



Implementation Of Homeschooling Management In Supporting An Inclusive Learning Environment At PKBM Think Indonesia School

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Abstract: This study aims to analyze the implementation of homeschooling management in supporting an inclusive learning environment at the Think Indonesia School Community Learning Center (PKBM) in Sidoarjo. The focus of the study covers the functions of planning, organizing, implementing, and controlling management. This study uses a qualitative approach with a case study method, collecting data through in-depth interviews, observation, and documentation of students, parents, and mentors. The results show that the implementation of homeschooling management at the Think Indonesia School Community Learning Center (PKBM) is effective in creating an inclusive learning environment. Planning is carried out comprehensively through an in-depth initial assessment, including mapping individual potential using the STIFIn instrument, as well as the development of an adaptive curriculum centered on the needs of students. The organization is characterized by a streamlined, functional, and hierarchical structure, with a clear division of tasks to support program specialization. The implementation of learning adopts a flexible hybrid system, with an emphasis on building psychological comfort, a personal approach by mentors, the use of participatory methods, and the integration of vocational skills programs. This approach successfully heals learning trauma, increases independence, and increases intrinsic motivation among students. Continuous control is carried out through monitoring, comprehensive evaluation (academic, psychological, and social), intensive communication with parents, and adaptive follow-up to ensure quality services and individual development. Harmonizing these four management functions has successfully created an alternative educational ecosystem that focuses not only on academic achievement but also on the psychological well-being and optimization of students' potential.

Keywords: Homeschooling Management, Inclusive Learning Environment, PKBM Think Indonesia School, Planning, Organizing, Implementation, Control.

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INTRODUCTION

Education is a fundamental human right and the primary foundation for the advancement of civilization. In Indonesia, the commitment to education is clearly stated in the Preamble to the 1945 Constitution of the Republic of Indonesia, which states that one of the goals of the state is to improve the intellectual life of the nation. This mandate is further reinforced in Article 31 of the 1945 Constitution, which guarantees that every citizen has the right to education, and the government is obligated to implement a national education system that fosters faith, piety, and noble character. Operationally, the Indonesian education system is regulated by Law Number 20 of 2003 concerning the National Education System (Sisdiknas). This law provides equal recognition for three educational pathways: formal, non-formal, and informal. This division demonstrates the state's recognition of the diverse needs of the community for access to education, which cannot always be met by the rigid formal school system (Sudjana, 2004; Syaadah et al., 2022).

Education is no longer viewed as a process that occurs solely within the classroom, but rather as a broad and sustainable learning ecosystem, or lifelong learning (Dave, 1976). Entering the era of

disruption and society 5.0, the world of education faces unprecedented challenges. Rapid social change, advances in digital technology, and growing awareness of individual rights have triggered a paradigm shift from teacher-centered to student-centered learning. This new paradigm positions students as active subjects in the learning process, not simply as recipients of information (Puspito et al., 2021). Every child is born with a unique learning profile, encompassing multiple intelligences, learning styles (visual, auditory, kinesthetic), and varying emotional backgrounds.

The conventional education system, which often adopts a one-size-fits-all approach, is beginning to be questioned about its effectiveness in accommodating this diversity. Consequently, there is an urgent need for more personalized, flexible, and adaptive educational models. Inclusive education and homeschooling are two increasingly relevant concepts in addressing this challenge, with the primary focus being ensuring that each individual receives educational services tailored to their capacities, psychological conditions, and needs (Needs et al., 2026). 21st-century learning also emphasizes the development of the 4C skills (Critical Thinking, Creativity, Collaboration, and Communication), which demands a learning environment that is not rigid and uniform. In this context, homeschooling has evolved from a mere lifestyle trend to a serious educational option for many families in Indonesia.

Legally, homeschooling is regulated by the Minister of Education and Culture Regulation (Permendikbud) Number 129 of 2014 concerning the Implementation of Home Schooling. This regulation defines homeschooling as a conscious and planned educational service process carried out by parents or families at home or other places in a conducive learning environment. This legal recognition legitimizes the practice of homeschooling and its strategic planning as an integral part of the national education system (Warta et al., 2023).

The evolution of homeschooling in Indonesia has now been categorized into three main models: single homeschooling run by one family, compound homeschooling involving collaboration between families, and community homeschooling, which brings together several families in shared learning groups and is often affiliated with non-formal educational institutions such as PKBM (Center for Child Development). Families' motivations for choosing this path vary widely, ranging from the desire to instill strong moral values, protect children from bullying in regular schools, accommodate the special talents of athletes or artists, to building synergies to address specific learning barriers that require individualized and inclusive interventions (Hspg, 2021).

As a non-formal educational unit, PKBM offers significant flexibility and can serve as a strategic partner for homeschooling families. PKBM provides service infrastructure and legality through registration of learners in the Basic Education Data (Dapodik), which allows them to take equivalency exams and obtain Package A, B, or C diplomas recognized as equivalent to formal school diplomas, in order to optimize community potential (Coombs & Ahmed, 1974; Hayat et al., 2026). In addition to administrative aspects, professional PKBM also provides academic support in the form of modules, tutors, and social interaction spaces to dispel the assumption that homeschooled children will lack socialization. PKBM acts as a bridge connecting the freedom to learn at home with national education quality standards, while facilitating the development of learners' social and emotional skills through community activities.

This dynamic relationship aligns with Urie Bronfenbrenner's Theory of Developmental Ecology, which states that a child's development is influenced by interactions between environmental systems. In this context, strong partnerships and collaboration between schools (PKBM) and parents at home form a mesosystem relationship that is crucial for supporting holistic child development (Istofa, 2020). Institutional policies and government regulations, such as Permendikbud 129/2014, respectively, fill the ecosystem and macrosystem spaces, influencing the success of this learning ecosystem through structured institutional governance (Totok, 2013). In addition to ecological theory, the development of an inclusive homeschooling model at PKBM is also strengthened by Lev Vygotsky's Social Constructivism Theory. This theory emphasizes that learning is a social process that is optimal when it occurs within the Zone of Proximal Development (ZPD), the space between a child's independent abilities and the potential that can be achieved with the help of others. Through scaffolding, PKBM tutors and parents adaptively provide temporary support tailored to each child's level of progress.

This principle of instructional differentiation is the soul of inclusive education. The spirit of inclusion itself is globally embodied in the Salamanca Declaration (1994) and nationally regulated in National Education Ministerial Regulation No. 70 of 2009. To date, the discourse on inclusion has tended to focus on formal schools, even though Community Learning Centers (PKBM) have far greater potential

as effective inclusion laboratories for providing education for all groups due to their flexible nature (Daya & Lokal, 2020). Inclusion in PKBM is not limited to children with physical or cognitive disabilities, but also encompasses gifted children, children from underprivileged families, and those who have experienced psychological trauma in formal schools. This brings together the pure aspects of child development theories with the applied aspects of curriculum flexibility, which can be adapted through duplication, modification, substitution, and omission methods to increase intrinsic motivation and learning interest among learners. However, the practical implementation of this ideal concept in the field faces complex management challenges. Implementing personalized and inclusive homeschooling requires systematic governance to prevent flexibility from degenerating into disorder, detrimental to students. This is where the POAC (Planning, Organizing, Actuating, Controlling) management function plays a vital role. Based on previous empirical findings by Tutty et al. (2025) in Bandung City, Community Learning Centers (PKBM) that implement the POAC management function in a disciplined manner are able to achieve a management effectiveness rate of up to 100% based on educational unit management analysis standards.

Another study by Syaadah et al. (2022) also demonstrated that the synergy of tripartite mentoring between tutors as facilitators, parents as co-educators, and learners as autonomous subjects can significantly improve children's self-confidence and social skills. These findings confirm that the academic and social success of homeschooled children is highly dependent on the quality of governance of the institutions that support them. Although this management function has been scientifically proven crucial, the reality on the ground reveals a wide gap. Many PKBM (Community Based Learning Centers) that provide inclusive homeschooling still face challenges such as low inclusive pedagogical competency among tutors, limited infrastructure accessible to people with disabilities, high operational costs for skilled personnel, and a weak integrated communication system between the institution and parents at home (Nurhayani & Venkatanathan, 2026). Furthermore, with the obligation to fulfill the eight National Education Standards (SNP) for BAN PAUD and PNF accreditation, PKBM managers often find themselves trapped in purely administrative fulfillment rather than strengthening the applied aspects of inclusivity. The fundamental gap between quality regulations, limited management in the field, and the need for a proven inclusive management model within the non-formal homeschooling ecosystem is the primary basis for the urgency of this research. Based on the overall background, problem identification, and theoretical and empirical reviews, this research aims to analyze and describe in depth the implementation of homeschooling management in supporting the creation of an inclusive learning environment at PKBM Think Indonesia School.

More specifically, this research aims to explore four main focuses of the institution's operational management. First, to describe and analyze the implementation of the homeschooling management planning function in developing diagnostic assessments and inclusive Individual Learning Activity Plans (RKPI). Second, to describe and analyze the implementation of the organizing function in arranging the organizational structure, division of authority, and guaranteeing the legality of the Dapodik (learning community data center) for students. Third, to describe and analyze the implementation of the actuating function related to the application of differentiated learning methods and the integration of educational technology in the learning environment. Fourth, to describe and analyze the implementation of the controlling function through a holistic evaluation that encompasses character development and institutional quality accountability. By achieving these objectives, this research is expected to formulate a cutting-edge applied management model that not only enriches the repertoire of non-formal education management theory but can also be practically replicated by other PKBM in Indonesia to ensure every child's right to optimal learning without discrimination.

METHOD

This research uses a qualitative approach with a case study design to in-depth explore the implementation of homeschooling and its impact on the mental health of students at the Think Indonesia School Community Learning Center (PKBM) in Sidoarjo, East Java. This location was purposively selected due to its unique characteristics as a "recovery home" for students with a history of academic trauma and mental health issues, supported by real-life clinical data. This framework is based on educational management theory and the principles of inclusive education, as illustrated in the figure below:

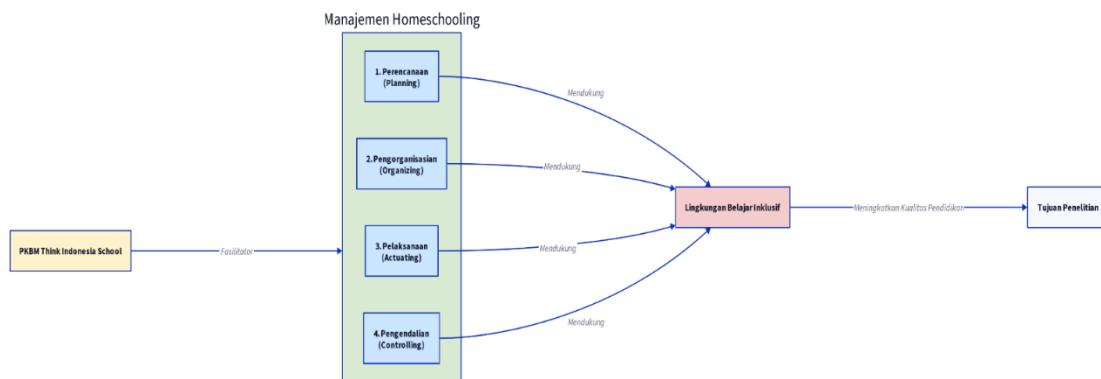


Figure 1. Thinking Framework

Based on Figure 1, this study adopts a systematic framework to analyze the implementation of homeschooling management in supporting an inclusive learning environment. The starting point of the study is the role of the Think Indonesia School Community Learning Center (PKBM) as the primary facilitator. This facilitator's role initiates and directs the implementation of Homeschooling Management, which is fundamentally divided into four essential functions: Planning, Organizing, Actuating, and Controlling.

The study subjects were determined through purposive sampling, consisting of a minimum of three students with a minimum of one year of study and a history of neurodivergent behavior or academic anxiety disorder (supported by psychological test results and STIFIn assessments), parents of students, and tutors. Data were collected directly by the researcher as the primary instrument through three triangulation techniques: in-depth semi-structured interviews using interview guidelines, participant observation of the social dynamics of learning, and documentation study (including psychological medical records, individual Learning Implementation Plans, and student progress notes) using a recording device and field notes. Data analysis was conducted inductively and interactively following the model of Miles, Huberman, and Saldana (2014), which includes three simultaneous stages: data condensation to filter and transform raw data, data display in a narrative or matrix format to map patterns, and conclusion drawing/verification. Data validity in this study was met through four main criteria. Credibility was ensured through source triangulation, method triangulation, extended observation, and peer debriefing. Transferability was achieved by providing a thick description of the context and characteristics of the case, while dependability and confirmability were maintained through an audit trail mechanism that systematically documented the entire research process to minimize the researcher's subjective bias in drawing final conclusions.

CONCLUSION

This study aims to address the question of how the implementation of the POAC (Planning, Organizing, Actuating, and Controlling) management functions can support the creation of an inclusive learning environment in the homeschooling program at PKBM Think Indonesia School. The results of observations, interviews, and documentation related to the implementation of these four management functions are summarized in the table below:

Table 1. Implementation of POAC Management Functions and Their Impact on Inclusive Learning Environments

Management Function	Implementation Form at PKBM Think Indonesia School	Direct Impact on Learning Inclusivity
Planning	Conducting diagnostic assessments at the beginning of the academic year to develop Individual Learning Activity Plans (RKPI) with parents.	The national curriculum shifts to become adaptive; learning targets and deadlines are adjusted to each child's actual capacity.
Organizing	Institutionalizing weekly tutor meetings and structuring the role of parents as co-educators.	The creation of a consistent emotional safety net between school instruction and home mentoring.
Executing	Implementing hybrid learning by prioritizing the building of emotional comfort (rapport) before the transfer of academic material.	Recovery from learning trauma (school refusal) and the growth of independence as well as voluntary learning initiatives.
Controlling	Formative-summative evaluations based on personal development (rather than comparing students) via a two-way communication book.	Real-time early detection of learning obstacles, immediately followed by adjustments to teaching methods.

Based on Table 1, the main findings of this study indicate a shift in the function of basic educational management from merely an administrative instrument to a psychological recovery tool. The following text will not repeat the operational data above, but rather analyze why and how this approach successfully addresses the research objectives.

1. Shifting the Planning Paradigm: From Standardization to Personalization

The success of creating an equitable and non-discriminatory learning environment begins with how institutions define planning. Theoretically, initial diagnostic assessments successfully map the Zone of Proximal Development (ZPD), or the limits of each child's actual abilities, as proposed by Vygotsky. This explains why learners no longer experience academic anxiety. With the RKPI, schools do not impose the same standards on children with different cognitive or psychological conditions. Planning based on the reality of children's abilities is key to translating inclusive education into tangible working documents, not just jargon.

2. Organization as a Connector for the Child's Ecosystem

Many homeschooling programs fail due to a breakdown in communication between tutors and parents. The findings of this study demonstrate how organization solves this problem by eliminating sectoral egos between subjects. Making parents co-educators aligns with Urie Bronfenbrenner's Ecological Theory of Development, which argues that strong synergy between schools and families optimizes children's development. This policy explains why learners feel safe; the instruction they receive online aligns with the support they receive at home.

3. Humanizing Implementation

The Key to Cultivating Independence. Of greatest significance in the implementation phase is the managerial decision to make emotional well-being the epicenter of learning. This explains why students who previously refused school eventually became independent. According to the Humanistic view (Carl Rogers), children can only learn optimally if they feel unconditionally accepted and free from the threat of failure. How this occurs is demonstrated through the tutor's approach, which positions itself more as an empathetic learning partner. The freedom of learning space

through a hybrid system fulfills children's basic need for autonomy, which naturally stimulates intrinsic motivation (the desire to learn from within).

4. Continuous Improvement-Oriented Control

Supervision in inclusive management has been shown not to be used as a measuring tool to assess student intelligence. Individual-centered evaluation (comparing children's current progress with their past performance) illustrates how a flexible system maintains accountable quality standards. This approach is a direct application of the principle of continuous improvement. Two-way communication with parents enables institutions to quickly (agile) change teaching strategies as soon as problems are detected, ensuring that no child is left behind due to methodological errors. Importance of Research and Applicability of Findings (Implications) This research is significant because it successfully demonstrates that flexibility and inclusivity in homeschooling do not mean the absence of rules, but rather require POAC management with a much higher level of collaboration than in conventional schools.

The findings of this study have broad applicability. The diagnostic management model (in the planning function) and the involvement of parents as co-educators (in the organizing function) can be directly adopted not only by other Community Learning Centers (PKBM) but also by formal schools transitioning to inclusive schools. Furthermore, an implementation approach that prioritizes psychological comfort provides a real solution for any educational institution in dealing with students with a learning motivation crisis, victims of bullying, or children with special learning needs.

CONCLUSION

Based on the research and discussion on the Implementation of Homeschooling Program Management to Support an Inclusive Learning Environment at the Think Indonesia School Community Learning Center (PKBM), the following conclusions can be drawn:

Homeschooling Management Planning is carried out comprehensively, emphasizing the identification of individual student needs. This process begins with an in-depth initial assessment, encompassing academic aspects, psychological history, interests, and the use of the STIFIn instrument to map students' intelligence. Curriculum planning is carried out collaboratively between coordinators and mentors, adapting government policy (the Independent Curriculum/K-13) into a flexible, student-centered format, ensuring that each child receives educational services tailored to their unique circumstances from the outset.

Homeschooling Management is implemented through a streamlined yet functional and hierarchical organizational structure. A clear division of labor between the foundation's leadership, the PKBM head, the secretary, the treasurer, and the program coordinator (Empowerment, Equality, and Skills) enables rapid and adaptive decision-making. This division's specialization ensures that every aspect of student development, both academically and vocationally, is managed by competent educational staff, thus supporting the creation of inclusive institutional governance that is responsive to the dynamic needs of students.

Homeschooling Management is implemented through a hybrid learning system that prioritizes flexibility in space and time. Field implementation demonstrates a highly personalized approach, with mentors prioritizing building a sense of comfort and emotional closeness before delivering academic material. An inclusive learning environment is created through differentiated learning strategies, the use of participatory methods (discussions, practical exercises, outing classes), and the integration of vocational skills programs (photography, coding, etc.). This approach has proven effective in minimizing academic anxiety, healing learning trauma from formal schooling, and increasing student independence and intrinsic motivation.

Homeschooling Management is controlled through a continuous and comprehensive monitoring and evaluation mechanism. This control is not limited to cognitive achievement but also includes monitoring psychological development, motivation, and social interactions. Intensive two-way communication between the school and parents through daily reports, weekly meetings, and quarterly reports is vital in identifying obstacles early. The results of this evaluation are consistently followed up with adjustments to the mentoring strategy, so that the quality of educational services is maintained and always adaptive to the development of each student.

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