

# THE ROLE OF HOMEROOM TEACHERS IN PROCESSING THE EMOTIONS OF CLASS V STUDENTS, MIS MARDIYATUL ISLAMIYAH MEDAN

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## Abstract

The role of homeroom teachers is very important in processing emotions in students, homeroom teachers have a significant influence on the learning motivation and learning outcomes of their students. The role of homeroom teacher is very dominant in classroom management and teaching ability of a teacher. Teachers who have duties as homeroom teachers have professional competence so as to create effective, efficient learning, and can overcome problems in classroom management. This study aims to provide an overview of the role of homeroom teachers in processing emotions in elementary school children. The research method used is a descriptive qualitative method using data collection techniques in the form of observation, documentation, and literature study. This research was conducted at MIS Mardiyatul Islamiyah Medan with the subject of researching grade V students and teachers at the school. The role of homeroom teachers is very important in increasing student learning motivation so that the learning process can run well.

**Keywords:** Role, Homeroom Teacher, Emotion Processing.

## INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society. Education is not only seen as an effort to provide information and skill formation, but is expanded so that it includes efforts to realize individual desires, needs and abilities so that a satisfying personal and social life pattern is achieved, education is not merely a means of preparing for future life, but for the life of the child now who is experiencing development towards his level of maturity (Rahman, 2022: 4).

Homeroom teachers as one of the elements of education are a very important part of implementing a good teaching and learning process so that learning objectives are achieved. A homeroom teacher has a significant influence on the learning motivation and learning outcomes of his students. The role of homeroom teacher in this case is very important in influencing the educational process, because the homeroom teacher's role is very dominant in classroom management and the teaching ability of a teacher.

Teachers who have duties as homeroom teachers must have professional competence so as to create an effective, efficient learning process, and can overcome problems in classroom management. Especially homeroom teachers for elementary school students, elementary school children have different characters from children who are older. The way of teaching elementary school children is also different. Social interactions that occur between teachers and This will make it easier for the teacher to understand the students' characters and build strong emotional bonds to facilitate interaction between teachers and students.

Early development that occurs in children is influenced by the environment, both their home environment and the school and community environment. The school environment has a considerable influence on the emotional development of elementary school children,

homeroom teachers play an important role in this emotional development process, homeroom teachers must be able to process children's emotions so that the emotions of children will always be well controlled and monitored.

Therefore, on this occasion the author will write the results of observations that the author has made at MIS Mardiyatul Islamiyah Medan elementary school, related to the role of homeroom teachers in processing students' emotions.

## RESEARCH METHODOLOGY

This research. Conducted by applying qualitative research methods. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and conducted in a natural setting (Walidin, Saifullah & Tabrani, 2015: 77). This research was conducted at Mis Mardiyatul Islamiyah Medan, Jl. Bersama No. 19-21, Bandar Selamat, Medan Tembung District, Medan City, North Sumatra. The subjects used in this study were students and teachers at MIS Mardiyatul Islamiyah Medan. Data collected using observation techniques on the role of homeroom teachers in managing emotions in elementary school students. Documentation and literature studies that refer to research sourced from literary works such as books and articles that are trusted.

## DISCUSSION AND RESULTS

### A. Emotional Child

People often think of emotions and feelings as the same thing, but it is important to know that emotions and feelings have significant differences. Emotions are more visceral than feelings and can cause more obvious physical changes than feelings. Emotions is a psychological condition that can encourage a person to perform an action due to an external stimulus received by the body.

Emotions are often understood as the colors found in a person. This color is different depending on the feelings that a person has and experiences. The colors of emotions include anger, fear, sadness, happiness, love, shame and so on.

1. Anger: violent, raging, hateful, furious, annoyed, irritated, annoyed, bitter, furious, offended, hostile, and perhaps most violently, violent and pathological hatred.
2. Sadness: grief, sadness, gloom, melancholy, self-pity, loneliness, rejection, despair, and if pathological, major depression.
3. Fear: Anxiety, fear, nervousness, apprehension, apprehension, apprehension, alarm, apprehension, sadness, unease, horror, dread, horror; as pathologies, phobia and panic.
4. Enjoyment: happy, joyful, lighthearted, satisfied, carefree, pleased, amused, proud, sensory delight, amazement, a sense of fascination, contentment, fulfillment, overwhelming joy, exhilaration, and to a limited extent, mania.
5. Love: acceptance, friendship, trust, kindness, closeness, affection, respect, affection, love.
6. Surprised: Shocked, gasped, amazed, stunned.
7. Annoyance : contempt, disgust, revulsion, nausea, hatred, dislike, vomiting.
8. Shame: a sense of wrong, shame, annoyance, regret, humiliation, disgrace, and heartbreak (Ansori, 2020: 46).

At the age of 5-6 years, children will understand the rules and regulations that apply in the environment. Children will understand the concept of secrets and the concept of justice. Therefore, in this phase, children will be able to keep secrets. Keeping secrets is a skill that children must have in hiding information. At the age of 7-8 years, children are able to internalize a sense of pride and shame in something. Children can express conflicts that occur through their verbal. At this time children are increasingly able to understand the feelings of themselves and others, (Merianti and Nuine, 2018).

Children aged 9-10 years will be able to manage the emotional expressions they face in a social environment and can give a response back to the emotional expressions of others, (Ilham, 2020). Children at this time are also able to regulate fear, anger and sadness. Children will understand what things make them afraid, angry and sad so that children learn to adapt. For children aged 11-12 years, children will understand about good and bad things. Children will understand the norms and values that apply. At this stage, children are able to understand that a good and bad judgment can be changed according to the situation and circumstances of the behavior.

#### **B. Frequent difficulties experienced by homeroom teachers**

Homeroom teachers often find it difficult to cope with the emotions of their students, which are relatively different for each individual. For example, teachers often have difficulty coping with the emotions of children who are still experiencing a considerable transition between the community environment and the school and community environment. It is often found that children have difficulty in adapting to the different environments that exist, this results in children being anxious, difficult to interact with and become quiet.

The difference between the way children are taught at home and the way they are taught at school creates difficulties for children, which then becomes an obstacle for the homeroom teacher. The mismatch between home and school learning patterns is often triggered by a lack of communication between homeroom teachers and parents, which is a serious challenge in education. Overcoming this requires closer cooperation between the two parties, prioritizing open dialogue and mutual understanding. Thus, children can experience more consistent and supportive learning in both environments, helping them grow as a whole both at school and at home (Yusra & Darmiyanti, 2024: 4).

The different cognitive abilities of each child also provide considerable difficulties for homeroom teachers. The speed of thinking and the liveliness of children are aspects that must be considered by the homeroom teacher.

#### **C. Classroom Teacher Role**

In the world of education, especially formal education, teachers are one of the determining factors for the achievement of educational programs. Teachers are the closest people to students in a school. The duties of the teacher as homeroom teacher are certain people who are involved in the field of education, who always pay more attention to their students. The duties and functions of the homeroom teacher are to move students by influencing guiding, motivating and directing students to act and behave in accordance with the goals to be achieved in the teaching and learning process activities (Mustika, 2015: 67-68).

Homeroom teachers are teachers who are assigned to assist certain classes. A person who serves as a homeroom teacher is certainly a second parent for students. Define homeroom teacher as a teacher in a particular field of study who has the additional task of being responsible for the dynamics of learning in the classroom. Homeroom teachers have a role like the head of the family in a particular class. Creating conditions and a conducive environment, so that the teaching and learning process runs well. In the teaching and learning process, homeroom teachers play a very important role. Therefore, homeroom teachers need to organize and manage the classroom environment, so as to create a pleasant learning atmosphere for students (Rizkiandani, and Supriyadi, 2022: 13- 14).

The homeroom teacher is fully authorized and able to learn and understand the students, not only as individuals but also as members of the group or class. From the time a student enters the school, until the school ends the homeroom teacher will take every opportunity to assist in the collection of data needed by the school. The homeroom teacher has the responsibility to see what is happening in the classroom to help the students' development process. The delivery of lesson material is only one of the various activities in the teaching and learning process phase and the student development process. (Hidayat, and Suhendri, 2019: 123-124)

Teachers who act as homeroom teachers should further improve their discipline, if

discipline is maintained by individuals then we can easily provide direction related to discipline. Discipline is useful to make a person realize that he needs to respect others by obeying the applicable rules, so that relations between people become good and smooth. So discipline functions regulates student life in the school environment, so that students are able to maintain good relationships with others. (Hasmirati, Sumarni, et al, 2020: 71-72)

## CONCLUSIONS

Elementary school-age children are individuals who have emotions that are still unstable, they tend to behave as they please and are unable to process their emotions. Homeroom teachers as educators have a much bigger role than teachers in general, they play a big role in motivation and learning outcomes. This happens because homeroom teachers are very dominant in class and student processing. Homeroom teachers also have a great influence on the ability to process a child's emotions. The attitudes that teachers teach will greatly help children to process their emotions. Teaching empathy and caring is one of the important things in this process.

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