

Comparison of Learning Outcomes at Homeschooling Pena Surabaya: Private Home-visit, Distance Learning, and Community Class

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ABSTRACT - This study examines the differences in learning outcomes of students participating in different learning groups at Homeschooling Pena Surabaya: private home-visit learning, distance learning (group online learning), and community classes (group learning at school). The purpose of this research is to compare the learning outcomes of students using each teaching method. The data used in this study are students' academic grades from the three learning groups. The data were analyzed using one-way ANOVA. The results of the data analysis show that there is no significant difference in learning outcomes among the three learning groups. This study provides insights into the advantages and disadvantages of each learning method and offers practical recommendations for parents, teachers, and homeschooling administrators. The implications of these findings are expected to aid in developing better educational practices and support alternative education in Indonesia.

Keywords: Homeschooling, Study outcomes, Privat home-visit, distance learning, community

ABSTRAK – Penelitian ini mengkaji perbedaan hasil belajar siswa yang mengikuti kelompok pembelajaran berbeda di Homeschooling Pena Surabaya: pembelajaran privat homevisit, distance learning (belajar online berkelompok), dan kelas komunitas (belajar berkelompok di sekolah). Tujuan dari penelitian ini adalah untuk membandingkan hasil belajar siswa melalui masing-masing metode pengajaran. Data yang digunakan adalah nilai akademik siswa dari ketiga kelompok pembelajaran tersebut. Data dianalisis menggunakan uji Anova satu arah (One Way Anova). Hasil analisis data penelitian menunjukkan bahwa tidak ada perbedaan yang signifikan dalam hasil belajar antara ketiga kelompok pembelajaran. Hasil penelitian ini memberikan wawasan tentang kelebihan dan kekurangan masing-masing metode pembelajaran dan memberikan rekomendasi praktis bagi orang tua, guru, dan pengelola homeschooling. Implikasi dari temuan ini diharapkan dapat membantu dalam pengembangan praktik pendidikan yang lebih baik dan mendukung pendidikan alternatif di Indonesia

Kata Kunci: Homeschooling, Hasil Belajar, Privat home-visit, distance learning, Komunitas

INTRODUCTION

Education is one of the efforts made by individuals to improve their quality (Sari, 2021). Homeschooling has become an increasingly popular alternative form of education worldwide, including in Indonesia. This trend has emerged in response to the need for flexibility and a more personalized approach to education. The status of homeschooling in Indonesia is legal and regulated under the Sistem Pendidikan Nasional 2003, within the Informal Education Division. Its legality is recognized as equivalent to formal education because students can take the equivalency exams administered by the Kementrian Pendidikan Nasional. Consequently, homeschooling is classified as recognized informal education by the Kementrian Pendidikan Nasional (Sukerti, 2017).

In the midst of technological advancements and easier access to information, various homeschooling models have developed. This trend in alternative education reflects a paradigm shift in understanding the learning process, where emphasis is placed on individualization, convenience, and active student engagement in learning. Additionally, homeschooling emphasizes character and moral development, which is often difficult to achieve in the formal education system (Juhadi, Faizul, & Hidayatul Dina, 2022). Homeschooling Pena Surabaya is an example of an institution that implements various teaching methods. Research by Shofwan et al. (2019) revealed that homeschooling can adapt technology in its learning processes, especially in the era of the Industrial Revolution 4.0. By using blended learning methods, which combine face-to-face and online learning, homeschooling can enhance the effectiveness and efficiency of learning. Furthermore, other studies also show that homeschooling can provide a more meaningful learning experience compared to traditional education (Jamaludin, Alias, & DeWitt, 2015).

Although each method has its own advantages and challenges, there has not yet been a comprehensive study comparing the effectiveness of these three methods on student learning outcomes. Therefore, this study aims to answer the question: "Is there a significant difference in student learning outcomes between the private homevisit, distance learning, and community class methods at Homeschooling Pena Surabaya?" This research is important to provide empirical insights that can be used by parents, educators, and policymakers in selecting and developing the most effective teaching methods for students. By understanding the strengths and weaknesses of each teaching method, educational practitioners can develop better and more appropriate learning strategies to meet student's needs. By evaluating and comparing different

teaching methods, this study has the potential to improve the quality of education at Homeschooling Pena Surabaya and similar institutions. This research is also relevant in the context of adapting to technological developments in education, by evaluating the effectiveness of distance learning as one of the teaching methods in the digital era.

LITERATURE REVIEW

Non-formal educational institutions that offer equivalency education programs include the Community Learning Center, also known as PKBM (Alamsyah et al., 2022). Homeschooling is part of the Community Learning Center (PKBM), which is a non-formal educational institution that provides various learning programs to support alternative education outside the formal school system. Homeschooling is also known as home education or home-based learning (Shofwan et al., 2021). Studies show that homeschooling can yield various learning outcomes depending on the methods used.

Research by Razi (2016) indicates that homeschooling can assist students with special needs or issues within the formal education system by offering flexibility in teaching methods and curricula. With the flexibility provided by the homeschooling education model, parents can adjust the curriculum and teaching methods according to their children's needs and potential. Additionally, homeschooling offers the opportunity to create a more suitable and personalized learning environment for the child's development. Homeschooling allows for closer interaction between teachers and students, enabling better adjustment to the unique needs of each student (Jamaludin, Alias, & DeWitt, 2015). In Indonesia, homeschooling is legally recognized and can be used as an alternative to formal education. The homeschooling system allows for curriculum and teaching method adjustments that can enhance students' understanding of the material being taught (Sukerti, 2017).

Homeschooling Pena Surabaya has three main learning methods, namely private homevisit, distance learning, and community classes. Each method has its own characteristics and advantages that can affect student learning outcomes. The private homevisit method involves teachers who come directly to student's homes to provide personalized learning. The private homevisit method allows for more intensive interaction between teachers and students, as well as the adjustment of teaching materials based on the needs and learning speed of students. Khofifah and Mardiyah (2024) found that the private

homevisit method can improve student learning outcomes because teachers can give more specific and individualized attention to each student.

Distance learning (DL) is carried out with students learning online in small groups supervised by a teacher. According to Saurina (2018), distance learning offers flexibility regarding the location and time of learning as well as the use of technology to increase student interaction and involvement in the learning process. Additionally, distance learning can be an effective way to overcome geographical constraints and allow for wider access for students (Saurina, 2018).

The community class method is carried out by learning in schools with small groups of 3-10 students. Research by Jamaludin, Alias, and DeWitt (2015) shows that social interaction in community classrooms can improve students' collaborative and social skills, which are important for their holistic development. Community classes provide a more organized structure similar to traditional schools, but with a more personalized and interactive approach (Jamaludin, Alias, & DeWitt, 2015).

METHODOLOGY

This study uses a quantitative approach with a comparative design to compare the learning outcomes of students from three teaching methods at Homeschooling Pena Surabaya: private homevisit learning, distance learning, and community classes. The population of the study consists of students at Homeschooling Pena Surabaya who are enrolled in these three teaching methods. The sample was taken using purposive sampling technique, with the criterion of students who have been following the teaching method for at least one semester. The sample consists of 36 students, with each teaching method having 12 students. The instrument used in this study is an academic test designed to measure students' academic achievement in various subjects. Student academic scores were collected from official academic records provided by Homeschooling Pena Surabaya. Data analysis techniques included descriptive analysis to describe the distribution of academic scores, including mean, median, and standard deviation for each teaching method group. The learning outcomes of the students were analyzed using one-way ANOVA to determine if there were significant differences among the three teaching methods. Post hoc tests were then conducted to determine the significance of the learning outcomes among the three teaching methods.

RESULT AND DISCUSSION

Result

Data on academic scores from Homeschooling Pena Surabaya students includes private home-visit classes, distance learning classes, and community classes. The data were analyzed using the One Way ANOVA test, with normality and homogeneity tests as prerequisites. The Shapiro-Wilk test will be the test used in the normality test.

Table 1. Descriptive Statistics of Student Learning Scores

Scores	Descriptives							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Privat Homevisit	12	83.33	6.315	1.823	79.32	87.35	75	97
DL	12	88.17	5.952	1.718	84.39	91.95	77	97
Comunnity	12	83.42	4.379	1.264	80.63	86.20	75	93
Total	36	84.97	5.911	.985	82.97	86.97	75	97

The table above presents descriptive statistics for student learning scores across three teaching methods at Homeschooling Pena Surabaya: private home-visit, distance learning, and community classes. The highest average student learning scores were found in the Distance Learning method (88.17), followed by Community (83.42) and Private home visits (83.33). The identical minimum scores in Private Home Visits and Community (75) indicate that the lowest score was the same for both methods, whereas the highest maximum scores in Distance Learning (97) and Private Home Visits (97) indicate that the highest-scoring students were in both methods. From the descriptive data above, the Distance Learning method shows a higher average student learning score compared to the Private Home visit and Community methods. To obtain a stronger conclusion about the significant differences between the teaching methods, further statistical analysis is required.

Table 2. Normality Test of Student Learning Scores

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilai_privat	.187	12	.200*	.926	12	.336
nilai_DL	.157	12	.200*	.953	12	.679
nilai_community	.275	12	.012	.888	12	.110

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the student scores at Homeschooling Pena that were tested for normality using the Shapiro-Wilk test, the results showed a significance value of 0.336 for the private home-visit class, 0.679 for the distance learning (DL) class, and 0.110 for the community class. Based on these significant results, it can be concluded that all data have a significance value > 0.05 , indicating that the data population in the normality test has a normal distribution.

Table 3. Homogeneity of Variance Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	1.416	2	33	.257
	Based on Median	1.012	2	33	.375
	Based on the Median and with adjusted df	1.012	2	30.175	.376
	Based on trimmed mean	1.474	2	33	.244

Based on Levene's test results table, the significance value of the homogeneity test is > 0.05 , leading to the conclusion that the data population of student learning outcomes across the three teaching methods (private home visits, distance learning, and community classes) has homogeneous variances. After the data is declared normal and homogeneous, a parametric statistical test, one-way ANOVA, will be conducted to determine the differences in the average learning outcomes among the private home visits, distance learning, and community class programs. The results of this analysis are presented in the following table:

Table 4. One-way ANOVA Test

ANOVA					
Nilai	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	183.722	2	91.861	2.917	.068
Within Groups	1039.250	33	31.492		
Total	1222.972	35			

Based on the results of the one-way ANOVA analysis in the table, a significance result of 0.068 was obtained, based on the decision-making criteria if the significance is more than 0.05 then there is no significant difference. based on the test, it was concluded that there was no significant difference in the learning outcome scores of the three classes (private, DL, and community).

Table 5. Post Hoc Tests

Multiple Comparisons							
Dependent Variable: Nilai							
Tukey HSD							
(I)	Model (J)	Model	Mean	Std.		95%	Confidence
pengajaran	pengajaran	(I-J)	Difference	Error	Sig.	Interval	Upper
						Lower	Bound
Privat	DL		-4.833	2.291	.103	-10.46	.79
Homevisit	Comunnity		-.083	2.291	.999	-5.71	5.54
DL	Privat Homevisit		4.833	2.291	.103	-.79	10.46
	Comunnity		4.750	2.291	.111	-.87	10.37
Comunnity	Privat Homevisit		.083	2.291	.999	-5.54	5.71
	DL		-4.750	2.291	.111	-10.37	.87

Tukey HSD^a

Model		Subset for
pengajaran	N	alpha = 0.05
		1
Privat Homevisit	12	83.33
Comunnity	12	83.42
DL	12	88.17
Sig.		.103

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 12.000.

The table above shows the results of the multiple comparison using Tukey HSD for student learning outcomes from three learning models: Private Homevisit, Distance Learning (DL), and Community. The mean difference in scores between Private Home visit and Distance Learning is -4.833, with a p-value of 0.103. This indicates that the difference is not statistically significant at the 0.05 level, although there is a tendency for scores to be higher in Distance Learning. The mean difference in scores between Private Home visit and Community is -0.083, with a p-value of 0.999. This indicates that there is no significant difference between these two learning methods. The mean difference in scores between Distance Learning and Private home visits is 4.833, with a p-value of 0.103. Although the scores are higher in Distance Learning, this difference is not statistically significant at the 0.05 level.

The mean difference in scores between Distance Learning and Community is 4.750, with a p-value of 0.111, indicating that this difference is not statistically significant, although the scores are higher in Distance Learning. The mean difference in scores between Community and Private Homevisit is 0.083, with a p-value of 0.999, indicating that there is no significant difference between these two learning methods. The mean difference in scores between Community and Distance Learning is -4.750, with a p-value of 0.111. Although the scores are lower in Community, this difference is not statistically significant.

The overall significance value (Sig.) of 0.103 indicates that there are no statistically significant differences between the learning groups at the 0.05 significance level. In other words, although the average academic scores for Distance Learning (88.17) are higher compared to Private Homevisit (83.33) and Community (83.42), these differences are not large enough to be considered statistically significant at the 0.05 level. This indicates that, overall, the teaching methods used at Homeschooling Pena Surabaya produce relatively similar results in terms of student academic scores. Therefore, the choice of teaching method at Homeschooling Pena Surabaya can be more considered based on other factors such as student preferences, flexibility, and availability of resources.

Discussion

Education in homeschooling provides flexibility for parents to adjust the curriculum according to the needs and interests of the child, as well as to arrange study time according to the child's convenience (Aziz et al., 2021).

Homeschooling is also recognized in the Indonesian national education system that concerning independent learning activities (Afiat, 2019). This study aims to compare the learning outcomes of students in three teaching methods at Homeschooling Pena Surabaya: private homevisit, distance learning, and community classes. Data analysis was conducted using one-way ANOVA and post hoc Tukey HSD tests to evaluate the differences in average learning outcomes among the three methods. Before conducting ANOVA, a homogeneity of variance test was performed using Levene's Test. The test results showed that the significance value for all approaches (based on mean, median, median with adjusted df, and trimmed mean) was greater than 0.05, indicating that the variances between groups are homogeneous. To identify which pairs of groups had significant differences, a post hoc Tukey HSD test was conducted. The post hoc test results showed no significant difference in average learning outcomes among the three teaching method groups. The average score for Private Homevisit was 83.33, for Community was 83.42, and for Distance Learning was 88.17, with a significance value (Sig.) of 0.103.

The homevisit private learning method is carried out with teachers who come to students' homes to teach privately. Studies show that this method allows for the adjustment of teaching materials to meet students' needs and learning speed, thereby increasing students' understanding of what is being taught (Khofifah & Mardiyah, 2024). Research shows that home-based education gives children, especially girls, the opportunity to ask and answer important questions about themselves, leading to the development of significant personal strengths (Ray, 2015). Nonetheless, the results of this study show that the effectiveness of this method is not significantly different compared to other methods.

The community class method involves learning in schools with small groups of students, with an average learning outcome of 83.42. Previous research by Jamaludin, Alias, and DeWitt (2015) showed that social interaction in community classrooms can improve students' collaborative and social skills (Jamaludin, Alias, & DeWitt, 2015). According to the theory of constructivism developed by Jean Piaget and Lev Vygotsky emphasizes the importance of social experience and interaction in building knowledge (Saputro, 2021). However, the results of this study show that the community class method does not show significant advantages compared to other methods.

The distance learning method, which allows students to learn online in small groups, showed the highest average learning outcome of 88.17. Although the

average score of this method is higher, post hoc test results indicate that the difference is not statistically significant compared to other methods. Saurina (2018) notes that distance learning can be an effective solution to overcome geographical barriers and enable wider access to education. Recent research by Yeliany and Roesminingsih (2020) also shows that the effectiveness of distance learning can be influenced by the interactions that occur during the learning process, which aligns with the findings of this study that distance learning scores are higher than those of private homevisit and community learning methods. Additionally, research by Amadea and Ayuningtyas (2020) shows that a combination of synchronous and asynchronous learning methods can improve learning outcomes, which could be considered in the implementation of distance learning.

CONCLUSIONS

Based on the results of the one-way ANOVA and post hoc Tukey HSD tests, there are no significant differences in the average learning outcomes of students among the Private Homevisit, Community, and Distance Learning methods at Homeschooling Pena Surabaya. This indicates that all three teaching methods have similar effectiveness in improving student learning outcomes. Further research is needed to understand other factors that might influence student learning outcomes in each teaching method, such as individual student characteristics, parental involvement, and teaching quality. Additionally, long-term evaluation of the effectiveness of these teaching methods is also important to ensure the sustainability and improvement of the quality of education at Homeschooling Pena Surabaya.

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