

THE ROLE OF HOMEROOM TEACHERS IN STUDENT CHARACTER BUILDING OF GRADE 6 AT SDIT AL-FIKRI ISLAMIC GREEN SCHOOL PEKANBARU

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ABSTRACT

Character education is very much needed in the current era, from early childhood to teenagers to adults. Character education can be done not only at home but also at school. Teachers at school can provide or teach character education. The aims of this research are: (a) to determine the role of the homeroom teacher in developing the character of grade 6 students at SDIT Al Fikri Islamic Greenschool; (b) to determine the role of the homeroom teacher in developing the character values of grade 6 students at SDIT Al Fikri Islamic Greenschool; (c) to find out the problems faced by the class teacher in implementing character development for grade 6 students at SDIT Al Fikri. This research uses a descriptive qualitative method. It does this by describing a series of events that actually happened to the object the author is studying. In this research, informants are needed who can provide clearer information about the research problem being carried out. The results of the discussion in this research are that there are six character values implemented by the class teacher at SDIT Al-Fikri in developing student character, namely religious, honest, independent, disciplined, hard-working, and responsible character values. The value of honesty is reflected in students' participation in religious activities and is exemplified by the Class Teacher. The value of honesty is developed through students' habit of telling the truth. The value of independence is also reflected in the habit of doing assigned tasks yourself and not cheating. Discipline marks are then earned from the homeroom teacher, who sets an example by arriving on time. The value of hard work is also seen when students remain enthusiastic about learning to achieve their goals, and the value of responsibility is seen in students' efforts to remain trustworthy with the messages given to them.

Keywords: Character Education, Teachers, Disciplinary Values.

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INTRODUCTION

Education is defined as a conducive learning environment that enables learners to actively develop their potential for spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves and society (Pristiwanti, Badariah, Hidayat, & Dewi, 2022). Education is an essential human need. Through education, individual intellectual capacity expands, aligning human pursuits with divine virtues. Furthermore, structured character-building in formal education provides an essential baseline for shaping long-term social consciousness and personal accountability (Sholeh, 2020).

عن أنس رضي هلا عنه مرفوعاً: «من خرج في طلب العلم فهو في سبيل هلا حتى يرجع»
[حسن] - [رواه الترمذي]

Meaning: Anas (may Allah be pleased with him) reported that the Prophet (peace be upon him) said: "Whoever goes forth in search of knowledge is in the cause of Allah until he returns." (Hasan Hadith, narrated by At-Tirmidzi) (Tirmidzi, accessed on March 16, 2024)

Education in today's digital era progresses at an unprecedented pace. Technological advancements benefit not only adults but also elementary school students. In educational institutions, technology serves as an instructional medium and infrastructure to enhance pedagogical interaction between teachers and students. In contemporary educational discourse, character education has emerged as a crucial baseline because of the double-edged nature of modern societal transformations. While technological integration enriches classroom dynamics, rapid digital proliferation also exposes young learners to societal vulnerabilities, media saturation, and behavioural distortions when ethical boundaries are absent. To counteract these negative technological shifts, schools must integrate moral values directly into everyday classroom management and educational policies (Kesuma, Triatna, & Permana, 2013).

Current technological developments present both positive and negative impacts. While users should maximise the positive aspects, rapid technological progress has also brought destructive societal phenomena. These include inter-ethnic sentiments, tribal conflicts, drug abuse, student brawls, juvenile delinquency, pervasive aggression, bullying, and a weakening national identity. Instilling character early cultivates a solid moral culture, serving as a fundamental foundation for nation-building (Khoirroni, Patinasarani, Hermayanti, & Santoso, 2023).

Given the prevalence of these negative issues—frequently observed among adolescents character education is vital in the present era across all developmental

stages, from early childhood to adulthood. Character education must extend beyond the domestic sphere into formal academic institutions, where moral values are systematically taught and modelled by educators. This holistic approach requires educators to master systematic leadership and mentorship competencies in guiding daily student behaviour (Mulyasa, 2013). This structural approach is vital for elementary school students, particularly grade 6 learners who are navigating a psychological transition from late childhood to early adolescence. At this developmental junction, students face increased cognitive complexity and peer influence, making an active homeroom teacher imperative as a moral anchor, socio-emotional counsellor, and primary role model in school. This imperative role directly aligns with established teacher professionalism frameworks that outline educators' responsibilities in monitoring and shaping student growth (Soetjipto & Kosasi, 2011).

In the Holy Qur'an, numerous passages emphasise character and moral foundation (akhlaq), as stated by Allah Almighty in Surah An-Nahl Verse 90:

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ

Meaning: "Indeed, Allah orders justice and good conduct and giving to relatives and forbids immorality and bad conduct and oppression. He admonishes you that perhaps you will be reminded." (QS. An-Nahl: 90).

This verse highlights commands to act with justice (adl), perform goodness (ihsan), fulfil promises, maintain patience, uphold honesty, fear Allah Almighty, practice charity, and display forgiveness. These principles form the core moral values required of every Muslim (Babel, accessed on March 16, 2024).

METHOD

This research utilises a descriptive qualitative method. It describes a series of real-world events occurring naturally within the investigated research context. Key informants were selected to provide clear, detailed data on the research focus. A descriptive qualitative approach was chosen to present factual, systematic, and accurate field data. To ensure comprehensive data collection, two main techniques were used: observation and interviews.

RESULTS AND DISCUSSION

1. The Role of the Homeroom Teacher in Student Character Development at SDIT Al-Fikri Islamic Green School

Character education entails more than distinguishing right from wrong; it involves internalising moral habits so that students comprehend, feel, and voluntarily practice good deeds (Ramdhani, 2020). Effective implementation of character education programs in schools plays a vital role in embedding core moral virtues, prosocial behaviours, and positive social attitudes such as tolerance and responsibility among students (Hermawan & Azizah, 2023). In school settings, teachers and homeroom instructors serve as vital anchors for achieving educational objectives and require extra dedication to monitoring student development (Ramdhani, 2020).

The homeroom teacher's role in developing student character at SDIT Al-Fikri has been executed effectively, aligning with the professional teaching theories outlined by Soetjipto and Kosasi. This is evidenced by many students exhibiting positive character traits, alongside notable character growth. The homeroom teacher's strong performance drives student progress, demonstrating that duties are executed in accordance with structured planning.

The specific roles carried out by the homeroom teacher at SDIT Al-Fikri include:

a. Collecting Student Data

The homeroom teacher collects student data directly and indirectly. Direct data collection involves asking students about personal details, while indirect collection uses school records. Data collection extends beyond basic demographics (names, addresses, birth details, parental info) to include student issues, academic performance, and observational reports. This process enables systematic observation and provides foundational data for student report cards and academic problem-solving.

b. Conducting Group Guidance

Group guidance plays a key role in character development at SDIT Al-Fikri. The homeroom teacher conducts group sessions when students face academic difficulties or need help with personal issues. In addition to group guidance, individual counselling sessions are offered outside regular instructional hours. Group guidance allows students to deepen their academic understanding and engage in positive social interactions. These collaborative settings encourage students to share perspectives, helping teachers address negative behaviours such as shyness, conversational interruption, or disrespect.

c. Monitoring Daily Student Activities

During instructional activities, homeroom teachers serve as both instructors and supervisors. Teachers monitor student behaviours within and outside

the school environment directly (by observing real-time classroom interactions) and indirectly (by monitoring social media engagement). This dual approach aligns with the teacher professionalism framework proposed by Soetjipto and Kosasi.

d. Assessing Student Progress and Development

Beyond routine supervision, the homeroom teacher actively monitors academic progress and tracks student responses to advice during problem-solving. This allows for accurate evaluation of student growth. Because students at SDIT Al-Fikri progress at varied paces from slow to rapid, depending on comprehension and personal drive continuous tracking is essential. This finding corroborates the developmental principles outlined by Soetjipto and Kosasi.

e. Providing Encouragement and Motivation

Motivation provided by the homeroom teacher fosters student academic engagement. Encouragement is primarily integrated into class hours to maximise the quality of interaction. Because students often view their homeroom teacher as a secondary parental figure and confidant, motivational sessions are extended to all students. Teachers strive to offer enthusiasm, guidance, and encouragement, mirroring the teacher roles defined by Soetjipto and Kosasi.

f. Collaborating with Guidance Counsellors

Homeroom teachers collaborate with subject teachers and school guidance counsellors to manage student behavioral challenges. For instance, to address school absenteeism, homeroom teachers and counsellors gather data, provide counselling, and conduct home visits when necessary to partner with parents in character building. This collaborative approach reflects the principles of professional educational practice (Soetjipto & Kosasi).

2. The Role of the Homeroom Teacher in Developing Character Values Among Grade 6 Students at SDIT Al-Fikri Islamic Green School

Homeroom teachers at SDIT Al-Fikri have successfully implemented character values through teacher modelling and daily student practices. This aligns with the Ministry of National Education's framework, which outlines 18 core character values: religiousness, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, patriotism, appreciating achievement, friendliness/communication, peace-loving, love of reading, social concern, environmental concern, and responsibility.

Additionally, the active involvement of homeroom teachers as daily role models and facilitators simplifies the internalisation of these positive behaviours, as elementary students learn primarily through observation and consistent imitation (Alkhasanah, 2023).

At SDIT Al-Fikri, six primary character values are systematically implemented:

a. Religious Character Value

Religiousness involves adhering faithfully to divine teachings. The homeroom teacher fosters religious values through Islamic education subjects (Fiqh, Qur'an-Hadith, Islamic Cultural History, and Akidah-Akhlak) and daily practices like Duha and congregational prayers.

b. Instilling the Value of Honesty

Honesty forms the foundation of trustworthiness. At SDIT Al-Fikri, honesty is cultivated by requiring permission when entering/leaving classrooms and submitting genuine absence notes. Following the teachings of Prophet Muhammad (PBUH), teachers verify student explanations and encourage habits such as asking permission before borrowing items.

c. Discipline Character Value

Discipline reflects compliance with established regulations. Homeroom teachers enforce discipline by requiring early arrival and assigning classroom cleaning duties (commissary). Infractions result in reprimands or corrective sanctions, reinforcing compliance with rules.

d. Independence Character Value

Independence is the ability to perform tasks without over-reliance on others. Teachers foster independence by requiring students to complete classwork and homework individually without cheating.

Independence is further reinforced by external factors such as democratic parenting styles, where parents act as primary home educators who monitor academic needs and social environments.

e. Hard Work Character Value

Hard work reflects persistence in overcoming challenges. Teachers instill hard work by assigning tasks with strict submission deadlines mandatory submission even if incomplete which teaches accountability and effort.

f. Instilling Responsible Character Values

Responsibility entails executing assigned duties conscientiously. Homeroom teachers cultivate this by encouraging students to maintain school facilities (desks, chairs, whiteboards). Responsibility is a core value that underpins all other character traits. To maintain accountability, teachers apply corrective

consequences for rule violations and provide rewards or appreciation for proper care of school property.

3. Challenges Faced in Implementing Character Development for SDIT Al-Fikri Students

A challenge is defined as any factor that hinders or complicates efforts to achieve a goal. According to Natawijaya, problems encompass states of doubt, confusion, or anxiety. In educational settings, both students and homeroom teachers face distinct operational challenges during instruction. The primary challenges faced by homeroom teachers at SDIT Al-Fikri include:

a. Unruly or Disruptive Student Behaviour

Addressing disruptive behaviour presents a common challenge. At this developmental stage, students may act impulsively without fully understanding the consequences, which can show up as wandering during class, untidy uniforms, absenteeism, or peer conflicts.

These behaviours reflect typical childhood developmental phases, where self-regulation is still developing.

b. Low Student Learning Motivation

Learning motivation is critical for academic success. When internal motivation is lacking, instructional effectiveness decreases regardless of teaching methods.

Because learning interest varies widely among SDIT Al-Fikri students, teachers must continuously employ diverse motivational strategies to support disengaged learners.

c. Environmental Influences

Environmental context significantly shapes student character outcomes. At SDIT Al-Fikri, three environmental factors impact character development: family background, social circles, and teacher-student relational dynamics.

The family environment serves as the primary foundation for character. Issues such as economic instability or parental divorce create emotional pressure that impacts learning. Social environments, including peer groups and mobile device usage, also exert strong influences. Negative peer influences negatively impact character, whereas positive social environments foster moral growth. Lastly, internal constraints faced by homeroom teachers—such as limited time to build close individual relationships with students—can hinder comprehensive character monitoring.

CONCLUSION

Based on the research findings, the homeroom teacher at SDIT Al-Fikri implements six core character values to develop student character: religiousness, honesty, independence, discipline, hard work, and responsibility. Religious values are manifested through religious activities modelled by the homeroom teacher. Honesty is cultivated by habituating students to speak truthfully. Independence is developed by building the habit of completing tasks individually without cheating. The teacher reinforces discipline by setting an example of punctuality. Hard work is evidenced by students' enthusiasm in learning to achieve their goals, and responsibility is reflected in their efforts to remain trustworthy with assigned tasks.

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