

Homeschooling, Obstacles, and Solutions In Palu Central Sulawesi

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Abstract. Home-schooling is a developing education model in Indonesia that implements education for children at home by inviting a professional tutor. Home-schooling is motivated by various reasons: the desire of parents to provide the best education according to children's needs, talents, and interests; parents do not believe in formal education with various curriculum changes that become burdened to children in the learning activities. Meanwhile, homeschooling is considered to have weaknesses: the lack of interaction with peers and isolation from their social activities. This research was conducted through qualitative methods in which the data was collected through observation, interviews, and documentation. Data were analyzed in the form of data reduction, data presentation, verification, and conclusions. The results show that: first, the obstacle of Home-schooling in the form of no curriculum standardization but can be anticipated using the national curriculum standard. Second, the results of children's education cannot be appropriately measured. It is anticipated by following the education equality program packages, A, B, C, or collaborating with schools partner to measure the children's achievement. Third, providing opportunities for children to gather and play with their peers in the local community. Homeschooling is an alternative way of providing children with the best education according to their abilities and personality.

Keywords: Homeschooling, Obstacles, and Solutions In Palu Central Sulawesi

1 Introduction

Homeschooling is one of Indonesia's developing education models in implementing education for children at home through inviting professional tutors. As a model of children's education, homeschooling has something in common with school, among other things, both of which aim to deliver students to their best achievements (1). This education model is classified as informal education and has a clear legal basis stated in Law Number 20 of 2003 article 27 (a) informal educational activities carried out by families, and the environment in the form of independent learning activities (b) educational outcomes as referred in paragraph (c) is recognized as being the same as formal and non-formal education after students pass an examination following national education standards (2).

Regulation number 129 elaborates that homeschooling stated in article 1 paragraph (4) homeschooling is an educational service process that is consciously and planned for my parents/family at home or other places in single, multiple forms. A community where the

learning process can take place in a conducive atmosphere with the aim that each unique potential of students can develop optimally (3) and explain comprehensively about the implementation of homeschooling.

Formal schools with their various problems cause parents to choose an alternative homeschool education, parents' decision to choose homeschooling as their children's school, is considered to be a solution to controlling and supervising and giving full focus to children's learning conditions. Parents, assisted together with homeschooling organizers, have full power to control and supervise the learning system in homeschooling (4), because through homeschooling education parents can supervise education directly and can design education in accordance with the vision and mission of parents, children's needs, and children's talents and interests. So that it can create education that is in accordance with the conditions of each child, this cannot be done through formal education with a classical education system which requires children to follow school rules that pay less attention to the uniqueness of each individual child.

There are many reasons for choosing homeschooling, including the desire of parents to provide the best education according to the needs, talents, and interests of children and the distrust of parents towards formal education with various curriculum changes and learning achievement that less than optimal. It is burdensome for students, children as objects are not subjects that can include children's creativity and intelligence, both in terms of emotional, moral, and spiritual, and the parents' concerns about the negative external environment and the existence of parents' dissatisfaction with the formal school system (5), as explained by Asrori, the expectation of parents in choosing a favorite school for their children did not materialize because the expected results were not optimal (6). Wiwin Herwina also explained this; not all educational institutions can be suitable for children's education nowadays. It can be said as formal education has many limitations, for example, the friction in providing individual learning services, classical forms that cause teachers' lack of attention to children, a regulatory system that binding which is usually applied rigidly, etc. This can overwhelm and limit the creativity of students (7). Therefore, through homeschooling education, parents can control the learning side of children at any time and are assessed as an appropriate alternative educational model for children, with the aim that each child's unique potential can develop to its full potential (8).

However, some people suppose that the homeschooling education model negatively impacts children, especially in social aspects. They think that children who only study at home do not socialize with their peers. This, among others, was stated by Zul Alfiat that socialization became a general impression and perception that assessed that homeschooling students were not able to socialize well (9). This was further stated by Mega Anindita and Prahastiwi Utari, who explained in detail that some people's concerns about homeschooling are myths. Among others, children are isolated from the environment and become anti-social individuals. Homeschooling cannot create a participatory community, and it will be difficult for children to get into college, etc. (10).

This educational model is increasingly in demand by the community. Although it reaps the pros and cons in society, the number of families that choose the homeschooling education model has increased. As explained by Zul Alfiat 2013, Google Trends search results reveal that Indonesia was in the top rank in the search for the keyword "homeschooling" in the region category, ahead of Australia, the US, and the UK (11). This is in line with the city of Palu, where homeschooling families are also increased. Therefore, the researcher is motivated to conduct this research, to identify the obstacles in running homeschooling and their solutions in Palu Central Sulawesi.

2 Literature

The main text should be written using Times New Roman, 10pt, fully justified. Italics can be used for emphasis and bold typeset should be avoided.

2.1. Agus Sadid, Homeschooling: Choices Amid Formal School Failure

This research focuses on the following aspects: homeschooling can be conducted in pure homeschooling, namely an independent homeschool model, curriculum, and planning develop without assistance from anyone; Learning outcomes of homeschooling program are the result of equalization exam and partnered school. Type of homeschooling that engaged with traditional schools partner works both in learning planning, implementation of learning, learning curriculum, and learning evaluation. Partnered homeschooling students will participate in each semester of the learning evaluation process and final exams held by partner schools (12).

2.2. Alfin Miftahul Khair and Galih Fajar Fadillah, Learning Styles of Homeschooling Children (Studies on Families of Homeschooling Actors)

This study focuses on aspects: learning methods used in homeschooling varied because they are adjusted to their developmental age. In practice, there are three learning theories used by Rahmad and Heni. The first is behaviorism. In this theory, it turns out that the children are excited to learn related to the motivation given and a conducive learning environment either at home or the environment around the house. The second is cognitive learning. This theory shows there are no problems for children in capturing the lessons given. Alif and Lean, like math and Dandy in terms of writing and reading, achieve significant progress. The last is a humanistic learning theory, showing that children can be independent in various ways, self-actualization, and self-confidence (13).

2.3. Siti Indarwati and Amriana, Implementation of Homeschooling Model in Efforts to Establish Child's Independence (Phenomenology Study at Homeschooling Group Mutiara Umat Surabaya)

This research focuses on the following aspects: Group Mutiara Umat Surabaya homeschooling has implemented a Montessori model and a living book combined with the cultivation of Islamic teachings, implemented a national curriculum that focuses on six main subjects tested for national exams and combines with the typical umat Mutiara curriculum, namely the shaqofah curriculum. It focuses on religious lessons and is a type of community homeschooling. The supporting factors, cooperation among students' parents, provision of Islamic teachings or values in children, equipping children for independence and cooperation, and flexibility of learning places (14).

2.4. Dani Sukerti, Homeschooling Learning Model as Alternative Education (Case Study in Gorontalo District)

This study focuses on implementing a homeschooling learning model in Gorontalo District using the KTSP curriculum based on the Minister of National Education and is conducted once every semester. Homeschooling graduates have a certificate that is legally recognized to be used to continue to higher education. Different learning times in the learning program are flexible, depending on the child's request. The homeschooling learning model's

final assessment uses school grades, the process, and the parents' role. With the calculation of school and process (90%) and the role of parents (10%) (15).

2.5. In Purnamasari, Homeschooling in the Portrait of Education Politics: Ethnographic Studies on Homeschooling Actors in Yogyakarta

This study focuses on homeschooling is regulated by Law Number 20 of 2003 concerning the National Education System Article 27, Paragraph 2, as a formal legal position of homeschooling in society. Some of the problems include the regulations that have not been entirely accepted by all parties. Strategies can be carried out by conceptual or institutional development. The solution to the problem can be done by providing policies that accommodate all variants' interests, both single, plural, and community (16).

2.6. Siti Sholiha Nurfaidah, Understanding Homeschooling as an Educational Alternative for Children (Theoretical and Practical Studies)

Homeschooling is able to bridge problems related to individual differences in terms of character, intelligence, background, physical, mental development, interests, talents, learning styles and so on . Even the negative effects due to promiscuity that are often obtained from conventional school environments can be overcome through homeschooling (17).

2.7. Lisa Rahmi Ananda and Ika Febrian Kristiana, Case Study: Social Maturity in Homeschooling Students

Social maturity in participants is reflected in a positive self-concept, good self-direction, independence in learning where the participants themselves decide to homeschool with various considerations at their age at the time. In socializing, the participants are skilled enough to interact with people of different ages or of the same age. Meanwhile, in interacting with peers, participants experienced a few obstacles because they had different schedules in learning (18).

2.8. Danik Wijayanti, Differences in Creativity between Children with Formal Education and Homeschooling Children

Homeschooling does play a role in increasing children's creativity. Children who take homeschool have higher creativity than children who take formal education. Factors that are thought to influence the results of the study include programs organized by homeschooling, the role of parents as teachers and the role of tutors, adequate environment and facilities in homeschooling, the role of culture, children's adaptation to the school environment, test kits and children's conditions while working tests (19).

3 Method

This is flexible qualitative research, open, and can be conditioned based on the research field (14). Meanwhile, as quoted by Lexy J. Moleong, Bogdan and Taylor explain that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (15). Therefore, this approach is directed at the setting and the individual as a whole (holistically). Meanwhile, Galang Surya Gumilang explains that qualitative research is carried out in natural conditions and is a

discovery. In qualitative research, the researcher is the key instrument. Researchers must have broad theoretical and insight provisions to ask, analyze, and construct the object that been studied to be more transparent (16). This research was conducted in Palu City August-September 2020. There were two families at Ulujadi District, 1 Family at South Palu District, 1 Family at East Palu District, and 1 Family at North Palu District.

This research's data sources consisted of primary (17) were families who carried out homeschooling and secondary (18) data sources, namely: subject matter, activity documents, and other activities related to the implementation of homeschooling in Palu City. The data collection techniques used by the authors are as follows: Observation is the direct recording of symptoms that appear on the object of research using the five senses (19), Interview is a way of collecting data through contact or personal relationships between data collectors and data sources (20) and documentation. The researcher performs qualitative data processing with data processing techniques: coding, namely providing notes or signs stating the type of data source (literature books, legislation, or documents); copyright holder (author's name, year of publication). If the book is literature, notes or signs can also be placed at the bottom of the text, which is called a footnote with a serial number (22), Data reconstruction, is rearranging data in order, sequential, logical manner so that it is easy to understand and to interpret (23) and Data systematization, namely: placing data according to a boundary mathematical framework based on the sequence of problems (24). After processing the data, the researcher then checks the validity of the data by using data triangulation. The triangulation used is the triangulation of data sources.

4 Results and Discussion

Based on the research results, it was found that the obstacles in the implementation of homeschooling in Palu City were as follows:

4.1. Curriculum standard is not available for Homeschooling education

The result of the research shows that each family has a different set of educational programs due to different vision and mission as well as respective educational goals of parents; this is what causes the curriculum of homeschooling in Palu City are different because it is adjusted to the vision, mission and educational goals of the parents.

The differences in homeschooling curriculum are also caused by differences in the interpretation of the curriculum as stipulated in Permendikbud Number 129 of 2014 article 1 paragraph (8), the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve specific educational goals. It is further regulated in article paragraph (1) that the curriculum applied in the Homeschool refers to the national curriculum which is emphasized in paragraph (3) that the national curriculum as referred to paragraph (1) which is used can be in the form of a formal education curriculum or an equality education curriculum, taking more broadly or profoundly depending on the interests, potential, and needs of students. From these definitions and explanations, it can be understood that the curriculum used refers to the national curriculum in implementing education. For example, children aged 6-12 years are equalized to the elementary school curriculum but are still given the freedom to parents to improve the curriculum as explained in paragraph (3)). Then reinforced in article 9 paragraph (1). Education is held as a systemic unit with an open and multi-meaning system.

This provides opportunities for homeschooling to renew the curriculum for parents to have the freedom to program the educational curriculum according to the vision, mission, and educational goals they want as long as the educational program follows the curriculum's meaning. For example, the homeschooling family in Ulujadi Subdistrict (H. Aliasyahdi Family) prioritizes moral education in the curriculum to form the character of their children's independence. In contrast, in South Palu District (Citrawan Family), families prioritize al-Qur'an education for their children. Likewise, in other families, all of them have a different educational curriculum.

4.2. Achievement of children cannot be appropriately measured, and parents must have educational knowledge and skills

Homeschooling has fundamental differences from traditional schools with a set of rules, study time, target achievements, educational models, educational evaluations, and so on, regulated by the government. However, in homeschooling education, all educational activities are entirely handed over to parents on the condition that parents must register their children to the local education office and sign a letter of commitment to be responsible for carrying out education at home (article 6 paragraph (2) b, Permendikbud No. 129 of 2014). Therefore, parents should support their children with knowledge and educate them to achieve educational goals. However, suppose the parents do not have these requirements and are negligent in carrying out their children's educational process. In that case, the educational achievements of the children cannot be appropriately measured.

Another obstacle is that not all parents have sufficient knowledge and skills in implementing educational programs. Besides, parents must also provide sufficient time for their children. This causes homeschooling to be less attractive to parents with limited knowledge and time; they cannot provide full attention to their children in providing a proper education.

4.3. Children do not socialize with their peers

Social factors have an essential role in shaping the social spirit of children. Children who attend traditional schools can use it to increase social insight by interacting with classmates. However, in homeschooling education, children have fewer peers/friends than children in traditional schools. Children only spend time with their parents and families. This can be a constraint on the social aspect; children will be isolated in the family environment. Therefore, parents need ingenuity and skill in building communication networks with neighbors around their house for their children to mingle with peers so that they have social experiences for their social character. The solutions to the problems of homeschooling in Palu City are as follows:

4.3.1. Apply national curriculum standards in establishing educational programs for children

The homeschooling education program is considered free education where parents are free to create educational programs for their children. However, parents still have to refer to the national education curriculum in creating education for their children because children will take equality examinations according to their level. Therefore parents should provide education that is in line with the child's education level. In this case, the homeschooling family in Palu City has a solution to put their children in certain course activities, for example,

English courses, Mathematics courses, Computer courses, and so on. It can support children's homeschooling education.

4.3.2. Participating in the educational equality package, A, B, and C

Parents are required to put their children on an equivalence exam so that education from homeschooling is recognized. In Indonesia, the equivalent education program is known as the Package A program, which is equivalent to Primary School, Package B is equivalent to Junior High School, and Package C is equivalent to Senior High School, as described in articles 10 and 11 Permendikbud Number 129 of 2014. Parents and children do not need to worry that as long as they have taken the equivalence exam program, they will get recognition guaranteed by the government, as explained in article 4 paragraph (1). Home school education results are recognized as formal and non-formal education after students pass the exam following national education standards. (2) Every person who has received an award equal to formal and non-formal education results as referred to in paragraph (1) has the same and equal eligibility rights to register at a higher education unit or enter the workforce.

Besides, parents can also build partnerships with specific schools to measure children's education. Children can take exams at these schools, such as the Semester and National Examinations because they have been registered with the Local Education Service and have obtained a number. National Student Parent (NISN) that can be considered equal to students at that education level.

4.3.3. Provide opportunities for children to gather and play with their peers

Children have a world filled with various social experiences with their peers. Therefore, parents' efforts in providing the social experience for children are to provide opportunities for children to hang out with their peers in the community. For this reason, parents need to arrange a gathering and playing time for children so as not to interfere with their learning activities. Children can also invite their friends to participate in activities at home to build good communication and interaction.

5 Conclusion

Homeschooling education has obstacles in its implementation, and these obstacles need to be well handled, so it will not obstruct the education process. Obstacles in the implementation of homeschooling are as follows: first, in the form of no standardization of the curriculum, they are anticipated by using the national curriculum standards to determine educational programs for children. Second, the results of children's education cannot be appropriately measured. It is anticipated by following the education equivalence program packages, A, B, C, or in collaboration with partner schools. Then the educational achievement can be measured at the same education level. Third, children who do not socialize with their peers are anticipated by providing opportunities to gather and play with their peers in the community by arranging children's gatherings and playing time. This shows that the findings in this study support the findings of previous studies and refute the notion that homeschooling can make children less social with minimal social life. Through homeschooling, parents can create outstanding education with dedicated teachers/tutors and develop education according to their abilities and personality.

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