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STRENGTHENING CHILDREN'S CHARACTER THROUGH HOMESCHOOLING IN ISLAMIC EDUCATION

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Abstract

Children's character development today faces challenges due to social changes and technological advances that have contributed to the weakening of the values of discipline, responsibility, and religiosity. This study aimed to analyze the role of homeschooling in strengthening children's character based on the perspective of Islamic Education. This study used a library research method with a descriptive qualitative approach through a review of various relevant literature, including books, journals, and scientific articles. Data were collected through documentation study and analyzed using content analysis techniques. The results showed that homeschooling in Islamic Education plays an important role in shaping children's character through an integrated family environment. The dominant characters formed include being religious, independent, disciplined, honest, responsible, caring, and courteous. The process of strengthening character takes place through learning flexibility, habituation to worship, parental role modeling, family interaction, and consistent supervision. These findings confirm that homeschooling functions not only as an alternative form of education but also as a strategic means of strengthening children's character based on Islamic values. The implications of this study indicate that parents have

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a central role as educators as well as the primary character builders of children within the family environment.

Keywords: Homeschooling; Islamic Education; Children's Character; Family Education; Parenting

INTRODUCTION

Introduction Strengthening children's character is one of the important concerns in the world of education, especially in Islamic Education. The development of technology, social media, and changes in the social environment have various influences on children's behavior, such as declining attitudes of discipline, responsibility, good manners, and concern for religious values (Kristanti et al., 2025). This condition shows that education is not enough to focus only on the academic aspect, but also needs to pay attention to the formation of character and morals in children from an early age. In Islamic Education, character formation is the main goal because education is directed to create human beings who are knowledgeable and have good morals according to Islamic teachings.

One form of education that many parents are beginning to choose to strengthen children's character formation is homeschooling (Febiyanti et al., 2021). Homeschooling is an education system that is carried out at home with the direct involvement of parents in the child's learning process. This system is considered to be able to provide supervision, mentoring, and character development more intensively than formal education in general (Fauziah, 2020). Through homeschooling, parents can integrate academic learning with worship habits, instilling manners, and applying Islamic values in daily life.

Several previous studies have discussed homeschooling in Islamic Education from various perspectives. Research conducted by Saputra et al. (2024) explains that homeschooling provides learning flexibility that helps children develop according to their potential and interests. Research by Ramadan (2025) shows that Islamic-based homeschooling plays a role in instilling religious values and building emotional closeness between parents and children. Another study by Febiyanti et al. (2021) explains that the family environment in homeschooling has a great influence on the development of children's behavior because the educational process is carried out directly and continuously. Another study by Rejeansyah et al. (2024) states that homeschooling helps parents control their

children's learning environment so that character education can be applied more optimally. Various studies show that homeschooling not only functions as an alternative to academic education, but also has an important role in character formation and the cultivation of Islamic values in children through the active involvement of the family in the educational process.

However, research on homeschooling in Islamic Education generally still focuses on learning methods, learning flexibility, and the role of parents in children's academic assistance. Studies that specifically discuss homeschooling as a means of strengthening children's character based on Islamic Education values are still limited. Some studies have not highlighted the process of character formation through worship habits, parental examples, and the family environment in homeschooling.

The novelty of this research lies in the focus of the discussion on strengthening children's character through homeschooling in Islamic Education by emphasizing the habituation of Islamic values, the example of parents, and the formation of moral character in daily life. This research is based on the theory of character education and the concept of Islamic Education which places the family as the first and main educational environment for children. Based on this description, this study aims to analyze the role of homeschooling in strengthening children's character through the application of Islamic Education values in the family environment.

METHODS

Research This research uses a type of library research with a descriptive qualitative approach (Sugiyono, 2022). Literature research is research conducted by examining various written sources such as books, scientific journals, articles, and documents related to homeschooling, Islamic education, and strengthening children's character (Sari et al., 2025). A descriptive qualitative approach is used to describe and explain the role of homeschooling in strengthening children's character based on Islamic Education values through the analysis of various relevant literature.

This research uses a literature study design by examining various previous studies and theories related to homeschooling in Islamic Education. The data source consists of primary and secondary data. Primary data was obtained from scientific journals and books that discuss homeschooling, character education, and Islamic Education, while secondary data was obtained from scientific articles, theses, and other supporting documents (Rosmita

et al., 2024). Data collection techniques are carried out through documentation studies by collecting and reviewing relevant literature, while data analysis uses content analysis to understand, interpret, and systematically compile data (Pasaribu et al., 2026).

RESULTS

The results of studies from various literature show that homeschooling in Islamic Education plays a role in shaping children's character through an educational process that is integrated with family life. In this system, the family becomes the main center of education that not only functions as a social environment, but also as a space for learning children's values, attitudes, and habits. The process of character formation takes place gradually through habituation, parental example, supervision, and children's involvement in daily activities.

Character formation in homeschooling does not stand alone, but is the result of an interaction between the learning process and family life. Children not only receive learning materials, but also experience firsthand the application of values in real life. This makes the internalization of character values stronger because it occurs consistently in the same environment. Based on the synthesis of various literature sources, the following findings were obtained:

Table 1. Aspects of Character Building in Islamic Education-Based Homeschooling

Yes	Educational Aspects	Processes That Occur	Impact on Children	Character Value
1	Learning flexibility	Children set their own learning time, methods, and rhythms	Children are more responsible in learning	Independent, disciplined
2	Worship habits	Worship activities are carried out regularly in the family	Religious values become a habit of life	Religious
3	Parental role model	Children observe and imitate the behavior of their parents	Moral behavior is naturally formed	Honesty, Manners
4	Study supervision	Parents accompany the child's learning process	Children are more focused and consistent	Responsibilities
5	Family interactions	Intense communication in daily life	Children are more sensitive to the social environment	Caring, empathy
6	Home activity engagement	Children participate in homework	Children learn cooperation and independence	Independence, responsibility

Yes	Educational Aspects	Processes That Occur	Impact on Children	Character Value
7	Islamic family environment	The atmosphere of the house based on Islamic values	Strongly internalized religious values	Religious, amoral, karimah

The results of the synthesis show that character formation in homeschooling based on Islamic Education is dominated by religious, independent, disciplined, honest, responsibility, manners, and caring. These characters do not stand alone, but are interrelated through a process of habituation that occurs continuously in the family environment. Learning flexibility plays a role in supporting children's independence and discipline because it provides space for children to manage their own learning process, while regular worship habits strengthen religious character. In addition, parental example is an important factor in the formation of moral values such as honesty and good manners, because children learn through real examples in daily life.

Parental supervision in the learning process helps shape children's attitudes of responsibility, while intensive family interaction and children's involvement in household activities reinforce the values of caring and empathy. Overall, homeschooling in Islamic Education shapes the character of children through the integration of the educational process, habituation of Islamic values, and daily family life. It should be emphasized that the characters found in this synthesis are the most dominant ones that appear in the literature analyzed, although conceptually there is still the possibility of the emergence of other characters that also develop in homeschooling practices, but it has not been the main focus in the study used in this study.

DISCUSSION

Homeschooling in Islamic Education shows that the formation of children's character cannot be separated from the role of the family as the main educational environment. The educational process does not only take place in academic activities, but also through the habituation of values that are integrated into daily life (Saiful & Barnoto, 2026). This condition places the family as the main space for internalizing values that run naturally and sustainably in the interaction between parents and children (Nisa & Telaumbanua, 2026).

The flexibility of learning in homeschooling provides space for children to manage their time, determine how to learn, and adjust the learning rhythm according to their abilities (Shakira & Oktafia, 2024). In this process, children are not only recipients of learning, but also subjects who are active in managing their own learning process. This gradually forms independence and discipline because children are used to making decisions and being responsible for their learning activities. These findings are in line with Malintang et al., (2025) who emphasize that learning flexibility contributes to the development of children's self-management through a more independent and directed learning experience.

The habit of worship in the family environment is one of the important foundations in the formation of children's religious character. Activities such as prayer, reading the Qur'an, and daily prayers are not only done as obligations, but have become part of the routine of daily life (Alvina et al., 2024). This process allows Islamic values to be embedded more strongly because children experience the practice of worship directly in the context of real life. The results of the research by Sukriyah et al., (2024) show that the internalization of religious values will be more effective when carried out through consistent habituation in the family environment.

Parental role models have a very decisive role in shaping children's characters. Children learn not only through instruction, but through direct observation of attitudes and behaviors displayed in daily life. Values such as honesty, discipline, and responsibility are easier to form because the child sees consistent, real-life examples from his immediate environment. This is reinforced by Sit & Hasri (2025) who stated that exemplary is the most effective method in character education because it takes place through a natural observation process in the family.

Character formation in Islamic Education-based homeschooling is also influenced by social interactions that occur in the family environment (Firmansyah et al., 2026). Intense communication between parents and children creates a space for value learning that takes place naturally in everyday life. In this situation, the child not only understands values theoretically, but also internalizes them through direct experience in family activities (Susiana et al., 2026).

The value of caring and empathy develops through the child's involvement in various household activities, such as helping with homework and participating in family activities. This process shapes social sensitivity because children learn to understand the needs of

others through real practice. This shows that the formation of social character does not occur instantaneously, but through repeated habituation in an environment close to the child's life. These findings are in line with Achdiani & Nastia (2025) who affirm that children's involvement in family activities can strengthen caring and cooperative attitudes.

Parental supervision in the homeschooling process also has an important role in shaping children's character, responsibility, and discipline. Mentoring that is carried out consistently not only functions as a control, but also as guidance that directs children in carrying out learning obligations and daily life. This shows that supervision in the family context has a strong educational dimension in the formation of children's characters. In line with that, Muslem (2025) explained that effective supervision in family education contributes to the formation of a more stable and directed character.

Overall, the results of the study show that character formation in Islamic Education-based homeschooling is an integrated process between religious, social, and moral values in family life. Characters such as independence, discipline, religious, honest, responsibility, caring, and manners are formed simultaneously through continuous habituation. So that homeschooling can be understood as a family-based education model that not only focuses on academic aspects, but also on strengthening character holistically.

However, this research has limitations because it uses a library *research* approach that is only sourced from written literature without involving empirical data in the field. This causes the findings to be highly dependent on the quality and availability of the sources used. In addition, this study has not specifically tested the implementation of homeschooling in a specific family context, so the results are conceptual. Therefore, further research is recommended to use a field approach in order to provide a more in-depth and contextual picture of the application of homeschooling in the formation of children's character.

CONCLUSION

This study shows that homeschooling in Islamic Education plays an important role in strengthening children's character through a learning process that is integrated with family life. The characters formed include religious, independent, disciplined, honest, responsible, caring, and manners that develop simultaneously through the habituation of Islamic values in daily activities. The process of character formation is not only influenced by the learning

aspect, but also by the example of parents, supervision, family interaction, and worship habits that are carried out consistently in the home environment.

The contribution of this research to science lies in strengthening the study of family-based Islamic education, especially in understanding homeschooling as an educational model that is not only oriented to academic aspects, but also to character formation holistically. This research enriches the literature on the integration between character education and Islamic values in the context of family-based non-formal education.

The recommendation for further research is the need for empirical studies in the field to directly test the implementation of homeschooling in various family contexts. In addition, the next research is suggested to explore more deeply the dynamics of the role of parents and the effectiveness of shaping children's character at various age levels in the Islamic Education-based homeschooling system.

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