A Study on Homeschooling in Makassar South Sulawesi

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Abstract : *The objectives of this study were to know the reasons why a family chose to apply homeschooling. The study was conducted through the qualitative method by snowball sampling techniques. The data were collected through observation at eight families, but only 5 of them became the respondents of the study and were continued with in-depth interview and documentation. The results of the study showed that a family chose to apply homeschooling was due to internal and external reasons. Internally, a family chose to apply homeschooling because they wished to strengthen their children's morale and character through disciplinary and consistency in acting. Besides the moral and character could also be done through the awarding examples of parents. In terms of the external reason, the families argued that formal schools did not make students learn. Various problems in schools that have emerged, such as juvenile delinquency, youth fights, drugs and bullying behavior continued epidemic to date and have not been able to overcome. Certainly, these behaviors feared parents about their arriving home since they could be an example for the other kids. In addition, at this time many teachers who are less professional and does not give a good example such as teachers smoke in the classroom, teachers had no preparation and did not give an evaluation to their students. Students were given homework, but unfortunately, teachers did not follow it up as the learning process for students. There were still many other problems performed by teachers, for example, lack of being discipline, lack of teaching methods, being angry in the class and so forth.*

Keywords - Homeschooling, Morale, Character, School

I. Introduction

In the Education Act No. 20 the Year 2003, the Government of Indonesia claims that the implementation of education in Indonesia takes place in three different forms: formal, non-formal, and informal educations. The regulation recognizes the same position for these three forms of education in facilitating children to learn. However, in the form of services, the formal education is still dominant whereas the other two education alternatives have not yet got maximum attention.

The weakness of the Government in establishing educational policy has repeatedly been criticized by many parties. Education experts like [1], [2] argue that education in Indonesia has been dead. Similarly, it puts forward that education in Indonesia has declined sharply [3]. Moreover, it claims that education in Indonesia nowadays can be described as an old car with a cranky engine [4].

The criticism seems to be ignored, and school building continues to grow up, but problems of access, equity, and quality of education continue to be a-never-ending homework for the government. As long as the policy just focuses on building formal schools, and disbursing free grants to formal schools, then the fundamental problems of education remain unsolved. Moreover, according to Rich (2008) the issue of schooling today does not lay on infrastructure but on the fact that the positive relationship between the school and home has not been created yet. According to [5], the world of education practices in Indonesia nowadays shows the presence of violence at schools. According to [6], the government does indeed continue to develop the existing schools, but these schools could not give satisfaction to children and parents. It describes that there are some fundamental problems which occur in formal schooling, namely; (1) the schools are too expensive (2) schools and teachers are considered not qualified (3) too much homework given (4) inappropriate values (5) the school environment is not conducive (6) long learning time [5].

Based on the conditions above, educational practitioners offer the alternative solution by promoting the third alternative of education outside formal and non-formal schools. This alternative may best develop through homeschooling. According to [7], homeschooling is an educational practice in which parents assumed the responsibility for education to their children at home. According to [8], homeschooling is not related to schools, but parents directly facilitate their own children to learn. It argues that homeschooling is not an institution [9]. It illustrates homeschooling as not opposed to formal schooling [10]. It explains that homeschooling is a home-based education model [11]. It is outlined by [12]that with homeschooling, children learn without limits, and [13] puts forward that homeschooling is to make children learn at home which is more promising for the future

of children's thinking. A research question proposed by [14], "Why is it called homeschooling, not home learning or learning at home? This could signify the parents who don't want to be judged having infringed children's right for education since they do not learn at school. Luckily, the government issued the policy of "compulsory education"; not obliged to attend school.

A variety of looseness and flexibility in carrying out homeschooling at the above description attracted people to implement it. It is mentioned by [15] that many families choose homeschooling due to a number of considerations namely: (1) the interaction of parents with children is more intensive, (2) children master the competencies, (3) more activities and flexible learning time (4) a chance to socialize is more widespread, (5) learn from experience, (6) more effective supervision and monitoring. Similarly, according to [14], homeschooling had a tremendous attraction for parents who are not satisfied with the existing result of school education which is the lack of focus, discipline and accelerative. On the contrary, the influence of peers and school environment that shows abnormal behavior. In America, the community's trend of choice also occurred from formal education to homeschooling. quoted data from National Surveys Household Education Program (NHESP) that homeschooling students have increased the more sharply [16]. NHESP itself conducted surveys over parents and showed that 31% parents felt worried about school environment, 30% parents stated the main reason for choosing homeschooling was giving religious and moral lessons, while the other 16% parents expressed dissatisfaction against the academic system in formal schools.

According to [17], homeschooling is a family action to take full responsibility for their own children's education. Similarly, [18] argued that homeschooling is not only an economically viable alternative, but it is also able to break the ice of the conventional school education system. Likewise, according to [9], homeschooling does not simply create smart children but merely provides them an opportunity, encouragement, and motivation to determine their thought and attitude.

The description about homeschooling and the formal school position expressed above is interesting enough for parents who have children of school age. Certainly, a number of things may be challenging to examine, but this study will mainly discuss how homeschoolers in Makassar implement homeschooling and why parents choose to homeschool as an alternative learning model for their children.

II. Literature Review

1.1. Constructivist Theory

Constructivism is rooted in the assumption that knowledge, no matter how that knowledge is defined, was formed in the human brain and the subject who thinks have no alternative other than reconstructing what is known based on his own experience [19]. The concept of learning according to the theory of constructivism is a learning process that customizes the students to actively construct new concepts, new understanding, and new knowledge, based on the data. According to [20], constructivism learning principle is that children must develop their own understanding. From these two definitions, it is understood that the learning process should be designed and managed in such a way so that it can encourage the students to organize his own experience into meaningful development. Thus, from the perspective of Constructivism, the learners play a very important role to build constructive habits of mind. In order for the learners to have a habit of thinking, then it needs freedom and an attitude of learning.

According to [21], there are some principles which made constructivist scholars propose some methods that can help users of constructivism in learning. These principles are modeling, scaffolding, coaching, articulating, and collaborating. Modeling means demonstrating to the learners the way how to do or think about a difficult task; Scaffolding provides the learners with a lot of support at the beginning of the study, and then pulls it back later little by little; Coaching facilitates the learners when they are completing a problem; Articulating refers to asking the learners to express their ideas through reflection; Collaborating means putting the learners in group work to explore and solve problems, giving them options, which encourage them to produce a wide array of options and answers, as well as being flexible and adaptive and do not follow a strictly established lesson plan.

The roles parents may play in organizing children's learning activities to implement some constructivist methods above should consider various circumstances, including the child's psychological condition. An educational psychologist, It is organized that constructivist perspectives into two forms, namely: individual psychological constructivism and social constructivism [22]. Psychological constructivist focuses on how individuals use information, resources, and help others to build and improve their problem-solving models and strategies. On the contrary, social constructivist views learning as increasing the learners' ability to participate with others in meaningful activities of culture.

The Woolfolk's view adopted from two models above constructivism asserts on the ability of learning gained from a variety of resources, where parental participation in children's learning activities into problem-solving strategic done.

Woolfolk's view adopted from the two constructivist models above confirms the learners' ability gained from a variety of resources, parental participation in children' learning activities becomes a strategic problem-solving alternative.

1.2. Social Cognitive Theory

Cognitive development is more than just the addition of facts and new ideas into the existing information storage. According to Piaget in [22], from birth to maturity the process of through functions radically though slowly because we are constantly trying to understand the world. Piaget identified four factors of biological maturity, activities, social experience, and equilibration that interact with each other to influence various changes in thinking.

The social cognitive theory makes some assumptions about learning and practice of behaviors. These assumptions discuss reciprocal interactions among human, behavior, and environment. In this case, learning takes place through practice and observation [23].

According to [24], the consequences of the response have several functions. First, they impart information. Second, they serve as a motivator through their incentive value. Third, and most controversial, function is that concern the interests of the auto-response capacity.

In social cognitive theory, internal and external factors are considered important; events on the environment, personal factors, and behavior are seen interacting with each other in the process of learning [24]. Personal factors (beliefs, expectations, attitudes, and knowledge), the physical and social environment (resources, the consequences of the action, others, and the physical settings) all influence each other. Bandura calls the interactions of these forces reciprocal determinism. Social factors such as role model, instructional strategies, or feedback (elements of the environment for the child) can affect a child's personal factors, such as the purpose, sense of efficacy for a particular task, attribution (beliefs about the causes of success and failure) and self-regulatory processes such as planning, monitoring, and controlling the distraction. The influence of social environment and personal factors encourage behavior that results in attainment of such persistence and effort (motivation) and learning. However, this behavior also affects the reciprocal basis on personal factors. The behavior also greatly influences the social environment

1.3. Concepts of Homeschooling

The Government defines homeschooling through the decree of Education and Culture Ministry No. 29 the year 2014 as a process of educational service which is consciously and systematically conducted by parents or families at home or elsewhere by individuals, groups, and community where learning can take place in a conducive atmosphere in order to develop the learners to their full potential.

According to [10], homeschooling is an alternative way of learning as an embodiment of the child's right to access the education they want or need. Homeschooling can be done by anyone, anywhere and by any means making it more flexible as well as in accordance with the needs and the children character.

According to [13], homeschooling is not just to move the schooling institution into the house, but merely family travel in managing children education in the family. Homeschooling is a home-based education model in which parents take active responsibility and focus on the interests and needs of their children [11]. From the different definitions above, it can be summed up that homeschooling is an alternative way of learning as an embodiment of the right of children to access the education they want or need, done by parents, by any means, and in a more flexible way, but children learn at a comfortable and pleasant condition.

According to [18], education without school means learn something that we expect, when we want it in a way that we like, where we want it for our own reasons. According to [8], homeschooling is also often called unschooling, which means a child's learning is directly carried out by parents which are not done through formal education institution. Based on the above explanation, it is understood that unschooling is the way learning is carried out in the practice of homeschooling. These two terms are not disputed and different each other, but they show the same understanding that education is not just a school.

Homeschooling is not a work institutionalization, but it merely helps the learners to attain a degree [17]. Based on the various definitions about homeschooling outlined by the educational experts and practitioners above, it can be concluded that homeschooling is the learning that is given by the family to their children based on the children's need to develop themselves.

III. Research Method

This research applies a case study approach. The locus of the research was in the city of Makassar. The type of case study used was instrumental, in which homeschooling was examined as a case in order to present a community perspective that education was not just school. This research was conducted through snowball sampling technique. Data were collected by directly interviewing the informants both children and their parents to seek in-depth information about homeschooling. The data obtained in the field was first validated using the

credibility and conformability techniques through triangulation and member checking. To get accurate data, the researcher needs persistence, multiplies the time of observation, and performs repetitive work at a different time and place.

IV.   Results And Discussion

Internalizing child's morals and the character was the first choice of families to carry out homeschooling. Parents had great expectations on the future of their child. They expected them to obey the social norms and formal law. Other people, social institutions or even a democratic government could impossibly carry out such ideals. Therefore, the family was the most responsible party for it. How could it be realized? According to the informants, parents should first become a model for their children. Besides, parents should also be consistent in various forms, ranging from greeting to the real action. When making the prohibition for children, then it must also be valid for them. Children are prohibited to smoke, and then parents should also avoid smoking. Children going out of the house must ask permission from their parents, then parents should also explain where to go after arriving at home to get out again. The form of action and speech should also be done on a consistent basis, and once an action was prohibited, then it should be forbidden forever. Never do this: today is prohibited, other times are allowed because of some other reason.

Another way to internalize moral and character to children was to invite them to learn directly in the field. If we had a sense of sympathy to someone at the moment he got an accident, then by giving direct assistance to them, either by energy materials owned, without regarding its form and quantity, was a good lesson for children. Such behavior might certainly build children's behavior to have the same feelings, not just sympathy but might be empathetic to others. This attitude became the capital for parents and community - kids did no longer have a sense of stubborn and arrogant, did not perform an anarchist action and hostile someone else, though of different tribes, religions, and nations.

The research results as stated above were in line with the experience of the homeschoolers in Indonesia like [14] that the reason families chose homeschooling was to provide educational values, good moral and character that comply with the expectations of the family. In fact, according to [9], the most important key to character education lies in the hands of the family. The results of the study carried out by [25] reinforced the above two arguments, in which families became the central instrument to internalize morale to children so that the homeschoolers possessed the sensible reason to learn their own children at home. This is in accordance with the theory of constructivism [20], [22], [26] that in learning process, parents could familiarize children to actively construct new concepts, new understanding and new knowledge based on data so that children could have new experiences

In order to strengthen the morale and character of the children, the informants performed several things such as controlling emotions, providing them with modeled behavior and being consistent, honest and discipline. According to [17], parents became the main role model for children. The parents' daily behavior - either good or bad would all be imitated by children.

In addition to morality and character, another reason described by the informant was the wish to strengthen ties within the family. According to [12], homeschooling will make the relationship with the child more closely, so that the process of learning will eventually run well including character education. According to [11], through homeschooling families have togetherness when doing a variety of things so that the relationship between parents and children, and children with other children will be closer. According to [27], attending school at home has several advantages, i.e., build an intimate family, create a harmonious relationship between parents and child, build family values and has a high sense of security. According to [15], through homeschooling parents interact with children more intensively. The experience of the informants and the thought of experts reveal that homeschooling facilitates children to be independent, and master the competencies they need to since homeschooling provides them with a flexible time of learning. In the theory of Sociology of education from [28], it is explained that morality can be measured from discipline, commitment within the group, and autonomy in self-determination.

Another reason was that many problems occur at formal schools. The issue of school according to informants was no longer countable, and even many parents accused schools of being the medium of socializing a number of crimes to children. Juvenile delinquency, student fights, drinking alcohol, drug abuse, and other deviant behaviors, were not certainly created from family, but at schools. Moreover, bullying behavior occurred at almost all schools could not be overcome up to the present.

Parents left schools and choose homeschooling, not only because of the problems described above, but the technical problems have also become a major concern. These technical problems included too much homework given at schools and relatively too long time learners were required to be at schools. If the learners did not complete their homework, teachers became angry, so schools were uncomfortable for and pressed the learners. The results of this research were in line with [18] that formal school atmosphere was not comfortable,

but it repressed learners' interest and provided them lots of homework. This is in accordance with [14] that school teachers could not educate well, they even made the learners stress. This problem resulted from teachers' inability to master every learners' character, even worse their teaching methods which were mostly lecturing in front of the class were considered monotonous and less attractive so that the learners got bored. According to [14], formal schooling as an institution has already been dilapidated, a lot of bullying behaviors occurred at schools, and even worse if learners at schools were prone to criminality and loved to fight each other. It is argued that informal schools, learners often got pressure from their schoolmates. A lot of bad pressures from their schoolmates such as smoking, using drugs, and fighting were difficult for them to avoid.

Leaving formal schools in order to provide appropriate education to children was also written by [29]through his book entitled Goodbye to School. A number of formal schools weaknesses he described were many school regulations suppressed the learners, strictly standardized assessment, less conducive learning atmosphere, and formal schools produced a number of less qualified alumni. The desire of parents to facilitate their children to learn and intrinsic motivation from children would help ease children to acquire knowledge and skills they need. According to the social cognitive theory of [20], [22], [30], learning with various methods will encourage learners' motivation, and they may build up their independence to learn by themselves in order to get the knowledge and skill they need. By homeschooling, children are only given the learning facilities, guided by parents or mentors, and they will later learn joyfully by themselves and master what they learn.

The desire to educate their children directly in order to strengthen the quality of character and moral foundation for the children's future was the internal reason why families chose homeschooling. The choice became perfect by the influence of the external factors deriving from the conventional way formal school educates children.

V.   Conclusion

The reasons why family chose homeschooling was based on some interests; First, the family's desire to internalize morality and a strong character; Second, the hope that families continuously kept harmony through togetherness and intimacy created among each family member, Third, worries due to the condition of the formal schools that bring a lot of negative effects to the learners. It was explicitly stated that it is not the curriculum, methods, and evaluations that bring the success of learners in attaining specific competence, but a fun learning condition, no pressure, nothing to accomplish hurriedly, neither party controls it, except on the basis of their own wish so that what is to be achieved and expected by many parties might certainly be realized easily. This was the implementation model of homeschooling in Makassar.

VI.   References

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