

## **Homeroom Management in Shaping The Character Of Students At SD IT Diana As-Saffa Islamic**

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### **Abstract**

*The purpose of this research is to explain the planning, implementation, and supervision of the homeroom teacher in shaping the character of students at SD IT Diana As-Saffa Islamic. This study used a descriptive method and analyzed with a qualitative approach. The sampling technique in this study used purposive sampling, while the data collection technique used observation, interviews and documentation. The research instrument used as a guide for interviews, observation, and documentation is a check list sheet. As for data analysis techniques using the Miles and Huberman models, then the validity of the data uses triangulation techniques. The research results show that. (1) Planning for the homeroom teacher in shaping the character of students at SD IT Diana As-Saffa Islamic consists of 4 stages, namely determining what must be done, setting goals, gathering and analyzing information, and developing alternatives. (2) The implementation of the homeroom teacher in shaping the character of students at SD IT Diana As-Saffa Islamic consists of 4 stages, namely knowing the nature of students, helping to develop good character, supervising at all times, and providing guidance and motivation. (3) Supervision of the homeroom teacher in shaping the character of students at SD IT Diana As-Saffa Islamic consists of 4 stages, namely setting implementation standards, measuring actual performance, measuring real implementation and comparing it, and taking corrections.*

**Keywords:** Homeroom Management, Character Building, Students

### **Abstrak**

Tujuan penelitian ini adalah untuk menjelaskan perencanaan, pelaksanaan, dan pengawasan wali kelas dalam membentuk karakter peserta didik di SD IT Diana As-Saffa Islamic. Penelitian ini menggunakan metode deskriptif dan dianalisa dengan pendekatan kualitatif. Teknik pengambilan sampel pada penelitian ini menggunakan purposive sampling, sedangkan teknik pengumpulan data menggunakan metode observasi, wawancara, dan dokumentasi. Instrumen penelitian yang digunakan sebagai pedoman wawancara, observasi, dan dokumentasi adalah lembaran check list. Adapun untuk teknik analisis data menggunakan model Miles dan Huberman, kemudian keabsahan data menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa. (1)

Perencanaan wali kelas dalam membentuk karakter peserta didik di SD IT Diana As-Saffa Islamic terdiri dari 4 tahapan, yaitu menetapkan apa yang harus dikerjakan, membatasi sasaran, mengumpulkan dan menganalisis informasi, serta mengembangkan alternatif. (2) Pelaksanaan wali kelas dalam membentuk karakter peserta didik di SD IT Diana As-Saffa Islamic terdiri dari 4 tahapan, yaitu mengetahui pembawaan dari peserta didik, membantu mengembangkan pembawaan yang baik, pengawasan setiap waktu, dan memberikan pembinaan dan motivasi. (3) Pengawasan wali kelas dalam membentuk karakter peserta didik di SD IT Diana As-Saffa Islamic terdiri dari 4 tahapan, yaitu menetapkan standar pelaksanaan, mengukur peforma aktual, pengukuran pelaksanaan nyata serta membandingkannya, dan pengambilan koreksi.

**Kata Kunci:** *Manajemen Wali Kelas, Pembentukan Karakter, Peserta Didik*

## Introduction

Education is a person's learning of knowledge, skills obtained from others or by self-taught. Education is a basic thing that is very important for every human being in their survival.

But in reality, the development of education in Indonesia in the era of globalisation is increasingly sophisticated, so that more and more students have a moral and ethical crisis. This is evident in the real crisis that occurs in society and even involves children, one of which we can see in school institutions that there are still many children who are hard-hearted, behave badly, no longer have good manners and respect for both their teachers and their families. Not only that, even now teenagers are committing adultery, knowing narcotics, bullying or acts of violence against younger siblings, pornography, theft both at school and outside school.<sup>1</sup> As a nation that understands the importance of building character based on values and ethics, so we must instil the values of the nation that are honest, polite, tolerant, friendly,

and what they are to implement aspects in line with the morals and morals of the nation.<sup>2</sup>

Thus education in Indonesia still has some problems regarding education that is only limited to transferring knowledge rather than providing positive moral values that will later become the character of students. The most important thing is that the educational process, whether from Islamic education or national education, is not only a matter of transferring knowledge but most importantly transferring values to students (transfer of value). In order for the transfer of knowledge and transfer of values to students to be well directed, it is important for a teacher, especially a homeroom teacher, to have good management.

Management according to Siagian is the ability and skills of a person to obtain a result in the context of achieving goals through the activities of other people.<sup>3</sup> Terry in his book Principles of Management states that management is a typical process consisting of planning, organising, mobilising, and controlling actions carried out to determine and

<sup>1</sup>Zubaidi, *Desain Pendidikan Karakter Konsepnya dan Aplikasinya dalam Lembaga Pendidikan*, Cet. I, (Jakarta: Kencana Prenada Media, 2011), h. 2

<sup>2</sup>Dhori dan Tiara, "Implementasi Pendidikan Karakter Religius di Sekolah Dasar" 102

el Bidayah: *Journal of Islamic Elementary Education*, Vo. 4, no. 1(2022): 1-12

<sup>3</sup>Marno, dan Triyo Supriyatno, *Manajemen dan Kepemimpinan Pendidikan Islam*, Cet. I, (Bandung: Refika Aditama, 2008), h. 1

achieve predetermined goals through the use of other resources. Meanwhile, according to Robbins, management is an effort or action towards achieving goals through a process by showing the main activity functions involved by managers, these functions include planning, organising, staffing, directing and leading, and controlling.<sup>4</sup>

Furthermore, homeroom teachers are the pinnacle of education for students in schools, because homeroom teachers directly influence, foster, and develop students' abilities to become intelligent, creative, and good characterised human beings. Homeroom teachers are also the ones who interact with parents so that they can work together in monitoring what students do, one of which is by establishing good communication with each other. Therefore, the role of a directed homeroom teacher can make it easier for the teacher to shape the character of students who are still lacking in terms of manners, politeness, and even still have a loud and rude character.

According to Alam S, the indicators of the homeroom teacher's success in managing the class are:

1. The occurrence of a conducive class
2. Interpersonal relationship.<sup>5</sup>

Meanwhile, indicators of the success of homeroom management objectives according to A.C. Wragg can be seen from students, namely:

1. Students respond well to their teachers in a polite and respectful manner, meaning how much and how good the character of the students is towards the pattern of upbringing that the homeroom teacher has applied to the students.

2. How they do the tasks given by the teacher, whether they will be enthusiastic and full of concentration according to their abilities. The behaviour shown by the teacher or taught by the teacher is a role model that they will follow.

Related to the above, it can be seen the phenomenon of homeroom teacher management at SD IT Diana As-Saffa Islamic, when researchers made initial observations to the school, researchers saw that the activities of some homeroom teachers in the school were implemented efficiently, creative and fun classroom management when seen, teachers made activities that educated students in terms of discipline, The teacher also explains the importance of manners and manners every morning, the teacher also prepares ice breaking before the learning process, and on each wall is pasted the pillars of faith and the pillars of Islam with a beautiful form of creativity so as to make students interested in reading it, then the homeroom teacher also prepares class rules that must be obeyed by students.

However, there are still some homeroom teachers who are still not effective and optimal in managing the classroom, there are teachers who still complain about students who are too noisy, or difficult to manage, usually teachers who get grade 1 often have difficulty in realising the plans that have been prepared, because there are still many students who still cannot read, not even able to recognise and write the alphabet, so that the planned goals have not been fully met.

Then the researchers also found that every morning the teacher of SD IT Diana As-Saffa Islamic before carrying out the teaching and learning process,

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<sup>4</sup>*Ibid.....h. 2*

<sup>5</sup>Tim Dosen Administrasi Pendidikan UPI, *Manajemen Kelas*, Cet. X (Bandung: Alfabeta, 2020), h. 102-122

directs students to deposit memorising the Qur'an Juz 30 and also a test on reading the Qur'an with correct and fluent tajweed. Then every Friday, students are taught to give alms as much as they can, and for every Monday after dhikr in the field, teacher representatives give advice regarding the importance of discipline, filial piety, respect for teachers, respect for friends, being polite and courteous, the advantages of reading basmallah before starting activities, and the good of having a generous attitude, sharing, and the bad of being arrogant and haughty.

Furthermore, instilling values to students in the world of education realises that schools still need to shape the character of students. School is a very strategic educational institution to instil character values, because school is a place to continue character education that has been carried out by the family.<sup>6</sup> Character education is the formation of character or personality through the cultivation of noble values so that it is ingrained and integrated into a person, so that it can be applied in real life easily, without coercion, purely, and sincerely because of Allah SWT.<sup>7</sup> Character education is understood as an effort to cultivate intelligence in thinking, appreciation in the form of attitudes, and practice in the form of behaviour in accordance with noble values that become their identity, manifested in

interactions with God, self, others, and the environment.<sup>8</sup>

Character education is an effort that can be made to understand and perform ethical values such as gratitude towards God, self, others, the environment and the nation.<sup>9</sup> Character cultivation by homeroom teachers directs to improve the achievement of character building and noble character of students as a whole, integrated, and balanced according to the standards of graduate potential. Therefore, character building can be developed through routine activities, spontaneous activities, exemplary, and conditioning, in relation to character education in learning.

In addition to instilling good character in a child, it would be nice if the homeroom teacher must also be a good role model for students. In order to form a good character, of course, the homeroom teacher can be a good example in terms of worship, noble character, generous, simple, and can be a friend. According to Lickona, there are 10 virtues that can be used as the basis for shaping one's character, namely: (1) wisdom; (2) justice; (3) firmness; (4) self-control; (5) love and compassion; (6) positive behaviour; (7) hard work and developing potential; (8) integrity; (9) gratitude; (10) humility.<sup>10</sup>

SD IT Diana As-Saffa Islamic was chosen as the object of research on the grounds that when researchers obser-

<sup>6</sup>Abd. Halim Soebahar, *Kebijakan Pendidikan Islam: Dari Ordonasi Guru Sampai UU SISDIKNAS*, Cet. I, (Jakarta: Rajawali Pers, 2013), h. 212

<sup>7</sup>Muslim, B., "Manajemen Pendidikan Karakter pada Kegiatan Intrakurikuler, Kokurikuler dan Ekstrakurikuler di MI Pembangunan UIN Jakarta" *EL Bidayah: Journal of Islamic Elementary Education*, Vol. 3, No. 2 (2021):131-144.

<sup>8</sup>Abdul Majid dan Dian Andayani, *Pendidikan Karakter Perspektif Islam*, Cet. I, (Bandung: Remaja Rosdakarya, 2012), h. 11

104

<sup>9</sup>Hidayati, T., Endah Tri Wisudaningsih , E. T. wisudaningsih, & Zahrotul Mufidah, N. "Profesionalisme Guru dalam Membentuk Karakter Religius Siswa di Mi Izzul Islam Krejengan Probolinggo" *el Bidayah: Journal of Islamic Elementary Education*, Vo. 5, no. 1(2023): 47-60

<sup>10</sup>Thomas Lickona, "Religion and Character Education", *Journal Phi Delta Kappan*, Vol. 81, No. 1, September 1999, hal. 26-27

ved SD IT Diana As-Saffa Islamic, researchers saw that some of the characters of students at the school were polite, every morning the students would wait for the teacher to be addressed, they also spoke politely and were also very orderly. Furthermore, it can be seen from the way they make friends very well, and when the break time bell rings, students orderly go out to do ablution, even when eating together students are not stingy to share with their friends. Researchers also saw students asking questions with polite speech, and did not forget to say thank you when they were helped.

Students at SD IT Diana As-Saffa Islamic are also free from bullying whether they are rich or poor, they love the young and respect the older and respect each other. However, not a few homeroom teachers also complain about the character of students in this day and age, because children have been influenced by social media which makes children's characters hard, lazy in learning, emotional, unruly, and the existence of children's human rights where children can no longer be beaten. This is what makes some homeroom teachers no longer able to act harshly towards students, therefore homeroom teachers must plan the best possible planning and must also consult with student guardians about the behaviour of students at home, there are some children at home who are very obedient and quiet, but when at school are very active and vice versa at school are very obedient and quiet, while at home are very active. In this case, good homeroom management is very influential in shaping the character of students.

## Method

This research uses descriptive methods and is analysed with a qualitative approach. The purpose of qualitative research is to provide systematic, factual, and accurate information about the facts and nature of the population. This qualitative data is in the form of a description of the homeroom teacher's management in shaping the character of students at S.D IT Diana As-Saffa Islamic. The sampling technique in this study used purposive sampling, which is a data source sampling technique with certain considerations, for example sampling tailored to the researcher's needs.<sup>11</sup>

While taking data sources by researchers through primary sources and secondary sources. Furthermore, data collection techniques use observation, interviews, and documentation methods.<sup>12</sup> The research instruments used as guidelines for interviews, observations, and documentation are check list sheets. As for data analysis techniques using the Miles and Huberman model where qualitative data is carried out interactively and continues continuously until completion, so that the data is saturated by reducing data, presenting data, and conclusions. Then the validity of the data uses a triangulation technique that combines various data collection techniques and existing data sources. Triangulation is a technique that not only assesses the truth of the data, but also investigates the truth of the data and the depth of the research or obtains the validity of the findings.

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<sup>11</sup>Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R&D", Cet. 19, (Bandung: Alfabeta, 2013), h. 219  
el Bidayah: Journal of Islamic Elementary Education  
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<sup>12</sup>Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik*, Cet. 14, (Jakarta: Rineka Cipta, 2010)h. 200

## Results and Discussion

### 1. Homeroom Planning in Shaping Students Character at SD IT Diana As-Saffa Islamic

Based on data exposure in the homeroom teacher's planning process in shaping the character of students at SD IT Diana As-Saffa Islamic, the findings of the research results, SD IT Diana As-Saffa Islamic has the hope of giving birth to a Qur'anic generation, which is ready to manage the times with the Ridha Allah SWT. Having noble morals, and can create a generation of shalih and shalihah, thinking logically, critically, systematically, innovatively, and creatively. To realise these expectations, careful preparations are needed, so that the process can be organised and as expected.

SD IT Diana As-Saffa Islamic teachers reflect exemplary attitudes, this can be seen when teachers interact with students very polite and polite, teachers do not hesitate to say "ask for help" or "sorry". Then in each class there is a class structure, class rules, and class administration that has been prepared by the homeroom teacher to shape the character of students, one of which is like a picket roster where researchers see the responsibility and togetherness of students in cleaning the class. Then also researchers saw that the rules prepared by homeroom teachers helped to foster a sense of trust to follow the written rules that had been agreed upon.

Furthermore, there are rules about adab, where in these rules students are expected to speak politely, have adab in walking in front of adults, this can be seen when he walks in front of his teacher with a slight bow, then talks with his peers with good speech. Although every child's character is different, with an agreement, it will slowly foster a sense of responsibility and trustworthiness in students.

Therefore, in determining what to do, SD IT Diana As-Saffa Islamic requires insight into the purpose of learner character building itself, then knowing the purpose of learner character building at school, knowing the relationship between the vision and mission of SD IT Diana As-Saffa Islamic with learner character building, so that it can guide teachers in advance to be able to form learner character, and have careful preparation to form learner character. In managing the acceptance of students at SD IT Diana As-Saffa Islamic, the institution prepares the requirements in advance, then asks whether students have abnormalities, then makes a selection for the division of class levels.

Table.1. Homeroom Teacher Preparation in Shaping the Character of Students at SD IT Diana As-Saffa Islamic School

No	Homeroom Preparation	Prepared Sub
1	Syllabus	The character values developed are contained in the syllabus
2	RPP	The character values developed are contained in the RPP
3	Agreement between teachers and students	Class Structure, Class rules, Class administration

Then in limiting the target, each homeroom teacher at SD IT Diana As-Saffa Islamic has a different way of shaping the character of students, seen from the way some teachers teach gently, and some are firm. Each homeroom teacher has a different target, this can be seen from the difference in memorisation between class I, II, and class IV, as well as in terms of learning. For grade I students, teachers still teach basic things such as reading, counting and writing,

sometimes answering questions still requires help from the teacher. Whereas in class II, students can already answer questions without help from the teacher, can read, count, and write well. Then for class IV it is getting easier to give understanding, due to increasing age, increasing knowledge, so homeroom teachers in class IV must prepare higher targets, especially in memorising the Qur'an, for class IV the memorisation target is no longer juz 30 but juz 29.

Furthermore, in collecting and analysing information, each teacher has a journal to record the character of students during the learning process, this can be seen when the teacher wants to assess changes in the character of students for the better or not, then the teacher also assesses how the understanding of the material taught is easy or not. In assessing the character of students, teachers usually only observe behaviour with teachers and friends. Furthermore, the assessment of the character of students is known by the principal through the teacher's report which is collected once a month during a meeting. In the meeting, the principal discusses what are the obstacles in shaping the character of students who are hard, or who are always in trouble in class.

Then the principal's strategy in monitoring students who use mobile phones usually uses grub wa, parenting, and also giving advice every Monday. While the principal's strategy in developing the character of students is by creating programmes that support the development of students, such as archery, martial arts, English, Arabic, and also tahsin reading according to tajweed for class I. Furthermore, in carrying out the learning process, the teacher of SD IT Diana As-Saffa Islamic has implemented the 2013 curriculum, where learning is no longer monotonous. In carrying out the learning

el Bidayah: Journal of Islamic Elementary Education  
Volume 5, Nomor 2, September 2023

process the teacher has used media, such as infokus, paper, or making games, and quizzing.

This is in accordance with the words of Allah swt. in the Quran letter Al-Hasyr verse 18: *"O you who have believed, fear Allah and let each one of you consider what he has done for tomorrow (hereafter); and fear Allah, Verily Allah knows best what you do."*

Quraish Shihab in the interpretation of Al-Misbah interpreted that the verse talks about planning. that the word "waltandzur' nafsumma koddamat lighod", means that humans must think about themselves and plan for everything that accompanies their actions during their lives, so that they will get pleasure in this life. In the Islamic point of view, comprehensive planning does not only include strategic thinking (with various thinking tools), but what is more important is to place faith / faith in Allah SWT. as the only one who is the Most Willing, the Most Granting and the Best Knowing for His creatures, while humans can only plan as a form of endeavour, only then can humans surrender hoping that the achievement of a plan is His pleasure alone.

The interpretation of the above verse shows that planning should always be future-orientated, i.e. trying to predict the future based on current conditions and situations. Planning is something that is really done not by chance, as a result of exploration and evaluation of previous activities. Planning requires action from people involved in the management of a system or institution, both individually and in groups, and the planning carried out must have meaning, in the sense that the efforts made in order to achieve the vision and mission of a system or institution become more effective and efficient.

Planning in shaping the character of students can be interpreted as the process of preparing various decisions that will be implemented in the future to achieve predetermined goals. SD IT Diana As-Saffa Islamic which has several goals to achieve, including:

- a. Da'wah through education helps parents in educating their children to become pious children.
- b. Developing an Islamic school culture through religious activities.
- c. Students can read the Qur'an correctly according to tajweed science, and memorise Hadiths and daily prayers.
- d. Cooperate with parents in order to achieve a generation that is Qur'anic and Rabbani.

## 2. Implementation of Homeroom Teachers in Shaping the Character of Students at SD IT Diana As-Saffa Islamic

Based on the data exposure in the process of implementing homeroom teachers in shaping the character of students at SD IT Diana As-Saffa Islamic, the findings of the research results, to find out the character of students of SD IT Diana As-Saffa Islamic, homeroom teachers first observe when students make mistakes, or routines that are different from usual, then the teacher will first ask the students what is the cause of the mistake, the teacher does not immediately scold the students, and also does not immediately convict the students wrong.

If the teacher does not get the answer from the learner, the teacher will consult with the guardian of the problem student to ask how the learner's behaviour and character is when he is at home. This can be a source that makes the learner's concentration or mind disturbed, so that the learner's interest in learning is also disturbed. By

consulting directly with the guardian of the learner becomes a very important reference in knowing the character of the learner.

Furthermore, in helping to develop good character, it can be seen that students look orderly and neat when queuing for ablution, even though in class they have been taught how to do ablution correctly, but they still put posters of pictures of how to do ablution correctly on the wall close to where students do ablution, so that students remember how to do ablution correctly, not to forget the control of the teacher council. Then for children who have been taught what is meant by orderly, and neat, it will be re-practised when carrying out *Dhuha* prayers in congregation, namely how to form neat and straight *shaf*.

Furthermore, after completing *Dhuha* prayer in congregation, students are given about 15 (fifteen minutes) to take a break to eat. During meal breaks, students do not just take their friends' food, but ask their friends' permission first, or share food with each other. Then also after eating, students automatically clean up the food that is scattered on the floor. Furthermore, the role of the teacher in carrying out the learning process is not monotonous, not only the lecture method, but occasionally making discussion groups, when the problems assigned in the discussion group are not resolved, the teacher will guide students to find a way out, and when there are students who are sad or sleepy, the teacher will motivate them.

**Table 2.** Development of good character by homeroom teachers towards students at SD IT Diana As-Saffa Islamic School.

No	Character Values that Developed	Character Value Example
1	Character values in relation to God Almighty	<ol style="list-style-type: none"> <li>How to perform ablution correctly</li> <li>Praying with tight and straight rows</li> <li>Reciting the Qur'an with mutqin</li> <li>Zikr every morning</li> </ol>
2	Character values in relation to oneself.	<ol style="list-style-type: none"> <li>Able to control emotions, not easily angered</li> <li>Have a desire to become a better person.</li> </ol>
3	Character values in relation to others	<ol style="list-style-type: none"> <li>Generous</li> <li>Likes to help friends in need</li> <li>Being polite when talking to friends</li> <li>Respect a friend</li> </ol>
4	Character values in relation to the environment.	<ol style="list-style-type: none"> <li>Maintain cleanliness, both in the school environment and outside the school.</li> <li>Maintain school plants by not picking carelessly</li> </ol>
5	Character values in relation to nationality.	<ol style="list-style-type: none"> <li>Helping people in the neighbourhood despite different ethnicities</li> <li>Every Friday, we do sharing activities for the neighbourhood, both those who are different in</li> </ol>

		physical form, nature, customs, culture, and ethnicity.
		3. Commemorating Indonesia's independence day

Furthermore, when conducting supervision at all times, it can be seen that the way teachers provide supervision is by giving advice, that what can be done when playing with friends, and what should not be done when playing with friends. When students play rudely, or say rude words, the teacher immediately approaches the learner, and asks why they are doing bad things like that. Members who are involved in providing supervision to students are not only teachers, but all members in SD IT Diana As-Saffa Islamic.

Then in providing guidance and motivation, there are differences in the way homeroom teachers foster and motivate students. The character of students at SD IT Diana As-Saffa Islamic is partly some who still have a hard character, speak harshly, and do not have manners, although not all of them. Usually students whose character is not good at school, after being traced by the homeroom teacher, they have problems at home, such as broken homes, their parents often fight, and hand phone dependence.

Usually such students are not hardened by the homeroom teacher, but are given trust, trust, and responsibility. When a child with a problem is embraced and given trust by the teacher, his heart will melt because he feels valued, loved, and trusted. Meanwhile, in motivating students, it can be seen that teachers try to embrace, invite students to tell stories, make funny things between lessons, and make games to arouse students' courage.

Furthermore, in Islamic education, educators have a very important meaning and role. This is because he has the responsibility and determines the direction of education. Therefore, Islam highly values and respects people who are knowledgeable and work as homeroom teachers or educators. Islam raises their status and honours them more than other Muslims who are not knowledgeable and are not educators. Allah says in Q.S. Al-Mujadilah 58 verse 11 which reads: *"O you who believe, when it is said to you, "Spread out in your groups," then spread out, and Allah will make room for you; and when it is said, "Stand up," then stand up, and Allah will elevate those who believe among you and those who are given knowledge by degrees; and Allah is aware of what you do. "Stand up," then stand up, and Allah will elevate those who believe among you and those who are given knowledge by a few degrees, and Allah is aware of what you do."*

The content of the verse above is very clear about the glory of the knowledgeable and those who teach knowledge to others, as well as the role of homeroom teachers in the learning process stimulatively or not separate from each other. When the homeroom teacher is demonstrating the subject matter, other roles are still carried out. The homeroom teacher still provides quality to students so that they always pay attention to what is being taught by the homeroom teacher, but at the same time the homeroom teacher still tries to maintain class conditions.

### 3. Homeroom Supervision in Shaping the Character of Students at SD IT Diana As-Saffa Islamic

Based on data exposure in the homeroom teacher supervision process in shaping the character of students at SD IT Diana As-Saffa Islamic, the findings of the research results, to achieve the

desired standards at SD IT Diana As-Saffa Islamic, can be seen from the atmosphere of students in the morning before entering the class holding dhikr first, after morning dhikr students are expected before entering the class to deposit memorising three Arabic or English vocabulary.

Then before carrying out the learning process, the teacher first gives advice to students, then invites students to deposit memorising the Qur'an according to a predetermined target. Here are the memorisation targets of students at Diana As-Saffa Islamic semesterly:

Table. 3. Semesterly memorisation target of students at SD IT Diana As-Saffa Islamic School

No	Levels	Semester I	Semester II
1	Class 1	An-Nas to Quraysh	Al-Fill to Al-Qadar
2	Class 2	Al-'Alaq to Al-Balad	Al-Fajr to Al-Buruj
3	Class 3	Al-Insyiqaq to At-Takwir	Abasa' to An-Naba'
4	Class 4	Al-Mursalat to Al-Mudatsir	Al-Jin to Nuh
5	Class 5	Al-Ma'arij to Al-Haqq	Al-Qalam to Al-Mulk
6	Class 6	At-Tahrim to As-Saff	Al-Mutahanah to Al-Mujadilah

The table above shows that the memorisation target of SD IT Diana As-Saffa Islamic students in a period of 1 year, for class I consists of 18 surahs, for class II consists of 12 surahs, for class III consists of 7 surahs, for class IV consists of 7 surahs, for class V consists of 4 surahs, and for class VI consists of 9 surahs.

Then the process of setting implementing standards is carried out by the principal, and then gathered to the entire board of teachers at SD IT Diana As-Saffa Islamic. As for handling problematic students, it is first resolved by each homeroom teacher, if they do not find a solution, they consult with the

guardian of the student, if they have not found a solution, they can be transferred to the field of student affairs, if the problem is also not resolved, then it is transferred to the principal.

Furthermore, in measuring the actual performance of students at SD IT Diana As-Saffa Islamic, it can be seen that when the teacher finishes providing learning, the teacher asks students about the understanding they get, when there are still many students who do not understand, the teacher will explain again. It is also seen that when finished providing material, the teacher conducts evaluation both orally and in writing to find out the extent of understanding obtained by students. While the time to conduct an evaluation other than during the exam once every three months, which is uncertain, depending on until the material discussed runs out. Furthermore, in conducting real implementation and comparing students at SD IT Diana As-Saffa Islamic, some of the characters of students in the school are polite, every morning the students will wait for the teacher to be greeted, they also speak politely and are also very orderly.

Furthermore, it can be seen from the way they make friends very well, and when the break time bell rings, students orderly go out for ablution, even when eating together students are not stingy to share with their friends. Researchers also saw students asking questions with polite speech, and did not forget to say thank you when they were helped. Students at SD IT Diana As-Saffa Islamic are also free from bullying whether rich or poor, they love each other the young and respect the older and respect each other's peers.

Each teacher provides an exemplary example first to students, then when carrying out the learning process always relates the material to religious values that students must apply in everyday

life. Meanwhile, in overcoming the problematic character of students, whether it is because of their association, environment, or lack of affection from parents, is by consulting with students who have problems, so that they can find solutions together for the good of students.

Then in taking corrective action at SD IT Diana As-Saffa Islamic, the actions taken by homeroom teachers will be different from other classes. Usually the action for students who play when they are about to pray will be reprimanded by the teacher, then advised, if they are still playing then the name of the student is recorded by the teacher on the board. This is done so that students whose names are recorded on the blackboard can repeat their prayers, so that it has a deterrent effect on students.

Then when students do not deposit memorising, the action taken by the teacher is to give advice and then repeat the memorising while standing. As for students who are late, usually the action given by the teacher is to collect garbage, and help friends who are responsible for class picket at that time. These actions are taken to teach students a sense of responsibility and discipline.

Furthermore, when supervising the character of students, the obstacles can be the thoughts of the guardians of students who are not in line with the homeroom teacher, the character of students who change when they are at school and at home, an unharmonious family environment, the existence of broken home students, and promiscuity. How to overcome these problems, homeroom teachers make parenting, or consult directly with the guardians of students face to face, and from heart to heart, so that the thoughts of homeroom teachers and guardians of students are united in shaping the character of better students, as Allah's word in Al-Qur'an Surat An-Nisa verse 9 which reads: "And

*let them fear Allah, those who should leave behind them weak children, whom they fear for their welfare. So let them fear Allah, and let them speak the truth."*

The content of the verse above Allah hints to humans that supervision plays an important role in achieving the goals of an activity or activity, especially in the world of education. With supervision, students will be able to know which actions are good to do, as well as those that are not good to do. then the supervisory function is not just control, seeing whether all activities that have been carried out are in accordance with the plan or program that has been outlined, but more than that it contains a broader understanding, namely a systematic effort to set standards for implementation with planning objectives, design feedback information systems, compare real activities with previously set standards, determine and measure deviations and take the necessary corrective actions to ensure that all organisational resources are used in the most effective and efficient way in organisational goals.

## Conclusion

Based on the research findings related to homeroom teacher management in shaping the character of students at SD IT Diana As-Saffa Islamic, the researchers can draw the following conclusions: (1) Homeroom teacher planning in shaping the character of students is massive, at the beginning of the new school year the homeroom teacher begins to prepare class administration, class rules that must be obeyed by students, then in terms of limiting targets, each homeroom teacher has different limits, then to collect and analyse information using a journal notebook that contains the character of students, and in carrying out the teaching and learning process the homeroom teacher has used learning

media; (2) The implementation of homeroom teachers in shaping the character of students is regular, to find out the character of students homeroom teachers consult directly with the guardians of students. Meanwhile, in helping to develop good character, supervising every time, and providing guidance and motivation to students, homeroom teachers provide exemplary examples such as speaking softly, politely, and giving advice, both in the learning process and in the SD IT Diana As-Saffa Islamic environment, and also homeroom teachers have guided students to become virtuous, responsible, honest, and helpful students; (3) Homeroom teacher supervision in shaping the character of students has been carried out effectively, what is done by the principal and homeroom teacher at the beginning of the new school year is to set implementation standards such as the target of memorising the Qur'an that must be completed before graduating, then conducting an evaluation after providing material to see the results of students, then homeroom teachers also prepare actions or punishments that are applied to problematic students such as those who come late are punished for picking up garbage. This action is taken to teach students a sense of responsibility and discipline.

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