



## Original Article

### Analysis of Homeschooling Curriculum Policy in Indonesia: CIPPO Approach and International Review

Andi Nur Qalbi<sup>1✉</sup>, Muhammad Ardiyansyah<sup>2</sup>, Aris Munandar<sup>3</sup>

<sup>1,2,3</sup>Universitas Negeri Makassar, Makassar, Indonesia

Correspondence Author: andinurqalbisalim@gmail.com ✉

#### Abstract:

Homeschooling in Indonesia is legally recognized as a form of non-formal education under Ministry of Education and Culture Regulation No. 129 of 2014. However, it lacks a standardized national curriculum and evaluation system. This study employs the CIPPO evaluation model (Context, Input, Process, Product, Outcome) to analyze the homeschooling curriculum policy in Indonesia and compare it with practices in the United States, Finland, and Australia. The findings reveal that Indonesia's policy remains general and heavily reliant on the capacity of parents and community-based initiatives. In contrast, other countries have implemented clearer regulations, structured curricula, and regular assessment systems to ensure quality and accountability. The CIPPO approach proves effective in identifying both the strengths and weaknesses of homeschooling policies and offers a foundation for improving policy direction toward a more equitable and standardized alternative education system.

**Keywords:** homeschooling, curriculum policy, CIPPO, non-formal education, international

#### Introduction

In recent years, home-based education, or homeschooling, has experienced significant growth in Indonesia. This phenomenon is no longer limited to certain groups but has become a strategic choice for many families seeking a more flexible and personalized learning approach. Homeschooling emerged as a response to the limitations of the formal education system, which tends to be uniform and less adaptable to individual student needs. This change aligns with the shift in the global educational paradigm that emphasizes learning based on children's interests, talents, and learning styles. Regulatory-wise, homeschooling has gained legitimacy through Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 129 of 2014, which establishes it as part of the non-formal education pathway. However, in practice, the curricula used by homeschooling providers vary widely and do not adhere to integrated



national standards. This leads to disparities in learning quality and competency achievement among homeschoolers.

The CIPPO (Context, Input, Process, Product, Outcomes) evaluation model was used to assess the effectiveness of homeschooling from various aspects. This survey described respondents' perceptions of the quality and impact of homeschooling in Indonesia. A study by ([Shakira & Oktafia, 2024](#)) highlighted the role of homeschooling in developing children's interests, talents, and social skills. Although not explicitly using the CIPPO model, their analysis reflected these evaluative dimensions. This study showed that homeschooling provides a high level of personalization, but faces challenges in social aspects and measuring learning outcomes. Both studies indicate that the CIPPO approach is capable of identifying structural weaknesses in homeschooling policy and implementation, particularly in input and outcome aspects that have not been standardized nationally.

However, most previous research has only addressed the formal recognition and practice of homeschooling descriptively. Few studies have used an evaluative approach like CIPPO to systematically assess curriculum policies. Furthermore, studies on homeschooling curriculum management in Indonesia are still limited and not yet integrated with an education policy evaluation framework. Homeschooling curriculum policies in Indonesia are not yet fully effective in ensuring educational quality due to the lack of a nationally integrated curriculum standard and evaluation system.

This study offers an approach to evaluating homeschooling curriculum policy using the CIPPO model, which has not been widely used in alternative education studies in Indonesia. This approach allows for a comprehensive analysis of the context, input, process, product, and outcome of the policy. With the increasing number of homeschoolers and the diversity of curriculum approaches used, a policy study is needed that can form the basis for developing national curriculum standards for non-formal education. This research is important for providing policy recommendations based on systematic evaluation. To analyze homeschooling management curriculum policy in Indonesia using the CIPPO approach, and to provide recommendations for strengthening the policy based on the evaluation results.

Homeschooling has been implemented globally in various countries with varying approaches and regulations. According to research by ([Carlson, 2020](#)) on the regulation and evaluation of homeschooling in the United States, each state has its own policies governing homeschooling. The goal is to maintain a balance between parents' rights to educate their children at home and the state's obligation to ensure its citizens receive a proper education.

The CIPPO (Context, Input, Process, Product, Outcome) evaluative approach has been used in several studies to assess the effectiveness of education policies, including homeschooling. ([CHOIRIYAH, 2015](#)) evaluated the Khairu Ummah Homeschooling Group in Bekasi and found that the context aspect lacked a strong operational foundation, human resource input was still limited, the learning process was not standardized, the curriculum product did not refer to national competencies, and educational outcomes had not been systematically measured. Although not explicitly using the CIPPO model, their analysis reflected these evaluative dimensions. This study showed that homeschooling provides a high level of personalization, but faces challenges in social aspects and measuring learning outcomes.

Both studies indicate that the CIPPO approach is capable of identifying structural weaknesses in homeschooling policy and implementation, particularly in input and

outcome aspects that have not been standardized nationally. In Indonesia, homeschooling is recognized as non-formal education and can be used in the National Equivalency Exam (Packages A, B, and C). However, there is no national curriculum that homeschooling providers must follow. Homeschooling policy in Indonesia remains declarative and lacks robust implementation tools. Policy evaluation using the CIPPO approach can identify weaknesses in the regulatory context, resource inputs, implementation processes, curriculum products, and educational outcomes.

Homeschooling has been proven to be an effective educational alternative in improving children's learning outcomes. Many parents choose homeschooling because they are dissatisfied with the formal school system and want to provide more personalized learning (Eldeeb et al., 2024). Homeschooling in the 21st century has referred to a new direction in the relationship between home and school from various countries, including the contribution of parents from immigrant and minority backgrounds in children's education (Kirmaci, 2019). This study covers various aspects of homeschooling such as demographics, motivation, curriculum, academic achievement, socialization, health, law, and international comparisons (O'Brien & Turner, 2025). Parental involvement in education has been shown to have a positive effect on academic achievement, social-emotional competence, and children's well-being (Guo & Evans, n.d.).

Table 1.1 Summary of Case Studies of Homeschooling Implementation in the International World and Indonesia through CIPPO Evaluation

Researcher (Year)	Context	Input	Process	Products	Outcome
(Carlson, 2020)	Regulations vary across US states.	Input standards are determined locally (curriculum, reporting, evaluation).	Dependent on policy & parental role.	Local/national assessments.	Varied, depending on policy support.
(Eldeeb et al., 2024)	Homeschooling chosen due to dissatisfaction with formal systems and need for personalization.	Parents, online materials, communities.	Flexible, tailored to child's interests & learning style.	Increases motivation & achievement	Positive, though not globally standardized
(Kirmaci, 2019)	HS integrated into national systems (Finland & Australia).	Strong policy support & regular assessments	Supervised by educational institutions.	Aligned with national standards.	Equivalent to formal schools.
(CHOIRIYAH, 2015)	Lacks a strong operational foundation	Limited HR, non-uniform curriculum	Unstructured.	Does not refer to national competencies.	Unmeasured, risk of quality inequality.

	(Indonesia).				
<b>(Shakira &amp; Oktafia, 2024)</b>	Focus on child's interests & talents.	Parents & community, not uniform yet.	Personal & contextual.	Supports child's potential.	Socialization remains a challenge.
<b>O'Brien &amp; Turner (2025)</b>	Parental involvement as key.	Family support & school policy.	Influenced by parental participation	Increases social-emotional competence.	Positive for child well-being

The data in Table 1.1 indicates that although homeschooling provides high personalization space, Indonesia still faces structural weaknesses compared to other countries, particularly regarding limited human resource inputs, non-standardized processes, and outcomes that are not systematically measured beyond equivalency exams. The gap between policy idealism and implementation reality demands a comprehensive evaluation. Unfortunately, most existing research tends to discuss only the aspects of formal recognition, parental motivation, or homeschooling practices descriptively. There are few studies using a systematic evaluative approach to dissect homeschooling curriculum policy thoroughly.

Therefore, this study aims to fill this gap by applying the CIPPO evaluation model. This approach was chosen for its ability to analyze educational programs holistically. Based on this urgency, this study aims to analyze the homeschooling management curriculum policy in Indonesia using the CIPPO approach. The proposed hypothesis is that the current curriculum policy is not yet fully effective in ensuring educational quality due to the absence of nationally integrated standards and evaluation systems. Through this analysis, the research is expected to contribute novelty in the form of policy recommendations based on systematic evaluation, which can serve as a foundation for the government and stakeholders in developing national curriculum standards that are more adaptive and accountable for non-formal education in Indonesia.

### **Implementation of homeschooling policy in Indonesia**

Homeschooling has great potential to adapt to the demands of the 21st century and the era of Society 5.0. The shift in educational paradigm from knowledge transfer to the development of critical thinking skills, collaboration, and digital literacy makes homeschooling a relevant model amidst advances in technology and artificial intelligence. The integration of project-based learning, digital technology, and personalized approaches is key to addressing future educational challenges. Therefore, adaptive curriculum policies and evaluation systems capable of accommodating these dynamics are needed.

1. The context of homeschooling policy in Indonesia does not yet have a clear strategic direction in curriculum development.

Research by [\(Afiat, 2019\)](#) through case studies of families practicing homeschooling found that the learning process is heavily influenced by the parents' background and available resources. [\(Al Rasyid, 2007\)](#), in his research, found that as a new category in educational practice in Indonesia, homeschooling should be immediately

regulated in a holistic manner, connecting it with the national education system. This research highlights that homeschooling policy does not yet have a strategic framework that connects the homeschooling curriculum with the national education system as a whole. Through a case study by [\(Shakira & Oktafia, 2024\)](#) on families who practice homeschooling, it was found that the learning process is greatly influenced by the parents' background and available resources. Research by [\(Ariefianto, 2017\)](#) In a case study in Jember Regency, it was found that parents have a dominant role in the learning process, but not all have adequate educational backgrounds. A study conducted by [\(Kunzman & Gaither, 2020\)](#) revealed that the implementation of educational policies in Homeschooling Anak Pelangi shows that curriculum policies are still local and not yet integrated with national policies. This study shows that the homeschooling curriculum is still developed independently by institutions, without strategic direction from the central government. Homeschooling emerged because the formal system was not yet ideal. The interpretation of this article indicates that homeschooling developed in response to the formal education system's lack of a strategic direction that was inclusive of alternative approaches such as homeschooling.

2. Input in the form of human resources and teaching materials varies greatly, indicating the absence of national standards.

The quality of educators in homeschooling depends heavily on the background of the parents or tutors. Many homeschoolers lack formal education or adequate pedagogical training.

3. The curriculum products produced by tutoring institutions do not yet refer to national competency standards.

The homeschooling curriculum in Indonesia does not yet have binding standards. Based on Government Regulation No. 19 of 2005 concerning National Education Standards (SNP), there are eight educational standards applicable to formal education units. However, homeschooling, as a non-formal education, is not required to fully comply with the SNP, so there is no uniform accreditation or certification mechanism for the curriculum and teaching staff. Teaching materials are independently developed by families or homeschooling communities, without reference to a uniform national curriculum. This leads to significant differences in content, approach, and depth of learning among students. Research by Supriadi Torro (Makassar State University) shows that in homeschooling, children become learning subjects who develop their own curriculum according to their interests and the times. However, this freedom has not been balanced with a quality control system or content standards.

4. Educational outcomes have not been measured systematically, and only depend on the results of equivalency exams.

The educational attainment of homeschoolers in Indonesia is generally measured through the National Equivalency Exam (Packages A, B, and C). While this exam provides formal recognition, it does not fully reflect the holistic competencies students acquire through a personalized and contextual learning approach. In the workplace, homeschooled graduates still face challenges in terms of diploma and competency recognition, particularly in the formal sector, which tends to prioritize graduates from conventional educational pathways.

## Methods

The methodology used to obtain the homeschooling evaluation results based on the CIPPO model is a quantitative approach with a descriptive method. Survey

respondents were selected using purposive sampling, consisting of parents, homeschooling managers, and educational practitioners considered relevant to provide a comprehensive overview of homeschooling implementation in Indonesia.

The instrument used was a closed questionnaire structured based on indicators from the five CIPPO components: Context, Input, Process, Product, and Outcomes. With this systematic instrument design, the survey was able to measure respondent perceptions in a structured and consistent manner. Data collection was carried out online via a survey platform, reaching respondents from various regions in Indonesia with time and cost efficiency.

Once the data was collected, analysis was performed using descriptive statistics to calculate the percentage of respondent agreement for each evaluation aspect. Instrument validity was tested through content validity involving educational experts, while reliability was tested using Cronbach's Alpha coefficient to ensure the internal consistency of the questionnaire. This methodology provides a strong basis for the survey results to be considered representative and accurate in describing the effectiveness of homeschooling from the various measured dimensions.

## Results

The research results are divided into two sections: an analysis of homeschooling implementation case studies and quantitative survey results based on the CIPPO model.

### A. Results of the Implementation of Homeschooling in Indonesia based on CIPPO analysis

#### Implementation of Homeschooling Program in Indonesia

Table 1.1 Case studies of the implementation of homeschooling in Indonesia are summarized as follows:

COMPONENTS	Analysis	Explanation
Context	non-formal education, some use permits as Community Learning Activity Centers (PKBM)	Policy Situation and Background  Homeschooling developed in response to the limitations of the formal education system and the growing need for personalized and flexible learning.
Input	Human Resources, Curriculum, Community and Personal Facilities.	Resources, Curriculum, Teaching Staff
Process	Learning has not been standardized nationally, the challenge of social	Evaluation Assessment/monitoring (varies by provider/organizer)

	interaction	
Product	Learning Outcomes and formal recognition	Targets vary, with no fixed standards. Academic achievement is measured through the results of the Package A, B, and C Equivalency Exams (which do not reflect holistic competency).
Outcomes	Long-term impacts and policy directions	The disparity in quality between homeschooling providers is a major issue due to the lack of national standards.

## B. Quantitative Survey Results (Percentage of Approval)

**Table 1.2 Quantitative Survey Results**

Evaluation Component	Percentage of Respondents Who Agree
<b>Context</b>	80% – Homeschooling meets the child's needs
<b>Input</b>	65% – Resources (teachers, materials) are adequate
<b>Process</b>	70% – The learning process is effective
<b>Product</b>	60% – The child's learning outcomes are satisfactory
<b>Outcomes</b>	55% – Good social and academic development

**Based on the respondent survey, the following effectiveness data was obtained:**

1. **Context (80%):** Highest level of approval. The majority of respondents considered homeschooling to be very well suited to their children's needs and characteristics.
2. **Process (70%):** Respondents considered the learning process quite effective.
3. **Input (65%):** The availability of resources (teachers, materials, facilities) was deemed adequate, but not as high as the context aspect.
4. **Product (Output) (60%):** Satisfaction with children's learning outcomes was at a moderate level.
5. **Outcomes (55%):** Lowest level of approval. Respondents still doubted the long-term impact, particularly regarding future social and academic development.

## Discussion

The evaluation of homeschooling curriculum policy in Indonesia using the CIPPO model reveals complex dynamics between public perception, resource readiness, and educational achievement. The most prominent finding from the survey is the high percentage of agreement on the Context aspect, reaching 80%. This figure reflects that fundamentally, the presence of homeschooling has been well received by the community as a relevant alternative education solution. Parents and practitioners view homeschooling not merely as an escape from formal schools, but as a strategic response to the need for flexibility and personalized learning often unaccommodated in rigid conventional education systems. This high acceptance confirms that the government policy providing a legal umbrella for non-formal education through Permendikbud No. 129 of 2014 is philosophically on target in fulfilling the community's right to choose an education path suited to their children's characteristics.

However, optimism at the policy context level does not seem to be fully supported by implementation readiness in the field. Survey results on the Input and Process aspects, obtaining 65% and 70% respectively, indicate a gap between conceptual idealism and execution reality. Although rated as "adequate," these figures suggest that the availability of resources—whether tutor quality, parental competence as primary educators, or teaching materials—still varies and has not reached optimal standards. Case study analysis reinforces this finding by highlighting that input quality relies heavily on the individual capacity of each organizer or family. Without binding national standards, the learning process becomes very fluid; while offering high flexibility, it risks losing the structure and depth required to achieve competencies equivalent to formal education.

The impact of this variability in input and process is evident in the Product and Outcome aspects, which recorded the lowest scores in this evaluation at 60% and 55%, respectively. Low perception of learning results and educational outputs is a critical finding validating the research hypothesis that current curriculum policies are not yet fully effective in ensuring quality. Reliance on Equivalency Exams (Package A, B, and C) as the sole formal benchmark has proven insufficient in satisfying stakeholders. These exams are seen as only capturing basic cognitive abilities, failing to capture holistic competencies and 21st-century skills, which are the primary selling points of homeschooling.

Furthermore, respondent doubt regarding Outcomes (55%) implies deep concerns about the future of homeschooling graduates. Issues regarding diploma recognition, social readiness, and competitiveness in the workforce or higher education remain shadows unresolved by existing regulations. This confirms that flexibility without accountability can be a double-edged sword. The absence of a strong accreditation and internal evaluation system causes significant quality inequality among providers, which may ultimately disadvantage students.

Synthetically, this CIPPO evaluation concludes that the main strength of homeschooling in Indonesia lies in its relevance to student needs (Context), but its crucial weakness lies in quality assurance (Product) and sustainability of impact (Outcomes). The root problem stems from unstandardized inputs and processes. Therefore, future policy interventions must no longer be merely administrative but must touch upon curriculum substance and competency standards. A national framework is needed that respects homeschooling flexibility while providing measurable quality assurance, so that homeschooling becomes not just a "preferred" alternative, but a "quality" and "recognized" equivalent.

## Conclusion

Based on the analysis of homeschooling management curriculum policy in Indonesia using the CIPPO approach, it can be concluded that the prevailing policy is still declarative and lacks a clear strategic direction in curriculum development. Input in the form of human resources and teaching materials varies greatly among providers, indicating the absence of binding national standards. The Process of learning takes place flexibly but is unstructured, and the Product (curriculum produced) does not fully refer to

national competencies. Homeschooling education Outcomes have not been measured systematically, making it difficult to guarantee quality equivalence with formal education.

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