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The Role of Homeroom Teachers in Instilling Educational Values in Students

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nrhmdhmurotul@gmail.com**Abstract**

This study aims to describe the role of homeroom teachers in instilling educational values in students and identify challenges faced in implementing them in the school environment. This study used a qualitative approach with a descriptive research type. Data were obtained through semi-structured interviews using WhatsApp written messages with two homeroom teachers as informants. The collected data were analyzed through the stages of data reduction, data presentation, and conclusion drawing. The results show that homeroom teachers play a crucial role not only in academic aspects, but also in fostering attitudes, behavior, and social and emotional development of students. The instillation of educational values is carried out through role models, habituation, a personal approach, and linking values to real situations in everyday school life. The values instilled include discipline, responsibility, honesty, courtesy, cooperation, caring, religiosity, independence, and enthusiasm for learning. The research findings also indicate that the success of instilling values is more influenced by ongoing interaction between homeroom teachers and students than by formal learning methods alone. Obstacles faced by homeroom teachers include differences in student character, family background, and environmental influences outside of school. This study concludes that the role of homeroom teachers who are humane, consistent, and supported by cooperation between the school and family is a key factor in the success of instilling educational values in schools.

Keywords: Homeroom Teacher, Educational Values, Character Education, Students.

1. INTRODUCTION

Education is a process that focuses not only on academic achievement but also on the formation of students' values and character. Schools have a significant responsibility to help students develop discipline, responsibility, honesty, and the ability to socialize in a healthy and ethical

manner. These educational values are not formed instantly, but rather through a process of habituation, role modeling, and ongoing interaction between students and educators within the school environment. Therefore, values education is an integral part of the overall learning process in formal schools (Hendriyani et al., 2022; Wahid, Herlambang, Hendrayani, et al., 2022).

In the context of formal education, teachers play a crucial role in instilling educational values in students. Teachers function not only as transmitters of subject matter but also as role models, mentors, and figures who influence students' attitudes and behavior in their daily lives. Intense interactions between teachers and students enable the natural internalization of values through learning and school activities. Research by Sari (2023) shows that teachers instill character values through learning strategies, role modeling, and habituation integrated into classroom activities. These findings confirm that the process of values education runs parallel to and cannot be separated from the academic learning process (Wahid, Herlambang, Nuryani, et al., 2022; Yunansah et al., 2022).

One of the teachers with the most intense relationship with students is the homeroom teacher. Homeroom teachers interact directly and continuously with students, both during learning activities and in daily school life. This position makes homeroom teachers central figures in guiding students' academic, social, and emotional development. Putri & Dasalinda (2023) explain that homeroom teachers play a strategic role in developing students' character values because they are the figures who best understand students' academic, social, and emotional conditions. This close relationship makes homeroom teachers effective in instilling educational values on an ongoing basis.

Homeroom teachers instill educational values not only through advice or written rules, but also through habituation, personal approaches, and role models in daily school life. Homeroom teachers are expected to be concrete examples for students in their attitudes and actions. However, in practice, instilling educational values is not always easy. Arianto et al. (2023) revealed that teachers face various challenges in instilling character values, such as differences in student backgrounds, pre-existing habits, and environmental influences outside of school. Therefore, homeroom teachers are required

to have flexible strategies and be able to adapt their approach to the diverse conditions and characteristics of students.

In addition to behavioral aspects, the role of homeroom teachers is also closely related to the development of students' social and emotional aspects. A positive emotional relationship between homeroom teachers and students is an important foundation for the internalization of educational values. Yusra & Darmiyanti (2024) emphasized that homeroom teachers play a role in supporting students' emotional well-being through attention, communication, and closeness established in the classroom. This emotional support makes students feel safe, valued, and more open to receiving guidance and the values instilled by the homeroom teacher.

Instilling educational values also requires collaboration between homeroom teachers and other parties in the school. Collaboration with subject teachers, educational staff, and parents is a supporting factor for the success of values education. Setyaningrum & al. (2025) explain that classroom teachers can instill character education through a social guidance and counseling approach, so that educational values are not only cognitively understood but also manifested in students' daily behavior. Meanwhile, Febriola (2025) emphasizes that teachers have a crucial role in instilling the values of rights and obligations in students by cultivating a sense of responsibility and discipline in the school environment.

Although various studies have discussed the role of teachers and homeroom teachers in character education, there remains a research gap regarding how homeroom teachers implement their role concretely in instilling educational values in students in the daily context of school. Some studies emphasize the concept or outcomes of character education, while studies that in-depth describe the experiences, strategies, and challenges of homeroom teachers in daily practice are still limited.

Given these conditions, the novelty of this research lies in its attempt to directly

describe the role of homeroom teachers. in instilling educational values in students, including the forms of roles, strategies used, and obstacles encountered in practice. This research is expected to provide a concrete picture of the practice of values education in schools and serve as a reference for

2. METHOD

This study employed a qualitative, descriptive approach. This approach was chosen to obtain an in-depth understanding of the role of homeroom teachers in instilling educational values in students, based on their experiences and practices within the school environment. Data collection was conducted through online interviews using WhatsApp messaging. The interviews were semi-structured, with the researcher preparing a list of questions as a guide while still allowing the interviewees to provide free and in-depth answers.

The use of WhatsApp interviews was chosen due to time and access constraints, and to allow the interviewees to provide written, reflective responses. The data source for this study was primary data obtained directly from the homeroom teachers, who served as research informants. Homeroom teachers were chosen as informants because they play a direct role in mentoring students and are actively involved in the process of instilling educational values at school. The selection of informants was purposive based on the suitability of their roles to the research focus. The type of data used in this study was qualitative data, consisting of statements, opinions, and experiences from the interviewees, obtained from written interviews.

This data was then documented in the form of screenshots or copies of the conversation texts for analysis. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. Data reduction involved selecting data relevant to the research focus. The data was then presented in descriptive form for ease of understanding. The final stage was

educators in increasing the effectiveness of instilling educational values. The purpose of this study is to describe the role of homeroom teachers in instilling educational values in students and to identify the challenges faced in its implementation.

drawing conclusions, which involved summarizing and interpreting the data to address the research objectives.

3. RESULT & DISCUSSION

Result

The results of this study were obtained through interviews with two homeroom teachers who served as research informants. The data presented are the result of direct interviews and are organized based on the research questions.

Experience as a Homeroom Teacher

Based on the interview results, Homeroom Teacher 1 stated that he was relatively new to serving as a homeroom teacher. Resource person 1 explained that when he first started teaching, he served as a duty teacher, then during the current academic year, he was appointed as the homeroom teacher (N1). Meanwhile, Resource person 2 stated that he began teaching classes in 2021 as a substitute for a teacher who was ill. Resource person 2 explained that he assumed the full-time role of homeroom teacher after completing his university education the previous year (N2).

The Homeroom Teacher's Role in Learning Activities and Student Development

Interview results indicate that homeroom teachers not only play a role in managing students' academic activities but also assist them in aspects of attitude, behavior, and emotional development (N1). Furthermore, homeroom teachers also play a role in guiding students during the learning process in class and acting as motivators, facilitators, mediators, and role models for students, creating a positive classroom atmosphere and supporting effective student learning (N2).

The Homeroom Teacher's Role in Instilling Educational Values

Based on the interviews, homeroom teachers play a significant role in instilling educational values in students. Due to the higher frequency of interaction compared to other teachers, students more easily imitate the behavior of the homeroom teacher (N1). Interviewee 2 stated that the homeroom teacher acts as a second parent to students at school. The homeroom teacher plays a role in creating a conducive classroom atmosphere, providing encouragement and advice to students, acting as a communication bridge between students and parents, and acting as a mediator in resolving disputes between students (N2).

Educational Values Instilled in Students

Interview results indicate that the educational values instilled in students include discipline, responsibility, honesty, courtesy, cooperation, and concern for others (N1). In addition to these values, the homeroom teacher also instills mutual respect, religiousness, independence, and a passion for learning so that students develop good character and are prepared to face challenges in the school environment and outside of school (N2).

Strategy for Instilling Educational Values

Based on the interview results, the strategy for instilling educational values is carried out by linking these values to real-life situations experienced by students at school. For example, when a student comes late, the homeroom teacher provides advice by linking it to the values of discipline and responsibility (N1). Furthermore, the strategy for instilling values is also implemented through habituation and role modeling in daily school activities. The homeroom teacher sets a good example, takes a personal approach to students, and collaborates with parents to ensure consistent value instillation (N2).

Time and Moments for Instilling Educational Values

Interview results indicate that the instillation of educational values occurs

during various school activities, such as morning assembly, classroom learning activities, religious activities, group work, and when problems arise between students (N1).

Furthermore, values instillation also occurs during the teaching and learning process, morning habituation activities, recess, and during direct interactions with students both inside and outside the classroom (N2).

Student Responses to the Instillation of Educational Values

Based on the interviews, most students responded positively to the instillation of educational values and began to show changes in their attitudes. However, some students still responded less well and continued to violate rules (N1). Resource person 2 stated In general, students accept the instilled educational values and begin to apply them in their daily activities, although some students still need repeated reminders (N2).

Obstacles in Instilling Educational Values

Interview results indicate that the main obstacles faced by homeroom teachers in instilling educational values are differences in student character, as well as diverse family backgrounds and environments outside of school (N1). Furthermore, some students are inconsistent in applying the instilled educational values, as well as the influence of the outside environment (N2).

Efforts to Overcome Obstacles in Instilling Educational Values

Based on the interview results, the efforts made by homeroom teachers in One way to overcome these obstacles is by engaging students personally and establishing communication with parents (N1). Furthermore, homeroom teachers also employ a direct approach by adapting to each student's individual characteristics, engaging students in private discussions, being patient and consistent in their guidance, and creating a comfortable classroom atmosphere to encourage

students to be more open and willing to change gradually (N2).

Discussion

The discussion in this study outlines field findings related to the role of homeroom teachers in instilling educational values in students and relates them to relevant previous research findings. Interview findings highlight several important aspects of the homeroom teacher's role, such as their role as student mentors, the values instilled, instillation strategies, student responses, obstacles encountered, and efforts to overcome these obstacles. These findings are then combined with previous research that supports and complements the interview results. Thus, this discussion not only describes field practice but also provides theoretical understanding of the homeroom teacher's role in the context of values education in schools.

The research findings show that homeroom teachers play a role not only in academic aspects but also in fostering students' attitudes, behavior, and emotional development. The interviewees emphasized that homeroom teachers are directly involved in assisting students in navigating various dynamics during the learning process and daily school life. This role demonstrates that homeroom teachers are key figures in the values education process due to their intense interaction with students. This finding aligns with the opinion of Fitriyani & al. (2024), who stated that teachers have a dual role as academic educators and character builders. Intense and ongoing interactions enable teachers, particularly homeroom teachers, to significantly influence the development of students' moral and social values. In other words, the relationship established between homeroom teachers and students is the primary means of instilling educational values.

The homeroom teacher's role as a character builder is also evident in their

ability to pay attention to students' emotional aspects. This finding is further supported by research by Rahmawati et al. (2022), which states that strong interpersonal relationships between teachers and students contribute significantly to the successful internalization of character values in the school environment. The research findings explain that homeroom teachers not only focus on academic achievement but also pay attention to students' psychological and emotional well-being. This demonstrates that values education is inseparable from the emotional support teachers provide to students. A positive emotional relationship between teachers and students creates a sense of security and comfort, making students more receptive to direction, advice, and the values instilled by the homeroom teacher. This reinforces the view that values education is a process that requires closeness and trust between educators and students.

Furthermore, Resource Person 2 described the homeroom teacher's role as a "second parent" for students during their time at school. This role encompasses the homeroom teacher's function as a motivator, mediator, facilitator, and role model for students. The homeroom teacher not only provides instructions or rules but also serves as a concrete example in attitude and behavior. This view aligns with research by Lorensius (2023), which emphasizes that teachers, as the primary agents of character education, must possess pedagogical skills capable of integrating character values into the learning process. Values such as religiousness, integrity, cooperation, and responsibility are not only taught verbally but also demonstrated through teachers' daily behavior at school.

The findings regarding the educational values instilled by homeroom teachers in this study demonstrate consistency with the character values that have long been the focus of national education. Discipline, responsibility, honesty, courtesy, cooperation, and concern for others are fundamental values that shape

students' character. These values are not only important in the school context but also serve as valuable assets for students in social life. These findings are supported by research by Priastuti et al. (2023), which shows that cultivating the value of discipline through school activities can enhance the internalization of these values in students.

Therefore, the practices implemented by homeroom teachers in this study can be viewed as part of a systematic effort to shape students' character in a holistic manner. This is done through a personal approach, communication with parents, and the creation of a comfortable and conducive classroom atmosphere. A personal approach allows homeroom teachers to understand the needs and characteristics of each student more deeply. Communication with parents helps align character-building efforts between the school and the family. Meanwhile, a comfortable classroom atmosphere encourages students to be more open and willing to make gradual behavioral changes. Other research also shows that synergy between schools and families is a key factor in overcoming obstacles to instilling values, especially when dealing with differences in students' social and environmental backgrounds (Sulastri et al., 2024). These efforts demonstrate that instilling educational values is a long-term process that requires commitment and consistency from homeroom teachers.

4. CONCLUSION

This research confirms that the success of instilling educational values in schools depends heavily on the quality of the homeroom teacher's role in building positive and meaningful relationships with students. This role is not merely an administrative task, but a humanitarian one that demands sensitivity, steadfastness, and moral responsibility. Homeroom teachers play a key role in creating a learning environment that helps students understand values as guidelines for life, not simply rules to be obeyed. The results of the research indicate

that the success of instilling values is determined more by ongoing interactions than by the use of formal learning methods alone.

Theoretically, this research reinforces the view that values education is a relational and contextual process. Values cannot be instilled instantly but rather develop through daily experiences, role models, and emotional closeness between educators and students. Therefore, character education needs to be understood as a collaborative process that integrates academic, emotional, and social aspects. This research also contributes to educational studies by emphasizing the importance of the homeroom teacher's role as a key figure in the implementation of values education in schools.

Practically, the findings of this study indicate that schools need to provide adequate space and support for homeroom teachers to effectively carry out their roles. Strengthening teaching skills, communication skills, and empathy is crucial for homeroom teachers to be able to address the diverse characters and backgrounds of their students. Furthermore, harmonious collaboration between schools and families is crucial for maintaining the sustainability of value instillation. With the support of a supportive school system, the homeroom teacher's role can provide a strong foundation for developing students who are not only academically capable but also mature in attitude and character for future social life.

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