

LEARNING CURRICULUM MANAGEMENT IN HOMESCHOOLING OMAH ILMU PANDAAN

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Abstract

This research begins with a phenomenon that occurs in a group of people who have a slight antipathy towards formal educational institutions and prefer informal channels, one of which is homeschooling for the education of their sons and daughters. The aim of this research is to find out an overview of the learning curriculum management at the Omah Ilmu Pandaan Homeschooling, which includes planning, implementation and evaluation at the institution. This type of research is a case study with a qualitative approach method. Data collection techniques through observation, interviews and documentation. The data analysis techniques in this research are collecting data, reducing data, presenting data and verifying data. The results of this research prove that Omah Ilmu Pandaan Homeschooling has implemented a learning curriculum in accordance with the stated objectives, which include the stages of planning, implementation and evaluation of learning.

Keywords: Management, Curriculum, Learning, Homeschooling.

مستخلص البحث

بدأ هذا البحث بظاهرة تحدث لدى مجموعة من الناس الذين لديهم نفور بسيط من المؤسسات التعليمية الرسمية ويفضلون القنوات غير الرسمية، ومن هذه القنوات التعليم المنزلي لتعليم أبنائهم وبناتهم. والهدف من هذا البحث هو معرفة لمحة عامة عن إدارة مناهج التعليم في مؤسسة أومه إيلمو باندا للتعليم المنزلي، والتي تشمل التخطيط والتنفيذ والتقييم في المؤسسة. هذا النوع من البحث عبارة عن دراسة حالة باستخدام أسلوب المنهج الكيفي. تقنية جمع البيانات من خلال الملاحظة والمقابلة والتوثيق. تقنية تحليل البيانات في هذا البحث هي جمع البيانات وتقليل البيانات وعرض البيانات والتحقق من البيانات. وثبتت نتائج هذا البحث أن مدرسة أومه إيلمو باندا للتعليم المنزلي قد طبقت منهجا تعليميا وفقا للأهداف المعلنة، والتي تشمل مراحل التخطيط والتنفيذ والتقييم للتعليم.

الكلمات المفتاحية: الإدارة والمنهج والتعلم والتعليم المنزلي.

INTRODUCTION

One of the important and fundamental aspects for the achievement of development in the life of the nation and state is education. Through education, it is expected that all aspects of life can run well. Good education is education that is based on religion and in accordance with official laws and regulations that have been established and regulated by the government, namely the National Education System Law No. 1 of 2009 article 1. In addition, it is also supported by the



contents of the 1945 Constitution in article 32 paragraph 2 which mandates the government to implement the National Education System, which is related to the ideals and hopes of the nation, namely improving the welfare and intellectual life of the nation and being able to live a decent life for humanity in daily life.¹

In its realization, education is a way to print or prepare prospective competent personnel in an organization or an agency.² Therefore, through the field of education, students are expected to have a religious character, and personality, accuracy in action that is needed in religion, society, and their own personalities. To realize this, school-age children are required to pursue education through formal institutions available in the community, both public and private school institutions. Along with the times, in fact, there are some things that do not go as expected. In general, we are faced with various challenges, including problems that occur in primary school-age children. One of the more worrying problems is bullying. This problem is closely related to children's character, which is basically formed by habituation patterns. This is where the role of parents, teachers and the surrounding environment is needed through good education.

Therefore, some parents who are worried about the association in formal schools that have not been able to shape children's behavior properly, finally choose homeschooling in educating their children. There is also an interesting phenomenon that develops in certain communities. The community group has certain reasons for preferring homeschooling compared to existing formal schools. The regulation of homeschooling education services is stated in the Minister of Education and Culture Regulation No. 129 of 2014. The organization of homeschooling is divided into three, namely single, compound and community (group). Homeschooling groups are in great demand by the community, especially those organized by institutions, because they provide a variety of subject matter with adequate quality.

In addition, there are learning modules that are in accordance with the national education curriculum, there are also teachers or tentors who can be called to teach children at home, which is no less important, namely the existence of tutorials or assistance for the homeschooling community. In accordance with its development, Islamic-based homeschooling groups began to emerge, which prioritize the educational aspects and the cultivation of Islamic values. Some of the reasons parents choose Islamic-based homeschooling groups are: 1) Having a pleasant learning environment for children, because the learning atmosphere is like at home and in nature, 2)

¹ Mulyasa, Development, Implementation of the 2013 Curriculum, (Bandung: PT Remaja Rosda karya, 2015), Cet. 6th, p. 14.

² Soekidjo, Human Resources Development, (Jakarta: PT. Rineka Cipta, 2009), p. 2.

Children's personal development is more considered, both cognitive, affective and psychomotor development, 3) There is a synergy between institutions and parents to improve children's abilities and develop children's potential, 4) The curriculum used is sourced from the Al-Qur'an and As-Sunnah, in addition to getting additional general knowledge. Islamic-based homeschooling groups are included in the category of non-formal education.

As other non-formal educational institutions, Islam-based homeschooling groups also require management in their management. Homeschooling at Omah Ilmu Pandaan Tutoring Institute is a homeschooling group equivalent to PAUD and SD which has the following objectives: 1) Preparing students with Islamic personality, firm faith and noble character; 2) Preparing a generation of lifelong learners who are tough to compete in the digital era. 3) Preparing quality people who have a high social spirit and entrepreneurial spirit.

Based on the preliminary study conducted by the author, Omah Ilmu Homeschooling has not fully achieved the educational goals that have been proclaimed. The causal factors come from teachers, infrastructure and management systems. Indicators of these causal factors that the authors found in the field include: 1) not all teachers are competent in managing learning, for example about student conditioning; 2) The number of learning media is still limited; 3) Supervision and evaluation of learning have not been carried out properly, especially in the field of curriculum. From some of these descriptions, the author is interested in conducting his thesis research entitled "Learning Curriculum Management at Homeschooling Omah Ilmu Pandaan". Based on the context of the study, this research focuses on the problem of how is the planning, implementation, and assessment of the learning curriculum at Homeschooling Omah Ilmu Pandaan? The purpose of this study is to describe the planning and implementation and analyze the evaluation of the learning curriculum at Omah Ilmu Pandaan Homeschooling.

METHOD

The type of research used in this research is a case study with a qualitative approach method. In this study, researchers studied the management of the homeschooling learning curriculum at Omah Ilmu Pandaan institution. The role of the researcher in this study is to observe, ask, and extract information from sources/informants related to existing or ongoing phenomena, as well as record it as documentation material. In this study, the researcher's presence is as a full observer, while the research subjects are parents of students, students, and tutors of tutoring institutions. This qualitative research uses primary data obtained from interviews with sources. Meanwhile, secondary data in this study came from tutoring institutions in the form of archives and documents.

Data collection techniques in this research are observation and interviews, while documentation is used as a support for the results of observations and interviews. Documentation in this study is in the form of data related to the learning curriculum management activities of Homeschooling Omah Ilmu Pandaan. Data analysis techniques in this study are collecting data, reducing data, presenting data and verifying data.

RESULTS AND DISCUSSION

Results

The results of this study can be described as follows:

1. Learning Curriculum Planning at Omah Ilmu Pandaan Homeschooling

At the beginning of the new school year, students register at the informal institution. Parents of students complete the administration, fill out the registration form, and a statement of ability to obey the rules/rules of the institution. Students get a form containing a semester program plan. The Omah Ilmu Pandaan Homeschooling informal institution applies the 2013 Curriculum combined with the institution's independent curriculum which contains religious content. Students in this institution receive teaching by tutors.

2. Implementation of the Learning Curriculum at Homeschooling Omah Ilmu Pandaan

Academic and non-academic activities are carried out at the Omah Ilmu Pandaan Homeschooling location. To organize these activities, Homeschooling Omah Ilmu Pandaan has made a lesson schedule that has been arranged systematically and conditionally, meaning that when the student cannot be present at the location, the tasks can be done independently at home. The duration of learning time at Homeschooling Omah Ilmu Pandaan is 2 hours per day and 4 meetings in one week, Monday to Thursday. Supporting factors for the learning implementation process at Homeschooling Omah Ilmu Pandaan include learning media and devices, tutor competence, and teacher methods in delivering varied learning materials.

3. Learning Assessment/Evaluation at Homeschooling Omah Ilmu Pandaan

Homeschooling Omah Ilmu Pandaan designs its assessment process similar to formal schools. The evaluation is divided into two, namely student learning evaluation and curriculum evaluation with parents. Student learning evaluation consists of Daily Assessment (PH) which is carried out after each lesson/chapter, Mid-Semester Assessment (PTS) and End of Semester Assessment (PAS) in odd semester and End of Year Assessment (PAT) at the end of even semester. Meanwhile, curriculum evaluation with parents is scheduled every

trimester with counseling activities. There are also parenting activities that can be done via online/offline with conditional time.

Discussion

Homeschooling Omah Ilmu Pandaan applies the Ministry of Education and Culture (Kemendikbud) Curriculum, namely the 2013 Curriculum and Independent Curriculum with supporting programs designed by these informal institutions with its flagship program, namely religious content and national insight. Planning and curriculum development at Homeschooling Omah Ilmu Pandaan is carried out periodically which includes daily programs, weekly programs, monthly programs, semester programs, and annual programs.

CONCLUSION

Based on the data exposure and the results of the research and discussion, it can be concluded that Homeschooling Omah Ilmu Pandaan has implemented the learning curriculum in accordance with the objectives that have been proclaimed, which include the stages of planning, implementation, and evaluation of learning.

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