



The Role of the Class Teacher in the Development of Character Value in the National Education Perspective

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Abstract: The homeroom teacher is the main figure whose role is necessary for students to develop character. This is what encourages researchers to examine what kind of role homeroom teachers need to play in developing the character of their students. The research focuses on describing the role of homeroom teachers, from planning and guiding to instilling the values written in national education. The study in this research is to use a qualitative descriptive model. This research was carried out at SMPIT ARRAHMAH, with the research subjects being homeroom teachers, principals, and several student representatives in each class. After researching data analysis, it was found that the role of homeroom teachers in developing student character at SMPIT ARRAHMAH is to collect information related to students, conduct research on student development and progress, supervise students' daily activities, organize orientation activities, provide direction and motivation to students, organize and place students and monitor social interactions with other individuals, in implementing student character values by national education, namely religious values, honesty, politeness, discipline, independence, and responsibility. Then there are several problems homeroom teachers face in developing the character of SMPIT ARRAHMAH students, which come from the student themes themselves or the student environment.

Abstract: Wali kelas menjadi tokoh utama yang begitu dibutuhkan perannya bagi para siswa dalam mengembangkan karakter. Hal inilah yang mendorong peneliti untuk mengkaji peran seperti apakah yang perlu dilakukan oleh wali kelas dalam pengembangan karakter peserta didiknya. Dalam mendeskripsikan peran wali kelas mulai perencanaan, pemberian bimbingan, hingga menanamkan nilai-nilai yang tertulis dalam pendidikan nasional menjadi fokus penelitian. Kajian dalam penelitian ini ialah dengan menggunakan model deskriptif kualitatif. Penelitian ini dilaksanakan di SMPIT ARRAHMAH dengan subjek penelitiannya ialah wali kelas, kepala sekolah dan beberapa perwakilan siswa di setiap kelas. Setelah melakukan penelitian hingga analisis data ditemukan bahwa peranan wali kelas dalam mengembangkan karakter siswa di SMPIT ARRAHMAH ialah melakukan pengumpulan informasi terkait siswa, melakukan penelitian terhadap perkembangan dan kemajuan siswa, mengawasi aktivitas sehari-hari siswa, mengorganisir kegiatan orientasi, memberikan arahan dan motivasi kepada siswa, mengatur dan menempatkan siswa dan memonitor interaksi sosial dengan individu lainnya. Dalam mengimplementasikan nilai-nilai karakter siswa yang sesuai dengan pendidikan nasional yaitu ialah nilai religius, kejujuran, kesopanan, disiplin, kemandirian dan bertanggung jawab. Kemudian ialah beberapa permasalahan yang dihadapi oleh wali kelas dalam pengembangan karakter siswa SMPIT ARRAHMAH yang berasal dari diri siswa itu sendiri ataupun lingkungan siswa.

A. Introduction

Education has been designed as a means for every individual to gain knowledge in various aspects of his life. The meaning of education is to shape humans into good and intelligent people. So character education is presented as a major part of the education world that helps individuals be intelligent in academics, good at socializing, and know themselves. If character education is a treat in education, then the one presenting it is an educator. [Hidayat & Abdillah \(2019\)](#) state that an educator is responsible for the growth and development of their students and can guide their students to become someone better for their God, themselves, and others.

Character is born from the values understood by each individual so that the individual can manifest them as behavior ([Kartika, 2018](#)). Character is a positive behavior possessed by a person, not from birth but when a person can adapt well to the environment around him, so the desire to become a good human being arises. Character, or what is commonly referred to as character, character, or commendable morals, can distinguish a person from others. From the character of a person being able to form and develop the potential he has so that this potential can give birth to good behavior and habits not only for himself but for religion and Pancasila. Character education is a place for individuals to improve and strengthen themselves so that their role is also useful for the family environment and the environment around them. with this character education, students can sort and choose the cultures around them and whether the culture is worth following. This is why character plays a major role in human behavior, showing good potential as an individual for himself and others. Character education must be designed as well as possible by schools to create a good educational environment for the entire school community. Show good potential as an individual not only for himself but for others. Character education must be designed as well as possible by schools to create a good educational environment for the entire school community. Show good potential as an individual not only for himself but for others. Character education must be designed as well as possible by schools to create a good educational environment for the entire school community.

According to [Daryanes \(2022\)](#) Character education is all things that include intelligence, ability, and quality individual character so that they can build a better generation than the previous generation. Character education, according to [Marzuki & Khanifah \(2016\)](#), implementation of character values can be carried out both at school, at home, and so on. In this era, humans cannot be separated from their interactions with others. There are so many impacts that arise as a result of this technological advancement, which can lead to good or even bad. [Widiatmaka et al \(2023\)](#) state that humans are creatures that can never be separated from other individuals. [Fitri \(2017\)](#) stated that as time passes, humans will have a high sense of individuality due to technological advances. One of the impacts of this technological advancement is juvenile delinquency, drugs, violence, and even criminal behavior. At the current student age, criminal acts are known as brawls which have become a new cultural identity ([Basri, 2015](#)).

The population of Indonesia is a population that has the largest number of Muslims among other religions, so it is not surprising that many mosques have been built to accommodate the people worshipping Allah. However, we often find that the people in the mosque at every prayer time are parents. It is rare to see young people standing firm in their faith. This is clear evidence that character is not only useful in developing students' academic values, but character is something that comes from school as well.

In education, schools are trusted by human beings to assist parents in educating their children. So the teacher is someone who has rights and is responsible for the education of his students while at school. Guidance given by the teacher can be classical or individual, whether in or outside school (Uno & Lamatenggo, 2016). The teacher, as the person who has been dealing with students the longest, so that he can direct and foster, must be able to place himself in the right way. So education is the place that plays the most active role in helping students develop character because, for almost 6 to 10 hours, the teacher looks directly at his students.

Educators assigned to teach, guide and assist their students in learning and teaching, teachers or lecturers, young or old, as long as educators have good psychological abilities and can be accounted for, have the right to be recognized as educators. In schools, educators who are entrusted with providing character education to students are one of the homeroom teachers. Because the homeroom teacher has the responsibility to examine the progress and development of the students he fosters in terms of academic, social, and physical, where these aspects are directly related to the character possessed by students, in developing this character, the homeroom teacher needs to pay attention to the values that will be achieved in the student's character development strategy.

The homeroom teacher's role is the main focus in the study of character education because the homeroom teacher has an important role in helping schools manage the number of students to stay organized. This is why the homeroom teacher can be interpreted as nurturing, guiding, handling, protecting, and being responsible for helping students in their target class solve problems that interfere with assignments and development in their learning. Then the teacher can be considered an idol (Ridha, 2021) or a role model their students can emulate. This is why a teacher must have standards and a good personality for the environment around him, namely when the teacher carries out all the orders that his religion taught him, is responsible, disciplined, and carries out the values of character that can be role models for their students. Therefore, the habits taught by the homeroom teacher will affect student behavior (Octavia & Sumanto, 2018). A teacher, especially a homeroom teacher, is responsible for improving and developing his students' character.

In Soekanto (2017), the duties and roles that the homeroom teacher can give are to collect information related to students, organize group guidance sessions, conduct research on student development and progress (academic, social, physical), supervise students' daily activities, observe student activities at home, organizing orientation activities, providing direction and motivation to students with other individuals, collaborating with counselors to carry out sociometric and sociograms, working with counselors to conduct psychological

health checks by a team that has expertise in their field, identifying students who need support, and being directly involved in organizing special meeting (case conference).

The task above is a series of tasks that need to be carried out by the homeroom teacher to help the development of student character. These tasks will give birth to good character values for students during their development as students when they are at school or in their surroundings. From the role given by the homeroom teacher, character values are also born. Even so, instilling character is not only the teachers' task but all school members' tasks (Hulu, 2021).

Based on research conducted by Ramdhani (2020) at MtsN 2 Mataram, the role of the homeroom teacher has been carried out properly by the duties and responsibilities given. During the character development process at MTs N 2 Mataram, the homeroom teacher cooperates fully with the guidance and counseling teacher in dealing with problems that must be addressed or followed up. However, some of the roles that the homeroom teacher gives and character values cannot be carried out properly due to several things, such as naughty students, lack of interest in learning, and the environment around students.

Research that has been conducted by Kasmiasi (2018) regarding the role of the homeroom teacher in character development, which is located at West Sinjai 1 Public High School, shows a different thing, namely the homeroom teacher has carried out his role well, but there is a lack of firmness in the school in dealing with students who are not present in class without any explanation. Schools are unable to work together with parents because many parents work so that caring for children at home is only partially controlled by parental supervision.

Several studies have been carried out regarding the role of the homeroom teacher in helping students develop character so that the progress of a generation of people with character. So the character that is born from each individual must be in accordance with the values of the Ministry of National Education, which has been formulated into 18 character values so that they can be instilled in students through the role of homeroom teacher.

Related to this, the results of observations made at the research location, namely at SMPIT ARRAHMAH Depok, show that the level of character possessed by the students is good. This can be seen from the behaviors shown, such as discipline with the time that has been given by the school, obeying and respecting the teacher who is explaining, being diligent and responsible in coming to school, behaving politely when meeting guests who are present and have faith in everything that Allah SWT has ordained. One strategy that can be deployed in writing this study is a qualitative approach. The approach is to understand the subject in depth and naturally without any limitations but still pay attention to the findings needed, including the findings of facts in the field. In the approach to qualitative data collection, methods that can be carried out are interviews, observations, and analyses based on the results of existing documentation. In obtaining the validity of the data using three techniques, namely by checking the validity of the data, namely: extending participation, namely by conducting research that is not carried out once, observers are constrained by building good relationships with informants where the informants in this

study are homeroom teachers and training. Observation and performance analysis based on the results of existing documentation. In obtaining the validity of the data using three techniques, namely by checking the validity of the data, namely: extending participation, namely by conducting research that is not carried out once, observers are constrained by building good relationships with informants where the informants in this study are homeroom teachers and training. Observation and performance analysis based on the results of existing documentation. In obtaining the validity of the data using three techniques, namely by checking the validity of the data, namely: extending participation, namely by conducting research that is not carried out once, observers are constrained by building good relationships with informants where the informants in this study are homeroom teachers and training.

B. Method

In writing this research, it uses the results of research that has been done before, namely by using a systematic method through the results of existing research by searching for several journals and theses or some information obtained such as the internet or Google Scholar using keywords: The role of homeroom teacher, Character values, Student Problems.

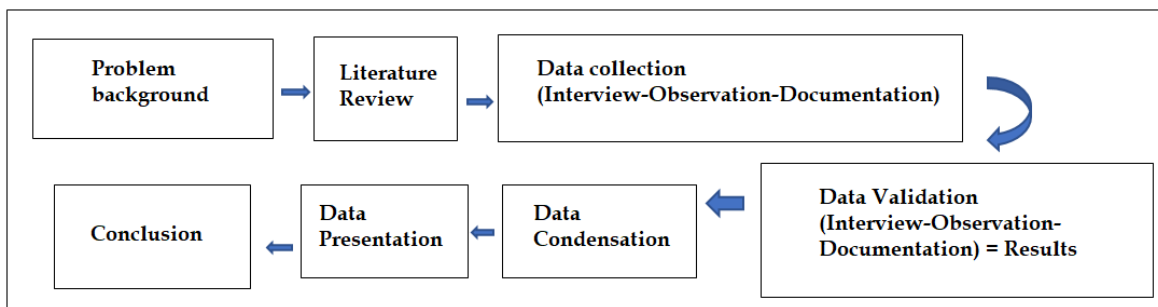


Figure 1. Research Flow

This study used a qualitative method involving data collection and analysis to obtain research findings. The data obtained is first arranged into words or sentences. The researcher is a key instrument. That is, if the researcher builds a distance from the existing reality of the research subject, the researcher will not get the facts.

This study aims to understand the reality that exists in society, namely by seeing the world as it is without judging what the world should be like. The descriptive method is the method used in the study in order to be able to describe what roles are given by the homeroom teacher in developing student character values in accordance with national education. Data sources in this study are in the form of words and steps. The rest is as additional data, such as documentation (Moleong, 2018). The data source comes from the selected subjects (Arikunto, 2007).

C. Results and Discussion

Results

As time goes by, SMPIT ARRAHMAH has its own existence in Depok. The plans that have been prepared in such a way show a school's struggle to compete with other schools in educating the nation's generations. One of the advantages that other schools need is that they are kept running to instill the advantages of an Islamic-based school background.

SMPIT ARRAHMAH can provide good learning services through educators who can participate in educating students. The most important role in helping students to understand character values can be a good role model, which is marked by the ability of the homeroom teacher to carry out his role as an idol or role model. This role is not only within the personal scope of students in improving academics, but more than that, all SMPIT ARRAHMAH homeroom teachers carry out all the points of their duties at school, starting from collecting information data related to students, conducting research on student development and progress, supervising student activities, organizing orientation activities, providing direction and motivation, managing and placing students and monitoring students' daily activities. In general, the role carried out by the homeroom teacher, namely in classes VII, VIII, and IX, has been carried out well. However, some difficulties cannot be avoided by homeroom teachers, namely when they cannot provide the services shown by a guidance and counseling teacher to their students regarding the problems they face.

In addition to the role of the homeroom teacher, the efforts made by the homeroom teacher and also the school in developing the right strategy for their students regarding the values that need to be instilled in each student. Of the eighteen values written in national education, some can be implemented and applied by homeroom teachers and even schools. This shows that within the scope of education, it is not only teachers and students who have a close relationship but the entire school community in supporting the achievement of a value inculcation strategy. Character. The character value that becomes the main character in SMPIT ARRAHMAH is religious value. The application of religious values are programs for reading *ratibul hadad*, *yaasiin*, and *dhuha* in congregation, fasting Monday-Thursday, and praying in congregation. Then the value of honesty is applied during exams or when carrying out daily activities. The politeness value applied by SMPIT ARRAHMAH has such a close relationship with religious values, one of which is when students shake hands with the opposite sex, the handshakes are not allowed to touch each other.

Even though students don't need to shake hands by touching the opposite sex, this still shows that student politeness is still well implemented even though they don't touch when shaking hands. Discipline is also the value applied by the homeroom teacher supported by the school, namely, not allowing students to leave the classroom without permission from the teacher. Not even far from religious values, this disciplinary value is also manifested during the *Dhuha*, *Zuhr*, and *Asr* prayers. If a student is caught violating or lying, the homeroom teacher will deal directly with the student's parents. The value of independence and responsibility cannot be separated from religious values in the character

development strategy at SMPIT ARRAHMAH, namely when in the tahfidzul qur'an subject, students must deposit their memorization without coercion and are even given the freedom to deposit in their spare time. If you are depositing memorization to the tahfidz teacher, students cannot ask for help from anyone except for their abilities. The value of independence and responsibility cannot be separated from religious values in the character development strategy at SMPIT ARRAHMAH, namely when in the tahfidzul qur'an subject, students must deposit their memorization without coercion and are even given the freedom to deposit in their spare time. If you are depositing memorization to the tahfidz teacher, students cannot ask for help from anyone except for their abilities. The value of independence and responsibility cannot be separated from religious values in the character development strategy at SMPIT ARRAHMAH, namely when in the tahfidz al-Qur'an subject, students must deposit their memorization without coercion and are even given the freedom to deposit in their spare time. If you are depositing memorization to the tahfidz teacher, students cannot ask for help from anyone except for their abilities.

From these values, it shows that the six values that have been applied to become homeroom and school strategies are directly related to students' religious values. From the role of homeroom teacher to the character values given, they are not without flaws. This deficiency is enough to become urgent for schools to immediately have teachers who are experts in their work, namely guidance and counseling teachers. The student problem that is also felt by the homeroom teacher at SMPIT ARRAHMAH is the disobedience of some students, and the homeroom teacher is the main alternative for dealing with these students even though the homeroom teacher cannot fully provide his role due to the need for assistance from the guidance and counseling teacher. Disobedience by students at SMPIT ARRAHMAH that needs to be handled by the homeroom teacher with the help of a counseling teacher is a student who is caught smoking during a class meeting and a student who rarely enters school without permission. In addition, the problem felt by the homeroom teacher was the lack of cooperation from parents and homeroom teachers, where students were often caught not fulfilling and obeying school rules because they received support from their parents. Even parents felt they were losing students when they were at home.

Discussion

1. The role of the homeroom teacher

A role is a series of actions taken by an individual in the context of an event that is carried out to help other individuals who require action from that individual. Another thing, as said by Soekanto (2017) states that the role is the position or status possessed by a person in carrying out his rights and obligations. So the role is a series of rights and obligations of a person in carrying out their duties. In this study, the intended role is the homeroom teacher responsible for carrying out his duties and responsibilities in improving students' character at school.

Homeroom teachers are personnel who have been appointed to be given the task of dealing with problems experienced by students in their target class (Soetjipto & Kosasi,

2009). Guiding by the homeroom teacher will be successful if the teacher carries out all his duties and obligations with a full sense of responsibility. So the task of a homeroom teacher is not only to know his students' personalities briefly. More than that, the homeroom teacher needs to know the parents' background of the student problems they face. If this can be done, then the objectives of learning and education can run well. According to Soetjipto & Kosasi (2009), The special role of a teacher is when he is the homeroom teacher because apart from serving as a teacher, he also serves as the manager of the class he is fostering. He is also responsible for providing assistance when students in the class need guidance.

From research with the role of the homeroom teacher at SMPIT ARRAHMAH can help students not only as a teacher who fulfills all the series of student progress in student academics more than the homeroom teacher knows all the progress that comes from the student's personality and social students to refer to the process of student academic progress. This is expected to be able to contribute all the potential human resources needed in his life in the future as a student, student to a good human being as a whole.

First, collect information related to students. The SMPIT ARRAHMAH homeroom teacher collects data on his students to find out the student data that the school has first. If the homeroom teacher feels that the student's biodata is incomplete, the homeroom teacher can collect it from students, either in writing or orally. The focus of the data taken by the homeroom teacher orally can be in the form of name, full address, place, and date of birth to parents' occupation. It is different from writing, and the homeroom teacher asks students to write down the feelings or problems that students are experiencing so that the homeroom teacher knows the conditions that their students are experiencing. It has been proven that the homeroom teacher is the first person students approach when they are facing a problem.

Second, Research the development and progress of students. Homeroom teachers at SMPIT ARRAHMAH have their way of seeing physically and socially whether their students are in good condition or not. In academic terms, the homeroom teacher at SMPIT ARRAHMAH pays attention to the assessment each semester. If there is a very drastic decrease, then the student will be faced with the homeroom teacher. It is from this academic review that the homeroom teacher will be able to find other developments that are being experienced by these students, both socially and physically. In social terms, the homeroom teacher will see in advance who his students' friends are in the group. The homeroom teacher even intervened by asking his classmates directly to find out who his students' group friends were.

Third, Supervise students' daily activities. The homeroom teacher is appointed by the school principal with the approval of the school principal himself and the homeroom teacher. This shows that the homeroom teacher must be ready to face every condition of his students. Even though the homeroom teacher does not provide teaching in every subject, the homeroom teacher still has to supervise what activities are taking place every hour that the students have. Evidently, teachers try to enter empty subject hours to provide information.

Fourth, Organizing orientation activities. Every student has the right to know every process that must be obeyed, carried out, and also done as a good student. This process is carried out so that students are right in determining the direction and understanding the purpose of each given lesson. The orientation carried out by each homeroom teacher at SMPIT ARRAHMAH is given in the form of new knowledge that students did not understand or did not understand before. This is done because SMPIT ARRAHMAH has a learning system that may be different for new students. For students climbing different grade levels,

Fifth, Provide direction and motivation to students. Humans live by words because words can revive some other souls to awaken themselves and continue to progress. Every student has the right to be concerned, whether in providing information or a sense of enthusiasm that the homeroom teacher transmits. The strategy is very appropriate if the school allows students to listen to the teacher's or friends' motivation. The program launched by SMPIT ARRAHMAH proves this to bring out morning motivation before students enter class hours in the hall.



Figure 2. Morning Motivation for SMPIT ARRAHMAH Student

Sixth, Organize and place students. The students in the class have the right to feel comfortable paying attention to every material their teachers teach. One of them is a comfortable and good sitting position. The homeroom teacher has full rights in the placement and also arranges the seating positions of his students as needed. The homeroom teacher at SMPIT ARRAHMAH also gives rights to their students to arrange their sitting positions according to what they all have agreed on, but the homeroom teacher will ensure that what the students have agreed on is good for the parties.

2. Implementation of character values in the Perspective of national education

Education in Indonesia certainly has supervision for good learning activities by applicable regulations. In a publication entitled *Guidelines for Implementing Character*, the Curriculum Center for the Research and Development Agency of the Ministry of National Education explains that 18 values shape character based on the results of an empirical study by the Curriculum Center. These values come from religion, Pancasila, culture, and national education goals (Putry, 2019).

The character values that have been arranged based on the four aspects can be described as follows:

Table 1. Student Character Values

No	Mark	Description
1	Religious	Attitudes and behaviors that exist in individuals when carrying out the teachings of the religion they adhere to
2	Honest	An attitude that is based on a student's self makes him a person who can be trusted in every action or deed
3	Tolerance	Attitudes and actions that each individual owns in respecting the differences in religion, culture, ethnicity, and the opinions of other people around him
4	Discipline	Behavior that describes a person's ability to obey and follow the rules and regulations that apply around him
5	Hard work	An attitude that shows that someone tries and carries out the responsibilities given to him
6	Creative	Behavior that everyone owns to produce findings or produce something that comes from within his mind
7	Independent	Attitudes or behaviors that are owned by everyone in believing in their abilities without waiting for action from others
8	Democratic	Attitudes that produce a person's way of thinking in carrying out actions and assessing something by obligations
9	Curiosity	Attitudes and actions that encourage individuals to explore and gain a deeper understanding of the topic being studied or faced
10	Spirit of nationality	A way of thinking or acting that places the interests of the nation and state above personal interests
11	Love the Motherland	Attitudes and actions that show loyalty and individual concern for the motherland
12	Appreciate Achievements	Attitudes and actions that respect and encourage cooperation with other individuals even though they have different religions, cultures, and opinions
13	friendly	Attitudes and actions that show joy in social interaction, working together, socializing, and making friends with the people around them
14	Love peace	Attitudes and actions that aim to create happiness and peace for others through the actions or behavior they take
15	Like to read	A habit that produces insights and creates policies so that thoughts or other new habits are born.
16	Care for the Environment	Attitudes and actions that seek to preserve the environment
17	Care for Social	Attitudes and actions that show a desire to give kindness to others who need it more than oneself
18	Responsibility	Attitudes and behaviors that show a willingness to complete existing tasks and obligations with full responsibility

The implementation of strategies that have been implemented in order to instill the character values written in the national education curriculum has been embodied into habituation by SMPIT ARRAHMAH, namely:

a. Religious values

Religion is a trait possessed by a person to obey God's commands on the religious teachings adhered to by that individual. In implementing the values of religious character in the learning process, the homeroom teacher of SMPIT ARRAHMAH Depok makes it happen in the daily activities of students, which have become a habit at school, such as reading *ratibul hadad*, *yaasiin*, *dhuha* prayers, obligatory prayers on time, fasting Monday-Thrusday, and also strengthening the faith of students through the eyes *tahfidz* lessons.

b. Honesty value

Honesty is one of the values that every individual must own, and from this attitude, a person can be trusted and also trusted by everyone. The homeroom teacher of SMPIT ARRAHMAH instills this honest character value attitude in students by turning on this honesty in every lesson. That is, when taking exams, students may not copy their friends and also may not look at books. Students also may not lie when they permit to leave class to teachers who are in the process of teaching.

c. Value decency

Polity is a trait or innate habit taught by people around individuals, one of which is parents. When at school, there will be new habits that arise from the rules that have been set. Schools, especially homeroom teachers, have a strategy for cultivating the habits of their students to be polite to anyone who is dealing with these students.

d. Discipline value

Discipline is a trait that needs to be owned by every individual in completing everything that he has to deal with in the time allotted. Discipline needs to be owned by every student because every task and even obligation ordered by the school must be done on time in accordance with the time that has been given. The SMPIT ARRAHMAH Depok homeroom teacher helps his students develop a civil character by arranging school entry schedules, break times, prayer times, and time to go home according to the time allotted. Likewise, assignments given at school or at home must be completed by students according to the time given by the subject teachers.

e. Independence value

SMPIT ARRAHMAH instills the value of independence. Namely, the assignments given by the teachers will certainly build independence. Individual assignments are either given at school or given to be done at home. One of them is the *Tahfidz* subject because, at SMPIT ARRAHMAH, students are required to have memorization, so they must be responsible for their memorization and also be independent because no one can help them when they are in front of the *tahfidz* teacher.

f. Responsible values

Responsibility is the nature or behavior possessed by an individual in carrying out the tasks that have been given or the burden that has been given to be completed. The homeroom teacher of SMPIT ARRAHMAH Depok, teaches the value of this responsible character by getting his students used to maintaining the facilities provided by the school,

completing the tasks given, and being responsible for accepting all the consequences that the student has violated.

3. Problems faced by homeroom teachers in character development

The meaning of problematics feels too harsh in its mention, a problem that can be interpreted as a problem or problem faced by humans. In the Indonesian Dictionary, a problem is a problem that still needs to be resolved so that problems arise (Kemendikbud, 2016). Problems are problems that occur in an individual's life and demand changes and improvements regarding unresolved problems (Wijayanti, 2017). In learning, if students face problems or problems they face, it will interfere with and hinder the learning process, so the student will likely fail.

In the success and achievement of the student character development process, 5 aspects need attention: the educational environment, family environment, habits, ideals, and social environment. This means that if these five aspects can work together to improve student character development, students' success in obtaining their goals as students are successful. On the other hand, if these five aspects do not work together, then the character development process will not be perfect according to the values written in national education.

Often problems are present in every individual's life with various scales that must be faced even on a different scale if different individuals face the same problem. So the problem is very natural if, in educational institutions, there are still various problems often faced by homeroom teachers. These problems certainly affect students, homeroom teachers, and even other teaching teachers due to a need for a more broad understanding of student character development. The problems encountered that often occur and are certain in every school have these problems, namely:

a. Student disobedience to the rules that the school has given.

Homeroom teachers are responsible for their students' ongoing discipline, but often this responsibility could be more valuable in the eyes of some students. The opposite of disobedience is obedience, deep WJS (Mardawani, 2015) Obedience, namely following the orders given and carrying out these orders as well as possible.

Student order and obedience in carrying out a series of duties as a student is to provide guidance from the homeroom teacher and counseling guidance teacher. However, some schools do not provide guidance and counseling to teachers. Hence, the homeroom teacher needs to take responsibility for developing character values alone, so it is not foreign to someone if there is no guidance and counseling teacher. The homeroom teacher's duties do not work perfectly. Guidance is given not only once or twice but continuously so that students get an idea of the consequences of their disobedience as students.

b. Lack of cooperation of parents of students

One of the duties of an educator is to serve all the needs and requirements that students need to have, not in material terms but in terms of broad-minded knowledge. Students' behavior changes cannot be separated from the role of parents while at home. So

the cooperation that needs to be carried out by the homeroom teacher with parents is an obligation for the achievement of student success.

Collaboration is an effort that is mobilized individuals together with other individuals in order to meet an agreement made by both parties in order to obtain the common goal of Slamet PH (Mumu et al., 2019). For the success of a good educational process, several things can help students achieve their progress to become exemplary students. One of them is the collaboration between the homeroom teacher and the parents at home. When students get the culmination of all their success as students, then the progress comes from the good character developed them and the obedience of these students in carrying out or realizing character values in real life. Often the homeroom teacher at SMPIT ARRAHMAH feels a difference that is very different from what the school has instructed their students to do. This difference refers to the lack of cooperation between parents to realize the school's orders.

The problems homeroom teachers face at SMPIT ARRAHMAH show that the awareness factor possessed by students becomes an obstacle to the character development carried out by their homeroom teacher in carrying out their duties. One of the environmental factors that surround students is the family, where it is found that parents teaching students are misunderstood to the point of being misused when there are differences of opinion between parents and homeroom teachers.

D. Conclusion

Based on the previous information and explanations, it can be concluded that the homeroom teacher's role in developing students' character at SMPIT ARRAHMAH Depok has been successfully implemented. Homeroom teachers have carried out various tasks such as collecting student data, researching student progress in aspects (academic, social, and physical), supervising students' daily activities, holding orientation activities, providing information and motivation, organizing and placing students, and monitoring social relations. Students with other individuals. The values contained in the development of student character

In developing student character, homeroom teachers at SMPIT ARRAHMAH Depok emphasize five characteristics: religious values, honesty values, politeness, discipline, and independence. Religious values are reflected in every activity organized by the SMPIT ARRAHMAH school. Honesty is reflected in students' actions not to cheat and speak honestly when asking permission from the teacher. The polite attitude of students is reflected in smiles, greetings, and greetings when interacting with teachers and guests at school. Discipline is reflected in timely attendance, completing and collecting assignments according to the set time, praying on time, and going home according to a predetermined schedule. The independence of students is reflected in carrying out daily tasks independently and having the courage to present the memorization of the Qur'an to the teachers who teach. The values that become the inculcation of character education give birth to other values, one of which is the religious value instilled by SMPIT ARRAHMAH, where

in this religious value, the values of independence, responsibility, and discipline will arise. Tahfidz, or memorizing verses of the Qur'an is one of the subjects that instills religious values. Suppose the students advance to deposit their memorization. In that case, an independent value will arise, namely advancing without the help of others because memorization is a subject, so students have a responsibility to complete the memorization they have. The values that become the inculcation of character education give birth to other values, one of which is the religious value instilled by SMPIT ARRAHMAH, where in this religious value, the values of independence, responsibility, and discipline will arise. Tahfidz, or memorizing verses of the Qur'an, is one of the subjects that instills religious values where if the students advance to deposit their memorization, an independent value will arise, namely advancing without the help of others because memorizing is a subject, so students have a responsibility in completing the memorization they have. The values that become the inculcation of character education give birth to other values, one of which is the religious value instilled by SMPIT ARRAHMAH, where in this religious value, the values of independence, responsibility, and discipline will arise. Tahfidz, or memorizing verses of the Qur'an, is one of the subjects that instills religious values where if the students advance to deposit their memorization, an independent value will arise, namely advancing without the help of others because memorizing is a subject, so students have a responsibility in completing the memorization they have.

As for suggestions that can be given during the implementation of this research process, future researchers who are interested in raising the title of the same problem are expected to examine the issues raised more deeply to become a topic title that emphasizes variables that are clearer and not too broad.

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