

LEARNING NEEDS OF THE STUDENTS THROUGH HOMESCHOOLING

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ABSTRAK

ABSTRACT

Education that is prepared by the government, whatever its form of education, is basically held to free people from the various problems of life that surround them. The focus of this research is to find out: (1) How is the implementation of the homeschooling community in meeting the learning needs of children with special needs? in meeting the learning needs of children with special needs? This research uses a qualitative approach. Research data collection using in-depth interviews, participant observation, documentation. Research subjects include: managers of homeschooling institutions, educators / tutors and homeschooling families. To guarantee the trustworthiness / truth of the results of qualitative research, this study was carried out for two months, while the steps in data analysis included: data reduction, data display, data verification and conclusions The results showed that the implementation of homeschooling in meeting the learning needs of children with special needs in Imanuel Surabaya homeschooling in the implementation and learning process is based on the needs of different children, especially on children with special needs that are tailored to the level of ability, barriers experienced and the character of communication that develops aspects of talent and interests so that their educational needs can be met.

Keywords: homeschooling, learning needs, students

INTRODUCTION Every individual born in this world is essentially entitled to a proper education regardless of status, and lack on any individual. as explained in the Law of the Republic of Indonesia Number 20 article 5 paragraph (1) and (2) which reads "Every citizen has the same right to obtain quality education. Citizens who have physical, emotional, mental, intellectual and / or social disabilities are entitled to special education."

The education level prepared by the government stated in Law Number 20 of 2003 concerning SISDIKNAS article 13 paragraph (1), which reads "the education pathway consists of formal, non-formal and informal education that can complement and enrich each other". Therefore, education in whatever form

and ansit from basicly individual problems of life that surround them. Therefore, any form and unit basically held in order to free humans from the various problems of life that surround them.

Every child has the same right to get an education and every child as much as possible get a proper education for themselves, without exception to children who have limitations and deficiencies as in children with special needs. Formal education is less able to help in meeting their educational needs. Because children like this must get education and special services to be able to optimize the potential that exists in him.

DISCUSSION

Non-formal education is one type of education that has existed since humans interacted with the surrounding environment. At the beginning of its presence, non-formal education is influenced by informal education, namely activities that mainly take place within the scope of the family, Sudjana (2004: 62). As one of the institutions for organizing informal education. The existence of homeschooling is legal, and its existence can be included as a learning community model that is classified as an informal pathway education unit in Law number 20 of 2010 concerning the national education system.

Homeschooling is an educational model in which a family chooses to take responsibility for their children's education and educate their children by using the home as the basis of education. Parents are required to play an active and responsible role in the education process of their child Sumardiono (2007: 4).

Homeschooling will teach children with a variety of situations, conditions, and social environment that continues to grow Mulyadi (2007: 44). Parents should focus on their children, as long as they are awake and active, the closeness of parents to their children can be an effective way of learning and can be linked to pleasant experiences obtained from existing facilities in the real world. humans to ensure their survival so that they are more dignified. Therefore the state has an obligation to provide quality education services to each of its citizens without exception including those who have differences in ability (disable) or children with special needs.

At this time the role of educational institutions is very supportive of growth and development in the system and how

to get along with other people. In addition, educational institutions are not only as a vehicle for the knowledge provision system, but also as an institution that can provide skills or provisions for life that will hopefully be useful in society. With the existence of educational institutions will equip children to be able to live independently in their lives with all the advantages and disadvantages

For children who have different abilities and physical limitations the government provides special education facilities that are tailored and designed according to their needs. In overcoming various educational problems for children with special needs, various forms of education (school) services have been provided.

As stated in the Basic Law, the education channel consists of formal, informal and non-formal education which is mutually enriching and complementary. Non Formal Education is a new system in the world of education which forms and implementation is different from the existing school system. Non-formal education provides educational services that are flexible and can be adapted to the learning needs of students, especially for students who have limitations that require special education services.

As one of the scopes of non-formal education, homeschooling is an alternative education that acts as a substitute (subtitude education) of formal education. By choosing Homeschooling education, parents are responsible and directly involved in determining the process of organizing education, such as determining the direction and goals of education, values to be developed, intelligence and skills, curriculum and materials, as well as learning methods and practices that are tailored to the needs learning his child

(Simbolan, 2007. [http // Wordpress.com.homeschooling](http://Wordpress.com.homeschooling)). Thus the needs of children and especially those with special needs will develop according to their abilities and the needs for education can be optimally fulfilled. The basic principle of homeschooling education that handles children with special needs is, as long as it allows all children to learn together without regard to difficulties or differences that may exist in them. so that each child can be accepted into the class, and help each other with the teacher and peers and other community members so that their individual needs can be met

Homeschooling for children with special needs is based on structured, patterned, programmed, consistent principles. The curriculum used in the implementation of homeschooling for children with special needs is tailored to the needs of children. The principle in the implementation of homeschooling is the same as the principle in the progressivism education movement in the aspects of students, teaching staff, curriculum. teaching methods and so on. The success of homeschooling is supported by an appropriate curriculum, adequate facilities and the participation of parents, while the method used is the provision of an environment and facilities that allow for a free learning process for each child. Judging from the theory of school guidance, the implementation of homeschooling makes children active in developing their own potential. As stated in Gardner's theory of intelligence that everyone's intelligence is different. With homeschooling, children's potential can be developed to the maximum so that children will master the fields of interest that will later be beneficial for the child.

(1) The implementation of Homeschooling seen from the

implementation and learning process in Surabaya Homeschooling is based on the level of students' needs that are adapted to the conditions, and the ability level of students considering that students at Imanuel Homeschooling Surabaya are children with special needs. Students at IHS are not only given an academic provision but are also provided with skills, self-development (life skills), it is shown from the existing learning programs including: artclas, which consists of skills classes, singing, dancing, drawing / painting , cookingclass, gardening. Of course this is adjusted to the interests and interests that exist in students, tutors are assigned to be able to direct. Provision of skills and self-development (lifeskill) provided to students aims so that students with special needs can have the skills and can be independent to take care of themselves both in the present and in the future.

(2) Meeting the learning needs of children with special needs which are divided into self-actualization needs and social needs. Even though they have limitations children with special needs have the right to education like normal children in general. At IHS, strive for learners as far as possible actualization needs and social needs can be met with a maximum of this is supported by the presence of outing activities of students taught to be able to socialize in the school environment, family, and community environment. The socialization activities are held routinely every 3 months, students are introduced to the surrounding environment.

(3) inhibiting factors and supporting the implementation of homeschooling. Based on data collection on the implementation of homeschooling in meeting the learning needs of children with special needs seen from the

process and implementation there are several supporting factors, including:

1. Parents

Cooperative parents can help with homeschooling. Parents fully support all programs in IHS so that children can develop properly because the desired goal is for children to progress.

2. Community learning environment

The existence of community support around the learning environment can help and support the learning process that takes place every day by allowing their land to be used for a number of activities and where to park a vehicle even if only temporarily

3. Department of Education

The support given by the Office of Education can be seen by the facilities provided such as training and providing opportunities for students at IHS to be able to take the equality test as well as students in general

4. City Government

The city government is quite supportive, as it is known that IHS is the only homeschooling that handles children with special needs in the city of Surabaya. Government support can be seen with the involvement of IHS in every event organized by the city government relating to children with special needs

While the inhibiting factors of the implementation of homeschooling in meeting the learning needs of children with special needs include:

1. Tutor

The learning process will be hampered if one tutor is unable to attend. The learning process will be chaotic, as it is known that one child is accompanied by one tutor

2. Learners

The condition of the students will influence the process and implementation of learning, considering

that students in Imanuel Homeschooling Surabaya are children with special needs, so emotional conditions are uncertain and difficult to concentrate on learning. if this happens then the teaching and learning activities are hampered.

CONCLUSION

The implementation of homeschooling in meeting the learning needs of children with special needs at Emmanuel Homeschooling Surabaya which is seen based on the process and its implementation can run effectively through stages (1) student recruitment, (2) identification of needs, (3) educators / tutors, (4) learning material and curriculum, (5) methods, (6) time allocation, (7) facilities and infrastructure, (8) evaluation of learning Identification in the implementation and process of homeschooling is based on the needs of each child that are different, especially on children with special needs that are adjusted to the level abilities, obstacles encountered and the character of communication through education that develops aspects of talent and interests so that the need for education can be met.

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