

## **The Role of Parents' Interests and Attitudes in Motivating Them to Homeschool Their Children**

Baidi<sup>1</sup>

### **Abstract**

This study attempts to determine how interests and attitudes of parents in motivating them to homeschool their children. The study was conducted in Surakarta Indonesia in 2017. This research used correlational design assigning 100 respondents in non-probability sampling. Data were collected using a questionnaire to record the interest, attitude and motivation of parents to homeschool their children. Data were processed using multiple linear regression analysis. Results show that interests and attitudes can foster parents' motivation to send their children to homeschooling by 42.2%. Interest variables can improve motivation by 0.165 and attitude variables increase motivation by 0.099. Factors affecting parents' interest in sending children to homeschooling are: the influence of the surrounding environment, family support, better learning methods and an active role in children's education, higher trust in tutors in homeschooling, and healthy competition in pursuit of achievement. In addition, factors affecting attitude of parents to send their children to homeschooling, include safer child security, special needs of children, disagree with the curriculum applied by the government in formal schools, work demands, family values, and lack of quality education provided by formal schools.

**Keywords:** *interest, attitude, motivation, homeschooling, achievement.*

### **Introduction**

Homeschooling practices have been claimed unsuccessful to respond its relevancy and effectiveness, though it has become a growing education phenomenon across the globe. In the teaching and learning of homeschooling, the academic inputs and outcomes are 'tangible' for parents in tailoring their children's needs in learning (Jamaludin, Alias & DeWitt, 2015:111). Korkmaz and Duman (2014) emphasise homeschooling parents play an important role in educating and structuring their children's learning at home, the practices of which were typically being associated with mothers. The fathers function as helpmate, spiritual leader, disciplinarian and manager of learning and relationship quality (Vigilant et al., 2014).

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<sup>1</sup>Dr. State Islamic Institute (IAIN) of Surakarta, Indonesia; Email: [baidi.iain@gmail.com](mailto:baidi.iain@gmail.com)

According to the Indonesian Directorate of Equality Education (2006), homeschooling is a process of education services consciously, regularly and directed by parents or families at home or other places where the learning process can take place in a conducive atmosphere with the aim that every potential child can develop maximally (Ratih, 2013:2). The developments in the number of homeschooling participants each year achieves 83.3% in terms of plural homeschooling and community participants, and of 16.7% for a single homeschooling (Mulyadi, 2007:36).

In recent years the accessibility and involvement of children with the natural environment has experienced a significant decline (Yatiman, Aziz, & Said, 2012:395). Children are more exposed to entertainment on social media. Television, games, mobile phones, computers have become a number of technologies that greatly affect the life patterns of children. children included in the class of students in the school will have limited direct experience in the natural environment. This situation can certainly affect children's physical, cognitive and social performance. Various studies have found that the natural environment is a significant place to develop various academic potentials and art possessed by children (Yatiman et al., 2012:395), suggesting that children engage in daily life in three important places: homes, schools, and recreational areas (around amusement parks). Some children seemed to spend more time at school then the rest of their time was spent traveling from home to school every day.

The present study has indicated current literature of homeschooling practices. Positive outcomes to support homeschooling were witnessed. The parental involvement children's learning has been associated as a catalyst to success, because of the inability of traditional schooling to support the learners' needs (Kraftl, 2012; Jolly, et al., 2012; Vigilant et al., 2014). There were three dimensions on how homeschooling works in improving learning; a) to provide one-to-one support to learning, b) to create a safe and healthy learning environment, and c) to provide adequate and appropriate learning supports for special-needs and gifted children.

Primarily, the researchers agreed that space and learning experiences at home have fabricated meaningful learning experiences. For instance, Kraftl (2013) found that learning at home does not restrict to textbook learning and standardized curriculum. Learning happens inside and outside the house and thus, the dimension of learning in homeschooling covers academic and practical knowledge (Kraftl, 2013). Similarly, Ice and Hoover-Dempsey (2011) elucidated

that homeschooling parents have stronger efficacy in designing and fabricating effective learning. This may attribute to the academic success of the children.

Secondly, a safe and healthy learning environment seems to be neglected in public schooling (Mazama & Lundy, 2012). The issues such as racism and racial prejudices in the public school have affected the African-American children, even with the racial protectionism being practiced in the public schools (Mazama & Lundy, 2012). Hence, homeschooling is an alternative to provide a safer and healthy learning environment for the affected children. Also, Vigilant et al. (2014) has mapped how the role of father is important to structure and balance the learning at home. The elements of spiritual beliefs and discipline in learning have been given a strong emphasis in achieving a well-balanced education, which also agrees with Charlotte Mason's ideal learning belief (Simply Charlotte Mason.com, 2011).

Lastly, the incompetency of traditional schools in catering the needs for the gifted and special-needs children has also shifted the space of learning to be conducted at home (Hurlbutt, 2011; Jolly et al., 2012). The parents believe that a sense of order and empowerment in deciding their children's learning pace and experiences has made them to de-school their children (Jolly et al., 2012) and to provide better learning opportunities for their children.

Green-Hennessy (2014) and van Schalkwyk and Bouwer (2011) have discovered that homeschooling practices have several drawbacks. In a larger study, it is found that, the homeschooling adolescents were reported to fall behind in academic performance and faced more social difficulties compared to traditional schoolers (Green-Hennessy, 2014). In addition, van Schalkwyk and Bouwer (2011) have appointed that the homeschooling children might face difficulties in social interactions due to the strong attachment to parental supervision. Also, they noted that many homeschoolers suffer as their development and interest have to compromise with their parents' established visions and goals. In short, there are several limitations that should be considered when conducting the home-education, especially the one concerning on the direction of homeschooling practices and its structure. Nevertheless, the previous studies have proven that structured and flexible homeschooling learning was effective to overcome the above conditions (Cogan, 2010; Harding, 2013; Rudner, 1999).

In line with the findings above Spinney & Millward (2011) added that rural areas can be identified as environments that can provide the best arrangements because rural areas consist of natural elements that are able to encourage various types of intelligence possessed by children

(Yatiman et al. , 2012:396). Especially for children who are more often engaged in walking, playing bicycles, chatting with peers proven to have higher abilities. Child travel with peers is considered an explorative game that can self-test, stimulate physical, cognitive, and social performance in children.

One example of a private school that is booming in the community is Homeschooling. Homeschooling has several main advantages, namely creating students who are able to have high independence (Yaacob et al., 2014:245). Many parents are motivated to make Homeschooling the right choice for their children. Parents have the assumption that Homeschooling can be a means that can mentally prepare children to face further education.

Homeschooling is applied in several forms namely single homeschooling, compound homeschooling, and community homeschooling. The application of homeschooling depends on the needs of each homeschooler and is adapted to the abilities of parents and children's interests. From the flexibility of applying the homeschooling, parents get a lot of convenience in carrying out the educational process for their sons and daughters (Kembara, 2007:30). Homeschooling education helps develop children's potential optimally both in knowledge, attitude, and personality by emphasizing the mastery of the development of an independent attitude that can later be useful for all aspects of his life (Mulyadi, 2007:20).

Thematic and conceptual learning methods as well as applicable become several points of excellence in homeschooling. Homeschooling gives a lot of flexibility for students to enjoy the learning process without having to feel pressured by the burdens that are conditioned by the curriculum target. Every homeschooling student is given the opportunity to go directly to study the material provided, not only to discuss theory. They were also invited to evaluate directly about the material being discussed. Some other advantages of homeschooling as alternative education, namely because this system provides moral or religious education, a social environment and a better learning atmosphere, provides more flexible learning time. It also provides warmth and protection in learning, especially for children who are sick or disabled, avoiding social illnesses that parents consider can occur in schools such as brawls, juvenile delinquency (bullying), drugs and abuse (Hartati, 2014:44).

## **Research Questions**

Drawn the above background, the following research questions are directed to guide this research:

- 1). Does predictive motivation of parents give a positive influence of parents motivation to send their children to homeschooling?
- 2). Does predicted attitude have a positive influence in fostering the motivation of parents to send their children to homeschooling?
- 3). Do simultaneous interests and attitudes have an influence in fostering the motivation of parents to send their children to homeschooling?

## **Literature Review**

### **Homeschooling**

Homeschooling can be defined with the word “home” and “schooling”, which gives the meaning education or schooling that occurs at home. It is also a circumstance where parents make a conscious decision to provide an education for their child or children in place of that provided by schools, and where the parents are the main teachers or facilitators in the program of education (Broadhurst, 1999). The term Homeschooling refers to parents who teach their education to their children at home (Korkmaz & Duman, 2014:3890). Homeschooling in terms of quality and quantity is often compared to formal schools in general. Homeschooling and public schools are two backgrounds that can be very different. Homeschooling is a form of education teaching carried out at home by parents and experts in their fields. While public schools are a form of teaching that is in a special institution of education carried out by teachers who are competent in their fields.

Nevertheless, it is not a replication of school in a home environment, but a holistic lifestyle that strips the trappings of institutional schooling to focus on fundamental (David, 2004). Since home-schooling is a form of private education that is parent led and home based, therefore, homeschooling does not rely on either state-run public schooling or institutional private schooling for a child’s education (Ray, 2013).

The decision by parents to home school is based on several factors. Some parents home school because they have a child who is unwell or has specific learning difficulties. Dembitzer (1990:40) states that, traditionally, parents have chosen to home school

because they have little or no access to conventional education. In areas such as the Australian outback, parents home school until their children are old enough to attend boarding school or travel the considerable distances to their closest school (White, 1995:37).

Van Oostrum and Van Oostrum (1997:2) also refer to pedagogic reasons, social reasons and other fundamental rights. Pedagogic reasons are where a family feels that it is able to provide a superior caliber of education to that offered by traditional schools, either academically or in terms of providing an environment which offers more advents learning conditions. Social reasons are those where parents wish to protect their children from negative peer pressure and social influences or simply wish to strengthen the family bond. Lines (2000:79) parcels reasons for home schooling largely into two major categories: religious and progressive; Nevertheless, Lines (2000:79) also states that many families have indicated a change in attitude towards home schooling because of dissatisfaction with the standard of education offered by conventional schools.

Over the past few decades homeschooling has been generally applied to several states in America and Europe. In the United States, in 1993 homeshchooling was officially approved in 50 states under the auspices of the homeschooling policy set by Bauman. In some European states children who find it difficult to get public schools are allowed to get an education at home. Homeschooling in Europe seems to provide some very significant effects, including parents making children as people unknown to others.

It is inversely proportional to the findings above, (Korkmaz & Duman, 2014:3891) adding that homeschooling is a phenomenon that continues to develop in the western states. But in Turkey, almost no children do education at home. Under Turkish education law, children are required to receive education in public schools. The local government believes that homeschooling is considered dangerous for the development of children by some authoritarian people. In the past few years, it seems that there are no more types of homeschooling in Turkey.

Suryadi (2006:12) reveals that homeschooling is a process of education services that are consciously, regularly and directed by parents or family at home and in other places with full responsibility. The teaching and learning process can take place in a conducive atmosphere with the aim that every unique potential of children can develop optimally. In line with what was stated by Douglas (2005:274), that homeschooling both a means of educating children according to parental standards and an alternative social movement embraces a unique set of cultural norms

and values. Roslin (2010:2) explains that homeschooling is the education of school-age children at home. In addition, Christa & Kathleen (2011) mean that homeschooling is a process of educational services that is consciously and directed by parents or families with a conducive teaching and learning process.

Another opinion was put forward by Mulyadi (2007:38) that homeschooling is a home learning activity designed so that students feel happy to learn, not burdened so that they can achieve maximum learning outcomes. Homeschooling aims to develop creativity, thinking skills and personality of students in accordance with the unique strengths of individual students. Based on some of the opinions above, it can be concluded that homeschooling is a learning activity carried out at home and outside the home independently and in the community. Parents play an important role as instructors (teachers) or bring in instructors from outside (tutors) that are designed in such a way that children feel happy, comfortable, and do not feel burdened in learning. Homeschooling can achieve optimal learning outcomes to develop creativity, talents, interests, thinking abilities and personality of students in accordance with the individual characteristics of students by not ignoring the needs of their age.

Homeschooling is a learning process that involves families as the main role, especially parents who are responsible for the development of their children's education (Mulyadi, Rahardjo, & Basuki, 2016:603). In other words homeschooling is interpreted as parents who teach education to their children at home. In addition to teaching education at home, parents sometimes bring in experts (tutors) to be able to provide additional material in certain lessons. Homeschooling education system tailored to the needs of each different child. Homeschooling uses an open and flexible curriculum system but is still adapted to agreements between children, parents, and tutors.

Several recent studies have mentioned the importance of the role of parents in providing support to their children in the teaching and learning process during homeschooling (Collom, 2005; Green & Hoover-Dempsey in Mulyadi et al., 2016:604). Parents are the main factor that can provide support to children during the learning process. Naturally it can be understood that the learning process that occurs in the home between family members must be actively involved in providing the support needed by the child to obtain maximum educational outcomes.

### **Homeschooling Objectives**

Suryadi (2006:13) states that every learning carried out must have the right goals, so that they can achieve maximum learning outcomes. Likewise, homeschooling has several objectives below.

- 1) Ensure the completion of quality primary and secondary education for students from families who determine their children's education through homeschooling.
- 2) Ensure the fulfillment of learning needs for all young people and adults through equitable access to learning and life skills programs.
- 3) Removing gender disparities in primary and secondary education.
- 4) Serving students who need academic education and life skills in a flexible manner to improve their quality of life.

Mulyadi (2007:40) also revealed that there are 8 goals of homeschooling:

- 1) Creating a conducive, fun and challenging learning environment for students in accordance with their personality, learning style, strengths and limitations.
- 2) Learning subject matter directly in the context of real life so that it is more meaningful and useful in the lives of students.
- 3) Increase creativity, thinking ability, and attitude and develop the personality of students.
- 4) Fostering and developing good relations between parents and students so as to create a harmonious family.
- 5) Overcoming the limitations, weaknesses, and emotional barriers of students so that students succeed in learning optimally.
- 6) Developing talents, potential, and learning habits of students naturally.
- 7) Preparing students' abilities in aspects of knowledge, skills and attitudes to continue their studies at a higher level.
- 8) Equip students with the ability to solve environmental problems according to their level of development for the sake of their future graduation.

### **Motivation**

Motivation is an internal condition that evokes, directs, and maintains behavior (Woolfolk, 2009:186). Motivation is an implication that arises because of a biological or psychological disorder in him (Thomas, 2016). Motivation is a change of energy in humans which is



characterized by affective and reactionary impulses in an effort to achieve goals (Malik, 2011:94). This definition contains three dimensions: 1) Motivation begins with a change of energy in a person; 2) Motivation is characterized by affective encouragement; and 3) Motivation is characterized by reactions reaching the goal. Motivation is a process that gives enthusiasm, direction, and persistence of behavior. This means that motivated behavior is behavior that is full of energy, directed and long-lasting (Santrock, 2008:510).

Ormrod (2009:58) explains that motivation is something that energizes, directs and maintains behavior, motivation makes a person move and puts someone in a certain direction and keeps them moving. Motivation has several influences on a person's behavior, including:

1. Motivation directs behavior to specific goals
2. Motivation increases effort and energy
3. Motivation enhances initiative and persistence in various activities
4. Motivation affects cognitive processes
5. Motivation determines which consequences give reinforcement and punishment
6. Motivation improves performance

## **Interest**

Interest is the main and important subject in the education process (Pehmer, Seidel, Kierner, & Gr, 2015:94). The concept of interest is a related element in the lifelong learning process as the core of community skills. Development of interest in certain subjects also determines the willingness of adolescents to choose the next level of education. Development of student interest must be the goal of school education and for individual teachers.

Interest is a function of the soul to be able to achieve something, interest is power from within and appears from the outside as gestures. In carrying out its functions interest is closely related to thoughts and feelings (Suryadi, 2002). Ormrod (2009:101) explains that interest is a form of intrinsic motivation, meaning if someone has an interest on a particular topic or activity. Psychologists distinguish two types of interests: situational interest, triggered by something in the environment; and personal interests, interests that are relatively stable over time and produce consistent patterns in the choices made.

Interest is a feeling of being more like and feeling attached to a thing or activity, without being told. Interest is basically the acceptance of a relationship between yourself and something outside

of ourselves. The stronger or nearer the relationship, the greater the interest. Slametto (2010:57) explains that interest is a fixed tendency to pay attention and remember some activities. Activities that are of interest to a person, attention is constantly accompanied by pleasure. Indra (2012:3) states that interest means a tendency and high enthusiasm or a great desire for something.

Suryabrata (2002:68) defines interest as a feeling of being more like and feeling interested in something or activity without being told. Interest basically is the acceptance of a relationship between yourself and something outside of him. The stronger or nearer the relationship the greater the interest. Interest can be interpreted as a high tendency towards something, interested, attention, passion and desire. Another notion of interest by Sardiman (2006:32) states that interest is the awareness of someone that an object, a person, a problem or a situation that is related to him.

Therefore, interest is a psychological aspect that is owned by someone who raises feelings of interest or interest in something and is able to influence the actions of that person. Interest has a close relationship with encouragement in the individual who then raises the desire to participate or be involved in something that interests him. Someone who is interested in an object will tend to feel happy when working in the object so that they tend to pay attention to the great attention to the object. The attention given can be realized with curiosity and study of the object.

### **Attitude**

Praharesti & Afustina (2013) define attitude as an expression of values or views of life that are owned by someone, formed into desired behaviors or actions. Hasbiansyah (2003:307) summarizes notions of attitudes as follows:

- 1) Mental and neural state of readiness, organized through experience, exerting, a directive or dynamic influence upon the individual's response to all objects and situations to which it is related (Allport in Roucek, 1951).
- 2) Attitude is a psychological tendency that is expressed by evaluating a particular degree of favor or preference (Eagly and Chaiken, 1993).
- 3) Attitude is a favorable or unfavorable evaluative reaction to ward something or someone, exhibited in one's belief; feelings or intended behavior (Myers, 1996).

- 4) An attitude is a disposition to respond favorably or unfavorably to an object, person, institution or event (Azjen, 1988).

## Methods

### Design and Setting

This study was conducted on parents who sent their children to Surakarta, Indonesia homeschooling in July to September 2017. This study used experimental design that tested the hypotheses. As Figure 1 indicates, there are three variables in this study: interest (X<sub>1</sub>), attitude (X<sub>2</sub>), and motivation (Y).

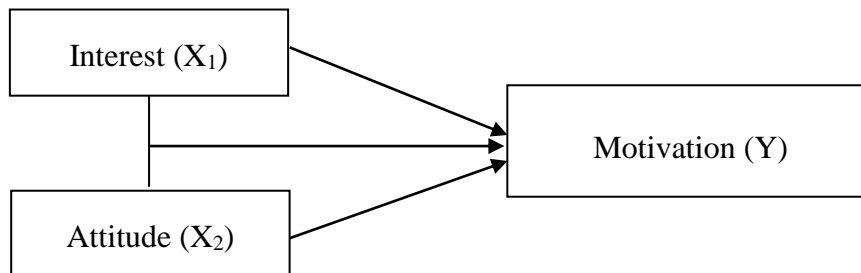


Figure 1. Research design

Dependent variable in this study is motivation. Operationally, motivation is defined an internal condition that evokes, directs, and maintains behavior (Woolfolk, 2009:186). Motivational indicators according to Goeritno (2014:118), include: a) Desires; b) Expectations; c) Plans; d) Goals; e) Intention; f) Purpose. The independent variables of this study include interest and attitude. Interest is a tendency to give attention and act to people, activities, or situations that are objects of interest by being accompanied by feelings of pleasure (Abdurraman, 2004:262). Indicators of interest variables, include: (1) Social status; (2) Encouragement; (3) Opportunities; (4) Resources; (5) Activities; (6) Competition. In addition, the attitude is basically the result of the process of socialization and interaction of a person with his environment, which is the embodiment of the mind, one's feelings and assessment of objects, which are based on knowledge, understanding, opinions and beliefs and ideas towards an object (Yayat, 2009:5). Attitude variable indicators include: (1) Economic opportunities; (2) Security; (3) Self-awareness; (4) Workload; (5) Participation; (6) Social environment; (7) Responsibility; (8) Trust.

**Sample**

A number of 100 parents were recruited as the sample of this study. Parents were selected from 10 community of homeschooling areas in five districts in Surakarta city, each of which involved 10 parents. Of the 10 communities, 3 operated secondary school homeschooling with 30 parents, and 7 elementary home schooling for 70 parents.

**Instrument**

The instrument used in this study is questionnaire, asking the interest, motivation and perception on homeschooling. Supriyanto (2009:135) explains the questionnaire is a technique of collecting data that is used to obtain information directly from the source, containing a series of statements compiled to capture data information about a matter needed in research. Sekaran & Bougie (2013:147) revealed, a questionnaire is formulated in a written set of questions to which respondents record their answers, usually within rather closely defined alternatives. In this study, the questionnaire used was a closed questionnaire that is a model statement where the statement has been provided the answer, so that respondents only choose from alternative answers that are in accordance with their opinions or choices. The instrument consisted of three parts: questions to ask interest 25 items, motivation 25 items, and perception on homeschooling 25 items. Prior to collect the data, the instrument was piloted to 20 parents outside the sample to find its validity and reliability evidences. The validity test was 0.1956 and the reliability was 2.1870, stating that both validity and reliability were significant.

**Data analysis technique**

The technical analysis of this data uses multiple linear regression analysis. The steps to test the hypothesis as a whole in this study are as follows: Descriptive Statistics Test; Classical Assumption Test with stages: Normality Test; Multicollinearity Test; Heteroscedasticity Test, and Hypothesis Test with the equation:  $Y = \alpha + \beta_1.X_1 + \beta_2.X_2 + e$  ( $Y$  = parental motivation;  $X_1$  = interest;  $X_2$  = attitude).

Regression analysis is done to find out how much reinforcement between independent variables on the dependent variable. Statistical tests that need to be done are: Accuracy Test Estimated Model / Coefficient of Determination ( $R^2$ ); Simultaneous Significance Test (Test F); and Individual Parameter Significance Test (t Test).

## **Findings and Discussion**

To ensure that the parameters in the model have accuracy in estimation, not biased, and consistent, it is necessary to test the classical assumptions of regression models, thus there is no deviation from the assumption of normality, multicollinearity and heteroscedasticity. To test the existence of classic assumption deviations, statistical package with the SPSS 21 program was used in this study.

### **Normality test**

Result of calculation using Kolmogorov-Smirnov indicates z-value of 0.913 and asymp. significance of 0.375. It shows the data is normally distributed because  $0.375 > 0.05$ . The results of normally distributed data mean there is no extreme value from the data taken or there is no data that deviates too high or too low as well as there was no error in sampling and there were no errors in data input.

### **Multicollinearity Test**

The multicollinearity test results obtained the value of Variance Inflation Factors (VIF) of 1.159 which is smaller than 10 and the tolerance value of 0.862 is greater than 0.10. There is no multicollinearity between the independent variables. This means that there is no strong (almost perfect) correlation between variables of interest and attitude. So that there is no linear relationship between independent variables and independent variables only affect the dependent variable.

### **Heteroscedasticity Test**

The test results on the probability of 5% indicate the significance value of the variable of interest of 0.755 and the significance of the attitude variable of 0.061. It indicates that interest variables and attitudes have no problem with heteroscedasticity. This shows that the variance of each independent variable is the same and has a certain constant number.

## Hypothesis testing

**Table 1.**  
*Results of linear multiple regression*

Variable	coef. Reg	T value	Sig.
Constant	66,424	9,617	0,000
Interest	0,165	2,153	0,034
Attitude	0,099	2,686	0,009

The results of multiple linear regression data processing using the SPSS program in the table 1 show multiple linear regression equations as follows:

$$Y = 66,424 + 0,165 X_1 + 0,099 X_2 + e$$

Information:

Y = Parent Motivation

X<sub>1</sub> = Interest

X<sub>2</sub> = Attitude

The linear equation of the multiple regressions above can be described as follows:

- Constant value is 66,424 with a positive value. This shows that if the interest variable and attitude equal zero, then the motivation of parents to send their children to homeschooling is 66,424.
- Interest variable regression coefficient ( $\beta_1$ ) is 0.165. This shows that every increase in interest of 1 unit will have an impact on the increase in motivation of parents sending their homeschooling children to 0.165 assuming other variables are constant.
- The attitude variable regression coefficient ( $\beta_2$ ) is 0.099. This shows that every increase in attitude by 1 unit will have an impact on the increase in motivation of parents sending homeschooling children by 0.099 assuming other variables are constant.

## F Test

This test obtained the significance value of  $0,000 < 0,05$ , meaning that the fit regression model so that simultaneous interest and attitude together foster the motivation of parents to send their children to homeschooling. See table 2.

**Table 2.**  
*Results of t-test*

Variable	t <sub>value</sub>	t <sub>table</sub>	Sig.	Conclusion
Interest	2,153	1,983	0,034	Significant
Attitude	2,686	1,983	0,009	Significant

As table 2 suggests the interest variable has a t-count of 2.153 greater than t-table 1.983 and obtained a significance value of 0.034 smaller than the significance level of 0.05 ( $0.034 < 0.05$ ). Therefore, the interest significantly fosters the motivation of parents to send their children to homeschooling, then H1 is accepted.

The calculation shows that the attitude variable has a level of 2.686 greater than the table of 1.983 and obtained a significance value of 0.009 smaller than the significance level of 0.05 ( $0.009 < 0.05$ ). It can be concluded that the attitude positively and significantly fosters the motivation of parents to send their children to homeschooling, then H2 is accepted.

### **Coefficient of Determination (R<sup>2</sup>)**

The coefficient of determination (R<sup>2</sup>) essentially measures how far the model's ability to explain the variation of the dependent variable. The results of the coefficient of determination (R<sup>2</sup>) are shown in table 3.

**Table 3.**  
*Results of determinant coefficient (R<sup>2</sup>)*

R	R-Square	Adj R-Square	Std error of the Estimate
0,502	0,422	0,344	5,363

From the table above, R-Square is 0.422 which means that 42.2% of the motivation of parents to send their children to homeschooling can be explained by the composition of the independent variables, namely interests and attitudes. While 57.8% is explained by variables outside of this research model.

F Test shows that the independent variables which consist of interests and attitudes simultaneously have a statistically positive influence on the motivation of parents to send their

children to homeschooling. The partial test both independent variables can influence the growth of the dependent variable. Interest variables will have an effect of 0.165 on each increase, and the attitude variable will have an effect of 0.099 on the motivation of parents to send their children to homeschooling.

The above findings bring this study into some discussion points. According to Goeritno (2014:118), there are several factors that influence motivation, including the interests, attitudes, needs, values and aspirations. Interest is a tendency to give attention and act to people, activities, or situations that are objects of interest by being accompanied by feelings of pleasure (Abdurraman, 2004:262). Interest contains elements consisting of cognition (knowing), emotions (feelings), and will. Elements of cognition, in the sense that interest is preceded by knowledge and information about the object intended by that interest. Emotional elements because in participation or experience are accompanied by certain feelings (feelings of pleasure) while the element of *konasi* is a continuation of the two elements which are manifested in the form of willingness and desire to do an activity. Things that affect parents' interest in sending children to homeschooling include: 1) the influence of the surrounding environment, 2) family support, 3) parents have better learning methods and always want to play an active role in children's education, 4) trust in tutors in homeschooling is higher than for teachers in formal schools and 5) parents want healthy competition in pursuit of achievement.

Thomas (2010) reveals that parents refer to contemporary problems with the environment and practice of education in school and that they formulate pedagogical beliefs about homeschooling to be better learning places than schools. In addition, he emphasized the role of family, school and parents' learning experiences during their childhood. He found that they referred to negative school experiences that they did not want to be replicated in the lives of their own children and that many parents' childhoods were influenced by a dysfunctional and disturbed family environment.

The attitude is basically the result of the process of socialization and interaction of a person with his environment, which is the embodiment of the mind, one's feelings and assessment of objects, which are based on knowledge, understanding, opinions and beliefs and ideas towards an object (Yayat, 2009:5). Attitudes produce a tendency to act on an object, so attitudes play an important role in influencing parents' motivation in sending their children to homeschooling.



Factors affecting the attitude of parents to send their children to homeschooling, include: 1) safer child security, 2) special needs of children, 3) disagree with the curriculum applied by the government in formal schools, 4) work demands, 5) family values and 6) lack of quality education provided by formal schools. Asmani (2012) states that there are several reasons for parents to send their children to school at home, among others; (a) parents are not satisfied with education in regular schools; (b) through homeschooling parents expect to strengthen the relationship between parents and children, because time with children increases; (c) parents feel that the education system in formal schools does not support family values.

This is driven by a lack of religious education, moral values and character in formal schools; (d) parents do not agree with the curriculum in formal schools. Lessons and curriculum systems that are considered too burdensome to children and the pressure that teachers create on children in pursuing curriculum targets make many parents exclude children from formal schools. Homeschooling provides non-colloquial direct, thematic learning that is not bound by the limits of science. This view provides a broad understanding of the understanding of how to obtain knowledge, that in studying not only can be obtained through school, anywhere whenever we can get knowledge (Wijayarto, 2015:27).

Arai (2000) asserts that parents' motivation was influenced by attitudes that considered individual teaching to be better, family duties to find shared methods, curriculum enrichment, objections to school organizations and social education, children's choices or better enrichment in houses, inappropriate socialization in schools and long separation from home, the task of conveying certain religious or moral orientations, negative school experiences and finally special needs for children. Rothermel (2003) also added that attitudes that affect parents choosing homeschooling education are: Disappointment with education and school (31%), parents who say they always intend to educate at home (30%), intimidate (25%), depression, fatigue or illness in children (24%), the belief that education is the responsibility of parents (20%), mismanagement of children with special educational needs or gifted children (20%) and to enable situations where children work accordingly their own potential (19%). In general, Rothermel found that his motives consisted of two groups, one related to experience in school and the second related to family ideology.

### **Conclusion and Implications**

This study has examined the impact of interest and attitude to motivate parents to send their children to homeschooling in Surakarta Indonesia. In general, the results can be summarized that both interest and attitude significantly affect parents motivation to send their children in homeschooling. Simultaneously, interest and attitude contributes 42.2% of parents motivations to send children to homeschooling. In particular, the finding indicates that homeschooling in Surakarta has been perceived as equal to formal schooling and a more wide range of welcome has been addressed to conduct the homeschooling. The most reason that appears in the perspective is homeschooling is considered more secure to protect from morality and religions.

This study, however, has limitation in that explorations of how homeschooling are conducted and how values of morality and religions are attached are not well specified. Theoretically, the study implies that homeschooling practices should indicate program and curriculum that fit to the attached areas and students. Practically, operators of homeschooling develop programs that are explored from the actions the community has implemented.

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