

Coaching program of homeroom teacher: a study at SMPIT Nurul Fikri boarding school Bogor

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Abstract The aims of this research are: (1) to determine the form and techniques of the homeroom teacher training program at SMPIT Nurul Fikri Bogor, (2) to determine the impact of the homeroom teacher development program on student development at SMPIT Nurul Fikri Bogor. This study uses a qualitative method. The informants for this research were the principal, homeroom teacher coordinator and homeroom teacher. The results of this research are (1) the form of the homeroom teacher development program at SMPIT Nurul Fikri Bogor containing the skills of creating discussion groups with parents and students to discuss how homeroom teachers can establish good relationships with homeroom teachers, improving homeroom teachers by the head school, the homeroom coordinator carries out an evaluation or in other words in this activity all homeroom teachers inform about the progress of their students, class welcome drinks (2) the implementation of this homeroom coaching program has a positive impact on student development seen from increasing student learning motivation, independence and development emotional good students.

Keywords: *Coaching Program, Homeroom Teachers, SMPIT Nurul Fikri*

Abstrak Tujuan penelitian ini adalah: (1) untuk mengetahui bentuk dan teknik program pelatihan guru kelas di SMPIT Nurul Fikri Bogor, (2) untuk mengetahui dampak program pembinaan guru kelas terhadap perkembangan siswa di SMPIT Nurul Fikri Bogor. Penelitian ini menggunakan metode kualitatif. Informan penelitian ini adalah kepala sekolah koordinator wali kelas dan wali kelas. Hasil dari penelitian ini adalah (1) bentuk program pembinaan wali kelas SMPIT Nurul Fikri Bogor berisi keterampilan membuat kelompok diskusi dengan orang tua dan siswa untuk berdiskusi tentang bagaimana wali kelas dapat menjalin hubungan baik dengan wali kelas, peningkatan guru wali kelas untuk wali kelas oleh kepala sekolah, koordinator wali kelas melakukan evaluasi atau dengan kata lain dalam kegiatan ini semua wali kelas menginformasikan perkembangan siswanya, minuman selamat datang kelas (2) pelaksanaan program pembinaan wali kelas ini memberikan dampak positif terhadap perkembangan siswa dilihat dari meningkatnya motivasi belajar siswa, kemandirian dan perkembangan emosional siswa yang baik.

Kata Kunci : *Program Pembinaan, Guru Wali Kelas, SMPIT Nurul Fikri*

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Introduction

Education is an indicator of the progress of a nation. The purpose of national education according to Law no. 20 of 2003 article 4 states that national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent, aesthetic and democratic and have a sense of community and nationality.

Education is the main means of forming and creating quality human resources both through education at home and through education at school. Without education at home or at school it will be difficult to print good quality human resources and can determine the future of the nation itself. Schools as educational institutions are required to always improve the quality or quality of the school itself within the framework of national education.

Education starts from parents, because it will be a little difficult to produce this generation if education does not start from the family itself (Julkarnain Ahmad et al., 2021). Because education is the main means of character formation in creating superior and quality human resources. Therefore, through education that has been created from home, it will be easier to produce future generations who will excel in all fields. Schools as formal educational institutions that are always required to improve the quality and quality of the school itself expect support from all quality students for the progress of an educational institution that is established (Benawa, 2012).

To produce the expected generation, of course, the school has a qualified educator in the field of education. A teacher should in the process of conveying the learning that will be conveyed to students must of course be based on high knowledge, broad experience, good morals and learning strategies that are not boring in the teaching and learning process (Gentala, 2022). A student is rarely bored and bored when learning if an educator delivers learning with a strategy that is appropriate and fun for each student. Of course, in order to welcome the future generation, schools have programs for educators who participate in advancing a nation. Therefore, these programs are mainly programs for homeroom teachers who are one of the mentors and also become substitute parents at school and in class. Homeroom teachers at school have an important role in fostering all their students. Thus, of course, the school will always provide guidance to homeroom teachers who are directly involved in the field in the learning process. In the teaching and learning process, the role of the homeroom teacher who is also a teacher always demands how the learning material delivered can be received and digested by students well and enthusiastically, so that students have high learning motivation and are able to master the lessons completely (Mustika, 2015). Every student who has high learning motivation will produce students who are diligent in studying, disciplined and responsible. Students who are diligent in studying will be smart and intelligent so that they become quality students.

The creation of a teaching and learning process, students also have high motivation in learning, quality students, all of this of course there is interference from the homeroom teacher and the coaching that has been obtained by the class teacher from internal and external. Becoming a class teacher not only requires knowledge and high insight, but homeroom teachers must also be equipped with knowledge, experience and broad strategies on how to present quality, noble, independent, disciplined students who will succeed in the future. .

Bogor Nurul Fikri Boarding School (aformentioned as NFBS School) is a school that owns and runs programs that will assist homeroom teachers in guiding all students in the school. Where

with this program the homeroom teachers try to be able to provide more guidance on student development.

One of the programs that the Bogor NFBS school provides to homeroom teachers is the management of the class they support, here the homeroom teacher can manage and lead the class he has been entrusted with as much as possible. Furthermore, the school program given to the homeroom teacher is to establish a good relationship with the parents of students, because with a close relationship with the parents of students, the process of teaching and learning and communication will run optimally. In this case there are still many other coaching programs that are carried out at the Bogor NFBS school for homeroom teachers and other teachers.

Coaching for class teachers that is implemented at NFBS Bogor is conditional and there is also something that is done once a semester, for example home room teacher day, in this case all homeroom teachers at the school will receive coaching materials or guidance from both resource persons. invited to school or from the principal or the school's foundation itself.

The principal at NFBS Bogor has an active role in guiding all homeroom teachers, because with the closeness between the principal and homeroom teacher, all the programs provided will be more easily accepted by all homeroom or other teachers. the principal is not only a boss for all but also a friend, sibling and also a parent for all homeroom teachers, teachers and students.

A school principal certainly makes every effort to devote all of his abilities in carrying out tasks in order to achieve the desired goals. Because the ability that must be possessed by a manager in this case is to be a good example so that he can be an example for all homeroom teachers, staff, and also his students. How can a school principal provide coaching in organization, making decisions, good communication.

The close relationship between the principal and homeroom teacher has a good impact on the development of the homeroom teacher's performance and others. A good relationship will foster a sense of complementarity, mutual cooperation and mutual assistance, because that is what is expected of an educational institution for the next golden generation.

Students will feel comfortable if the teacher who guides them is always happy, of course getting a nurturing teacher or homeroom teacher starts with a program or coaching that can make all educators in the school not feel burdened. The homeroom teacher besides teaching also educates all students because that is the main task for every educator.

The homeroom coaching program implemented at the Bogor NFBS school is coaching that is supported by parents, even the community. The program is that the homeroom teacher at one time brings students to camp around the village. Also the Bogor NFBS school is next to the community village.

Methods

The research method used in this study is a qualitative research method. Qualitative research presented by (Salim; Syahrums, 2012) in his book qualitative is a study of a person's life, story, behavior, and also about the functioning of organizations, social movements or reciprocity. The type of research used in this study is field research, namely research where data collection is carried out in the field and surveys. The process carried out is by looking directly at the field and the research object to be studied. Then this research also collected books, scientific journals, and research reports related to the homeroom coaching program at the Bogor NFBS school.

This research was conducted at NFBS Bogor. Geographically, the location of the Bogor NFBS school is in a village, namely Jalan Jami, Ciapus, kel. Sukalayu, kec. Tamansari, Kab. Bogor,

West Java. the existence of the Bogor NFBS school is very much supported by the local community, religious leaders and the government. Especially the Ministry of Education, another factor that really supports the existence of this Bogor NFBS school is that the atmosphere is very cool and the scenery is beautiful. Parents are happy to send their children to these schools, because they get added value, both in terms of the curriculum, extracurricular activities, and other activities.

Researchers must first determine who will be the source of data in this study, before researchers go into the field. Researchers must find data sources or sources of information that have definite knowledge about the problems in the study, so that the data source can provide clear, accurate and valid information, (not fabricated according to the facts that occur) According to Moloeng, interpreting data as facts or information obtained from what is heard, observed, felt, and thought by researchers from the actors, activities, and places being studied. There are 2 (two) data sources that researchers will determine, namely primary data sources and secondary data sources. In this study, the primary data source is the homeroom teacher, while the secondary data sources are related data, interviews, books, journals and others (Moleong, 2018).

Results and Discussion

Homeroom Coaching Program

Definition of Program

There are two meanings of the term program, namely specific and general meanings. According to the general understanding, the program can be interpreted as a plan. There are three important meanings that need to be emphasized in determining a program, namely (1) the realization or implementation of a policy, (2) it occurs in a relatively long period of time, not a single but multiple continuous activities, (3) it occurs in an organization that involves a group of people. A program is not just a single activity that can be completed in a short amount of time. But it is a continuous activity because it implements a policy. Therefore, a program can last for a relatively long period of time (Arikunto, 2018) From the explanation above, it can be concluded that the definition of a program is a unit or unit of activity, so a program is a system, namely a series of activities carried out not only once but continuously. Program implementation always occurs within an organization, which means that it must involve a group of people. The definition of the program stated above is a general understanding.

According to Tayibnapi in the journal (Munthe, 2015) “A program is anything someone tries to do with the hope that it will bring results or influence.” According to Widoyoko “a program is defined as a series of activities that are carefully planned and in practice take place in a continuous process, and occur in an organization that involves many people”. The program can be interpreted as an activity or activities that are planned systematically to be implemented in real activities on an ongoing basis within the organization and involve many people in it.

Definition of Coaching

Coaching comes from the Arabic word “*band*” which means to build, build, establish (Manan, 2017). According to *Kamus Besar Bahasa Indonesia*, coaching is an action and activity effort that is carried out efficiently and effectively to obtain good results. It is presented by Robert that coaching is a process by which a person achieves a certain level of ability to help achieve

organizational goals (Mathis Robert, 2002). Therefore, this process is related to various organizational goals, coaching can be viewed narrowly or broadly. Whereas Ivancevich also explained that coaching is a person's efforts to improve employee performance in his current job or in another job that will be held soon (Ivancevich, 2008).

Coaching Function

According to Sudjana coaching can be carried out in two approaches, namely the direct approach and the indirect approach. a) The direct approach occurs when a coach and the person to be coached meet face to face. Where this direct coaching can be carried out in programs such as discussions, meetings, debriefings, field visits, home visits and others. b) The indirect approach is a coaching effort carried out with the fostered party through media such as chat via cell phones, written instructions, and other electronic media (Sudjana, 2010).

Homeroom teacher

Definition of homeroom teacher

The homeroom teacher is someone who has an opportunity to improve the quality of learning through his role as a mentor or coach for his students. How can a homeroom teacher be able to prepare students psychologically, so that they actively participate in and carry out the learning process. So that what is expected of students can be achieved optimally (Engreini, 2020).

Homeroom teacher is one of the titles or nicknames of a teacher who becomes a coach or class supervisor at school, he is entrusted with fostering students at educational institutions at the elementary level (elementary school equivalent) to the upper level (high school equivalent), being a homeroom teacher he must be able to lead and being a good example for his students is also always responsible for the class he fosters. That is one of the important roles of the homeroom teacher in learning (Syahrani, 2022).

According to Soetjipto, a homeroom teacher is a person who is entrusted with overcoming the problems that exist in his students (Soetjipto, 2011).

Classroom duties

Engreini mentions that the task is a form of responsibility given to someone to do. In this task there are many signs that regulate, so that people who are given a trust can carry out these tasks optimally and effectively. It is known that the mandate of a homeroom teacher lasts for one academic year in managing and fostering the class and its students.

There are several homeroom teacher duties explained by Permendikbud Number 15 of 2018, which relate to how a class teacher guides students, including: a) Classroom Management, where a homeroom teacher can represent parents, and the school principal in the educational environment, help students in developing the skills as well as the intelligence of students, the homeroom teacher fosters character towards students. b) knowing students, a homeroom teacher must know the number of students, identity, problems faced by students. c) make an assessment. d) Organize class administration.

From the explanation above, it can be concluded that the homeroom teacher has an active role in managing the class. So that in professionalism a homeroom teacher demands to have competence and share more time in managing the class well.

The Important Role of the Homeroom Teacher

Defiana mentions that there are several important roles of a homeroom teacher including (Defiana, 2018): a) The role of the homeroom teacher as a motivator, a homeroom teacher must be able to guide students so that their students are more enthusiastic, a coach can provide broad experience or insight, also equips all students to a better future. b) The role of the homeroom teacher as a facilitator, the homeroom teacher will always establish close relationships with all students, where the homeroom teacher's role is to be able to listen to the complaints of the students' words, sometimes the class teacher must accompany students when studying, how can the homeroom teacher create a pleasant learning atmosphere so that all students learn effectively. c) Personal, a homeroom teacher should be able to know the character of the students, what are the characteristics of these students so that the teacher can provide services according to the needs of the child. d). Social, in this case a homeroom teacher must be able to know about the social relations of students with their parents, friends, towards their teachers, here the class teacher can adjust the coaching by looking at the actual conditions. e) Academically, the homeroom teacher must also know the academic abilities of his students, how the child's achievements are, then how he has studied so far, so that the homeroom teacher can always provide deeper motivation in the academic problems experienced by students. here the wai class can adjust the coaching by looking at the actual conditions. e) Academically, the homeroom teacher must also know the academic abilities of his students, how the child's achievements are, then how he has studied so far, so that the homeroom teacher can always provide deeper motivation in the academic problems experienced by students. here the wai class can adjust the coaching by looking at the actual conditions.

Homeroom Coaching Programs at the Bogor NFBS school

Based on the author's observations when visiting the research site on Friday 18 November 2022 then interviewed one of the homeroom coordinators at SMPIT Nurul Fikri Boarding School Bogor, where the coordinator said there were several programs mandated to homeroom teachers for a year of study, among the programs the program of activities are:

1. Formation of Coordinating Group Homeroom Teacher with Parents and Students

As for the formation of a communication group with parents and students through the telegram application, with the aim of forming a forum for communication between the homeroom teacher and parents and students. Then the strategy in forming this coordinating group is parent telephone contact data through public relations and group transfers by the old homeroom teacher. Furthermore, the outcome of this coordination was the formation of telegram groups for students and parents.

2. Upgrading the First grade teacher

Upgrading activities carried out at SMPIT Nurul Fikri Boarding School Bogor for homeroom teachers began with ice breking, presentation of the syllabus, and monthly homeroom reports, directions *classroom behavior ruler*, extracurricular students. The purpose of this activity is to prepare the homeroom teacher for the next year and form a well-established emotional bond between the homeroom teacher and the homeroom coordinator. Then the outcome of upgrading the homeroom teacher is that the homeroom syllabus is delivered in

its entirety, the homeroom teacher is ready to welcome students and facilitates all homeroom teachers with cleaning tools and classroom learning tools such as brooms, mops, buckets, feather dusters, erasers, markers, and riminder boards.

3. Welcome Drink class

This activity is a homeroom teacher for grades 7, 8 and grade 9 in the first week of teaching and learning activities welcoming students with a warm-up agenda, introducing the homeroom teacher, introducing class members, determining the picket schedule, determining the class theme (arranged in the form of a class bulletin) and study groups. The purpose of the welcome drink at SMPIT Nurul Fiki Boarding School is that students can form better bonds with the homeroom teacher and friends as well as create class structures, class themes and study groups. In this activity, several classroom power point media, warm-up games are needed. From the homeroom program that was made, the outcome of this activity was that class structures, picket schedules, class themes and study groups were formed and these were ready to be posted in front of the class.

4. Homeroom Material

Classroom Behavior Ruler

Homeroom teachers for grades 7, 8 and 9 are provided with materials that will later be conveyed to all students about classroom behavior rulers and then practice also making class agreements/CBR in their respective classes. This activity will be held on September 5, 2022. The purpose of this activity is that students can apply Classroom Behavior Ruler material or class agreements and discuss about each class agreement then stick it on the class bulletin. The outcome of this activity is the formation of a Classroom Behavior Ruler or an attached class agreement.

Adab Before Science

This activity was carried out at SMPIT Nurul Fikri Boarding School Bogor on August 22 2022. The class 7 homeroom teacher delivered material about learning adab before knowledge and invited students to reflect on the 3 problems presented in the slides and used the TPS method. The purpose of this activity is students can reflect on adab material in everyday life through the Think Par Share method. Then the outcome of this activity is the reflection of manners in the TPS Graphic Organizer.

Proud of Myself

A homeroom teacher was provided with self-introduction material ('I'm proud to be myself'). This activity was held on September 26, 2022. Where the purpose of this activity is that students can get to know each other's strengths and weaknesses with the media a ball about me. And the outcome of this activity is that students can know themselves to avoid "comparing themselves with others".

Student Journeys

This activity is carried out in grades 8 and 9 Preparation of the Student journey. With the aim of students getting class 9 Student journey debriefing by the Student Journey Coordinator. The outcome of this activity is that students are ready for the Student journey with destinations and accommodation planning.

PTS preparations

This activity was held on September 5, 2022. Socialization of Odd Mid Semester Assessments (PTS), with the aim of students understanding the socialization of PTS Rules, schedules, preparation classes and applying exam preparation tips. Then the outcome of this activity is that students are ready for PTS and do self preparation.

Santri Experience

This activity in 2022 grades 7, 8 and 9 Santri alumni Talks “the excitement of being a santri” and class awarding. With the aim of holding these activities, students get new experiences about Islamic education from alumni talks and get awards related to refresh (respect and friendly). Then the hope of this activity is that students can get new inspiration and enthusiasm to become santri and get awards to motivate other students.

Friendship and Bullying

The homeroom teacher for grades 7, 8, 9 delivered material about making friends and the dangers of bullying and invited students to study cases using the socio drama method in groups and present them in front of the class. With the aim of students getting material about bullying and being able to solve problems related to bullying with the sociodrama method. And the outcome of this activity is the reduction of bullying cases in student association.

Kokologi Games

Kokologi games are students playing kokologi games to get to know and be honest with themselves. And the expectation from the provision of kokologi games material is that students can be entertained and increase their self-knowledge.

End of Semester Assessment Socialization

Socialization of Odd Semester Final Assessment, with the aim of students understanding the socialization of the PAS (Penilaian Akhir Semester) Rules of Conduct, schedules, preparation classes and completing grades. With the hope that students are ready for PAS and do self preparation.

Upgrading homeroom teacher Second class

The coaching program for homeroom teachers at SMPIT Nurul Fikri Boarding School Bogor will be held on Friday 30 September 2022. This second upgrade is in the form of a workshop or homeroom training (to be a fun homeroom teacher - Excellent service of Homeroom Teacher). With the aim of softskill training to homeroom teachers (outside psychologist speakers). In carrying out these activities requires Power Point eight homeroom competencies (having the ability to manage classes well, having a superior personality, having an attractive appearance, having noble morals, having good communication skills, mastering parenting, mastering technology, having

reading skills and write). The outcome of this activity is that the homeroom teacher develops his competence in providing his services.

From the explanation above about the programs implemented at SMPIT Nurul Fikri Bogor, there are several programs for homeroom teachers. The program aims to increase the capacity of homeroom teachers in fostering students at NFBS Bogor schools. The school is very concerned about how the homeroom teacher must guide students so that what is expected of the program that has been made can run optimally. All programs provided to homeroom teachers are a form of school concern for the development of homeroom teachers and SMPIT Nurul Fikri Bogor students. With so many programs being implemented at the school, positive views arise from the outside, such as parents seeing that their children's development is getting better.

Conclusion

The coaching program for homeroom teachers at SMPIT Nurul Fikri Boarding School Bogor is that there are several agendas including: a) Formation of the Homeroom Coordination Group with Parents and Students, b) Upgrading First class homeroom, c) Welcome Drink class, d) Guardian Guidance Material Class, e) Upgrading second class homeroom. All coaching programs for homeroom teachers are aimed only at giving birth to successful generations in the future. This homeroom coaching program is very important to apply to all students in the hope of being able to guide students to the fullest. Homeroom teachers not only provide teaching materials to students, but also become parents of students when they are at school, become friends when students want to consult, become a brother when students want to need something. So important is the role of a homeroom teacher in educating generations for their success. Homeroom teachers not only provide teaching materials to students, but also become parents of students when they are at school, become friends when students want to consult, become a brother when students want to need something. So important is the role of a homeroom teacher in educating generations for their success. Homeroom teachers not only provide teaching materials to students, but also become parents of students when they are at school, become friends when students want to consult, become a brother when students want to need something. So important is the role of a homeroom teacher in educating generations for their success.

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