



THE ROLE OF PARENTS IN COMMUNITY HOME SCHOOL A STUDY IN COMMUNITY HOME SCHOOL, SALATIGA

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Abstract

This descriptive qualitative study aims at determining the role of parents in home school community at the Home School Community of Destiny Institute, Salatiga. The subjects of this study were 58 parents of home school community in Destiny Institute Salatiga. The technique of determining the subject used snowball sampling. Based on the results of data collection, it can be concluded that the participation of parents in home school community at Destiny Institute uses Curriculum Enrichment Model and Partnership or Shared Responsibilities Model. Parents of home school community in Destiny Institute are actively involved in learning activities, educational activities, and activities outside the student's formal education. To measure the success of parental participation, indicators of success are used, including 1) the parents and school conduct regular contact at least one semester; 2) the parents fully help their children at home, especially for parents who choose home school and parents should be able to mentor children's learning; 3) the parents volunteer to help school activities; 4) the parents as agents of society provide education and social services at schools for general public such as bazaar, outbound, and so on; 5) the parents are actively engaged to participate in decision-making in all sectors; and 6) the parents make choices for children on school type, program majors, and extracurricular activities.

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INTRODUCTION

The Republic of Indonesia Decree No. 20 2003 on National Education System defines education as a conscious and deliberate effort to create learning atmosphere and process so that learners can actively develop their potential to possess religious spirituality, self-control, personality, intelligence, noble character, and skills that will be needed by them, society, and nation. Education includes teaching and learning activities in order to develop students' existing potential which is performed in an educational unit. Education unit is a group of educational services that provides education in formal, non-formal and informal sectors at all

levels and all types of education. Formal education structurally consists of basic education, secondary education, and higher education. Informal education is through family and environmental education. Non-formal education is education outside formal education that are conducted structurally and based on several level. Based on this understanding, formal education and non-formal education have some similarities and differences. The similarity between bot educations is that they are carried out structurally and based on several level. While Sudjana (2008: 301-303) summarizes the differences in both the educational programs as follow:

Table 1. Characteristics Differences between Formal and Non-formal Education Programs

FORMAL EDUCATION PROGRAM	NON-FORMAL EDUCATION PROGRAM
Purpose	
1. Long-term and general 2. Orientation on possession of a diploma	1. Short-term and special 2. Less orientation on the importance of a diploma
Time	
Relatively long Future-oriented Using continuous and full-time	Relatively short Current moment-oriented Using the periodical time
Program Content	
Academic Selection of admission of students done with the strict requirements	Focusing on application Entry requirements are set together by learners
Learning Process	
Focused in school environment Apart from the life environment of learners in community strict program Structure educators-centered using the maximum supporting capacity	Focused in society and institutional environment related to the life environment of learners the community Flexible program structure Students-centered saving the existing resources
Controlling	
Conducted by the higher level managers Power approach	conducted by program actors and learners Democracy Approach

Based on the differences and similarities between formal education and non-formal education, the unit forms of education from both programs can be obtained. Educational unit in formal education can be public schools,

vocational schools, and school of official and special purposes. While non-formal education programs can be in a form of courses, upgrading and training programs, as well as homeschooling. Home schooling education is a

type of informal education which has legality under non-formal education so that homeschooling can be categorized as CLC (Community Learning Center).

Home schooling in Indonesia is currently experiencing a rapid development in which this development according to Mulyani (2007) is supported by 1) public dissatisfaction with the education system in schools; 2) the assessment of majority of parents who state that there are children who need special attention which is not obtainable in a formal school such as in autism, hyperactivity, or geographic constraint; and 3) the desire to fortify the children from bad environment or the desire to run a certain religious values for the children. In line with Mulyani's opinion, Al-Mandari (2004) mentions the reason on the fast development of home schooling in Indonesia include 1) the condition of school education which are increasingly experiencing distrust triggers some parents to eventually put their children to homeschooling; 2) the future will increasingly have parents who are aware of science and technology; and 3) the advancement of information and communication technology in education which also allows parents to access learning resources as well as educational institutions and places his work in various places (countries) who acknowledge the existence of homeschooling.

Zainuddin (2008: 9) states that homeschooling is home school. Furthermore, Sumardiono (2007: 4) states that home school is a model of education where a family chooses to be solely responsible for the education of their children and educate their children to use their house as a base of education. Permendikbud No. 192 of 2014 on Home School defines homeschooling education as a process that is consciously planned and carried out by parents or relatives at home or elsewhere individually, in group, and in community where learning can take place in a conducive atmosphere so each unique potential learners can develop optimally. Home schools are classified in three forms: individual home school, group home school, and community home school. Individual home school is a family-based education services

implemented by parents in one family and do not join with other families who apply other individual home school. Group home school is a service-based educational environment hosted by two or more parents by doing one or more activities of mutual learning and learning activities carried out in the family core. Sumardiono (2007: 64) defines community home school as a composite of several school houses that make up the group and determining the syllabus and teaching materials for learners. Furthermore, Kembara (2007: 32-33) adds that not only the syllabus and teaching materials that can be determined by community home school but also the main activities, facilities and infrastructure, as well as learning schedule. The concept of community home school is considered as a more structured and equipped for academic education, noble character development, and achievement of learning outcomes. Community home school has its own peculiarities, namely the space for wider dissemination for learners but it is still under control. The support is also greater because the responsibility is held by each parent. This statement means that parents have a responsibility and role in children's education at home and at home school communication. Parents can not merely relinquish its responsibilities to the school because to be able to succeed their educational process, it takes parents who have adequate understanding and competence. If parents do not have an understanding of the education and teaching concept as well as the competence to implement it, then logically, the educational process which is carried out to their children will fail.

In order to minimize these failures, home school must collaborate with sister school which has school formal legality. Therefore, learning is done at home school can become more directed, programmed, and has a relatively formal recognition. In addition, the implementation of home schooling is directed from the guidelines set by the school sister, but the learning is done at home. This model is referred to as individual home school. Along the way, individual home schools experience problems related to the

ability of parents in educating their children; parents do not have the competence as educators and parents who are competent as educators but do not have the time to educate their children. These two issues are what underlie the emergence of a community home school model. Community home school allows children to have the same school as the school sisters in an area to gather and learn together somewhere. Often, sister schools facilitate community home school by placing a tutor to teach so that learning becomes more effective, systematic, and purposeful.

Destiny Institute is a community homeschool that has Southern Cross Educational Enterprises Australia as its base. The school consists of a number of students who live in the concept of home school education where implementation is done collectively in a form of community. In this school, students do the learning which they determine their own schedules, and can be housed in school and at home. When learners carry out learning in school, they are accompanied by a teacher (supervisor). Meanwhile, when students carry out the programmed learning at home, parent is their companion. Based on these phenomena, purpose of this study is to determine the role of parents in community home school.

METHOD

This research was a descriptive qualitative study on Destiny Institute Salatiga. Qualitative research by Ghony and Almanshur (2012) is a study that emphasizes the quality or the most important thing of goods or services. The most important thing of goods or services in the form of events, phenomena, and social happening are the meaning behind these events that can be a valuable lesson for the development of theoretical concepts. In this study, we deeply investigated the role of parents in community home school of Destiny Institute Salatiga. The subjects of this study were 58 parents in community home school of Destiny Institute Salatiga. The technique of taking the subject used snowball sampling. Data collection

techniques were conducted using interview and observation. Data analysis technique used in this study was the technique of interactive analysis model by Milles and Hubberman which consists of four stages namely data collection, data reduction, data display, and conclusion.

RESULTS AND DISCUSSION

Parents are one of the home school partners that can participate in learning, planning/development as well as in the management of learning process that can improve the quality of education. This is due to strong influence of parental figure in motivating children as the effort to improve their affective, cognitive, and psychomotor qualities.

Parental participation in children's education at home school is very necessary because in the context of home schooling, parents are educators, teacher, learning companion, even the organizers of school and also parents for their children. Parents have a very important role in the progress of their children. The more intense cooperation and attention of parents to the child, the better the situation of learning, motivation, and achievement will be. This is supported by the opinion and GarfinklleReigeluth (1994: 142) who states that considering the parents are the first and most important educators for their children, Fulan (1991: 227) then additionally states that parental participation is an instrument (full power) to repair and reform the education in schools.

As the partner of community home school, home school needs to establish a harmonious relationship with parents. Some programs of activities that can be done by home school to establish a harmonious relationship with parents by Mulyasa (2000: 48-54) include the followings.

1. Involving parents professionally in developing the planning, implementation, and school programs.
2. Establishing communications intensively. Schools need to contact parents proactively through the following manner:

- a) Welcoming and joining school or board of education and school committee for parents of new students.
 - b) Holding regular meetings with parents so that the meeting can be effective and parents can know each other.
 - c) Submitting periodic news about school so that parents know the program and the development of the school.
 - d) Distributing complete list of educational personnel, including addresses, phone numbers, and basic tasks so that parents can contact them immediately if needed.
 - e) Inviting parents in order to improve students' creativity and achievement.
 - f) Conducting home visits to solve problems and develop student's personality.
3. Creating the division of tasks and responsibilities between the school and parents in students' personality guidance.
 4. Involving parents in a variety of school programs and social activities such as social events, farewell, national holidays celebration, religious and art performances. The involvement of parents is in accordance with the interests, abilities, and their work with the program and activities to be carried out of the school.
 5. Involving parents in taking various decisions that they receive responsibility to carry it out.
 6. Encouraging teachers to utilize parents as a source of learning and supporting the success of learners.
- To realize the above program and to encourage the participation of parents, the school principal of Destiny Institute as home school leader needs to do the following actions:
1. Participation of parents in the learning activities of students, such as
 - a. Developing tasks that can be done together with parents flexibly.
 - b. Discussing the obligations and rights of parents in their children's learning and education activities, both inside and outside of their school. Parents should know their obligations in guiding children, especially for parents that conduct home school program individually. Parents need to know and understand the process and children's learning targets in a given period of time. In addition, parents need to know the impact if a child's learning is not in accordance with the schedule of children.
 2. The participation of parents in the education of students, such as
 - a. Collecting parents at the beginning of school year to identify the needs of school and parental participation in school programs and activities. In this identification course, supervisors, staff, and representatives of education councils and school committees must be involved.
 - b. In addition to discuss the timetable and the development of children's learning, schools also discuss with parents related to the development of the children's' characters, relationships/social, attitudes, etc.
 - c. Schools involve participation by parents and local educational agencies in coordination meetings.
 - d. Parents discuss with the school principal related to the ideal achievement for their
 3. Schools provide a progress report on the development of a child's learning at least one in a semester based on a child's learning progress report made by the supervisor each day.
 4. Principals and parents discuss the schedules and progress development of a child's learning in community home school of Destiny Institute, study schedule is flexible and arranged by children and parents.
 5. Parents also need to know the level of children's achievement by reviewing students' progress reports provided by the school.
 6. Receiving consultation related to the school interests such as principals consult with parents regarding learning problems.
 7. Taking part in decision making at various levels, for example the parents participate in discussions and decisions about the learning activities plan both in the funding, development and procurement of teaching aids.

- children to continue studying abroad, as well as discussing the children's talents. The goal is the perception and expectations understanding between children and parents so that parents can support and encourage their children to achieve their goal.
- e. In guiding and caring for children, parents also consult with the school to suit the character of the school.
 - f. Before entering Destiny Institute, parents should follow the parent orientation activities for 3 days to prepare themselves sending their children in home school. Parents need to learn about the education and learning systems in this home school, and parents must also understand their rights and obligations in home school. After that, trial and adjustment for children is conducted during the first week in this home school. In this trial period, parents accompany children, supervise carefully, and study the character of children.
 - g. Contributing funds, materials and labor as well as the needs of children comprehensively.
 - h. Receiving consultation related to the interests of school such as principals consult with parents about education issues.
3. Participation of parents in the education of students outside activities, such as
- a. Schools provide opportunities for parents to be actively involved in school activities.
 - b. Widely informing about school programs and opportunities for parents who involve themselves in the program, for instance, parental involvement in extracurricular activities, outbound, and so on. The purpose to involve such participation of parents is to improve the harmony of the relationship and communication between parents, students, and school.
 - c. Inviting parents to volunteer in a variety of school activities. Extracurricular activities are done periodically each year, for example bazaar, children perform in the speech contest, and so on.
 - d. Rewarding proportionally for the involvement of parents and professionals in a variety of programs and school activities.
 - e. Schools also collaborate with parents in giving awards to the child when the children have reached the targeted learning achievements.
 - f. Parental participation as public agents can be made by being a member of school committee, board of education at the district or city level, a member or a political party official or non-governmental organizations concerning with the education and welfare of children, especially from disadvantaged groups.
 - g. Joining seminars and workshops for parents in order to be able to effectively carry out their vital role for the children.
- Parents' participation in community home school of Destiny Institute has a very important role for the improvement of learning achievement and the development of children's character. This is in accordance with the opinion of Hoover (2002) which states that parents play a vital role for the improvement of children's learning achievement. In general, the participation of parents is important not only for children's learning achievement but also reduction of punishment conducted by teachers and students drop out as well as the future success of children after going out of their school. The participation means their participation in every level of education from kindergarten to university and each stage of child development from birth to adulthood, given that, parents are the primary influence in a child's life (Brown, 2002: 1; Cotton and Wikelund, 2003: 2-3; San Diego County Office of Education, 1997: 1).
- Cotton and Wikelund (2003: 1-2) add that the participation of parents often gives understanding in a broad sense including participation at home, school, and community. Furthermore, Greenfield (2003: 3) mentions the other terms of participation of parents such as parent participation, parent involvement, home-

school connections, home-school partnerships or family-school relationships. Bosse (2001: 12) mentions five parental model perspectives, namely:

1. Behavioral: the use of stimulant method which triggers parents to participate in utilizing the potential of the environment.
2. Social marketing: the use of communication strategies in particular to help and reach out to parents.
3. Ecological: a strong partnership between several stakeholders.
4. Pragmatics: the ability of organizations to develop opportunities for participation of parents in accordance with the needs of parents and children.
5. Empowerment of citizens: increasing participation of parents in five areas of organization, namely a) helping to identify needs; b) leadership exercise; c) organizational assistance; d) mobilization of resources; and e) management of organization.

Furthermore, Elliot in Pruitt (2003: 21-27) and Swap in Christenson (2002: 15-17) state that there are 3 models of parental participation, namely

1. Protective Model or Separate Responsibilities. This model assumes that each family and school has separated responsibilities for a child. Therefore, they will be most effective and efficient if family and school deal with separated objectives, targets and activities. The aim is to protect the school from disruption and interference from parents. Parents have handed over responsibility for their children's education to schools so they should be independent and free from the intervention of parents in educating children. Participation of parents in decision-making and cooperation with the school do not exist in this model.
2. School-to-Home Transmission model or Sequential Responsibilities. This model assumes that the success of the children must be sustainably supported by the expectations and values of the family or home and school;

although this model puts the need for constant interaction of family-school, but the parents only have a smaller input, even so, both parents and teachers have a stake in each critical stage of development of different children.

3. Curriculum Enrichment Model and Partnership or Shared Responsibilities Model.
 - a. Curriculum Enrichment Model assumes that the interactions between family and school personnel can support the curriculum and educational purposes. Each party has a specific expertise related to the curriculum or teaching, learning and teaching.
 - b. Partnership or Shared Responsibilities Model emphasizes the coordination and cooperation of schools and families to develop communication and collaboration. The assumption of schools and families will be more effective if the information, advice, and experience is "shared" among all schools elements, families and communities.

In both models, families and schools work together to achieve a common goal for all children in schools for their success. The community home school of Destiny Institute uses a model of parent participation model because the parents must participate in the curriculum, educational objectives, and communications related to the development of attitudes, affective, and psychomotor of their children. This required four elements that need to be realized in practicing it namely, two-way communication, learning occurs either in school or at home, sincere support, and decision-making in all sectors together.

The levels of success and efficiency of parent participation in home school can be measured. To measure this success, indicator of the success of parental participation by Moore can be used (1992: 132-134 & 141-145) namely:

1. Parents and schools hold regular contacts
2. Parents fully help their children at home
3. Parents volunteer to help in school

4. Parents as agents of society provide education and social services for the public schools
5. Parents are actively involved to participate in decision-making in all sectors
6. Advocacy by parents
7. Parents make choices for children of school type, program majors and extracurricular activities.

CONCLUSION

Parents' participation in community home school of Destiny Institute uses the Curriculum Enrichment and Partnership or Shared Responsibilities Models. The parents in community home school of Destiny Institute are actively involved in learning activities, educational activities, and activities outside the education of students. Participation of parents in community home school in Destiny Institute is more when students learn at home and structuring students' schedules. To measure the success of parental participation, indicators of success are used, including 1) the parents and school should conduct regular contact at least one semester; 2) parents fully help their children at home, especially for parents who choose home school and parents should be able to mentor children's learning; 3) parents volunteer to help school activities; 4) parents as agents of society provide education and social services in schools for general public such as conducting bazaar, outbound, and so on; 5) parents are actively engaged to participate in decision-making in all sectors; and 6) the parents make choices for children of school type, program majors and extracurricular activities.

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