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Homeschooling As an Alternative Education in Indonesia: Case Study on Homeschoolers with Mothers' Professional Differences

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Abstract

The study was intended to reveal the single homeschooling implementation of families with differences in maternal professions (career women and housewives) as primary educators. The research applied qualitative approach with the type of case study through interviews, observation, and documentation. The data analysis was completed through data collection, data reduction, data display, and conclusion drawing. The results of the study indicated that single homeschool learning is based on the national education standard curriculum in Indonesia, but carried out in a family environment according to children autonomy. Homeschooling in Indonesia also follows an equivalent educational program to obtain a certificate so that the graduate competencies of homeschooling students are recognized as the same as those of formal schools. Equivalent educational programs are part of non-formal education consisting of "Package A" (equal to elementary school), "Package B" (equal to junior high school), and "Package C" (equal to senior high school). Homeschooling learning takes place more flexibly, familiarizing children to be independent and responsible for learning decisions. Homeschooling presents learning based on children's talents and interests so that it can be an alternative education in Indonesia.

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1. Introduction

Education is the right of every individual. According to the National Education System Law No. 20 of 2003, the implementation of formal, non-formal and informal education goes hand in hand, enriches and complements one another so that the practice of education in Indonesia can run democratically, fairly, and not discriminatively. In fact, the advancement of science and technology makes subjects in formal schools a benchmark for encouraging children's thinking skills based on the curriculum and syllabus set. As a result, the material presented is too dense and thus impacts the learners alienated from teaching and learning activities. The things that belong to students' desire, interest, and talent are not found in formal class meetings. The failure in adaptation lead the students to try to find compensation from the activities outside of school, such as wandering and

going around without certain direction and potential to be a naughty child who performs deviance and even criminal acts [1].

Homeschooling is an educational model that places family as the main educator. Indonesia is one of the countries that legalized homeschool education models starting from 2007 [2]. The reason underlying Indonesian parents to choose homeschooling relates to the factor of confidence, dissatisfaction with formal school education system, and children social interaction in unhealthy schools [3].

2. Literature Review

Homeschooling is a process of education services that is consciously and planned carried out by parents/family at home or other places in the form of a single, plural, and community, where the learning process can take place in conducive atmosphere with the aim that every unique student potential can develop optimally [4].

Single homeschooling is a school format organized by parents in the family at home without joining other homeschooling. Compound homeschooling is a home school format organized by two or more families/parents in certain activities, but the implementation of the main activities is completed by each homeschooler. Homeschooling community is a combination of several compound homeschooling in dealing with preparation and determination of syllabus, teaching materials, basic activities (language, sports, arts, music), as well as place facilities for the teaching and learning process conducted at certain time [5].

3. Material & Methodology

This study applies qualitative case study. Case studies are in-depth or intensive studies of one member of a target group as the subject of the study. The case study represents in-depth analysis of one setting [6]. This study focuses on single homeschooling that involves two homeschoolers, Ny. P and Ny. N, as participants.

Homeschooler Ny. P: Ny. P is a mother who is active as a career woman and in homeschooling community activities. Ny. P and her husband have master educational background. They choose homeschooling for their gifted daughter who has kinesthetic learning style to provide the best education that is in accordance with her needs.

Homeschooler Ny.N: Ny. N is a housewife who graduated with bachelor degree, while her husband has a master educational background. They see homeschooling

as an alternative education for their three children, and it was chosen on the basis of religious values, life skills, and entrepreneurial spirit development.

Data collection techniques in this qualitative research are carried out through observation, interviews, and documentation [7]. Observation technique is used to explore teaching and learning activities of the homeschoolers in detail. Meanwhile, the type of interview used in research is more intense through structured interviews. The researcher as a key instrument uses the help of interview guidelines through a list of questions that have been compiled as well as a recorder tool. Documentation studies are conducted to complete the interview and observation data covering the general state of facilities and infrastructure, homeschoolers' blogs and social media, learning activities inside and outside the classroom, learning devices.

The data obtained using purposive sampling is aimed to identify participants who can provide comprehensive information and to help in providing information and understanding the occurred phenomena [7]. ¹¹ Data analysis techniques used in this study are based on data collection, data reduction, data display, and conclusion [8].

4. Results and Discussion

The main reason that led Ny. P and Ny. N to choose homeschooling was on fulfilling children's rights to get an education based on their personal characteristics, talents, and uniqueness. Through homeschooling, parents find it easier to build children's education including social values and norms that are used as provisions for children to face the environment. It is in accordance with Fukuyama's thought that education should rely on the essential dimensions of human beings, namely individuality and sociality. Individuality is related to the unique character and talents of each individual while sociality is closely related to providing social values and norms for children from early age [9]. Therefore, it strengthens the opinion that homeschooling is the education about human rights, quality education, dignity, and relevance. A conditioned homeschooling environment in which children feel welcomed as well as educated without discrimination on intellectual, physical, gender, emotional, social, linguistic, and even characteristic differences. [10].

Homeschooler Ny. P provides opportunities for her daughter to learn foreign language and explore science in the universe through the internet, social activities, courses, as well as getting actively involved in the community and cultural organizations. Four years since starting homeschooling, she has been able to master five foreign languages (Arabic, English, Japanese, Thai, French, and German) and engaged with the world of

traditional dance. She is now studying German Language Education in Yogyakarta State University.

Homeschooler Ny. N understands that the potential of her first child is drawing, painting, and telling stories. Ny. N provides facilities for children painting courses and expands her relations to publish her child's works. At the age of ten years old the child has successfully published two books that are nationally recognized. Choosing homeschooling as an alternative to religious education for children, Ny. N educates, fosters awareness, and familiarizes her children to obey prayer, do the fasting, almsgiving, learn manners, as well as memorize the Quran. The second child has memorized the Quran (30th juz) at the age of seven while the third child at the age of four years old. Ny. N gives the freedom to learn what her children want to learn.

Based on the description above, homeschooling is an alternative education that has been implemented by Ny. P and Ny. N in accordance with the expert's opinion that in alternative learning, an individual has the opportunity to learn the things he/she wants to learn and be responsible for his/her own education. The choice of alternative learning is driven by several factors within the individual, such as: a) expectation on real world experience; b) the lack of feeling challenged with the resources, practical lessons, and advice offered by the school; c) boredom leading into the desire to explore the new things; d) the search for guidance from adults who are competent in the field they are into; and e) the desire to study people's lives and cultural diversity, as well as to explore the world [11].

5. Conclusion

According to this conducted research, the homeschooling practice implemented by Ny. P and Ny. N can be chosen as an alternative education for children. Homeschooling focuses on children's talents and interests as well as emphasizes the development of children's life skills. Thus, the learning process is more flexible as it can be done anywhere and anytime.

The learning material of single homeschooling is also in accordance with the national education curriculum in Indonesia, but the implementation process is entirely become the family's responsibility based on children autonomy. Children learning outcomes are recognized nationally through equivalent educational programs (Package A, B, and C), so that homeschooling students also get a certificate as those of formal schools. Package A is organized to obtain an educational level that is equivalent to the primary

school level, Package B is organized to obtain the equivalency of junior high school level, and Package C is organized to obtain the equivalency of senior high school level.

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