

Efforts Of The Home Class Teacher In Forming The Behavior Of New Students At The Miftahul Huda Al Wustho Boyolali Islamic Boarding School

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Abstract

The aim of this research is 1) To find out what efforts teachers make to shape the behavior of new students at the Miftahul Huda Al Wustho Boyolali Islamic boarding school for the 2023/2024 academic year. 2) To find out the obstacles in shaping the behavior of new students at the Miftahul Huda Al Wustho Boyolali Islamic boarding school for the 2023/2024 academic year. In this research the researcher used a qualitative approach with a descriptive approach. The setting for this research was carried out at the Miftahul Huda Al Wustho Boyolali Islamic boarding school. The researcher's data collection technique used three research methods, namely interviews, observation and documentation. The result and conclusion of this research are the homeroom teacher's efforts in shaping student behavior. It can be concluded that the homeroom teacher's efforts in shaping student character include: good school principal management. Teachers set examples for students so that students see and imitate them. Implement learning programs with adequate facilities so that students do not get bored. Carrying out worship activities such as dhikr, memorization and prayer. Always carry out evaluations of activities during learning so that existing problems can be immediately resolved. Factors that hinder teachers' efforts to shape student behavior are bad student behavior, parents who are indifferent to their children's conditions and student environmental factors. Apart from that, there are also supporting factors, so that these obstacles can be resolved, including teachers working together and adequate learning facilities.

Keywords: Teacher Efforts; Student Behavior.

Abstrak

Tujuan dari penelitian ini adalah: 1) Untuk mengetahui upaya

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apa saja yang di lakukan guru untuk membentuk perilaku siswa baru di pondok pesantren Miftahul Huda Al Wustho Boyolali tahun ajaran 2023/2024. 2) Untuk mengetahui hambatan-hambatan dalam membentuk perilaku siswa baru di pondok pesantren Miftahul Huda Al Wustho Boyolali tahun ajaran 2023/2024. Dalam penelitian ini peneliti menggunakan jenis pendekatan kualitatif dengan pendekatan deskriptif. Setting penelitian ini dilakukan di pondok pesantren Miftahul Huda Al Wustho Boyolali. Teknik pengumpulan data peneliti menggunakan tiga metode penelitian yakni wawancara, observasi, dan dokumentasi. Hasil kesimpulan dari penelitian ini adalah upaya wali kelas dalam membentuk tingkah laku siswa dapat disimpulkan bahwa upaya wali kelas dalam membentuk karakter siswa meliputi: menejemen kepala sekolah yang baik. Guru memberikan teladan pada siswa sehingga siswa melihat dan menirunya. Melaksanakan program pembelajaran dengan fasilitas yang memadai sehingga siswa tidak bosan. Melaksanakan kegiatan ibadah seperti dzikir, hafalan dan shalat. Selalu melakukan evaluasi kegiatan selama pembelajaran sehingga bisa segera mengatasi permasalahan yang ada. Faktor yang menghambat dalam upaya guru membentuk perilaku siswa adalah perilaku siswa yang tidak baik, faktor orang tua yang cuek dengan keadaan anaknya juga faktor lingkungan siswa. Selain itu juga ada faktor pendukung, sehingga hambatan-hambatan tersebut bisa terpecahkan diantaranya adalah guru-guru yang saling bekerja sama dan fasilitas pembelajaran yang memadai.

Kata Kunci: Upaya Guru, Perilaku Siswa

A. Introduction

Teachers are idol figures for students because their existence as the heart of education cannot be denied. Because the teacher can influence the good and bad in education. Because the task or function of the group is not only as educators but also as teachers, mentors, advisors, reformers, models and

role models (Sudarwan & (Eryanti et al., 2021)

In the context of character education, teachers are very important as figures who are idolized, because they are a source of inspiration and motivation (Sudarwan & Danim, et al., 2022) A teacher's attitude and behavior will make a deep impression on a student so that a teacher's character or words and

personality will become an example for his or her students.

Teachers and students are two human figures who cannot be separated from the world of education. Where there is a teacher, there must be a pupil or learner. And where there is a student, there is a teacher who wants to provide guidance and guidance to his students. Their positions may be different, but they are still compatible and in agreement, not in agreement but not in agreement (Syaiful Bahri Djamarah, 2010: 24).

Teachers occupy a very important position in the success or failure of behavior or character education. Because this education has the same essence as moral education or moral education. With teachers who are good role models, this education will be easy to build in an educational institution or school (Akhmad Muhaimin Azzet, 2013: 37).

Currently, there are many incidents that Indonesian students are showing, such as: being late for school, skipping school hours, not doing homework, and so on. Therefore, there is a need for innovation and motivation that can prevent these things from happening.

One way is through the formation of behavior that we often hear about character. This can foster attitudes such as responsibility, discipline, honesty and so on.

Behavioral or character education in Indonesia really needs to be developed considering the increasing number of brawls between students, or juvenile delinquency in general in big cities, or schools in rural areas because it is in line with global development (Sanjaya, 2002).

The formation of character in an individual will be very beneficial in life, whether in the family environment, in the school or community environment, both during education and after education.

Forming behavior or character is a lifelong process and a very important part of education. Behavior is a form of personality that is inherent in a person. Which will give rise to discipline in the sense that it is a reflection of the life of the people of the nation and state (Supardi, 2013). This means that from the description of a nation's discipline, it can be seen how high or low the level of national culture it has.

Character or behavior is a way of thinking or behaving that is unique to each human being to live and work together, both within the family, community, nation and state. Humans who behave well are individuals who can make decisions and are ready to take responsibility for the consequences of their decisions (Muchlas Samani, 2012: 2).

Related to character education in Islam. Recently, people are increasingly realizing the importance of character education or in Islam what is called noble moral education. Islam views that education is very important, especially in relation to understanding, utilizing and being grateful for the blessings of Allah SWT. Education and science are the light of human life so that human behavior can differentiate between what is good and what is bad. Because one of the conditions that allows humans to become devout and faithful is the human will to always think, which can be achieved and followed up from education.

Abdullah's previous research was entitled "Akhlak Teacher's Strategy in

Nature-Based Learning at MTs Muhammadiyah Blora."

The focus of the research in this thesis is the strategy for teachers of moral aqidah and nature-based learning. The research object is located at MTs Muhammadiyah Blora. The results of this study were carried out by the moral aqidah teacher at MTs Muhammadiyah Gowa, providing assistance to students. a teacher who utilizes nature provides guidance from the teacher to facilitate students in learning. The difference between this research and the current research is that the previous research discussed nature-based teacher strategies while the current research is about the homeroom teacher's efforts in shaping new student behavior.

The aim of this research is to find out what efforts teachers make to shape the behavior of new students at the Miftahul Huda Al Wustho Boyolali Islamic boarding school and to find out the obstacles in shaping the behavior of new students at the Miftahul Huda Al Wustho Boyolali Islamic boarding school for the 2023/2024 academic year.

B. Method

This research uses a qualitative descriptive analytical approach, namely data obtained such as observation results, interview results, photo shoots, analysis of field notes documents, compiled by researchers at the research location, not expressed in the form of numbers. The data is described according to a symptom of an event, an event that is occurring at the present time. So the aim of this researcher is to describe the symptoms of something related to all activities, trying to photograph events and happenings that are the center of his attention, to then describe or describe them as they really are. The problems of this research are problems that occurred during the research, so that the use of the findings of this research applies at that time, which is not necessarily relevant if used in the future (Nana Syaodih Sukmadinata, 2010).

The location of this research was carried out at the Miftahul Huda Al Wustho Boyolali Islamic boarding school, whose complete address is Pomahan Rt.03/Rw.02 Senting. Boyolali, Java Tengah, Indonesia 57376

while the subjects in this research were personnel at the Miftahul Huda Al Wustho Boyolali Islamic boarding school consisting of the head of the madrasa, teachers, head of administration, supervisors, madrasa committee and students.

C. Results and Discussion

The homeroom teacher's efforts to shape the behavior of new students at the Miftahul Huda Al Wustho Boyolali Islamic boarding school

Based on research at the Miftahul Huda Al Wustho Boyolali Islamic Boarding School, the homeroom teacher's efforts here are careful plans carried out and implemented by the teacher/homeroom teacher in organizing an effective and efficient learning process in order to achieve a learning goal. Based on the results of observations and interviews conducted by researchers at the Miftahul Huda Al Wustho Boyolali Islamic boarding school, the homeroom teacher's strategy in developing students' morals includes example. Based on the results of the researcher's observations, the principal's opinion regarding shaping student behavior is from the homeroom teacher who is a role model for his students and

everyone who considers him an educator. Because whatever a homeroom teacher/teacher does will be an example for his students and those around him, the personality that can be used as an example for students can be seen from his behavior and attention to his students and his attitude of togetherness. Based on an interview conducted with the principal at the Miftahul Huda Al Wustho Boyolali Islamic boarding school regarding the importance of the homeroom teacher's efforts on February 20 2024 at 10.00 he stated:

"The homeroom teacher/teacher is a role model for students, whether it is changes in thinking, behavior or actions." (principal, 20 February 2024).

The above was also confirmed by one of the homeroom teachers when interviewed in the teacher's room on February 20 2024 at 11.00 he said:

"We as homeroom teachers must set an example for the students. Apart from that, we have special homeroom meetings every 2 weeks, once a month, group activities for example cooking and extra 3 times a week to check the health of the students. Apart from that, it is also a habit of morning dhikr and motivation to be more enthusiastic in studying" (Homeroom teacher, 20 February 2024).

The students also emphasized that in an interview in class on February 20 2024, the student emphasized that.

"The activities carried out by the homeroom teacher in shaping the behavior of new students at the Miftahul Huda Al Wustho Boyolali Islamic boarding school, namely guiding morning remembrance activities, accompanying the murojaah per semester, changing letters in juz 30 from Surah An-Naba to Surah Al-Inshirah, then continuing on to the next. from Surah Al-Inshirah to Surah An-Nas, and a direct approach to students" (Student, 20 February 2024)".

Shaping students' character is the teacher's main task so that students do not make the wrong move and decide something. Therefore, the school has a program, where these programs were conveyed by the principal when interviewed in the principal's office on February 20 2024, he said:

"In organizing the school, the homeroom teacher has three people in charge, namely the curriculum section, tahfid BC (person in charge) and the homeroom teacher. They meet once a month and every day it is reported to each class who is late or has permission so that everything will be neat in the curriculum. It was held so that students had responsibilities and

for the first 40 days of the event they were not allowed to visit and they taught them etiquette for 40 days to learn and practice. The homeroom teacher's program of efforts to shape student behavior is through weekly and monthly meetings, every week he goes out with the homeroom teacher to approach new students. (Principal, 20 February 2024).

The above programs certainly require supervision, this was also emphasized by the school principal, he said:

"Supervision of students, namely by guiding the child so that he is not rude, then holding tutoring to help the child to learn so that it makes it easier for him to absorb knowledge even though he is academically lacking, so the Pondok helps him, namely by holding tutoring so that the child can pursue materials like other children." (Principal, February 20, 2024).

To increase the teacher's efforts in forming student character is by evaluating the course of activities at school. This was explained by the school principal:

"To increase the teacher's efforts in forming student character, namely evaluating, the teacher must be present 4 days before KBM. Evaluation is carried out at the end of the semester. The evaluation discusses the child's condition and its maximum

potential. "The supervision of the class teacher through Kesatrian for good deeds and the existence of respective halaqah for control and memorization in the boarding school are tested in the Curriculum during semester exams" (Principal, 20 February 2024).

On the basis of the findings of this data, researchers can conclude that the principal and teachers and homeroom teachers attach great importance to and require the homeroom teacher's efforts in shaping students' character which takes place in the classroom and in the field. Because these efforts are able to help teachers transfer the knowledge they have learned to children. Efforts that are often made are strategies related to role models and taking from the habits of the Prophet Muhammad SAW. (Kholifatun & Abdurrahman, 2022). Such as showing an honest, happy attitude, a store of knowledge, motivating so that the child's enthusiasm for learning is there and the child's boredom in learning disappears because the teacher is also active in carrying out what he says, not just back-talk. So if it is linked to several theories that have been quoted then the results are correct.

The homeroom teacher is a role model for his students and everyone who considers him an educator. Because whatever a homeroom teacher/teacher does will be an example for his students and those around him, the personality that can be used as an example for students can be seen from his behavior and attention to his students and his attitude of togetherness.

Based on the observations and interviews above, regarding how the homeroom teacher instills good character, such as:

- a. Teachers always behave in a noble manner.
- b. The teacher always behaves gently in class.
- c. Be patient in dealing with students and open to students, especially students who have problems.
- d. Always open yourself to students so that they can be a place to share in solving the problems they face.
- e. A teacher who is caring, kind and has good manners, how to dress, and has a broad perspective.
- f. Having a sense of empathy and caring towards students starts with small things and is a personality

that can be a role model for students and society.

- g. A teacher is a person who is imitated by students, whether from what the teacher says or does in front of his students. Despite all the efforts of homeroom teachers, staff and school principals in shaping students' character through several efforts implemented, there are still some students who may still be far from being said to be good in terms of character because not all students' lives are within reach of the school.

Inhibiting and supporting factors for homeroom teachers' efforts to shape the behavior of new students at the Miftahul Huda Al Wustho Boyolali Islamic boarding school for the 2023/2024 academic year.

The implementation of the homeroom teacher's efforts to shape the behavior of new students at the Miftahul Huda Al Wustho Boyolali Islamic boarding school certainly did not go smoothly, but there were also obstacles experienced by the homeroom teacher and the students themselves. The researcher conducted an interview with the principal, he stated that:

"The inhibiting factor for the homeroom teacher's efforts is that each of them has been studying a lot for only a year and a half. The feeling of motherhood is that there is the homeroom teacher's hope of completing it and what is hindering or constraining is that at 07.00 in the morning, if you don't run out in 15 minutes, God willing, you will be able to do it" (Principal, 20 February 2024).

Next, the researcher interviewed the homeroom teacher on the same topic, he expressed the opinion that:

"Inhibiting factors in the formation of new student behavior at the Miftahul Huda Islamic boarding school are lack of communication, habits that are formed and parental factors and child factors that are not serious enough" (Homeroom Teacher, 20 February 2024).

Furthermore, the researcher also interviewed one of the students, he said:

"The inhibiting factor in shaping the behavior of new students at the Miftahul Huda Al Husna Boyolali Islamic boarding school is friends who influence the existence of gangs of gossip and bullying" (Student, 20 February 2024).

Apart from the obstacles faced, the teacher's efforts in shaping student behavior also include adequate support to help overcome these obstacles. In an interview with the principal he said:

"One of the supporting factors for teachers' efforts to shape student behavior is all the Ustad and Ustadzah who contribute to the Miftahul Huda Islamic boarding school. Always support new students to become better, namely by having good morals" (Principal, 20 February 2024).

The homeroom teacher also conveyed the same topic, namely:

"Supporting factors in shaping the behavior of new students at the Miftahul Huda Al Wustho Boyolali Islamic boarding school are the existence of adequate facilities including: the Koran, the Shahabiyah story book, LCD media showing stories of friends who become role models and tadabur nature" (Class Teacher, 20 February 2024).

The above was also confirmed by one of the students, he said

"Supporting factors in shaping the behavior of new students at the Miftahul Huda Al Husna Boyolali Islamic boarding school are LCD books and homeroom teacher cooking which are always supportive and always motivating" (Student, 20 February 2024).

Obstacles to teacher efforts in shaping student behavior do not dampen teacher enthusiasm. We will always look for the right solutions. This was conveyed by the homeroom teacher, he said:

"The solution adopted by the homeroom teacher in overcoming obstacles in shaping the behavior of new students at the Miftahul Huda Boyolali Islamic boarding school is: telling the guardians to remind each other to always check on the students in carrying out the activities. It is expected from the Pondok, to reprimand and remind students as well as motivate the students to continue carrying out the activities at the Pondok" (Homeroom Teacher, 20 February 2024).

The above is also confirmed by the answer of one of the students on the same topic, namely:

"The solutions adopted by the homeroom teacher in overcoming obstacles in shaping the behavior of new students at the Miftahul Huda Boyolali Islamic boarding school are: gathering together with friends and homeroom teacher, gathering with friends and room teacher, showing friends' stories, motivating" (students, February 20, 2024).

From the description above, it can be concluded that there are two factors that hinder teachers' efforts to shape student behavior, namely bad student behavior, parents who are indifferent to their children's condition and student environmental factors. Apart from that, there are also supporters, so that these obstacles can be solved, including teachers working together and

adequate learning facilities. The solution used by the school to face these obstacles is by approaching parents and teachers, providing good examples, good learning that is relevant to students, and also motivating students.

Overall, this research illustrates that the Miftahul Huda Al Wustho Boyolali Islamic boarding school does not only focus on academic education, but also pays great attention to the formation of student character. Through a combination of structured programs, a personal approach, and a strict supervision system, they aim to create a learning environment that supports students' moral, spiritual, and social development. Thus, the homeroom teacher's efforts to encourage students to become individuals with good character and responsibility can be seen as a strong commitment to achieving a holistic and sustainable vision of education.

Efforts to overcome these obstacles remain serious. The homeroom teachers at this Islamic boarding school are looking for a solution by prioritizing open communication with parents, providing good examples, and continuously motivating students.

Adequate learning facilities, such as the Al-Qur'an, friends' story books, and LCD media that broadcast inspirational stories, also support the process of forming students' characters. This shows a strong commitment from the school to create a learning environment that is conducive to students' spiritual and moral development.

In the context of education at Islamic boarding schools, close relationships between homeroom teachers, students and parents are key in overcoming obstacles and supporting the process of student character formation. Through good cooperation between all related parties, including support from teaching staff and supporting facilities, the Miftahul Huda Al Wustho Boyolali Islamic boarding school tries to create an environment that is not only academic, but also oriented towards moral and religious values. This reflects their commitment to producing a young generation who is not only intellectually intelligent, but also has noble character and responsibility in everyday life.

D. Conclusion

The homeroom teacher's efforts

to shape the behavior of new students at the Miftahul Huda Al Wustho Islamic boarding school for the 2023/2024 academic year are by (a) being a role model for the students, (b) holding special homeroom meetings with the students in their class every two weeks, (c) holding events with the students, (d) routine checking of the class teacher with the students to ensure the health and order of the students, (e) motivating the students, (f) guiding every activity of the students, (g) cooperation between the class teacher and the students' guardians to remind each other and checking the activities carried out by the students, (h) reprimanding and reminding the students to stay on the right path, (i) holding gatherings between homeroom teachers and students, room teachers and students as a means of providing motivation and strengthening students (j) direct approach to protege.

The inhibiting and supporting factors for the homeroom teacher's efforts in shaping the behavior of new students at the Miftahul Huda Al Wustho Islamic boarding school for the 2023/2024 academic year are: (a) the

homeroom teacher is a mother at home who has responsibilities towards her family, so that sometimes in carrying out her duties as a homeroom teacher cannot be optimal, (b) lack of communication between the homeroom teacher and the students, (c) parents who are less communicative, (d) children who are less serious, (e) friends who have a big influence on the behavior of the students. Supporting factors: (a) contribution of ustadz and ustadzah, (b) support from all parties for the formation of good behavior of new students, (c) adequate facilities.

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