



Motives Indonesian Parents Considering Their Children into Homeschooling: Challenges and Future Beliefs

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Abstract

The particular research aimed to 1) know the background of the parent of homeschooler; 2) know the level of education and economy of the parent of homeschooler; 3) know the form of homeschooling in Indonesia; The research used survey method. Data collection methods were a questionnaire, interview, observation, and documentation. Instruments of the research were guidance for the interview, questionnaire, observation, and documentation. The research results were 1) most of the parent show dissatisfaction to formal school; 2) the education background of parent were diploma for lower and doctoral for the higher educational level, meanwhile in the economic background, the average of parents had salary of 5 – 10 million per months; 3) the form of homeschooling in Indonesia is single, community and compound.

Keywords: Homeschooling, Parent background, Homeschooling form

1. INTRODUCTION

Homeschooling was triggered by the dissatisfaction of parents to the formal education system [1]. The phenomenon of homeschooling in Indonesia still develops in several major cities [2]. Homeschooling is an alternative education for parents and children who have limited time to attend formal education. According to data by the Directorate of Equality Education at the Ministry of National Education, there are around 600 homeschoolers in Indonesia. And, 83.3% or around 500 attended in the compound and community homeschooling, while the rest, 16.7% or around 100 people attended in single homeschooling [3]. In contrast, parents who dedicate more time to homeschooling feel more unprotected and more stressed due to the homeschooling [4].

In parents perspective, many of them reported negative effects of homeschooling for themselves and their child, and many found homeschooling to be of poor quality, with insufficient support from schools. In most countries, contact with teachers was limited, leaving parents with primary responsibility for managing

homeschooling. Parents also reported increased levels of stress, worry, social isolation, and domestic conflict. A small number of parents reported increased parental alcohol/drug use. Some differences were found between countries and some negative experiences were more common in families with a child with a mental health condition. However, differences between countries and between families with and without a mental health condition were generally small, indicating that many parents across countries reported negative experiences [5]. Loneliness, perception of discomfort due to homeschooling, and anxiety exacerbated the stress experienced during confinement. Discomfort due to the homeschooling situation was especially relevant in explaining anxiety and stress. These results suggest that forced homeschooling could be associated with the negative consequences that confinement has on individuals' mental health [4].

The development of homeschooling in the structure, curriculum, learning model, and organizers indicates that homeschooling enthusiasts are increasing. Homeschooling organizers have a communication forum where they can share ideas, programs, and materials. Homeschooling oriented towards cognitive, religious, and other aspects. Homeschooling levels are elementary, middle, and high school [6]. With the diversity of programs, learning models, and materials in homeschooling become the consideration for this research. Homeschooling as a form of non-formal education has been facilitated by the government [7]. Health professionals must pay special attention to parents who dedicate more time to homeschooling, and governments and schools must emphasize social support provision to families during homeschooling situations [4]. Many of reported issue and literature proved that mental health problems will experienced by parents [4][5]. The weakness of homeschooling is on the form of homeschooling that is no longer flexible, but only changes the formal learning into smaller classes and teachers are from parents [8]. This occurs in homeschooling Khoiru Um-mah due to this homeschooling apply homeschooling community form that the parents of choosing for homeschooling totaling 15 parents, each child has a fixed learning schedule with instructors who take turns. Here, the distinctiveness of homeschooling of flexibility is not achieved [9]. While homeschooling Kak Seto, the students have special needs in terms of care, because of the three children studied, each of them has different special needs, including temperamental. But, homeschooling Kak Seto has a character material even though it is not written in the curriculum but implicit showing in the learning process. And, before entering homeschooling, students follow a fingerprint test to find out the potential of children [10].

Research on homeschooling in Indonesia [3] has highlighted challenges faced by parents with homeschooling children [2][11], mentioned homeschooling phenomena during the pandemic [12][13], and addressed policy issues that are still problematic [14]. Innovations have been developed to cater to children's demands by creating homeschooling education tailored to their skills [15]. From previously description of the re-search results on the implementation of homeschooling is limited to mastery of reading, writing and counting; those are more in the cognitive domain. The role of non-formal education (PLS) in the development of homeschooling

programs is as a unit of the PLS pro-gram that provides alternative education for the community. The problem arises on the management of homeschooling, emphasized more in the material of the formal school "transferred" to the house. Whereas, on the other hand, one of the factors of homeschool-ing is the dissatisfaction of parents who consider the school is very oriented towards "cog-nitive aspects." So, the format of homeschooling in Indonesia cannot be equated with homeschooling in abroad; the typical of homeschooling in Indonesia. Then, the home-schooling conditions in Indonesia, among the form, structure, curriculum, management, students and the background of parents who make decisions for homeschooling, these components become important questions that must be analyzed more deeply where home-schooling is one of the studies in Non-formal Education.

2. METHODS

2.1 Design

The research method was qualitative approach with descriptive statistics. Quantita-tively, there were no definite data on the number of homeschooling at the national level, based on data from interviews with singles homeschooling, the number of single home-schooling in Indonesia reached 500 family, but some of them still raw data.

2.2 Respondents

This study involved 14 homeschooler parents who involving their children into homeschooling. The educational background of parents, both fathers and mothers, mostly have bachelor's degrees, so parental education has a big influence in determining the educational choices that will be given to children, this is in accordance with previous investigation results [16].

All data of subjects in this study can be described from Table 1. The majority of the mother with an undergraduate education is 87% and postgraduate education is 13%. The interesting fact is that the educational background of the parents is from higher education, especially the mothers who have a higher education background, namely the undergraduate level, as seen on Table 1. For father's job profile are 64% of private employees, 27% of the businessman, and 9% of civil servants. The income profile consists; 31% has income above 10 million, 44% has income from 5-10 million, and 25% have income from 2.5-5 million. Means, the families of homeschoolers are from the upper-middle class. Meanwhile, the mothers' job profiles are 44% of housewives, 25% of entrepreneurs, 25% of private employees and 5 % of BUMN employees. In term of vehicles-owned properties, 46% of families have two cars, 23% of families have more than two motorcycles, 27% of families have two motorcycles, and the other of 6% have more than two cars. This is an interesting fact because it is different from the homeschooling that occurs in other countries. From this profile, it can be seen that the majority of families who choose homeschooling in Indonesia come from middle to upper class economies, in line with the results of previous research [17][18]. The age of children attending homeschooling is; 42% of

the first child, 37% of the second child, 17% of the third child, and 7% of the fourth child. The number of children in each homeschooling family is; 41% have two children, 35% have three children, 18% have 3 children, and 8% have more than three children. The age of children attending homeschooling is the age of kindergarten, elementary, middle and high school. Parents know and interested in homeschooling before marriage is 13% and 87% are interested in homeschooling after marriage. In daily lives, both single and community homeschooling have activities, such field trips until museum visits. Not only children's activities but homeschoolers also have regular meetings. Regular meetings for single homeschoolers have various activities such as cooking together, and regular monthly meetings with the number of homeschoolers of 10-15 parents.

Table 1. Respondents Characteristics

Father Education	N	%	Income per Month (Father and Mother) in Rupiah	N	%
Primary edu, junior and senior high school	0	0	< 1 Million	0	0
Diploma 2	1	7.14	1-2 Million	0	0
Diploma 3	0	0	2-5 Million	4	25
Diploma 4	0	0	5-10 Millio	7	43.75
Bachelor	9	64.28	>10 juta	5	31.25
Master	4	28.57			
Doctoral	0	0			
Mother Education			Transportasi yang dimiliki		
Primary edu, junior.senior	0	0	1 Motorcycle	6	23.08
highschool	1	7.14	1 Car	12	46.15
Diploma 2	0	0	2 Cars	7	26.92
Diploma 3	0	0	2 Cars	1	3.85
Diploma 4	9	87.5	>2 Motorcycle	0	0
Bachelor	4	12.5	>2 Cars	0	0
Master	0	0	Tidak punya	0	0
Doctoral					
Fathers Job			Number of children		
PNS	1	9.09	1	3	17.65
BUMN	0	0	2	7	41.18
TNI/POLRI	0	0	3	6	35.29
Pegawai Swasta	7	63.64	4	1	5.88
Wiraswasta/	3	27.27	5	0	0
Pengusaha	0	0	>5	0	0
Lainnya					
Mothers Job			Children who are homeschooled		

PNS	0	0	anak ke 1	10	41.67
BUMN	1	6.25	anak ke 2	9	37.50
TNI/POLRI	0	0	anak ke 3	4	16.67
Pegawai Swasta	4	25	anak ke 4	1	4.17
Wiraswasta/	4	25	anak ke 5	0	0
Pengusaha	7	43.75			
Ibu Rumah Tangga	0	31.25			
Lainnya					
Interest in Homeschooling			duration of being a Homeschooler		
Before married	2	13.33	<1 year	3	18.75
After Married	13	86.67	1-2 years	4	25
			3-4 years	3	18.75
			>5 Years	6	37.50

Questionnaires were distributed in the form of hardcopy and softcopy. Hardcopy was distributed to approximately 200 homeschoolers and 50 questionnaires were also distributed to single homeschooling with the help of a community. The researchers were greatly helped by a single homeschooling organizer who openly declared as a single homeschooling organizer and was willing to be interviewed. Data analysis using descriptive statistic determined with percentage.

3. RESULTS AND DISCUSSION

3.1 Result

The respondents obtained information on homeschooling; 30% from homeschooling organizer, 33% from the internet, 15% from friends, 15% from seminars and 7% from books, leaflets, and brochures. The interesting fact from the respondents is that almost 80% of the respondents are technologically literate families; means, internet users because of various information of homeschooling obtain from the internet. But, at one time usually, each group of single homeschooling held a meeting. And those who actively hold meetings through cooking activities, sharing are homeschoolers who have kindergarten-aged babies

Table 2. Development of parental viewpoints toward homeschooling

Getting to know Homeschooling	N (27)	%	A homeschool cost perspective	N (16)	
Friends	4	14.81	Inexpensive	2	12.50
Homeschooler	9	33.33	Appropriate	7	43.75
Information Media	2	7.41	Expensive	2	12.50
(Newspaper/Brochure/Banner)	8	29.63	Relatively	5	31.25
)	4	14.81			
Media Internet Seminar					
Source of information about homeschooling	N (41)	%	Source of information	N (32)	%

			about homeschooling		
Internet	15	36.59	Curriculum	8	25
Magazine	5	12.20	Media	3	9.38
Books	10	24.39	Homeschooling	7	21.88
Newspapers	4	9.76	learning center	6	18.75
Jurnal	2	4.88	Homeschooling	4	12.50
Friends	5	12.20	handbook	4	12.50
			Homeschooling Organization Legality		
Motives for interest in homeschooling	N (36)	%	Level of satisfaction with homeschooling services	N (16)	%
Achievements of the organizing institution/individual	2 2 8	5.56 5.56 22.22	Satisfied Enough Not enough	5 6 5	31.25 37.50 31.25
Facility	0	0			
Learning process					
Cost					
Dissatisfied with formal education	9	25	Quality of learning	N (17)	%
School Location	1	2.78	Satisfied	8	47.06
because the child has	4	11.11	Enough	6	35.29
special needs	10	27.78	Not enough	3	17.65
Flexible study hours					

Variation in intensity on knowing the information of Homeschooling is very diverse; 37% of respondents have known about homeschooling for more than five years, 25% have known about homeschooling for 1-2 years, 19% have known about homeschooling for 3-4 years, and 19% have known about homeschooling less than one year. The source of Information on homeschool is; 37% from the internet, 24% from books, 12% from magazines, 10% from newspapers/magazines, 5% from bulletins, and 10% from other sources. Homeschoolers did distance learning, small groups, joined in other families who choose to homeschooling, and online learning even corresponds to email or virtual. This clearly shows that homeschoolers are generally technology literate and active internet users. The reasons why respondents choose homeschooling are due to various reasons, such: 28% of flexibility of learning hours, 22% of attracting learning process, 11% of children have special needs, 25% are not satisfied with the education system, and the rest because of institutional achievements, distance or location of institutions, as well as achievements of community homeschooling institutions. For more information, The reason why parents choose homeschooling is presented in Table 2. The quality of learning according to the respondents is; 47% satisfied, 35% enough and 18% poor. So, it needs an effort to improve the quality of learning to make the children feel

comfortable and enjoy homeschooling. For homeschooling fees, the community or homeschooling institutions, 44% of the respondents consider the fees are worth with the facilities provided to children, 12% consider the cost to be cheap, and 13% consider the cost very expensive.

The homeschooling community is a combination of multiple homeschooling that com-poses and determines syllabus, lesson plans, teaching materials, facilities, and learning schedules. Community homeschooling is usually accommodated by institutions engaged in non-formal education. The institution of homeschooling is Primagama homeschooling, Anugrah Bangsa homeschooling, homeschooling Anak Panah, homeschooling Anak Pelangi, and homeschooling Pelangi. All respondents who actively participated in regular meetings, 47% were diligent in attending single homeschooling routine meetings, and the remaining 53% of parents from homeschooling communities never attended regular meet-ings. The number of parents who attend regular meetings is 37% at any time, 27% attend weekly meetings, 18% meet every semester, 9% monthly meetings, and 9% quarterly (Table 3). The discussed topics in the meetings are the curriculum, approaches to children, and legality. For example, the daughter of Ms. P took the Package B equation test in SKB City, so Ms. P shared experience and information the procedure for registering the SKB or BPKB, the purpose, other children could follow the legality or get a diploma and be admitted have been to education. Homeschooling graduates who are registered on SKB or PKBM can also continue education to higher education. The curriculum discussions are largely determined by the age group of children. Meanwhile, the age groups in home-schooling are distinguished from high school, middle school, elementary school, and early childhood education. The majority of parents who attended the meeting are from middle school and high school because related to the ability of children to be able to continue their studies to college.

Table 3. Homeschooling information flow and discussion forums

Get to know the Homeschooling Website	N (16)	%	Knowledge of the homeschooler community	N (15)	%
Know	15	93.75	Yes	7	46.67
Don't know	1	6.25	No	8	53.33
Lastly, use the Homeschooling website	N (16)	%	The intensity of routine meetings	N (11)	%
This week	11	68.75	Anytime	4	36.36
This month	3	18.75	Daily	0	0
last 3 months	0	0	Weekly	3	27.27
last 6 months	0	0	Monthly	1	9.09
last 1 year	1	6.25	Quarterly	1	9.09
Never	1	6.25	Semester	2	18.18
Parents' perceptions of the website	N (19)	%	Regular discussion forums appear	N (14)	%

Interesting	11	57.89	Yes	8	57.14
Informative	8	42.11	No	6	42.86
Not attractive	0	0			
Not informative	0	0			
Suggestions for the government	N (12)	%	Discussion forum material	N (15)	%
Homeschooling	7	58.33	Curriculum	2	13.33
Information	3	25	Child approach	8	53.33
Homeschooling	0	0	Legality	5	33.33
Activities	2	16.67			
Place of equivalency exam					
Educational articles					

3. 2 Discussion

Parents choose homeschooling; because 1) they are dissatisfied with formal education; 2) parent educational background of Homeschooler are diplomas as the lowest and the doctoral for the highest, the average income of the majority who follow homeschooling is between 5-10 million per month; 3) homeschooling forms in DIY are homeschooling of single, community and compound. 4. The Challenges in homeschooling implementation are policies. Homeschooling policies are regulated and protected by the National Education System Law so that at the technical level, it should coordinate with institutions providing non-formal education aiming the learning outcomes can be recognized legally formally in the form of diplomas/certificate.

This study examines the factors influencing parents' decision to establish a homeschool and analyses the obstacles and potential advantages of homeschooling in Indonesia. Analysis showed that homeschooled children saw the educational process in a comprehensive manner, emphasising a theme of "giftedness" that countered the idea that home-schooling is a sacrifice. Respondents perceived homeschooling as a mutually beneficial exchange rather than an a one-sided sacrifice [19]. The meaning of home is more the place of learning, at home. Homeschooling models are divided into individual homeschooling and community homeschooling. Imas Kurniasih stated several approaches to the homeschooling education models [3] such as (1) Unit study approach, where education model is based on the unit study theme. Students not only learn on one particular subject but also through the themes; (2) The living books approach, which is educational model based on the real world, by teaching good habits, basic skills, and real experiences such as traveling, visiting museums, shopping market and so on; (3) The classical approach, while this approach uses three stages of child development, called trivium, by developing verbal and written aspects using text or literature.

In terms of the legality of the homeschooling implementation, it is regulated in Law Article 28 paragraph (1) which states that everyone has the right to develop through their basic needs, have the right access to education and benefit from science and technology, and cultural arts to improve their quality of life for the welfare of humanity. The implementation of homeschooling is regulated in the National

Education System Law No. 20 of 2003 article one paragraph thirteen, states: Informal education is the path of education, family and environment. In this article is very clearly written that the family becomes one of the recognized educational channels. This is supported in article 27 paragraph 1 and 2, states: informal education activities carried out by families and the environment in the form of independent learning activities; paragraph two states the educational results in paragraph 1 are recognized as the same as formal and non-formal education after students pass the test in accordance with the standards National Education. The description related to formal legal of homeschooling and can be an alternative education for children. Be-cause, even though through the family path, but can be recognized as equal or equivalent to other formal and non-formal path education after taking the equality exam by national education standards in Indonesia.

Individual and community homeschooler has a community that is represented by an Asah Pena organization and other organization involved in drafting legislation on home-schooling. Those who still have difficulties at the technical level are single homeschoolers due to the learning is done independently at home. The technical difficulty was the pro-cess of evaluating the learning because, in the end, the homeschoolers must register their children in non-formal institutions aiming the learning outcomes of homeschoolers can be legally recognized. The homeschooler learning process is mostly carried out independently at the home. But, at the community homeschooling, the learning process is carried out with a certain schedule. This fact is also found by Neneng¹⁷ that Primagama Homeschooling In-stitutions and Homeschooling Anak Bangsa do learning in a comfortable room, and chil-dren learn more independently at home. Whereas at homeschooling Kak Seto, learning is more done at home and the mentors come to the homes to assist the learning of home-schoolers. Related to the implementation of homeschooling held outside formal school in-stitutions, the implementation of homeschooling in Indonesia has a distinctive character. Learning is facilitated by institutions such as Primagama or Homeschooling Cendikia, even parents busy at work, but they want their children to attend homeschooling. So, it needs more expensive fees because it becomes private subjects and not parents who teach chil-dren at home.

Homeschooling as a non-formal education activity has more dynamic opportunities as seen from the increasing trend in the number of families in Indonesia choosing home-schooling from year to year, especially after the pandemic. This is in line with the results of Watson's research that in the USA the trend for homeschooling is increasing [20][21][22][23]. This opportunity must of course be optimized to facilitate all Indonesian people to receive quality education services to support the SDGs component of improving the quality of education in all edu-cational pathways, both formal, non-formal and informal, so that the Education Goals for all can be achieved. But on the other hand, there are challenges that must be faced. The development of homeschooling in Indonesia is legally regulated and protected by the Na-tional Education System law. The challenge is that although legally homeschoolers need more intensive coordination with non-formal education institutions because the lack of coordination can cause technical problems for

homeschoolers. So the government has homework to improve the system to equalized the regulatory.

There were moments when the media exposed horrifying instances of child abuse committed under the cover of homeschooling before Covid-19, or when state legislatures or local education boards tried to implement relatively poor monitoring regulations, generating debate. COVID led a majority of parents to consider homeschooling as a viable educational alternative for their children in the long run, an experience that most individuals likely encountered, depending on their interpretation of homeschooling [24]. Moreover, the current Covid-19 pandemic has shifted additional attention to homeschooling. The Covid-19 pandemic led to different outcomes. Forced homeschooling, adjusted to the epidemic, may have detrimental effects on individual mental health. The results indicated that parents who spent more time for children during day by day homeschooling felt less secure and more stressed than parents who spent less time providing instruction to their children [4].

The relationship between homeschooling and informal non-formal education is: (1) Non-formal education is held for citizens who need educational services that function as substitutes, enhancers, and/or complementary formal education to support lifelong education. (2) Non-formal education has functions to develop the potential of students by emphasizing the mastery of functional knowledge and skills as well as the development of professional attitudes and personalities. (3) Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing students' abilities. (4) The non-formal education unit consists of course institutions, training institutions, study groups, centers of community learning activities, majelis taklim (Islamic learning model), and similar educational units. (5) Courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, entrepreneur, and/or continue their education to a higher level [25].

The results of non-formal education can be recognized equally with the results of formal education programs after going through the process of assessing equality by institutions designated by the Government or regional governments regarding national education standards [26]. In its development, non-formal education has a wider range, which is more oriented towards flexible schooling or non-formal education participatory education. Because in the 2003 National Education System Law explained [7]. When deciding into homeschooling, parents have a significant part in selecting the educational path they will pursue. Parents have the right to choose homeschooling in order to protect their children from the values of the surrounding environment [27]. Wearne's study showed that parents choose for homeschooling due to the hybrid learning approach. Greys discovered that parents choose for homeschooling due to their children's specific demands. Research conducted in other nations indicates that homeschooling in the United States is influenced by two main factors: theoretical and practical [28]. In South East Asia, parents choose for

homeschooling due of dissatisfaction with the current education system and convinced by Alias that Homeschooling in Malaysia as an alternative education approach focused on providing high-quality education rooted on moral principles and promoting strong family bonds [29].

The US Department of Education defines homeschoolers as students as a student whose parent teaches children at home.. Homeschoolers are parents or legal guardian who chooses to educate their own children at home at least the required subject of reading, grammar, math, science and social studies [30]. One of the challenges encountered by homeschoolers is the legality and recognition of learning outcomes from formal institutions. Many parents lack knowledge about the process and procedures for recognizing their children's learning. Therefore, having a standard operating procedure (SOP) or guide specifically designed for homeschoolers would be extremely beneficial in addressing this issue. based on the discovery that. A user-friendly handbook detailing the key principles with clear content or illustrations emphasizing the desired objectives would be extremely beneficial [25]. Research from Logistic regression analysis and the chi-square test showed that homeschooling parents who chose the religious/moral answer option on the survey as the reason to homeschool, were less likely to choose to enroll into a public school program [31]. In the process of implementing homeschooling, there are several obstacles faced by parents, especially single homeschoolers, such: 1) Equivalency tests for children due to government policies require homeschooling learning should still refer to the minimal competency of students in the education system in Indonesia. So, the assessment process carried out by parents cannot be used because considered far of the objective. 2) The government does not accommodate homeschoolers; moreover, the government does not have accurate data on the number of homeschoolers. So, data collection needs to conduct to provide appropriate services for homeschoolers. 3) There is no main duties and function in the SKB or BPKB to manage the homeschoolers. This could make difficult for homeschoolers to join the SKB or BPKB. And, the BPKB or SKB still cannot help or facilitate various educational activities or services because they do not have a legal law. 4) Lack of communication between the government and homeschoolers, especially single homeschoolers. 5) There are differences of opinion between a single homeschooling coordinator and community homeschooling. 6) The legality of homeschooling still blocks with government regulations that require homeschoolers to refer one of the PKBM or SKB. 7) The homeschooling curriculum still does not have its own curriculum according to the needs of children. Along that time, homeschoolers, especially single homeschooling, obtain homeschooling material and curriculum from the internet.

The suggestions for the government in improving homeschooling in Indonesia are: 25% suggest on homeschooling management, 22% willing to homeschooling learning centers, and 19% willing to have guidance for homeschooling implementation. The website as a source of information shows 58% providing interesting information and 42% providing informative information. The hopes of homeschoolers to the government are the home-schooling information centers, 25% government-facilitated homeschooling activities, and 17% articles of education-

related homeschooling. Homeschooling grows in Indonesia is single homeschooling, compound homeschooling, and community homeschooling. Single homeschooling only involves parents in a family and does not join other families. In single homeschooling, the role of parents is very important as a guide, study partner or appraiser. Researchers found one family as a single homeschooler. Compound Homeschooling carried out by two or more families for certain activities, with certain interests in common, while the main activities still carried out by parents. One of the homeschooling is homeschooling Khoiru Ummah which is oriented towards mutually based Islamic religious education involving several families, with the same interest in Islamic education based education. In accordance with Bosch's investigation, one of the factors motivating parents to choose for homeschooling in Dakota is religious beliefs [31].

The study's findings suggest that homeschooling in Southeast Asian nations, particularly Indonesia, has both advantages and disadvantages, with significant concerns revolving around regulations [27][25] and assumptions [24]. Based on advice from numerous sources, the homeschooling learning model should be enhanced to provide valuable insights for participants beyond academics [24][6], without placing excessive demands on parents. This can alter the homeschoolers' viewpoint to highlight the essential role of each student completing education to cultivate a logical approach and critical thinking skills that can be freely expressed and developed.

4. CONCLUSION

Parents choose homeschooling; because 1) they are dissatisfied with formal education; 2) parent educational background of Homeschooler are diplomas as the lowest and the doctoral for the highest, the average income of the majority who follow homeschooling is between 5-10 million per month; 3) homeschooling forms in DIY are homeschooling of single, community and compound. The challenges in homeschooling implementation are policies. Homeschooling policies are regulated and protected by the National Education System Law so that at the technical level, it should coordinate with institutions providing non-formal education aiming the learning outcomes can be recognized legally formally in the form of diplomas/certificate.

AUTHORS' CONTRIBUTIONS

The data that support the findings of this study are available on request from the corresponding author, [initials]. The data are not publicly available due to [restrictions e.g. their containing information that could compromise the privacy of research participants].

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