

# CHAPTER I

## INTRODUCTION

### A. Background of study

Education is a form of process in which a person learns to gain understanding or knowledge, improve attitudes and develop skills. Education also has a very important influence on the human individual, which can help with mental and physical development. The influence of Islamic religious education results in the development of a person's faith and the health of his physical skills and improves the quality of his brain development. Moving on from these basic qualities, one can attain the complete character of a well-meaning and knowledgeable Muslim, and can manifest them in the form of good deeds.<sup>1</sup>

At this time, there are many events shown by students in boarding school or non-boarding school schools, such as skipping classes during ongoing classes, often being late when entering class, not paying attention to the teacher when explaining, and not doing the homework given. There needs to be an innovation so that violations made by students can be handled properly, one of which is through the application of discipline character education development to students.

Djamarah, stated that the role of educators is as follows: a) proofreaders, namely those who distinguish between good and bad, b) inspirers, namely providing good inspiration, c) motivators, namely encouraging students to be active in the learning process, d) facilitators, namely providing facilities for the learning process, e) supervisors, namely being able to provide guidance in a positive direction, f) supervisors, namely educators who are able to help improve and assess, g) evaluators.<sup>2</sup>

Therefore, it need an example from good figure to Motivate Student discipline. Such as homeroom teacher. It was that personality of the "homeroom teacher" is very important in fostering student discipline.<sup>3</sup>

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<sup>1</sup> Arif Pramana Aji, "Peranan guru dalam membentuk kepribadian santri di pondok pesantren darul ulum muaramais jambur kecamatan tambangan kabupaten mandailing natal," skripsi i (Sekolah tinggi agama islam negeri padangsidempuan, 2019). p. 23.

<sup>2</sup> Bahri, Djamarah Syaiful, "Teachers and Students in Educational Interaction." (Jakarta: Rineka Cipta 2.1 (2000)

<sup>3</sup> Asmuki, dan Wilda Al Aluf. 2018. "Pendidikam Karakter Di Pesantren." Edupedia 2 (2): p. 1-10.

The function of the homeroom teacher is not only to teach, but the homeroom teacher is also to encourage, to motivate, to manager, to control. Besides, teacher should be able to read the situation and condition of his students, then provide advice and solutions in facing the problem. Teachers are role models or motivators and initiators in building students' personalities through discipline.

However, without realizing it, school is considered the best place to educate children and instill good attitudes and traits. One of them is discipline education at school. Discipline is part of an ongoing process of learning or education.<sup>4</sup> Discipline itself is a rule or order applied in schools. it must be obeyed by all individuals in the school environment and one of them is a student, because discipline is one of the most important objects in school life. With discipline, a person will get used to living in an orderly and orderly manner.

Homeroom teachers play a important role in building student discipline in an educational environment. The teacher as an authoritative figure sets an example for students, guiding them in developing behavior that conforms to school norms. The role of the homeroom teacher is not only about treating the rules at school, but also in building positive relationships and inspiring students to become disciplined individuals.

A homeroom teacher must be able to identify students and form it was discipline. Because that homeroom teacher is the first person to come into direct contact with students through learning activities, the homeroom teacher has the potential to develop student discipline in schools in students learning difficulties. homeroom teachers must cooperate effectively with all parties, especially principals, subject teachers, and parents.<sup>5</sup>

In carrying out its role, a teacher must be able to guide students in understanding disciplinary values, explain the consequences of inappropriate behavior, and provide motivation or advice in moral cultivation to form student discipline. Open

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<sup>4</sup> Sirinam S. Khalsa, *Teaching Discipline and Self-Esteem*, (Jakarta: PT. Index, 2008) p.19

<sup>5</sup> Wiguna, Nita, dan Mislinawati Mahmud.2008. “*Usaha Wali Kelas Dalam Menerapkan Nilai Karakter Siswa SD Negeri 31 Banda Aceh.*” *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar FKIP Unsyiah* 3 (April): p. 82-94

communication between teachers, students, and parents also supports efforts to maintain discipline in the learning environment.

Therefore, researcher are interested in raising the title of research on "The Role of Homeroom Teachers in Building Student Discipline in Arrisalah Boarding School" in order to know and understand the leadership style of teachers in building discipline towards students in "*Arrisalah Boarding School*".

After studying the above background, the author can conclude the problem formulation as follows:

### **B. Problem Formulation**

1. What is the role of homeroom teachers in building discipline for student in Arrisalah Boarding school?
2. What is the supporting and inhibiting factors in building student discipline at Arrisalah Boarding school?

### **C. Purpose of the Study**

The research objectives that need to be done by researchers are:

1. To describe the role of homeroom teachers in building the discipline of class students at Arrisalah Boarding school.
2. To describe supporting and inhibiting factors in the formation of student discipline in Arrisalah Boarding school.

### **D. Significance of The Study**

#### **1. Theoretical Benefits**

In this study, the author hopes to improve the quality of body of knowledge in the field of disciplinary education, especially Islamic religious education, as well as promote new concepts that can help solve problems that exist in the world of Islamic education.

#### **2. Practitioner Benefits**

- a. It is hoped that this research will provide benefits, especially Islamic religious education teachers in building discipline of students in modern boarding school.

- b. This research is expected to be used as a forum for developing knowledge, especially in Islamic teaching.

**E. Sistemization of The Study**

**CHAPTER I.** Introduction: Which consists of a challenging research background to the hands of the problem, the purpose of the research, the importance of the research, and the organization of writing the research report.

**CHAPTER II.** Theoretical framework: Which consists of. theoretical framework, research hypothesis, previous research.

**CHAPTER III.** Research methodology contains: Research method, research approach, presence of researcher, research location, data source, data collection method, data analysis method, data validation, data tranguation.

**CHAPTER IV.** Research results: General Data, Special Data, Analysis and discussion.

**CHAPTER V.** Conclusions, consisting of conclusions and suggestions.

