

Preventive Home Visit Strategy in Guidance and Counseling Services to Reduce Delinquency in At-Risk Students

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ABSTRACT

At-risk student delinquency is a problem in education that can disrupt the learning process, reduce discipline, and negatively impact the social atmosphere at school. This study aims to examine the Home Visit strategy as part of guidance and counseling services to reduce at-risk student delinquency at Nesi Neonmat Private High School in Kupang City. This research method uses a descriptive qualitative approach. The study subjects included guidance and counseling teachers and students considered at-risk. Data collection techniques used interviews, questionnaires, and a review of school documents. Data analysis was conducted inductively, with stages such as data reduction, data presentation, and drawing conclusions. The results indicate that the Home Visit strategy was implemented effectively and contributed to reducing student delinquency, particularly in cases of truancy, tardiness, and minor disciplinary violations. Furthermore, this strategy strengthens collaboration between the school and parents in fostering sustainable positive student behavior.

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1. INTRODUCTION

Student delinquency is an educational problem that impacts the teaching and learning process, can lower academic achievement and disrupt the social atmosphere at school. Forms of student delinquency include various behaviors, such as unauthorized absences that violate regulations, aggression, and deviant behavior that can develop into more serious social problems. If not addressed quickly and systematically (Prayitmo & Amti 2018), preventive and sustainable efforts are needed through special educational guidance and counseling services.

Guidance and counseling services play a crucial and strategic role in helping students develop positive behaviors and prevent delinquency through preventive services and the development of guidance and counseling teachers who are not only tasked with addressing existing problems but also with detecting students at risk of delinquency based on personal, family, and social factors (Yusuf & Nurihsan, 2019). Therefore, a comprehensive and contextual approach to guidance and counseling (BK) services is essential.

One of the important Guidance and Counseling service strategies for preventing student delinquency is the Home Visit. A Home Visit is an activity where a counselor visits a student's home to gather direct information about the family's condition and situation, or how parents raise their children, as well as the social environment that can influence student behavior (Winkel & Hastuti, 2016). This strategy allows counselors to understand students' problems holistically and not only based on behavior seen at school.

This research shows that implementing home visits can strengthen collaboration between schools and parents in addressing student issues. Through intensive and collaborative communication, parents can play a role and be actively involved in the process of fostering student behavior, making control and prevention efforts more effective and sustainable (Amin & Ramanda, 2021). Furthermore, home visits are crucial for identifying problems and risk factors for delinquency early on. This allows interventions to be implemented before deviant behavior develops further (Sembiring, 2022).

Although home visits are well-known as a strategic tool in guidance and counseling services, research specifically examining home visits as a strategy for preventing delinquency in at-risk students is still limited. Most studies focus on addressing general academic and disciplinary issues and have not yet emphasized the systematic and structured prevention of student delinquency (Amin et al., 2023). Therefore, research on preventive home visit strategies in guidance and counseling services is crucial for providing empirical and practical contributions to the development of guidance and counseling services in schools.

Based on the description above, this study examines in more depth the preventive Home Visit strategy in BK services as an effort to reduce delinquency in students at risk, as well as being the basis for developing a more effective, collaborative and prevention-oriented BK service model.

2. METHODS

This study employed a qualitative research method with a descriptive approach. According to (Lopo, 2025), qualitative research is a research method based on post-positivism philosophy, used to examine natural object conditions. The data collection technique is triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization". Qualitative research intends to understand the phenomenon of what is experienced by the research subjects and in a descriptive way in the form of words and language by utilizing natural methods. The subjects in this study were BK Teachers at Nesi Neonmat Private High School, Kupang City and ten high school students, where data was collected from informants by providing several interview questions that had been prepared by the researcher. This study uses a descriptive qualitative method through a direct interview process with Guidance and Counseling Teachers and several students of Nesi Neonmat Private High School, Kupang City. The informants/resource persons taken were Guidance and Counseling Teachers because they were in accordance with the title taken and knew about the problems to be studied. This research was conducted in November 2024. Located at Nesi Neonmat Private High School, Kupang City.

3. FINDINGS AND DISCUSSION

The descriptive analysis results indicate that the implementation of the Preventive Home Visit strategy in guidance and counseling services is high. Guidance and counseling teachers continuously visit students' homes to engage and communicate intensively with parents, as well as provide recommendations and monitor student behavior. These home visits are not solely focused on

addressing existing violations, but rather emphasize prevention through strengthening the role of families and better monitoring vulnerable students.

The results of the measurement of the level of delinquency of students at risk showed a low to moderate category, based on data from the school's records and documents. The frequency of disciplinary violations decreased after students received home visit services. This decrease was particularly evident in truancy, frequent tardiness to school, and minor disciplinary violations, indicating positive behavioral changes in students following effective preventative interventions.

Intervention analysis using correlation and simple regression tests showed that changes occurred due to the implementation of the Preventive Home Visit strategy, which had a significant influence on reducing delinquency in at-risk students. The significance values obtained were below the 0.06 error level. Therefore, it can be concluded that there is a meaningful relationship between the quality of home visits and the level of student delinquency. This finding indicates that the better the home visit strategy implemented, the lower the level of delinquency in at-risk students.

This study confirms that student delinquency is inseparable from family environmental factors. Therefore, home visits by guidance and counseling teachers provide in-depth information about the students' social situations and conditions, parenting styles, and family dynamics. This understanding allows counselors to provide more targeted and contextualized services, ensuring that interventions are preventative and sustainable, rather than merely reactive to existing violations.

Furthermore, the preventive home visit strategy strengthens collaboration between schools and parents. Parental involvement in student behavior development helps maintain consistency in the implementation of rules and supervision both at home and at school. This collaboration aims to increase students' awareness of how to control their behavior and foster personal responsibility. Home visits can be considered an effective guidance and counseling service strategy for creating a safe environment and supporting the sustainable reduction of delinquency in at-risk students.

The descriptive analysis results indicate that the preventive home visit strategy is used effectively, indicating that guidance and counseling services are implemented in accordance with preventive and collaborative principles. This finding aligns with Winkel and Hastuti's (2016) opinion, which states that home visits are part of guidance and counseling support services. The goal is for teachers to gain a deeper understanding of students' conditions through the family environment. With a comprehensive understanding of students' backgrounds, guidance and counseling services can be designed to be more targeted. The implementation of home visits, coupled with intensive communication with parents and follow-up coaching, demonstrates that guidance and counseling teachers focus not only on problem-solving but also on preventing the emergence of inappropriate behavior.

Through the results of the assessment of the level of delinquency of students at risk of being in the medium to low category and a decrease in the frequency of violations after the implementation of home visits in order to strengthen the belief that the preventive approach is more effective than the repressive approach (Prayitno, 2018) emphasized that effective guidance and counseling services are services that are able to prevent the emergence of problems before they get worse. The decrease in truancy, tardiness and minor disciplinary violations shows a positive change in behavior in students due to the results of continuous and ongoing guidance carried out in collaboration between the school and the student's family.

Findings from the inferential analysis indicate that the preventive home visit strategy has a significant impact on reducing delinquency in at-risk students. This is reinforced by the developmental ecology theory proposed by Bronfenbrenner (2005). This theory explains that a person's behavior is influenced by the interaction of various environmental systems, especially the family and school environments. In this context, home visits serve as a bridge connecting the two environments. The better the implementation of home visits, the better the alignment of the guidance patterns between home and school, which can influence the reduction of delinquent behavior in students.

The results of this study confirm that student delinquency cannot be separated from family environmental factors such as parental parenting, parental level of attention, and the family's

socioeconomic status. This is in line with the opinion of (Yusuf and Nurihsan 2019) who stated that understanding a student's family background is a crucial step in providing guidance and counseling services, through home visits. Guidance and counseling teachers can obtain accurate and reliable data about the student's family situation. This allows for more targeted, realistic guidance and direction, and focuses on the long term, rather than merely a temporary response to problems occurring at school.

Furthermore, preventive visit strategies have been shown to foster stronger collaboration between schools and parents (Lestari and Fauzan 2020). They emphasize that parents' role in a child's education is crucial in shaping positive behavior and controlling student delinquency. Collaboration through home visits fosters alignment between home and school values, norms, rules, and supervision to help foster self-awareness, behavior management, and a sense of responsibility. Therefore, home visits can be considered an effective and sustainable guidance and counseling service strategy in reducing high-risk student delinquency.

4. CONCLUSION

Based on the research results, it can be concluded that the implementation of the Preventive Home Visit strategy in guidance and counseling services is in the high category and has proven to be more effective in reducing the level of delinquency in at-risk students. Systematic implementation of home visits allows guidance and counseling teachers to understand the situation and condition of students' families more comprehensively, so that the interventions provided are preventive, targeted, and sustainable. This can be reflected in the decrease in the frequency of minor disciplinary violations such as truancy, tardiness, and violations of rules after students receive home visit services.

The results of the inferential analysis indicate a significant relationship and influence between the quality of the implementation of Preventive Home Visits and the level of delinquency in at-risk students. The more optimal the implementation of home visits, the lower the level of delinquency in students, which emphasizes the importance of collaboration between schools and families in fostering student behavior. Thus, the Preventive Home Visit strategy can be concluded as an effective and collaborative guidance and counseling service approach in efforts to prevent student delinquency on an ongoing basis.

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