



Homeroom Leadership Style in the Learning Process

**Achmad Alif Rizal Fauzi, Edwin Tinda Kusuma, Anang Wijayanto,
Hana Catur Wahyuni, Eni Fariyatul, Okvi Maharani**
Muhammadiyah University of Sidoarjo, East Java, Indonesia, email: hanacatur@umsida.ac.id

Abstract: Leaders are in charge of determining where an organization will run. The leader is a sign, model, mover, and source of influence, who can control various activities and resources to achieve his goals. Leadership will produce a conducive work culture by encouraging member performance strategies to increase the work motivation of all organization members. This research aims to look at the homeroom teacher's leadership style in the learning process in grade 1 elementary school. The method used in this study is a qualitative method with descriptive analysis techniques. The result of this study is that the leadership style applied to grade 1 SD Antawirya is the modern leadership style of the boarding. This is considered from the concept of the Antawirya Elementary School, which adopts the boarding culture but does not forget the values of character development such as openness, flexibility, and good morals. However, the authors do not yet know how the influence of the modern leadership style of the boarding on student achievement. Therefore, the authors suggest that future researchers can further examine the influence of modern leadership by the homeroom teacher of SD Antawirya on student achievement.

Keywords: leader; leadership style; learning

INTRODUCTION

An association or organization always needs leaders to lead and give decisions on all opinions in an organization. Leaders aim to achieve the goals of an organization. A leader must have a firm attitude, be able to make plans, coordinate members and have a constructive vision and mission. Leaders are tasked with determining where an organization will go.

Leaders must have a leadership attitude. The leader is a sign, model, mobilizer and source of influence, who can control various activities and resources to achieve his goals. The ability to combine personality differences is a difficulty in itself. This is one of the duties of a leader.

Leadership is the key to an organization running effectively. Leadership will produce a conducive work culture by encouraging member performance strategies in order to increase work motivation of all members of the organization. If the work culture is strong, it will create a better organization.

Leadership will be everywhere every group of people gathers. It is undeniable, in the world of education there is also a need for leadership. In the world of education, leadership has a role in making plans for the ideal learning system as stated in the Basic Law, Law, Government Regulations, or other regulations related to the implementation of the national education system (Armansyah, 2022). Therefore, in the world of education, leadership is needed that can achieve learning goals on a national scale to advance an educational organization.

Each leader or individual is a human being who has different traits from other individuals. Therefore, the nature of leadership is also different. This is also called leadership style. Leaders and leadership styles are two things that are inherent and inseparable. A good leadership style will determine the effectiveness and efficiency of the leader in leadership. From there will be seen the work culture created by the leadership style of a leader. A leader is someone who has goals and actions together with group members using certain means. This leadership style is needed by a leader in order to complete tasks effectively and efficiently.

In the world of education, the leadership process can be applied to every individual, including principals, teachers, and students. Homeroom teacher is a teacher who deals directly with students so that his leadership character must be able to coordinate students to achieve learning goals. The homeroom teacher's leadership style greatly determines the achievement of the learning objectives of the class students. Homeroom leadership styles vary, depending on how the leader thinks about the most effective way to achieve a learning goal.

Similarly, the leadership style for elementary school students, where the members led are children who still like to play and it will be difficult to understand how the learning goals should be achieved. Therefore, a homeroom leadership style is needed that can approach, coordinate, and guide elementary school students to achieve learning goals (Hilmy, 2019).

Further research conducted by Lola and Tasman (2021) with the title Transformational Leadership in Islamic Education concluded that transformational leadership is a strong supporter of improving the quality of an educational institution. Evolving thinking requires knowledgeable leaders so that every member of the organization can thrive. Transformational leadership is one solution that can create a generation of leaders to help society progress. The application of change leadership in Islamic educational institutions is

another way to encourage the development of Islamic education to develop faster (Fadilah & Hamami, 2021).

Another study conducted by Besse Mattayang (2019) entitled *Types and Leadership Styles* concluded that leadership styles will change according to the characteristics led or in accordance with developments over time.

Based on this, this study aims to see how the homeroom leadership style in the learning process in grade 1 elementary school. The research location is at SD Antawirya Junwangi, Kwangen, Junwangi, Krian District, Sidoarjo Regency, East Java.

LITERATURE

Leadership is an individual who can influence a group of people aiming to achieve a common goal (Siti Havizah et al., 2015). Leadership is the ability to influence others to cooperate in achieving set goals (Asmawiyah, 2019). While leadership style is a way that individuals carry out their responsibilities in taking on leadership roles or taking on internal management roles to lead their members (Mattayang, 2019). Leadership style is the way leaders influence, direct, motivate, and control subordinates in a certain way, so that subordinates can complete tasks effectively and efficiently (Siagian, 2018). One leadership style is modern leadership which has the characteristic of dexterity that a leader has in responding to every change in times (Hilmy, 2019).

The task of a leader is to coordinate members so that they can walk side by side in achieving a learning goal with enthusiasm and motivate members to realize their goals (Purwanto et al., 2020). In a learning community, the role of the teacher as a leader in the classroom is very important in character building in students, character building will help students develop positive values, attitudes and behaviors (Yandri, 2022). Character education needs to be instilled early (Suryaman & Karyono, 2018). Religious values that can be instilled in boarding students are morals, discipline, example, and trustworthiness (Zaifatur Ridha et al., 2021).

METHOD

The research method used in this study is qualitative descriptive. Qualitative research is a research method used to find out more in-depth objects where the research instrument used is the researcher himself. Descriptive research is a study intended to obtain information about a particular topic or describe facts based on a certain point of view at the time the research is conducted (Abdullah K, 2017). This research was conducted at SD Antawirya

Junwangi, Kwangen, Junwangi, Krian District, Sidoarjo Regency, East Java. The choice of SD Antawirya is because this school adopts a unique educational concept which combines national education, boarding, and Javanese culture in daily activities.

The data collection technique was obtained through direct interviews with questions that had been prepared by researchers with the Homeroom Class 1 of SD Antawirya and observations made directly by the author by visiting SD Antawirya. The existence of resource persons in this study is also a respondent or key informant in the study. This key informant was chosen because the person was considered to have a detailed understanding of homeroom leadership.

The data obtained from the study are primary data and secondary data. Primary data is data derived from interviews with sources. While secondary data is data that supports the existence of primary data such as journals, books, and websites. The data obtained will be analyzed descriptively to find a conclusion.

DISCUSSION

From interviews conducted by researchers with grade 1 homeroom teachers of SD Antawirya, it shows that the homeroom teacher's leadership style greatly affects the learning goals of grade 1 students. This is in accordance with the opinion of the Homeroom Mother of Class 1 SD Antawirya, that:

“The role of the homeroom teacher as a leader or parent in the school with the method or style possessed by the homeroom teacher will determine student success. Because there is no control from the homeroom teacher in the application of leadership, as well as the way the homeroom teacher influences students. My attitude in teaching or my procedures in delivering material to grade 1 elementary school students who in fact they are still very early to learn the material contained in the curriculum makes me think about how to deliver well so that the material can be accepted and learning objectives can be achieved.”

Added by Grade 1 Homeroom Mother of SD Antawirya:

"It is a difficulty for elementary school educators to have extra patience so that students can achieve their learning goals. Moreover, our school is a school that applies religious values or boarding. So, religious values need to be applied to female students since grade 1 elementary school which is the beginning of their adjustment to be in the boarding environment. Every day, religious activities are carried out by the students with supervision and guidance from their respective homeroom teachers. Starting from the moment they enter school in the boarding area, the students greet and greet the teachers, pray and muroja'ah in the morning after the bell rings to enter their respective classes, to the duha prayer agenda which is held alternately at each class level."

The manifestation of organizational culture due to the leadership of Class 1 Homeroom at SD Antawirya is by applying Islamic religious culture in daily activities. This is supported by the statement of the Homeroom Mother of Class 1 SD Antawirya, that:

"The activity began when entering the school gate, the teacher and homeroom teacher were on standby to shake hands with the students, then there was reading a short letter for grade 1 and other classes doing tadarus Al Qur'an, then praying to start learning in the first hour and end learning at the end of lessons, then duha prayers which were carried out on a scheduled basis. For grade 1, duha prayers are scheduled on every day. Then the next is the duhur prayer and ashar prayer led by the religious teacher. However, because grade 1 students are still not puberty, they pray in their respective classes with the habit of reading prayers properly and correctly."

Religious activities need to be instilled in a religious institution in order to form a strong religious culture. In addition, at SD Antawirya, the cultivation of religious values is used to strengthen the enthusiasm and motivation of all members or educators and education staff in the school. The cultivation of religious values is also used to shape the character of students to have a character that instills strong religious values. This strong religious value is the image of a school which is an educational institution that prioritizes religious values but should not reduce other conventional subjects. Religious values that can be instilled in boarding students are morals, discipline, example, and trustworthiness (Zaifatur Ridha et al., 2021). This is in accordance with the explanation of the Homeroom Mother of Grade 1 SD Antawirya, namely:

"Being a homeroom teacher for grade 1 is the most important step because it is with me that they will be first introduced to boarding life that prioritizes religious values. For this reason, I always apply the values of discipline, the value of courtesy, religious values, and also of course social values so that they can still establish good relations with fellow humans. And most importantly, grade 1 children can study comfortably because they are full day home in the afternoon."

Character education needs to be instilled early (Suryaman & Karyono, 2018). Therefore, it is necessary to adjust the character of boarding with the development of this increasingly modern era. Being a homeroom teacher means also having to apply leadership traits to the members. The member in question is a grade 1 student of SD Antawirya. The task of a leader is to coordinate members so that they can walk side by side in achieving a learning goal with enthusiasm and motivate members to realize their goals (Purwanto et al., 2020). This was further explained by the Homeroom Mother of Class 1 SD Antawirya, where:

"I always instill an open, flexible, independent, but still charismatic attitude. Where this is in accordance with Islamic teachings applied in boarding. Grade 1 students must be able to be open, for example, willing to accept input from others, independent, that is, able to do simple work such as rubbing, preparing their own food, having a willingness to learn and motivation from themselves, and also still have good manners and religious obedience. There needs to be adjustments so that students besides being smart in religion can also socialize and appreciate differences. I always apply this daily to students so that they can be accepted in the outside community later."

Added by the Homeroom Mother of Class 1 SD Antawirya, that:

"Of course, our obligation in this world is not only to be obedient humans to worship Allah SWT. But also, as a good citizen. Good citizens have an obligation to respect the differences of every human being in order to live safely side by side without any quarrel. This character education starts from childhood where in this elementary school grade 1 becomes the first class they will use to learn to respect their fellow humans. If in grade 1 they can adjust to the education applied, then in the next class they will also easily accept other differences that they may encounter."

Modern culture means a culture that thinks broadly ahead and can appreciate differences in the community. Along with the times, of course, each individual will not be separated from the help of other individuals. Therefore, it is necessary to instill the character of students who are open and flexible so that they always apply it as a culture or habit that is applied daily both at school and at home.

With the results of the interview above, it can be drawn a thought that the homeroom teacher of grade 1 SD Antawirya uses the modern leadership style of boarding. This leadership style adopts modern thinking that is open, independent, and flexible as well as boarding thinking that is obedient to religious teachings. Modern leadership is characterized by the dexterity of a leader in responding to every change in the times (Hilmy, 2019). Dexterity is a quality of leader character that will make him able to see the changing times. Therefore, this leadership style is considered suitable to be applied in grade 1 elementary school learning where they are the new generation as the successors of the nation and religion that need to be educated according to the era they are currently experiencing.

CONCLUSION

From the research that has been done, the leadership style applied to grade 1 SD Antawirya is the modern leadership style of boarding. This is considered from the concept of SD Antawirya itself which adopts boarding culture but does not forget the values of character development such as open, flexible, and charismatic. However, researchers do not yet know how the influence of the modern leadership style of boarding on student achievement. Therefore, the author suggests that further researchers can further examine the

influence of modern leadership carried out by grade 1 homeroom teachers of SD Antawirya on student achievement.

BIBLIOGRAPHY

- Abdullah K. 2017. *Berbagai Metodologi dalam Penelitian Pendidikan dan Manajemen*. Gunadarma Ilmu.
- Armansyah, A. 2022. Gaya Kepemimpinan Wali Kelas Dalam Perspektif Psikologi. *JURNAL HURRIAH: Jurnal Evaluasi*. Vol 3(1), 34–47.
- Asmawiyah. 2019. Gaya Kepemimpinan Dan Budaya Organisasi: Pengaruhnya Terhadap Kinerja Karyawan. *Movere Journal*. Vol. 1(2), 150–163. <https://doi.org/10.53654/mv.v1i2.57>
- Fadilah, L., & Hamami, T. 2021. Kepemimpinan Trasformasional dalam Pendidikan Islam. *Edukatif: Jurnal Ilmu Pendidikan*. 3(6), 4186–4197. <https://doi.org/10.31004/edukatif.v3i6.1381>
- Hilmy, M. 2019. Kepemimpinan Modern Berbasis Karakter Pesantren. *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*. 7(2), 89–106. <https://doi.org/10.15642/jpai.2019.7.2.89-109>
- Mattayang, B. 2019. Tipe Dan Gaya Kepemimpinan: Suatu Tinjauan Teoritis. *JEMMA / Journal of Economic, Management and Accounting*. 2(2), 45. <https://doi.org/10.35914/jemma.v2i2.247>
- Purwanto, A., Tukiran, M., Asbari, M., Hyun, C. C., Santoso, P. B., & Wijayanti, L. M. 2020. Model Kepemimpinan di Lembaga Pendidikan: A Schematic Literature Review. *Journal of Engineering and Management Science Research (JIEMAR)*. 1(2), 255–266. <https://journals.indexcopernicus.com/search/article?articleId=2660964>
- Siagian, T. S., & Khair, H. (2018). Pengaruh Gaya Kepemimpinan Dan Lingkungan Kerja Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Intervening. *Maneggio: Jurnal Ilmiah Magister Manajemen*. Vol. 1(1), 59–70. <https://doi.org/10.30596/maneggio.v1i1.2241>
- Suryaman, S., & Karyono, H. (2018). Revitalisasi Pendidikan Karakter Sejak Usia Dini di Kelas Rendah Sekolah Dasar. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*. Vol. 27(1), 10–18. <https://doi.org/10.17977/um009v27i12018p010>
- Zaifatur Ridha, SyahPutra, I., & Putra, M. S. (2021). Gaya Kepemimpinan Kepala Madrasah Dalam Membangun Budaya Berorganisasi Peserta Didik Di MTs.N 2 Langkat. *Cybernetics: Journal Educational Research and Sosial Studies*. 2(April), 1–10.

Yandri, A. 2022. *Pendidikan Karakter : Peranan Dalam Menciptakan Peserta Didik yang Berkualitas.* [Online] Tersedia: <https://gurudikdas.kemdikbud.go.id/news/pendidikan-karakter-:-peranan-alam-menciptakan-peserta-didik-yang-berkualitas>