



Developing activities of children's learning through homeschooling

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Abstract

Education is a right of any children. But not all children can enjoy formal education because of several factors. For children who can not afford formal education, there is an option for nonformal and informal education in the form of homeschooling models. This research was aimed to describe how to develop activities of children's learning through homeschooling in Indonesia. A naturalistic qualitative method was applied by using observation, interview and documentation to collect the data. The data was being validated by extending the participation, doing more thoroughly observation, using triangulation and auditing. The whole data was analyzed into several steps, i.e. data reduction, coding based on each category, and conclusion. The results of the study revealed that one of the reasons for parents to choose homeschooling because the children feel uncomfortable being in a formal school, unfriendly school environment, abusing at school, both vision and mission of the formal school are not in line with parents', and children have no interest and motivation to study in a formal school. Thus, in order to overcome those problems, homeschooling is offered. This learning model is designed based on the children's needs in order to maximize their potential. The development of learning activities in this homeschooling model covered arts and entrepreneurship. Therefore, homeschooling can be an alternative education for children who experience specificity in the learning process. This learning design is constructed to be child-centered so that the potential within the children can be maximally developed.

Keywords: children, homeschooling, learning activities

Introduction

The national education in Indonesia functions to develop the potential of children, build characters and moral as a dignified nation in order to educate the nation's life which aims to develop the potentials of the learners to become pious and faithful to God the Almighty, noble, healthy, knowledgeable, skilful, creative, independent, democratic and responsible (The Constitution of Republic of Indonesia, No. 20/2003). These goals can only be reached through educations; formal, non-formal, dan informal. Generally, children in Indonesia are sent to a structured formal school with certain grades, referring to a curriculum designed by the government. Besides, there are some children who prefer to study in non-formal and informal education such as education in family or known as homeschooling.

There are many reasons given by both parents and children to choose homeschooling. Sugiarti in her research said that homeschooling exists because of the failing of formal education system. The weaknesses of formal education will be seen more once they are correlated with the development of children's potentials that supposed to be spread into various intelligencies such as multiple intelligencies theory proposed by Gardner. The children do not get the development of such kind of multiple intelligencies in formal education. This condition is also supported by the policy of the government which does not allow homeschooling, which has been existing since long time ago with the term self-taught learning. There were several figures took homeschooling such as Buya Hamka, Ki Hajar Dewantara, Thomas Alfa Edison and many more (Sugiarti, 2009: 18) [2].

Formal school also opens the opportunity for abusing. A research conducted by Macias found that there were many children suffered from stress because of the academic burden demands which is not suitable with their needs. The feeling of anxious, difficult to concentrate, nervous and excessive fear experienced by the children. Even worse, the children are in the difficulty of breathing and swallowing (Macias, 2017: 51) [3].

The inappropriateness of children's needs and the curriculum offered by schools and also the burden these children experienced become some of the reasons for children to dislike formal schools. However, what the children experienced will be different one to another. Studies about children interest in formal education and learning activity that are suitable for children who are not interested in formal education are very limited and under explored. In order to investigate further this research was conducted to answer these questions: Why are the children not interested in formal education? How to handle the children who do not like going to formal schools? What type of learning activities are suitable with these children? Those questions become the basis for the researcher to do her further and deeper research.

Literature Review

Homeschooling comes from English words 'home' and 'schooling'. Home is something related to a place where someone lives or stays. While schooling means education (Oxford Dictionary, 2015: 212, 393) [4]. If these words are combined, they become 'homeschooling', which means an education done at a place where someones stays. Kembara

explained that homeschooling is an alternative of education concept proposed by the parents (Kembara, 2007: 16) ^[5]. Since the parents are the main characters in this type of education, then the objectives of the education, curriculum, materials and method used are also decided by parents (Asrori, 2014: 76) ^[6]. In line with this, Yulaelawati, Director of Educational equality added that homeschooling is one process of education service being conducted consciously, in well-structured and focused by the parents at home under a conducive situation so that every unique potentials of children will develop well (Asmani, 2012: 47) ^[7].

Based on the research done by Dyah, the educators for homeschooling at home might involve experts or other parties who are competent at the topic the children want to learn (Dyah, 2014: 44) ^[8]. Learning methods which are thematic-based, conceptual and applicative can be applied. The learning process can be done in the rail-way station, market or post-office by involving other people or society. Above all, the parents are still the ones who control what to achieve. Homeschooling model can also be applied with several approaches, such as unit model studies approach, the living book approach, the classical approach, the Waldorf approach, the eclectic approach, unschooling approach and the Montessori approach (Sugiarti, 2009: 18) ^[9].

Whatever the approach used, it should refer to constructive learning process. The children should not only learn by memorizing theories, but also learn how to be able to think creatively and adaptively to face any new situation. The children should be assisted to learn in the real world. Teachers' role is to define all event happens around them. The objective of the learning process should be based on the objective of national education, namely preparing generations who have high perceptions which are able to move the nation to young generations, using authentic information, resulting information, telling their problems and finding solutions for those problems (Aldig, 2017: 41) ^[10].

Education is also based on the independent values so that cannot be narrowed down by simply transferring the information. The children build information not because of the instruction from their teachers but they should be confronted to the situations on how to feel true meanings behind their problems. The indicators of able to investigate, check, question and understand the information become the aspects should be owned by the children. Those abilities are then being internalized in order to integrate new knowledge into the previous one (Aldig, 2017: 42) ^[10].

That independent education system is correlated with homeschooling education model because children have the freedom to do actions and to choose any activity they want to do. The practice of the learning can be done individually at home and or in groups of homeschooling community in various regions. The results of the children's learning can be joined into national examination like Package A for the education of Primary School level (SD), Package B for Junior High School level (SMP) and Package C for Senior High School level (SMA) (Rules of Culture and Education Ministry of Republic of Indonesia No. 129/2014).

Materials and Methods

This research applied naturalistic qualitative method to

describe the condition of a child who is not interested in formal schools. A child named Hafiz RW, 16 years old, has been being investigated since 2015 until 2017. Eventhough it is a longitudinal research, the step of the development can be analyzed and published in international journal. Single subject was used as the object of this research because this study was aimed to focus on that child's development, and what activities can be designed so that this boy can study at home with homeschooling model. Through those activities, it is expected that all his potentials can develop well eventhough he did not study in formal schools. Hafiz RW is the first child of AY and WW, a private entrepreneur and a lecturer of a private university in Jakarta. Hafiz has a two-year-old younger sister His family lives in Bogor and has quite good economic status.

Technique of collecting the data applied participant's observation, detailed interview and documentations such as photos and videos. The results of the observation was kept in daily notes covering such as jotting down all this child's activities related to the focus of this study. Participating in this study means taking parts in social life; not only seeing but even blending with children in giving favours and overcoming their problems (Spradley, 1980: 53) ^[12]. Thus, it can be defined that the instrument of the research was the researcher herself. An in-depth interview done with this child and other sources of information such as friends, teachers and principals of his previous schools, before the child decided to quit from formal school.

The validity of the data was tested by extending the participation, conducting an in-depth observation, doing triangulation, checking the colleagues through discussion and data references (Moleong, 2002: 178) ^[13]. The analysis process of the data was conducted by reviewing all available data, then reducing the data through data abstraction. This abstraction was made in the form of summary so that points of discussion can be maintained. The data then were being categorized into its parts and coded (Moleong, 2002: 190) ^[13]. While giving codes and choosing, the researcher was also checking the validity of the data to find out whether the data was still lacking or not appropriate.

Results and Discussion

The results of this research revealed several reasons this child prefer to have homeschooling and some of them are as follows; The child felt uncomfortable being at the formal school. This child suffered both physical and psychological discomfort. For example, when the teachers did something that the children dislike such as shouted outloud at this child in front of other students, insinuating and condescending. Unfriendly school environment. A very narrow classroom, no chair for this child to sit, no clean water, flood in the dormitory, and a very tight security guards so that the child was difficult to go outside of the school.

Abusing happened at school. Physical abuse like hitting, slapping, swinging heads, whipping, suuning under the sun became things commonly done by the senior students at schools. Both vision and mission of the schools are not suitable with the family's. Wrong implementation of both vision and mission of the schools can be seen from daily prtices at school. For example, when the way of dressing up

should fulfill the requirements of school's mission while on the other hand this child had different taste of style. Another example is that the books used by the schools do not match the family's norms.

There is no interest and motivation to follow formal education. This child thought that what he experienced at school simply memorize the theories. All subjects were not fulfilling his talent and interest. All lessons were taught to all learners like teaching how to swim to fish, bird and sheep; all were being treated the same while in fact, the children born differently. The lessons were designed based on what the teacher wants not what the students want. The students are taught to become workers, not to become entrepreneur or those who provide jobs. The development of children's potentials and intelligence were being hindered since there was no opportunity given by the teachers to this child to develop what he wanted. There was no support and even the facilities were not adequate enough to facilitate the realization of the learning objectives.

The activities of learning designed to overcome those problems are provided by homeschooling; a learning model which is suitable with the needs of children so that children's potentials can be developed well. The development of those learning activities was being implemented under the following steps:

1. Children's needs and potency. This first step will determine what should be done by the teacher and the student in the next steps. Analyzing the child's needs will give benefits. The curriculum was also adjusted with national curriculum covering moral, religion and Pancasila.
2. Determining the activities wanted by the child. The decision at this step was the full authority of the child in which the teacher only directed and facilitated the media needed. The teacher also collaborated with other experts if it's possible. The activities chosen by this child were paintings, graphic design, photography and entrepreneurship. The results of the drawings were displayed and sold online (OLX Indonesia).

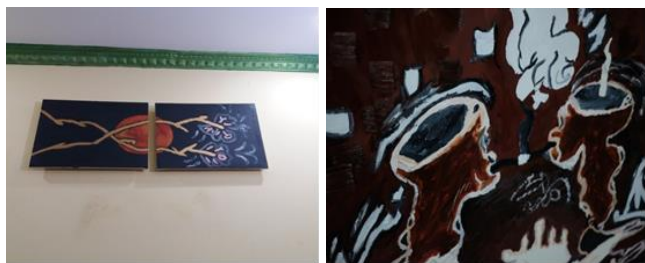


Fig 1: Paintings Products

The results of photos became the covers of books published nationally, being applied on cloth and clothes. While the entrepreneurship scope focused on marketing the clothes online in the internet. The clothes were the products of the application of graphic design, printed, pictured by using both men and women as the models and then being marketed online with the brand of UNFLOG INDONESIA. This child also learned how to operate the website and update any progress of his business in that website. In running this

business, the child might work together with other friends who had the same vision in learning.



Fig 2: The products of graphic design application on clothes and ready to be marketed online

Another business was also done by offline sellings in traditional markets with the commodity of office supplies. A role model for this was his own father (AY) as the tutor and owner of the store. The experiences of being an entrepreneur led this child to be the manager of the store who managed 4 other stores located in 2 traditional markets in Indonesia.

3. Implementing the activities chosen. Documenting the results reached by this child in their process of learning. The activities chosen were being integrated with religion and moral contents so that the religious values can be internalized into whole activities of this child.
4. Evaluating the child's learning results. Results of the learning were assessed daily, weekly, and monthly to measure the progress achieved. The assessment technique used were portofolio, observation, and the child's products of creativities. Some of the products that had been being displayed can be seen in the following picture 3.



Fig 3: The products of photography

Conclusion

School is not the only place for children to reach success. The development of their potentials can be done by themselves facilitated by an education model of homeschooling. In Indonesia, this model of education has been officially admitted by the government through the rules of government about homeschooling. The curriculum still refers to the one designed by the government, but the teacher and the learners can be collaborated to focus on the development of children's potentials and intelligencies.

Homeschooling also puts independency of the children to behave and learn. This independency will lead the children to

be able to solve problems and to search various informations to overcome those problems. The children will also be able to relate the information they have with the new ones. By using appropriate information, the children will be skillful from day to day so that the graduates of homeschooling can become adaptable generations who are able to fulfill the demand in their era. The competencies such as dare to take decision, to give critics, to address questions, having creative ideas, innovative, original and hard to become desperate are parts of the homeschooling processes. These aspects cannot be found by the children in formal schools.

Specific reasons were found in this research in which the feeling of uncomfortable being at formal schools because the environment is not nice to children, school environment which is unfriendly, both vision and mission of the school are not suitable with the family's, having no interest and motivation to learn in formal school lead one child to take homeschooling. Based on these reasons, educators tried to propose the solutions for this child to get education even it is not from formal school but at the child's own house or homeschooling. Thus, a model of education was being designed focusing on the development of child's potentials and intelligencies. The activities of learning covered several activities of arts, paintings, graphic design, photography, and entrepreneurship.

Rosdakarya, Bandung. 2002; 178:190.

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