

EDUCATORS' STRATEGIES IN INSTILLING STUDENT CHARACTER EDUCATION VALUES IN HOMESCHOOLING EBHS (ENGLISH IN BOGOR HOMESCHOOLING) KIKHANZA SEMARANG

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Abstract

This study aims to determine the teacher's strategy in instilling student character education values at EBHS Kikhanza homeschooling. This study uses descriptive qualitative research with data collection techniques through in-depth observation, interviews, and documentation. The results showed that the teacher's strategy in instilling student character education values at EBHS Kikhanza homeschooling was carried out by habituation and exemplary with character education values such as respect for differences, courtesy, independence, honesty, discipline, responsibility, creativity and care for the environment. The cultivation of character education values is also supported by TPQ extracurricular activities. The contribution of this research is to provide insight for readers regarding the strategic role of teachers in shaping student character through habituation and exemplary approaches in a homeschooling environment. This research can also be a reference for educators, especially in homeschooling in designing effective strategies and this research is expected to enrich the literature on character education and become input for homeschooling managers to continue to improve the quality of character-based learning.

Keyword : Teacher Strategy; Homeschooling; Character Education; Childhood Education

ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi guru dalam menanamkan nilai-nilai pendidikan karakter pada siswa di homeschooling EBHS Kikhanza. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data melalui observasi mendalam, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa strategi guru dalam menanamkan nilai-nilai pendidikan karakter di homeschooling EBHS Kikhanza dilakukan melalui pembiasaan dan keteladanan, yang mencakup nilai-nilai seperti menghargai perbedaan, kesantunan, kemandirian, kejujuran, kedisiplinan, tanggung jawab, kreativitas, dan kepedulian terhadap lingkungan. Penanaman nilai-nilai pendidikan karakter ini juga didukung oleh kegiatan ekstrakurikuler TPQ. Kontribusi penelitian ini adalah memberikan wawasan bagi pembaca mengenai peran strategis guru dalam membentuk karakter siswa melalui pendekatan pembiasaan dan keteladanan di lingkungan homeschooling. Penelitian ini juga dapat menjadi referensi bagi para pendidik khususnya di lingkungan homeschooling dalam merancang strategi yang efektif, serta diharapkan dapat memperkaya literatur mengenai pendidikan karakter dan menjadi masukan bagi pengelola homeschooling untuk terus meningkatkan kualitas pembelajaran berbasis karakter.

Kata kunci: Strategi Guru; Homeschooling; Pendidikan Karakter; Pendidikan Anak Usia Dini

A. INTRODUCTION

Nowadays, moral decline is a very worrying thing. It does not only occur among adults but also affects children and adolescents who are still in school ¹. The Ministry of Women's Empowerment and Child Protection (Kemen PPPA) stated that on January 1, 2024 there were 20,968 complaints of violence cases with 4,618 male victims and 18,146 female victims. Based on this data, the age with the most cases of violence occurred in the age range of 13 to 17 years with 8,117 victims². Physical violence has also befallen school teachers due to students' moral decadence. This happened to a high school teacher in Bengkulu who was catapulted to the police for reprimanding a student for smoking in school; a teacher at SMP Negeri 6 Kalukku in West Sulawesi who was persecuted by a student's guardian for punishing his son for disobeying orders to tidy up his clothes; a teacher who was stabbed by a high school student in Lendah Kulonprogo; a teacher who was stabbed by a

MA student in Pilangwetan Demak for not being allowed to take the exam and many other cases of violence ³.

Not only cases of violence, the decline in morality can be in the form of drunkenness, brawls, drug abuse, promiscuity and free sex, neglect violence, exploitation, *trafficking*, psychological, sexual violence, and so on. In this case, what needs to be emphasized is the existence of character values which will become the foundation and basis of the child's personality. Parents, teachers, schools and communities must realize the importance of character education in limiting behavior, enhancing individual values by becoming role models for students, and providing an environment that supports their maturation.

Character education and the formation of akhlakul karimah in children are essential aspects in building future generations with integrity and quality. Character education is a system of instilling character values in students which includes awareness and action in implementing values, manners,

¹ A. Mannan, 'Pembinaan Moral Dalam Membentuk Karakter Remaja (Studi Kasus Remaja Peminum Tuak Di Kelurahan Suli Kecamatan Suli Kabupaten Luwu)', *Aqidah-Ta: Jurnal Ilmu Aqidah* 3, No. 1 (2017): 59–72, <https://doi.org/10.24252/Aqidahta.V3i1.3408>.

² N. Hikmah, 'Kemenpppa: Kekerasan Pada Remaja Ri Tembus 8 Ribu Kasus Pada 2024', Goodstats, 2024,

<https://goodstats.id/article/kekerasan-pada-remaja-tembus-8-ribu-kasus-pada-2024-ymaes>.

³ H. Supandi, 'Guru Sma Di Bengkulu Yang Diketapel Ortu Murid Bakal Pakai Mata Palsu', Detiknews, 2023, <https://news.detik.com/berita/d-6887796/guru-sma-di-bengkulu-yang-diketapel-ortu-murid-bakal-pakai-mata-palsu>.

character, and morals into students, in order to form students' personalities in making decisions, being honest, respecting others, and behaving well in everyday life ⁴. Because if it is in accordance with Law No. 20 of 2003 concerning the National Education System, the function of education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming for the development of students' potential to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and democratic and responsible ⁵. In line with the objectives of education which imply that the *core value* of the

development of Indonesian society is based on divine values and high morals, which means that value education is an important component in the education system in Indonesia. This must be considered in line with the formation of student character ⁶.

So far, a number of studies have discussed the cultivation of character education in *homeschooling*. Some previous studies such as those conducted by ⁷; ⁸; and ⁹ have identified the objectives, supporting factors, and obstacles in instilling character values in a *homeschooling* environment. In addition, research conducted by ¹⁰; ¹¹ specifically discusses the implementation of character education in the formal school context. However, character education in

⁴ A. S. Maharani And N. N. Aisyah, 'Implementasi Nilai Pendidikan Karakter Melalui Homeschooling', 1, No. 1 (2023): 31–37.

⁵ B. Hermanto, 'Perekayasaan Sistem Pendidikan Nasional Untuk Mencerdaskan Kehidupan Bangsa', *Foundasia* 11, No. 2 (2020), <https://doi.org/10.21831/Foundasia.V11i2.26933>.

⁶ Murni Yanto Et Al., 'Intercultural Sensitivity Of Educational Management Students As The Future's Educational Leaders In Indonesia', *International Journal Of Sociology Of Education*, 11, No. 3 (2022), <https://doi.org/https://doi.org/10.17583/Rise.10483>.

⁷ Febiyanti Febiyanti Et Al., 'Implementasi Nilai Pendidikan Karakter Di Homeschooling', *Buletin Pengembangan Perangkat Pembelajaran* 3, No. 1 (2021), <https://doi.org/10.23917/Bppp.V3i1.19389>.

⁸ L R. Azahra And I. Ilyas, 'Implementasi Pendidikan Karakter Di Pusat Kegiatan Belajar

Masyarakat Homeschooling Primagama Semarang', *Journal Of Nonformal Education And Community Empowerment* 3, No. 1 (2019): 67–77,

<https://doi.org/10.15294/Pls.V3i1.23921>.

⁹ Athaya Syahla Maharani And Nisrina Nur Aisyah, 'Implementasi Nilai Pendidikan Karakter Melalui Homeschooling', *Prosiding Seminar Nasional Pendidikan Non Formal* 1, No. 1 (2023): 31–37.

¹⁰ Muhammad Soleh Hapudin, 'Penanaman Nilai Pendidikan Karakter Peserta Didik Melalui Budaya Sekolah (Culture School)', *Proceeding Literasi Dalam Pendidikan Di Era Digital Untuk Generasi Milenia*, 2020, 299–307.

¹¹ Wahyu Retnaningtyas And Zulkarnaen Zulkarnaen, 'Strategi Guru Dalam Pembentukan Karakter Sosial Anak Usia Dini Di Lingkungan Sekolah', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, No. 1 (2023): 374–83, <https://doi.org/10.31004/obsesi.V7i1.3826>.

homeschooling often has unique characteristics, because the methods, curriculum, and learning approaches are developed independently by the institution or family that organizes it. This causes the strategy and focus of character value cultivation in *homeschooling* to tend to vary, depending on the vision, mission, and needs of the students served by the institution. However, until now, no studies have been found that specifically examine the cultivation of character values in the context of the *Homeschooling* EBHS Kikhanza Semarang institution. This indicates a knowledge gap regarding the specific practices carried out by *Homeschooling* EBHS Kikhanza Semarang in an effort to instill character values in its students. Therefore, this study aims to answer this need, as well as to contribute to the development of character education literature in *homeschooling*.

This research fills the void of existing studies by exploring the practice of student character education at EBHS Kikhanza *Homeschooling* Semarang. Due to the early age, the lack of character education from both schools and parents as the first education obtained by a child. Coupled with the unstable mental condition of children, it is difficult to control emotions, filter everything

that enters their minds and souls and results in the emergence of rebellion, and not thinking before acting. This study specifically aims to answer how the teacher's strategy of instilling student character education values at EBHS Kikhanza *Homeschooling*.

It is expected that through this research, specific strategies applied by EBHS Kikhanza *Homeschooling* institution in instilling character education values in its students can be found. The results of this study are also expected to be a reference for *homeschooling* education practitioners in designing effective strategies and relevant to the needs of students. In addition, this research is expected to be able to contribute to the character education literature, as well as be an input for *homeschooling* managers to continue to improve the quality of character-based learning.

This research uses descriptive qualitative research with analysis through Field Research. The place of research is *Homeschooling* EBHS Kikhanza, which later it is hoped that the results of this study can represent all other *homeschooling*-based institutions in the teaching and learning process. Data collection techniques through observation, interviews and documentation. Observations were made in the

homeschooling environment to record the interaction of teachers and students. Interviews were conducted through 3 informants, namely, the head of the EBHS Kikhanza homeschooling institution, subject teachers and TPQ extracurricular teachers to explore in-depth information about the cultivation of character values at EBHS Kikhanza homeschooling. Documentation contains supporting data in the research. Secondary data that supports this research is relevant literature both from books and scientific articles. Data analysis techniques using Miles and Huberman through three stages, namely data reduction, data presentation and verification ¹². For validation techniques in this study involving triangulation techniques, namely checking and establishing validity by analyzing data from various perspectives.

B. RESULTS AND DISCUSSION

RESULTS

Overview of Kikhanza *Homeschooling* EBHS (English In Bogor Homeschooling)

This research was conducted at *homeschooling* EBHS (English In Bogor Homeschooling) Kikhanza Semarang, a non-

formal education institution that focuses on learning based on students' individual needs. *Homeschooling* EBHS Kikhanza Semarang is located at Jalan Wonodri Sendang V No.9, Wonodri, South Semarang District, Semarang City, Central Java. This institution was established in 2017 as a branch of its center in Bogor City. Apart from Semarang, EBHS Kikhanza *homeschooling* also has branches in Jakarta, Bintaro, and Majalengka.

EBHS Kikhanza *homeschooling* offers three types of flexible class options, namely community, private, and independent classes. Students can choose *offline learning* or *online learning* methods according to their needs. Based on the results of interviews with the owner of EBHS Kikhanza *homeschooling* Semarang, that currently more students choose the *offline* learning system, although *online learning* activities are still running well. This *homeschooling* operates every day with learning hours starting at 09.00 to 12.00, where the learning session is divided into two compulsory subjects and one extracurricular activity.

In terms of curriculum, EBHS Kikhanza *homeschooling* implements two curricula, namely the Cambridge curriculum

¹² Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An*

Expanded Sourcebook, 2nd edn (SAGE Publications, 1994).

and the national curriculum. Based on the results of interview data, the Cambridge curriculum is the initial curriculum of *homeschooling* EBHS Kikhanza. However, the national curriculum is still used if there are students who do not want or have limitations in English. At the elementary to high school level, students are only required to study four main subjects, namely Indonesian, English, Mathematics, and Science. However, when entering high school, these subjects are broken down into areas such as Sociology, Geography, Economics, Biology, and so on. This gives students the flexibility to focus on areas that suit their interests and abilities.



Figure 1. *Module Book*



Figure 2: *Learning Book and Workbook*

Extracurricular activities offered at EBHS Kikhanza *homeschooling* include *public speaking*, *writing English*, financial

literacy, Qur'anic Education Park (TPQ), drawing, and architecture classes. For the architecture class, learning is carried out for two full hours because in this extracurricular activity it is necessary to make market products. EBHS Kikhanza *homeschooling* also has *outing class* activities although not scheduled, but this institution still tries to provide learning experiences outside the classroom when there are certain activities, such as visits to museums or other educational places.

One of the advantages of EBHS Kikhanza *homeschooling* compared to other *homeschooling* institutions is the flexibility offered. Based on the results of the interview, learning can be done *offline learning* or *online learning*. Likewise, the exam can also be adjusted to the time and location determined jointly by students and teachers. With a limited number of students, which is around 16 students from PAUD to SMA level, EBHS Kikhanza *homeschooling* is able to implement a more personalized learning system.

Homeschooling EBHS Kikhanza Semarang has six educators, all women including the owner of the institution. The teachers at EBHS Kikhanza *homeschooling* not only prioritize academic achievement, but also the development of students'

abilities according to their respective potentials. Character education values become the main focus in the learning process, such as adaptability, cooperation, responsibility, and cross-age socialization applied through extracurricular activities and interaction in community classes.

Despite its many advantages, the challenges faced by *homeschooling* EBHS Kikhanza Semarang are considerable, especially regarding the public's understanding of *homeschooling*. According to Miss Nurul, as the *owner of homeschooling* EBHS Kikhanza Semarang, many people in Semarang City are not fully *open-minded* about the concept of *homeschooling*, so social problems often arise in its implementation. However, EBHS Kikhanza *homeschooling* continues to strive to provide optimal understanding and learning experience to each student, focusing on the development of individual abilities as well as flexibility in learning methods.

Habituation in Cultivating Student Character Education Values

Etymologically, habituation comes from the root word “ordinary”. Based on the Big Indonesian Dictionary (KBBI) “ordinary” means common, general, as usual, has become a habit, has often been ¹³. With the prefix “pe” and the suffix “an” indicating the meaning of the process, so that habituation can be interpreted as the process of making something or someone become accustomed. Habituation is a process of activities carried out repeatedly which aims to make individuals become accustomed to behaving, behaving and thinking in accordance with predetermined goals ¹⁴. This habituation activity is an effective way to instill and develop character education in children. Children will quickly absorb what they hear and see, good habits that children see and hear will become good habits for children to do until adulthood. The purpose of habituation in children is so that the child is trained in a goal, so that the child really instills the habit in himself and will become a habit that is difficult to leave for the child.

¹³ Aeni Latifah Et Al., *Pendidikan Karakter Tanggung Jawab Terhadap Lingkungan Di Smp Yasidik Parakan Salak Kabupaten Sukabumi*, 02, No. 12 (2023): 1151–62.

¹⁴ Destya Melya Sari Et Al., ‘Pengaruh Implementasi Kegiatan Keagamaan (Pembinaan,

Pembiasaan, Pendidikan), Terhadap Peningkatan Semangat Ibadah Siswa’, *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 4, No. 2 (2023): 707–14,
<https://doi.org/10.38035/jmpis.v4i2.1653>.

This process is a *modeling* process, which is the formation of attitudes through the assimilation process or the process of imitating¹⁵.

Based on the observations that have been made, EBHS Kikhanza *homeschooling* also applies the process of character formation with habituation. At present, students at EBHS Kikhanza *homeschooling* are elementary and junior high school students, where such adolescent ages still imitate what is seen and what is heard. Good habituation is always recommended by the teacher, so that children get used to a good thing they will do. Similarly, the habituation carried out by the subject teacher at EBHS Kikhanza *homeschooling*, such as praying before and after learning, the habit of reading short chapters of the Qur'an before the lesson begins, and other habits. *Homeschooling* EBHS Kikhanza also has the main method for instilling character education values to its students, namely through the application of direct practice carried out every day.

A teacher or tutor at EBHS Kikhanza *homeschooling* Semarang has an important role as a facilitator and role model in

implementing the applied character education values such as¹⁶ :

a. Respect for differences

Respect for differences must be instilled in children so that they can respect the differences of others, be it their friends, teachers, parents and society. If not given an understanding of mutual respect, it will lead to mocking each other, fighting, bullying and other bad actions. Based on the results of interviews and observations at EBHS Kikhanza *homeschooling*, the value of mutual respect is taught and modeled in class, both small and large classes. Likewise, during extracurricular activities, the formation of the type of class chosen is a community class consisting of small and large classes. This provides a wider range of socialization spaces for children to learn, so that children will have mutual respect for each other, especially with children with special needs.

Respect for differences is instilled in students' daily interactions, including interactions with friends with special needs. Teachers encourage students to interact and

¹⁵ Supardi Ritonga Et Al., 'Implementasi Strategi Pembelajaran Afektif Dalam Pembelajaran Pai', *Jurnal Sosial Dan Humaniora* 1, No. 2 (2023): 8–14.

¹⁶ Willa Putri Et Al., 'Peran Guru Dalam Membentuk Karakter Siswa', *Metta : Jurnal Ilmu Multidisiplin* 4, No. 4 (2024): 1–14, <https://doi.org/10.37329/Metta.V4i4.3617>.

work together without discrimination¹⁷. For example, teachers teach students the importance of understanding the uniqueness of each person through learning activities. This not only makes the environment more inclusive, but also helps people learn to empathize and be tolerant.

b. Good manners

The results showed that in the process of teaching manners at *homeschooling* EBHS Kikhanza the approach used by prioritizing exemplary rather than teaching. As is the case, which is taught at EBHS Kikhanza *homeschooling* when passing an older person by saying “excuse me” and bowing. Because giving a direct example is the right means to teach manners to students. According to Sir Gord Frey Thomson (1957) in *A Modern Philosophy of Education*, education by example will influence individuals to produce changes that are permanent in habits, behavior and attitudes¹⁸. Awareness of good manners is often influenced by observing the behavior of others, including teachers or tutors themselves. Tutors can provide direct

examples with polite oral communication and polite behavior and even provide examples of how to dress neatly and covered. Agree with Chazawi, that manners contain positive values that are reflected in positive behaviors and actions¹⁹. Positive behavior is better known as politeness which can be implemented by how to speak, how to dress, how to treat others, how to express themselves wherever and whenever.

From here it can be said that a teacher is seen as a more mature parent by his students. This means that students value the teacher as an example in acting and behaving, where the teacher is required to be good at maintaining attitudes and behavior to set the best example. This method will succeed in building polite student characters in interacting inside and outside the learning environment.

c. Independent

At EBHS Kikhanza *homeschooling*, the application of students’ independent attitudes is by holding *outing class* activities, such as going to the museum. *Outing class*

¹⁷ Firdha Halizah Et Al., ‘Analisis Peran Manajemen Pendidikan Berbasis Multikultural Dalam Mengurangi Diskriminasi Dan Bullying Di Sekolah Dasar’, *Jpdsh (Jurnal Pendidikan Dasar Dan Sosial Humaniora)* 3, No. 9 (2024): 559–68.

¹⁸ Indra Zakaria And Listyaningsih, ‘Penanaman Sikap Sopan Santun Melalui Keteladanan Guru Di Smp Negeri 1 Buduran Kabupaten Sidoarjo’, *Kajian Moral Dan Kewarganegaraan* 02, No. 04 (2016): 575–91.

¹⁹ Adami Chazawi, *Tindak Pidana Kesopanan* (Rajawali Pers, 2007).

activities not only provide new experiences to students, but also make students to learn independently outside the classroom environment. In addition, the method to form independence in children is by giving assignments through a variety of creative activities, participating in calligraphy competitions, and a small example of student independence that we observed during observation was when there were students with special needs who were able to go to the bathroom on their own without the need for help from teachers or friends ²⁰.

This is in line that independence is an attitude and behavior that shows the ability to complete tasks without dependence on others . This activity is intended to foster students' self-confidence so that they can become independent and responsible individuals.

d. Honest

In teaching and introducing the habituation of honest behavior to students, EBHS Kikhanza homeschooling is more likely to use a practical approach (direct example) rather than theoretical. Teachers and even school residents who become *role*

models will arise students' attitudes and behavior in everyday life. Teachers must provide a stimulus in the form of an example of honesty and then get used to taking honest character values in learning activities in every subject that children receive. That way, these stimuli will produce honest responses from students which then become a character. This approach allows students to better understand and internalize the values taught, so that they can develop a strong character and be responsible for their words and actions.

The concept of a person's honest character is often a tendency towards sincerity and truth . Honesty includes not only verbal expression, but also written communication, gestures, and actions. This is based on observation data in the extracurricular class of TPQ *homeschooling* EBHS Kikhanza, when there are students who forget not to record the hadith for the exam, they are not afraid and do not make many excuses to admit that they have not done it. Then obediently they immediately worked on the shortcomings of the assignment. Honesty is also practiced by

²⁰ Destriani Destriani, 'Pembelajaran Pendidikan Agama Islam Berbasis Moderasi Beragama Menuju Society Era 5.0', *Incare, International Journal Of Educational Resources* 2, No. 6

(2022),
<https://ejournal.ijshts.org/index.php/incare/article/view/356>.

teachers by setting a real example by being transparent in communication. For example, when the teacher openly provides an explanation of what material students must learn to take the exam.

e. Discipline

The nature of discipline is a serious obedience supported by awareness to fulfill duties and obligations and behave properly according to the rules that should apply in a certain environment. Its realization must be manifested in real actions, namely actions that are in accordance with the rules or procedures that should ²¹.

The character value of discipline at EBHS Kikhanza *homeschooling* is also emphasized by providing good examples to students. This approach will provide concrete examples of how the attitude of discipline can be applied in everyday life. Based on the observation results, EBHS Kikhanza *homeschooling* shows that the application of discipline, especially in terms of being on time, is considered a very important aspect in learning. This is in line with Musbikin's opinion, that the cultivation of a disciplined attitude is a must that affects student learning

achievement . This process must start early with schools taking steps such as giving assignments or homework, setting punctuality and enforcing sanctions for rule violations. Through these means, the discipline character instilled will form a habit that contributes to an increased awareness of the importance of a disciplined attitude.

f. Responsibility

Responsibility is considered a fundamental aspect of student character building as well as a key pillar in the learning process. Effective learning requires active involvement and responsibility from students, therefore without responsibility, students may not feel comfortable in the learning process. Based on the results of the interview, in learning EBHS Kikhanza *homeschooling* highlights the individual responsibility of students to the tasks given. Teachers or tutors give assignments to students to teach students responsibility for their own work and student independence. In addition, in the extracurricular activities of financial literacy in *homeschooling* EBHS Kikhanza becomes one part of the character building of responsibility. Students are

²¹ Zahrul Wardati, 'Peran Guru Dalam Pembentukan Karakter Sosial Anak Pada Habib Alby Home Schooling', *Dayah: Journal Of*

Islamic Education 2, No. 2 (2019): 261, <https://doi.org/10.22373/jie.v2i2.4185>.

guided about the basics and financial management, such as understanding between needs and wants, and managing pocket money. With these activities, students will learn to be responsible in using money wisely and teach the importance of financial planning for the future. The attitude of responsibility is a character trait when a person faces everyday situations, makes moral decisions related to the fulfillment of promises, rights, duties, and obligations ²².

g. Creative

At EBHS Kikhanza *homeschooling* in developing student creativity is through channeling interests and talents. Based on the results of interviews and observations, extracurricular activities are more accommodating for students to express students' creative ideas and develop students' talents, such as making miniature or market buildings, calligraphy and others. Through these activities, students are given the opportunity to develop new skills and express creativity freely. Thus, teachers or tutors

have the task of facilitating, honing and developing students' creative spirit.

h. Care for the environment

The cultivation of the character of environmental care at EBHS Kikhanza *homeschooling* is also carried out by providing direct examples through real practice and accompanied by polite communication in giving advice. A simple example is throwing garbage in its place, picking up garbage scattered on the floor, and then throwing it into the appropriate trash can. This approach is based on Albert Bandura's *Social Learning Theory* which states that children learn through the process of imitating the behavior of adults or the environment around them ²³.

**Extracurricular TPQ Homeschooling
EBHS (English In Bogor Homeschooling)
Kikhanza Semarang as Planting Student
Character Education Values**

Extracurricular activities are activities carried out by school students in non-school hours that are not written in the school

²² Anggita Putri Rejeansyah Et Al., 'Penerapan Pendidikan Karakter Pada Homeschooling Pride Kecamatan Tawang, Kota Tasikmalaya', *Cej: Community Educatinal Jounal* 01, No. 1 (2024).

²³ Irma Irayanti And Dadang Sundawa, 'Children See, Children Do: Pendidikan Karakter Berbasis

Nilai Moral Pancasila', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, No. 3 (2023): 3057-66,
<https://doi.org/10.31004/obsesi.v7i3.4362>.

curriculum. According to Suharsimi Arikunto, explaining that extracurricular activities are additional activities, outside the program structure which are generally optional activities for students ²⁴. According to Suryosubroto, extra-curricular activities are additional activities outside the program structure carried out outside of regular lesson hours in order to enrich and broaden the insights and abilities of students. Extracurricular activities are one component of programmed self-development activities, which means that these activities are specifically planned and followed by students according to their personal needs and conditions ²⁵. It can be concluded that extracurricular activities are educational activities outside of subjects and counseling services to assist the development of students according to their needs, potential, talents, interests through activities specifically organized by educators and/or education personnel who are capable and authorized in educational units.

Al-Qur'an Education Park (TPQ) is a special educational institution in its educational materials and patterns, where these special materials focus on teaching reading the Al-Qur'an properly and correctly or in accordance with the rules of tajweed reading or commonly referred to as tartil reading ²⁶. According to As'ad Humam, Taman Pendidikan Al-Qur'an abbreviated as TPQ is an educational institution that teaches the Al-Qur'an for elementary school-age children (7-12 years) which aims to make students able to read the Al-Qur'an properly and correctly and make it a guide to life. The existence of TPQ does not only focus on teaching reading and writing the Qur'an, but also plays an important role in instilling Islamic values and forming noble character in children ²⁷. Faith-based educational institutions have a strategic position in instilling moral and ethical values in students ²⁸. TPQ generally serves children from early childhood to early adolescence, which is a critical period in character building.

²⁴ Irmawati Nurul Fadilah Rhamadani, Muhammad Ardiansyah, *Meningkatkan Bakat Dan Minat Peserta Didik Di Sma Negeri 2 Gowa Kab. Gowa*, 2023.

²⁵ Sudiro Husodo, 'Peningkatan Prestasi Sekolah Menggunakan Bimbingan Teknis Pengelolaan Kegiatan Ekstrakurikuler', *Jurnal Pendidikan Usia Dini* 8, No. 1 (2014): 137–44.

²⁶ Maulina Devi Et Al., 'Penerapan Metode Ummi Dalam Pembelajaran Al-Qur'an Di Tpa Ar-Raudhah Desa Lahei Mangkutup', *Jurnal*

Pemikiran Dan Kajian Pendidikan 8, No. 1 (2024): 1–7.

²⁷ Ria Puspita Ayuningtyas Et Al., 'Penanaman Nilai-Nilai Keagamaan Melalui Sholat Sempurna Di Tpq An-Nur Bekiring', *Social Science Academic*, 2023, 487–96.

²⁸ Zulfa Mufarokhah Et Al., 'Implementasi Pendidikan Karakter Religius Di Taman Pendidikan Qur'an Al-Aziz Jabung Malang', *Vicratina: Jurnal Pendidikan Islam* 5, No. 8 (2020): 17–23.

Based on observation and interview data, TPQ extracurricular activities at EBHS Kikhanza *Homeschooling* play an important role in children's character education efforts. Character building is by teaching in-depth reading of the Qur'an in accordance with tajweed, writing mushaf, stories about prophets, memorizing short letters and hadiths, interpreting Qur'anic verses and hadiths and others. This material is given alternately so that children do not feel bored so that it is hoped that children can implement it in their daily lives.

The effectiveness of TPQ (Islamic Education Park) is influenced by various factors, including the quality of teachers, curriculum, family and community support, and program consistency ²⁹. Based on observations, at the beginning and end of learning, children familiarize themselves with reading asmaul husna, short letters, and prayers with the classical method, namely reading together, so that children will begin to get used to it so that it will be imprinted strongly in themselves. In its implementation, TPQ applies a learning system by carrying out habits that are more directed towards adab, akhlaq, karma, manners, in addition to the target of how the

children can read the Qur'an properly. Examples of small things that teachers teach are excusing themselves and bowing when passing older people.

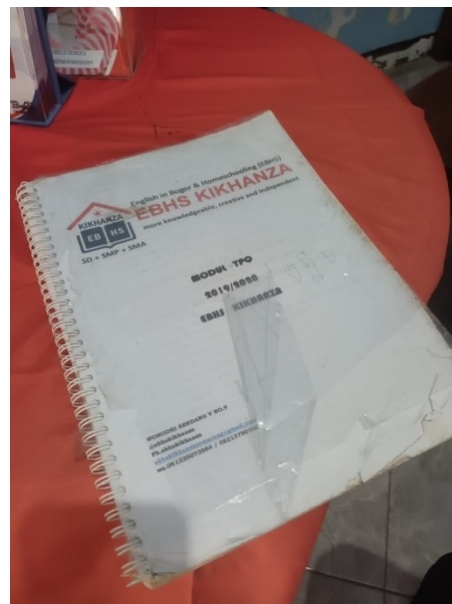


Figure 3. TPQ teaching module

DISCUSSION

Examining the Relevance, Limitations, and Strategic Implications of Character Education in the Homeschooling Environment

This article makes a significant empirical contribution to the treasure of character education in Indonesia, especially in the context of homeschooling-based non-formal education. The findings produced

²⁹ Dedi Putra, 'Implikasi Pembelajaran Baca Tulis Al-Qur'an Di Tpq Desa Talang Benuang

Kecamatan Air Periukan Kabupaten Seluma' (Institut Agama Islam Negeri Bengkulu, 2021).

through a descriptive qualitative approach at EBHS Kikhanza Semarang show that habituation and exemplary strategies can function effectively as instruments for instilling character values, including honesty, discipline, independence, and concern for the environment. However, when examined more critically and broadly, this article contains a number of epistemological gaps, methodological limitations, and conceptual development opportunities that are worthy of in-depth discussion and concern for future researchers.

1. Limitations of Generalization and Representation of Context

One of the fundamental problems in this study is the scope of the subject which can be said to be limited. By involving only 16 students from one *homeschooling* institution in Semarang, the results of this study are difficult to generalize to other *homeschooling contexts* in Indonesia³⁰. The success of the habituation and exemplary strategy at EBHS Kikhanza is very likely to be influenced by contextual factors of a particular nature: the leadership of the institution which is entirely managed by

women, the strong orientation of Islamic values, and the very small number of students that allow for more personalized attention from each educator. This kind of condition is not a common condition that can be assumed to be present in every *other homeschooling* in Indonesia³¹.

Other studies have shown that the success of character education does not depend solely on the educator's strategy, but also on the family structure, socio-economic background of the parents, and the broader community environment (Lickona, 1991). Ignoring these variables in the analysis means reducing the complexity of the phenomenon of character education only to the realm of pedagogical practice, which is really only one element of the larger educational ecosystem. Therefore, the claim that the habituation and exemplary strategy "succeeds" does need to be interpreted contextually and cannot be immediately separated from the institutional uniqueness of EBHS Kikhanza.

³⁰ Destriani Et Al., 'Upaya Guru Pendidikan Agama Islam Dalam Menanamkan Pemahaman Literasi Keagamaan', *Jurnal Ilmiah Pendidikan Citra Bakti* 9, No. 1 (2022): 1–12, <https://doi.org/10.38048/Jipcb.V9i1.645>.

³¹ A. S. Maharani And Aisyah, 'Implementasi Nilai Pendidikan Karakter Melalui Homeschooling'.

2. Conceptual Problems: Between Exemplification and Social Reproduction

The hypothesis places the example of teachers (*uswah hasanah*) as the main pillar of the character education strategy. Normatively, this argument is acceptable and in harmony with the Islamic pedagogical tradition as well as with the thinking of educational figures such as Ki Hajar Dewantara who emphasized "*Ing ngarso sung tulodo*" which means in front of setting an example³². However, from the perspective of the sociology of education, this exemplary approach holds potential problems that are not discussed in the article. In other words, one-way reproduction of grades can turn off students' critical power.³³ Because such a tradition will position the student as a passive object that does not seem to have the natural potential that actually exists within itself.³⁴

Pierre Bourdieu in the concept of *habitus* explains that values instilled through repeated habituation will be internalized unconsciously and form dispositions that tend to reify the existing social structure³⁵. In the context of *homeschooling* that is a closed community, there is a risk that students will only be exposed to one dominant value system without adequate space for negotiation and dialectic with dissent, or the formation of an autonomous moral identity³⁶. Good character education should not only produce obedient individuals, but individuals who are able to think morally independently and critically³⁷. This is a dimension that has not received an adequate portion of discussion in this article.

Kohlberg (1984) in his theory of cognitive moral development asserts that the highest moral stage is not obedience to group rules or norms, but rather the ability to reason

³² Latifah Et Al., *Pendidikan Karakter Tanggung Jawab Terhadap Lingkungan Di Smp Yasidik Parakan Salak Kabupaten Sukabumi*.

³³ Destri Ani Et Al., 'Behavioral Learning Theory Applied In Pai Learning At Sdit Juara', *Al-Riwayah: Jurnal Kependidikan* 15, No. 1 (2023): 41–48, <https://doi.org/10.47945/Al-Riwayah.V15i1.786>.

³⁴ Yolanda Kartika, 'Penerapan Metode Pemberian Tugas Dalam Mengembangkan Kemandirian Anak Pada Usia 5-6 Tahun Di Tk Pgri Sukarame Bandar Lampung', In *Repository.Radenintan*, Vol. 8, No. 5

(Universitas Islam Negeri Raden Intan Lampung, 2022).

³⁵ Defan Zamathoriq, 'Implementasi Pendidikan Multikultural Dalam Membentuk Karakter Peserta Didik', *Jurnal Ilmiah Mandala Education* 7, No. 4 (2021), <https://doi.org/10.58258/Jime.V7i4.2396>.

³⁶ M. Kholik Et Al., 'Menanamkan Nilai-Nilai Akhlak Dalam Pergaulan Siswa Di Lingkungan Madrasah', *Ngaos: Jurnal Pendidikan Dan Pembelajaran* 2, No. 1 (2024): 54–65, <https://doi.org/10.59373/Ngaos.V2i1.12>.

³⁷ Suryosubroto, *Proses Belajar Mengajar Di Sekolah* (Rineka Cipta, 2009).

ethically based on universal principles³⁸. If the strategy of habituation and example is not accompanied by a deliberative space, in which students can discuss and question the values that are being instilled, then there is a danger that the character education applied only reaches the conventional level in Kohlberg's taxonomy, not the postconventional level that is actually the goal of transformative moral education.

3. The Role of Family and Parents: A Marginalized Dimension

One of the peculiarities of *homeschooling* as an education system is the involvement of parents which is structurally much greater than formal schools³⁹. However, this article has not touched on the dimension of parental involvement at all. The entire character education strategy is positioned as the responsibility of teachers or tutors in the institution, while the role of parents who are theoretically the first and main educators has not been touched. In fact,

in the context of *homeschooling*, collaboration between institutional educators and families is a very significant determining variable⁴⁰

Research by Azahra & Ilyas which is also referenced in this article found that the effectiveness of character education in *homeschooling* is greatly influenced by the synergy between institutions and families. The absence of analysis on this dimension is a fairly serious gap, because any strategy applied by educators in institutions has the potential to experience dissonance if it is not strengthened by consistent parenting at home⁴¹. In the perspective of developmental ecology Bronfenbrenner children's characters are not formed in one system alone, but are the result of dynamic interactions between various layers of the ecosystem, ranging from the family (*microsystem*), educational institutions (*mesosystem*), to broader socio-cultural influences (*macrosystem*)⁴².

³⁸ Mangun Budiyo, *Pedoman Pengelolaan Pembinaan Dan Pengembangan, Gerakan Membaca, Menulis, Memahami, Mengamalkan Dan Memasyarakatkan Al- Quran* (Litbang LPTQ Nasional Team Tadarus AMM, 2003).

³⁹ Rejeansyah et al., 'Penerapan Pendidikan Karakter Pada Homeschooling Pride Kecamatan Tawang, Kota Tasikmalaya'.

⁴⁰ Irayanti And Sundawa, 'Children See, Children Do: Pendidikan Karakter Berbasis Nilai Moral Pancasila'.

⁴¹ L. R. Azahra And I. Ilyas, 'Implementasi Pendidikan Karakter Di Pusat Kegiatan Belajar Masyarakat Homeschooling Primagama Semarang', *Journal Of Nonformal Education And Community Empowerment* 3, No. 1 (2019): 67–77, <https://doi.org/10.15294/Pls.V3i1.23921>.

⁴² Urie Bronfenbrenner, *The Ecology Of Human Development: Experiments By Nature And Design* (Harvard University Press, 1979).

4. Integration of Religious Values and Inclusion: Opportunities and Tensions

The presence of the TPQ (Taman Pendidikan Al-Qur'an) program as the main extracurricular for character formation at EBHS Kikhanza reflects the strong Islamic value orientation of this institution. From the perspective of *values-based education*, the integration of religious values into learning practices is a valid approach and has been empirically proven to be effective in shaping the spiritual and moral dimensions of learners. However, the discussion has not been critically described how this institution accommodates students who may come from different religious backgrounds⁴³.

One of the values emphasized in this article is "respecting differences" and inclusivity for children with special needs. This value should be appreciated. However, true inclusivity does not only concern physical or cognitive needs, but also includes diversity of beliefs, values, and cultural backgrounds. If the entire value framework is based on one particular religious tradition, then the institution needs to reflect on

whether this is an inclusive pedagogical decision or potentially exclusive. In the context of a pluralistic Indonesia, strong character education should be able to integrate universal values of humanity without ignoring the peculiarities of students' identities.⁴⁴

C. CONCLUSION

Based on the results of the research, it can be concluded that homeschooling EBHS Kikhanza Semarang successfully provides flexible and quality education with Cambridge curriculum and national curriculum tailored to the needs of students. The main focus of EBHS Kikhanza homeschooling is the development of character values such as mutual respect for differences, courtesy, independence, honesty, discipline, responsibility, creativity and care for the environment through daily habituation and teacher exemplary. The TPQ program also strengthens students' spiritual character through Quran recitation activities, competitions, prophet stories and others. With a personal and inclusive approach,

⁴³ Yogi Elia Ginanjar Et Al., 'Development Of An Integrative Learning Model For Character Education Based On Islamic Values Of The Koran And Hadith In Boarding School', *Journal Of Multidisciplinary Academic And Practice Studies* 2, No. 2 (2024): 147–67.

⁴⁴ Benny Afwadzi Et Al., 'Religious Moderation Of Islamic University Students In Indonesia: Reception Of Religious Texts', *Hts Theologiese Studies / Theological Studies* 80, No. 1 (2024): 9, <https://doi.org/10.4102/Hts.V80i1.9369>.

EBHS Kikhanza homeschooling is able to produce students with strong, independent, and highly competitive characters. The contribution of this research is to provide insight for readers regarding the strategic role of teachers in shaping student character through habituation and exemplary approaches in a homeschooling environment. This research can also be a reference for educators, especially in homeschooling in designing effective strategies and this research is expected to enrich the literature on character education and become input for homeschooling managers to continue to improve the quality of character-based learning. However, this study also has a weakness, namely the lack of observations on general subject learning both offline and online. Suggestions to future researchers are to develop an analysis of teacher strategies in instilling student character education values in other homeschooling

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