serves not only as a planning tool but also as an accountability mechanism that ensures consistent service quality across different counselors and student cases (Susanto & Hamzah, 2022). The absence of RPL therefore represents a systemic input weakness that could limit program scalability and replicability.

Process Evaluation

Process evaluation examines how the program is implemented — including the strategies employed, tasks completed, and interactions between staff and participants (Bachtiar, 2021). At SMA Model Terpadu Bojonegoro, the Home Visit BAIK program operates within the framework of the Guidance and Counseling Operational Plan (POP BK), incorporating Annual Programs (PROTA), Semester Programs (PROMES), Learning Outcomes (CP), and Learning References (ATP) under the Independent Curriculum, and syllabi under the 2013 Curriculum.

A key strength of the process component is the multi-stakeholder collaborative model employed during home visits. Rather than relying solely on BK teachers, the program systematically involves homeroom teachers and, where relevant, subject teachers who have direct knowledge of student behavior in the classroom. This collaborative approach is consistent with research demonstrating that when school counselors, homeroom teachers, and parents jointly participate in home visit activities, the scope of problem identification broadens and the quality of intervention strategies improves significantly (Nurdin, 2023). The involvement of homeroom teachers is particularly strategic: as daily classroom observers, they possess contextual information about student learning patterns and interpersonal dynamics that BK teachers may not directly observe.

However, the process component also reveals a critical gap: the absence of a standardized monitoring and supervision protocol during home visit implementation. While end-of-semester reports are submitted for review, there is no evidence of mid-cycle process monitoring that would allow for real-time program adjustments. This is a significant weakness because program quality cannot be adequately assured by summative reporting alone. Formative monitoring — such as peer supervision, reflective debriefs after each visit, or digital documentation tools — would enable counselors to identify implementation problems early and respond adaptively (Kelley et al., 2022). The current model risks perpetuating procedural inconsistencies that go undetected until the semester-end review.

Additionally, the implementation of the BAIK home visit, qualitative data from observations indicate that parental engagement during visits varies considerably. Some parents were cooperative and actively engaged in discussions, while others responded passively or showed limited understanding of the program's purpose. This variability in parental participation represents a process-level challenge that requires targeted strategies, such as pre-visit communication, community outreach, or parent orientation sessions, to improve.

Product Evaluation

Product evaluation measures the program's outcomes — specifically whether the implemented program has produced meaningful improvements in participants' knowledge, attitudes, or behaviors (Rama et al., 2023). Quantitative data collected through questionnaires distributed by researchers indicate that 80% of students demonstrated high learning motivation following program implementation. This figure suggests that the Home Visit BAIK program has a positive effect on student motivation, which is the primary intended outcome of the intervention.

This finding is theoretically consistent with research showing that home visits strengthen emotional bonds between teachers, parents, and students, which in turn increases students' sense of being valued and supported (Mokoginta, 2020; Glenda S & Erlinda A, 2023). When students feel that their teachers are invested enough in their well-being to visit their homes, this communicates a level of care that reinforces both self-esteem and academic commitment — consistent with Maslow's esteem and belongingness needs. Furthermore, increased parental awareness of school programs following home visits contributes to more supportive home learning environments, creating a reinforcing loop between school and family engagement (Putri Fabiola, 2021).

Nevertheless, several critical factors that may have contributed to or constrained program outcomes must be examined. First, the 80% motivation rate, while promising, was measured

using a self-report questionnaire without a pre-test baseline, making it impossible to determine how much of this motivation is attributable to the program itself versus pre-existing student characteristics. Future evaluations should incorporate pre-post measurement designs to strengthen causal claims. Second, a significant contextual barrier to program success was identified: the persistence of the assumption among some parents that entering the workforce is more practical than pursuing higher education. This attitude creates an adversarial dynamic between the program's goals and parental values, reducing the program's ability to secure parental commitment — a factor identified by Kelley et al. (2022) as essential to effective home visit outcomes. This is not merely an implementation challenge but reflects deeper socioeconomic and cultural tensions that require more than counselor visits to resolve. Addressing this barrier would require sustained community engagement and collaboration with local authorities or community leaders. Third, the graduation rate was cited as a product indicator, yet no specific graduation data were presented in the findings. The inclusion of this indicator without supporting data weakens the evidential basis of the product evaluation and should be addressed in future reporting cycles.

Overall Program Feasibility and Critical Reflections

Based on the CIPP evaluation, the Home Visit BAIK program at SMA Model Terpadu Bojonegoro was assessed as feasible and effective in achieving its core objective of improving student learning motivation. Expert validation and data triangulation confirmed the program's alignment with guidance and counseling standards. The program's greatest strengths lie in its data-driven needs assessment (Context), its experienced teaching staff (Input), and its collaborative multi-stakeholder implementation model (Process).

However, the evaluation also reveals structural weaknesses that must be addressed to sustain and improve program quality: the absence of RPL documentation, the lack of formative monitoring during implementation, inconsistent parental engagement, and the absence of pre-intervention baseline data for outcome measurement. These are not peripheral issues but systemic gaps that, if left unaddressed, may limit the program's long-term effectiveness and its ability to serve students with the most complex and persistent motivation challenges.

To enhance program effectiveness in future cycles, it is recommended that: (1) RPL documentation be made mandatory before each home visit; (2) a structured mid-cycle monitoring protocol be established; (3) parent orientation sessions be conducted at the beginning of each academic year to align parental expectations with program goals; and (4) a pre-post

questionnaire design be adopted to enable rigorous measurement of program impact on student learning motivation.

CONCLUSION

This study concludes that the Home Visit BAIK program at SMA Model Terpadu Bojonegoro is both feasible and effective in its core objective of improving student learning motivation, as evidenced by an 80% high-motivation rate among participating students and positive expert validation across all four CIPP evaluation components; nevertheless, the program's long-term sustainability and effectiveness are contingent upon addressing key structural weaknesses specifically, the absence of RPL planning documentation, the lack of formative mid-cycle monitoring, inconsistent parental engagement rooted in socioeconomic and cultural barriers, and the absence of pre-intervention baseline measurement — all of which must be systematically resolved through mandatory RPL implementation, structured supervision protocols, parent orientation programs, and pre-post evaluation designs in future program cycles..

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