

Fishing Community Homeschooling Management PKBM Baiturahman Kabupaten Pekalongan

Moh. Saeful Bahri.¹, Yasir Alimi², Ali Formen³

¹Master Program, Student of Education Management, ^{2,3}Master Program, of Education Management,
Universitas Negeri Semarang, Semarang City, Indonesia

Corresponding Author: Saiful Bahri

DOI: <https://doi.org/10.52403/ijrr.202307115>

ABSTRACT

Introduction: this study aims to: (1) analyze alternative education in the suburbs, especially in the West Coast area; 2) how the implementation of education is done at home; (3) formulate community empowerment strategies to realize Independent Business; (4) formulate Community Empowerment models to realize Independent Business. Methods this study uses primary data collected through interviews to respondents and key-persons. With multi-stage sampling as tutar in the center of teaching and learning activities located in wonokerto District, Pekalongan Regency, in addition, data on the same or related matters are also collected, from relevant sources of journals, books, and previous research results. Descriptive statistics are used to describe the profile of people who cannot carry out formal education due to economic influences. Implementation methods pay attention to (a) Analysis of the planning of the potential development of students in the fishing community homeschooling; (b) analysis of the implementation of the potential development of students in the fishing community homeschooling; (c) analysis of the supervision of the potential development of students in the fishing community homeschooling.

Conclusion: planning the development of potential students in the fishing community homeschooling; implementation of the development of potential students in the fishing community homeschooling; supervision of the development of potential students in the fishing community homeschooling.

Keywords: Education, homeschool, PKBM

INTRODUCTION

Alternative education is very useful for people who cannot go to formal school when education itself is expected to be a change for kehidupan both economically, socially and culturally. The development of education is very fast changes are happening in all sectors including the education sector (Muslim & Suci, 2020). The world of education is expected to accept all conditions must prepare graduates who have the components or capabilities to be able to compete in the future of technology and the future (Suhandi & Agustin, 2023). Technological developments affect the advancement of education as a form of consequence of the emergence of the era of Revolution 4.0 the main feature in the Industrial Revolution 4.0 itself is the benefit of using digital technology on a large scale (Wahyono, 2019).

The modern Era, the competition among educational institutions is increasingly tight because it is required to appreciate and develop the ability of participants both cognitively, effectively, and psychomotor, the challenge is not easy to actualize due to various factors in the educational process. Some learners and parents who lack confidence in a formal educational institution such as the market (Hasanah, 2019). The emergence of homeschooling education is the choice of the community to live how to manage properly. Homeschooling itself is a formal school education which is an option for people who

want to actualize their children who are not in formal school (Nandang, 2022 ; Majid & Desiningrum, 2017).

Homeschooling implemented in PKBM Baiturahman Api-Api Pekalongan already provide mandatory basic services by paying attention to aspects of planning, implementation and evaluation properly so as to equalize with other formal education. Learning is done socially and flexibly and learning is carried out in a conducive manner so that it is monitored by parents directly and families generally know the educational process carried out by students or their children. Alternative education as an educational institution in the present conditions is very beneficial for the community.

Education is the highest caste that is directly involved in preparing the future of the unitary state of the republic of Indonesia. The failure of education in preparing the future of humanity is a failure for the survival of the nation (Jannah, 2013 ; Abi, 2017). Education is the right of every Indonesian citizen in accordance with the national education system law (UUSPN) number 20 of 2003, Article 5 Paragraph (1) states that every citizen has the same right to obtain quality education. Paragraph (5) states "every citizen is entitled to the opportunity to improve education throughout life (Rubini, 2016). To realize education for all Indonesian citizens, there are three forms of education for all Indonesian citizens, namely formal education, non-formal education and informal education. This is in accordance with UUSPN year 2003, Article 26, paragraph (1) formal education is education that is generally known to the public with school education of regulated regularly, act, and follow clear and strict requirements. Non-formal education is an educational path that is organized outside of formal education that can be implemented in a structured and tiered manner, and informal education is family education that is taught to children through the family environment from birth to death (Abdurahman, 2017). Non-formal

education is held for citizens who need educational services that are substitutes for enhancer, and / or complementary to formal education in order to support lifelong education in accordance with paragraph (2) Non-Formal Education has the function of developing the potential of learners in the form of emphasis on assignments and functional skills and the development of attitudes, character and personality in a professional manner (Aulia & Arpanudin, 2019).

Education is one of the foundations in living life in running the wheel of national and state life. which is an effort made by individuals and communities in order to increase an understanding of compliance, understanding the value of culture, habits and forms of ideal life to the next generation of state leaders, the identity of community education melaksankana education can maintain and assist in carrying out an ideal life, their lives of the younger generation so that the identity of the community is maintained and to help them continue their life activities effectively and successfully or social life regeneration (Fakiha et al., 2020). The phenomenon of the emergence of homeschooling is that they lack confidence in formal education institutions in producing good and ideal education quality, even because the difficulty of finding the ideal school for the child desired by the family becomes increasingly difficult with the criteria of basic service strand. The error is due to the influence of teachers who are not attentive in educating the actual humanistic or even collective associations that are often unhealthy so that there is a working school age. Formal and non-formal education is an activity to develop the potential of students with individual personality.

Educational institutions that provide formal education are very diverse, there are some of them are managed by the government and some are managed by the private sector. Educational institutions managed by the government usually use a social approach or the costs charged by Citizens for learning are not as expensive as those managed by

the private sector (Girard & Prado, 2022). This is because the purpose of educational institutions managed by the government is not a social profit. Non-formal education as stated in Article 5 of Government Regulation No. 73 of 1991 may consist of governments, bodies, groups or individuals. One of the non-formal Education held by the government is the learning activity studio (SKB) located in each region (Basyit, 2019 ; Nasution et al., 2021).

Educational institutions that provide formal education are very diverse, there are some of them are managed by the government and some are managed by the private sector. Educational institutions managed by the government usually use a social approach or the costs charged by Citizens for learning are not as expensive as those managed by the private sector (Rahman, 2018). This is because the purpose of educational institutions managed by the government is not a social profit. Non-formal education as stated in Article 5 of Government Regulation No. 73 of 1991 may consist of governments, bodies, groups or individuals. One of the non-formal Education held by the government is the learning activity studio (SKB) located in each region (Ferdiawa et al., 2020).

MATERIALS & METHODS

This study uses a type of qualitative descriptive research, namely research whose data is in the form of words (not numbers) derived from interviews, report notes, documents and others, or research in which the priority is to describe analytically an event or process as it is in a natural environment to obtain a deep meaning, of the essence of the process (Sugiyono, 2016), seen, this research is Field (field research) this research is conducted by researchers with direct contact with the object, especially in an effort to obtain data and various information. Dala, this study all the characteristics of the variables are carefully described as is without any specific treatment or control. The substantive of the research is basically a phenomenon about

the world of meaning so that the data is natural.

RESULT & DISCUSSION

a. Analysis of potential development planning of students in homeschooling fishing communities

Developing education in the fishing community is a challenge for Pkbm Baiturrahman where formal education is not so much in demand by the fishing community. This is because some residents in coastal areas usually work as fishermen even though they are still in school age. However, this does not corner Pkbm Baiturrahman to establish non-formal schools in the fishing community. instead, it becomes a challenge and opportunity for Pkbm Baiturrahman.

In the village there are schools / madrasas that teach religious education, and religious education institutions such as Al Quran Education Park, Madrasah Diniyah (Madin), Majelis Taklim, maghrib mengaji, pesantren and other religious education but not in accordance with formal education. From the mapping will be obtained an overview of the weaknesses, challenges, opportunities and potential implementation of PKBM Baiturrahman Api-Api homeschooling. After mapping, homeschooling assessment was conducted.

Mapping the potential of the village that has been done as a material and basis in preparing the strategy for the implementation of PKBM Baiturrahman Api-Api. Mapping the potential of the village is also used to conduct assessments, namely to see and analyze the main and strategic problems faced or to be faced in the implementation of PKBM Baiturrahman Api-Api. Assessment is conducted to determine whether if homeschooling is implemented can achieve the goals set also consider the availability of resources in the village.

Homeschooling assessment is carried out to collect, analyze, and interpret all information on the elements in the homeschooling system. An overview of the

condition of resources and the environment is used to understand the position and problems to then find solutions to problems in order to develop homeschooling according to the needs of rural communities. In general, the curriculum used in Pkbm Baiturahman uses KTSP (Education unit level curriculum) until 2020. Then in 2021 the curriculum used was changed to the thirteen curriculum (Kurtilas) and the plan is that in 2024 the curriculum will be replaced using merdeka belajar. Any curriculum used in Pkbm Baiturahman, also developed with an at home approach (approach that is done at home) considering that students in Pkbm Baiturahman are school-age children who have worked. The curriculum applied with the at home approach is aimed at residents learning Pkbm Baiturahman can live independently with moral karimah, understand and master various skills, be able to compete in the community, especially in the economic field, have a broader insight and can continue their education to a higher level. This is evidenced by the results of observations on one of the subjects of the Indonesian language in Class XI. Where tutors start learning by asking questions about the topics that will be discussed at the meeting, then linking the topic with the surrounding environment so that the learning community can get to know their environment. In addition to formal learning, Pkbm Baiturahman also conducts learning outside in the form of outbound, with the aim of getting to know the surrounding environment.

PKBM Baiturahman applies a homeschooling approach which is in line with Hendrie Suheryana's opinion, Pkbm Baiturahman is a flexible educational program option, where the teaching methods are not tied to formal education in general, but adjust to the background of the fishing community that is already working. In addition, parents/guardians have an important role in the education of their children, where parents play a role in assisting the child's learning process at

home. The role of the tutor is also not only as a learning mentor but also as a friend who can take a more intense approach to the learning community, so that the learning community feels comfortable in doing learning activities at school, and can accompany the learning community at school properly.

PKBM Baiturahman is a homeschooling community where the role of parents and the community is 50:50, as according to (Heryani, 2017; Eriany & Ningrum, 2013) the homeschooling community is a combination of several compound homeschooling that prepares and determines the syllabus, teaching materials, main activities, facilities/infrastructure, and learning schedules. There should be a 50:50 commitment between parents and their communities.

b. Analysis of the implementation of the potential development of students in the fishing community homeschooling

Implementation of the development of the potential of students includes several stages, namely acceptance of students, orientation of students, grouping of students and classroom management. The implementation of Home Education Learning in the community can formally be implemented in an integrated manner according to the needs and integration because of the nature of education while implementing other lives as a complement or supplement to community education that has dropped out of school. In its implementation, the school or PKBM can cooperate with the village government that develops in the community or adopt a separate curriculum design.

Integration of Education Management at the basic level. First, the homeschooling education curriculum becomes a school curriculum with learning at night or before leaving nelaya. Second, school-age children are required by the village government to deepen knowledge in education units that have been appointed by the village government (in cooperation between

institutions). Third, school students are forced to study religion in the PKBM in education units in their villages based on local regulations that are still in force.

This view allows for implementation in villages, synchronization of community-based education curricula, cooperation between schools and religious education units, as well as village regulations that can force communities to pay more attention to children's moral and religious education. To make this happen, it is necessary to manage integrated religious and religious education under the responsibility of the village head as the head of the village government.

Homeschooling is the development and strengthening of non-formal education designed as a form of integration of education in schools and education provided to dropout children who develop in the community and the participation of parents. Education using homeschooling methods in the community can establish partners to achieve optimal educational goals through the integration of learning.

According to Prasetyaningrum & Marmoah, (2022) acceptance of new students is one of the most important student management activities. In the acceptance of new students includes several stages, namely: the policy of acceptance of Students, Students acceptance system, criteria for acceptance of new students, new students acceptance procedures, problems of acceptance of new students.

c. Monitoring analysis of potential development of students in homeschooling fishing communities

Supervision in order to develop the potential of students includes two things, namely the evaluation of learning outcomes of students and improving the quality of Education. According to Annas, (2017) ; Mahirah, (2017) evaluation of students' learning outcomes, is the process of regulating the evaluation of students, both in order to improve the teaching and learning process, guidance and counseling as well as for the benefit of promoting students. In education

evaluation is needed to know the good or bad of a system in education so that later it can be a reference in developing and improving. PKBM Baiturrahman realized that the evaluation of students is very important. The evaluation process itself is divided into 2 stages, namely the evaluation of learners and tutor evaluation.

Tutor evaluation is carried out by holding monthly meetings at the beginning and end of each semester. Where the meeting at the beginning of the semester is carried out for the preparation of syllabus and lesson plans, while at the end of the semester meeting discusses the evaluation of tutors and learners for one semester. In addition, this evaluation is used to classify learning citizens who need guidance and counseling specifically for learning citizens who are considered necessary to do coaching. Tutors also convey some of the obstacles that exist during the teaching and learning process both from the learning community and from the tutors themselves.

As for some obstacles faced by some tutors, they are as follows Husaini, (2022) :

- a. Commitment of citizens to learn in class attendance is still lacking, so many are left behind the material delivered;
- b. Citizen learning background that requires tutors to find the best solution in the search for the most effective method;
- c. Night learning time, so sometimes in teaching less concentration.

After the evaluation, Pkbn Baiturrahman also improved the quality of education by making good developments in curriculum development, development of teaching methods, and technology or devices used. As stated by Bustanul, (2018) quality is a structured process to improve the output produced. Quality is not a magical thing or something complicated. Quality is based on common sense. Mutu creates an environment for educators, parents, government officials, community representatives and business leaders to work together to provide students with the resources needed to meet their community,

business and academic challenges both now and in the future.

Curriculum development is done by following the latest Curriculum and then developed with a homeschooling approach. Changes in the curriculum will have an impact on changes in modules and methods used. As well as, in 2006 using the KTSP curriculum, then in 2020 using the kurtilas curriculum. The use of the kurtilas curriculum was indeed late because Baiturrahman'S PKBM readiness to undergo curriculum changes at that time was not ready. As of 2020, they are using new tires.

The development of teaching methods is left to each tutor. One example of the development of the method used is the use of technology such as WhatsApp groups, online learning through google meet and so on. The quality development of Education conducted by Pkbm Baiturrahman aims to improve the quality of graduates in the future so that they are better prepared to face the world outside of school

Alternative education homeschooling implement development planning potential learners by setting the curriculum, develop syllabus and lesson plans. In addition, tutors also carry out planning related to the acceptance of learning residents in each new academic year, starting with acceptance strategies, targets to be addressed, and how to provide assistance to learning residents who have been accepted at PKBM Baiturrahman.

CONCLUSION

Implementation of the development of the potential of students includes several stages, namely acceptance of students, orientation of students, grouping of students and classroom management. The criteria for acceptance of students are all prospective students who are willing and want to continue their schooling, without age restrictions, gender, or social status restrictions. The process of grouping students in Baiturrahman PKBM is done by grouping equations, namely Class equations. The stages of student management include

student needs analysis, student recruitment, student selection, student orientation, student placement, student development and development. Education conducted by the Community Learning Center conducts supervision by evaluating learning residents and tutors. The evaluation process given to the learning community is to provide learning outcomes in the form of report cards and also counseling or coaching to the learning community. While the evaluation of tutors is done by holding meetings at the end of each semester and the beginning of the semester. This evaluation then becomes the material for improving the quality of education in PKBM Baiturrahman in the future.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

REFERENCES

1. Abdurahman, A. (2017). Implikasi UUSPN Terhadap Pendidikan Islam. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 1(1), 19–35. <https://doi.org/10.33650/al-tanzim.v1i1.25>
2. Abi, A. R. (2017). Paradigma Membangun Generasi Emas Indonesia Tahun 2045. *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan*, 2(2), 85–90. <https://doi.org/10.17977/um019v2i22017p085>
3. Annas, A. N. (2017). Manajemen Peserta Didik Berbasis Kecerdasan. *Manajemen Pendidikan Islam*, 5(2), 132–142. <https://www.journal.iaingorontalo.ac.id/index>
4. Aulia, S. S., & Arpanudin, I. (2019). Pendidikan Kewarganegaraan Dalam Lingkup Sosio-Kultural Pendidikan Non-Formal. *Jurnal Civic Education: Media Kajian Pancasila Dan Kewarganegaraan*, 3(1), 1. <https://doi.org/10.36412/ce.v3i1.902>
5. Basyit, A. (2019). Dikotomi dan Dualisme Pendidikan di Indonesia. *Jurnal Tahdzibi: Manajemen Pendidikan Islam*, 4(1), 15–27. <https://doi.org/10.24853/tahdzibi.4.1.15-28>
6. Bustanul, A. (2018). Meningkatkan Mutu Pendidikan Melalui Manajemen Peserta Didik. *FALASIFA : Jurnal Studi Keislaman*, 9(2), 1–20. <https://doi.org/10.36835/falasifa.v9i2.115>
7. Eriany, P., & Ningrum, A. J. (2013). Faktor-Faktor Yang Memengarubi Motivasi Mu

- Menyekolahkan Anak Di Homeschooling Kak Seto Semarang. *Journal of Chemical Information and Modeling*, 12(1), 47–62. <https://doi.org/10.24167/psiko.v12i1.38>
8. Fakiha, I., Khuswaidinsyah, A. A., & Kristiono, D. S. (2020). Homeschooling Sebagai Pendidikan Alternatif Di Era Modern (Studi Kasus Makna Homeshooling Mayantara Kota Malang). *Jurnal Ilmiah Politik, Kebijakan, & Sosial (Publicio)*, 2(2), 1–11. <https://doi.org/10.51747/publicio.v2i2.602>
 9. Ferdiawa, R. P., Santoso, M. B., & Darwis, R. S. (2020). Hak Pendidikan Bagi Anak Berhadapan (Berkonflik) Dengan Hukum. *Jurnal Kolaborasi Resolusi Konflik*, 2(1), 19–31. <https://doi.org/10.24198/jkrk.v2i1.27044>
 10. Girard, C., & Prado, J. (2022). Prior home learning environment is associated with adaptation to homeschooling during COVID lockdown. *Heliyon*, 8(4), 1–8. <https://doi.org/10.1016/j.heliyon.2022.e09294>
 11. Hasanah, N. M. (2019). Penyelenggaraan Jalur Pendidikan Formal dan Nonformal: Studi Kasus di PAUD Terpadu Salsabila Al-Muthi'in Yogyakarta. *JECED: Journal of Early Childhood Education and Development*, 1(2), 84–97. <https://doi.org/10.15642/jeced.v1i2.462>
 12. Heryani, R. D. (2017). Homeschooling Sebagai Sekolah Alternatif Ramah Anak. *Research and Development Journal of Education*, 3(2), 145–153. <https://doi.org/10.30998/rdje.v3i2.2011>
 13. Husaini, A. (2022). Manajemen Peserta Didik dalam Administrasi Sekolah. *Artikel Mahasiswa*, 1(1), 28–40. <https://doi.org/10.20527/am.v1i1.548>
 14. Jannah, F. (2013). Pendidikan Seumur Hidup dan Implikasinya. *Dinamika Ilmu*, 13(1), 1–16. <https://doi.org/10.21093/di.v13i1.19>
 15. Mahirah, B. (2017). Evaluasi Belajar Peserta Didik (Siswa). *Idaarah: Jurnal Manajemen Pendidikan*, 1(2), 257–267. <https://doi.org/10.24252/idaarah.v1i2.4269>
 16. Majid, D. Y. N., & Desiningrum, D. R. (2017). Pengalaman Menjadi Homeschooler-Mom Sebuah Studi Kualitatif dengan Pendekatan Interpretative Phenomenological Analysis (IPA). *Jurnal EMPATI*, 6(1), 86–96. <https://doi.org/10.14710/empati.2017.15137>
 17. Muslim, A. Q., & Suci, I. G. S. (2020). Peran Manajemen Pendidikan Nonformal Berbasis Masyarakat Sebagai Upaya Peningkata Sumber Daya Manusia Di Indonesia. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, 5(2), 159–168. <https://doi.org/10.25078/pw.v5i2.1855>
 18. Nandang, F. (2022). Optimalisasi Manajemen Homeschooling Sebagai Alternatif Pendidikan Berkualitas Di Kota Serang. *Jurnal Eksistensi Pendidikan Luar Sekolah (E-Plus)*, 7(1), 51–57. <https://doi.org/10.30870/e-plus.v7i1.15303>
 19. Nasution, T., Siregar, A. R., Tumanggor, E. R., Heriadi, M., & Jannah, R. (2021). Sejarah Pendidikan Luar Sekolah (PLS) Di Indonesia. *Jurnal Mudabbir*, 1(1), 38–51. <http://jurnal.permapendis-sumut.org/index>
 20. Prasetyaningrum, A., & Marmoah, S. (2022). Analisis SWOT Manajemen Peserta Didik dalam Penerimaan Peserta Didik Baru di Sekolah Negeri. *Jurnal Basicedu*, 6(4), 5598–5604. <https://doi.org/10.31004/basicedu.v6i4.2771>
 21. Rahman, K. (2018). Perkembangan lembaga pendidikan islam di indonesia. *Jurnal Tarbiyatuna: Kajian Pendidikan Islam*, 2(1), 1–14. <http://ejournal.iaiiibrahimy.ac.id/index>
 22. Rubini. (2016). Kedudukan Madrasah Dalam Sistem Pendidikan Nasional (Sisdiknas). *AL-MANAR: Jurnal Komunikasi Dan Pendidikan Islam*, 5(1), 1–15. <https://journal.staimsyk.ac.id/index>.
 23. Sugiyono. (2016). *Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
 24. Suhandi, M. F., & Agustin, S. (2023). Pendidikan Anti Korupsi Pada Jenjang Perguruan Tinggi. *Jurnal Kependidikan*, 1(1), 19–27. <https://doi.org/10.24090/jk.v1i1.530>
 25. Wahyono, H. (2019). Pemanfaatan teknologi informasi dalam penilaian hasil belajar pada generasi milenial di era revolusi industri 4 . 0. *Proceeding of Biology Education*, 3(1), 192–201. <https://journal.unj.ac.id/unj/index>

How to cite this article: Moh. Saeful Bahri., Yasir Alimi, Ali Formen. Fishing community homeschooling management PKBM Baiturahman Kabupaten Pekalongan. *International Journal of Research and Review*. 2023; 10(7): 989-995.
DOI: <https://doi.org/10.52403/ijrr.202307115>
