

## **DESIGNING EDUCATIONAL CURRICULUM MANAGEMENT AT HSPG SIDOARJO HOMESCHOOLING**

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### **ABSTRACT**

This study aims to determine the management of the educational curriculum in the HSPG Sidoarjo homeschooling which has implemented the Merdeka Belajar program and the Pancasila student profile. The research approach is qualitative with a descriptive research type. The study subjects were the principal and all stakeholders in the HSPG Sidoarjo Homeschooling. Data collection techniques include observation, interviews, and documentation. Data analysis in this study includes data reduction, data presentation, and conclusion. The research obtained in this study concerns the planning, implementation, and evaluation process of the HSPG Sidoarjo homeschooling curriculum. It is hoped that this research will positively contribute to determining a superior curriculum in the field of competence and good performance for all homeschooling institutions.

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## **1. INTRODUCTION**

Education is one part of a nation's development and progress. Every human being must take education to become a perfect human being. Through education, people can be said to be useful professionals both for themselves and for society. A country with strong and advanced education can be categorized as a strong and advanced country (Alamsyah, 2022).

One type of alternative education currently on the rise in society is homeschooling. Homeschooling is a learning process carried out at home with the guidance of parents or caregivers without going through a formal school system. This method allows children to learn flexibly and in a personalized manner according to their needs and interests. Homeschooling is an educational alternative that allows children to learn at home with the guidance of parents or caregivers. This method offers flexibility in time and place of learning so that children can develop their talents and interests optimally. With homeschooling, parents can monitor their child's development directly and give full attention. In addition, homeschooling can also protect children from the pressures of formal school and strengthen family ties. However, it is important to choose the right curriculum and ensure that children get enough social experience to develop life skills. With good planning and parental

commitment, homeschooling can be an effective and beneficial educational option for children. (Febiyanti, 2021).

Initially, people felt that homeschooling was an education that dealt with problematic students. However, this is no longer the case because many incidents of "problematic students" are found in homeschooling and public schools. Homeschooling is a process of awareness and offering guided education by parents or families with a teaching and learning process that supports them financially (Astuti, 2024).

HSPG (Homeschooling Sidoarjo Plus Global) Sidoarjo is a homeschooling educational institution based in Sidoarjo, East Java, Indonesia. HSPG is an institution that answers the challenge of what ideal homeschooling is.

Homeschooling HSPG Sidoarjo has a curriculum that is already quite well systematized. This shows that homeschooling HSPG has a structured management system in compiling the curriculum. The Operational Curriculum of Homeschooling HSPG Sidoarjo uses the Independent Learning Curriculum according to the 2022 Ministry of Education and Culture program which reflects independent learning and the application of the Pancasila student profile (Sugiharto, 2024). This homeschooling HSPG curriculum contains the characteristics of educational units, student profiles, curriculum structure, and learning design. Like other educational institutions, be it homeschooling or formal schools. Homeschooling HSPG Sidoarjo has special challenges when choosing a unit curriculum for its students, especially students with special needs.

Like regular schools, HSPG homeschooling requires a curriculum as a basic guideline for implementing learning. Based on the first study, it was found that homeschooling in Indonesia still refers to the education unit-level curriculum based on the agreement of government regulations on non-formal education. Additions and changes to the curriculum in homeschooling are made according to the needs, interests, and abilities of the child. Students who study at Homeschooling HSPG Sidoarjo have previously been assessed diagnostically by the psychology team regarding the identification of learning needs in students. Making HSPG Sidoarjo the choice of many parents, especially for the Sidoarjo area and its surroundings (Shofwan, 2021).

Based on the explanation above, there are several differences in curriculum management in homeschooling and schools in general. Therefore, the researcher has a desire to conduct research on "HSPG Sidoarjo Homeschooling Curriculum Management" With the hope that this research can be an answer to the problems of education management in Indonesia and an update of previous research that focused its discussion only on basic curriculum (Oktavianto, 2016).

## 2. METHOD

This type of research is a qualitative method with a data collection process that flows through observation, interviews, literature studies, and data analysis and presents information systematically. At this research stage, the author prepares a list of questions for interviews, data collection, and data analysis in the research process (Khofifah, 2023).

The data collected in this study is the current curriculum management at HSPG Sidoarjo homeschooling. There are two sources of data collected in this study, namely data sources through interview observations and archival documentation data sources from HSPG homeschooling.

Observation is a method of collecting data by observing or monitoring the object of research, namely the condition of the location, and facilities related to HSPG Sidoarjo homeschooling. The purpose of observation is to collect accurate and objective information about the behavior, process, or phenomenon being studied (Purnamasari, 2021).

Interviews are a method of collecting data carried out through direct conversations between researchers and respondents (resource persons) to obtain in-depth and specific information about the research topic. Interviews were aimed at the principal, vice principal, and academic staff of Homeschooling HSPG Sidoarjo. The purpose of the interview was to collect accurate and objective data and understand the opinions, experiences, and perceptions of respondents (Suparman, 2023).

Documentation is a method of collecting data through documents by completing the required data which can be in the form of written documents (photos) or unwritten documents (video/audio) (Wijaya, 2021). The purpose of documentation is to explore historical data, homeschooling profiles,

vision and mission, teacher data, student data, infrastructure data, and documentation of student activities.

The data analysis carried out in this study using the Miles, Huberman, and Saldana data analysis model, namely a qualitative analysis model that goes through 4 stages, namely data collection, data presentation, data condensation, and concluding (Ekawati, 2018). The advantages of the Miles, Huberman, and Saldana data analysis models were chosen by the author because they are flexible can be adjusted to research needs, and help in the development of theories and models. Figure 1 is a data analysis technique carried out by the author through several flows.

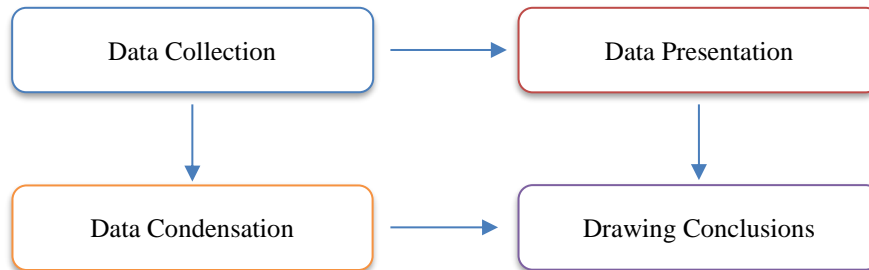


Figure 1. Data Analysis Components

Data collection in the field is always related to raw data techniques. The data obtained must be immediately documented through a field note form. Data condensation is a stage of data reduction to be more concise. With this stage, the collection of data information can be clarified according to the data needed. Data presentation is a stage of the research and simplification process presented through narrative text. Finally, there is a stage of concluding. From this stage, we will see the curriculum management structure in HSPG homeschooling.

### 3. RESULT AND DISCUSSION

#### 3.1. Educational Curriculum Management Planning

In this study, the object of research was conducted at Homeschooling HSPG Sidoarjo. Homeschooling HSPG is one of the alternative education with a conducive learning environment, and provides opportunities for students to develop their unique potential fully. Homeschooling HSPG offers alternative education with learning standards by adapting the national curriculum into something that is quality and effective by making modifications according to the needs of each child.

Homeschooling HSPG Sidoarjo consists of 20 teachers with good pedagogical and professional competencies with a Bachelor of Education (S1) background according to the subjects taught, as many as 19 teachers, and only 1 teacher whose last educational qualification was a Bachelor of Education (D3) with a Health Analyst background (Figure 2). The social and personality competence of educators is very good and is supported by a program to improve students' psychological understanding and teaching innovation at least twice a year.

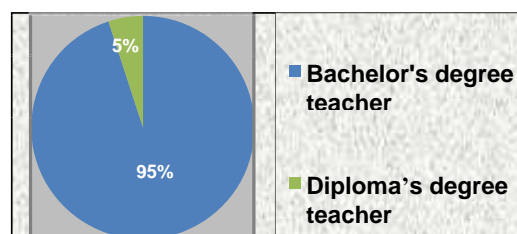


Figure 2. Characteristics of HSPG Sidoarjo Homeschooling Educators

In addition, the characteristics of the human resources of the Homeschooling HSPG Sidoarjo education staff consist of 7 people with the last educational qualification of Bachelor (S1) as many as 6 people, and 1 person with the last educational qualification of High School, including 2 Bachelor of Education (Vice Principal and Academic), 2 Bachelor of Psychology (Principal and Psychologist),

1 Bachelor of Economics (Finance), 1 Bachelor of Management (Administration) and 1 Office Boy with a high school educational background (Figure 3).

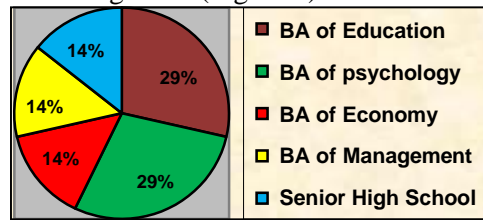


Figure 3. Education Background of HSPG Sidoarjo Homeschooling

Homeschooling HSPG Sidoarjo is located in a residential area, with a social and cultural background of Acculturation between urban and rural communities. Where the attitudes and behavior of the community are reflected in the still high spirit of cooperation, and concern for others, good manners are still maintained, and a good religious life.

Most of the parents of HSPG Sidoarjo Homeschooling students come from Professional, Civil Servant or Private Sector, Entrepreneur, Police, and Teacher circles. Their socio-economic level and residential environment are mostly in the upper middle economic class who are very busy. Meanwhile, HSPG Sidoarjo Homeschooling students have their learning needs identified based on the results of the diagnostic assessment conducted by the Psychology Team. Table 1 shows the characteristics of HSPG Sidoarjo homeschooling students.

Table 1. Characteristics of Homeschooling HSPG Sidoarjo students

No	Student Characteristics
1.	59% of students choose HSPG Sidoarjo Homeschooling as an alternative education due to the dense curriculum and activities in formal education.
2.	14% of HSPG Sidoarjo Homeschooling Students are children with special needs such as Hyperactivity, Learning and Concentration Disorders, Online Game Addiction, and other special needs.
3.	13% of HSPG Sidoarjo Homeschooling Students were identified as needing special attention, such as children who are physically ill or who have high psychological needs, such as children with depression, bipolar, schizophrenia, selective mutism, paranoia, social interaction barriers, and other psychological conditions.
4.	7% of students were identified as choosing HSPG Sidoarjo Homeschooling because they were not comfortable with formal schools due to experiencing trauma such as children who were victims or perpetrators of bullying.
5.	7% of students were identified as choosing HSPG Sidoarjo Homeschooling due to family factors such as parents moving jobs, broken homes, and others.

Research discussing curriculum management in homeschooling has been conducted. Research by Oktavianto conducted at Homeschooling Anak Pelangi and Homeschooling Islam Fatanugraha shows that homeschooling curriculum planning begins with the preparation of basic curriculum and student information. This study uses data collection techniques through interviews, observations, and documentation studies. The results of this study can provide an overview of how the homeschooling curriculum can be managed and developed to meet student needs. However, further research is needed to obtain more comprehensive results.

As a differentiator, this study is used to obtain more comprehensive results. The study focuses on curriculum management that is adjusted to student information. The difference in this study is that it focuses on evaluation points that will be improvements in the future.

### 3.2. Implementation of Educational Curriculum Management

The preparation of the Operational Curriculum for the HSPG Sidoarjo Homeschooling School is based on regulations and laws related to the national education system, national education standards, national curriculum, the concept of independent learning, Pancasila student profiles, local

content, assessment of learning outcomes by educators in primary and secondary education, curriculum evaluation, character development, and school activity plans and budgets for educational units. The preparation also considers the conditions and existence of schools that are inseparable from the surrounding community.

The formulation of the curriculum in HSPG homeschooling is determined by the homeschooling party, which includes subjects, teaching schedules, meeting hours, tutorials, determining the number of students in each class, activities outside the classroom, etc.

Table 2 is a description of the structure of the HSPG Sidoarjo homeschooling curriculum which refers to the 2013 Curriculum and the Independent Curriculum for students from Elementary School to High School.

Table 2. Curriculum Structure of HSPG Sidoarjo Homeschooling

Empowerment and Skills Subjects/Programs	Competency Credit Unit (CCUs) Weight				Total of CCUs
	PHASE A (Class I-II)	PHASE B (Class III-IV)	PHASE C (Class V-VI)	PHASE D (Class VII-	
A. General Subject Group					
Islamic Religious Education and Character Education*	2.052 (57)	2.160 (60)	2.304 (64)	3.168 (88)	9.684 (269)
Christian Religious Education and Character Education*					
Catholic Religious Education and Character Education*					
Buddhist Religious Education and Character Education*					
Hindu Religious Education and Character Education*					
Confucian Religious Education and Character Education*					
Pancasila Education					
Indonesian					
Mathematics					
Natural and Social Sciences					
Physical Education, Sports and Health					
Art and Culture					
English					
Local Content					
B. Empowerment and Skills Based on Pancasila Student Profile					
Empowerment	288 (8)	432 (12)	648 (18)	1.080 (30)	2.448 (68)
Skills					
Total	2.340 (65)	2.592 (72)	2.952 (82)	4.248 (118)	12.132 (337)

Currently, HSPG Homeschooling still provides equivalent education, namely Package A education which is equivalent to elementary school, Package B education which is equivalent to junior high school, and Package C education which is equivalent to high school. The curriculum currently used is adjusted to the level of education and with the addition of a special curriculum, namely elements of the 2013 curriculum including knowledge, character, and life skills. In addition, HSPG homeschooling also uses the Merdeka curriculum in teaching and learning activities.

The curriculum content in HSPG Sidoarjo Homeschooling is as follows:

1. Subjects
2. Functional Skills
3. Local Content
4. Professional Personality Development Activities
5. Learning Completeness
6. Level and Degree Increase
7. Graduation
8. Assessment

Curriculum implementation is the stage of implementing a previously planned curriculum that is tested and adjusted to the characteristics of students and conditions in the field. The curriculum will be achieved if everyone in management works consciously together to achieve the desired goals effectively (Kamil, 2009).

The implementation of the homeschooling curriculum is carried out based on the abilities, potential, talents, and interests of students so that the competencies to be achieved can be realized. The implementation of the homeschooling curriculum emphasizes the child's desire to return to learning. That way, the existing learning is made comfortable and enjoyable so that children are enthusiastic about learning again.

The aspects of the curriculum planning process carried out in SHPG homeschooling are as follows.

1. Availability of curriculum documents to be implemented
2. Involvement of all stakeholders in curriculum planning
3. Compliance of the planned curriculum with national curriculum standards

The implementation of the planned curriculum refers to students' interest in what is given by the teacher. Important aspects to know that the planned curriculum is successful are as follows.

1. The quality of learning received by students, whether it is good enough or not
2. The use of innovative learning methods so that students show interest in the teaching and learning process
3. Student involvement and activeness in the learning process

### **3.3. Evaluation of Educational Curriculum Management**

This curriculum evaluation can cover the entire curriculum or each component of the curriculum such as objectives, content, or learning methods in the curriculum. The evaluation conducted in HSPG homeschooling is an evaluation conducted as a whole, not only regarding the curriculum but also regarding the learning process and development of students.

The evaluation emphasized by the author is an evaluation intended to assess the curriculum as a whole starting from planning, development, implementation, impact, and level of effectiveness and efficiency. Is there anything that needs to be replaced, modified, or removed.

By conducting evaluations, homeschooling can further improve the capacity and capabilities of the programs it creates so that the competitiveness between homeschooling and public schools will be the same.

## **4. CONCLUSION**

Based on the results of the research and discussion, it can be concluded that the management of the educational curriculum at Homeschooling HSPG Sidoarjo goes through several stages, namely 1) the homeschooling curriculum planning process, which begins with the preparation of materials used as curriculum materials; 2) the homeschooling curriculum implementation process, namely the curriculum is prepared based on the abilities, potential, skills, and interests of students so that the competencies to be achieved can be implemented. The implementation of the homeschooling curriculum is based on the child's desire to return to learning. In the homeschooling learning process, each student is treated individually based on their abilities, needs, potential talents, and interests; and 3) the homeschooling curriculum evaluation process, namely conducting a comprehensive assessment, not only of the curriculum but also of the learning process and student development.

This evaluation is carried out in a session attended by all lecturers and staff and occurs once per semester as part of the evaluation session.

With good curriculum management and student skills, the state should pay more attention to homeschooling so that children who cannot attend formal education can get an alternative education through homeschooling. Homeschooling built on a solid foundation always evaluates its curriculum and upgrades all its capacities and capabilities to achieve perfect homeschooling.

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