

THE ROLE OF INFORMAL EDUCATION IN SUPPORTING THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM THROUGH DEEP LEARNING: A CASE STUDY IN RT 36 GUNUNG KELUA VILLAGE, SAMARINDA CITY

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ABSTRACT

This research aims to describe the forms and strategies, as well as challenges of informal education in families that contribute to the implementation of the Independent Curriculum, especially in supporting deep learning. The research was conducted in RT 36, Gunung Kelua Village, Samarinda City, with a qualitative approach of case studies. Data collection techniques were carried out through interviews, observations, and documentation studies. The informants were determined *purposively*, consisting of the Chairman of RT 36 as the key informant, five parents as the main informant, and five students from the elementary to vocational school levels as supporting informants. Data analysis was carried out using the Miles & Huberman model with stages of data reduction, data presentation, and conclusion drawn, while validity was maintained through triangulation of techniques and sources, *member checking*, and *trail* audits. The results of the study show that: (1) The form and strategy of informal education in supporting the implementation of the Independent Curriculum through deep learning are found to be four forms and informal education, namely home learning assistance, the use of technology and digital media, contextual learning practices at home, and the habit of independent learning (2) Challenges faced in implementing informal education such as parental understanding that has not yet been equally regarding the principles of the Independent Curriculum and deep learning, time and knowledge limitations, and learning facilities and environment. These findings demonstrate the important role of families in supporting the implementation of the Independent Curriculum and encouraging deep learning, while highlighting the need for continued support from schools, communities, and policy makers for informal education to run sustainably and effectively.

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INTRODUCTIONS

The Independent Curriculum initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia is a strategic step in reforming the direction of national education through a more flexible and adaptive approach to the needs of students. This curriculum emphasizes personalization of learning according to the characteristics of students and competency development based on the unique potential of each individual (Ministry of

Education, Research, and Technology, 2022). In line with Ki Hajar Dewantara's philosophy that education must direct children's natural potential towards safety and happiness in life as individuals and members of society (Wahyuni & Haryanti, 2024). One of the main principles of the Independent Curriculum is in-depth learning (*Deep learning*) which fosters critical, analytical, and applicative thinking skills. However, its application is still dominant in the formal realm, while the contribution of informal education in society is relatively neglected (Mustapa, 2025).

In RT 36, Gunung Kelua Village, Samarinda City, there is a variation in students' achievements both in academic and character aspects which are not only influenced by learning at school, but also by informal learning activities in the family and community environment. A number of previous studies have shown that synergy between formal and informal education is a crucial aspect in supporting the implementation of the Independent Curriculum. Findings Utami et al., (2023).) shows that project-based learning models integrated with community participation can increase effectiveness *Deep Learning* at the elementary school level. The study conducted by Warta et al., (2025) mentions that the application of *Deep Learning* At the secondary level, it cannot stand alone without the contribution of non-formal learning activities such as community mentoring programs and independent learning groups outside of school. Meanwhile, through a study conducted by Wildan et al., (2025) identify that the effectiveness of the model *Deep Learning* The Merdeka curriculum is heavily influenced by the involvement of informal environments, including families and learning communities. However, most of these studies are still general and have not explored the concrete contribution of informal education to *Deep Learning* in a local context such as in RT 36, Gunung Kelua Village, Samarinda City.

This condition shows that there is a considerable research gap so that a real-world context-based study is needed to explore the strategic role of informal education in supporting the implementation of the Independent Curriculum through an approach *Deep Learning*. With a community-based participatory approach, this study seeks to enrich the study of community education that has so far focused on the formal system. Its relevance is even stronger because national education policies still tend to be centralistic and do not reflect the dynamics of natural learning in society. In responding to these gaps, this research is based on three complementary theoretical approaches to understand the role of informal education in shaping *Deep Learning*. First, Vygotsky's socio-constructivist theory emphasizes that learning is a social process through interaction and *scaffolding* deep *Zone of Proximal Development* (Shamne, 2022). Second, the theory of informal learning put forward by D. W. Livingstone reveals that learning is also formed unstructured through daily activities in the family and society (Singer-Brodowski, 2023). Third, the concept *Community of Practice* By Wenger highlighted the importance of social participation in the community as a space for the formation of knowledge, identity, and reflective competence (Desyana & Ganggi, 2022).

The urgency of this research lies in three main aspects. Theoretically, this study fills the gap in the study of the relationship between informal education and *Deep Learning* in the Independent Curriculum. Practically, this study responds to the challenge of curriculum implementation in semi-peripheral areas such as Samarinda. In terms of policy, the results of the research are expected to strengthen the collaborative model of three school, family, and community education centers as initiated by Ki Hajar Dewantara (Pakaya & Hakeu, 2023).

RT 36 was chosen as the research location because it has strong informal educational activities and high citizen participation in supporting learning outside of school. Located in a transition zone between urban areas and developing settlements, RT 36 represents the heterogeneous social dynamics of urban society. The 2024 Prokebaya Award in the Education, Health, and Youth category is an indicator of the success of community synergy in social innovation, strengthening literacy, and improving welfare.

Thus, this study aims to describe the forms, strategies, and challenges of family informal education practices in supporting the implementation of the Independent Curriculum based on *deep learning*. This study is expected to enrich the understanding of the role of the family as agents of lifelong learning in the context of community education in the era of the Independent Curriculum.

METHOD

This study uses a qualitative approach with a case study method to explore in depth the forms and strategies, as well as challenges of informal education in the family in RT 36, Gunung Kelua Village, Samarinda City. This approach was chosen because it is able to capture complex and contextual social processes that cannot be quantitatively measured

(Nopitasari & Hasanah, 2024). The case study focuses on one social unit to understand informal education practices as a form of adaptation to the values of the Independent Curriculum (Cantika et al., 2025).

The selection of RT 36 as the location of the research was based on the high level of informal education activities and citizen participation in supporting learning outside of school. Located in a transition zone between urban areas and thriving settlements, this region represents a heterogeneous urban society with complex social dynamics. Local achievements, such as the 2024 Probebaya Award for the Education, Health, and Youth categories, are indicators of the success of community synergy in social innovation, strengthening literacy, and improving welfare. These characteristics affirm the relevance of RT 36 as the right location to examine the contribution of informal education in supporting the implementation of the Independent Curriculum in a contextual and collaborative manner.

Based on the approach Qualitative, the research informants were selected by Purposive taking into account the representation of roles and experiences in family informal education. Chairman of RT 36 Gunung Kelua Village, Samarinda City designated as Key informants Because they know the dynamics of the environment and citizen empowerment programs. Five parents/guardians who have school-age children become Principal Informant represent a variety of educational backgrounds, mentoring patterns, and family involvement. Moreover Five students from elementary to vocational school levels are involved as Supporting Informants to gain a hands-on perspective of learning practice at home. Selection criteria include willingness to participate in a series of data collections, active involvement in children's learning, and diversity of children's education levels and ages (M. P. Utami, 2022).

Data is collected through Limited participatory observation in learning activities at home and in the RT environment, Semi-structured interviews with the head of RT, parents, and students, and Documentation Studies includes photos of activities and RT notes (Warsihna et al., 2023). The data analysis in this study uses the Miles & Huberman model which includes three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting, focusing, simplifying, and organizing data from observations and in-depth interviews with informants to remain relevant to the research objectives. The presentation of data is carried out by categorizing data that has been reduced, then compiled in the form of a thematic narrative so that it makes it easier for researchers to understand the patterns, relationships, and meanings they contain. Conclusions are drawn based on data that has gone through the reduction and presentation stage, so that the conclusions produced are more directed and systematic (Sri Annisa & Mailani, 2023).

The validity of the data is maintained by triangulating techniques and sources (interviews, observations, documentation), member checking with parents, students, and the Head of RT as key informants, and the preparation of a trail audit that documents the entire process of data collection and analysis. The ethical aspects of research are fulfilled through informed consent from all participants, confidentiality of identity, and the use of data solely for academic purposes (Fifani et al., 2023).

RESULT AND DISCUSSIONS

Result

This study aims to describe the forms, strategies, and challenges of family informal education in supporting the implementation of the Independent Curriculum through in-depth learning (*Deep Learning*) in RT 36 Gunung Kelua Village, Samarinda City. Based on the results of interviews with five parents, five students, and the Head of RT 36, who is the key informant of this research, it was found that the forms, strategies, and challenges of informal education show the role of the family in supporting the Independent Curriculum through *Deep Learning*. The following is a presentation of the data from the field findings:

A. Forms and Strategies of Informal Education in the Family

To understand these forms, it is important to first present an overview of the social environment of RT 36 as a context for the growth of informal education practices.

RT 36 in Gunung Kelua Village, Samarinda City, is an urban area with a quiet atmosphere because it is located in an inner alley, far from traffic noise, so as to support learning activities at home. This area is inhabited by families with diverse social backgrounds ranging from young couples, retirees, to multigenerational families.



Figure 1 Atmosphere of RT 36

Public facilities such as posyandu, community halls, and community open spaces are well available and are a means of social interaction. Social ties between citizens are also strong, reflected in active participation in community service, social gatherings, and religious activities. This condition creates a lively informal education environment, where the values of togetherness, responsibility, and solidarity are embedded in children's daily lives.

Based on the results of the interviews conducted, it was found that informal education in the family in RT 36 has several forms that support children's education at home. These forms of informal education are closely related to the principles in the Independent Curriculum, following is a description of the forms of informal education found in the family in RT 36:

1. Learning at Home Assistance

One of the main forms of informal education in RT 36 is home learning assistance. The strategies carried out by parents in this assistance are diverse, ranging from helping with schoolwork, providing re-explanations when children have difficulties, to involving children in religious activities. The Chairman of RT 36, Hj. Jailani, stated that:

"In RT 36 there is a group learning activity to read the Qur'an. In addition, parents and older siblings at home also help the children complete homework."

The statement was supported by Mrs. Antung Diah who is a resident of RT 36, saying:

"Yes, I always accompany my children while studying. If there is an assignment or exam, I usually re-explain if the child does not understand. In addition, children also participated in the recitation and made personal vlogs at home."

In line with this statement, Khairul, who is the son of Antung Diah's mother, said:

"Usually I study at home by reading books, then if I don't understand I ask my mother. I also studied at home taught by my father."

Based on this statement, it can be concluded that informal education in RT 36 does not only include academic activities in the form of learning assistance, but also religious activities carried out at home, with the involvement of both mothers and fathers in the child's learning process.

Field observations show that the child is learning to read the Qur'an attentively, accompanied by his father.



Figure 2 Children learn to recite accompanied by their father

The same thing was also conveyed by Mrs. Rucini who is a housewife in RT 36, namely:

"I always accompany my child when studying and at the same time give an example first before the child does the assignment."

This shows the application of a *modeling* approach, where parents give examples first as a form of real support for the child's learning process.

Meanwhile, Mrs. Yuli revealed that the assistance was carried out in accordance with the level of independence of the child, the statement was conveyed as follows:

"It is not very helpful because the child is independent, but for younger children it is still helped."

The statement describes a flexible and sensitive approach to the character and needs of each child.

Based on the results of interviews and documentation studies with five informants, parental assistance in RT 36 functions as a means of *deep learning* because children not only memorize information, but are invited to relate lesson concepts to daily experiences through discussions and concrete examples. Parents play the role of companions as well as facilitators who not only help complete schoolwork, but also provide *modeling* and guidance according to the needs of children. Mentoring is carried out flexibly by adjusting the level of children's independence, so as to instill the values of responsibility, discipline, and independent character. These findings are in line with the principles of the Independent Curriculum which emphasizes personalization of learning and strengthening character through contextual learning experiences in the family environment.

2. Utilization of Technology and Digital Media

In addition to direct assistance at home, another form of informal education in RT 36 is the use of technology and digital media. The strategy carried out by parents is to direct children to use devices such as mobile phones, tablets, or computers as a means of supporting learning. The use of digital media is not only to access additional materials outside of textbooks, but also to open up space for children to learn independently according to their interests and needs. With parental assistance, technology becomes a bridge to expand horizons, practice exploration, and foster critical thinking skills. The Chairman of RT 36, Hj. Jailani, said that:

"Most families also allow and facilitate their children to use gadgets to access learning materials."

This is in line with one of the statements of parents in RT 36. Antung Diah's mother stated that:

"Usually he uses a tablet or cellphone when studying, if there is material that is not found in his book."

The statement of one of the parents in RT 36 was supported by Khairul who is a 5th grade elementary school student as well as the child of Antung Diah's mother said:

"I usually study at home using my cellphone and tablet, then search on Google if there is material that is not found in books.."

This shows that children have become accustomed to utilizing technology to expand their sources of information, which can be one of the indicators of independent and exploration-based learning.

Field observations showed that children combined print and digital learning resources, children took notes from books as well as referred to tablets that displayed additional materials.



Figure 3 Children use tablets while studying at home

Not only Khairul, children from other families in RT 36 also use gadgets to access learning materials with the support of their parents. Like Clara, who is a child in one of the families in RT 36 as well as a 2nd grade junior high school student, said:

"I usually learn while watching tutorial videos on Youtube, once I understand the video, I immediately note down the important points."

In line with what Clara said, Maulida, who is a 2nd grade student of SMK, conveyed her statement as follows:

"I learned from Youtube about the material I wanted to learn, sometimes I also *searched* on google about the material. I also learned to draw on ibis paint, with references from Pinterest."

This shows that children in RT 36 have become accustomed to using digital technology as an independent learning medium as well as a means of channeling their interests and talents.

Field observations showed that children learned to draw digitally through the Ibis Paint app, showing the use of technology to hone their art skills.



Figure 4 Digital drawing results in Ibis Paint

Based on the results of interviews and documentation studies with five informants, the use of technology in RT 36 supports *deep learning* because it allows children to explore various learning resources, compare information, and construct knowledge independently according to their interests and needs. Children are used to searching for answers, analyzing materials from various media, and applying findings in creative tasks or projects. With parental guidance, these activities not only expand conceptual understanding, but also hone critical thinking skills that are at the core of *deep learning*.

3. Contextual Learning Practices

Another form of informal education that stands out in RT 36 is the practice of contextual learning. Family strategies are carried out by involving children in daily activities, such as gardening, cooking, and housework. This activity not only teaches practical skills, but also fosters social values, independence, and a sense of responsibility. As conveyed by the Chairman of RT 36 Hj. Jailani that:

"Some families encourage children to get involved in real activities, such as helping with household chores, gardening, or participating in social activities in the neighborhood, such as keeping the RT clean."

The statement was supported by Mrs. Rucini who is one of the residents in RT 36 as well as a parent of Fikri stated:

"Sometimes children garden with their father, helping the mother tidy up like making the bed."

This is in line with what was conveyed by Fikri who is the child of Rucini's mother, namely:

"I usually garden with my dad too"

This shows the collaboration of the role of the RT environment, family support, and direct involvement of children. Activities such as gardening, tidying up the house, and maintaining the cleanliness of the surroundings are learning tools that foster independence, a sense of responsibility, and concern for the social environment.

Field observations show that there is contextual learning in the family environment, children and fathers working together to grow hydroponic vegetables, providing an example of direct agricultural skill transfer.



Figure 5 Son gardening with father

Based on the results of interviews and documentation studies with three informants, contextual learning practices at home are an important element of informal education in RT 36. This activity reflects the real manifestation of *deep learning*, where children learn through hands-on experience by connecting the concepts of science, environment, and life skills in daily activities. This process fosters a deep understanding of natural phenomena, responsibility, and cause-and-effect relationships, not just memorizing theories. Thus, the practice of contextual learning not only hone practical skills, but also strengthens critical thinking skills, problem solving, and character formation that are in line with the principles of the Independent Curriculum based on real experience.

4. Habit of Independent Learning

Another form of informal family education in RT 36 that was also found was the habit of independent learning. This strategy is carried out by providing space for children to manage their learning process without always being accompanied by parents. This approach fosters discipline, responsibility, and self-regulation skills. The Chairman of RT 36, Hj. Jailani explained that:

"There are also parents who do not always accompany because their children are used to learning on their own, especially those who are already in junior high and high school."

The statement was supported by Mr. Husein, who is one of the residents in RT 36, working as a laundry entrepreneur said:

"My child usually learns independently because he is in the 2nd grade of vocational school, I don't often accompany him because he is busy with work."

This is in line with what was conveyed by Maulida who is the son of Pak Husein, namely:

"I learned independently, no one helped directly. Because my parents are busy working."

This statement shows that parents in RT 36 trust their children to manage their own learning process. This independence is not only due to the busyness of parents, but also part of the family's strategy to instill a sense of responsibility and train children to get used to learning without relying fully on parental assistance.

Field observations show that children have the awareness to learn independently, without having to be accompanied by their parents.



Figure 6 Children learn independently

In addition to Mr. Husein's family, Mrs. Yuli's family who are residents of RT 36 stated:

"I don't really accompany my growing children because they can learn independently"

The same thing was also conveyed by Clara, who is the daughter of Mrs. Yuli:

"There was no one to accompany me, because I was able to study independently."

This shows that the habit of independent learning in RT 36 does not only occur in certain families, but also becomes a common pattern in some households. Children are trained to take control of their learning process, both because of the encouragement of family conditions and as a parent's strategy in fostering independence.

Based on the results of interviews and documentation studies with the five informants above, it shows that the habit of independent learning is one of the effective informal education strategies in RT 36. Children learn to manage their own learning process, formulate questions, and find answers critically. This is in line with the principles of *deep learning* which emphasizes independence, responsibility, and critical thinking skills in the long-term learning process.

B. Challenges in the Implementation of Informal Education

Although informal education in RT 36 has developed well, there are a number of challenges faced by both parents and the community in supporting the implementation of informal education in line with the Independent Curriculum and *deep learning* principles. These challenges affect the quality and sustainability of informal education in families and communities.

1. Parents' uneven understanding of the Independent Curriculum

One of the main challenges is the uneven understanding of parents about the principles of the Independent Curriculum and *deep learning*, especially in terms of the role of informal education in children's lives. This low understanding makes many parents not prepare a mentoring pattern that encourages *deep learning*, namely learning that requires conceptual understanding, the interconnectedness of ideas, and the application of knowledge in new contexts so that the child's learning process tends to be only memorized or short-term. Some parents do not understand the importance of their role in informal education. The Chairman of RT 36, Hj. Jailani, stated:

"Some residents have indeed heard about the Independent Curriculum, but not many understand in detail. Some only know the outline, so its application at home is still limited."

This is in line with the statement of Mr. Husein, a laundry entrepreneur and a parent of Maulida as well as a resident in RT 36, who stated:

"I have heard it, but I don't understand the details. I'm not very up-to-date on the curriculum now, because I'm quite busy with work."

Mr. Husein also added:

"The role of parents is still lacking because they don't understand the internet very well."

The same thing was mentioned by Pak Sarjo, who is a retired civil servant as well as a resident in RT 36:

"Know in general the independent curriculum, but don't really understand the details of *deep learning*."

This statement shows that although information about the Independent Curriculum has reached the community of RT 36, a deep understanding is still limited to both parents and children. This uneven understanding makes the role of the family in supporting informal education less than optimal.

Based on interviews conducted with three informants, it can be concluded that although information about the Independent Curriculum has reached the people of RT 36, a deep understanding is still limited. This uneven understanding results in the role of the family in supporting children's informal education is not optimal, so one of the strategies to encourage *deep learning* at home has not been fully realized.

2. Limited Time and Knowledge

Another aspect that is an obstacle in the implementation of informal education in RT 36 is the limited time and knowledge owned by parents. The busy work makes some parents unable to consistently accompany their children when studying at home. In addition, the limited understanding of the subject matter and pedagogical methods also weakens the effectiveness of the assistance provided. This condition shows that parental involvement in informal education is often influenced by external and internal factors that are difficult to control. This was revealed by Mr. Husein, a resident of RT 36 who is a laundry entrepreneur, stated:

"Because I am busy with work, I don't always accompany the children at home"

This statement shows that time constraints due to busy work are one of the obstacles for parents to be optimally involved in accompanying their children's learning process at home.

Meanwhile, Mrs. Antung Diah, who is one of the residents of RT 36 as well as a housewife, said:

"Sometimes there are constraints between the difference between the student and teacher books, so that the material is not in accordance with the questions or assignments given and has to search on the internet."

In line with what was conveyed by Mrs. Yuli who is a housewife and one of the residents of RT 36, said:

"Parents are struggling because there is no handbook."

This is also in line with the experience of children in RT 36. Khairul, a 5th grade elementary school student, said:

"I usually learn by reading books, but if the material isn't in the book, I have to Google myself."

The parents' statement is in line with the response of the Chairman of RT 36, Hj. Jailani, who stated that:

"Although some residents already know the Independent Curriculum in general, when accompanying children to study at home, they often face difficulties due to limited time due to busy work and understanding of learning materials"

This shows that limited time and material understanding are real obstacles for parents in supporting informal education at home. The incompatibility between the student book and the teacher's handbook, the lack of adequate references, and the need to look for additional information on the internet demand extra effort from parents so that the child can complete the assignment well.

Based on interviews conducted with five informants, it can be concluded that limited time and knowledge are the main obstacles in supporting informal education at home. Busy work limits parents' ability to accompany their children consistently, while the difference in material between student books and teacher guidelines and the absence of handbooks makes it difficult to form a deep learning process. This shows the need for flexible mentoring strategies and learning resources that are more accessible to parents so that they can play a more effective role in the children's learning process.

3. Learning Facilities and Environment

In addition to the understanding factor and time constraints, other challenges faced in the implementation of informal education in RT 36 are related to learning facilities and environment. The availability of adequate learning facilities, such as special learning rooms, technological devices, and open learning materials, greatly determines the optimal mentoring process at home. However, not all families are able to provide this support, so children's learning activities are often hampered. This condition indicates that the success of *Deep Learning* In informal education, it is also greatly influenced by physical environmental factors and the availability of supporting facilities. The Chairman of RT 36, Hj. Jailani, stated:

"Residents whose children attend junior high school and high school have enough to understand the Independent Curriculum, but there are still many obstacles to accompany children at home, especially due to limited facilities and time."

This is in line with the students' experience. Maulida, a grade 11 student of SMK, said:

"I don't have a computer or laptop, so it's quite difficult to study, especially material related to the Department of Computer and Network Engineering"

This shows that access to technology is still a major challenge. In fact, devices such as computers are indispensable to support digital learning which is currently one of the important strategies in the implementation of the Independent Curriculum.

Meanwhile, Rizki, a 2nd grade elementary school student, said:

"I find it hard to focus when there's TV sound."

Rizki's statement was confirmed by his parents, Mrs. Yuli, who is one of the residents in RT as well as 36 and Rizki's mother, said:

"Children are difficult to learn because they prefer to play cellphones and watch TV"

This condition shows that distractions from the surrounding environment, such as television noise and excessive use of electronic devices, can hinder children's learning concentration.

Based on interviews conducted with four informants, it can be concluded that adequate learning facilities and environments are important factors in supporting informal education at home. Limitations of tools and uncondusive home conditions limit the child's ability to trace information, connect ideas, and apply the concepts learned. This shows the need for more inclusive strategies, such as the provision of adequate learning facilities and the creation of a conducive home atmosphere, so that parents can play a more effective role in accompanying children's learning processes.

Discussion

The results of the study show that informal education in RT 36 plays a strategic role in supporting the implementation of the Independent Curriculum through deep learning. Based on the results of interviews, observations, and documentation studies, two main findings were identified that were interrelated. Prominent forms of informal education include home learning assistance, the use of technology and digital media, as well as contextual learning practices through daily activities, and independent learning habits. This process cannot be separated from challenges such as not optimal parental involvement, limited time and knowledge, and the availability of learning facilities and environments.

The next discussion related field findings with relevant theories and research, including descriptions of the forms, strategies, and challenges of informal education in RT 36 in supporting *deep learning* in the implementation of the Independent Curriculum. It can be described as follows:

A. Forms and Strategies of Informal Education in the Family

The results of the study show that informal education in the family in RT 36 is realized through four forms and strategies, namely, home learning assistance, the use of technology and digital media, and contextual learning practices through daily activities. These four forms do not stand alone but complement each other and reflect learning patterns that are increasingly relevant in the post-pandemic era when the boundaries between formal and non-formal learning spaces are increasingly blurred, as stated by UNESCO that families and communities are key components in the lifelong learning ecosystem (UNESCO, 2021). This finding is in line with the principles in the Independent Curriculum (Ministry of Education, Research, and Technology, 2022).

1. Learning at Home Assistance

The learning assistance carried out by parents in RT 36 represents the practice of *scaffolding* within the framework of Vygotsky's social constructivism, in which the child achieves a more optimal understanding through adult

support in *Zone of Proximal Development* (ZPD) (Shamne, 2022). In practice, parents actively provide examples before children do tasks, reinterpret the material when children have difficulties, and adjust the intensity of mentoring according to the child's level of independence. This pattern shows the flexibility that allows parents to act as learning facilitators according to their children's needs (Epstein, 2018).

In context *Deep Learning*, the assistance does not stop at completing academic tasks, but encourages children to relate knowledge to daily experiences through discussions, giving concrete examples, and practicing re-explaining the material using their own language. This process shifts learning from memorization to a more in-depth and contextual conceptual understanding (Haditsa et al., 2025). In addition, mentoring also fosters the values of independence, discipline, and responsibility, thereby strengthening the character formation of students. Thus, the practice of learning assistance in RT 36 functions as a strategic mechanism that bridges the gap in understanding, while strengthening achievements *Deep Learning* in family informal education (Amalia et al., 2025).

2. Utilization of Technology and Digital Media

In addition, the process of mentoring and utilizing technology in RT 36 also opens up opportunities for *Deep Learning*, which is a learning process that emphasizes conceptual understanding, the interconnectedness of ideas, and the application of knowledge in new contexts. This approach has been proven to improve critical thinking and long-term retention of students (Maelasari & Lusiana, 2025). Contextual learning practices such as gardening and cooking can even trigger *Deep Learning* which is reflective and meaningful, because it integrates the *Mindful, Meaningful and Joyful* in the learning process (Nafi'ah & Faruq, 2025). The findings of the study show that families in RT 36 actively use digital technology as a means of supporting children's learning. Children are used to searching for information through search engines, watching learning videos on YouTube, using apps to take notes, and channeling creativity through digital devices. This activity shows that technology plays a role not only as a tool, but also as a medium of exploration that allows children to learn independently according to their interests and needs.

The use of technology can be understood within the framework of Livingstone's theory of informal learning, which emphasizes that the learning process can take place outside of formal and often unstructured systems, including through everyday activities in a digital environment (Singer-Brodowski, 2023). Children not only consume information, but also construct knowledge through interaction with various digital sources. Digital technology supports independent, reflective, and creative learning, in line with the principles *Deep Learning* and the spirit of personalization of the Independent Curriculum. Findings Wahyuni & Haryanti (2024) states that a differentiated learning approach combined with digital media allows learners to learn in a more personalized, interactive, and effective way, as it adapts to individual needs, interests, and learning styles. This shows that the use of digital media by families in RT 36 not only functions as a means of entertainment, but also as a vehicle *personalized learning* which supports in-depth learning in the spirit of the Independent Curriculum.

3. Contextual Learning Practices

The practice of contextual learning through daily activities is also a characteristic of informal education in RT 36. Children are involved in gardening, cooking, or housekeeping, which indirectly trains life skills, independence, and responsibility. This activity shows that families not only emphasize academic achievement, but also facilitate a learning process that blends with real experiences. This practice is in line with the *Contextual Teaching and Learning* (CTL) approach, which emphasizes the relationship between learning materials and daily life, so that knowledge does not stop at memorization, but can be applied in real situations (Wati & El-Yunusi, 2024).

In line with the findings Wahyuni & Tri Winarti (2025), the learning process that is directly linked to concrete experiences is able to increase learning motivation, foster a sense of responsibility, and strengthen students' reflective abilities. Contextual and applicative learning not only builds cognitive knowledge, but also develops social and emotional skills that support the realization of meaningful learning. Within the framework of theory *community of practice* Wenger, children's involvement in family social practices strengthens identity, social competence and self-reflection through active participation in meaningful activities (Promise, 2018).

This experiential learning activity has the potential to grow *Deep Learning* Because it emphasizes understanding concepts, interconnectedness of ideas across contexts, and the ability to transfer knowledge to new situations. The process also develops critical thinking and problem-solving skills that are at the essence of 21st century learning (Torro et al., 2025). In line with the findings Ridwan et al., (2024) Practice-based learning has been proven to be able to increase community capacity through an active, applicative, and problem-solving learning process. The family as the smallest unit

of society has the potential to become a learning center that fosters family independence and resilience, as well as a vehicle for lifelong learning.

Thus, contextual learning practices in RT 36 function as a form of informal education that expands the scope of learning while integrating cognitive, affective, and psychomotor aspects in harmony with the orientation of the Independent Curriculum.

4. Habit of Independent Learning

Self-habitation encourages children to learn without always being accompanied so as to foster independence, *self-regulated learning*, and a sense of responsibility. In the modern family, the role of parents shifts to being a facilitator; Children are encouraged to manage their own learning process, choose sources, and determine learning time, so that the character of independent learners is formed from an early age.

Within the framework of theory *self-regulated learning*, this habituation is important because children learn to plan, monitor, and evaluate their learning process independently. This pattern also intersects with Knowles' concept of andragogy which emphasizes autonomy in learning, although applied to children, because from an early age they are trained to realize that the learning process is a personal responsibility. (Pratama et al., 2024). This pattern is in line with the deep learning principles of the Independent Curriculum which emphasizes conceptual understanding and the connectedness of ideas (Maelasari & Lusiana, 2025; Nafi'ah & Faruq, 2025).

In addition, this habituation strengthens the dimension of the Pancasila Student Profile of faithful, independent, critically reasoning, and creative and prepares children as 21st-century learners who are disciplined, reflective, and adaptive in facing learning challenges in various contexts. (Ministry of Education, Research, and Technology, 2022).

B. Challenges in the Implementation of Informal Education

Although the practice of informal education in RT 36 shows great potential, its implementation faces a number of structural and cultural challenges that hinder the optimization of the role of the family. Three main obstacles were identified.

1. Parents' uneven understanding of the Independent Curriculum

Based on the results of field findings, information about the Independent Curriculum has indeed reached most of the residents of RT 36, but their understanding is still limited to the general level. Some residents just hear the term Independent Curriculum without knowing more about its objectives and implementation strategies. There are also those who claim to have heard, but do not understand the details because of their busy work and limitations in the use of the internet. In fact, some residents only know the Independent Curriculum in general, without deeply understanding the deep learning concepts contained in it.

These findings show that parents' understanding of the principles and objectives of the Independent Curriculum is still uneven, so their involvement in the children's learning process is not optimal. This is in line with Warsihna et al. (2023) which highlights the weak communication between school and family. This is also in line with Scarlet & Scarlet (2023) which emphasizes the importance of synergy between the three educational centers (school, family, community) so that the Independent Curriculum can be implemented optimally. Utami et al. (2023) He said that without the active involvement of families, project-based learning as a deep learning strategy is difficult to achieve because children lose social context and reflective support.

In addition, the research Kurniati et al. (2023) said that the low level of education of parents makes the understanding of the Independent Curriculum not fully formed, so that their role in supporting the children's learning process at home is still limited. In line with that, Nurwidyayanti et al. (2024) found that although most parents have made efforts to provide learning facility support, additional guidance, and involvement in school activities, their level of understanding of the concepts and objectives of the Independent Curriculum remains variable and is often a major obstacle to the effectiveness of the support they provide.

2. Limited Time and Knowledge

Based on the results of field findings, children's learning assistance in RT 36 is often constrained by parents' limited time. The busy daily work makes some parents unable to accompany their children consistently, so the learning process at home does not receive adequate attention. In addition, the limited knowledge of modern learning methods makes it difficult for some parents to provide effective learning support. This condition causes informal education that takes place at home has not been able to fully support the implementation of the Independent Curriculum.

These findings are in line with Abdulatif (2021) stating that without adequate debriefing and facilities, informal education is difficult to achieve maximum results, especially in the formation of children's character and independence. Syakhrani & Aslan (2024) He added that informal family education can indeed strengthen children's social-emotional skills, but the results depend heavily on the quality of the interaction built. Moreover Pratama et al. (2024) shows that modern parents who act as facilitators need to be equipped with a strategy *self-directed learning* so that children are able to learn independently in a sustainable manner

These findings are also reinforced by Fitra (2023) which emphasizes that the Independent Curriculum can only succeed if supported by the readiness of parents in providing adequate time and understanding. The same thing was conveyed by Nugroho et al. (2022) that many parents find it difficult to accompany their children to learn due to limited time and knowledge, so that the role of the family as a substitute for teachers does not run optimally during learning from home. In line with this, Salfadilah et al. (2023) found that parents face a number of obstacles in accompanying their children to learn, such as limited time due to busyness, low education levels. This condition shows that limited parental time and knowledge are the dominant factors that hinder the effectiveness of informal education at home.

3. Facilities and Environment

Based on the results of the field findings, the limitations of learning facilities and environmental conditions in RT 36 have a direct impact on the quality of the children's learning process. Narrow learning spaces, unstable internet access, and lack of digital devices hinder the concentration and exploration of creativity through modern learning media. Findings Revelation (2021) states that effective learning must be designed according to the needs of learners and relevant to the context of their lives. This principle is reflected in the efforts of families in RT 36 who adapt children's learning activities to daily situations, so that learning becomes more active, reflective, and applicative in the spirit of the Independent Curriculum. With such involvement, families help foster a child's critical and reflective mindset, although the limitations of facilities still hinder ideal collaborative interactions.

This is in line with the findings Sedatiwara et al., (2023) shows that limited infrastructure and technological mastery hinder the effectiveness of informal education despite the support of the community. Maelasari & Luciana (2025) also states that *Deep Learning* It can only be achieved if there are learning facilities that allow children to explore cross-contextual concepts. Moreover Wati & El-Yunusi (2024) revealed that the use of the surrounding environment, such as home gardens or community spaces, can be a solution to overcome the limitations of formal facilities, because children can still learn contextually and meaningfully.

Findings Kurniati et al. (2023) He said that the low quality of family learning facilities, including inadequate learning spaces and the lack of digital literacy tools, are factors that weaken the contribution of informal education at home. In line with that, Salfadilah et al. (2023) It also emphasized that limited facilities, differences in parents' education levels, and difficulties in operating technology have a significant impact on the ability of families to assist children in learning.

CONCLUSION

This study shows that family informal education has an important contribution in supporting the implementation of the Independent Curriculum based on *deep learning*. In RT 36, the form and strategy of informal education is reflected through home learning assistance, the use of technology and digital media, contextual learning practices that integrate with daily family activities, and the habit of independent learning. These forms complement each other and support children to learn actively, exploratory, and independently. Some of the main obstacles faced by families include limited parents' understanding of the Independent Curriculum, limited time and knowledge, and inadequate learning facilities and environment. These challenges affect the effectiveness of mentoring and children's ability to absorb learning materials at home. This study recommends strengthening the community learning community through RT centers and socio-religious activities, optimizing the use of digital technology with literacy assistance for parents, increasing family capacity through parenting training, and providing shared learning facilities to reduce access gaps. These efforts are expected to be able to strengthen the role of informal family education in RT 36 as a support for the implementation of the Independent Curriculum.

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