

Harmony of Homeschooling and Islamic Education: Exploring Opportunities and Challenges in the Indonesian Context

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ABSTRACT

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This research explores innovations and challenges in the integration of Islamic religious education with the homeschooling model in Indonesia, focusing on Homeschooling KakSeto and Sekolah Murid Merdeka. Using a qualitative approach through case studies, this study involved six homeschooling families and collected data through observation, in-depth interviews, and questionnaires to 44 parents. The results of the study identified innovations in Islamic education such as the use of technology, active learning, and integrated curriculum development. Homeschooling offers curriculum flexibility, closer family relationships, and teaching religious values that are more in line with family beliefs. However, there are challenges such as lack of child socialization, financial problems, concerns about homeschooling diploma, and difficulty finding the right curriculum. This study provides insight into the opportunities and barriers of homeschooling in Islamic education, and suggests the need for training and policy support for parents who choose homeschooling.

Keywords: *Homeschooling, Islamic Religious Education, Innovation and Challenges of Homeschooling*

ABSTRAK

Penelitian ini mengeksplorasi inovasi dan tantangan dalam integrasi pendidikan agama Islam dengan model homeschooling di Indonesia, dengan fokus pada Homeschooling KakSeto dan Sekolah Murid Merdeka. Dengan menggunakan pendekatan kualitatif melalui studi kasus, penelitian ini melibatkan enam keluarga homeschooling dan mengumpulkan data melalui observasi, wawancara mendalam, dan kuesioner kepada 44 orang tua. Hasil penelitian mengidentifikasi inovasi dalam pendidikan Islam seperti penggunaan teknologi, pembelajaran aktif, dan pengembangan kurikulum terpadu. Homeschooling menawarkan fleksibilitas kurikulum, hubungan keluarga yang lebih dekat, dan pengajaran nilai-nilai agama yang lebih sejalan dengan keyakinan keluarga. Namun, ada tantangan seperti kurangnya sosialisasi anak, masalah keuangan, kekhawatiran tentang ijazah homeschooling, dan kesulitan menemukan kurikulum yang tepat. Penelitian ini memberikan wawasan tentang peluang dan hambatan homeschooling dalam pendidikan Islam, dan menyarankan perlunya pelatihan dan dukungan kebijakan bagi orang tua yang memilih homeschooling.

Kata-kata kunci: *Homeschooling, Pendidikan Agama Islam, Inovasi dan Tantangan Homeschooling*

1. INTRODUCTION

Homeschooling, as a form of alternative education, has got global attention, and it offers flexibility and autonomy for parents to prepare educational process for their children. It is no wonder that the number of those interested in homeschooling is increasing (Duvall, 2021). In the context of Islamic education, homeschooling potentially provides great opportunity to develop learning environment integrating religious teachings with conventional academic subjects (Rahmani & Sabda, 2024). A combination of Islamic teachings or Islamic values and contemporary educational methodologies in a home environment also potentially provides a unique approach in educational context. However, although it potentially opens the door to various educational prospects, homeschooling also potentially causes several challenges that require comprehensive studies.

Homeschooling, in general, is an educational model in which a family chooses to be responsible for the children education by utilizing home condition and situation as the basis of their education (Fauziah, 2020). This term is used to refer to parents teaching their children at home. Since the 18th century, homeschooling has been something common in western countries, and after Industrial Revolution, compulsory education law was implemented in a number of European countries. State schools were built, educators were trained, and children were obliged to go to schools until certain level up to now (Guterman & Neuman, 2017). As an alternative, homeschooling is not only potential to change educational environment for children, but it is also an educational model option from the dissatisfaction to formal conventional learning (Eldeeb et al., 2024).

The formal school system in Indonesia only began to emerge in the second half of the 19th century and developed rapidly in the early 20th century, along with the policies of ethical politic applied by the Dutch (1901-1942) as a form of retribution to their colonial lands. The policies emphasized on three main fields, irrigation, migration, and education (Kurniawan et al., 2022; Arinanto et al., 2024). Previously, Indonesian people generally studied in Islamic boarding schools or surau to learn literacy and Islamic religion (Susilo & Wulansari, 2020). After Indonesia's independence, the government through the Ministry of Education began to develop formal education throughout the country. The concept of homeschooling only developed more widely after the independence era, although previously there were several figures, such as Agus Salim, who implemented homeschooling for their children (Asrori, 2014).

The homeschooling trend in Indonesia has grown rapidly in the last two decades. Data from the LBTI (Indonesian Reading and Writing Institution) Research and Development shows that in Indonesia in 2009 there were around 1400 people doing homeschooling (Afiat, 2019) in 2015 it became 11 thousand children, and although in 2023 the data on children (aged 4-18) homeschooling students was not yet clear, the

trend of distance learning (online) is increasing. Data from the Ministry of Education and Culture as of November 2023 stated that PKBM participants (which usually cover homeschooling) were 1.7 million students from 10.529 registered PKBM (<https://dapo.kemdikbud.go.id/> accessed on November 8, 2023).

In comparison, homeschooling in Malaysia has also become increasingly popular in recent years, especially after the COVID-19 pandemic, driven by several main factors, like flexibility and personalization of learning, dissatisfaction with traditional schools, children's abilities and differences in classroom teaching methods, and independence (Kumar et al., 2024). Similar to Indonesia, the choice of homeschooling is dominated by middle-class citizens (Lee et al., 2023)

Therefore, homeschooling becomes a subject of research and discussion that keeps on growing. Like the research of Dill and Elliot (2019) in the US that finds that one of the motivations for parents to choose homeschooling is to avoid their children from the bad influences of friends at school such as materialism, pluralism and conformity. Still from the US, Lisa Puga (2019) finds that homeschooling is used as an expression responding to racial injustice in education by African-American families in Philadelphia.

Research by Asbar (2022) reveals that many parents in Indonesia choose homeschooling because they are dissatisfied with schools that are considered to burden students with a heavy curriculum. In addition, safety factors, such as minimizing the risk of bullying and brawls are significant considerations. Another study by Hasnahwati (2023) adds that parents also choose homeschooling to spend more time with their children, and feel that the regular school system does not support the values they hold, such as religion, moral, and character education. Hasnahwati et al. suggests to develop the Islamic Religious Education (PAI) curriculum to better facilitate the needs of children who are homeschooled.

Table 1 below presents the main reasons why parents in Indonesia, Malaysia, and the United States choose homeschooling. Although many previous studies have focused on the development of homeschooling in general and the factors that encourage parents to choose homeschooling, there is still limited research that discusses the challenges and opportunities in integrating Islamic education into homeschooling practices in Indonesia. This opens up a research gap on how Islamic education can be effectively integrated into the homeschooling curriculum and what challenges and opportunities arise.

Table 1. The reasons for parents to choose homeschooling

Country	Main Reasons of Choosing Homeschooling
Indonesia	1. Dissatisfaction with formal schools that burden students with a heavy curriculum
	2. Concerns about safety, such as the risk of bullying and violence
	3. Preference for flexible learning and freedom to explore children's interests
	4. The desire to have more time with children and religious and moral education that is in line with family values.
Malaysia	1. Flexibility and personalized learning approaches
	2. Dissatisfaction with traditional teaching method at schools
	3. Emphasis on independence and parents' control in Children Education
United States	4. Concern about peers' bad influences
	5. Responses to racial injustice and the desire of culturally responsive education, especially among Afro-American families

The increasing trend of homeschooling needs attention from practitioners of Islamic Religious Education (PAI), both in utilizing opportunities and contributing to the improvement of the quality of education in Indonesia, especially Islamic education in the context of homeschooling. This study explores how homeschooling and Islamic education can synergize, by highlighting the opportunities and challenges faced by Indonesian Muslim families who choose homeschooling. Theoretically, this research contributes to the development of Islamic education and homeschooling literature and provides a foundation for further research on innovation in Islamic education and homeschooling in diverse Indonesian Muslim communities.

2. METHOD

This research uses a qualitative approach with case study type, which aims to understand the complex issues dealing with homeschooling in Indonesia and the efforts of integrating Islamic Education with homeschooling. As explained by Tight (2017), case study enables researches to deeply dig one or several cases to obtain complete understanding about the phenomenon studied. In this research, the main focus is to describe how homeschooling is done by Muslim families connected to Homeschooling Kak Seto (HKS) and Sekolah Murid Merdeka (SMM), which provide legal diploma facilities through the *Kejar Paket* program. The levels of education studied include elementary and junior high school levels.

Subyek penelitian terdiri dari enam keluarga yang menjalankan homeschooling, dengan fokus utama pada orang tua yang memiliki peran penting dalam menentukan dan mengelola pendidikan anak-anak mereka. Penelitian ini juga melibatkan pengumpulan data melalui wawancara mendalam dengan anggota keluarga, terutama

orang tua, yang berperan dalam pengelolaan pendidikan di rumah. Selain wawancara, peneliti juga melakukan observasi langsung terhadap kegiatan homeschooling dan menyebarkan kuisioner yang diikuti oleh 44 orang tua, sebagai bagian dari pengumpulan data yang lebih luas. The subjects of the research consist of six homeschooling families with the main focus on parents who have an important role in determining and managing their children's education. This research also involved data collection through in-depth interviews with family members, especially parents, who play a role in managing education at home. Besides interviews, researchers also conducted direct observations of homeschooling activities and distributed questionnaires to 44 parents, as part of a broader data collection.

Various data collection techniques were used to produce diverse and in-depth information, including observation, in-depth interviews, and documentation studies, both in printed and digital forms. The use of these various techniques allows for more valid data triangulation, so that the findings obtained are stronger and more reliable. After the data was collected, the analysis was done descriptively-qualitatively using the interactive analysis model proposed by Miles & Huberman, which includes four main stages: data collection, data condensation, data presentation, and drawing conclusions (Hunaida et al., 2024).

This analysis process took place simultaneously with data collection in the field. Interview data and documentation were then linked to relevant theories, resulting in a deeper and more meaningful understanding. With this approach, it is hoped that the research can provide clearer insights into the challenges and opportunities in integrating Islamic education into homeschooling practices in Indonesia. The series of stages of this research can be seen in Figure 1 below.

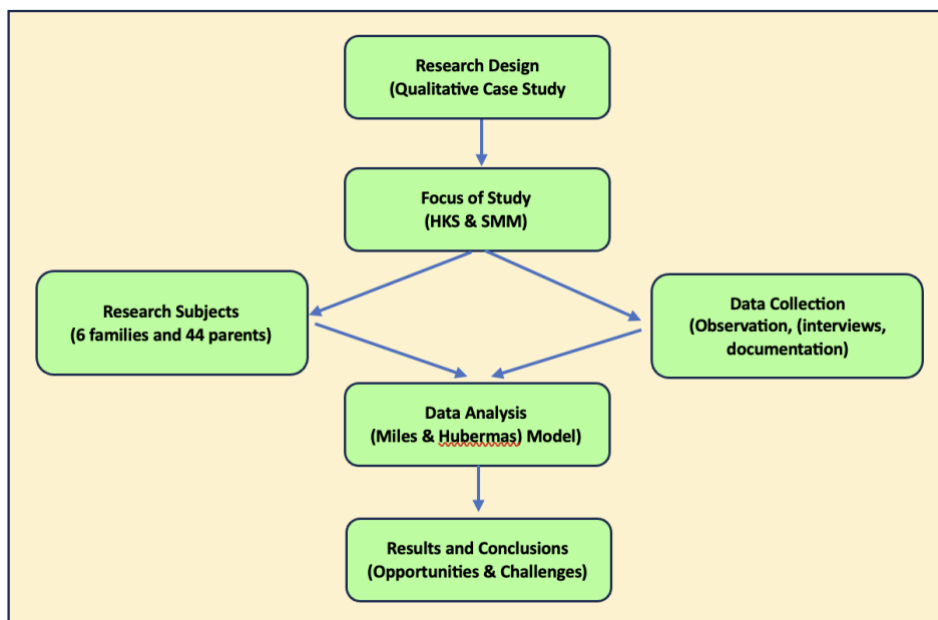


Figure 1. Research flow

3. RESULTS AND DISCUSSION

a. Innovation of Islamic Education in Homeschooling

Innovation in Islamic educational practices within homeschooling refers to the application of new methods, technologies, and approaches to integrate the principles of Islamic teachings with educational practices at home. The purposes are to increase the effectiveness and relevance of Islamic education in the context of homeschooling and to ensure that children receive quality religious education and meet their academic and personal development standards at the same time (Herlanti et al., 2022).

The integration of technology in Islamic education has brought about significant changes in the way religious teachings are delivered and learned, especially in the context of homeschooling. The use of technology not only facilitates access to Islamic teaching materials but also enriches the learning experience with more interactive and relevant methods (Nurhadi et al., 2023; Manan, 2023).

The integration of technology in Islamic education not only facilitates the access to teaching materials, but also improves students' interaction and involvement in the learning process (Isti'ana, 2024). Several applications are used by homeschooling family, such as Muslim Kids TV that provides Islamic animation videos, educative game, and Al Quran lessons; Muslim Kids Series that offers prayer guidance, *hijaiyah* alphabet, and daily prayers; Quran for Kids that helps learning reading Al Quran, memorizing short *surah*.

The active learning approach in Islamic education practices, especially in the context of homeschooling, offers an effective way to directly involve students in the learning process (Fakhrurrozi & Mashuri, 2021). Among the active learning methods that can be applied are group discussions, case studies, and Islamic-based projects. By implementing these methods, children/students can understand and internalize Islamic teachings in a more practical and relevant way (Junaedi & Prasetyo, 2023). This is also to equip them with critical thinking skills and the ability to apply Islamic values in various aspects of their lives.

Developing homeschooling curriculum that integrates religious education and general lesson offers holistic approaches in the learning process (Sururin et al., 2021). By putting Islamic values into various academic subjects, this curriculum not only helps students understand religious teaching, but also applies them in the broader academic context as well as facilitate more holistic and more meaningful learning (Ramdhani & Syafnahayati, 2023).

Personal and flexible approach in homeschooling allows parents to adjust the learning method with individual needs of each student (Salam et al., 2023). This approach allows for teaching method adjustment to meet different needs of learning.

Homeschooling teaches life skills and moral values from an Islamic perspective, such as ethics, leadership, and social responsibility, which teach students about the

importance of contributing to society and help them understand their obligations as part of the community (Habibah et al., 2024) This prepares students to face life's challenges with character and ethics that are in accordance with religious teachings, and encourages them to apply Islamic values in real action.

Forming an Islamic-based homeschooling community strengthens the learning experience through social support and resource sharing. A strong homeschooling community can provide a beneficial support network for parents and students, offering opportunities to share resources, experiences, and knowledge relevant to Islamic education (Fadhilah, 2024), so that these joint activities will enrich religious education at home.

b. Opportunities and Benefits of Homeschooling Practice

Homeschooling offers various opportunities and benefits, especially in the adjustment of education with children's individual need and interest. Based on the questionnaire shared to 44 respondents, several benefits of homeschooling are:

One, Adjusted Curriculum. One of the main advantages of homeschooling is the ability to customize the curriculum according to the child's individual interests and needs. This view is admitted by 20.5% of respondents. Therefore, parents can design the curriculum according to their children's interests, as an informant decided to implement homeschooling with a focus on his child's interests in sports and arts. According to the informant, the child would not have enough time to develop his talents to the fullest if he had to study in a formal school. They then integrated regular sports training into the children's daily schedule, as well as creating an arts program that included various forms of artistic expression, from drawing and painting to music and theater. This case study illustrates how homeschooling can provide significant benefits in terms of adjusting the curriculum to the children's interests (Abuzandah, 2021).

Two, Children Get Special Attention. Homeschooling allows for special attention to be given to children, which is admitted by 6.8% of respondents. This option is often difficult to obtain in formal school settings that tend to have large student numbers and more general teaching approaches (Green-Hennessy & Mariotti, 2023). Children receive more personal attention from their parents, which can be tailored to their specific needs, as a real example of the benefits of special attention in homeschooling can be seen in the case of an informant whose child has special learning needs due to dyslexia. In the formal education system, the informant is worried that his/her child would have difficulty following the rhythm of learning in a class with a large number of students and standard teaching methods. However, with homeschooling, parents can adapt teaching methods to suit the child's needs, such as using the phonic method to teach reading.

Three, studying schedule flexibility. 25% respondents admit that homeschooling gives study time schedule flexibility. Homeschooling gives freedom in determining

studying time, so that it enables children to learn at the most productive time and allows for adjustment according to children's natural rhythm and family activities (Crandall, 2023).

Four, closer family connection. Daily interactions in homeschooling strengthen the emotional bond between children and parents, creating a collaborative atmosphere that strengthens family relationships. This view is stated by 2.3% of respondents. For example, an informant who combines geography lessons with trips to new places. This activity not only provides direct and real learning experiences for children, but also builds closeness through shared experiences. In addition, homeschooling also gives children the opportunity to be more involved in family life as a whole (Miller, 2022).

Five, a safe learning environment. Home offers a more controlled learning environment and is free from risks such as bullying, violence, and stress associated with school dynamics (Johnson, 2021) and provides a supportive and safe atmosphere for children. This advantage is admitted by 2.3% of respondents. In addition, the home learning environment provides an opportunity to adjust the learning space to the child's needs and preferences (Boonaneapat & Kitcharoen, 2023). Homeschooling is also considered protecting children from negative influences such as bullying and social pressure that is not in accordance with family values that can affect children's mental health (Iyanda, 2022). One example of an informant's experience with a boy who has been a victim of bullying by his friends because his appearance is considered different and his interests tended to be more academic. After experiencing repeated bullying, the informant decided to choose homeschooling, and as a result, the informant admitted that the child is now more confident and able to express himself better without fear of being insulted.

Six, more focused learning. 6.8% respondents admit that homeschooling makes learning process more focused. Homeschooling also enables children study in their own speed without disturbance from other students and lessons that they are not really interested in (MacConney, 2022).

Seven, lower academic pressure. 9.1% of respondents admitted that academic pressure on homeschooled children is lower than children in regular schools. Homeschooling reduces the pressure to achieve certain grades or compete, creates a more relaxed and supportive learning environment, children do not have to face intense academic competition, emphasis on ranks, pressure to meet high grade standards, or the burden of giving the school's good name in the form of winning various competitions (Kunzman & Gaither, 2020). An informant who has a homeschooled child at elementary school level, for example, admits that he does not really push his child on academic activities.

Eight, more diverse social interactions. For 2.3% of respondents, homeschooling is considered to open up opportunities for children to engage in more diverse social

activities through communities and extracurricular activities outside the home, such as sports, music, or art clubs, children can meet and collaborate with peers who may come from different social, cultural, or educational backgrounds. In these groups, children learn to work together, share ideas, and build a wide network of friends, all of which contribute to their social and emotional development (Valiente et al., 2022).

Nine, children are more independent. 4.5% of respondent admit that their children became more independent in their daily activities. They are used to helping with household chores, planning activities, or even running small businesses as part of their informal education, such as selling cookies and souvenirs to peers in the housing complex or at tutoring centers. Research shows that the independence instilled in a homeschooling environment contributes to better self-confidence and adaptability in these children as they grow up (Aude, 2020; Thomas II, 2018).

Ten, freedom to teach religious values and beliefs. Parents have full control in teaching religious values, norms, and beliefs according to the family's beliefs, ensuring education that is in line with family principles. This advantage is admitted by 2.3% of respondents. A pair of informants, for example, in addition to using religious textbooks from the Ministry of Religion, they also combine a self-designed approach to teaching Islam. For their 8-year-old child, they invite a teacher who understands the differences in schools of thought in Islam. Parents want their children to grow up to be more tolerant of differences in *mahzab*, even though at the same time the child learns the views held by the parents. Informants also admit that they emphasize the importance of teaching morals and ethics before focusing on religious dogmas. This perspective aims to educate children who not only understand their religion, but also become individuals who are compassionate, empathetic, respectful, responsible, and discipline; who value time, respect other people's boundaries, and admit mistakes and apologize. This is considered by parents as the main aspects in their children's education.

Eleven, Flexibility to develop interests and talents outside of academics. In the survey conducted, 9.1% of respondents admit that they chose homeschooling because they have enough time to pursue interests and talents outside formal academic activities. In the formal education system, busy school schedules often leave just little time for students to explore their personal interests. Children may spend six to eight hours a day at school (Rahman et al., 2023), This leaves some children with little time to focus on personal interests.

Homeschooling provides opportunities for children to study on a more flexible schedule. The advantages of homeschooling can be seen more clearly in Table 2, which shows the opportunities and benefits for Muslim families in Indonesia.

Table 2. Opportunities and benefits of homeschooling for muslim families in Indonesia

No	Benefits of Homeschooling	Percentage
1	Study Time Flexibility	25%
2	Adjusted Curriculum	20,5%
3	Less Academic Pressure	9,1%
4	Flexibility to Develop Non-Academic Interest and Talent	9,1%
5	Children Get Special Attention	6,8%
6	More Focused Learning	6,8%
7	More Independent Children	4,5%
8	Close Family Connection	2,3%
9	Safe Learning Environment	2,3%
10	More Various Social Interaction	2,3%
11	Freedom to Teach Religious Values and Beliefs	2,3%
12	Others	9%

9% of the respondents choose answers other than the 11 points above. A respondent considers homeschooling giving beneficial as it uses Indonesian language to make it easier for students to follow the lesson well. For parents, homeschooling using Indonesian language is considered more appropriate, especially for children in junior high school level. They are worry about the difficulty to adapt with foreign language

Some other respondents choose to utilize all the benefits of homeschooling presented on the list. They see homeschooling as a complete solution to support their children's development.

c. Challenges and Obstacles

Homschooling in Indonesia is facing various complex challenges and obstacles. The challenges includes the aspects of legality, children socialization, parents' preparedness, and children's prospective career in the future. Overcoming the obstacles is the key yo make sure that homechooling can be implemented effectively and accepted as a legal education choice that is equal with formal school

One of the challenges of homeschooling is the lack of opportunities for children to socialize with peers, which is admitted by 38.6% of respondents. Socialization is important for the development of children's interpersonal skills, such as the ability to work together, understand differences, and adapt to social norms (Hamlin & Cheng, 2022). Many homeschooling parents try to overcome this by joining a homeschooling community or involving their children in extracurricular activities. However, access to these communities or activities is not always available, especially in remote areas, for families with financial problems, or living abroad.

Only 2.3% of respondents admitted that they had difficulty in finding a suitable curriculum. It is worth noting that without joining an institution, finding or developing a curriculum that suits the needs and learning styles of children is a big challenge for homeschooling parents. However, because respondents are members of a

homeschooling support institution, this is less likely to be the case. Curriculums that are freely available are often inflexible and do not meet the individual needs of children (Wang & Langager, 2023). This challenge will be even more complex for children with special needs or talents, who require a more personalized and specific educational approach.

Homeschooling parents often face pressure in balancing work responsibilities and teaching their children. This is admitted by 15.9% of respondents. Effective time management and support from partners or family are essential to dealing with the stress caused by this pressure. Parents must continue to adapt, finding ways to maximize the time available, for example by combining household tasks with practical learning, or using work breaks to help children study (Dennison et al., 2020).

Financial problems are admitted by 4.5% of respondents as a significant challenge in homeschooling, especially in terms of education-related costs and potential reductions in family income. If calculated roughly, the needs of homeschooled children are indeed more expensive when compared to sending children to public schools, with free tuition. However, when compared to a number of international private schools in big cities, informants admitted that the needs for homeschooled children are much cheaper. The time and income is also a challenge for parents who have to reduce their working hours or quit work to focus on their children's education. Mothers often have to sacrifice their jobs to meet the demands of homeschooling, which can reduce their participation in the workforce, which of course affects family income (Petts et al., 2021).

The fear that children might be left behind their peers in formal schools is another challenge faced by parents. 9.1% of respondents admit this. Several studies have captured parents' concerns about whether their children will lag behind in terms of mastery of certain subject matter or skills taught in formal schools. Parents feel that children who attend formal schools may have access to more resources, facilities, and more structured support, which can accelerate their development (Ager, 2024; Fontenelle-Tereshchuk, 2021; Firmin et al., 2019).

Although the *Kejar Paket* diploma is equal to a formal school diploma, worries remain among homeschooling parents about the acceptability of the diploma, especially when their child wants to continue their education to university level or move to a conventional school. 4.5% of respondents worry that homeschooled children are considered a second choice compared to students from formal schools. The concerns of parents here are different from the concerns of unregistered homeschooled children, such as in some cases in the US, where many of them are advocated for special pathways to access college.

13.6% of respondents say that they are challenged to balance their roles as a learning facilitator and as a parent. Difficulty in switching between teaching and

parenting roles can cause conflict and stress for both parents and children. Finding ways to maintain this balance is the key to ensuring the success of homeschooling.

. The main challenge faced by parents in homeschooling education is boredom that arises due to the frequent interaction between parents and children, when studying, playing, and in daily family activities (McShane, 2021). To overcome this problem, parents need to find ways to make the homeschooling experience more interesting, such as by joining a community or finding new activities for their children. More clearly, the challenges faced by Muslim families who implement homeschooling can be seen in Table 3 below.

Table 3. Challenges faced by parents in homeschooling education

No	Challenges and Obstacles	Percentage
1	lack of chances to socialize for children	38,6%
2	balancing job and teaching	15,9%
3	double roles as parents and learning facilitator	13,6%
4	potential of being left behind peers in learning	9,1%
5	financial problems	4,5%
6	legality/diploma	4,5%
7	finding suitable curriculum/materials	2,3%
8	others	11,5%

The other 11.5% of responses cover several issues. For example, some homeschooling parents report that they did not face significant barriers because their children are successfully integrated into the homeschooling community program. This suggests that a strong homeschooling community can reduce the stress that homeschooling families typically face. However, some parents report that they faced multiple challenges at once, such as work-life balance, financial problems arising from additional costs for extracurricular activities or private tutoring, and the issue of diploma legality.

4. CONCLUSION

This research finds that homeschooling provides many benefits for Muslim families in Indonesia. The main advantages of homeschooling are flexibility in designing a curriculum that suits the child's interests and needs, greater attention to the child's development, and a studying schedule that can be adjusted to the child's rhythm. Homeschooling also supports strengthening family relationships, creating a safe learning environment, and allowing the teaching of religious values in accordance with the family's beliefs. However, there are several challenges faced, such as the lack of chances for children to socialize, the difficulty of parents to balance work and teaching,

and problems related to the legality of the diplomas. In addition, there are challenges in finding the right curriculum and the potential for children to lag behind in their studies compared to their peers in formal schools. This study suggests that Islamic education policies should better support Muslim families who choose homeschooling. This support includes training for parents to design a curriculum based on Islamic principles and children's interests, as well as facilitating access to resources and homeschooling communities. To ensure that children still have chances to socialize, parents can take advantage of homeschooling communities or extracurricular activities. Further research is needed to explore parents' experiences in overcoming the challenges of homeschooling, especially related to children's socialization, the development of an Islamic-based curriculum, and the impact of homeschooling on children's social, emotional, and academic development.

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