

Home-schooling Learning Model in Order to Achieve
Success- What's Different with Learning from Home?
(Case Study on Students in The Pewaris Bangsa Home-
schooling Community, Bandung)

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Home-schooling Learning Model in Order to Achieve Success-What's Different with Learning from Home? (Case Study on Students in The *Pewaris Bangsa* Home-schooling Community, Bandung)

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Abstract

During the pandemic when people are pessimistic about learning to be done from home, the term home-schooling is in the spotlight. Many families actually choose home-schooling long before this condition occurs because they believe this learning model can bring success to their children. Is home-schooling the same as "learning from home"? Why homeschool students can succeed? By conducting case studies in the *Pewaris Bangsa* Home-schooling Community, through various series of interviews and observations of students, parents as well as community managers and collecting documentation, this research was conducted. The learning model of home-schooling students in the *Pewaris Bangsa* Home-schooling Community is different from learning from home carried out by formal schools during the pandemic as parents are entrusted with managing their children's learning, self-regulated learning and self-directed learning are more likely to occur than school students and the learning model that is carried out leads to the needs of students, not just teachers or school programs. The success of students occurs because they have more motivation and the ability to self-regulate which is fostered by the role of parents and the environment.

Keywords

home-schooling, learning from home, self-regulated learning, self-directed learning

1 Introduction

During the COVID-19 pandemic, when all schools were closed, and learning was done from home, the term home-schooling was increasingly being discussed. However, home-schooling is described as learning from home that is applied by all schools as a learning solution today. Parents generally reveal that this has a negative effect, causing anxiety about the future of their children (Mælan, Gustavsen, Stranger-Johannessen, & Nordahl, 2021; Parczewska, 2021; Thorell et al., 2021)

One phenomenon occurs when people are pessimistic about the success of learning from home, interest in home-schooling is increasing long before this condition occurs (Ismail, 2016; Korkmaz & Duman, 2014; Ray, 2017). Parents feel confident that home-schooling can bring success to their children. From existing research, it shows the success of home-schooling students in academic, social and psychological achievements. which is visible even until they are adults (Moreau, 2012; Ray, 2017). Parents are starting to find out and many are looking and even switching to choosing an education unit that specifically organizes home-schooling (Johnson, 2021)

One of the successes is because of the independence to choose the model and learning time that is suitable for students. The curriculum can be made according to the needs and ultimate goals of learning for children (Heryani, 2017). Home-schooling is also said to be an independent school because students do not depend on the existing formal school system, but decide for themselves what to learn, how to learn, when to study and where the learning process happens (Ismail, 2016; Mulyadi, Rahardjo, & Basuki, 2016). By choosing home-schooling, it is possible for students to develop their independent learning abilities. Students who have the ability to learn independently will be able to proactively seek information when needed and take the necessary steps to master it so that statistically they have a higher level of academic achievement than those who are passive (Shen, Lee, & Tsai, 2011; Zimmerman, 2016).

It is important to consider how learner acquire the capacity or ability to self-regulate their learning (Zimmerman, 2016). Self-learning ability is not determined solely by personal processes, but rather, is influenced by environmental processes and behavior in reciprocal patterns (du Toit-Brits & van Zyl, 2017; Zimmerman, 2016). In home-schooling, the role of parents is very involved even as a determinant of success, and the learning model depends on the commitment and creativity of parents/students in designing according to their needs (Carpenter & Gann, 2016; Mulyadi et al., 2016; Sugiarti, 2009). Therefore, the independent learning ability of home-schooling students is much influenced by their parents and their environment.

In this study, a case study was conducted on students in the *Pewaris Bangsa* Home-schooling Community. Based on the data obtained, the number of participants who registered in the home-schooling community experienced a fairly high increase, especially during the pandemic (Figure 1). This shows an increase in public interest in the home-schooling education path.

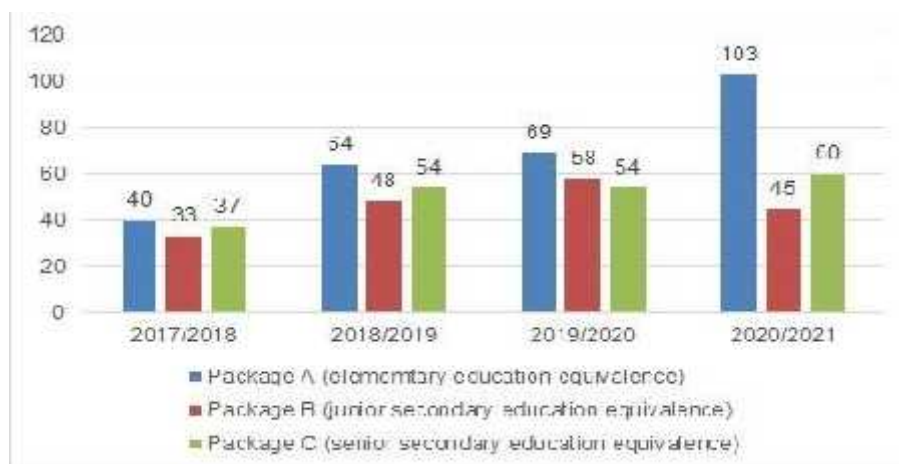


Fig. 1 Number of students enrolling each school year

In addition, students in the Home-schooling Community also have academic achievement and motivation to learn. Based on preliminary research, 80% of the students of this Home-schooling Community continue to further education. This can be seen in the presence of students who are accepted and continue their education to higher education.

Table 1 Number of Students Accepted at Universities 2016-2020

Universities Name	Number of students accepted
Institut Teknologi Bandung	5
Universitas Indonesia	3
Univesitas Gajah Mada	1
Univesitas Brawijaya	1
Universitas Padjadjaran	6
Universitas Pendidikan Indonesia	5
Sekolah Tinggi Pariwisata Bandung	3
Universitas Parahyangan	4
Universitas Pelita Harapan	2
Universitas Pasundan	3
Universities Abroad	3

There have been studies on the reasons why parents choose home-schooling (Tan, 2020), as well as on the success of home-schooling students (Moreau, 2012; Ray, 2017), how the influence of parental involvement (Carpenter & Gann, 2016; Mulyadi et al., 2016), the learning process and the learning model (Anggara & Abdillah, 2018; Khairunnisa & Kessi, 2018). Therefore, there is a need for further research on how the learning model is carried out by home-schooling students in the *Pewaris Bangsa* Community so that they can succeed. What makes it different from distance learning or learning from home that is

applied in formal schools? Thus, from this research, we get an idea of how the learning model should be done so that students can succeed.

2 Methods

2.1 Research Approach and Method

This research was conducted using a case study with a qualitative approach because it was carried out intensively, in detail and in depth about the learning model of home-schooling students in the *Pewaris Bangsa* Community. For this reason, research was carried out on the background, activities, events, experiences as well as ways of thinking, both for students, parents, and managers of the *Pewaris Bangsa* Home-schooling Community about the learning model carried out. The selected events, hereinafter referred to as cases, are due to real-life events that are currently taking place in this community. Through this case study, the home-schooling learning model will be raised to the surface until it becomes public knowledge (Muniroh, 2009). Researchers use this method because it will understand the meaning that is built and what is done by students, parents, tutors and community managers based on their experiences.

2.2. Participants and Research Sites

Participants in this study were students, parents and community managers.

Students Students who become participants are who have passed the Package C exam (High School Equivalence Exam) and were accepted at state universities because they are considered successful, and they can tell and describe the processes that occur in home-schooling. In addition, students are selected who have different home-schooling backgrounds: (a) Student A represents students who have never attended formal school, have been homeschooled since childhood; (b) Student B represents students who have attended formal school but continue home-schooling; (c) Student C represents students who had formal schooling but then stopped for one reason or another and then continued home-schooling

Parents Researchers also make parents of students as participants because they play a role in the decision to choose home-schooling, learning managers (learning managers), facilitators who are also factors supporting the success of students.

Education Unit Manager To provide an overview of the history of the establishment of the Institute, the conditions of learning residents, parents, programs, activities and policies in the *Pewaris Bangsa* Home-schooling community, the researcher interviewed a student staff and tutor.

Research place This research is a case study in the *Pewaris Bangsa* Home-schooling Community located in Bandung. This community has been registered in the Ministry of Education and Culture Reference Data as a Non-formal Education Unit under the name PKBM Home-schooling *Pewaris Bangsa*.

2.3. Data Collection

This qualitative research was conducted using the method (data collection) with observations and interviews so that the results of the case studies carried out were in the form of narrative, descriptive. Researcher interviewed students, parents and administrators. In addition, researchers will also collect documents that can support the description of existing learning models, such as registration instruments, planning, learning implementation, assessment, and so on. Researchers made direct observations by looking at the place starting from the process of student acceptance (registration), implementation of learning to evaluation and assessment. However, indirect observation is also carried out by attending online meetings which are mostly carried out during the pandemic. Observations are carried out from July 2019 to July 2021. The subject of observation is the learning model in the home-schooling community, families and students.

2.4 Data Analysis

Data analysis in this study was assisted by the Atlas.ti version 8 application to help organize, code, and analyze research data and also help provide coding for each categorized data. Data analysis was carried out through the following stages (Afriansyah, 2018): (a) Sort each question in the interview into a quote; (b) Categorize each finding from the quotations that have been inputted into the software, and mark them into the desired code list. The quotations are classified into several codes that have been determined according to the findings of the researchers themselves; (c) Analyze the interview data by linking the relevant codes to each of the marked quotations. The finding data presented by the researcher is strengthened by the relationship between the codes and quotations that have been made so that a description of the findings can be seen (a kind of network of findings).

3 Results and Discussion

The purpose of this study is to get an overview of the learning model of home-schooling students so that it leads them to success. From this description, it is hoped that it can provide a difference between learning from home and home-schooling

3.1 Learners

3.1.1 Student A

Student A, who never attended formal school, said that since childhood his parents never forced him to study. Every day parents give out math worksheets that are printed from a link on the internet to work on. The rest of the parents are more directed to activities that support their interests and talents, such as piano, dancing, scouting, public speaking and others. Only after the preparation for the national exam or the Equality Education Exam, parents' guide more intensively by giving practice exam questions.

3.1.2 Student B

Students B who continues from formal school initially still find it difficult to organize their own learning because they are already familiar with school settings. For this reason, students take additional learning in intensive tutoring so that learning is more focused. In general, students who switch from formal follow the community model, namely face-to-face learning activities with tutors and other friends. However, after a year of home-schooling, students begin to know themselves, talents, interests and the most appropriate learning method. Student B even decides their own specialization subjects, which were originally Mathematics and Natural Sciences to Social Sciences and decides the need for their own study hours, both in tutoring places and independent study. Student A is grateful to be able to do home-schooling so that they can still do other activities that are of interest to them and even have time to do an internship at a cafe.

3.1.3 Student C

Early C students did not continue their education in formal schools because they were not comfortable with the environment of friends and the pressure of studying there. For some time, student C only does daily activities at home. After being introduced to home-schooling, student C chose to follow the community model so that there was direction for learning. But in the end, C students are more comfortable to study independently because it can be adjusted to their learning needs. With this choice, student C does not feel pressured to pursue learning targets but can manage it themselves. During these times, student C uses it to develop his talent interest in the field of fine arts. After getting to know themselves more, student C began to direct them to intensively study the materials needed for the entrance exam for state universities, namely the ITB Fine Arts major.

Based on the interviews of all the students, it was found that they were not forced to learn but they did it naturally because they were given the freedom to follow their own needs. They have free time to develop their interests and talents, flexible learning time where they can organize their own learning as needed. They also have a fun atmosphere and lots of time to enjoy with family.

In the learning model with self-regulated learning, students experience three main phases, namely forward thinking, performance, and self-reflection. In the forward thinking or planning phase, students define goals and make relevant plans. The learner also examines his beliefs as to whether or not he can

complete it, questions why he wants to do it, and identifies expectations on the outcome of the task. During the performance phase, learners execute strategies on the desired task and monitor the learning process. In the self-reflection phase, students assess learning outcomes or performance and set appropriate behavior (Yıldızlı & Saban, 2016).

Thus, the learning process carried out is varied, some do it without the help of a teacher, only using online learning resources. At the end of the level (grade 12) they are just looking for a tutor or peer group to help understand certain subjects such as mathematics, physics, chemistry, and economics. They prefer to study on their own because they can manage their study time as well as what material they want to learn. However, there are also participants who take part in study groups provided by the community or tutoring classes because they prefer to study with friends even though in the end, they have to study independently outside of meeting times. Meetings in study groups are generally short, about 2 hours per day. In the final year (12th grade) they will work hard to catch up on all the material that has not been mastered because it is clearer what they are aiming for. Trust to regulate their own learning (self-regulated learning) makes students have great motivation so that they are persistent in achieving what is targeted (Yıldızlı & Saban, 2016).

3.2 Parents

3.2.1 Parents A

At first, student A's parents forced learning according to a certain schedule, such as in a formal school. But then there is an uncomfortable atmosphere and tension at home, students actually lose interest in learning. Thus, parents change the pattern of learning at home. Every day students are given a math worksheet to do. How much is done does not necessarily depend on the condition of the students and the level of difficulty of the questions. The remaining time students can learn whatever they want to learn, such as science, social studies as well as skills.

3.2.2 Parents B

The parents of student B decided to do home-schooling so that students have time to develop talents, interests and organize. To support the learning that must be done, parents are looking for a more flexible learning model which does not take a long time. That's why parents put them in tutoring institutions.

3.2.3 Parents C

The parents of student C were initially very worried about their children's future because they did not want to continue their education in formal schools. Finally, parents choose home-schooling in the hope that tutors will understand the condition of students better. However, the worry has not ended because student C is not very active in participating in face-to-face learning activities held by the community. Parents are grateful that the community does not force it so that in the end, C students do more independent learning activities until they are accepted at ITB tertiary institutions

Based on the results of the interviews, all parents initially had concerns about their children's unstructured way of learning like formal school students. It takes a long time sometimes years to be able to get home-schooling learning patterns and learning models that are appropriate. The learning atmosphere at home is different from at school where there is no threat of not going to class, being expelled, being punished, and so on. The atmosphere of the home or family is created to be able to accept the existence of each family member with all their weaknesses and strengths. Thus learning cannot be forced. Finally, parents try to create a pleasant learning atmosphere by involving their children in planning, implementation and evaluation/assessment. With this involvement, students become more motivated to (Yıldızlı & Saban, 2016). When children are still in primary education, parents are still much involved in directing learning, but in their teens or secondary education, generally at the Package C level (equivalent to high school) they are less and less involved. Students are able to direct their own learning process, diagnose their learning needs and then plan the strategies they want to do to get the results according to their needs. Parents become friends for discussion, facilitators and motivators (Carpenter & Gann, 2016).

The impression that parents get is that home-schooling is something that is not easy to implement, quite stressful especially in the first years of doing it but it produces something beautiful. In general, families or students have attention to the following: (1) character/morality development; (2) provide a good learning environment and (3) do not provide the same standards for each individual as in general in formal schools (Korkmaz & Duman, 2014).

Changes in the way parents view education is becoming a major thing. All parents carry out their education in formal schools, therefore it is not easy to understand the home-schooling learning model. At first, they all tried to move the method of learning at school to home by implementing a formal school learning implementation plan according to their level. However, it is considered difficult to implement so that tensions arise between parents and children. To overcome this, parents trust their children to take the initiative with or without the help of others in deciding what they want to learn according to their needs. Thus, a Self-Directed Learning (SDL) process occurs in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating goals, identifying human and material resources, selecting and implementing appropriate learning strategies, and evaluating outcomes (Knowles, 1975). When parents change to trust their children to take the initiative in their learning, relationships between families become more harmonious and children are more eager to learn.

Parents act as the main person in charge or as school principals. Parents are free to choose how their children get an education by choosing a curriculum that has been set by the Ministry of Education and Culture. The way of learning is also up to the family agreement (Heryani, 2017). Parents are seen more as facilitators or directors of educational activities for their children than providers of direct instruction in a homeschool setting.

3.3 Community Manager

The community manager said that the background for the establishment of this community was to accommodate parents who wanted to provide education for their children (home-schooling). Therefore, the purpose of this community is to become a communication forum for home school actors in fulfilling quality educational services, serving students who need academic education and developing their potential as well as fostering parents/families in carrying out home school education services that are conscious, regular, and effective. directed in a conducive atmosphere. This goal is different from the school's goals in general. The manager tries to facilitate as needed by parents or students in running home-schooling. The first thing that is needed is legality. Therefore, this community formed a non-formal education unit that can provide Equality Education Packages A, B and C. However, in the implementation of learning, parents may choose what learning model they want. Parents are trained in their abilities and given the trust to be able to organize their own education for their children. For parents who choose to be independent (single), the community manager guides parents to be able to do this starting from planning the implementation of learning to evaluation and assessment. While parents who want their children to join study groups, the community provides tutors and infrastructure for the implementation of an adequate teaching and learning process.

At the end of the semester, the *Pewaris Bangsa* Home-schooling Community Manager provides a self-assessment form for students to fill out as the actual situation occurs where parents are also involved so that they can evaluate and reflect on themselves together. An assessment and evaluation method is needed that is suitable for teaching and education that takes place in home-schooling, in accordance with the goal of fostering independent abilities in students (Neuman & Guterman, 2016). This community uses self-assessment which is an assessment technique that is applied where students are asked to assess themselves with regard to the status, process and level of achievement of the competencies they learn in certain subjects based on criteria or references that have been prepared. With this self-assessment, students are trained to monitor and evaluate their own thoughts and actions and identify their own weaknesses and strengths to achieve the desired learning outcomes. With this process educators and students can look back on the experiences that have been undertaken to be able to draw lessons learned for themselves and continue with the preparation of an action plan to reduce the gap that still exists between expectations and reality so as to foster their independent learning abilities.

This is a strategy to train self-regulated learning skills based on skills: (a) set goals; (b) plan; (c) carry out; as well as (d) evaluate the learning he does (Hadwin, Järvelä, & Miller, 2017; Zimmerman, 2016).

Representatives of the Parent Forum are primarily involved in identifying the needs of students and families. Every year a meeting is held with the Parents Representative Forum to plan the required activities. Parent forums and administrators also often create instruments to explore the needs of community members. Some of the activities facilitated by the community based on input from parents and students are exhibitions, field trips, art degrees, as well as extracurricular activities such as cooking, websites, public speaking, etc. Several activities were organized to support self-regulated learning, such as Systems Thinking Training, Time Management, Mind Mapping and motivational seminars. Through these activities, students can meet their friends and allow them to create and organize their study groups. alone. The community also creates an environment where students can get to know each other and support the independent learning process that is carried out. Thus, they are not worried about the issue

of home-schooling children not being able to socialize because there are many activities that can be held together. With many opportunities to exchange experiences, they are better able to carry out home-schooling education for their children.

It is hoped that this model can be considered for schools that provide distance education or learning from home. However, further research is also needed to study the success of home-schooling students in other institutions and to compare the learning models applied there.

3.4 Differences Home-schooling with Distance Learning (Learning from Home)

Home-schooling is a choice of parents, not a condition that is forced so that parents are better prepared to take responsibility. This is mainly different from distance learning or learning from home which must be applied during the Covid 19 pandemic. Furthermore, home-schooling contains the notion of home-based education, which can be described with the meaning of a commitment for parents to educate their own children or family-based education. and usually parents are the leaders (but sometimes students are also leaders) (Ismail, 2016).

Home-schooling doesn't have to be at home. Although many learning activities are carried out at home, home-schooling does not mean moving the curriculum or school model to home (Sumardiono in (Dedi, Mursidin, & Suriadi, 2021). There is one thing that is very important and valuable about home-schooling is that the home is a base for children's growth not an artificial place, set up to make "learning" happen and where there is nothing but "learning". So the learning that happens is an experiential aspect. everyone experiences in their daily life. The learning process can be done anywhere with a conducive atmosphere and generally not in a conventional classroom that is set up in an institution (Ismail, 2016).

Home-schooling gives freedom to choose the model and learning time that is suitable for children. The curriculum can be made according to the needs and ultimate goals of learning so as to provide a lot of flexibility for students to enjoy the learning process. Children's intelligence will develop fully because children are given the freedom to learn (Heryani, 2017)

Policy-wise, the Indonesian Ministry of Education and Culture has also launched Minister of Education and Culture Regulation No. 129 of 2014 to regulate the implementation of home-schooling in Indonesia. In the Permendikbud it is stated that Home-schooling is a conscious and planned educational service process carried out by parents/family at home or other places in a single, plural, and community form where the learning process can take place in a conducive atmosphere with the aim that every potential participant unique learner can develop optimally. In Permendikbud No. 129 of 2014 article 2, it is also stated that Home-schooling is carried out by families and the environment with independent learning. Meanwhile, learning from home is an implementation of distance learning as stated in Permendikbud 119 of 2014 namely education in which students are separated from educators and their learning uses various learning resources through the application of educational/learning technology principles. The Ministry of Education and Culture (Kemendikbud) also issued Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Home Learning in the Emergency Period for the Spread of Covid-19

Table 2 Differences Home-schooling with Distance Learning (Learning from Home)

Home-schooling	Distance Learning (Learning from home/ School at home)
Permendikbud 129 tahun 2014 about Home-schooling	Permendikbud 119 tahun 2014 about Distance Learning
Parents as Learning Managers, principals, Director of children's activities	SE Sekjen no 15 tahun 2020 about Learn from home
More independent learning opportunities, self-regulated learning, self-directed learning	Parents facilitate/assist with the tasks assigned by the school, help with school programs
	Learning is more directed by the teacher/school. Teacher directed Learning

3.5 Student Success

From the results of the case study, it was found that the participants were able to succeed because they had the ability as independent learners. The existence of educational reform accompanied by the increasing number of online learning resources, supported by the development of technology, the ability to learn independently becomes an important thing (Song & Bonk, 2016). Students who have the ability to learn independently will be able to proactively seek information when needed and take the necessary

steps to master it so that statistically they have a high level of academic achievement). higher than those who are passive (Shen et al., 2011; Zimmerman, 2016). From the case study in this qualitative research, it is obtained an illustration of how the self-learning ability of home-schooling students is developed and the involvement of parents/families as providers of the educational service process, as well as the community as an environment that supports the occurrence of experienced lifelong learning. Based on the results of observations and interviews, it was found that student participants have characteristics as independent learners (Self Directed Learning) (du Toit-Brits & van Zyl, 2017), that is: (a) be self-motivated so that when they enter college, they will be able to take responsibility for that learning, planning their own activities and learning outcomes; (b) self-management so that they can control their behavior so that they can think independently in their learning efforts; (c) self-monitor so that they can consciously monitor their own thinking; and (d) self-modification, namely the ability to change their behavior based on self-evaluation so that they can easily adjust to the college atmosphere.

All three participants said that they felt they were highly motivated than their peers. This motivation is formed because they enter the majors that they are really interested in. Because they like the course material from their chosen major, they become motivated to study it well. Meanwhile, students who moved from formal schools said that they became more enthusiastic about learning because they were given the trust to manage their own learning. A different treatment compared to formal schools.

Thus, it was found that this ability was developed since they were homeschooled by being given the trust to plan the learning carried out, starting from choosing learning models that suit their needs, learning methods, teaching materials to evaluation. They also have the ability to identify themselves, what subjects they have not mastered, have mastered and their areas of interest so that they are more responsible and self-motivated.

To have the ability to learn independently, a student will be influenced by the learning environment, including family (Yıldızlı & Saban, 2016). The involvement and role of parents as learning managers greatly influences success. In home-schooling, the role of parents is very involved even as a determinant of success, and the learning model depends on the commitment and creativity of parents/students in designing according to their needs (Carpenter & Gann, 2016; Mulyadi et al., 2016; Sugiarti, 2009). Parents have the freedom to choose models and learning times that are suitable for students. The curriculum can be made according to the needs and ultimate goals of learning for children (Heryani, 2017).

The support of fellow community members in running home-schooling also plays a very important role in success. The role of the community as a non-formal education unit is to give parents the confidence and ability to provide education for their children, starting from planning the learning model to be carried out to evaluating/assessing student learning outcomes

4 Conclusions

The learning model of home-schooling students in the *Pewaris Bangsa* Home-schooling Community is different from learning from home carried out by formal schools during the pandemic. Home-schooling is a choice of parents not a condition that is forced. This makes parents better equipped to take responsibility for the education service process. In home-schooling, parents are entrusted with managing their children's learning, while the Education unit, in this case the Home-schooling Community, facilitates what the family needs in carrying out the education. Self-regulated learning and self-directed learning are more likely to occur than school students who study from home where learning is more regulated by the school. The learning model that is carried out leads to the needs of students, not just teachers or school programs.

The success of students in academics occurs because of their ability to learn independently which is fostered by the role of parents and the environment in which they are trusted and guided to learn to manage their learning, starting from planning, implementation, and evaluation. Thus, students have more motivation and the ability to self-regulate.

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