



The Effect of Home Visit Strategy on Reading Comprehension Of the Fifth Grade Students

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Received: 2022-04-28 Accepted: 2022-06-05
DOI: 10.24256/ideas.v10i1.2900

Abstract

This study aims to determine the effect of the home visit strategy on the reading comprehension of the fifth-grade students at SDN 188 Manunggal. This research is an ex-post facto research type. The population in this research was 16 students and the sample were taken by totaling sampling. The data were collected by questionnaires and tests. The data analysis technique used in this research is descriptive statistical analysis and inferential statistical analysis. The results shows that there was an effect of the home visit strategy toward the reading comprehension of the fifth grade students of SDN 188 Manunggal, it is indicated by r-count $0.107 < r\text{-table } 0.497$ with a significance level of 5% and the number $N = 16$ with a significance value of $0.693 > 0.05$. So, the alternative hypothesis (H1) is accepted and the hypothesis (H0) is rejected. The level of closeness between the comprehension test and student responses shows that there is an influence by the point 0.600-0.799 on the strong category. It can be concluded that there is a significant effect between the home visit strategy toward the students' reading comprehension of the fifth-grade students at SDN 188 Manunggal.

Keywords: Reading Comprehension, Home Visit Strategy

Introduction

Education is a means to add insight, increase knowledge and imagination, education is also able to hone skills in solving problems, improving the economy to create better job opportunities. It is known that Indonesia is one of the areas that affected by the corona virus (COVID-19). it is very influential in all aspects of human life, both in the economic, social aspects, and of course it also affects the education aspect where the most school activities are carried out online.

Reading is a way of thinking to understand the substance of the text read. Reading is not just looking at a collection of letters that forms words, a collection of words, sentences, sections, and conversations, but more than that reading is the act of understanding and deciphering images or signs or important compositions so that the message conveyed by the author is understood by the reader. It is an interaction between reader and writer through symbols or sound. By reading, someone has indirectly collected the exact same words in connecting the plan and the course of his research which in the end the reader can finish something with his thoughts.

According to Tarigan (2008:58) reading awareness is a kind of reading intended to find out scientific principles or standards (strict norms), basic surveys (basic audits), structured shows (printed shows), and fictional examples (fiction examples). So the reader not only continuously captures the content of the reading but they can also obtain meaning that does not directly include information and experiences that are transferred by the reader and related to the content of the reading.

The low reading ability of elementary school students in upper grade students are caused by many factors. Reading disorders experienced by every child can be caused by elements within the child himself or factors outside of the child. Internal factors in children combine physical, scientific and mental elements. Beside that family and school climate are also factors the children ability in reading comprehension. In addition, reading activities are certainly less effective if it is carried out online. Hayati (2020) stated that there was a decrease in students' reading comprehension during the pandemic, it was caused by the delay of some students in collecting assignments and there were still many students who did not fully understand the material explained by the teacher because there was no direct explanation of the material by the teacher. Malyana (2020:71) recommends that learning should be made possible by learning through books or in face-to-face meetings. Through interrupted learning, students can collect assignments as school assignments and students can try many efforts to solve problems.

Home visits are one of the learning techniques that can be used during the corona virus (COVID-19) pandemic, where during this pandemic it causes changes to a different life style which every activity mostly done in online. Based on the description above, it is urgently to know "How is the effect of the Home Visit Strategy on reading comprehension of the fifth students of SDN 188 Manunggal".

Literature Review

Phonetically, the word home comes from a noun which means house. The house is a place to live (a place where students and guardians live) while a visit comes from something that is a visit, and strategy is the method used. McMillin in (Cornett et.al 2020) stated that home visits traditionally were used in education only with youngest students. In the end the home visit strategy is a student home visit that is carried out to overcome student problems, where this visit is carried out to find out more data about students (Suhendro,2020:137). One way that aspects of children's development can be continuously checked so that their practice can be

carried out properly is by visiting students' homes. Binford and Newell in (Cornett et.al 2020) examined how teachers and parents used home learning activities to teach relevant and developmentally appropriate skills to children. Yosefa (2021:1058) stated that instructors complete the home visit procedure to arrange stronger correspondence with guardians and children. Munawaroh et.al (2021) investigated "The Impact of Home Visit Learning on Students' Mental Improvement (Exploration At SDN Balewangi 1 Cisurupan Garut)". Her research shows (1) there is a good relationship between educators, students and guardians who support the home visit program (2) students are more formed, teachers can assess directly after learning and teachers can analyze problems in finding students. So it tends to be suspected that the exploration of the impact of home visit learning on students' mental capacity is the impact of home visit learning on students' mental capacity. Hayati (2020) added that parental support has an important effect on students' reading comprehension.

Nahdi et al (2020: 181) stated that the implementation of home visits can be an option in observing children's development while at home so that children's training and the task of guardians in directing children while studying at home can be carried out. Children's exercise in independent learning can be done by giving assignments and home visit exercises. Moreover, it is expected to collect responsibilities among guardians and other relatives with the school, especially to take care of clients' problems.

Wiguna and Al Qadri (2021) in "The Impact of Home Visit Techniques on Disconnected Learning Outcomes During the Coronavirus Pandemic in Al-Qur'an Hadith Subjects" found that there is a strategic influence home visit to the learning outcomes of class VIII MTs Jam'iyah Mahmudiyah Tanjung Pura Langkat with 64.58% completeness and inmoderate classification of the consequences of continuous learning of the Qur'an and Hadith. The home visit technique Educational experience is a preferred choice during the Coronavirus pandemic.

W.S Winkel (1991) added that guardians will generally give a good impression of their loved ones. If the department administrator could stay at the student's house for a few days, he would get some more important data by looking at the conditions and climate of the family but such a visit would not be possible. Thus, making home visits is a skill in itself and requires skill in talking to other people. Most of the authorities in this regard will agree, guidance and administration in schools is assistance given to students with the aim of determining their character, with respect to the climate and plans of the fate of the students concerned. By holding this meeting, it can be said that remedial abilities in general will be created because of the large number of supervising educators in schools. Iskandar, et al (2022) in "The Effect of Home Visit Method Learning on PKN Learning Outcomes for fifth grade students of SDN Inpres Borong Jambu II, Manggala District, Makkasar City". found that there was a significant effect between home visits and PKN learning outcomes for fifth grade students at SDN Inpres Borong Jambu II, Manggala District, Makkasar City with a value of $0.713 > 0.005$. So the homogeneity test is met. And based on the results of hypothesis testing using paired samples test analysis that there is an effect of home visit method learning on Civics learning outcomes for fifth grade students of SD Inpres Borong Jambu II, Manggala District, Makassar City. Besides that Awaliah, et al (2021) entitled "The Effect of the

Application of the Home Visit Method on the Learning Outcomes of Elementary School Students during the Covid-19 Pandemic". Based on the results of the study, it can be concluded that there is a significant effect on the application of the home visit method on student learning outcomes during the Covid-19 pandemic for class IV SD Inpres Lembang Panai, Gowa Regency.

Home visit strategy should follow some procedure on its implementation. The techniques are details as follows:

1. The home visit format can be carried out following the field format. Through home visits, the counselor (supervisor) enters the field of client problems (students) that reaches the client's family life handling client problems can be done more comprehensively and incentives.
2. Materials in planning home visits, a counselor prepares various general information and data about clients (students) that are worthy of being known by parents and other family members with notes: Does not violate the principle of client (student) confidentiality; Solely for the deepening of the problem and the completion of its handling and not to the detriment of the client (student).
3. Clients (students) the role of students in home visit activities, is realized through their approval of the home visit organizer. Counselors or counselors need to carefully consider whether or not students will be involved in conversations between counselors (supervisors) and family members being visited. Openness, objectivity, comfort, atmosphere, smoothness of activities, as well as the positive impact on students and their families, are considerations and criteria for student involvement.
4. The activities carried out by counselors (guides) in conducting home visits are conducting talks (interviews) with key family members and other family members according to students' problems. Apart from that, observing (observing) various objects in the family (home) visited and the surrounding environment, of course, with the permission of the homeowner, the counselor (supervisor) is not allowed to examine various documents owned by the family, unless the family concerned so wishes.
5. Invitation to the family if it is not possible to do it, the home visit can be replaced with an invitation to the family. Parents or other family members can be invited for example to schools or other places according to the student's problems. An invitation to a family is not a calling. Therefore, the context as a guidance and counseling service, then it must be done with the client's permission and prepared material data to be discussed and determined the role of students.

6. The time and place when and how long the home visit is carried out depends on the development of the service process for students. Home visits can be made at the beginning or even before the ministry. When the service process is in progress or as a follow-up to certain services. The length of time the supervisor visits the student's family home also depends on the material discussed and the activities carried out in the family concerned, it can be one or two hours or even more. As the name implies, the meeting place between the family of the student being visited and the counselor or counselor is at the home of the student's family. If the home visit is replaced by a family invitation, the meeting place can be held at the counselor's place, at school, or other places based on mutual agreement.
7. Evaluation to find out the results of home visits should be carried out an evaluation. Evaluation of the implementation of home visits in the context of guidance and counseling services can cover the process and results (from planning to the end of the activity). Evaluation of the elements of the process is carried out continuously during the home visit process. Assessment of the results of home visits can be directed at the completeness and accuracy of the data obtained and the benefits of the data in service to students.

The implementation of home visit activities must know the stages in home visits. The goal is to get results and run according to the existing stages. The stages that must be taken by the counselor are:

- 1) Planning at the planning stage, things that need to be done are determining cases and students who need home visits, preparing basic data or information that needs to be communicated with families to be met and preparing administrative completeness.
- 2) Implementation at this stage the things that must be done by a counselor are:
 - a. Communicating the home visit activity plan to various related parties (parents and homeroom teachers)
 - b. Conduct home visits by carrying out activities such as meeting parents or other family members, and concluding the results of the activities.
- 3) In the evaluation stage, there are several things that a counselor does as follows:
 - a. Evaluating the process of carrying out home visits
 - b. Evaluate the equipment and the accuracy of the results of home visits and the commitment of parents
 - c. Evaluating the use of home visit data to help solve student problems.
- 4) Analysis of the results of the evaluation of activities that must be carried out is to analyze the effectiveness of using the results of home visits to solve student cases.
- 5) Follow-up a counselor considers whether a repeat or follow-up home visit is necessary and considers follow-up services using more complete and accurate home visit data.

- 6) Follow-up supervisors carry out activities such as compiling reports on home visit activities, submitting home visit reports to various related parties and documenting home visit reports.
- 7) The principles of the home visit service are carried out according to the prepared plan so that it can run as expected. There are various things that must be considered in the implementation of a home visit as follows:
 - a. Conducting mental preparation beforehand regarding what information matters to be obtained.
 - b. Information that can be concluded usually includes the location of the house such as physical conditions in the area of the house, size, equipment and so on as well as student learning habits such as studying at what time, taking the initiative or having to be ordered, studying with friends or studying alone.
 - c. After returning from a home visit, the guidance officer prepares a brief report on the information obtained by distinguishing between facts and data and personal impressions that interpret the information.

According to Tarigan (2008) understanding comprehension (reading to understand) is a kind of reading to understand scientific guidelines or standards, basic surveys, arranged plays, and fictional examples with the ultimate goal of gaining understanding of the text, the reader uses certain procedures. Spodek and Saracho states that reading is a process of obtaining meaning from printed materials. There are two ways that readers take in obtaining meaning from printed materials, namely directly and indirectly. Direct means connecting from writing to its meaning. While indirect means that the reader identifies the sound in the word and connects it with its meaning, Tarigan (in Anggraini 2019:15). Bond argues that reading is the introduction of written language symbols which are stimuli that help the process of remembering what is read, to build an understanding through experience that has been owned. Further Abdurrahman (in Widasari 2017: 10) states that every student born will become a genius, but after arranging attendance at school, it is only one-sided, starting to arrange for those who are called geniuses. This situation is due to the best assets in domestic education, namely students need to be able to read, write and count, while the progress of these three sections varies from one student to another. There are students who develop through skillful ability to speak with pleasure reading, some are weak.

There are several aspects that are seen in the reading process, namely (1) sensory aspects, namely the ability to understand written symbols, (2) perceptual aspects, namely the ability to interpret what is seen as symbols, (3) schematic aspects, namely, the ability to relate written information. with the existing knowledge structure, (4) thinking aspects, namely the ability makes answers to the material that has been read, (5) effective aspects, namely those relating to the interests of readers that affect reading activities. Ismawati (in Anggraini 2019:17) Reading is an understanding of ideas, and a series of activities carried out by students and not just reading and answering questions in reading. Reading is a process where information from texts and knowledge possessed by readers who have a major role in shaping meaning (Widasari, 2017:11).

Reading is a process that involves visual and cognitive abilities. Both of these abilities are needed to provide letter symbols so that they can be understood and become meaningful for the reader. Reading is a process that means information from the text and the knowledge possessed by the reader and has a major role in shaping meaning. Generally reading is divided into two types of reading, namely reading aloud or technique and reading silently. Alfin & Sri in (Widasari, 2017:12). Reading aloud is a reading activity carried out by voicing sound symbols. Reading aloud requires certain skills and techniques, especially on supra segmental elements such as tone, intonation, stress, pronunciation, stopping, and so on. Silent reading is a reading activity that is carried out by not voicing sound symbols. Because it is done in the heart, this type of reading provides an opportunity for students to understand the text read in more detail. For comprehension skills, the most appropriate is to read silently which can also be divided into extensive and intensive reading. first, Extensive Reading/Speed Reading is a technique of reading quickly without reducing the core understanding of the reading. Extensive reading aims to find or know precisely the main problem of the reading text. Extensive reading or speed reading includes reading surveys, conducted to check, examine word lists, chapter titles contained in the books in question. Skimming aims to get a general impression of a reading, to find certain things from a reading, and to find or determine the materials needed in the library. Second, Intensive reading or reading comprehension is an in-depth reading activity to fully understand the contents of a particular book or reading. Thus, in intensive reading, it is necessary to understand the details or details of the contents of the reading in depth.

The main reason for reading is to search and obtain data including content, understanding comprehension material. In homeroom comprehension exercises, educators should establish reading goals by providing appropriate explicit goals or by assisting them by setting students' own comprehension goals. Tarigan in Oktaviasari (2016: 23) states that the main reason for reading is to find and obtain data, cover content, understand the meaning of reading. Importance, significance (importance) is closely related to the reason or sincerity we read. The purpose of reading according to Blanton, et al, and Irwin in Widasari (2017:12) are as follows:

1. Fun
2. Develop further reading brilliantly
3. Utilizing certain techniques,
4. Update their insight on a subject
5. Build new data with data that is definitely known
6. Obtain data for oral or structured reports
7. Illuminate or dispel hope,
8. Play trials or apply the data obtained from the text in other ways and find out about the test design.
9. Answering explicit questions
10. Understanding Reading Comprehension

Method

The type of research used is ex-post facto research. This study uses a quantitative approach. This research was conducted by examining the effect of the independent variables on the dependent variable. The independent variable in this study is the Home Visit Strategy (X) and the dependent variable is students' reading comprehension (Y).

This research was conducted at SDN 188 Manunggal which is located at Manunggal village, East Tomoni sub-district, East Luwu district. The time of this research was in the even semester, in the academic year 2021/2022 in which the pandemic was still on and the learning was done online. The population in this research was class the fifth-grade students of SDN 188 Manunggal. The number of samples was 16 students were then divided into two groups between 8 students who had good reading skills and 8 students who had poor reading skills.

The variables in this research consisted of the independent variable, namely Home Visit habits (X), and the dependent variable, namely reading comprehension (Y). The data were collected by test and questionnaires. Test was used to measure students' ability to understand the discourse which includes the ability to answer questions related to the discourse that is read. Develop a reading comprehension test grid to match the objectives and levels of reading comprehension with the formulation of the questions. The reading comprehension test given is in the form of a multiple-choice test with four alternative answers. The scores used are 1 and 0. A score of 1 is given for the correct answer, while 0 is for the wrong answer. Questionnaires are used to obtain information from respondents about their responses toward home visit strategy. Some indicators were used to obtain the data of the students' responses of the implementation of home visit strategy such as the strategy of learning, lesson plan, material, and the student's motivation.

To analyze the data, simple formula was used to find the student's score and categorized to the following criteria:

Table 1 : criteria of the students' score

No.	Criteria	Score
1.	Very good	80-100
2.	Good	66 -79
3.	Average	56-65
4.	Low	46-55
5.	Very low	0-45

. Criteria of the Students' Responses

No.	Rentang	Kategori
1.	90 - 100	Strongly agree
1	70 - 89	Agree
2.	50 - 69	Doubt
3.	30 - 49	Disagree

4.	<2	Strongly
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(Purwanto, 2013:102)

Test Validity

Before conducting the research, the researcher conducted a validation test by asking for consideration from experts related to the reading comprehension questionnaire research instrument. Validity test conducted in this study using Pearson's product moment and SPSS program assistance. The items in the questionnaire/questionnaire which are declared valid with the testing criteria according to Sugiyono (2012:133) that must be met are having the following criteria:

- a. If $r \geq 0.05$ then the items are declared valid.
- b. If $r \leq 0.05$ then the items are declared invalid.

4. Normality test

The normality test is carried out to determine whether the data is normally distributed or not (Sugiyono, 2016: 241). In this study, the normality test of the data used the Kolmogrov Smirnov normality test using the help of the SPSS (statistical package for social science) version 26 program. For decision making whether normal or not, that is, if the significance is < 0.05 , the data does not contribute normally. However, if the significance is > 0.05 then the data contributes normally.

5. Linearity Test

This linearity test aims to determine whether the relationship between the independent variables (X) and the dependent variable (Y) is linear or not. This test is used as a prerequisite for parametric statistics, especially in correlation analysis which is included in the associative hypothesis. In this study, the linearity test of the data used the Test for Linearity and was processed with the help of the SPSS (static package for social science) version 26 program. significance <0.05 then the data is said to have no effect.

Correlation test was conducted to determine the relationship between each variable. It was used to determine the degree of relationship between the variable X (student responses about Home Visit) with the variable Y (reading comprehension test). Using Product Moment Correlation data analysis, it is processed with the SPSS (statistical package for social science) version 26 program. The coefficient between variable X and variable Y used the product moment correlation formula as follows:

: Correlation interval

Interval 1	Closeness 2
0,000-0,199	Very low
0,200-0,399	Low
0,400-0,599	Average
0,600-0,799	Strong
0,800-1,000	Very strong

Results

The research was conducted at SDN 188 Manunggal which was held on February 4, 2022. The sample in this research was sixteen students in fifth grade who were then divided into two groups to avoid crowds and always obey health protocols. The data presented are the result of test and questionnaires

. Results of instrument test analysis

a. Test

Table 3: The Frequency of the Students' Score

No	Criteria	score	Frequency	Total
1	Very good	80-100	6	535
2	Good	66-79	4	290
3	Average	56-65	4	255
4	Low	46-55	0	0
5	Very low	0-45	2	70
			16	1.150
		Mean score		71.81

The table above shows that six students are categorized into very good while two students are categorized into very low. Based on the data it can be compared that the dominant score is very good and the mean score is 71.81

Questionnaire

The following table shows the result of the students' responses toward the strategy of home visit strategy.

Table 4 : The students' responses toward Home Visit Strategy

No	Indicators	Sub-indicator	Students' Responses	
			%	category
1	Implementation of Home Visit	the students' response toward <i>Home visit strategy</i>	93.8	strongly agree
		the students' participation on organizing phase	93.8	strongly agree
		the students' participation on individual and group investigation phase	93.8	strongly agree
		the students' participation on developing and presenting phase	93.8	strongly agree
		2	Lesson Plan	material/book
3	Material	easy for students to learn	93.8	strongly agree
		interesting for the students	87.5	strongly agree
4	Students' Motivation	preparation	87.5	strongly agree

student's learning before test	87.5	strongly agree
student's absence	87.5	strongly agree
antusiastic	93.8	strongly agree
readiness to complete task	93.8	strongly agree
ontime to complete task	81.3	strongly agree
mean	90.4	strongly agree

Based on the data analysis the most students' response strongly agree to the Home Visit strategy with an average score percentage of 90.4%. In the reaction aspect, the average percentage score is 90.4%. This shows that the Home Visit strategy makes it easy for students to understand the reading and not boring so that it stimulates students' curiosity. Students feel happy with the way the material is delivered in the Home Visit strategy so that students want to know more about the contents of the reading.

c. Validity Test Item

The instrument of a previous questionnaire was validated first. Testing the validity of the instrument items compiled based on existing designs and then consulting with experts. After testing the validity, the questionnaire can be tested on the trial sample. The validity of the questionnaire in this research was calculated using the product moment correlation with the help of the SPSS (Statistical Package for Social Science) version 26 program. The calculation of the validity of the questionnaire with $n = 16$ with an error rate of 5% obtained a value of 0.413. Therefore, each item that has a value exceeding 0.413 can be declared valid. Based on the results of the analysis of the calculation of the validity test using SPSS (Statistical Package for Social Science) version 26, from 15 items, 11 valid items were obtained with 4 invalid items.

Reliability Test

The results of the instrument reliability test obtained the value of the Cronbach's Alpha column, namely 0.481. It can be seen that the calculation of the reliability test results $0.481 > 0.60$ means that it can be stated that the learning habits instrument is reliable and can be used as a data collection tool.

2. Results of Inferential Statistical Analysis

Before testing the hypothesis, the analysis prerequisite test is carried out first. Prerequisite analysis test carried out in this study is the normality test and linearity test.

a. Normality test

Before testing the hypothesis, we will first test whether the data that will be tested for the hypothesis is normally distributed or not. The results of the normality test of the data are presented using the SPSS (statistical package for social science) version 26 program in the following table:

. Normality Testing

	Kolmogorov-Smirnov		Shapiro-Wilk		Statistic	Df
	Statistic	Df	Sig	Sig		
The students' response	0.343	16	0.000	0.738	16	0.000
The students' score	0.167	16	0.200	0.934	16	0.283

Based on table 5 the results of the normality test show the value of sig. Shapiro Wilk on student response data is 0.000. Based on the decision rule that the significance is $0.000 < 0.05$, then the response data is not normally distributed. While the significance value on the reading comprehension test data is 0.283. Based on this $0.283 > 0.05$ then the test data is normally distributed.

b. Linearity Test

The linearity test is intended to determine whether the data obtained is linear or not. The linearity test was carried out by statistical tests. The following is the results of the linearity test of the data using the SPSS (statistical package for social science) version 26 program in the following table:

Table 6. Linearity Test

		Sum of	Mean			
		Square	Square	f	df	sig
Students' test score	Between Group					
	(combined)	672.361	336.181	0.988	2	0.398
	linearity deviation	58.465	58.465	0.172	1	0.685
*	from linearity	613.896	613.896	1.805	1	0.202
students' response	Within Group	4421.389			13	
	Total	5093.75			15	

Based on the results of the linearity test, the results of the Sig. Deviation from linearity is 0.202, it is said to have linear relationship, if the significance is more than 0.05. So the conclusion of the linearity test results above $0.202 > 0.05$ then there is a linear influence between the home visit strategies on reading comprehension.

c. Correlation test (hypothesis)

The correlation test was carried out to determine the strength of the relationship between variable X (student response) and variable Y (understanding test), then the Product Moment correlation coefficient formula was used using the SPSS (Statistical Package for Social Science) version 26 program. To perform

hypothesis testing in this case, the existing data will be analyzed and processed using the non-parametric Spearman's rho test. Decision returns are accepted or rejected by the proposed hypothesis by referring to the following rules: if $r\text{-count} > r\text{-table}$, it means that there is a significant relationship or H_0 is rejected and H_1 is accepted, whereas if $r\text{-count} < r\text{-table}$, it means that there is no significant relationship or H_0 is accepted and H_1 is rejected, and if the significance value < 0.05 then the results have a relationship. To find out between the Home Visit Strategy (X) and the reading comprehension (Y) of the fifth grade students of SDN 188 Manunggal in the following table:

. Correlation results between student responses (X) and understanding tests (Y)

		Students' Response	Students' Score
The Students' Response	Pearson Correlation	1	0.107
	sig.(2-tailed)		0.693
	N	16	16
The Students' Score	Pearson Correlation	0.107	1
	sig.(2-tailed)	0.693	
	N	16	16

Based on the results of the Spearman's rho correlation analysis in the data table above, the correlation coefficient value of $r\text{-count}$ is 0.107 while $r\text{-table}$ is at a significant level of 5% with $n = 16$ of 0.497, it can be seen that $t\text{-count} < t\text{-table}$, namely $0.107 < 0.497$. The significance value of the students' understanding and response tests was 0.693. If the significance value of $0.693 > 0.05$ has an effect, then the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. According to the level of closeness between the home visit strategy and reading comprehension, it shows that there is a significant influence strength lies at the point 0.600-0.799. So it can be concluded that there is an influence between student responses regarding the home visit strategy and reading comprehension tests.

Discussion

The result shows that there was an effect of home visit strategy toward the students' reading comprehension of the fifth-grade students of SDN 188 SDN Manunggal. Based on the final analysis, Spearman's rho non-parametric hypothesis testing. Based on the results of the Spearman's rho correlation analysis, the correlation coefficient $r\text{-count}$ is 0.107 while $r\text{-table}$ is at a significant level of 5% with $n = 16$ of 0.497, it can be seen that $t\text{-count} < t\text{-table}$ is $0.107 < 0.497$. The significance value of students' responses to the reading comprehension test is 0.693. If the significance value is $0.693 > 0.05$, that is, there is an effect, then the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. According to the level of understanding between the home visit strategy and reading comprehension, it shows that there is a strong influence at the point 0.600-0.799. So it can be concluded that there is an influence between the home visit strategies on

students' reading comprehension. As the results conducted by Iskandar, et al (2022) entitled "The Effect of Home Visit Method Learning on PKN Learning Outcomes for Class V SDN Inpres Borong Jambu II District Manggala, Makassar City". The results showed that there was a significant effect between home visits and PKN learning outcomes for fifth grade students at SDN Inpres Borong Jambu II, Manggala District, Makassar City. It supported the result of this research that home visit strategy affect to the students' ability or comprehension. K. Nahdi et al (2020: 181) stated that the implementation of home visits can be an option in observing children's development while at home so that children's training and the task of guardians in directing children while studying at home can be carried out. Home visit strategy gives a chance to the students to do deep learning with home atmosphere Awaliah, et al (2021) concluded that there is a significant influence on the application of the home visit method on student learning outcomes during the covid-19 pandemic of the 19 grade IV SD Inpres Lembang Panai, Gowa Regency. Home visit strategy can be alternatives for the students who have learning problem in schools by preparing extra time and training for them. The students may be enthusiastic when they learn at home as Arisona (2022) found that there was a significant effect of implementing the Home Visit type of Active Learning method on social studies learning motivation.

Based on the results of the questionnaire, the student's response to home visit strategy was very influential on students' reading comprehension because the home visit strategy was considered a very effective alternative and had a positive influence on students. The students prefer to study with friends rather than studying alone using cell-phones. The views of parents and teachers in this study are the same, they choose home visit strategy learning rather than online learning. because they don't just watch their cell-phone or computer screen, they can meet the teacher and their friends. Children are more active in moving because the teacher also prepares activities that train their fine and gross motor skills.

Home visits are activities that support the presentation of data, information, convenience and problem-solving commitments through home visits. This activity requires good cooperation between parents and students. Hayati (2020) stated that there was a decrease in students' reading comprehension during the pandemic, it was caused by the delay of some students in collecting assignments and there were still many students who did not fully understand the material explained by the teacher because there was no direct explanation of the material by the teacher. Therefore, parents in this case are important in influencing students' reading comprehension in learning during the pandemic era. Thus, direct contact between parents and students is needed which can be applied in the form of support. Hayati (2020) added that parental support has an important effect on students' reading comprehension.

Statistically, the final results of Spearman's rho in the data table above, the correlation coefficient r -count is 0.107 while r -table is at the level of 5% significance with $n=16$ of 0.497, it can be seen that t -count < t -table, namely $0.107 < 0.497$. The significance value of the students' understanding and response tests was 0.693. If the significance value of $0.693 > 0.05$ has an effect, then the alternative hypothesis

(H1) is accepted and the null hypothesis (H0) is rejected. According to the level of closeness between the home visit strategy and reading comprehension, it shows that there is a strong influence at the point 0.600-0.799. So it can be concluded that there is an influence between student responses regarding the home visit strategy and reading comprehension tests. As recommendation the home visit strategy can be applied to help the students who are struggle to complete the subject as their friends can complete easily.

Conclusions

The results of the value of the correlation coefficient r -count of 0.107 while r -table is at a significant level of 5% with $n=16$ of 0.497, it can be seen that t -count $<$ t -table is $0.107 < 0.497$. The significance value of the students' understanding and response tests was 0.693. If the significance value of $0.693 > 0.05$ has an effect, then the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. According to the level of closeness between the home visit strategy and reading comprehension, it shows that there is a strong influence at the point 0.600-0.799. So it can be concluded that there is an influence between student responses regarding the home visit strategy and reading comprehension tests.

Based on the results of the research obtained at SDN 188 Manunggal, the researchers provide several suggestions that can be considered as follows:

- a. Teachers should direct students to get used to doing good habits in learning such as studying in class or at school and help the students to solve problems related to students who cannot take online learning (online).
- b. The school should be able to create a conducive school environment and prepare learning infrastructure facilities in schools so that they can help students.
- c. Students should reduce bad habits such as playing gadgets (HP) for things that are not important. Because it can affect the value of reading comprehension in Indonesian subjects.
- d. Home visit strategy can be one alternative to help the students who are struggling in subjects not only on pandemic but also on normal situation.
- e. Other researchers who are interested in continuing this research should better understand and study in depth about the home visit strategy, giving tutoring to students so that it is easy to add knowledge and insight about home visit strategy and reading comprehension, so that when doing research it will be better.

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