

The Importance of Strength Typology (ST) 30 in Compilation of Personal Curriculum for Homeschooling Partners

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Abstract

Another online-based assessment that teachers can use to map their talents is Strength Typology-30 (ST-30). ST-30 is a device that can map a person's potential based on the activities he does. The purpose of this research is to analyze the benefits of the Strength Typology (ST) 30 in the preparation of the personal curriculum of Homeschooling PKBM FIB Malang partners, because there are still many homeschoolers experiencing difficulties in compiling their personal curriculum, so by making observations in advance it is hoped that the families of homeschoolers will be more helpful. This research was conducted using qualitative research methods to answer research problems in order to describe phenomena in the field. The data collection techniques used were observation, interview, and documentation techniques, which were then analyzed using Miles and Huberman's data analysis techniques, namely data collection, data reduction, data presentation and drawing conclusions. The results of the study show that there are benefits or conveniences if before compiling a personal curriculum for homeschooling in which there are plans for face-to-face activities, tutorials and self-study for all core subjects, choices as well as skills and empowerment, a Strength Typology (ST) 30.

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INTRODUCTION

One of the goals of national education formulated by the founders of the Unitary State of the Republic of Indonesia in the 1945 Constitution (UD 1945) is to educate the life of the nation. In accordance with the mandate of the 1945 Constitution precisely in article 31 paragraphs (1) and (2) that "every citizen has the right to education" and also "Every citizen is obliged to attend basic education and the government is obliged to finance it". Therefore, the government is obliged to protect and facilitate the availability of democratic and non-discriminatory access by upholding human rights, religious values and national pluralism to obtain education that is integrated in an open and multi-meaning system.

Education in Indonesia is carried out through three channels, namely informal education, non-formal education and formal education (Yulianingsih and Lestari, 2017). The existence of adaptive policies now makes it easier for the community to get access to education from several channels, especially from formal to non-formal channels or vice versa (*multi entry-multi exit*), while for informal channels, the exact formula is still being discussed to be able to get what is expected of informal practitioners (Gunartin, Soffiatun, and Hayati, 2018); (Saputro, Hendrawijaya, and Ariefianto, 2020).

When implementing the Free Learning Curriculum, it continues to be optimized for adapted to the future curriculum, the needs of students will optimize their potential to get a better space, this with the implementation of the curriculum can be linked to the interests and talents of children, so that what children learn can be done in a fun way, contextual and easy to apply or do (Sutjipto, 2016); (Awwaliyah, 2019).

This has also happened to partner non-formal education institutions such as Community Learning Activity Centers (PKBM) and Learning Activity Centers (SKB), which are currently registered at IKM, around 1665 institutions out of nearly 10592 registered at *dapodik* (Ministry of Education, Culture, Research 2023); (Ministry of Education, Culture, Research 2022). Of course, with this, it is expected that non-formal educational institutions can be adaptive to change existing curriculum, but of course this is not an easy matter, this is because not all equality education units proceed as expected. As in the ability to prepare the Institution's operational curriculum (Jubaedah, 2022); (Setiyadi, Faizah, and Br. Tarigan, 2021). This is indicated by the fact that there are still many difficulties, especially in the preparation of which it is necessary to pay attention to the needs of the learning community personally first to identify their learning needs. Some non-formal institutions that have been research partners are homeschooling (HS). In addition to being able to help homeschooling in the process of optimizing the skills of students, homeschooling certainly also concentrates on achieving legality, although being able to meet these needs is still far from expectations. So, by looking at conditions like this, it is hoped that every partner institution must continue to *up to date* and increasingly understand the essence of the existence of homeschooling itself (Torro, 2015); (Maftukhah, 2019).

Unlike the non-formal education units which only serve Package A, Package B, and Package C, the curriculum is regulated in equality education (Khoiriyah, 2019); (Lutviatiani and Yulianingsih, 2022). To several actor *home schooling* until now there have been no specific provisions set by the education government. While in the observations of researchers that have occurred in the field so far, the implementation of homeschooling every actor has a diverse vision and mission of education so that it certainly requires a different curriculum. Where here, homeschooling has a great opportunity to help reduce errors in handling learning styles in students, this is because parents in general will be closer and know the conditions of their children. Giving trust to children to learn according to their interests and talents (Torro 2015; shofwan, et. al., 2021).

So far, many homeschoolers have designed learning activities that are customized, meaning that homeschoolers have the option to determine a curriculum that fits the needs and interests of their students. According to Nengsih, Sari, and Helmi (2018), homeschooling is an educational model in which parents choose to be responsible for their children's education themselves. Homeschooling is a family, not an institution like a school that accepts registration. Homeschooling is an educational model, not a franchise business or a label attached to non-formal institutions that provide private tutoring or tutoring services. Thus, the role and involvement of parents in homeschooling occurs in the entire educational process, both at the time planning, learning process and during evaluation. This division of roles positions parents in homeschooling as facilitators who

are involved in the planning and implementation processes, as well as monitors in the learning evaluation process (Yustiani, Abdulhak, and Pramudia, 2015).

The Independent Learning Curriculum is a curriculum that provides unique opportunities education, because it is carried out by designing its own operational curriculum to achieve the core content taught in the fields studied, which is at the same time linked through the activities of the Pancasila Student Profile Strengthening Project (P5), so of course it will be easier if in practice the children have been observed / talent aptitude test.

Every child has different talents and of course with different talents children also have certain pleasures in their activities, so it is necessary to know what the child's dominant talent is. Currently there are many talent observation tools that can be used but there are not many tools that can sharply detect children's interests and talents and relate them to their productive activities, ST 30 as part of the complete Talents Mapping Assessment tool is very suitable for use in detecting children's talents and interests, Abah Rama Royani stated; "I Am Not Perfect, But I Am Special and Very Limited Edition" (AM, 2022); (Pratomo & Shofwan, 2022); (Nindhita et al., 2022).

Talent mapping according to Abah Rama Royani is a way of assessing or assessing and exploring our talents (productive characteristics) as well as our potential strengths by displaying results that are complete, easy to understand and interesting. This method can identify potential individual strengths which include measuring and self-strength statements (Personal Strengths Statement). One of the applications developed for reading talent with the questionnaire method is Strength Typology (ST-30). As is *Talents Mapping* In this case, it is hoped that parents will no longer focus on weaknesses and how to overcome them, but rather look at the strengths possessed by their children. ST-30 can also display measurement results which are an overview of ability/competence and interest in the role. ST-30 has thirty human typologies related to productive forces (T. D. Putra, 2022); (Hasdiani et al., 2022); (Masruroh et al., 2022).

Things that can be known after the Strength Typology Test (ST-30), include being able to see an overview of competence and interest in the role; know about 30 human typologies associated with productive forces; able to know and be able to develop a personal brand or self-awareness for someone. Anggraini, Utami, and Rahma (2020), mentions the need to observe talent, namely to help the teacher (in the education unit) in developing the process of after-school activities by cultivating children's talents, and how to read students' talents starting from kindergarten age, and being able to help parents must recognize their child's talents.

If parents or an individual are able to understand trends in clusters potential or talent of each child, it is hoped that it will be easy to compile a personal curriculum for children as students and relate it to skills and empowerment which can be optimized into an interesting work to measure their development. With more and more actor *home schooling* partners who realize the importance of knowing children's talents from an early age, the researchers wanted to find out whether each homeschooler would be assisted in preparing his personal curriculum if a Strength Typology assessment test (ST 30) was previously carried out. So, the purpose of doing this research is to find out whether there are benefits of a Strength Typology (ST) 30 assessment in the preparation of a homeschooler family personal curriculum; and knowing the function of Strength Typology (ST) 30 in providing facilities for education units (PKBM) in assisting homeschooling partners, especially in compiling their curriculum of learning activities.

METHODS

This research used a qualitative research method, this method was chosen because the researcher wanted to look at a phenomenon in more detail, namely in looking at the impact of using Strength Typology in compiling a personal curriculum for homeschooling partners at PKBM FIB Malang. Qualitative research is research carried out in natural or natural settings. According to Prof. Dr. Yatim Riyanto (2007) qualitative research is used to examine the condition of a natural object and is carried out to obtain the required data in depth by researchers to produce descriptive data in the form of written words from the results of collecting data both in written and oral form from people (informants) and observed behavior.

This research was conducted on actors of *homeschooling* in partnership with the Community Activity Center (PKBM) education unit Fanan insan Baksya Malang, and research data collection was taken from 20 families *homeschooling* PKBM partners and 5 tutors who accompany their personal

curriculum development. In detail, data collection was carried out after the socialization was carried out, while the steps to obtaining data were through observing homeschoolers with Strength Typology (ST) 30, mapping the results by a team of partner education units which included interview data and strength typology data 30. Performing the preparation of a Personalized Curriculum between families of Homeschooling actors accompanied by a team of partner education units as well as the results of notes and documentation (Sugiyono 2018). Then the data obtained by the researcher both from observation and relating it to the preparation of the personal curriculum for each homeschooling family was analyzed whether there were benefits from observing ST 30 in the preparation of the curriculum.

RESULTS AND DISCUSSION

From research conducted by researchers to more than 20 families *homeschooling* PKBM FIB Malang partners, it is known the influence of their ST 30 results on the preparation of a personal curriculum that must be made when they become partners of institutions that have PKBM permits. Strength Typology (ST) 30 assessment questions which reveal acknowledgments and statements from existing questions can be carried out to analyze the potential strengths and weaknesses of PKBM partner homeschooling actors, by finding oneself does not mean only finding potential strengths, but it is equally important to find limitations (potential weakness) of each individual. Every creature is created with strengths and limitations. A bird can fly high, but has limitations when it is in the water, and vice versa with fish that can swim but cannot fly. Likewise, with humans, who are equipped by God with the ability to think or reason compared to animals and plants.

The ST-30 assessment tools are as follows:

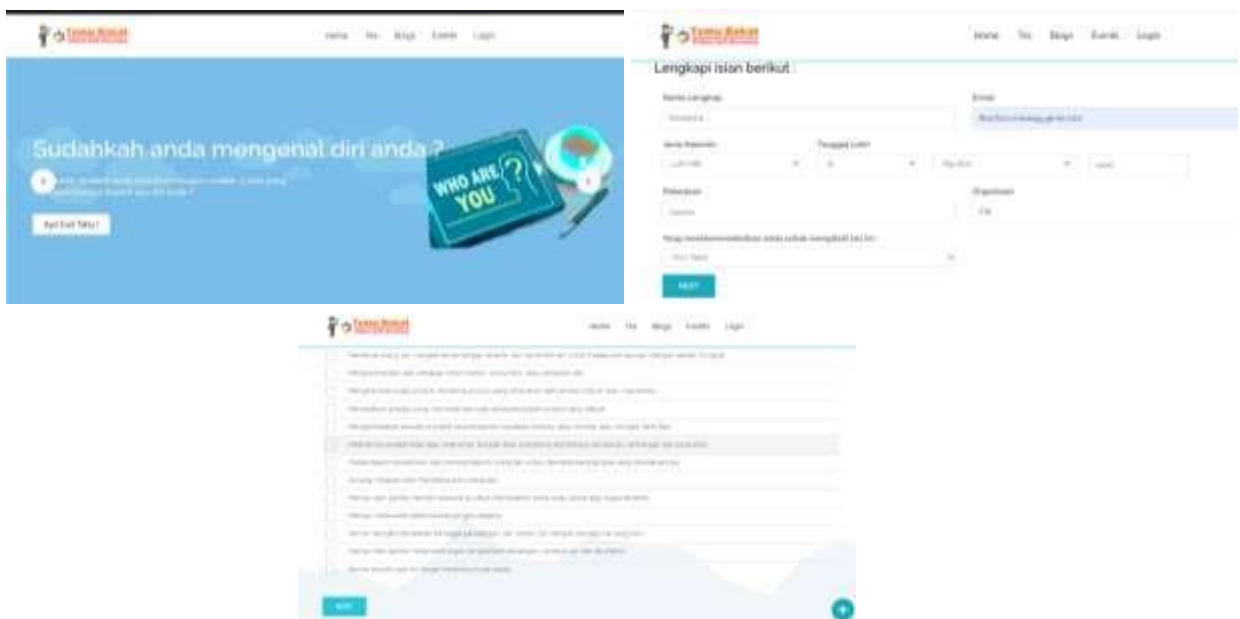


Figure 1. ST 30 Assessment Tools display

The questions consist of several questions that are repeated in order to get statements that say "I really" and those that say "not really me", from stage one to stage 4 the questions will become increasingly narrow until you know which statement is appropriate for the child.

There are several things that can be seen in the diagram related to the potential strengths and potential weaknesses of each child. Each child will know their potential strengths and weaknesses which fall into 8 major typology groups based on work activities. The description of the 30 typologies is as follows:

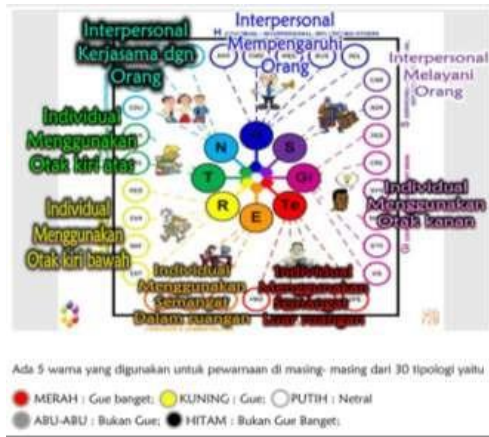


Figure 2.30 of human typologies

The data obtained during research related to ST 30 (Potential strength) for a number of informants is shown in the table for all children *homeschooling* the following:

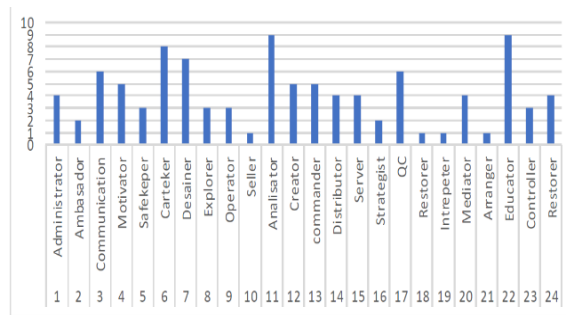


Diagram 1. ST 20 assessment results

From these results, it is known that each child has different potential so that homeschooling partners can help with activities that will be carried out by linking them to the specified learning outcomes so that they are complete and obtain legality. Of course, by understanding their interests and talents, children will go through this *homeschooling*. It is hoped that the process will be easy and enjoyable, so that the results are excellent and beneficial to society.

The role of parents and collaboration with educational units as partners is also important because partners will direct and synergize their personal curriculum with the operational curriculum of the institution that has been compiled (Yulianingsih et al., 2020); (Barida & Prasetiawan, 2018); (Malik et al., 2019). Judging from table 1 above, the results can be seen as follows:

- 1) Educators and analyzers are the most potential strengths possessed by homeschooling children in Malang.
- 2) The second strength potential is safekeeper, then designer, communication, and quality control.
- 3) As seen from the results of our observations, they are included in 8 categories as shown in the following figure:

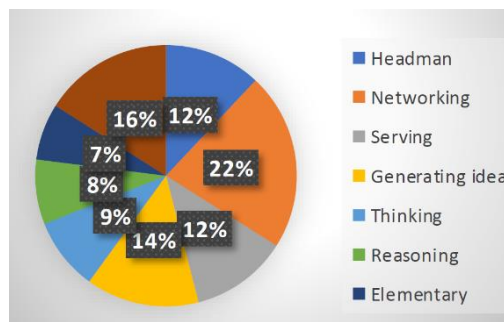


Diagram 2. Percentage of Homeschooling Children at ST30

From the diagram above, it can be seen that homeschooling students as informants of this study have Headman potential (activities that control and regulate people) 12%, Networking (activities tend to collaborate/cooperate) 22%, Serving (activities providing services) 12%, Generating Idea (Activities related to ideas & creativity) 14 %, Thinking (activities related to planning & analysis) 9 %, Reasoning (activities that like investigating, research or proof) 8 %, Elementary (activities that like administration and journals) 7 % , Technical (production activities, distributors and operators) 16 %. By knowing the potential strengths of these children, in the types of lessons that support their talents, of course they will enjoy doing them, especially in skillful activities that produce productive work.

So far, the drafting of activities for homeschooling actors is very diverse, but not all are synergized with the institution's operational curriculum, because not all homeschooling actors need it or make educational unit partners. Not all educational units in Indonesia are ready to provide direction or guidance to the actors *homeschooling*, besides that many do not understand the essence *homeschooling* themselves, they are also less able to meet the needs of the family *homeschooling* in the preparation of its own curriculum. Most of the existing educational units only prepare the operational curriculum of their institutions and prepare mandatory material that must be completed and some of the skills and empowerment that exist in these educational units (Hawa et al., 2003).



Figure 3. Documentation of parental assessment

So, by conducting an initial assessment of the talents and interests of homeschooling actors with Talents Mapping, it is hoped that the activities that their children will carry out are in accordance with their potential strengths (interests and talents) so that they will Enjoy and Easily Process, achieve Excellent and Earn in their activities. The process of linking the 8 categories of ST 30 in the activities of compiling personal curriculum includes: Children who are in the Headman category are given many opportunities to lead activities, for example in their study groups, and their ability to communicate can be an appropriate means of connecting between the facilitator and other students; Children in the Networking category are given the opportunity to find collaborative partners or joint activities with their study partners; If you are strong at serving, you can optimize service activities in your learning activities, for example helping to become peer tutors or helping the process of learning activities run smoothly; Children who fall into the strong category in Generating Idea are given the opportunity to be creative according to their creative strengths, assisted and heard for their ideas; The strength potential in Thinking provides an opportunity for Hs actors to be invited to design activities and analyze after the activity; Reasoning gives HS practitioners the opportunity to do simple research; Activities related to administrative processes or activities in space are suitable for children who fall into the Elementary category; Technical is a category of actors who like the activities of being an operator, distributor, so doing an internship in a place that can facilitate it is to enjoy it.

Apart from being in the field, researchers made observations on parents in compiling their personal curricula, researchers also saw and observed educational units assisting in the preparation of personal curriculum for homeschooling (HS) actors, parents of HS perpetrators were given direction and understanding of the equality curriculum first, where the Education Unit

(PKBM) with this curriculum makes the institutional curriculum operational, so that during its implementation it is strengthened by a personal curriculum that must be made by the HS family.

Equality education has specificities in its implementation, there are face-to-face activities (learning processes carried out directly/face to face between students and teachers), there are also tutorial activities (learning methods where tutors provide assistance or tutoring related to teaching materials to students individually to help smooth the learning process, both individually and in groups) and of course independent learning (Lutviatiani and Yulianingsih, 2022). Of course, when we understand some of the potential strengths of HS children, it will be easy for us to develop personal curricula, for example, if a child has the potential for educator strengths, the child will easily and enjoy learning whether face-to-face, in tutorials or independently.

Children who are strong in the educator typology and are included in the strength cluster map of the Thinking group, in their independent learning activities are certainly different from children who are strong in the Carteker or Server typologies, of course also different from those who are strong in the Ambassador and Mediator typologies. The activity of compiling a personal curriculum is certainly carried out in good cooperation between parents, children and educational units. Collaboration carried out by parents and educators should be established, because they are the driving force for children to study hard. Therefore, cooperation between parents and educators can create a comfortable, safe and conducive learning atmosphere so that learning activities for children are enjoyable.

In the research results of Henderson R. A. Putra, Kamil, and Pramudia (2017), it can be shown that parental involvement in children's education can increase achievement, be able to create more effective learning activities in the long term, parental involvement with schools should be carried out as early as possible until it is sustainable, parental involvement and children's education at home is not enough, parental involvement is needed and school, so that an increase in children's achievement will be seen, and children who have low parental income and are minorities, will see an increase in achievement if parents are involved in their children's education.

From the observation process activities and then compiling the personal curriculum, steps that can be taken to find out the potential strengths of children are that parents can determine the learning process chosen for their children, the duration of lesson hours using face-to-face, tutorial and independent, parents and children choose skills and empowerment according to their potential strengths, parents can find the right mentor for their children, or partner institutions that exist and can help optimize according to their potential strengths, parents can find and plan the right events so that their children can compete or participate in certain events, parents can collaborate with educators in the Education unit in fulfilling operational curriculum requirements so that the achievements that must be met can be completed.

The educator's steps after knowing the potential strengths of children are by grouping them into the right activities/projects according to the type of typology of children, providing optimal assistance in the learning process according to the typology of each child, holding discussions with parents in designing their personal curriculum, prepare facilities and infrastructure as well as activity partners according to the activities to be carried out according to the typology (potential strength).

Of course, not all activities and learning process activities can go as we expect, because in its development it requires commitment, focus and especially patience in overseeing the process. In the process of compiling a personal curriculum, even though it has been helped by the child's potential strengths (talents & interests), after breastfeeding, parents still need to escort the process from parents and partner education units for homeschooling children, so that what is expected can be achieved and run with ease and ease.

Because the ST-30 tools are not common or not many people understand and use them, there are a number of things that need to be worked out for children before the ST 30 observation/test until the time of their implementation, including giving lots of activities to children will be more helpful in discovering their potential strengths and potential weaknesses. , try to fill in or answer the child's questions in comfortable conditions so that the statements are made is a real acknowledgment, if the child does not really understand the questions in the ST 30 test, assistance is needed.

Although there are not many Community Learning Activity Centers or educational units that use the ST 30 test as a support for the preparation of the perpetrator's personal curriculum *homeschooling*, but the results of research conducted by researchers in partners *homeschooling* The FIB school of talents apparently received a good welcome and support from the parents of HS practitioners in Malang City, and when seen from the survey that the researchers conducted, the result was that parents' opinions were greatly assisted by 25%, then those who were assisted by 60%, then somewhat assisted by 10 % and the usual 5%.

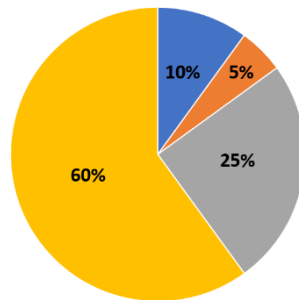


Diagram 3. The results of a survey to parents about ST30

On average, parents are assisted in directing children *homeschooling* them in choosing the activities they want to do and can find the right partners, to optimize them, it can be course venues, apprenticeships or similar institutions, educational units are also easier to control the potential strengths of children as desired, so that the process of achieving skills and activities Empowerment can run enjoyably and easily (easy).

CONCLUSION

From the results of the research conducted, it can be concluded that Strength Typology (ST 30) is very helpful in preparing personal curricula, because parents in preparing personal curricula can choose productive activities and find the right partners for their children. In addition, the educational unit as partner participants *homeschooling* It is also easier to classify students according to their potential strengths by providing the types of skills that make them productive in an enjoyable and enjoyable process easily, the education unit can also provide input on the activities of the perpetrators *homeschooling* in optimizing his personal curriculum. Then, the education unit in implementing the independent learning curriculum that is linked to the operational curriculum of the institution, and of course with the synergy that is carried out will be according to the talents of each independent learner in choosing the skills he wants and of course it will be more optimal because it is in accordance with his passion.

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