




Alamat : Tuesday Block No. 76 Rt/Rw  
01/003 Jatitengah Village, Jatitujuh District,  
Majalengka Regency, West Java  
Email : arjijournal@gmail.com  
Kontak : 08998894014

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## Analysis of Child Development in the Home Schooling Learning Process from an Islamic Boarding School Perspective

## Analisis Perkembangan Anak Pada Proses Pembelajaran Home Schooling Perspektif Pesantren

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 Nakhma'Ussolikah<sup>1\*</sup> Moh Iqbal Al Ghazali<sup>2</sup>  
Mohamad Mizan Sya'roni<sup>3</sup>

 <sup>123</sup> Bunga Bangsa Islamic University Cirebon

 Email: nakhmaali071115@gmail.com

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**Abstract:** Early childhood individual development has a major role in the growth and development of children with potential and capacity faster than teenagers (adults). The mistakes made by parents and educators in responding to children's developmental stimuli cannot yet be done in a responsive and measurable manner. Children are still seen as weak individuals and do not have the authority to freely express their creativity and potential. Islamic boarding school education can help children develop optimally in terms of the essence of children's diversity attitudes. The aim of this research is to increase the understanding and skills of parents and educators regarding the function of child development. The aim of this research is to analyze children's development in the home schooling learning process from an Islamic boarding school perspective. Research methodology with a descriptive qualitative approach. The main subjects were 3 children aged 6-9 years and the supporting subjects were 1 parent and 1 Islamic boarding school caregiver. The data collection instrument in this research used interviews. The research results describe that an individual's life starts better by providing positive stimulus to children through

learning in the home environment and Islamic boarding school. The definition of school is actually in the home environment. The concept of *home schooling* was developed for children from an early age to adulthood. Children know home as school at all times. The perception of *home schooling* is that it is an element of an informal educational institution with a flexible curriculum according to children's needs. Parental education in the 5.0 era is improved to optimize the talents and interests of children's potential at home in continuity.

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## INTRODUCTION

The difference between formal and informal types of education in Indonesia is a basic reference for parents and teachers at school. Based on the results of analysis in the field, it is stated that the parenting style of millennial parents has an idealistic perspective and always carries out joint evaluations between family and children. Success in developing a child's thinking ability with a healthy mentality is known from the child's feelings of likes or dislikes in activities. A child's sense of comfort is felt when the child begins to recognize social interactions that are free and unmeasured. Freedom in communication can increase aspects of social sensitivity in children independently and responsibly. Voluntariness and awareness that arise in children make the child's personality pleasant or unpleasant. Some opinions reject independent learning such as private and homeschooling. (Ariefianto, 2017) Homeschooling alternative schools have also received deep criticism, including according to Daed Joesoef, former Minister of Education and Culture, Development Cabinet III, 1978-1983 in the June 9 2007 edition of Kompas which stated "If this type of private education (homeschooling) becomes popular and becomes substitute (alternative) for formal school education, in the long term it will have fatal consequences for the growth of Indonesian children into social human beings (*homo socialis*). Rachman, (2007: 160). This type of home schooling should not be used to because it can damage the child's growth into an unsociable human being.

When children are under 6 years old, it is better if parents do not focus too much on academics. Because the most important thing is that children's psychological development can grow optimally. The way to do this is by providing as much quality time as possible to implement local parenting. Alternative schools in big cities such as Jakarta, Yogyakarta, Makasar, Surabaya, Bandung and other cities are one of the reasons for parents to increase the potential cognitive aspects of their children. By participating in homeschooling activities they can learn optimally because there is one teacher per student. Another reason is that it can be controlled through friendships, meaning parents are not worried about their children being involved in social activities because they are monitored directly at home. The academic material, such as counting, reading and writing, aims to introduce and mentally prepare school-aged children. This material should not be explored excessively.

The stages of homeschooling are divided into several alternatives, namely: kindergarten, elementary, middle and high school levels. At this stage, children can adjust to package A, B, C exams, and each university must be able to accept students graduating from package C. When children are under 6 years old, parents can apply the unschooling model to their children. Where this model gives children the freedom to learn. So it looks more relaxed and runs naturally, not too focused on academic targets but can increase children's curiosity. This method is suitable for toddlers who want to explore many things. To find out what toddlers must master and what the level of development achievement of children under 6 years old is, you can read the Minister of National Education Regulation number 58 of 2009 concerning early childhood education content standards.

Formal, informal and non-formal education has an important role in aspects of academic, personal and social development. The form of attitude change in children who receive education will be different from children who do not receive proper teaching. This is known from their attitude and character. (Wardati, 2019) Character is a basic element in humans which forms a person's psychological character and makes him behave in accordance with himself and the values that suit him in different conditions. Figures and scholars have explained various definitions of

the term character itself, including the following: The word character comes from Greek which means "to mark" and focus on how to apply good values in the form of actions or behavior. Therefore, someone who behaves dishonestly, cruelly, or greedily is said to be a person of bad character, while someone who behaves honestly and likes to help is said to be a person of noble character. So the term character is closely related to a person's personality (character). A person can be called a person of character if his behavior is in accordance with moral rules. Changes in character education have a gradual process. Children have been given modeling examples of good or bad character seen in the family environment until the child reaches adulthood. The child's behavior patterns can be seen from the character models observed in the living environment, place of study and place of socialization. (Ilyas, 2016) Character education is urgent to be implemented because there are symptoms that indicate the increasing erosion of national character.

Homeschooling is a school with a social label as a special school for families with a high economic background because people know that homeschooling costs above the average for formal schools in general. The origin of the word homeschooling is that Homeschooling is not the opposite of education at school. Homeschooling is not a way to prevent children from attending formal schools. Homeschooling is the opposite of all that, wanting to support the school. (Diyah Yuli Sugiarti, 2010) Linguistically, homeschooling comes from English which means home school. According to Satmoko Budi Santoso, the substantive meaning of homeschooling is the aspect of independence in providing education in the family environment. (Ariefianto, 2017) "If this type of private education, homeschooling, becomes a substitute (alternative) for formal school education, in the long term it will have fatal consequences for the growth of Indonesian children into social human beings (*homo socialis*). Rachman, (2007). This type of home schooling should not be used to because it can damage the child's growth into an unsociable human being. Individualism becomes a habit if children experience a pattern of life continuously at home without any good social roles or involvement.

Dominant aspects of life (Ismail, 2016) Education is an activity to develop all aspects of human personality that lasts a lifetime. Therefore, education does not have to be obtained through school alone. Some people who are critical of formal educational institutions argue that schools confine and colonize children. Many children who have the potential to think deeply, be creative, and have good manners, then change drastically after entering school. Children are forced to learn everything at a predetermined pace and are bound by the shackles of a strict curriculum just to pursue a certain score that is set as the passing limit in the National Examination (UN). This educational pattern makes students less active in developing and feel afraid of making new changes and discoveries that they want to explore. Schools that do not have a place to help students develop activities with new learning innovations can make children become individuals whose potential is less developed.

According to Muhtadi ( 2014), educational innovation must continue to be improved, considering that there are still many educational problems that have not been handled properly by conventional methods, especially in accommodating the diversity of students in terms of character, intelligence, background, physical, mental development, interests, , talents, learning styles. Curriculum changes are one of the basic foundations for children to follow academic and cultural changes at school. Indonesia's path to gold has undergone changes and a process of independent learning movement. The independent learning system can be experienced by every student at various levels of formal education. For example, students have the right to channel their

talents and interests according to their personal potential, students have the right to innovation and changes to the learning system. Several things from the independent curriculum prepare students to become problem solvers. Not being an individual who is mentally burdened because he is unable to follow subjects but is forced to continue studying and reading without any interest or talent. This psychological view of students can influence changes in thinking patterns and unfavorable attitudes in the future.

The role of a professional educator requires continuous skills and introduction to learning models and techniques and provides quite advanced scientific contributions. Educators must be able to educate students who are mentally healthy, have social emotional stability and have high critical thinking power. The relationship between education and teaching provides great change and strength for human life and civilization today. (Muhtadi, 2014) formal education in the form of school institutions should indeed be an exciting learning arena for children's curiosity. However, unfortunately the current formal school atmosphere is dominated by wrong thinking, which actually turns children who are basically very creative into stiff robots who are very obedient (Seto Mulyadi, 2007). This atmosphere ultimately turns formal schools, which should be fun, into "prisons" that are full of pressure for the development of every child's creative ideas. (Nakhma'Ussolikhah et al., 2023) Conflict occurs when communication is formed, perceptions that cannot be seen with the actual truth value can manipulate the truth value to be false. Social attitudes are formed wisely based on aspects of the individual's social and personal development well.

The formal education curriculum in Indonesia in the technological era has presented a type of independent learning. Students are given the opportunity to learn to find solutions to problems, given stimulus to develop academic potential, character and innovation. Student learning models and styles are something new to do because in the independent curriculum learning students are supported to learn outside the school environment such as study visits to other schools, visits to inspiring places or direct practice through direct practical learning students can carry out observations, interviews and find a way with methods that have been observed. (Narji et al., 2022) The face of the new world of Metaverse technology promises various sophistications as a virtual reality world , the world of the future, with various facilities and technologies that have already arrived in Indonesia. Metaverse, which is a virtual world, can be applied in various fields. The most interesting and attractive field is in the tourism sector.

Teenagers often face high levels of pressure and anxiety in everyday life (Teenagers & Media, 2023). Anxiety that is not handled properly can have a negative impact on the emotional and psychological well-being of teenagers. Home schooling teaches the development of cognitive aspects with a limited frequency of time. Islamic boarding schools familiarize themselves with a continuous learning model by serving and obeying Islamic boarding school rules and can form positive, rule-abiding, responsible and independent individuals. This research involves the children's boarding school environment. Researchers realize that Islamic boarding school education is a type of teaching and provision that can increase the potential and development of children in society. In the Islamic boarding school context, it has an Islamic religion-based curriculum and learning. Independence and a sense of responsibility for every santri or student at an Islamic boarding school is a personality that can be developed and processed gradually.

Researchers realize that the role of education in penitentiary is not something that can be done instantly or privately at school, but parenting patterns and character education guided by the Al- Qur'an and hadith can be developed by santri or students studying in the Islamic boarding school environment. Religion-based homeschooling in Indonesia is Islamic boarding school.

(Purnamasari et al., 2017) Alternative education can function as a substitute, supplement and complement to school education. As a substitute, it means that it can replace school-based education which, due to various reasons, people are unable to attend school-based (formal) education, there are some students from elementary school to high school age who have never attended formal education but have attended Islamic boarding schools. This is given the same opportunity as pursuing packages A, B, C to be able to carry out further education at tertiary institutions as has been done so far. As a supplement, it means that alternative education is carried out to increase knowledge and skills that are lacking from school education, such as tutoring, private, and training.

So far, the education that has been developed has placed more emphasis on cognitive aspects, paying less attention to the affective and psychomotor side of children (Wardati, 2019). Religious studies are often interpreted superficially and textually, existing religious values are only memorized and not put into practice, even though the values of religiosity are not only visible when someone carries out ritual practices of worship, such as prayer, prayers, fasting, zakat and hajj. However, the value of religiosity appears in all a person's daily activities which reflect elements of aqidah, worship and morals. Based on the background above, the aim of this research is to analyze children's development in the home schooling learning process from an Islamic boarding school perspective.

## METHOD

This research uses a descriptive qualitative method (Wardati, 2019), a qualitative approach, namely to find good and accurate research results. Researchers can analyze data from observations and interviews using a qualitative approach. The research site is the Miftahuttholibin Kuningan Islamic boarding school. The research subjects were the main subjects, namely 3 children aged 6-9 years and the supporting subjects were 1 parent and 1 Islamic boarding school caregiver. In this research the researcher took subjects using a purposive sampling method. The purposive sampling method is a technique for determining samples with certain considerations.

An instrument is a tool used to collect data or information that is useful for answering research problems. Instruments as tools in research that use a research instrument method in order to collect data, namely observation, interviews and documentation. The data collection techniques in this research are observation, interviews, documentation review. Processing and interpreting this data can be done using three steps of data analysis techniques, namely: reduction, data display and verification. Meanwhile, to check the validity of the data, the criteria for the degree of trust ( *credibility* ) are used.

(Purnamasari et al., 2017) The research was conducted as an ethnographic study of homeschooling education so that it can contribute to the world of education in the future. The expected targets are to obtain an overview of the motivations and reasons for some people's choice of homeschooling as an educational alternative, to obtain an overview of the role of the family in implementing homeschooling education, to study cultural aspects in homeschooling education, to study values in homeschooling education, as well as an analysis of challenges, hopes, Barriers to the development of homeschooling education in the Islamic boarding school environment .

## RESULTS AND DISCUSSION

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The presence of alternative schools in Indonesia has a major role in that true life is not only centered on cognitive intelligence, but requires a balance between affective, psychomotor and spiritual aspects. (Ilyas, 2016) Character education is urgent to be implemented because there are symptoms that show the increasingly eroding character of this nation. Thomas Lickona categorized these symptoms as ten signs of the times in the future that must be watched out for, namely: 1) Increased violence among teenagers/society. 2) Use of bad/non-standard language and words. 3) The influence of peer-groups in acts of violence is strengthening. 4) Increased self-destructive behavior. 5) The moral guidelines for good and bad are increasingly blurred. 6) Decreased work ethic. 7) Lower respect for parents and teachers. 8) Low sense of individual and group responsibility 9) Culture of lies/dishonesty 10) There is mutual suspicion and hatred between people. (Noor, 2012: 15).

It is in the nature of children to learn and they are natural learners. The main task of children in their first 6 years is to explore as many things as possible in the surrounding environment with their senses and learn that the adults around them support the exploration process. This parameter assesses several sections with their respective indicators, namely: Moral and religious values, Social, emotional and independence, Language, Cognitive, Physical/motor, Arts. (Ilyas, 2016) today's education system, such as schools, places more emphasis on developing academic intellectual abilities and pays less attention to very fundamental aspects, namely character development. Meanwhile, character is a very important aspect in assessing the quality of human resources.

**TABLE 1.1**  
**DIFFERENCES IN AMERICAN AND INDONESIAN HOMESCHOOLING**

No	Age	School level	Curriculum	American Homeschooling	Indonesian Homeschooling
1	0-6 years	Kindergarten	Need assessment	The teacher comes to the student's house	Santri live at the Tahfidz Children's Islamic Boarding School in Pati, Kudus, Central Java
2	6-12 years	elementary school	K13, government curriculum standards, independent curriculum	The teacher comes to the student's house	The students live at the Miftahuttholibin children's Islamic boarding school in Kuningan
3	12-17 years old	JUNIOR HIGH SCHOOL	K13, government curriculum standards, independent curriculum	The teacher comes to the student's house	The students live at the Miftahuttholibin Islamic Boarding School in Kuningan

4	17 – 20 Years	SENIOR HIGH SCHOOL	K13, government curriculum standards, independent curriculum	The teacher comes to the student's house	The students live at the Miftahuttholibin Islamic Boarding School in Kuningan
5	18 - 45 years old	MDA/MDW	Imriti, Alfiyah ibn Malik, classic books of fiqh, Sufism, Islamic boarding school guidelines	-	The students live at the Huffadz Lirboyo Islamic Boarding School

Based on the results of the analysis in table 1.1, there are differences between home schooling in America and Indonesia in terms of learning methods, learning styles, curriculum, references. In the standardization of the homeschooling curriculum in America, students are given the choice of a flexible curriculum model, meaning it suits the needs of students, especially for toddlers (five year old babies) because children experience learning naturally without pressure. This curriculum is adapted to the life patterns and needs of children. Based on the needs assessment provided, it is hoped that children will develop affectively, psychomotorically and cognitively, the development of children under five still focuses on emotional and motoric aspects and is not focused on cognitive aspects. This learning model already exists in the Tafidz children's Islamic boarding school environment, especially in Central Java areas such as Pati, and Kudus, the Children's Tahfidz Islamic boarding school provides teaching methods to improve understanding of religion and memorization of the Al-Qur'an, guided directly by kiyai, ustadz and ustadzah at the Islamic boarding school. Santri live full time 24 hours in the Islamic boarding school environment without assistance from family or parents. The existence of students in Islamic boarding schools provides a high fighting spirit for students to be able to live independently and be able to become leaders for themselves. Children receive complete teaching from the cognitive, affective, social and cultural aspects of the Islamic boarding school.

The elementary school period is a transition from childhood to childhood. Students who take part in learning completion with package A provide special opportunities for students who study part time. Teachers from homeschooling institutions are assigned to come to the students' homes with a curriculum that has been agreed upon between parents and the learning institution, such as the national education curriculum, K13, or the independent curriculum. After students follow regular learning according to the agreed schedule at the end of class 6, they will be recommended to take the package A catch-up exam. Elementary school age students receive formal educational facilities in the Islamic boarding school environment with additional lessons after school, with additional religious lessons. such as fiqh, Sufism, etc. Kiyai and ustadz/ah who can provide direct teaching to children. By getting used to religious lessons and habits, children's spiritual values can increase, this can be seen from the students' positive attitudes, such as being polite, speaking well, praying diligently, reciting the Koran, fasting and respecting teachers and parents.

Routine activities for elementary, middle and high school levels in schools adopted from homeschooling from America will have the same teaching pattern, curriculum and direction

process. There are things that differentiate, such as the costs for each level from kindergarten – high school are different. The higher the school age level, the greater the educational costs for homeschooling. At the end of each exam, homeschooling students can pursue packages A, B, C. There are several families who follow the Cambridge curriculum to align it with western concepts of thought according to their country of origin because these students are intended to be able to continue to campus abroad. Several requests from parents of other students chose the education department's standard curriculum to equalize package exams. (Ariefianto, 2017) Formal education is education that is held in schools in general and has clear educational levels, starting from primary education, secondary education to higher education. Non-formal education is an educational pathway outside formal education that can be implemented in a structured and tiered manner. Non-formal education is provided for community members who need educational services that function as a substitute, supplement, and/or complement to formal education in order to support lifelong education.

Islamic boarding schools have learning methods based on classical books and are guided by the teachings of teachers or kiyai which have been passed down into Islamic boarding school culture. One of the aims of Islamic boarding schools is to preserve the Prophet's moral culture. Based on history, Islamic boarding schools were initially a place for the spread of Islam, with this, students who studied at Islamic boarding schools had traces of exploring the knowledge of the Prophet's legacy, the term barokah became popular among students and kiyai. The existence of Islamic boarding schools has become increasingly widespread in every city, district and village. The community has Islamic boarding schools as alternative schools, one of which is seen from the relatively cheap and high quality education costs. Students at Islamic boarding schools come from various upper middle to lower middle economic circles.

The basic character inherent in HS/HE is *customized education*, education that is customized or adapted to the needs of each child. Therefore, HS/HE has many models, according to the number of families running HS/HE. No two families develop exactly the same two homeschooling models even though some principles may be the same. In terms of methods, there are many theoretical models of HS/HE, ranging from those that are very unstructured (unschooling), to those that are very structured like schools (school-at-home). There are those who undergo homeschooling using the Montessori, Charlotte Mason, Classical, Unit Study models, and others. There are no legal prohibitions against alternative schools. All home school models have their own rules and procedures. The HS/HE model can be chosen by families because parents can understand the child's needs and development.

#### Chart. 1.1

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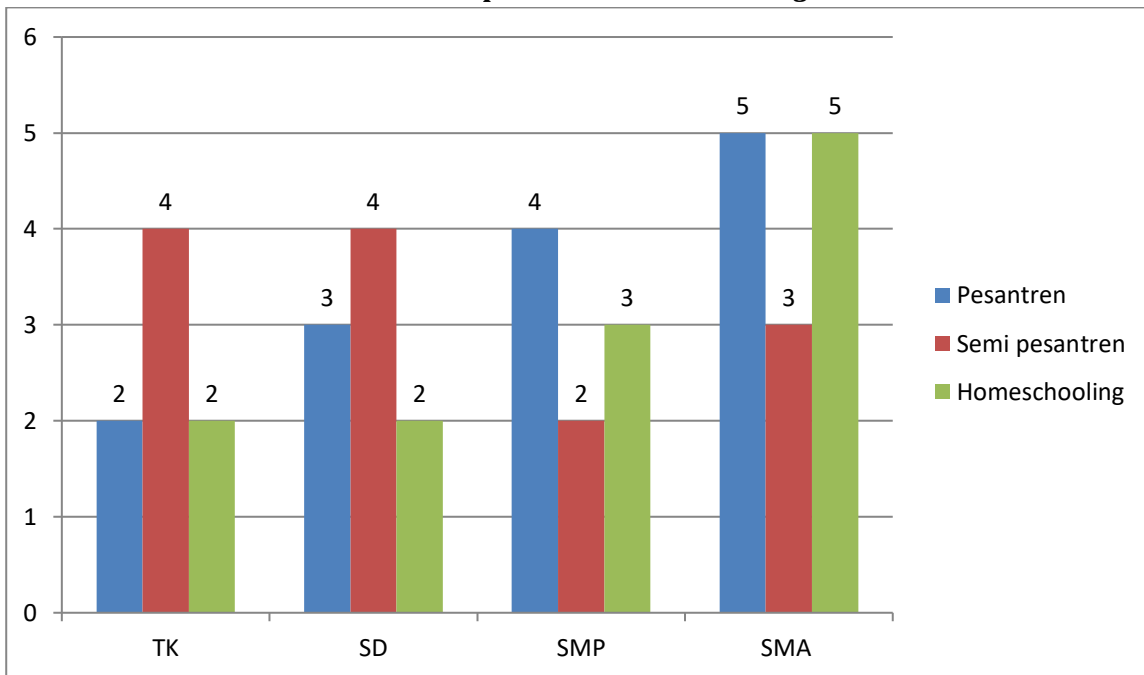
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### The Development of *Homeschooling* in Indonesia



Based on the results of graphic analysis 1.1, the results of the development of homeschooling in Indonesia have significant differences seen from a scale of 5 in the interest and presence of students who participate in learning effectively and efficiently. The data is known from the results of several observations and interviews conducted by researchers with Islamic boarding school teachers and Islamic boarding school caregivers. It is known that from the kindergarten level at the Pati Islamic Boarding School, children aged 8 years and 6 years have been living for 2 years. Children feel comfortable and happy by participating in activities at the children's boarding school by having lots of friends their own age. The children's excitement provides motivation and the world of play that is developed becomes more active. Teachers and kiyai provide facilities and activities according to the Islamic boarding school curriculum, such as submitting short letters and sorogan reciting the book. Children are used to following routines at Islamic boarding schools. This can improve children's learning achievements as the essence of learning is lifelong. In the homeschooling model which refers to school, HS/HE families also have choices. Families can choose a national curriculum reference or another curriculum, such as Cambridge IGCSE which is used by international schools. Apart from Cambridge IGCSE, many other types of curriculum are created by curriculum makers (curriculum providers) that are recognized in the countries where they are made.

Analysis of the findings in the field shows that there are 2 kindergarten students living in the Hufadz Anak Pati Islamic boarding school (2), among the students going home to the Islamic boarding school there are 4 children with a scale (4) and there are 2 students who take part in homeschooling at the age of 4 years, class A and 5.5 years class B. This is the curriculum that HS/HE families need to refer to. Even though they use the national curriculum like schools, creativity for HS/HE families remains open, especially in the learning process which is adapted to the child in order to obtain maximum results. HS/HE families can determine for themselves what reference books they like best, study time, and also how to study a subject. Apart from the subjects

tested in the Equivalency Exam, homeschooled children can still learn various things that interest and concern them. At the elementary school level, namely students who attend Islamic boarding schools at the age of 7 – 12 years, there are 3 students with resident status at Islamic boarding schools. In semi boarding schools there tend to be more than 4 students, while in homeschooling there are 2 students. At the junior high school level, there are 4 students aged 15-17 who choose to go to Islamic boarding school, semi-Islamic boarding school 2 and homeschooling 3. The reason why students participate in homeschooling is because they have high lifestyle habits and their parents' concerns about social interactions at school which are considered not good.

At the high school level, students choose to go to Islamic boarding school, there are 5 students. The count on a scale of 5 shows that the majority of students after graduating from junior high school choose to study at Islamic boarding school as preparation for life in the future. This view means that each individual's self-awareness of the importance of highly competitive education makes it possible for them to adapt in an adaptive and planned manner. For this reason, for semi-Islamic boarding schools, students have a scale of 3 and the homeschooling level is a maximum of 5. The majority of those from high economic backgrounds and children of officials prefer to go to school at home with the desired curriculum. If you want to refer to a foreign curriculum, HS/HE families can choose which curriculum to refer to. There is a curriculum for all subjects at the national curriculum level, so there is only one type of curriculum created by the government, namely the curriculum used in schools.

(Rizai, 2022) the aim of national education is to form a dignified national character and civilization in order to make the nation's life more intelligent. Koesoema also emphasized that the implementation of education does not only transfer knowledge and technology to students, but must be directed at building a nation that is civilized, moral and has a noble character, which is not only measured in terms of academic intelligence, but also requires emotional intelligence and intelligence. spiritual. Home school-based Islamic boarding schools enable children and parents to achieve optimal development. The potential and ability to understand science more broadly and holistically so that it can be studied in Islamic boarding schools.

(Handayani & Muliastri, 2020) the fourth industrial revolution is known as Industrial Revolution 4.0. This is an era of disruptive innovation, where this innovation is developing very rapidly, so that it can help create new markets. Indonesia's future challenges are a benchmark for the strength of the National education unit system. Islamic boarding schools can help realize home schooling programs in Indonesia specifically on learning outcomes in attitudes, morals and morals. (Putri, 2020) Reflected in a number of analyzes which have succeeded in showing that the development of science and technology is essentially informed and oriented towards creating modern civilization, which promises various advancements and ease of level and application and is able to present the face of humanity .

## CONCLUSION

Homeschooling in Indonesia is divided into two parts, the first is homeschooling from institutions with a national education curriculum, needs assessment, and Cambridge. This alternative school level from America requires high costs to take this school level. The second part is that religious-based alternative schools or Islamic boarding schools can implement a learning system involving a religious curriculum and a formal curriculum. Alternative schools are a way of determining the success of students in the school environment. Islamic boarding school education helps santri or students develop their potential academically, improve their personality with

noble character and have good sociality in the minority community in the Islamic boarding school environment and the majority in the wider community environment.

Homeschooling is one of the best alternative education in the Islamic boarding school environment. The majority of graduates from formal, informal and non-formal Islamic boarding schools have abilities that are recognized in several other educational institutions. Education with basic character and noble morals teaches santri or students to become priority personalities of high quality and commitment in building the nation and state. Islamic boarding school education makes a very broad scientific contribution to the nation's children. Apart from affordable education costs among the Indonesian people, Islamic boarding school alternative education provides teaching with high spirituality, morality and intellectuality.

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