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THE ROLE OF HOMEROOM TEACHERS ON THE DISCIPLINE OF CLASS V STUDENTS MIS MARDLIYATUL

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Abstract

This study aims to examine the role of homeroom teachers in improving the discipline of grade V students at MIS Mardliyatul. Discipline is an important aspect of education that directly affects the teaching and learning process and students' academic achievement. Homeroom teachers are responsible for monitoring, guiding, and implementing discipline rules in the classroom. This research used a qualitative method with a case study approach, involving direct observation, in-depth interviews with homeroom teachers, teachers, and students, and analysis of related documentation. The results showed that homeroom teachers play a strategic role in shaping student discipline through personalized approaches, consistent application of rules, and effective communication with students and parents. In conclusion, the active role of homeroom teachers is essential in creating a disciplined learning environment conducive to students' academic and character development.

Keywords: Discipline, Role of homeroom teacher, Elementary school

INTRODUCTION

Education describes the conscious effort of an individual to develop their skills and personality inside or outside of school. The educational process aims to help students develop themselves to handle changes that the whole person must shape. The success of education is not only seen from the academic aspect but also from students' educational abilities in the spiritual and social fields. Students' participation in learning is also essential to create a disciplined environment. Teachers can see their ability to carry out the teaching process, which is why good teaching skills are needed. The homeroom teacher must be able to design a learning media to create an optimal teaching and learning process.

Teachers are professional educators who work on educating, teaching, guiding, directing, training, testing, and evaluating students in preschool education through formal education channels and all levels of educational institutions, from elementary to secondary schools and vocational schools. Teachers have the duty and responsibility to foster and educate their students. Teachers are also an essential part of the educational

process; one of the standards of a teacher is to have pedagogical skills in educating and presenting the educational process that can be understood, understood, or even motivate students in attitude activities (Arsini et al., 2023)

Student learning can be motivated by the role of homeroom teachers in learning to realize national education, especially at the elementary school level, to improve the discipline of students in Indonesia. In terms of implementing assessment standards, most of the responsibility lies with the teacher. The teacher's responsibility lies in implementing general subjects covered by homeroom teachers. Developing a school into a disciplined one leads to a good learning process. Conversely, a school that is undisciplined or does not obey the rules has disorganized and unpleasant teaching that causes students to commit violations. When coupled with order, the role of the teacher has a huge influence. For some violations not to occur, the teacher's firmness in implementing this discipline is fundamental. Discipline is used not only in learning time but for every person, time, and opportunity. It can impact self-management so that it can be utilized properly and correctly.

Therefore, the role of homeroom teachers in learning in elementary schools greatly affects the value of student discipline. Homeroom teachers in elementary schools have a huge responsibility. Not only are they required to teach, but they must also organize, educate, and motivate students so that they can carry out learning and regulations in the school.

METHOD

This research uses a qualitative method with a case study approach to examine the role of homeroom teachers in the discipline of grade V students at MIS Mardiyatul. The participants in this study were the fifth-grade homeroom teacher at MIS Mardiyatul, several teachers who taught in the class, and several fifth-grade students. The main instrument in this study was a structured interview guideline developed based on a review of the literature on the role of homeroom teachers and student discipline. This interview guide contained open-ended questions designed to elicit in-depth information from participants. Afterward, this data was collected through in-depth interviews with the homeroom teacher as the primary informant. The interviews were conducted face-to-face in the school environment to create a comfortable atmosphere and support the informants' openness. In addition, direct observations were made of the homeroom teacher's interactions with students in the classroom, and school documentation related to student discipline was analyzed.

RESULT AND DISCUSSION

Definition of Homeroom Teacher

The homeroom teacher is the teacher who helps the principal to encourage students to achieve classroom discipline. They also act as a manager and incentivizer to motivate students to perform well in class. The role of the classroom teacher is crucial to the relationship between the school, students, and parents. In addition, the classroom teacher is the most essential part of the education system and deserves special attention from the start. When talking about educational issues, this figure will always be the center of attention because the classroom teacher, who is a teacher, is always related to all components of the educational system. In terms of the teaching and learning process, the homeroom teacher is a component that influences the creation of quality educational processes and outcomes and largely determines student success.

Homeroom teachers are school representatives who are always expected to accompany, motivate, and monitor student activities, both KBM activities in class and

extra activities organized at school. Homeroom teachers are additional duties given by the principal in addition to being educators and are also substitutes for parents (guardians) when students are at school. A homeroom teacher should monitor how the class and students are developing and understand how the students' characters are. A homeroom teacher has a significant role in each student; a good homeroom teacher will help students who are struggling to deal with lagging behind in learning in class.

A classroom teacher must understand how to attract students' attention. Teachers must be able to align their perceptions with their students. Apperception is the term for this perceptual theory of uniformity (James, n.d.) James, a psychologist, once discussed apperception in his writing as follows: Many Teachers are inquiring, "What is the meaning of apperception in educational psychology?" the most essential idea in educational psychology is apperception. The idea of apperception is revolutionizing educational methods in Germany. Now, apperception is an extremely useful word in pedagogics and offers a convenient name for a process". A teacher is different from a homeroom teacher. Teachers are only responsible for their students during the learning process, while homeroom teachers are also responsible for their classes outside the learning process. For this reason, classroom teachers need to master effective methods and techniques to get their students to open up.

Classroom Teacher Role

Homeroom teachers have a significant role in the success of students in participating in the teaching and learning process, which includes encouraging improved learning outcomes and controlling student behavior. (Syaifurahman & Ujiati, 2013) He stated that classroom teachers monitor student behavior inside and outside the classroom and motivate them to advance in academic achievement. For this reason, each classroom teacher or homeroom teacher has a significant role and function as a middle manager or classroom administrator because they are responsible for the development and progress of their class, which affects the development and progress of the school as a whole. Each student or teacher who is the driving force of classroom activities must be maximized so that each class as a unit is a dynamic unit.

Based on the theory that has been presented, it can be concluded that the role of homeroom teachers related to efforts to foster student discipline includes

- a. Assisting students in learning.
- b. Motivating students to be disciplined.
- c. Monitoring student discipline in participating in Teaching and Learning Activities (KBM).
- d. Monitoring student discipline in participating in school activities.

This role would only be without the help of various parties. Among them, it requires hard work not only from homeroom teachers but from all parties involved, namely parents (guardians, subject teachers, counseling, and school principals). The wishes/expectations of homeroom teachers are that their students are virtuous, able to respect parents, teachers, and fellow students, have broad insights in all fields through information and communication technology, and are able to develop mastery of foreign languages as provisions in competing in the global market competition.

Definition of Discipline

Discipline refers to a person's ability to control the rules that exist in themselves. Discipline is a person's mental attitude. This mental attitude basically shows obedience and compliance with regulations supported by awareness to fulfill their duties and

obligations. (Munawaroh, 2016). Discipline is one of the moral values that must be taught to children from an early age. Discipline comes from the word disciple, which means learning to follow a leader who strives for optimal growth and development.

Discipline is an influence designed to help children cope with the environment. Discipline grows out of the need to balance the individual's tendency and desire to act to obtain something, with the restrictions or regulations required by the environment against him or her. (Semiawan, 2008). Rohani (2004) and Rohani (2004) argue that in a broad sense, discipline includes every kind of arrangement aimed at helping each learner he can fulfill and adjust to his environment and is also important for resolving the demands that are addressed to students against their environment. Discipline is a condition where students' attitudes, appearance, and behavior are in accordance with the order of values, norms, and conditions that apply in the school or classroom where they are. (Soetjipto & Kosasi, n.d.)

The value of discipline is one of the moral values that must be taught to children from an early age. Discipline comes from the word disciple, which means learning to follow a leader who wants optimal growth and development. Rules are the most important component of discipline. According to Sasmito (2012), a student can learn discipline by having the behavior or attitude of a student who can manage time in activities. From the above definition, it can be seen that discipline is the basic point of each organization (family, school, environment, and so on) in learning forced responsibilities that must be carried out by providing supervision to adjust to provide experiences that contain moral meaning, ego development, growth of strength, and acceptance of autonomy. Educational institutions, especially formal education, are places that have the potential to develop an attitude of discipline, namely by giving punishments and prizes.

RESULTS

In accordance with interviews conducted with the fifth-grade homeroom teacher at MIS Mardiyatul Islamiyah school stated that many students in their social attitudes were still low in cooperation, togetherness, social solidarity, tolerance, respect, appreciation, mutual cooperation and care and sensitivity to others, not only to each other but also to seniors, teachers, and even parents. If this is allowed, it will have a continuous negative impact on the students themselves, both now and in the future. Therefore, as homeroom teachers, we must be able to embrace them by implementing discipline rules in class and at school. By pouring school rules and class rules into school rules, the boundaries of student behavior at school become clear. In general, fifth graders also have unstable emotions, and fifth graders are especially teenagers, and they feel they are big. So, as a teacher, you must be able to understand what they want. In educating fifth-grade children, you should not be too hard, and you should not be too soft.

The challenge faced by a homeroom teacher is when students are difficult to learn or students who are too overactive in the classroom during learning; therefore as a teacher must have a program to form student discipline. MIS Mardiyatul also has a program to form student discipline, including not coming late to school; before entering the class, students and students are expected to ice breaking. This ice-breaking is very helpful for the remaining students to foster their enthusiasm for learning before starting the lesson.

Teacher constraints in fostering student discipline character, first, are the lack of student awareness of time discipline. Students who arrive not on time show a low level of discipline towards the rules that apply at school; this will result in a lack of student readiness in discipline and can lead to bad habits in the school environment. To ensure

that the educational process can run smoothly, educators formulate rules that contain regulations that must be obeyed by all students while at school. (Stit & Nusantara, 2020)

The role of homeroom teachers is very significant in shaping the discipline of grade V students at MIS Mardiyatul. That is, through implementing several rules in the classroom, fostering their enthusiasm for learning through ice breaking, and communication with parents, homeroom teachers can create a learning environment that is conducive to the development of student discipline. These efforts need to be supported by all related parties so that the objectives of discipline education can be achieved optimally.

CONCLUSION

The role of homeroom teachers in improving student discipline at MIS Mardiyatul: The role of homeroom teachers is significant in creating a disciplined learning environment conducive to students' academic and character development. Through a personal approach, consistent application of rules, and effective communication with students and parents, homeroom teachers can effectively shape student discipline. By implementing regulations in the classroom, fostering enthusiasm for learning through ice-breaking, and communicating with parents, homeroom teachers can create a conducive learning environment. Support from all related parties is also needed so that the objectives of discipline education can be achieved optimally.

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