RECORD KEEPING PROCESS OF HOMESCHOOLING CHILDRENS' LEARNING OUTCOMES FOR BUILDING PORTFOLIO

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ABSTRACT

Homeschool or family-based education is one form of informal education recognized by the National Education Act in Indonesia. With a wide variety of families running a variety of homeschooling methods, portfolios can be one way to evaluate the learning process of their children at home. The key to build a portfolio is how the portfolio is structured and used in the recordkeeping process of the learning outcomes of everyday children. Therefore, this preliminary study was conducted to get an idea of how homeschool parents aged 7-15 years doing the process of recordkeeping their academic and non-academic activities. Data collection is done by a mixed method. A total of 68 parents responded to an online questionnaire distributed through Facebook and WhatsApp group with the majority having primary school age children (91.2%) and were previously schooled (67.6%) with their daily activities contain academic activities (79.4%) and non-academic (98.1%). In addition, in-depth interviews were also conducted with 6 (six) parents whose children have an interest in sports and the creative worlds. The results showed that almost all respondents recorded their activities by using camera photos for both academic (90.7%) and non-academic activities (86.6%), followed by writings (72.2%) for academic activities, and video recordings (64.2%) for non-academic activities. Obstacles perceived by the respondents generally are (1) consistency of recording and (2) grouping the results of the learning track record in their chosen storage. Although the process of recordkeeping has not been done from the beginning of planning, as the portfolio should be built, from the interviewed respondents, the results of the children's learning record can be given as material for applying for jobs informally because of the network they have. Nevertheless, 92.6% of respondents stated that they need assistance in preparing the portfolio, such as consultation (76.5%), workshop (76.5%), and seminar (44.1%).

ABSTRAK

Homeschool atau pendidikan berbasis keluarga adalah salah satu bentuk pendidikan informal yang diakui oleh Undang-Undang Pendidikan Nasional di Indonesia. Dengan beragam keluarga yang menjalankan berbagai metode homeschooling, portofolio dapat menjadi salah satu cara untuk mengevaluasi proses pembelajaran anak-anak mereka di rumah. Kunci untuk membangun portofolio adalah bagaimana portofolio disusun dan digunakan dalam proses pencatatan hasil belajar anak-anak sehari-hari. Oleh karena itu, studi pendahuluan ini dilakukan untuk mendapatkan gambaran bagaimana orang tua homeschool berusia 7-15 tahun melakukan proses pencatatan kegiatan akademik dan non-akademik mereka. Pengumpulan data dilakukan dengan metode campuran (mixed method). Sebanyak 68 orang tua menanggapi kuesioner online yang didistribusikan melalui Facebook dan grup WhatsApp dengan mayoritas memiliki anak usia sekolah dasar (91,2%) dan sebelumnya bersekolah (67,6%) dengan kegiatan sehari-hari mereka yang berisi kegiatan akademik (79,4%) dan non-akademik (98,1%). Selain itu, wawancara mendalam juga dilakukan dengan 6 (enam) orang tua yang anak-anaknya memiliki minat dalam olahraga dan dunia kreatif. Hasil penelitian menunjukkan bahwa hampir semua responden merekam kegiatan mereka dengan menggunakan foto kamera untuk kegiatan akademik (90,7%) dan non-akademik (86,6%), diikuti oleh tulisan (72,2%) untuk kegiatan akademik, dan rekaman video (64,2%) untuk kegiatan non-akademik. Hambatan yang dirasakan oleh responden umumnya adalah (1) konsistensi pencatatan dan (2) pengelompokan hasil track record pembelajaran dalam penyimpanan yang mereka pilih. Meskipun proses pencatatan belum dilakukan sejak awal perencanaan, karena portofolio harus dibangun, dari responden yang diwawancarai, hasil catatan pembelajaran anak-anak dapat diberikan sebagai bahan untuk melamar pekerjaan secara informal karena jaringan yang mereka miliki. Namun demikian, 92,6% responden menyatakan bahwa mereka membutuhkan bantuan dalam mempersiapkan portofolio, seperti konsultasi (76,5%), lokakarya (76,5%), dan seminar (44,1%).

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1. INTRODUCTION

Portfolios in the world of education are usually used to evaluate the teaching and learning process. Compared to the evaluation in the form of a written test and translated into numbers or letters, the portfolio can be an option for educators to significantly see students' progress from their learning outcomes, since the portfolio is developed by collecting all the learning tracks of students, in many forms, such as writing, video recording/sound recordings/photos, project works, and so forth.

Homeschool (HS) or family-based education, is one form of informal education recognized by the Law in Indonesia. In this informal education path, Parents are the main determinants of their children's education, ranging from determining their own fundamentals values such as educational vision and mission, to technical matters, such as the diverse HS methods of daily execution, like school-at-home, classical homeschooling, charlotte mason, unschooling, project-based homeschooling, and so forth.

With a wide variety of families running various methods of HS with multiple objectives, the portfolio can be one way to evaluate the learning process of their children at home, both for the benefit of the family itself and for other purposes in the future, such as applying to college, applying for a scholarship, to do internships and apply for jobs. The key to building a portfolio is how the portfolio is structured and used to see the track record of everyday children's learning processes where its implementation may require consistency, tools, and supervision.

An example of a family of HS practitioners who build portfolios in their HS activities is the implementation of HS in Western Australia. Through the School Education Act 1999, HS practitioners' parents were asked to file and keep the results of the children's learning process during homeschooling. Through its official website, parents are asked to prepare a portfolio, which is a collection of records of writings, projects ever done, reflection journals, videos/photos/ sound recordings of the activities, and can show their educational vision (Department of Education, 2015). Every year, parents are also asked to show the portfolio results to the designated moderator of the education department for review. Another example is in the USA in the state of Florida under Florida Statue 1002.41 regulations, HS practitioners' families are required to file and keep their children's learning results with a retention span of at least two years. Although inspection by the government is not mandatory, HS practitioners' families are required to be ready for any sudden inspection. The portfolio requested by the state of Florida appears to be simpler than Western Australia, which is a reading log, a Daily log, and a sample of children's learning outcomes (Parkridge Church Homeschoolers, 2017).

In the world of informal education in Indonesia, in fact, the final outcome of the evaluation for homeschool children is still only a written learning result that is accommodated through the execution of the "Ujian Paket A" (for primary school or SD), "Ujian Paket B" (for secondary or SMP) and "Ujian Paket C" (for upper-secondary school or SMU) exams. In enrollment to college, in general, it also still use written examination through a various selection of test track, by completing the result of their package exams (Ujian Paket) as administration requirement. However, currently, for certain departments, such as those dealing with the creative worlds, students are being asked to submit their portfolios in the form of examples of work as one of the conditions of registration. For example, for SMU level, there is SMK Raden Usmar Said in Kudus, Central Java, which requires students' example work (for Animation and Visual Communication Design) is completed in their registration file. Therefore, it is only natural that HS parents should begin to build a portfolio of children's learning outcomes they have kept.

With the current era of the internet and technology, HS parents have generally recorded their children's learning process unasked, especially by using their smartphones and partly storing them in social media. However, with the number of recording storage options that can be made

and the choice of how to store them, either online or offline, the chances of the recordings (1) are not stored and collected together, and (2) difficult to retrieve. For that, if the recordkeeping activities can be directed to be done neatly, routinely, and consistently certainly make the process of development of students who are educated independently at home can be seen and can be evaluated better.

This research is a preliminary study on the portfolio of Indonesian HS children. At the beginning of this study intended to describe how HS parents record the learning process of their children both for academic and non-academic activities. Because with a good recordkeeping process, the next step to build a professional portfolio will be more possible. The problems in the field will be identified by answering the following questions: 1) How does the family of HS practitioners record the academic and non-academic activities of their children? and, (2) is the recordkeeping process collected and stored together? Therefore, this paper will try to: (1) Describe the process of recordkeeping the learning outcomes of HS children for academic and non-academic activities, and (2) Identify the findings of constraints and challenges while compiling the recordkeeping process.

2. METHOD

The research method is a quantitative-qualitative mix method. Data were collected in the span of 2 (two) months, ie in October and November 2017. The HS family population was taken by families with elementary school-age children (7-12 years old) and junior high (13-15 years). A total of 68 parents were obtained through an online questionnaire distributed via Facebook and WhatsApp groups. Questionnaire filling is intended to see the choice of recording children's learning process. Meanwhile, to get an idea of how the recording is used, in-depth interviews were conducted to 6 (six) HS families with children with the above-mentioned age ranges who are members of the family community of HS Club Oase practitioners who have been established since 2011. Selection of the age range is used with hypothesis beginning that at that age children are still in the process of searching for their interests and building their characters. Thus, the results of their track record of learning seem to be still recorded for the family's own interest as an evaluation and self-reflection material, but generally not done for the benefit of other parties, such as for applying internships, scholarships, lectures, or applying for work.

3. RESULTS AND DISCUSSION

A portfolio is a collection of recordings of learning outcomes in an attempt to master a learning material. The most important element of a portfolio's goal is to enable the child to reflect on the learning process and to evaluate where it is progressing (Palomba & Banta, 1999). The portfolio is not just a collection of photographs or scrapbooks, but it must also reflect the vision of education, the purpose of selection of activities and the process of track record, and to show the child's learning progress. According to Priest (2010), the key to a professional portfolio is how the portfolio is structured and used. Therefore, a good recordkeeping process can be the key to compiling the learning outcomes and building the portfolio.

In the practice of homeschooling (HS), education is done independently by parents for their children, where parents determine the vision of children's education and how to achieve it. Building a portfolio can be essential to help parents to be able to evaluate their children's learning process. The goal is not only as a reflection in the progress of children, but also the evaluation of the vision of family education. Building a Portfolio is also useful to help HS children to be able to evaluate themselves, so that self-learning goal can be achieved.

In general, in this era of internet and technology, HS's parents have recorded HS learning outcomes by using their smartphones and stored in personal computers and social media, such as Facebook, Instagram, Blog, and so forth. But such storage processes cause their track record to be

scattered everywhere and it is difficult to be used as a whole coverage for learning reflection and evaluation material. In recordkeeping, to have many varieties of technology as media to store the learning process as a track record, need a code and simple cross-reference that can connect between them, so that the recordings can be interpreted more meaningful as a whole.

Therefore, recording the learning process and stored them, not necessarily can be said as a portfolio, because the portfolio should be built with the following steps: (1) the written vision of education and the purpose of holding the learning process; (2) the collections of recording evidence of learning outcomes of any kind; (3) the written preparation and planning of learning and teaching process; (4) the written form of assessment that will be implemented in order to achieve the learning objectives; and (5) the arrangement of the above and interpret it to be meaningful and can be used as material for learning reflection and evaluation. (Mokhtaria, 2015)

In addition, at the time of preparing the portfolio, Tools such as any checklist that needs to be prepared will greatly help the parents to compile the results of their children's learning record. Overseas, HS parental checklists can be found on official government websites, such as the West Australian Education Department, on HS community sites such as Parkridge Church Homeschoolers, or other educational sites. Without a checklist, it is rather difficult for HS parents to document their children's learning process consistently and neatly, especially in achieving the purpose of building the portfolio.

3.1 The Profile of The Respondent

The questionnaire respondents were parents of HS practitioners with children of 7-12 years-olds (91.2%) and 13-15 years-olds (19.1%) who were mostly previously going to school (67.6%). Most of the HS Children fill their daily activities with academic activities (79.4%) and non-academic activities (98.1%). Most of the academic subjects were mathematics (94.4%), science (79.6%), English (79.6%), and Religion (72.2%). Meanwhile, the selection of non-academic activities is dominated based on hobby or interest of children (86.6%), sports (64.2%), self-defence (29.9%), and PRAMUKA or scouts (31.3%).

Table 1. In-Dept Interview Respondents Profile		
Respondent	**Children's Age**	**Children's interest**
A	SMP	Creative writing
B	SMP	Illustration drawing
C	SMP	Art Digital
D	SD	Basket Ball
E	SD dan SMP	Wushu Martial Arts (athlete)
F	SD	Shooting

The in-depth interview respondents were 6 (six) HS practitioners who were members of the OASE Club (homeschool family community) located in Cipinang Muara, East Jakarta. 3 (three) respondents are parents who have junior high school children who have an interest in the creative world, such as digital art, creative writing, and illustration drawing. 3 (three) other respondents with primary school-aged children interested in sports, namely basketball, wushu, and shooting (see Table 1). Respondents interviewed were also the respondents who filled in the questionnaire.

Table 2. Recordkeeping of Academic Outcomes		
Keep their academic transcripts gained both online and offline		64.8%
Keep their standardised test results		44.4%
Summary of Academic Activities Subjects		
1	Learning goals	37%
2	List of books that used	46,3%
3	Tools or materials used	53,7%
4	Have not done any summary notes	35,8%

3.2 The Process of Recordkeeping Process of Academic and Non-Academic Activities

In terms of the process of storing academic activities, as can be seen in Table 2, in general, the respondents kept transcripts of children's learning outcomes (64.8%), although only partially recorded summaries of subjects studied, such as learning objectives (37%), books used (46.3%), and tools or materials used (53.7%). Some other respondents, (35.8%) did not even record any. Thus, it can be concluded that the process of storing the academic activities of the family, not fully done from the beginning of planning.

Table 3. The Process Of Recording Academic And Non-Academic Learning Outcomes		
Recording Process	Academic Activities	Non-Academic Activities
Writings	72,2 %	56,7%
Sound Recordings	27,8%	10,4%
Video Recording	59,3%	64,2%
Activity Reports	44.4%	34,3%
Photographs	90,7%	86,6%
others	7,6%	6%

In addition, from Table 2 it is also possible that only a portion of respondents (44.4%) keep standardized test results such as Ujian Paket A exams. This is apparently because only minor respondents (19.1%) who have junior high school children, whereas other respondents probably did not have children that have already experienced in taking a standardized test (91.2%).

Table 4. Storing Activities Of The Records Of Academic And Non-Academic Learning Process And Outcomes		
	Academic Activities	Non-Academic Activities
Record the activities using technology	88,9%	89,6%
Record the activities using non-technology	57,4%	41,8%
The records have not compiled as one	57,4%	68,7%
Having obstacles in retrieving the records after being stored	59,3%	61,2%

Meanwhile, for the process of recording academic and non-academic learning (see Table 3), almost all respondents recorded the activity using camera photos both for academic activities (90.7%) and non-academic (86.6%), followed by writing (72.2%) for academic activities, and video recording (64.2%) for non-academic activities. This seems to be related to the use of technology (see Table 4) used by almost all respondents in keeping track of their activities, both in academic activities (88.9%) and non-academic (89.6%).

The choice of storage option using both technology and non-technology, too, seems to make the storage not yet collected into one (see Table 3). Interestingly, in the process of storage that has not been collected as one, the percentage of academic activities (57.4%) assumed to be more "important", was only slightly lower than the non-academic percentage (68.7%). Therefore, for both academic (59.3%) and non-academic recordkeeping (61,2%), most of the respondent have obstacles in their retrieval purpose.

Table 5. Assistance In Compiling The Records Into a Portfolio		
Methods of Assistance chosen		
1	Consultation	76,5%
2	Workshop	76,5%
3	Seminar	44,1%
4	Others	18%
5	Do not need to be assisted	1,5%

In the meantime, the answer to the constraints that respondents perceived in recording their children's learning process and outcomes for academic and non-academic activities can be summarized as follows: (1) There are some difficulties to be consistent in the process of recording children's learning outcomes, and (2) There are confusions in grouping children's learning track record into the right categories. Therefore, the majority of respondents (92.6%) stated that they

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need assistance in preparing the portfolio, such as consultation (76.5%), workshop (76.5%), and seminar (44.1%) (see Table 5).

3.3 The Usage of HS Children's Learning Track Records

To have a clear and complete picture in terms of the use of HS child's track record that has been done by parents, 6 (six) respondents filler of the questionnaire then also interviewed (Table 1). Starting from looking at their perceptions about what is portfolio itself, all respondents apparently have a similar perception, which is a collection of track records of children's learning process. However, it seems none of them yet prepared it from the beginning of the planning of the learning process, only perceive it as the storage of the end result of the activity. Their purpose of recording the learning process undertaken is also similar, which is to look at children's development, their learning achievement, which may be as an evaluation material for the continuation. In relation to the vision of family education, five respondents answered the track record was done related to the vision of each family, whereas one respondent (respondent D) answered that whatever activities of the children as much as possible recorded though not necessarily related to family vision.

So it can be concluded, that all the track record essentially did for the benefit of the family itself in seeing the achievements of learning and development of their children. One respondent (F respondent) tells the track record is sometimes given to a third party to be evaluated together. An example is the development of her son tahfidz in terms of Quran memorization activities. Using diary logs, which are arranged on a monthly (chronological) basis, each month of the development is recorded whether the portion needs to be increased or subtracted, then printed and discussed with the corresponding ustadz/ah (teacher). Input from the ustadz/ah is then recorded also to be the next evaluation material. Likewise also in shooting practice, all input from the trainers is recorded as an evaluation material. This is related to the child's wish to seriously become a shooting athlete, so his development needs to be seen on a regular basis.

In terms of the experience in showing the track records to get the job, has been done by three respondents (A, B, and C) whose children have entered junior high school age with interest in the creative world. Respondent A compiles the work of her child's writing in the composition of the Curriculum Vitae in which there is a link to the blog to the examples of writing ever made by the child. The other two respondents (B and C) only directly show samples of their children's work informally to the third party, as the job information is obtained through their networks. Although the records only showed informally, currently the respondent's child B is in a position to wait for his first assignment, while the child respondent C has become a permanent designer in place.

Slightly different from the others, respondent E, whose children have become officially as wushu athletes, keeps track of the children's progress more seriously. By using technology such as video camera, and social media such as youtube, respondent E keeps her children's recordings using the application called "Gkeep", by creating folders with the child's name then divided it by categories, which later arranged by date (chronologically). The children of respondents E, also have started to cast for advertising. Usually casting is done in the presence of requests from the casting officer for certain movements that were then recorded and submitted to the casting agency. The recording results are then kept and arranged as above under the category "casting". If the recording is received well and the child gets hired, then the recording then moved to a folder with the category "Job". Nevertheless, even though the recordkeeping is done more seriously, the process of applying the job of the children was also still done informally through free message application (Whatsapp).

4. CONCLUSION

From the results of questionnaires and interviews, it can be concluded that the majority of the 68 respondents do the process of recordings using technology, with the main choice of photo recordings (academic and non-academic activities), writings (academic activities), and video recording (non-academic activities). Obstacles perceived by the respondents generally are (1) consistency to do the recording itself and (2) grouping and categorize the records of the learning process and outcomes. Although the process of recordkeeping has not been done from the beginning of planning to be built as the portfolio, from the interviewed respondents, the records of the children's works can be given as material for applying for an informal job because of the network. Nevertheless, 92.6% of respondents stated that they need assistance in preparing the portfolio, such as consultation (76.5%), workshop (76.5%), and seminar (44.1%).

From the results of the above research, the need for further research how the parents provide categorization for the records of the children's learning outcomes, as the basis to create a classification list of children's homeschool track record. The List, later on, can be implemented as a standard for all homeschool families. This classification lists might become a solution so that the recordkeeping of learning outcomes could be done consistently and retrieval of track records the children could easier achieve. Thus, assistance in the preparation of the required portfolio can be done in accordance with the needs.

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