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The Social Emotional Development of Homeschooling Children

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Abstract

Homeschooling is becoming a popular alternative education to school-based education. The purpose of this study was to discuss the social development of children participants homeschooling. To specify the discussion been one age range, namely the end of the age of the child (6-12 years) or known as elementary school age. Method that apply is descriptive method with qualitative approach. A qualitative study was conducted by interviewing the homeschooling participants as the subjects in this research. Researcher was the major instrument and was supported with interview guidance. Moreover, the process of analysis included data presentation, data reduction, and conclusion. Triangulation technique was employed to explain data validity of the technique. The conclusions of this study are seen from the social development of children homeschooling, it appears some things like communication, play, empathy is developed enough. The thing to worry is associated with extensive opportunities to recognize the variety of people in a variety of different situations or identify people in different situations. This introduction is necessary as the process of understanding other people, finding a solution of the divergence, and the creation of close relations with friends that friends can be a source of social support for children.

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INTRODUCTION

The Success in the development process and able to compete in the era of globalization nowadays has made every nation needs qualified human resources - a generation of nations that have adequate education level and sufficient ability to support the development process. In order to achieving qualified human resources is needed efforts to facilitate access to education as well as various models of alternative education, one of which is homeschooling. This is naturally understandable given the fact that the learning process takes place at home and among family members, especially the parents, who must be actively involved in providing any necessary support for their child/children in attaining the best outcomes of their education (Mulyadi et.al, 2016).

Alternative education at an expensive cost and is preferred by school-age celebrities is a paradigm that comes when we hear the word homeschooling. In fact this is not entirely true, homeschooling is one of the nonformal education channels that can be a choice for a nation or even made a choice for certain communities such as children who dropped out or children in remote areas. The role of education will influence man power source in quality and quantity so as to promote community welfare and prosperity in a country and finally can raise national pride and dignity, (Shofwan, 2014: 51).

It can not be denied, that the government has not one hundred percent succeeded in realizing the noble goal of helping the nation's children to complete the basic education program or so-called 9-year compulsory education. Statistical data shows the enrollment rate and drop-out rate of elementary and junior high school still need to get serious attention. SUSENAS data of 2004 (www.bps.go.id) shows the number of participation for elementary school students are 92-93 % and for junior high school students 65.7%. While the drop out rate for primary school students is 2.1% and the drop-out rate of junior high school is 4.4%. The large dropout rate and the absence of maximal enrollment

rate provide homework for the government and all citizens who care about education.

Formal education does not seem to be able to guarantee 100% of the nation's primary education age can complete their education. Thus, nonformal education channels such as Homeschooling will be an alternative that needs attention to give equal access to education, so that the next 5 years are expected that all generations of the nation have completed their basic education through formal and informal and nonformal education. Informal learning happens all the time without a specific time and place which is. it does not specify the subject or materials to be mastered in which to complete the understanding of informal learning.

This learning interpreted to refer the formal education and nonformal for this informal method, there are relationship between formal and nonformal (Merriam & Baumgartner 2012). Experience is one of the factors that improves the informal learning of individuals and it depends on how the findings of the information and skills enhancement obtained (The Institute for Research on Learning, 2000, Menlo Park). Individual needs to learn on how to build an informal learning because it can be strengthened with a discussion of an indirect, experiment, errors made during the process of learning and training and it is done on an ongoing basis with the help of mentors who are also have expertise in specific areas.

The term "homeschooling" is used with reference to parents who teach their children at home. Homeschooling is often compared with school-based education, the institution of teaching children at school. Homeschooling and school-based education can be seen as two extremes of a continuum. In an intermediate form, children would be taught in part by their parents, in part at school (Block, 2004). In its development, there are various homeschooling models that can be observed. Homeschooling in Thai society has been continuously developing and evolving as a unique learning style toward specific family goals. However,

many operational problems have been encountered. (Rudjane Engchun, 2017).

Seto Mulyadi, one of the homeschooling practitioners stated that there are 3 homeschooling models, namely single homeschooling, complex homeschooling, and homeschooling community (Mulyadi, 2007). In single homeschooling, families apply homeschooling independently, as desired without joining other homeschooling families. In complex homeschooling, some families join in certain activities, but the main activity remains to be the responsibility of each family. In this case, among the families have the same needs that can be compromised. The homeschooling community is a composite of complex homeschools that compose and define syllabus, teaching materials, principal activities, facilities and infrastructure and learning schedule. The selection of homeschooling models to be applied depends on the needs of each family, the goals, and the availability of various support, tools and curricula.

In relation to the difference between the public school system of education and homeschooling that appears in the child's learning hours, the child's learning activities, one of the issues often discussed is the socialization of children. How does the child socialize with his peers, with others outside his main family, if his education system and the educational process he is living centered on, followed only by his father, mother, and his siblings? Various negative opinions related to the socialization of homeschooling children are often feared by the society. The common opinion expressed is that with homeschooling, children lose the opportunity to socialize with their peers, with people other than their families. It is also feared that children lose the opportunity to interact with a very heterogeneous environment, where in that environment he will learn many things (status differences, differences in habits, background differences, sharing, mutual help, social comparison, etc.). In addition, the interaction with friends in high intensity should be a source of psychic and emotional support for the child, in addition to the support he gets from his

family. In general, the child becomes less social experience, and is feared to be less social sensitivity, social competence, and become less sociable when he grew up. From the phenomenon given above, the researchers are interested to conduct a research on the social emotional development of homeschooling children in Khoiru Ummah Surabaya Homeschooling Group (HSG).

METHODS

The approach used in this study is a qualitative approach. Bogdan and Taylor (in Moleong, 2005: 135) suggest that qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words of people and behavior that can be observed. In an effort to find facts and data scientifically underlying research, the researchers set up to use descriptive qualitative methods, since descriptive research is a kind of research directed to provide symptoms, facts or events systematically and accurately, on the characteristics of the population or a specific area.

This study will discuss about the social emotional development of children participating in Khoiru Ummah Surabaya Homeschooling. To specify the discussion one age range is selected, which is the age of the late childhood (6-12 years old) or known as elementary school age. Thus the technique of data collection are done by interview, observation, and documentation. The discussion will involve the social interaction data of homeschooling children with friends around him (not homeschooling) as well as his interaction with others, in the form of diaries. From the data, using a conceptual framework of social development of children could be discussed about the particular social development in homeschooling children.

Data analysis is done through data collection, data reduction (making contact summary, encoding and sorting of research findings data) then presented in explanatory sentence form, table and chart, then verified to find facts/ meaning from the obtained data. As

for the validity of data is done through credibility test using triangulation and member checks, then tested dependability and confirmability by supervisor, then with transferability to know whether this research can be transferred or applied elsewhere.

RESULTS AND DISCUSSIONS

The EL-DIINA Foundation through an educational program using the Homeschooling Group method which invites parents and their 6-year-old children to join together in this program. To enter in this institution there is no special selection but adjusted to the number of children who received the school, because in each class has the number of students who have been set so that the class can accommodate students appropriately.

Curriculum used in this foundation is integral education curriculum based on Islamic aqidah for pre-school age children in order to realize the generation of khoiru ummah is religious, intelligent, innovative and have leadership spirit. HSG Khoiru Ummah Curriculum is given to children based on child's thinking level. Thus, the child will feel happy in learning and not feel the burden during the learning process. This is consistent with Mulyadi (2007: 52) as a form of informal education the main key to organizing homeschooling is flexibility or appeal. Planning cannot be rigid and too structured like a formal school. If not, then the school will lose its meaning but does not mean without being clear. Homeschooling flexibility is still carried out with full responsibility especially parents have a big role in their children's education.

Khoiru Ummah Homeschooling group founded by Hj. Emi Khoironi has branches in several major cities throughout Indonesia and organized by EL-DIINA foundation which one of them is located in sidoarjo, and addressed at Perum puri Airlangga Blok 0 no.4 Sidoarjo, East Java. One of the branches in sidoarjo was established on the early November 2009.

The facilities and infrastructure provided by Khoiru Ummah Homeschooling for the students are not limited only to the scope of the classroom, but also outside the classroom. They can directly implement it in the field whose guided by Chaplain - for example: how to plant corn crops and they can immediately know its development clearly because they not only see in the picture, but they can practically have observed it. It is also important to introduce the various types of animals that exist around us, in this case the child can also directly see the object, not just imagining them.

The learning place in Khoiru Ummah Homeschooling Group has been set in such a way that learners feel comfortable during the learning process. This homeschooling building consists of 6 classrooms with an area of 5x4m classroom and 1 playgroup classroom with an area of 6x7m wide. The learning process is done by sitting on the classroom floor and the learners using a small table to assist each learning activities. This is related that children are more freely to move without any impression of formalities as in formal schools in general. It should be emphasized once again that the learning process in homeschooling is flexible, so the learning place is not only taken in the classroom, but also the area outside the classroom can also be used for the learning process as well.

The learning resource used is a module printed by the El-Diina Foundation. This module is used by students in learning. Modules are used according to the grade level of the students. The students also supported by supporting books from other publishers. In this homeschooling, there are 5 study groups that are adjusted by the grade level, including: play group, 1st grade, 2nd grade, 3rd grade, and 4th grade of elementary school. Each class has nicknames taken from the name of the Prophet's companions. From this study group students can develop their creativity through various games as well as learning and it also support them to communicate with each other as well. Teachers at Khoiru Ummah Homeschooling Group consists of chaplains

who given the mandate to teach because they are considered competent and able to integrate on every subject in daily life.

The learnings fund comes entirely from the student's funds through the Education Development Contribution (SPP) fee. The fee is paid each month for Idr 200,000,00 but the fee is not a fixed benchmark. For students who are less able to pay the fee, then it will get relief from the help of other parents who pay more. It is especially the parents in Khoiru Ummah Homeschooling Group who are mostly deliberating to give advantages in paying SPP for the good of all parties, but that does not mean that paying more will get treated differently but will be treated equally.

The assessment conducted at HSG Khoiru Ummah is not only cognitive aspects but also affective and psychomotor aspects of children. In the report of learning outcomes there are assessments related to homeschooler attitudes such as discipline, responsibility, neatness, and so forth. The activity of children in participating in extracurricular activities also supports assessment. Not only the activity of the child but the activeness of the parents involved in the child's learning becomes another aspect of the assessment. This is very different from formal schools which tend to judge children only in terms of cognitive and ignore the role of parents in the learning process. The assessment is outlined in a child development report created by a homeroom based on a qualified tutor. Monitoring and evaluation is also complemented by various instruments such as student kits, parent kits, portfolios and parenting based on observations of homeschoolers' daily activities.

Khoiru Ummah Homeschooling graduates are formed to possess an Islamic personality, faqih fiddin, leading in science and technology, have leadership spirit. After the students graduated from Khoiru Ummah Homeschooling Group they will get the equivalent certificate of primary school by taking the equivalency test, and moreover the learning model is flexible as the child is considered able to follow the equivalency test package A which is equal to Elementary

School certificate of graduation, then the student will be allowed to take the exam although at that time the student is still in the 5th grade. On the other side, for students who are less able in funding, will be afforded cost-relief, so that the students do not feel burdened by the cost.

Specifically, the author brings up the homeschooling experience of a child named Akbar (a pseudonym), 7 years old. The author also includes 2 additional data on other homeschooling children as a complement.

"At 4 pm, it's Akbar's playing time. Around the complex of my house there are many children of Akbar & Tata's age. There are also many children whose older than they are. Akbar likes to play with his friends. Sometimes playing ball, sometimes jumping around, running, sometimes playing PlayStation in one of his friends, and at another time Akbar friends play to the house. Yesterday Akbar played at home with Audy, and today Jesse is playing at Akbar's home. Jesse is a few years older than Akbar, but Akbar likes playing with Jesse. "

The data presented above highlights how social interaction of homeschooling children with their friends, and with others around them. The difference is the opportunity to get along with many children in a relatively long time, and in different situations. If you look at Akbar's daily activities, playing with his friends, in the neighborhood around the house every day starting at 4 pm, then practically Akbar only play with his friend in 1-1,5 hour time (before night come), with the same setting as of playing together. This of course brings Akbar his own experience of getting to know his friends, working with his friends in a game, competing in certain games, and with that activity the child feels emotional closeness with his other friends. However, what needs to be observed is a very little diversity of settings that Akbar interact with his friends. In the same setting, the game, which takes place every day, tends to process the child's learning about the world of friends only related to the same thing, such as cooperation and competition only. Children

do not recognize the diversity of social environment learning, because the context it deals only with the game with peers only.

The same thing about the narrowness of diversity of interaction settings also occurs when homeschooling children tend to spend only their spare time in the course continuously. Especially if the child only takes one course. It will recognize only one set of settings, and do not feel the diversity of settings with people of different characteristics that will provide a different social experience. Children also do not feel the experience with the same friends since the place and the atmosphere is completely different. Where in that different settings, every child will respond differently, and these different responses will enrich the child about himself, and his friends, and their interactions. This is in line with the results of the study (Mirela Claudia, 2012) This means that the social-emotional skills development (vital for a balanced functioning of the individual and for optimal social integration) best be addressed in the school curriculum under the guidance of competent teachers and with adequate teaching resources.

Observing the frequency and intensity of homeschooling is just one of the actions we can take to formulate particular social development of homeschooling children. Another thing that can be done is to compare the social development of homeschooling children with the concept of developmental psychology. These studies show that social-emotional skills can be effectively increased through school and after-school programs. A relevant fact is that the increasing of children's socio-emotional skills and resilience produced regardless of the level where they were at the beginning of the program. (Mirela Claudia, 2012)

In homeschooling children, the relationships they interact with others tend to be relatively small, but with more intimate relations they made, and with much closeness when performing the same activities. A common interest helps them to maintain good relationships. Different demands occur in schools, where a wide variety of children and

numbers demand more children to learn and understand different people in a setting or different people in their various interaction settings. In certain children, who are more comfortable with one or two people to interact with, will have difficulty getting along and meet the demands of a very diverse environment. This is further causes the child to feel uncomfortable and ask for his home-based education again.

The things that need to be considered related to the social emotional development of homeschooling children observed by the lay environment is the approach that we use to explain whether these children are declared successful in fulfilling their developmental tasks, or indeed in fact for friendship with peers they are not as good as friends her friends who attend public schools. To explain this, as individuals who do not pursue homeschooling, we all must carefully observe the interaction of homeschooling children with their peers and with other people to get accurate data about their social emotional development stages.

Accurate records of the interaction of homeschooling children, individually, will provide an accurate account of both the poor social development of the child. Accurate recording can be obtained by participant observation techniques, namely observing the daily activities of homeschooling children by focusing on social development that needs to be mastered. By comparing the data of some homeschooling children is expected to obtain a picture of social development of homeschooling children in general, with various peculiarities of the problem.

In the data of homeschooling children above, it appears that children are greatly assisted by parents and adults around him to face various situations. This will produce a positive thing because the child quickly and easily learn things he wants to know or what is needed to know because the parents who directing the child. This is in line with Rudjane's (2017) opinion that Homeschooling parents aimed to arrange activities with flexibility in time, place, and

content following student's interest, aptitude, lifestyle, and the family's jobs. This adjustable educational period positively influenced learning design and outcome for the student's potential development. Families preferred to emphasize experience-oriented learning where students absorbed varied knowledge simultaneously. Families placed less importance on academic tests as a type of learning method, with no set timetables for beginning and ending semesters, nor following school schedules.

However, what is needed to note is the flexibility and independence of children in observing, and then draw their own conclusions about the situations they faces, in the absence of adults. At school, children face a variety of friends, with a variety of behaviors, without being constantly supervised by adults. There are concerns about the safety of the child's psychological, however, with this approach the child learns independently to face the social environment of his friends, and then develops strategies for himself to develop behaviors that enable him to easily be accepted and interacted with his friends.

According to Montessori (2013), appropriate education for school-aged children is as follows: (1) the child learns all the time, from the surrounding environment and from the adults around him. It is very good if we are able to enrich the environment and become a good role model for children rather than just teaching them (2) children must learn according to their interests. He learned about many things he liked. Forcing something to make it easy to forget. (3) The child must know and understand why he or she should study a subject requested by another person/ parent (4) Set the standard to be achieved within 1 year of education and divide it into short-term goals. This will generate a sense of responsibility for the child in each meeting, the child is scheduled (disciplined and independent) learning and usually the learning process is only 2-3 hours a day. (5) Follow the child. Putting aside what children need to learn, if they are very interested in something

that they want to learn, this will provide amazing results for parents.

The diversity of school environments will also enrich children about how to relate to different people. From time to time his relationship with many people will help him to have adequate social skills. Research has shown that as children continue to develop social and emotional skills, they gain the confidence and competence needed to build relationships across settings, problem solve, and cope with challenges (Parlakian, 2003).

Incomparable situations may presuppose some social competencies such as working in teams, mutually motivating, willingness to receive feedback, willingness to listen to the needs of others become less sharpened in homeschooling children. This is in line with the results of the study (Merrell, 2011) Social and emotional assets and resiliencies represent a set of adaptively characteristics that are important for success at school, with peers and in the outside world as follows: friendship skills, empathy, interpersonal skills, social support, problem solving, emotional competence, social maturity, self-concept, self-management, social independence, cognitive strategies.

Adult's guidance, which in this case is a very important for parents to do. This is in accordance with the results of the study (Parker & Benson, 2004; Trumpeter, Watson, O'Leary, & Weathington, 2008). Some studies have argued that when parents provide more care, attention, empathy, and support to their child/children, then the child/children will have more positive self-esteem. Parents have a very vital role in the process of social emotional development. Supporting and assisting children to interact with their friends in various settings, such as play, work groups, competing, sports, and so on. This is in line with several studies that explain that: the importance of parents' role in providing support for their child's/ children's learning process during homeschooling (Collom, 2005; Green & Hoover-Dempsey, 2007).

Thus, this study highlights the diversity of relationships that homeschooling children

have. The lack of diversity of homeschooling children can lead to only certain aspects of sharpened social development. As a result they are less wealthy in recognizing the characteristics of the various people we can meet, and sharpened social competence is also limited, compared to children who know and engage with more people in a variety of social settings. For that reason, the effort that can be developed in these children is to introduce them to more various environments, and introduce them to different people. Introduction to friends with various environments should be accompanied by encouraging them to perform different activities than their regular activities. From here, the child recognizes the reactions of his friends in different situations.

The developing capacity of the child from birth through five years of age to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn—all in the context of family, community, and culture” (Yates et al., 2008: 2). The emergence of social and emotional skills begins at birth and early experiences influence how children begin to understand their world and themselves. For instance, when infants' needs are consistently met by adults, they are better able to regulate their emotions, pay more attention to their surroundings, and develop secure relationships (Eisenberg, Spinrad, & Eggum, 2010; National Research Council and Institute of Medicine, 2009).

Theoretically, the characteristics of socio-emotional development in the late childhood are as follows: (a) the period in which the children's primary concern is directed towards the desires of the group; (b) The process of adjustment to the standards approved by the group; (c) Creative age, showing that when children are not blocked by environmental barriers, criticism, scorn from adults then children will exert their energy in creative activities; (d) Playing age due to the breadth of interest of the child. (Hurlock, 2008).

In Montessori's view of home-based education and socialization, it is asserted that socialization does not mean a continuous relation with others of the same age. The thing to remember is that in the real environment the child will interact with the variety of people and various range of age. In life, we are not competing but trying to satisfy our needs and understanding the needs of others can help us understand others and help others in their lives. So, in Montessori's home education plan is the need to teach the way to interact with people of all ages, how our efforts will familiarize the children to become a helper for others, and to learn from anyone he meets in life (Montesori, 2013).

CONCLUSION

Considering from the social development of homeschooling children in Khoiru Ummah HSG, which seems that few things like communication, play, empathy are quite developed. The thing to worry about is the opportunity to recognize different people in different situations, or to identify people in different situations. This recognition is necessary as a process of understanding others, the process of studying people's values, finding solutions from differences of opinion, and creating close relationships with friends so that they can be a source of social support for children.

The following are various environments that can enrich the social interaction of homeschooling children: (a) homeschooling community; homeschooling children can meet and interact with their fellow homeschooling through homeschooling community media. (b) Spiritual organization; one of the socialization tools that is most easily utilized by homeschooling children is the environment of adolescent mosques, churches, meditation groups, and other spiritual groups. (c) Social organization; homeschooling children can also develop friendships through social organizations such as youth organization, Youth Red Cross, Orphanages or other social institutions.

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