Design Of Vocational Homeschooling Education Based On Talent Class

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Abstract— Homeschooling is alternative education applied in Indonesia. The informal education pathways that gives parents the freedom to provide appropriate learning patterns for their children in developing their talents and creativity. The study is create a model of vocational homeschooling to provide alternative choices for the community in choosing more flexible vocational education. Vocational homeschooling model based on talent class is an alternative choice for the community in choosing more flexible vocational education. Homeschooling institutions can develop talent class programs such as in the automotive, drafting, IT/Coding, catering, cosmetology, fashion, and other fields in collaboration with government recognized courses. The talent class program must refer to the competency test from the Professional Certification Agency (LSP) so that graduates have recognized competencies. Homeschooler hopes to have competencies according to talent can be accommodated by this program for the provision of independent living.

Index Terms— talent class, homeschooling, vocational, education.

1 INTRODUCTION

Homeschooling is one alternative model of education that has been recognized by the government. Generally, existing homeschooling is still an alternative education with an equivalency test (Paket C). There are no options for vocational education. One of the Indonesian Government's programs now to increase vocational graduates through vocational education. The regular vocational level there several skill groups such as automotive, machining, computer engineering, cooking, cosmetology, beauty, agriculture, and others. Learning carried out for three years with a curriculum that has regulated by the government through Permendikbud No. 24 of 2016 [1]. Parents who want their children to have skills after junior high school will enter their children into regular vocational schools with a learning pattern that has arranged. Whereas parents who want their children to have skills but the pattern of learning time arranged independently cannot choose a regular vocational school. There no vocational homeschooling alternative options at the vocational level for student learning needs with flexible learning time settings [2]. Homeschooling education in Indonesia managed by the Community Learning Activity Center (PKBM) with a range of learning activities level: Elementary School (PAKET A), Junior High School (PAKET B) and High School (PAKET C). The existence of PKBM regulated and protected by the Government which ensures graduates of all programs can continue their education to a higher level, such as PAKET C graduates can continue to universities or polytechnics [3]. Homeschooler who have a learning independence spirit, demanding creative and innovative actions because the learning system not likes regular schools [4]. They learn by utilizing the technology that around to learn science and skills such as the use of search menus on the internet to find learning resources [5]. By giving vocational curriculum to homeschooling students, students will interact more quickly with the environment in vocational and entrepreneurship learning. They will get data on business activities by interacting with business houses for business learning with a touch of technology gained in learning.

For example, the parents of automotive workshop businessman want their children to able to continue their parents’ business at some time. To continue the business, the child must have automotive skills and management skills. To get these competencies, after graduating from junior high school, studying at a automotive vocational high school then continuing to study management so that it takes 6 to 7 years to achieve the desired competency. For this reason, it necessary to find solutions for parents of automotive entrepreneurs to able to provide the best education for their children with an education that flexible learning time with a vocational curriculum. Parents enter their children into automotive vocational homeschooling education so that children can learn the theory of knowledge and technopreneurship from the teacher and the practice of vocational automotive with his parents’ mentor as a automotive workshop entrepreneur. Theoretical learning more academic while the practice more real because it can work directly in the place of the business of his parents who also mentors. The use of technology in the workplace encourages the spirit to innovate in solving problems in the workplace even though it still under the guidance of parents. In three years competency has achieved because it has able to practice running a business owned by parents. Within three years it has also declared a high school equivalent with a PAKET C. For this reason, it is necessary to develop a model of homeschooling vocational education according to Indonesian regulations..

2 RESEARCH PURPOSE

The purpose of this study is to create a model of vocational homeschooling based on talent class to provide alternative choices for the community in choosing more flexible
vocational education. The model developed is expected to accommodate the homeschoolers’ talents to improve their competencies in order to graduate with the skills to provide independent living.

3 **LITERATURE REVIEW**

3.1 **Homeschooling Education**

Homeschooling an alternative learning model other than in school, parents fully responsible, learning not always with parents as facilitators, the learning environment conducive and the goal that each child’s unique potential develops maximally [4][6]. Viewed from the positive side, homeschooling accommodates the child’s potential intelligence optimally because each child has a variety and distinctiveness of different interests, talents, and skills. Also, it able to avoid negative influences that may faced by public school children [7]. From a cynical perspective, it feared that children would alienated from their social environment so that their social intelligence potential does not arise. Homeschooling a proactive action to intervene in the education of our children and responsible for providing love for learning. So that parents can participate to supervise, encourage, explore and develop the potential of their children directly [8].

Homeschooling has several objectives [9], namely: (a) ensure the completion of quality primary and secondary education for students from children and families who choose homeschooling pathways; (b) ensuring equity and easy access to education for each for the process of academic learning and life skills; and (c) serving students who need flexible academic education and life skills to improve the quality of their education.

Parents and children usually decide to choose homeschooling because of certain conditions or needs. Every child usually has different conditions, reasons, or preferences. There are several homeschooling formats to choose from, according to the child’s preferences or needs:

a. Single Homeschooling, implemented by one family. Usually, parents who act as teachers in the family. or, it could also bring a tutor to the house.

b. Compound Homeschooling, the organizer consists of several families, who have similar interests or needs. Children can study in one house or take turns in the house of another participant. This format can train children to socialize even without going to formal school.

c. Homeschooling Community, this format is a combination of several homeschooling that compiles and determines syllabus, teaching materials and main activities (sports, music/art and language). The following are also facilities, infrastructure and learning schedules. The learning commitment between parents and the community is 50:50.

Based on the needs they have, homeschoolers who do homeschooling can be grouped into two:

a. Diploma-oriented homeschoolers, There are homeschoolers who want to continue to higher education such as universities, or are interested in taking formal education. That way, they will need a diploma to be accepted by educational institutions which are usually a condition for entering these educational institutions. For this reason, homeschoolers need to take an equivalency test (PAKET A, B, C) to get a nationally recognized diploma.

b. Homeschoolers are oriented to life skills, this is the type of homeschoolers that make homeschooling a supporter of the non-formal knowledge they already have. Usually, they have found the career or profession they want, their abilities in the field are well honed, and don’t really need a certain diploma to succeed in the field they are engaged in. For example, artists, models, designers, writers, photographers or professions of non-formal expertise.

An example is Homeschooling Kak Seto (HSKS) is an alternative school that places children as subjects with an “at home” approach. With this “at home” approach, children feel comfortable learning because they can learn anything they want, anytime and anywhere, as if he was in his home. So, even though it is called homeschooling, it does not mean children will continue to study at home, but children can learn anywhere and anytime as long as the situation and conditions are really comfortable and enjoyable like “at home”. So in the Homeschooling system, class hours are flexible: from getting out of bed to going back to sleep. Learning activities at homeschooling are made fun so that homeschoolers feel comfortable learning [10]. For example fun learning activities at HSKS, such as:

a. **Friday class** is a non-academic learning process for community homeschoolers that aims to develop children’s self, skills and creativity through workshops, workshops, counseling, religion, sports, and financial education.

b. **Gathering distance learning** is an activity that involves all homeschoolers who choose the distance learning program. This activity is held every three months. Homeschoolers gather in a predetermined place with prior notice and learn together in a different way. Homeschoolers who take part in this program can get to know and socialize with fellow homeschoolers, even though homeschoolers learn at home, they can still socialize with their friends.

c. **Outing** is learning process where the community homeschooler and distance learning learn outside the classroom through both outdoor and indoor visits which are held every two months. It is expected that homeschoolers will not become bored with learning in the classroom. Homeschoolers can directly practice and see firsthand, and homeschoolers can add broader insights and increase knowledge about things not given in class.

d. **Project class** is an activity aimed at community homeschoolers as a structured organization for carrying
out several projects according to their chosen specialization. Project class is divided into three, namely: entrepreneur, charity and media.

e. **Study refresh** is an activity aimed at community homeschoolers as homeschoolers self-refreshment that is carried out either before or after the Final Semester Examination (UAS).

f. **Midterm exams (UTS) & final exams semester (UAS)** are mandatory activities for homeschoolers as evaluation material and learning outcomes/report cards from UTS and UAS will be given during the parents meeting. This activity is carried out every three months.

g. **Try out** is an exercise/trial activity in the lead up to the National Equality Education Examination (UNPK) aimed specifically at homeschoolers.

h. **UNPK** is an activity/test aimed specifically at homeschoolers with a schedule set by KEMENDIKBUD.

### 3.2 Vocational Education

Elucidation of Article 15 of Law Number 20 of 2003 concerning the National Education System (National Education System Law) confirms that "Vocational Education is secondary education that prepares students especially to work in certain fields." Furthermore, in Article 36 paragraph (2) it is explained that "the curriculum at all levels and types of education developed with the principle of diversification by the education unit, regional potential, and students."

Working in a particular field as referred to in the National Education System Law above is undoubtedly by the types of occupations available in the employment field, either working independently or entrepreneurship or working on other parties. Therefore, the application of the principle of diversification in the development of the Vocational High School (SMK) Curriculum is realized by having to be oriented towards the types of work or expertise that are developed and needed in the world of work. The list of types of occupations or expertise in the vocational secondary education environment is known as the Vocational Secondary Education Skills Spectrum.

In order to adjust the curriculum with the characteristics of vocational education units, Minister of Education and Culture Regulation No. 70 of 2013 concerning the Basic Framework and Curriculum Structure of Vocational High Schools (SMK)/Vocational Madrasah Aliyah (MAK) which was later changed to the Minister of Education and Culture Regulation Number 60, Year 2014 concerning 2013 SMK/MAK Curriculum, the attachments related to the Curriculum Structure of SMK/MAK, among others, emphasized that in the determination of majors in accordance with the fields/programs/expertise packages consider the Vocational Secondary Education Skills Spectrum set by the Director General of Secondary Education Ministry of Education and Culture.

Based on the Minister of Education and Culture Regulation, the Decree of the Director General of Secondary Education Ministry of Education and Culture issued: 7013/ D/KP/2013 concerning the Vocational Education Skills Spectrum. In this decision, it affirmed that spectrum as intended, is a reference in opening and organizing fields/programs/packages of expertise at SMK/MAK. The skill spectrum of Vocational Secondary Education (PMK) is the types of educational programs as well as the implementation signs, as a reference in the opening and developing education programs at SMK/MAK.

The types of education programs in the Spectrum of Expertise organized in the form of Expertise Areas, Expertise Programs, and Expertise Packages. Equipped with the scope of competence for each Expertise Package.

a. Areas of expertise, is a collection of Expertise Programs that have similar characteristics and require the same primary field of study.

b. Expertise Program, is a collection of Expertise Packages that have the same characteristics of the basics of expertise/work/tasks.

c. Expertise Package, is a unit of education and training program based on tasks in a particular position/job, with a duration of 3 or 4 years of secondary education unit. In each Expertise Package that is opened, Vocational Schools can specialize in specific competencies according to the demands of the related work world (concentration of expertise) by not ignoring the necessary skills of the relevant expertise.

The types of education programs in the Vocational High School are called the skill spectrum, because the departments that developed in the Vocational High School are the skills or job titles that exist and develop in the world of work, so it not based on discipline science. A job title or job title (job title) can be the result of focusing on some scientific disciplines.

### 4 Research Methods

The research began with a survey of several homeschoolers who were taking part in the PAKET C Learning Program where the results showed that there was positive interest in getting a technopreneurship-based vocational program so that after graduation they could be independent [1].

Based on this study it is necessary to make a model of homeschooling vocational education by referring to the existing literature. The author conducts studies and discussions with experts to get a model that matches the regulations in force in Indonesia.

### 5 Result and Discussions

The results of a review of several regulatory sources in Indonesia, the developed education model can be seen in Figure 1. Homeschooling institutions that have a PAKET C Program from the Ministry of Education and Culture then create a training/education scheme of vocational talent class. Vocational talent class curriculum refers to the competency test scheme of the LSP. The selection of competencies that will be offered to homeschoolers is in accordance with the needs or interests in accordance with homeschoolers. Homeschoolers can choose their desired competencies according to their interests to explore their potential. Competencies offered such as automotive, drafting, IT/Coding, catering, cosmology,
Homeschooling institutions can collaborate with courses recognized by the Government to jointly develop curriculum to fit the competency scheme of the LSP. This collaboration makes it easier for homeschooling institutions to develop a variety of competencies that will be offered to homeschoolers. The learning settings are arranged in such a way that homeschoolers can learn comfortably to pursue PAKET C and learn vocational class learning. Evaluation of vocational talent classes is carried out after the homeschooler finishes learning in a training scheme with proof of certificates from the homeschooling institution. The certificate will be a requirement for homeschoolers to register for a competency test at the LSP.

Homeschooling Institutions
Homeschooling is under the auspices of the Directorate for Early Childhood Education and Community Education, KEMENDIKBUD. Law No. 20 of 2003 concerning the National Education System accommodates homeschooling as an alternative learning that can be done by the community. Homeschoolers who choose homeschooling will take the National Education Equivalency Examination (UNPK) and obtain an equivalent diploma issued by the Ministry of Education and Culture. PAKET C program is an equivalency test for high school level. This diploma can be used to continue education to a higher level such as universities or polytechnics at home and abroad.

From the activities in the HSKS learning program, it is still oriented towards UNPK to get a high school diploma. There are no programs to produce homeschool graduates who have vocational level vocational skills. Even though homeschoolers also have the desire to learn vocational-level vocational education to prepare after graduating. Homeschooling managers can work closely with course institutions to develop vocational talent class programs favored by homeschoolers. The development of the talent class program refers to the competency test of the LSP.

Vocational Talent Class in Homeschooling
Vocational Talent Class is a place for those who want to develop and channel their talents in vocational fields such as automotive, drafter, IT / Coding, catering, cosmetology, etc. Every individual has their abilities - both in academic and non-academic fields. The abilities of each individual are different and cannot all be forced to be the same. There needs to be a facility or place as a place to be able to explore and channel the abilities of each individual. In vocational talent classes will be given learning about how to become a proficient in the desired vocational field through structured training or courses while attending homeschooling education. Learning in vocational talent class refers to the material that will be tested to obtain competency certification by LSP (Professional Certification Agency). After graduating from the vocational talent class, it is hoped that homeschoolers can take competency certification exams from LSP. As such, his abilities can be recognized as being equal to those of Vocational High School graduates.

For example Development of Automotive Vocational Homeschooling Education Based on Technopreneurship, The Automotive vocational homeschooling is designed with learning time independently is equivalent to PAKET C so that graduates can continue to the college. The profile of graduates developed in automotive vocational homeschooling is entrepreneurship or implementing a car repair shop (service & repair). Expertise is taken depending on the willingness and ability of students in following the learning process. Learning outcomes that have been developed include: the ability to apply technopreneurship, basic automotive capabilities, car engine maintenance capabilities, chassis capability, capability of transfer power, and car electrical capability. To produce graduates, technopreneurship materials can also be added to improve the ability of graduates to become independent entrepreneurs [2].

Professional Certification Agency (LSP)
Professional Certification Agency, hereinafter abbreviated as LSP, is the implementing agency for competency testing and competency certification which has been licensed by the National Professional Certification Agency (BNSP). BNSP is an independent institution tasked with carrying out competency certification established by Government Regulation Number 23 of 2004. Competency Certificate is proof of written recognition of mastery of work competencies in certain types of professions provided by Professional Certification Institutions or National Professional Certification Bodies. Profession is a field of work which requires competency to work as required and meets the specified standards which also contain the values and professional code of ethics.

Competency Test is a process of assessing both technical and non-technical through collecting relevant evidence to determine whether someone is competent or not yet competent in a particular competency unit or qualification.

Indonesian National Work Competency Standards, hereinafter abbreviated as SKKNI, are the formulation of work capabilities covering aspects of knowledge, skills and / or expertise as well as work attitudes that are relevant to the implementation of duties and job requirements set in accordance with the provisions of the applicable laws and regulations.

The Indonesian National Qualification Framework, hereinafter abbreviated as KKNI, is a competency qualification gap framework that enables equalization and integration.
between education, job training and work experience in the context of giving recognition and professional awards.

6 CONCLUSION

Vocational homeschooling model based on talent class is an alternative choice for the community in choosing more flexible vocational education. Homeschooling institutions can develop talent class programs such as in the automotive, drafting, IT/Coding, catering, cosmetology, fashion, and other fields in collaboration with government recognized courses. The talent class program must refer to the competency test from the Professional Certification Agency (LSP) so that graduates have recognized competencies. Homeschooler hopes to have competencies according to talent can be accommodated by this program for the provision of independent living.

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