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## The Homeroom Teacher's Approach as a Guidance Counselor in Building Student Character in an Elementary School

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### ABSTRACT

The purpose of this research is to find out the role of the homeroom teacher as a guidance counselor in building students' character in elementary schools. This type of research is qualitative research. Interviews were conducted homeroom teachers. This interview was on their approach in building student discipline character. The interview method was one-on-one. Then the data is presented in the form of excerpts from the interview results. The results of the research show that building the students' character is done through continuous guidance: directing students towards good deeds, convincing students of the importance of discipline, giving reprimands, and punishing those who violate school rules.

Keyword : Homeroom Teacher; Guidance and Counselor; Students' Character

### INTRODUCTION

According to Ratna Megawangi (2004) character education is an effort to educate children to be able to make decisions wisely and practice them deeply everyday life, so they can make a positive contribution to environment.

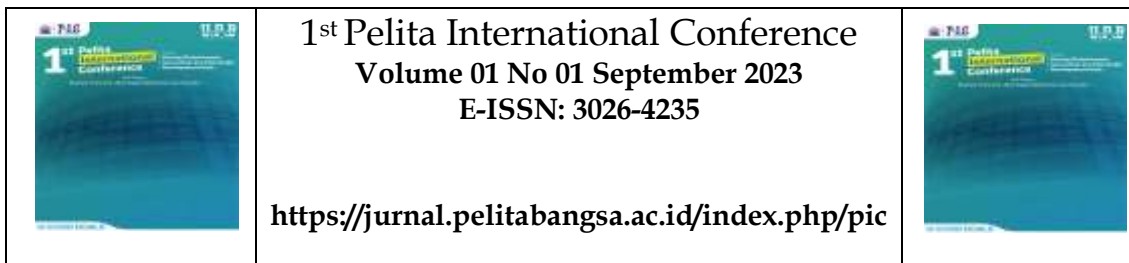
Education is very important for everyone to educate and develop potential within. By growing and developing each individual can have creativity, broader knowledge, good personality and be a responsible person.

The value of education cannot be separated from the formation of student character as an effort to improve students' intellectual quality. Character education that directly impacts students' emotional intelligence guides students to be able to manage themselves in every action which is a reaction to every challenge they face. The better students position themselves, the deeper the level of understanding of the situation at hand. So that in the character education curriculum it becomes an absolute prerequisite that will support students in forming their personality.

In Islam, the most important source of teaching and guidance is the Koran. As written in the word of Allah SWT below:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ  
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: "Call (people) to the path of your Lord with wisdom and good teaching, and argue with them in a good way. Surely your Lord, He is the one who knows best who has strayed from His way and He knows best who is guided."



In Surah An-Nahl: 125, Allah SWT ordered the people of the Prophet Muhammad SAW to go to the right path in a good way in accordance with the demands of Islam. Whoever wants to be knowledgeable, get education properly, wisely, and with good teaching.

Education is really needed by every human being so that the quality of life increases and they can carry out social activities in society Djamarah (2005). The implementation of guidance and counseling in schools will provide stability in student learning activity programs, especially with regard to character development and student discipline in learning.

The class teacher is an idol figure for students. Its existence as the heart of education cannot be denied. Whether education is good or bad depends on the teacher. The function of a teacher is not only as an educator, but also as a teacher, guide, advisor, reformer, model and role model, person, researcher, driver of creativity and generator of views. Teachers and students are two human figures who cannot be separated from the world of education. Where the teacher is, there are students who want to learn from the teacher. On the other hand, where there are students, there are teachers who want to provide guidance and guidance to their students. In simple terms, the homeroom teacher is a person who provides knowledge to his students (Djamarah, 2010).

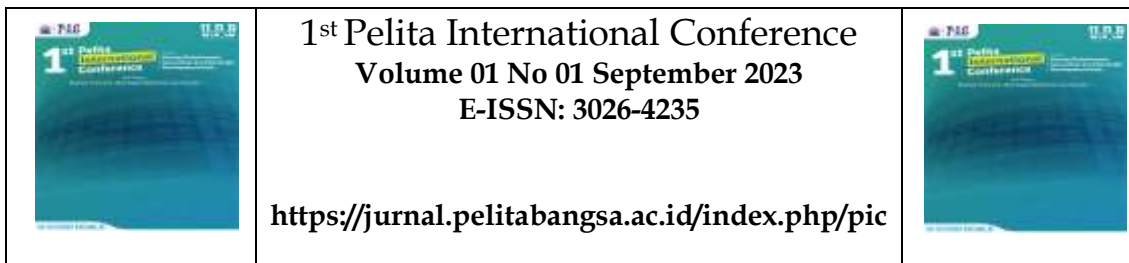
Counseling guidance teacher is a teacher who is given a task in a process of assistance to students in directing or integrating to overcome problems and go through critical periods experienced by their students so that the expected educational goals are achieved. The class teacher as a counseling guidance teacher is a person who is given guidance and counseling services, education as a whole that helps students in solving problems faced by these students.

Class teachers are obliged to take responsibility for the condition of their students. The class teacher is also responsible for disciplining students. Every problem faced by students is the responsibility of the class teacher to solve it using the methods applied by the school or those used specifically by the class teacher.

Masnur (2011) defines character as a person's nature in responding to situations morally, which is manifested in concrete actions through good, honest, responsible behavior respecting others. Meanwhile, Aunillah (2011) stated that character is very essential in the nation and state. Character acts as a "rudder" and strength so that this nation is not swayed. Character does not come by itself, but must be built and shaped to become a nation and have dignity. The formation of character in an individual will be very beneficial in his life in the family, school and community environment, both when he is still at school and after graduating from the level of education he attends.

Forming character is a lifelong process and an important part of educational performance. Character is a form of personality that is inherent in a person. Discipline in a broad sense is a reflection of the life of the nation and state society. Character education aims to encourage students to develop optimally as a whole person as part of individual, family and community life.

Character education is the responsibility of parents, schools and communities to prepare and develop students to become mature and intelligent intellectually, spiritually and socially. The teacher is the person most responsible for the character of children at school, because teachers are role models for students and shape the character of the students themselves. Good education will



most likely produce good students too. The reality is that students will imitate whatever their teacher does, and vice versa, if the teacher plays a bad role, the students will also behave badly. Class teachers as educators are anyone who deliberately influences others to achieve a better and more affective level of humanity.

In Islam, we are taught to have good morals, such as honesty, mutual assistance, responsibility, gratitude. The source of role models for the Islamic religion is the Prophet. He is called a perfect human because of his good character. Even he is the number one best man in the world.

Allah SWT said in surah Al-Ahzab Verse: 21

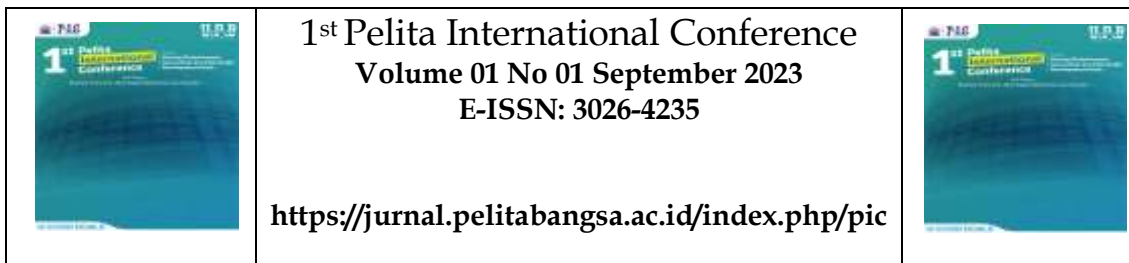
لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَآءَ وَذَكَرَ  
 اللَّهَ كَثِيرًا

Meaning: Indeed, there is in (the person of) the Messenger of Allah a good role model for you (namely) for those who hope for (the mercy of) Allah and (the coming of) the Day of Judgment and he mentions Allah a lot .

"Indeed, there is in (the person of) the Messenger of Allah a good role model for you" (QS al-Ahzab: 21). Allah SWT's message is very clear asking His people to imitate the Prophet Muhammad SAW. Even though we cannot match the morals of a prophet, we can learn how he lived in the era of ignorance.

According to the research results of Rosdiana and Kurniawan (2019). "The formation of student discipline character is through intracurricular, extracurricular, exemplary activities, habituation activities and involving students to represent the school in competitions. In intracurricular and extracurricular activities, there are rules and sanctions for students who commit disciplinary violations." In habituation the teacher gives an approach and emphasis to students which aims not to repeat actions with disciplinary violations.

The researcher found that the classroom teacher always introduced basic ethical values such as decency, honesty, and discipline. Class teachers can also instill good habits so that students are able to behave and act based on basic good ethical values and can also involve students in implementing the values of politeness, honesty and discipline. Based on the pre-research interviews conducted, it was found that there were still very few teachers with a background in counseling science, so the task of character building for students became a shared task. The process of transferring in-depth knowledge about character has not been effective, so students have not been able to implement character values well as stated in the study above. This is indicated by students showing bad behavior, for example bullying, acting impolitely with the teacher. It often happens that students fight the teacher during the learning process. It is also common for teachers to pay less attention to students when the learning process takes place in the classroom. In the classroom the teacher does not discipline the student's character so that the student is not polite to the teacher. Students often fight during class hours because of the teacher's lack of role in disciplining the class. Class teachers as guidance and counseling teachers seem to have not formed the character of students so that students lack discipline in learning. Referring



to the problems above, the researcher is interested in conducting research with the title "The Homeroom Teacher's Approach as a Guidance Counselor in Building Student Character in Elementary Schools"

## RESEARCH METHODS

This study uses a type of qualitative research. Qualitative research is naturalistic research because the research is carried out in natural conditions (Abdussamad & Sik, 2021).

According to Sukmadinata (2014) "Qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups."

The purpose of this study was to find out the role of the class teacher as a teacher. counseling guidance in building the disciplinary character of students in elementary schools. The techniques used in data collection in this study were observation, interviews and documentation.

Interviews were conducted with class teachers including Mr. Fahmi as homeroom teacher (grade 2 B), Mrs. Ratna as homeroom teacher (class 1A) and Mrs. Hana as homeroom teacher (class 1B). This interview was related to their approach in building student discipline character. The interview was conducted face to face. Then the data is presented in the form of excerpts from the interview results.

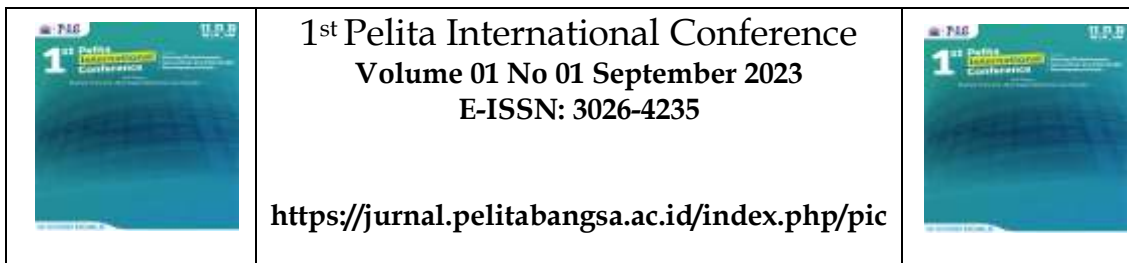
## RESEARCH RESULTS AND DISCUSSION

This research is a qualitative research conducted at MI Al-Istiqomah which is located in Banyusari, Karawang, namely in Kampung Mekarsari RT 001/005 Jayamukti Village, Banyusari District, Karawang Regency. MI Al-Istiqomah was founded on June 22 2022 by H. Sopyan Hadi. Spd.I.

The research was carried out from 7 August 2023 to 12 August 2023. This research is about the classroom teacher's approach as implementing guidance and counseling services in building students' disciplinary character. The data obtained comes from observation and interviews. Interview questions related to students' attitudes during the ongoing learning process as well as students' attitudes outside the learning process (when students are on break). Interviews were conducted with grade 1 & 2 teachers regarding their approach to building students' discipline character. The interview was conducted face to face. Then the data is presented in the form of excerpts from the interview results.

### Discussion of Research Results

The role of the homeroom teacher as the executor of guidance and counseling services in building the disciplinary character of students is to solve all related problems carried out by students at school and problems that affect student learning. If students have problems at school, the class teacher as a guidance and counseling teacher must provide motivation or advice for these students so that they change attitudes for the better (result of interview with Mr. F, one of the teachers). The teacher must carry out the guidance and counseling service so that any



problems faced by students can be anticipated as early as possible so that they do not interfere with the learning process.

Based on the results of interviews and observations conducted by researchers with students and class teachers, researchers found that the class teacher's approach as implementing guidance and counseling services has a major role in building students' disciplinary character. The class teacher's approach as a guidance and counseling teacher is to help develop a class atmosphere, teacher relationships and student-student relationships that support the implementation of counseling guidance services and provide opportunities and convenience for students who need guidance and counseling services or activities to participate in/undergo service activities.

The classroom teacher's approach as the executor of guidance and counseling services applies a personal approach method and is carried out continuously to students who are vulnerable to external influences. This is done to answer the needs of students to build the character of student discipline where time is limited and the service space is wide. With this method, the class teacher's approach as a guidance and counseling teacher looks very big when problems occur. In short the teacher uses the approach method. While prevention efforts are more emphasized on information services, where knowledge about moral values is carried out continuously to increase student knowledge.

Based on the results of the research conducted, the researchers concluded that the students of MI Al-Istiqomah understood character values quite well. Guidance services to students, with his approach as a teacher counselor can help students in solving the problems they are facing, both from problems that occur between students and their friends and students and teachers at school. In this case, the teacher also instills the character of discipline, responsibility, honesty, and tolerance to students. Of course, the planting of these characters is adjusted to the problems experienced by students as a whole.

## CONCLUSION

Based on the results of this study, it can be seen that the classroom teacher's approach as the executor of guidance and counseling services to the process of building student discipline character at MI Al-Istiqomah can be seen from the class teacher's approach as a guidance and counseling teacher, which is very important by proving that students' affective value income is very high above the criteria Minimum completeness of 95%.

The impact is that the class teacher as a guidance and counseling teacher seems active in the process of forming students' disciplinary character, this shows that the class teacher is able to touch the surface of the problem and is also able to take action to resolve it so that great prevention efforts are provided by the class teacher as a guidance and counseling teacher.

The impact on students is very large. With the information services provided, students have a good understanding, so that attitudes and behavior show a high level of student discipline towards teachers. Students in their play environment have formed a culture that is good for their character. An environment that is not free from disciplinary values can shape students' character to be more disciplined and this is the responsibility of the guidance and counseling teacher to



instill character values in students' personalities. This then becomes a special hope for class teachers as well as guidance and counseling teachers.

## SUGGESTION

The results of this study are expected to be utilized by class teachers as guidance and counseling teachers as an alternative in implementing counseling for students by paying attention to several things:

### 1. For Teachers

Teachers are expected to be the only counseling guidance for students with problems as the center for ongoing counseling guidance activities in the formation of character education to resolve the problems faced by students. As well as designing the counseling guidance process starting from the initial activities to the end of the counseling guidance process.

### 2. For Students

Students should be polite towards teachers who have taught them at school and be kind to their friends and also help each other if a friend is in trouble or needs help. Students must be honest both in doing assignments at home and making mistakes.

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