Homeschooling: An Alternative Education Base On Potential Children

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***Abstract*- The reason underlying homeschoolers decide on homeschooling education is because of the emergence of the desire to provide education that supports children's competence in their field. In addition, due to factors distrust of formal schooling and the provision of religious education. *Homeschooling is a positive alternative education to develop children's potential. through homeschooling, children and homeschoolers together communicate learning that supports children's talents and interests. The selected curriculum adjusts the reference of education in Indonesia, but is managed flexibly based on children's autonomy. A educational spec includes the realm of kog positive, affective, and psychomotor, so the homeschooling education model provides satisfaction for homeschoolers and homeschooling children because it provides tangible experiences that are beneficial to children's life skills.***

***Keywords - homechooling***

# I. Introduction

*Homeschooling*has now become one of the alternative education models that are in demand by families in various countries, including Indonesia. *Homeschooling*is an educational practice that optimizes the intelligence potential possessed by each individual. According to Bunday, *homeschooling*is a learning or education system with an *at home*approach and is popularized as an alternative education at the family level and places children as subjects of learning [1] .

*H omeschooling*become one of the schools child-friendly alternative in the future. *Homeschooling*accelerates the achievement of a civilized learning community. The approach model that focuses on *multiple intelligences*and children's absorption ability is in accordance with the concept of education that prioritizes the humanistic element [ 2 ] .

*H omeschooling*can be expressed as an effective alternative education in developing children's potential. *The*direct *output*of *homeschooling*is *academic excellence*, *community builder*and *good character*. *Outcomes*resulting from *homeschooling are*that children can continue their education to a higher level, can learn independently, can learn from others, and participate in social activities [ 3 ] .

Based w Interview against *homeschoolers*in Yogyakarta , (province in Indonesia ) , to mention the most powerful reason to implement the practice of *homeschooling*is the belief that educators are most responsible for the education of children is the parents of the child.

*H omeschooling*is a model that puts the child pendiikan child autonomy to learn the things we want to learn with the help of parents, tutors, or guardians. In *homeschooling*practices *,*parents are fully aware of their roles and duties in providing education at the family level and providing opportunities for children to actualize themselves. *Homeschooling*education practice as education outside the school system can be held anywhere and at any time, so that children gain experience from their learning activities.

# II. HOMESCHOOLING IN INDONESIA

*Homeschooling*in Indonesia is divided into three types to adjust the goals, conditions, and needs of each *homeschooler,*namely: single, multiple, and community *homeschooling*. Single *homeschooling*is a school format organized by parents in the family at home without joining other *homeschooling*. Compound *homeschooling*is a format of home schooling organized by two or more families / parents in certain activities, but the implementation of the main activities remains by each *homeschooler.*Community *homeschooling*is a combination of several compound *homeschooling*in the preparation and determination of syllabi, teaching materials, basic activities (language, sports, art, music), and place facilities for teaching and learning processes carried out based on a certain time [ 4 ] .

Single and compound *homeschooling*types are classified as informal education units, according to the National Education System Law article 27 paragraph 1, " *informal education activities carried out by families and the environment in the form of independent learning activities".*While community *homeschooling is*classified as a non-formal education unit based on Article 26 paragraph 4 of the National Education System Law, " *learning groups are determined as one of the classifications of alternative education models which are non-formal education units"*.

*Homeschooling*raised in this study is a single *homeschooling*that is in education in an informal way. Policies related to *homeschooling*based on Law No. 20 of 2003, Article 23, Article 27, paragraph 2, state that the government does not regulate the content standards and processes of informal education services. On the other hand, the government provides assessment standards and diplomas for *homeschooling*graduates if they want to be equated with formal education and can continue their level of education even up to college.

# III. RESEARCH METHODOLOGY

The study was developed based on a qualitative approach to the type of *case study*research *.*The researcher set the subject criteria in the research "Implementing Single *Homeschooling*(Case Study Based on Mother Profession Differences)" is as follows:

* + - 1. Mother's educational background is at least Strata 1 (S1).
			2. *Homeschooling*children are registered with Non-formal Education Institutions.
			3. *Homeschooling*children are Children with Special Needs (ABK) or children whose work is published / has copyright.
			4. Based in Yogyakarta and willing to conduct an interview process.

# IV. homeschoolers and *homeschooling*children

This study involved two *homeschoolers*living in Yogyakarta (provinces in Indonesia) with a background in undergraduate education and differences in the profession of mothers. *Homeschooler*N works as a housewife and *h omeschooler*P ber profession as a mother activist .

## *A. Homeschooler*N

*Homeschooler*N is a mother who focuses on taking care of the household and chooses to dedicate herself to educating her three children with different age ranges (ages 11 years, 9 years, and 5 years). Didactically, *Homeschooler*N prepares learning by communicating teaching materials with children. Nevertheless, learning planning has not been contained in the syllabus. The management of teaching and learning process at home is designed to adapt the learning abilities of each child with a different age range . B ahan teaching organized beradasarkan diknas by adjusting the curriculum of every child's learning style. How to deliver teaching materials sometimes through lectures, practices, and *role playing*based on learning goals that must be achieved by every child *.*

Judging from the decline in religious and moral education of children today, *homeschooler*N is committed to implementing an informal education model that is a single *homeschool*for children's education. *Homeschooler*N has the hope that children will not be exposed to criminal acts, *bullying,*promiscuity, brawl, and other acts of deviation that result in damaging the morality of the nation's generus. Religious education is the main reason for *homeschooling*N to implement a single *homeschool*.

The first child from *homeschooler*N has published written works in the form of: illustrated stories entitled "Fatimah Story" (works at 8 years old) and "Goodbye Feli" (works at 9 years old); collection of children's stories titled "Oh No! You can do it! ”(Works when he was 10 years old); and a comic titled "YouTubers Harleys" (works at the age of 10). While the second child *homeschooler*N has produced three simple robots, namely: car *light follower*(a car that moves to follow the light), flip flop lights (lights that turn on and turn off alternately), and rain sensors that will sound when exposed to water.

## *B. Homeschooler*P

*Homeschooler*P is a mother who decided to *resign*from her job to become an art teacher in Jakarta since her son's decision to do a single *homeschool*education model . Having experience as an educator providing didactic-related experience (teaching knowledge) in the form of holding the principle of teaching giving simple examples to be mastered by children. Like, basic techniques of painting, playing guitar, and operating a blog via the internet. The teaching process that is applied procedurally is not contained in the syllabus and learning planning, but still directs and supervises children in achieving learning goals. Learning preparation is done by children, so that the delivery of learning material is based on learning goals set by the child.

Not only passive, P *homeschoolers*spend a lot of time doing activities with the *homeschooling*community in Yogyakarta, such as: independent luggage, *Yogyakarta Homeschooling Enthusiastic Sharing, Parents Support Group for Gifted Children JOGJA*(PSGGC JOGJA).

Based on the *Culture Free Intelligence Test*(CFIT) with a score of 142 and the *Wechsler Adult Intelligence Scale*(WAIS) with a score of 131, children from *homeschoolers*P were declared to have *very superior*intelligence so that they were declared as *gifted*children *.*WHO says that *gi fted*or children who have the ability above average is children with special needs or known by *children with special need*in the international world. During homeschooling, children master foreign languages ​​(English, Thai, Japanese, Arabic and French) and master traditional dance (Javanese and Balinese)

## *C. Single Homeschooling Learning*

Both homeschoolers implement the curriculum of National Education (Diknas) as a reference for the implementation of teaching and learning activities. The curriculum of the Ministry of Education is modified based on children's learning needs. The contents of the curriculum (teaching materials and targets) still adjust the standards of the Ministry of Education, but the education process runs more flexible. Children are not required to learn the contents of the curriculum in sequence. Homeschooling children are involved in compiling the curriculum (deciding on the material, learning targets, and learning methods to be used) .

Both homeschoolers have the role of providing facilities and learning opportunities to children by providing practical and simple knowledge that has a relationship with everyday life. The following is a single *homeschool*practice design adopted by both *homeschoolers*.

Table 5. Single *Homeschooling*Design in Both Subjects

|  |  |  |
| --- | --- | --- |
| **The design** | ***Homeschooler*N** | ***Homeschooler*P** |
| *Homeschooling*Decisions | Identification of Reasons | Establish *Homeschooling*because of religious teaching commitments. | Choosing *Homeschooling*because of the wishes of children. |
| Philosophical | Give priority to religious education as popular education | Education based on children's needs ( *gifted*and health problems) |
| Increased capabilities as the main educator | *Browsing,*reading books, and *sharing*with *homeschoolers* | Active in the *homeschooling*community *,*creating articles, reading books, *browsing,*and *sharing*with *homeschoolers.* |
| Method | *Unschooling* | *Unschooling* |

Both homeschoolers give assignments every time they carry out learning activities outside the home. Learning activities outside the home, usually carried out by *homeschoolers*N in libraries, rice fields, mosques, and the surrounding environment. While learning *homeschooling*activities P can be done in the river, library, museum, community, and the surrounding environment. *Homeschoolers*ask children to compile a list of questions as a guide to explore information on learning objects. Homeschooling children independently find their own answers to these questions through reading, observing, and processing learning outcomes data. Both *homeschoolers are*located as facilitators and motivators in children's learning activities. The two *homeschoolers*then ask the child to make a resume of the learning outcomes to be shared together.

K Secondly *homeschoolers*implement learning activities based on the child's learning style. The learning habits of children from homeschoolers P is actively moving to practice with direct objects and have kinesthetic-physical learning styles, so that it can be motivated by providing access to physical activities and creative movements , such as : active sports, playing music, dancing, theater, and painting . The first child of homeschoolers N has a tendency to learn by means of spatial, so it requires learning through visual, color, and image so that in motivation by providing facilities for drawing and painting application *New Paint Version*and *Stylus Connect Pen,*video tutorials, diagrams, and prepare for the game visualization from *slime*and kokoru. The second child of homeschooler N has a logical-mathematical learning method, so that it requires concrete material as a test media, such as: assembling cars with used goods and classifying or categorizing legos.

K Secondly homeschooler balance the educational needs of children through three aspects of education, namely education attitudes, knowledge, and skills.

Table Efforts to Embed Aspects of Attitude, Knowledge, and Skills in Single *Homeschooling*Children

| **Educational Aspects** | ***Homeschooler*N** | ***Homeschooler*P** |
| --- | --- | --- |
|       Attitude |    Spiritual | Providing obedient exemplary practice of worship, involving children in discussing values ​​and norms, and reading stories that integrate religious education | Invite children to worship to church, pray before and after carrying out activities, involve children in religious activities, and invite children to give thanks to God |
|   Social | Be a friend to the child so that it is easy to give advice, direct the child to tolerance of the decisions of others, respect the opinions of others, and read fairy tales that integrate social education. | Familiarize children independently in learning, responsible for clearing the learning media, respecting the opinions and beliefs of others, and encouraging children to do work in accordance with their abilities. |
|  Knowledge |   | Providing religious education, emphasizing literacy in reading, requires children to *review*eight books a week. | Carry out learning activities outside the home by utilizing public facilities, participating in social activities and learning with the community. |
|    The skills |   | Provide *crafting,*provide *New Paint Version*and *Stylus Connect Pen*media *,*provide robotics course facilities, include children in writing classes, and stimulate children's creativity through video tutorials. | Providing traditional dance and French courses , joining the bamboo flute community, bringing in banjo musical instrument experts, giving foreign language animated films. |

The results of a single *homeschooling*lesson are as follows.

Single *Homeschooling output and outcome*table

|  |  |  |
| --- | --- | --- |
|   | The output | Outcome |
| Homeschooler P | *good character :*involved in voluntary work and seventeen competitions in the environment, become reciters in recitation sessions, love to read, befriend friends and adults, like to help others, and obey religious orders. | learn independently and teach others . |
| Homeschooler N | *academic excellence*. The MC successfully passed and passed the Package B (Equal High School) equivalency exam after attending a two-year *homeschooling*education . | learn independently and teach others |

# V. Conclusion

The reasons for the two subjects deciding on *homeschooling*are the desire to provide education based on children's talents and interests, the factors *distrust*of formal schooling, the desire to provide religious teaching, provide education for children with special needs and health problems, and alternative educational needs that leave the potential forehead students.

*H omeschooling*be pendidi right alternative for both schoolers with learning implementation using the curriculum of the government, but is managed independently and fle ksibel based child autonomy. Homeschooler expressed satisfaction in implementing homeschooling because it can be fully responsible in designing learning based on the child's potential. other than that parents can control the learning activities of homeschooling children as well as a form of prevention of deviant behavior in children.

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