Homeschooling Learning Management In Fostering Student Character In South Tangerang City

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Abstract.
This research specifically aims to get an overview and analysis of planning, organizing, implementing, evaluating, constraining, and solving homeschooling learning in fostering student character at Homeschooling Kak Seto and Homeschooling Technosa South Tangerang. This research uses management theory from Terry and character theory from Lickona. This research uses a qualitative approach with a case study method. Data was collected through observation, interviews and documentation studies. The results of the study indicate that in planning the teacher prepares a Character Learning Implementation Plan referring to the Syllabus. Organizing is still constrained by the human resource management system in supporting the creation of learning in homeschooling as a whole. In the implementation process, the teacher carries out the learning process in accordance with the steps contained in the Learning Implementation Plan; Assessment is carried out by teachers through two types, namely process assessment and learning outcomes assessment. Constraints encountered include (a) Limited time allocation for Citizenship Education learning, (b) There is a dissonance between education at home and education applied in homeschooling, Solutions used to overcome obstacles (a) Fortify students and all elements in homeschooling with noble character, character, and positive character through well-programmed habituation and exemplary activities (b) Developing a typical homeschooling curriculum as the basis for education of identity and religious character. The conclusion of this research is that good civics education learning governance can develop the character of homeschooling students.

***Keywords:** management, learning, homeschooling, character.*

I.   INTRODUCTION

Learning in Indonesia can be done through 3 educational channels, namely informal education (family), formal education (schools) and non-formal education (community environment). This is in line with government policy in Law no. 20 of 2003 article 13 states that: The educational path consists of formal, non-formal and informal education which can complement and enrich each other [1].The government has made efforts to promote public education, because a good education can advance the country itself, but it is not only the government that is responsible for advancing education in its country but also tasks in "The family environment, in the school environment and in the community" (2012: 79). Homeschooling is an alternative learning for parents for their sons and daughters in finding a suitable learning place and according to their wishes. In addition, parents can also choose a curriculum that their children are interested in so that they can study intensively. Students who study at homeschooling are freer and more flexible in choosing study hours at a time and place according to the agreement. Parents who send their children to homeschooling only deal with parents or tutors and don't worry about their children not having friends, because they get friends from other places.Homeschooling is actually a very closely related learning between parents and children. This is in line with Rahman's opinion which states that: The advantage of homeschooling is a learning process that is close to parents. Originally, it was parents who taught homeschooling, not private teachers.

This is actually very basic, very philosophical because the Al-Quran states that it is parents who are responsible for their children's learning [2].Homeschooling is specifically designed to learn and practice how to socialize properly and correctly. Homeschooling is a learning activity anywhere, anytime, and with anyone. Learning, especially the laying and building of values, is basically centered at home. Therefore, homeschooling periodically invites parents as teaching partners to discuss about their children. In this case homeschooling gets around by practicing interactive learning models.In Indonesia, there are homeschooling packages A equivalent to Elementary School (SD), Package B equivalent to Junior High School (SMP) and Package C equivalent to High School (SMA). This is in line with the policy of the Directorate General of

Non-Formal and Informal Education (Ditjen PNFI). Homeschooling students can take the equivalence exam, and have a diploma that is also recognized by the government. Homeschooling gives each student the freedom to choose lessons, but it cannot be separated from the curriculum because at the end of the learning process there will be an equivalence test.In Indonesia, homeschooling has become a legal learning system. This is based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 129 of 2014. The regulation states that home schooling or homeschooling is a conscious and planned educational service process carried out by parents or families at home or in a place with a conducive atmosphere.

Homeschooling is an option for various reasons, such as certain medical conditions that do not allow children to attend formal school, dissatisfaction with the available learning methods, or the belief that children cannot develop their interests, talents, and creativity in public schools. In addition, there are children because of their busy lives they cannot attend formal school [3].Homeschooling as a non-formal education becomes a place and accommodates students both school age and outside of school to get learning, even for a long time, so the conditions must be built in a friendly situation, so that students can be comfortable in learning. In this case, it is important for the government, especially the Ministry of Education, Culture, Research, Technology (Kemendikbud-Ristek) to pay attention to the management of homeschooling in realizing national education goals. However, the current condition is that it is difficult to maintain homeschooling so that it still exists and is professional in providing alternative learning services for students who need it and produce graduates with character. For this reason, proper learning management is needed so that homeschooling can build character in its students. Homeschooling is a place of hope for parents whose children do not agree to be sent to formal schools, or for someone who cannot attend regular school because of their busy schedule.

Homeschooling is an alternative learning place chosen by parents who are considered to be able to produce graduates who have a soul of good character. According to Ekosiwoyo, et al.[3] homeschooling (non-formal) has basically been going on since the existence of the community. With regard to society, Koencaraningrat (2015) argues that what is meant by society are:

The unity of human life according to a certain system of customs that is continuous, and is bound by a sense of shared identity. Every individual in society goes through the process of enculturation, which means a process where a child accepts and has the culture of his group. Furthermore, the community carries out socialization activities to introduce customs or habits and regulations (social institutions) that must be obeyed by the community to their children.

Therefore, someone who behaves dishonestly, cruelly or greedily is said to be a person of bad character, while someone who is honest, helpful is said to be a person of noble character. So the term character is closely related to a person's personality. Therefore, all humans must get an education that touches the basic dimensions of humanity.

The human dimension includes three most basic things, namely:

1) Affective which is reflected in the quality of faith, piety, noble character including noble character and superior personality, and aesthetic competence;

2) Cognitive which is reflected in the capacity of thinking and intellectual power to explore and develop and master science and technology; and

3) Psychomotor which is reflected in the ability to develop technical skills, practical skills, and kinesthetic competence.

Homeschooling management in learning includes the process of planning, organizing, implementing, and assessing resources in the scope of learning to be effective and efficient in achieving learning objectives, both on a national and educational unit scale. With the application of learning management in homeschooling, it is possible to plan, implement, evaluate programs that can support the character building of students. This is in line with the government's policy through Presidential Regulation concerning Strengthening Character Education (PPK) [5].Character education (character education) in the present context, is very relevant to overcome the moral crisis that is currently engulfing the beloved country of Indonesia. These crises include rampant corruption, increased promiscuity, rampant rates of violence against

children and youth, crimes against friends, youth theft, cheating habits, drug abuse, pornography, and the destruction of other people's property which has become a social problem that until now this has not been completely resolved, therefore it is clear how important character education is.According to Lickona character is related to moral concepts (moral knowing), moral attitudes (moral feeling), and moral behavior (moral behavior)[6]. Based on these three components, it can be stated that good character is supported by knowledge of goodness, the desire to do good, and do good deeds. Learning that produces students with good character, in which there are values developed through learning the culture and character of the nation identified from the core sources of religious teachings, Pancasila, culture and learning objectives.Based on initial observations and documentation quoted from Tangerang News.com, it is stated that the trend of homeschooling or known as homeschooling is now in great demand in Indonesia, including in South Tangerang City, where about 2,900 students study through the homeschooling system. Although the numbers are relatively large, the attention of the central or regional governments has not yet been received [7].

In South Tangerang, apart from homeschooling Kak Seto (HSKS) and homeschooling Technosa (HST), there are also other homeschools such as Homeschooling Prima Gama (HSPG), Edulas Homeschooling, Fikar School and Homeschooling, House of Knowledge, Homeschooling Pelangi. The problems faced by homeschooling in South Tangerang are generally almost the same, namely:

1) Parents as teachers find it difficult to teach their children because apart from being impatient, they sometimes do not master the subjects being taught;

2) Because both parents are busy working, learning is left entirely to the tutor, so there is less control over what is being taught by the tutor;

3) Lack of cooperation between parents and the school;

4) There is an assumption from the community that homeschooling is not a school, children are just playing games, a waste of time, so that parents who send their children to homeschooling feel uncomfortable if someone asks "where does their child go to school";

5) Because on a daily basis the relationship between parents and children is very close, children are dependent on their parents;

6) Limited scope of association and friendship of children. It is feared that the child will be awkward to get along with each other because the child only interacts with the teacher and his parents;

7) Homeschooling children usually do not get facilities from the local government that support the teaching and learning process like a formal school. For example, sports equipment, a laboratory with all its props, or a library;

8) Children who have learning disorders such as hyperactivity, dyslexia or lack of learning. This child needs some time to digest and rephrase what the teacher said. This requires patience on the part of the teacher;

9) Actually, the child is smart, because his behavior is strange/eccentric, he learns on his own, so that he is left behind in his studies, this is considered stupid and naughty by the school;

10) Maybe because of their busy lives, sometimes parents are late in paying school fees.

Based on preliminary research in several homeschools in South Tangerang City, Banten Province, it is known that homeschooling management has not been implemented optimally in fostering student character so that the results of graduates who have been educated are not optimal. This problem needs to be investigated more deeply because it is very essential, crucial, meaningful, and actual so that a solution can be found.

II.   METHODS

This study used qualitative research methods. In this study, the researcher used a case study approach and used 2 types of data sources, namely primary and secondary data sources. In collecting data, researchers conducted observations, interviews and documentation. The data analysis technique used is data analysis technique from Meles and Huberman. In testing the validity of the data, researchers used triangulation and reference adequacy.

III.   RESULT AND DISCUSSION

The result and discussion of the findings in this dissertation is as follows:

1.   Homeschooling Learning Planning in Fostering Student Character in South Tangerang City, Banten Province

Planning the learning process at Kak Seto's Homeschooling and Homeschooling Technosa that in preparing the Learning Implementation Plan (RPP), basically the teacher is not faced with significant obstacles. This is acknowledged by the teacher concerned that making lesson plans is a teacher's daily task in accordance with their main duties and responsibilities. This is in accordance with Permendikbud number 22 of 2016 concerning process standards, it is explained that RPP is described from the syllabus to direct student learning activities in an effort to achieve KD. Every teacher in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place in an interactive, inspiring, fun, challenging, motivating student to participate actively and provide sufficient space for initiative, creativity and independence according to talents, interests and physical and psychological development student [5]. Based on Government Regulation (PP) No. 19 of 2005 article 20 states that: Planning the learning process includes a syllabus and lesson plan (RPP) which contains at least learning objectives, teaching materials, teaching methods, learning resources and assessment of learning outcomes [8].Planning the learning process at Kak Seto's Homeschooling and Technosa's homeschooling applies the prota (annual program and semester program) made by teachers including the syllabus and lesson plan (RPP). The syllabus and learning implementation plan contains subject identities, competency standards (SK), basic competencies (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.

a) Syllabus

The syllabus as a reference for developing RPP contains the identity of the subject or subject theme, SK, KD, learning materials, learning activities, indicators of competency achievement, assessment, time allocation, and learning resources. The syllabus is developed by educational units based on Content Standards (SI) and Graduate Competency Standards (SKL), as well as guidelines for the preparation of the Education Unit Level Curriculum (KTSP).

b) Learning Implementation Plan

RPP is described from the syllabus to direct student learning activities in an effort to achieve KD. Every teacher in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and abilities. physical and psychological development of students.RPP is prepared for each KD which can be carried out in one or more meetings. The teacher can design a lesson plan for each meeting that is adjusted to the schedule in the education unit. The formulation of participatory learning management in South Tangerang begins with an analysis of the school environment and the environment outside the school, and is continued by examining various strengths and weaknesses that are owned and experienced by the school.

From the results of the analysis, then the vision, mission, goals, objectives and targets of the homeschooling organization are compiled. Mission and achievement goals are usually formulated in advance compared to the vision. Goals and targets are then formulated after the mission and goals are perfectly and realistically structured. After obtaining the targets and targets, then the activity programs, the amount of funding and the time and personnel for implementing them are formulated. The formulation is carried out jointly by involving all internal school personnel, plus external school personnel.

2.   Organizing Homeschooling Learning in fostering student character in the city of South Tangerang, Banten Province

Organizing the improvement of the quality of PKN learning in Homeschooling will interpret or interpret the problem; quality assurance, libraries, computer laboratories, facilities and infrastructure, learning management, budget, and human resources. The library is a work unit in the form of a place to store a collection of library materials that are arranged systematically and can be used by the user as a source of information. A computer laboratory is a place for scientific research, experimentation, measurement or

scientific training related to computer science, and has several computers in one network. Activities in the laboratory include practicum; use of equipment, for research, learning practices, discussions, book analysis, making learning aids, and simulations.Learning facilities are tools that are used directly in the PKN learning process in Homeschooling. While the learning infrastructure is a tool that is not directly used in the learning process. Associated with educational facilities and infrastructure referred to as educational aids, namely an equipment used by teachers to help facilitate teaching and learning activities. Learning governance is the basic rule of learning management set by the homeschooling management. The basic rules of learning management include mechanisms; system setup, content management, and system maintenance.Briefly, the interpretation in the organizational aspect is related to Total Quality Management (TQM), First, teamwork includes; common vision and competitiveness of education. Second, continuous system improvement includes; infrastructure, facilities and infrastructure, laboratories, libraries, readiness of funds, and governance. Second, employee empowerment includes; organizational structure, management roles, management principles, and communication.

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3.   Implementation of Homeschooling Learning Management in Fostering Student Character in South Tangerang City, Banten Province.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Standards for the Process of Primary and Secondary Education. "Implementation of learning is the implementation of lesson plans, including preliminary, core and closing activities." [9]. The implementation of homeschooling in fostering student character in the city of South Tangerang, Banten Province, in empowering schools that are oriented to graduate quality excellence, is carried out with orientation to strategy formulations as described above. on. All homeschooling personnel and their programs are directed towards preparing students to become graduates who are needed in universities and in the community.Homeschooling in fostering the character of students in the city of South Tangerang, Banten Province, in empowering schools that are oriented towards excellence in graduate quality, is carried out with orientation to the strategy formulations as described above. All homeschooling personnel and their programs are directed towards preparing students to become graduates who are needed in higher education and in society.The theory that supports the implementation of learning at homeschooling in this dissertation research is Lickona which is closely related to good character education in the homeschool environment.

It is very relevant to develop student character in the frame of homeschooling learning management that correlates with this Lickona Theory.Kak Seto's homeschooling and Technosa's homeschooling, South Tangerang City, Banten Province have implemented moral knowledge, moral feelings and moral behavior for all students. Also good character to know good things, desire good things, and do good things, habits of good thinking, habits of heart and habits of good actions. All students have been taught to be able to judge what is good, care deeply about what is right, and then do what they believe is right, even in the face of temptations from the outside. homeschooling has tried to realize the learning objectives, namely helping students become human beings who have intellectuality, as well as good character with good character.

Through learning Pancasila Education and citizenship students are educated to respect, care and be responsible for each other.Lickona's theory has the main principles in learning good character in a homeschooling environment, most of which have been implemented by Homeschooling Kak Seto and homeschooling Technosa South Tangerang City and have shown excellent student character results. Pancasila and citizenship education teachers work together with other teachers to shape the character of students by prioritizing the example of all elements in the homeschooling environment, which is a very appropriate strategy and is more effective in its application.

4. Assessment of Homeschooling Learning in Fostering Student Character in the city of South Tangerang, Banten Province.

Assessment in homeschooling in fostering the character of students in the city of South Tangerang, Banten Province, which is oriented towards excellence in graduate quality is carried out with reference to the implementation of strategy formulations that are realized through school activity programs. To find out success in learning, an assessment is needed. The assessment in research is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning Assessment Standards for Elementary and Secondary Education, stating that, "Assessment is the process of collecting and processing information in determining the achievement of student learning outcomes" (2016:2). in homeschooling in fostering the character of students in the city of South Tangerang, Banten Province, which is oriented towards excellence in graduate quality, it is carried out with reference to the implementation of strategy formulations that are realized through school activity programs.In an effort to evaluate the planning and implementation to realize the goals of the school organization, the following are carried out as follows:

Always reflecting on the abilities of students, especially with regard to productive competence, which is the mainstay and characteristic of the field of pharmacy expertise, namely in the form of prescription and simplicia laboratory competitions; compare the competence of their students with other pharmacy secondary schools when conducting industrial work practices, which are then used as feedback to improve student learning and competence in the future; strive to organize more effective learning by continuously conducting internal evaluations with mid-semester, semester and annual periods; conduct comparative studies and conformity between school programs and world of work programs, especially regarding graduate competency standards; look at the fluctuating number of enrolled students, which is a reflection of the quality and view of society as consumers, as well as the acceptance of graduate students in companies or other worlds of work.Implementation of assessment programs on a regular basis and is informed through several teacher council meetings and other personnel held specifically to evaluate school learning assessment programs. The assessment used by homeschooling Kak Seto and Tehnosa, South Tangerang City uses authentic assessment.

5. Problems faced by Homeschooling Learning Management in Fostering Student Character in South Tangerang City, Banten Province.

The problems faced by teachers as educators in improving the quality of learning management in homeschooling in fostering student character in the city of South Tangerang, Banten Province are as follows:

1) Shifting Social and Cultural Values in Society

Shifts in values and culture are social phenomena that always occur in society leading to changes that lead to progress and decline. Cultural change is a condition of incompatibility between different cultural elements so that there are conditions that are not in harmony with their functions in life in society. The shift that leads to cultural change is influenced by internal and external driving and constraining factors.

2) Development of Science and Technology

The development of science and technology cannot be avoided in real life, because the demands of diverse needs make people always look for new knowledge equipped with the application of sophisticated technological systems to meet the needs of life quickly and easily. Developments in science and technology have brought changes from traditional to modern society, with livelihoods from agriculture to industry.

The development of science and technology needs to be addressed positively. This encourages the tendency of professional teacher performance patterns to be able to meet the demands of society's needs. The

use of information and communication technology in learning can make it easier for students to absorb the material taught by the teacher more broadly and deeply. Facing this trend, teachers need to prepare themselves with various competencies in using IT for learning outcomes.

6. Solutions to Overcoming Homeschooling Learning Management Problems in Fostering Student Character in South Tangerang City, Banten Province

To overcome the problem of weaknesses and various tendencies in applying Competency Standards by homeschooling leaders, it is necessary to take the right managerial approach and strategy so that all obstacles can be overcome properly. In the institutional context, education implies that all school resources include: (1) Academic leadership. (2) Educators and education staff. (3) Financing. (4) Educational infrastructure facilities. (5) Learners. (6) School management information system. (7) Parents of students and the community. (8). School external environment. (9) Network work. Everything supports each other, fills and complements like a link. All the components of the school mentioned above are implemented and described in learning activities which are routinely carried out by subject teachers in turns.

To overcome the problem of applying the Teacher Competency Standards, it is necessary to develop a strategic plan. In order to avoid repeated mistakes and mistakes. The basic concepts of planning in education include changes in the educational environment, the needs of educational organizations, systems and theories used in preparing a plan. Systemic planning has enormous benefits for the application of teacher competency standards in balancing supply and demand. This is in line with Pidarta (2010:21), namely (1) Balancing uncertainty. (2) Increase the savings of operations. (3) Focus on the goal. (4) Provide control facilities.

In preparing a plan to overcome obstacles in the application of teacher performance standards, it is necessary to build harmonious cooperation of all personnel of educational institutions and the community through participatory planning. Participatory planning has the following characteristics: (1) Planning is integrated in the overall decision-making process. (2) Assessment on the program and objectives of the education system. (3) decentralization planning.

IV.   CONCLUSION

Based on the findings and discussion above, the following conclusions can be drawn:

a)   Activities carried out in planning homeschooling lessons in fostering student character, starting with the teacher analyzing KI/KD, syllabus, teacher books and student books. The teacher's book as a guide for learning steps is used as a reference in preparing lesson plans by inserting positive characters as student attitude competencies that must be possessed.

b)   The organization of learning materials is made in balance between the competence of attitudes, knowledge and skills, so that students can master the material theoretically, have an honest attitude, have character, have piety, be creative and be devoted to both parents.

c)   The implementation of learning at homeschooling in fostering student character in South Tangerang City is carried out through PKN learning. PKN teachers carry out the learning process with steps of normative learning activities according to the syllabus, teacher books and lesson plans, including very good qualifications. Each face-to-face learning begins with preliminary activities, core activities and closing activities through a scientific approach.

d)   Activities carried out in the assessment in fostering student character at homeschooling in South Tangerang City are carried out with two types of assessment, namely process assessment and learning outcome assessment.

e)   The problems faced in learning management in fostering the character of homeschooling students in Tangerang City, (1) the availability of PKN learning time allocation which is only two hours of lessons in one week, to shape the character of students it is not enough just two hours of lessons, especially the problem is the moral crisis must be addressed and observed with optimal character development. (2) the lack of synchrony between education at home and at homeschooling, can be an obstacle to student character building. It becomes a big difficulty in fostering student character if it is not supported by support from parents at home, because there are often differences in parenting patterns for students at home and education applied in homeschooling.

f)   Solutions in overcoming learning in fostering student character in homeschooling in Tangerang Selatan City, Banten Province, (1) homeschooling parties make every effort to fortify students and all elements in homeschooling with noble character, character and positive character through activities habituation and example that has been programmed well. (2) homeschooling strives to continue to develop an independent curriculum based on character, noble character, skilled and has a good future.

V.   ACKNOWLEDGMENTS

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