

Holistic Mentoring Management by Homeroom Teachers in Shaping the Character of High School Students in Ketapang Regency

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Article Info

Keywords:

*Holistic mentoring;
homeroom teacher;
character education;
school culture;
senior high school*

ABSTRACT

This study is motivated by the importance of strengthening character education through holistic mentoring amid the increasing complexity of adolescent behavior and the challenges of school culture at the senior high school level. The study aims to analyze the management of holistic mentoring by homeroom teachers in shaping the character of high school students in Ketapang Regency. This research employed a qualitative approach with an interpretive paradigm and a multi-case study design conducted at SMAN 3 Ketapang, SMAN 1 Nanga Tayap, and SMAN 1 Simpang Hulu. Data were collected through in-depth interviews, participatory observation, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña. The results show that homeroom teachers play a strategic role as social, emotional, and moral mentors for students through interpersonal communication, role modeling, and a positive school culture. The findings also indicate that the effectiveness of character building is influenced by school culture, family collaboration, and the school's socio-geographical context. The study concludes that holistic mentoring based on a positive school culture is capable of strengthening students' character formation in a contextual and sustainable manner.

Informasi Artikel

Kata Kunci:

Pendampingan holistik; guru wali; pendidikan karakter; budaya sekolah; sekolah menengah atas

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya penguatan pendidikan karakter melalui pendampingan holistik di tengah meningkatnya kompleksitas perilaku remaja dan tantangan budaya sekolah pada jenjang sekolah menengah atas. Penelitian bertujuan menganalisis pengelolaan pendampingan holistik oleh guru wali dalam pembentukan karakter murid SMA di Kabupaten Ketapang. Penelitian menggunakan pendekatan kualitatif berparadigma interpretif dengan desain studi multi-kasus pada SMAN 3 Ketapang, SMAN 1 Nanga Tayap, dan SMAN 1 Simpang Hulu. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa guru wali berperan strategis sebagai pendamping sosial, emosional, dan moral siswa melalui komunikasi interpersonal, keteladanan, dan budaya positif sekolah. Temuan juga menunjukkan bahwa efektivitas pembentukan karakter dipengaruhi oleh budaya sekolah, kolaborasi keluarga, dan konteks sosial geografis sekolah. Penelitian menyimpulkan bahwa pendampingan holistik berbasis budaya sekolah positif mampu memperkuat pembentukan karakter siswa secara kontekstual dan berkelanjutan.

Article History

Received : 15/03/2026

Revised : 25/05/2026

Accepted : 21/05/2026

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1. Introduction

The transformation of 21st-century education places character building at the core of the educational process, which is no longer solely oriented toward academic achievement, but also toward the development of students' moral, social, emotional, and spiritual dimensions. Senior high schools are expected to create learning environments that are humanistic, inclusive, adaptive, and sustainable in responding to the complexities of social change, digital culture, and the behavioral challenges of modern adolescents. In this context, the holistic education approach has emerged as a strategic paradigm that positions students as whole individuals with multidimensional needs that must be supported in an integrated manner through the strengthening of school culture, interpersonal relationships, and transformative educational leadership. A holistic approach is not merely focused on knowledge transfer, but also on character formation, psychological well-being, the strengthening of social identity, and students' adaptive abilities in real-life situations. Studies by [1] indicate that character education based on a holistic approach is capable of strengthening students' social responsibility, discipline, integrity, and collaborative abilities through learning processes that emphasize emotional engagement and a positive school culture.

Within this framework, homeroom teachers hold a strategic position as the primary mentors who not only carry out classroom administrative duties, but also serve as facilitators of character development, social mediators, initial counselors, and connectors between schools, families, and the wider community. The role of homeroom teachers becomes increasingly important as schools face various complex adolescent behavioral dynamics, such as low learning discipline, social conflicts among students, bullying behavior, prolonged absenteeism, and weak moral responsibility among learners. [2] explain that the effectiveness of classroom management is strongly influenced by the transformational leadership of homeroom teachers in building communication, role modeling, and strengthening positive culture within schools. Findings by [3] also emphasize that the moral motivation and ethical orientation of homeroom teachers significantly contribute to the quality of student character formation through supportive and relational classroom management. This approach aligns with the perspective of [4], which positions educational management ethics as an important foundation in creating school governance oriented toward humanitarian values and student character development.

Furthermore, strengthening character education cannot be separated from the development of an inclusive and collaborative school culture. [5] assert that character- and inclusivity-based educational management is capable of creating a school climate that is more adaptive to students' social, emotional, and cultural diversity. [6] and [7] demonstrate that the integration of moral values, humanistic approaches, and

strengthened interpersonal relationships in secondary education can improve students' social abilities while also enhancing their readiness to face the challenges of 21st-century life. Therefore, the management of holistic mentoring by homeroom teachers becomes an essential part of school strategies in creating learning processes that are not only academically effective, but also meaningful in shaping students' identities and character.

Nevertheless, empirical realities show that many secondary schools still face serious issues related to student character formation. Phenomena such as violations of school regulations, low learning discipline, aggressive behavior, bullying, absenteeism, and increasing risky behaviors among adolescents indicate that character strengthening has not been implemented optimally. [8], [9] reveal that the implementation of school regulations and positive culture has not been fully effective in fostering students' intrinsic disciplinary awareness when not accompanied by consistent interpersonal mentoring. Research by [10] demonstrates a strong relationship between adolescent risky behavior and high levels of school absenteeism, indicating the importance of the presence of mentoring figures capable of understanding students' psychosocial conditions more deeply. On the other hand, [11] found that bullying prevention requires active collaboration between counseling teachers and homeroom teachers through a humanistic approach emphasizing empathy, communication, and emotional support.

Another challenge arises from the complexity of the homeroom teacher's role in dealing with differing expectations between schools and parents. [12] found differences in perceptions regarding the responsibilities of homeroom teachers in handling violence cases and student behavior, which often creates tension in the mentoring process. [13] also showed that many homeroom teachers experience emotional pressure and limited counseling competence when dealing with increasingly complex student problems. [14] added that negative perceptions of school climate can affect the quality of teacher-student relationships and reduce the effectiveness of character formation in secondary schools.

These conditions become even more relevant when linked to the educational context of Ketapang Regency, which faces geographical, social, and educational quality distribution challenges. The vast area with diverse socio-cultural characteristics causes schools to face uneven educational dynamics, particularly in strengthening school culture and student mentoring. Data from the Ketapang Regency Central Statistics Agency indicate that human resource development challenges in the region are still related to access to education, the quality of school services, and the strengthening of youth character. Under these conditions, the presence of homeroom teachers as the primary student mentors becomes highly important in fostering discipline, social responsibility, and students' moral resilience within the school environment.

Previous studies have generally focused only on character

education, student discipline, or school culture in a partial manner without comprehensively integrating the aspect of holistic mentoring management by homeroom teachers. Studies on character education have mostly concentrated on the implementation of school programs, regulations, or value-based learning without examining how homeroom teachers manage multidimensional mentoring processes involving emotional, social, moral, and preventive aspects simultaneously. In addition, research on homeroom teachers tends to be limited to administrative functions or basic counseling services, thus leaving limited exploration of character mentoring management practices based on a holistic approach within senior high school contexts, particularly in Ketapang Regency.

Based on these conditions, this study offers novelty by focusing on the management of holistic mentoring by homeroom teachers as a strategy for shaping senior high school students' character through the integration of school culture, humanistic approaches, and contextual interpersonal relationships. This study employs a qualitative multi-case study approach across several senior high schools in Ketapang Regency to analyze the planning, implementation, strategies, obstacles, and evaluation of holistic mentoring by homeroom teachers in student character formation. The study is expected to contribute theoretically to the development of character-based educational management studies and strengthen student mentoring models in secondary schools. Practically, the findings are expected to serve as a basis for developing school policies and strategies to strengthen the role of homeroom teachers in creating a more humanistic, inclusive, and character-oriented school culture for Indonesia's younger generation.

2. Method

This study employed a qualitative approach within an interpretive paradigm using a multi-case study design to gain a comprehensive and in-depth understanding of the management of holistic mentoring conducted by homeroom teachers in shaping the character of senior high school students in Ketapang Regency. The interpretive qualitative approach was selected because it allows researchers to explore participants' lived experiences, social interactions, educational values, school culture, and mentoring practices contextually and holistically. Through this approach, the study sought to understand how homeroom teachers construct, implement, and evaluate holistic mentoring processes within diverse educational and sociocultural settings. The multi-case study design enabled comparative analysis across different schools to identify both unique and shared patterns of character mentoring practices, as emphasized by [15], [16].

The research was conducted in several senior high schools that were purposively selected based on a number of considerations, including variations in school culture, differences in the implementation of character education

programs, the intensity of homeroom teacher involvement in student mentoring, and the geographical characteristics of the schools located in urban, semi-rural, and rural areas of Ketapang Regency. These variations were intended to provide rich and diverse data regarding the dynamics of holistic mentoring management in different educational environments.

The research informants consisted of principals, vice principals for student affairs, homeroom teachers, guidance and counseling teachers, students, parents, and school committee members. Informants were selected using purposive sampling to identify individuals directly involved in student character development, while snowball sampling was used to expand the participant network based on recommendations from key informants. This combination of sampling techniques enabled the researcher to obtain comprehensive perspectives from multiple stakeholders involved in the mentoring and character education process.

Data collection was conducted through several qualitative techniques, namely in-depth interviews, participatory observation, and documentation studies. In-depth interviews were carried out semi-structurally to allow participants to express their experiences, perceptions, and reflections regarding holistic mentoring practices openly and flexibly. Participatory observation was undertaken to directly examine interactions between teachers and students, mentoring activities, school culture, disciplinary practices, and character-building activities within the natural school environment. Meanwhile, documentation studies involved analyzing school policies, mentoring records, student behavior reports, school regulations, activity reports, and other relevant institutional documents to strengthen and validate the findings obtained from interviews and observations. These techniques were employed to explore mentoring strategies, interpersonal communication patterns, school culture, emotional support systems, and the dynamics of student character formation, in line with the studies of [13], [17].

Data analysis employed the interactive analysis model developed by [18], which includes data condensation, data display, conclusion drawing, and verification conducted simultaneously throughout the research process. The researcher first organized and reduced the collected data by identifying important themes and relevant patterns related to holistic mentoring management. The data were then systematically presented in the form of matrices, narrative descriptions, and thematic categorizations to facilitate interpretation. Furthermore, thematic coding techniques were applied to identify recurring concepts, relationships, and meanings emerging from participants' experiences. The iterative and reflective nature of the analysis enabled the researcher to continuously compare findings across cases and generate contextual interpretations regarding the effectiveness and challenges of holistic mentoring practices in character education.

To ensure the trustworthiness and rigor of the study, several strategies were implemented, including source triangulation, technique triangulation, member checking, audit trails, and peer debriefing. Source triangulation was conducted by comparing information obtained from different participants, while technique triangulation involved cross-checking findings from interviews, observations, and documents. Member checking allowed participants to review and validate the researcher's interpretations to minimize bias and misinterpretation. Audit trails were maintained to document the research process systematically, ensuring transparency and dependability, while peer debriefing was conducted through discussions with academic colleagues and experts to strengthen analytical accuracy and confirmability. These procedures were employed to ensure the credibility, dependability, confirmability, and transferability of the research findings, as suggested by [16],

[19].

In addition, this study upheld ethical research principles throughout the research process. Prior to data collection, informed consent was obtained from all participants to ensure voluntary participation and awareness of the research objectives. Participant confidentiality and anonymity were strictly protected through the use of pseudonyms and secure data management procedures. The researcher also ensured that all collected data were stored safely and used solely for academic purposes. By maintaining ethical integrity and methodological rigor, this study is expected to produce credible, ethical, and contextually relevant findings regarding the management of holistic mentoring by homeroom teachers in shaping the character of senior high school students in Ketapang Regency.



Picture 1. Research Procedure

3. Result and Discussion

The determination of the research focus was conducted through a preliminary analysis of the phenomena of character education, school culture, and student mentoring practices in senior high schools in Ketapang Regency by identifying various character-related issues such as low discipline, weak social responsibility, bullying, absenteeism, and students' social interaction problems, which indicated the need for a more holistic and humanistic mentoring approach. Furthermore, the researcher conducted a conceptual review regarding the role of homeroom teachers, positive school culture, and the holistic

education approach to understand the relationship between interpersonal mentoring and student character development.

The analysis was integrated with various empirical and theoretical studies such as [1], [2], [5], and [11], which emphasized that homeroom teachers play a strategic role in building educational relationships, creating a positive school culture, and strengthening students' character values. Based on this analytical process, the research focus was directed toward the management of holistic mentoring by homeroom teachers in shaping the character of senior high school students in Ketapang

Regency by considering the social context, school culture, and local educational dynamics contextually and comprehensively.

research indicators, and analytical framework regarding the management of holistic mentoring by homeroom teachers in senior high schools in Ketapang Regency in a comprehensive and contextual manner.

Table 1. Results of Research Focus Identification

Focus of Analysis	Main Indicators	Preliminary Findings
Character education phenomenon	Discipline, responsibility, students' social interaction	Deviant behavior and weak social character among students were still found
School culture	Positive culture, role modeling, school climate	School culture influences character building and student behavior
Role of homeroom teachers	Social, emotional, and moral mentoring	Homeroom teachers hold a strategic position in student character development
Holistic approach	Integration of academic, social, and emotional aspects	The holistic approach is considered more effective in character formation
Student mentoring	Interpersonal communication and guidance	Mentoring practices are still not optimal and tend to be administrative
Context of Ketapang Regency	Social and geographical diversity in education	Differences in school contexts influence character-building patterns

The results of the research focus identification analysis indicated that the character formation of senior high school students is not only influenced by the implementation of school regulations and programs but also by the quality of interpersonal mentoring provided by homeroom teachers through a positive school culture and a holistic approach. Preliminary findings showed that homeroom teachers have a strategic role in building communication, discipline, social responsibility, and strengthening students' moral values, although mentoring practices still face various internal and contextual limitations. In addition, the social and geographical conditions of Ketapang Regency also influence the dynamics of character development in secondary schools. Therefore, the research focus was directed toward the management of holistic mentoring by homeroom teachers as a contextual, humanistic, and school culture-based strategy for strengthening student character.

The preliminary study was conducted through a systematic literature review on Educational Management, character education, positive school culture, homeroom teacher leadership, and interpretive qualitative approaches to strengthen the conceptual foundation of the research. This study aimed to identify theoretical developments, previous research findings, research gaps, and the relevance of the holistic approach in shaping senior high school students' character through the review of various reputable scientific articles on character education, teacher-student interpersonal relationships, positive school culture, and the leadership role of homeroom teachers in student behavioral guidance. The results of the literature study were then used as the basis for formulating the research focus,

Table 2. Results of Literature Review Analysis

Literature Review	Focus of Analysis	Preliminary Review Findings
Educational Management	Management of school culture and character development	School management plays a role in building a sustainable character culture
Character education	Holistic approach in character formation	Character education is effective through humanistic and multidimensional approaches
Positive school culture	School climate and social relationships	Positive culture improves discipline and students' social behavior
Homeroom teacher leadership	Classroom management and student mentoring	Homeroom teachers influence the effectiveness of student character development
Holistic approach	Integration of moral, emotional, and social aspects	Holistic mentoring strengthens student character development
Research methodology	Interpretive approach and multi-case study	Interpretive qualitative research is suitable for contextual educational phenomena

The results of the preliminary study indicated that effective character education management requires integration between positive school culture, homeroom teacher leadership, and a holistic approach that views students as multidimensional individuals. The literature review showed that homeroom teachers play a strategic role in building interpersonal communication, moral guidance, and strengthening students' social behavior through humanistic and contextual interactions. In addition, the interpretive qualitative approach was considered the most relevant for understanding character mentoring practices because it is capable of exploring experiences, social relationships, and school cultural dynamics in depth. These findings became the conceptual basis for formulating the research focus on the management of holistic mentoring by homeroom teachers in shaping the character of senior high school students in Ketapang Regency.

Based on these considerations, the research design was developed using a qualitative approach with an interpretive paradigm and a multi-case study design to understand character mentoring practices in several senior high schools with different social and school cultural contexts. The interpretive paradigm was used to interpret educational realities based on the perspectives of informants, while the multi-case study enabled comparisons of character mentoring patterns across schools, thereby generating a more comprehensive and contextual understanding. The preparation of the research design was carried out through an analysis of the suitability between the research objectives, characteristics of educational social

phenomena, local conditions in Ketapang Regency, and relevant methodological approaches as proposed by [20].

Table 3. Analysis of Research Design Focus Using a Multi-Case Study Approach

Design Component	Focus of Preparation	Analysis Results
Research approach	Qualitative approach	Understanding social phenomena and mentoring practices in depth
Research paradigm	Interpretive	Interpreting the meanings and experiences of informants in educational contexts
Type of research	Multi-case study	Comparing mentoring practices in several senior high schools
Research focus	Character mentoring by homeroom teachers	Identifying strategies, school culture, and social interactions
Research context	Differences in social and school cultural contexts	Variations in school contexts influence student character development
Design objective	Contextual and holistic understanding	Producing multidimensional analysis of character formation

The results of the research design preparation indicated that the interpretive qualitative approach with a multi-case study design was the most relevant for exploring student character mentoring practices contextually and multidimensionally. Preliminary analysis showed that character formation is influenced by social interaction, school culture, homeroom teacher leadership, and differing educational environmental conditions in each school. Therefore, the multi-case design was considered capable of producing a more comprehensive understanding of the management of holistic mentoring by homeroom teachers in shaping the character of senior high school students in Ketapang Regency.

The determination of the research locations was conducted purposively in several senior high schools in Ketapang Regency by considering the implementation of character education, the involvement of homeroom teachers in student mentoring, school culture, and variations in geographical school contexts. The selection of locations aimed to obtain representative data regarding holistic mentoring practices under different educational social conditions, thereby enabling a deeper comparative analysis across cases. The selected schools included SMAN 3 Ketapang as a representation of urban areas, SMAN 1 Nanga Tayap as a representation of semi-urban and rural areas, and SMAN 1 Simpang Hulu as a representation of remote rural areas. These variations in location were chosen to examine differences in school cultural patterns, character mentoring strategies, teacher–student social interactions, and educational challenges in each regional context.

Table 4. Determination of Research Locations

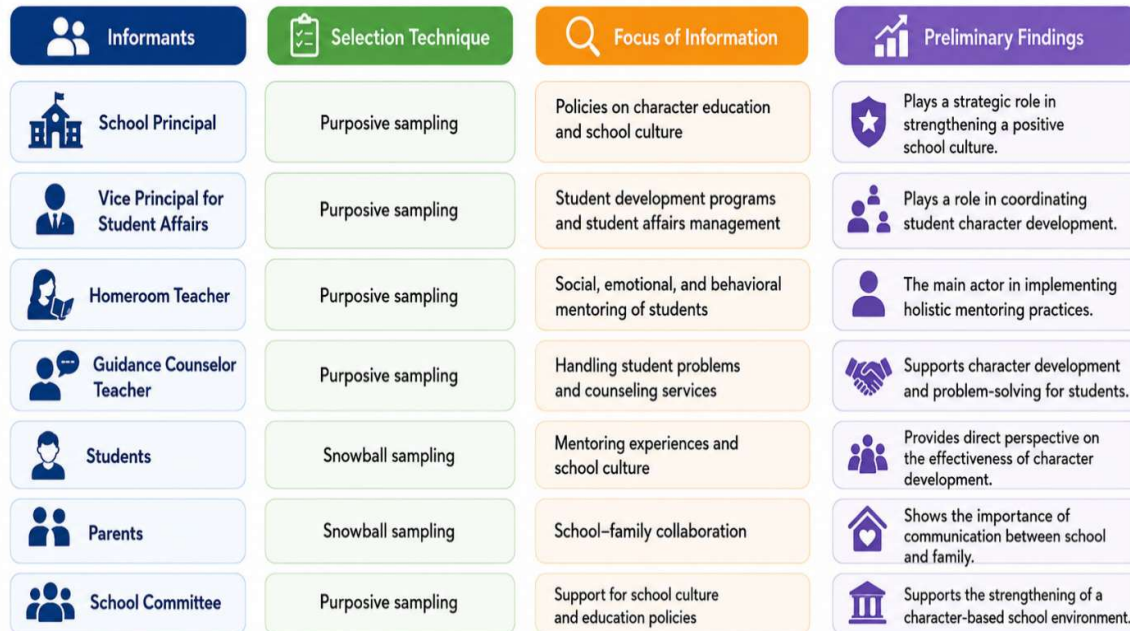
Research Location	Regional Context	Focus of Consideration	Initial Analysis Results
SMAN 3 Ketapang	Urban area	Implementation of school culture, access to education, and relatively developed	Possesses a more structured school culture supported by character-building programs and

		character programs	more intensive homeroom teacher involvement
SMAN 1 Nanga Tayap	Semi-urban and rural area	Socio-cultural variation and limited access to education	Demonstrates dynamics of character mentoring influenced by community social conditions and school involvement
SMAN 1 Simpang Hulu	Rural area	Geographical challenges, local culture, and limited educational facilities	Character mentoring is more strongly influenced by interpersonal approaches and the culture of the school community
Character education implementation	All schools	Discipline programs, positive culture, and student development	There are variations in character-strengthening strategies according to school conditions
Homeroom teacher involvement	All schools	Social, emotional, and behavioral mentoring of students	Homeroom teachers play a central role in students' character development
School culture	All schools	School climate and social interaction	School culture influences the effectiveness of student character formation

The analysis results indicate that differences in geographical context and school culture influence the management practices of character mentoring carried out by homeroom teachers in each senior high school. Urban schools generally tend to implement more structured systems of school culture and character education programs, supported by clearer administrative procedures, organized supervision, and various school-based activities aimed at strengthening students' discipline and moral development. In contrast, semi-rural and rural schools are more likely to emphasize interpersonal approaches and social closeness in guiding students. The relationship between teachers and students in these environments is often more personal, allowing homeroom teachers to understand students' social and emotional conditions more deeply and to provide guidance through direct interaction and daily communication.

Despite these differences, all research locations demonstrate that homeroom teachers occupy a strategic role in strengthening students' character development. Homeroom teachers function not only as class administrators, but also as mentors, motivators, and mediators who help shape students' attitudes, discipline, responsibility, and social behavior. Through contextual approaches adapted to each school's culture and environment,

homeroom teachers contribute significantly to building positive communication patterns, fostering student discipline, and creating supportive learning environments. These findings show that effective character mentoring does not solely depend on formal programs or school facilities, but also on the ability of homeroom teachers to adapt their mentoring practices to the social and cultural realities of their students.



Picture 2. Research Informants

The determination of research informants was conducted using purposive and snowball sampling techniques by considering the direct involvement of informants in the process of holistic mentoring and student character development in senior high schools in Ketapang Regency. The purposive technique was used to select informants who possessed experience, authority, and understanding regarding the implementation of character education, school culture, and homeroom teacher mentoring practices. Meanwhile, snowball sampling was utilized to expand data sources based on recommendations from initial informants, thereby producing more in-depth, contextual, and diverse information. Research informants included principals, vice principals for student affairs, homeroom teachers, guidance and counseling teachers, students, parents, and school committees because all parties were directly related to the management of character development and school culture.

The analysis results show that the use of these two sampling techniques enabled researchers to obtain rich and comprehensive data regarding holistic mentoring practices in schools. Principals, vice principals for student affairs, homeroom teachers, and counseling teachers provided information related to policies, strategies, and the dynamics of student character development, while students and parents offered empirical perspectives regarding mentoring experiences and the effectiveness of school culture. Initial findings also indicate that collaboration among school stakeholders is an important factor

in supporting the success of student character formation through holistic, interpersonal, and relational approaches.

The preparation of research instruments was carried out systematically by developing semi-structured interview guidelines, participatory observation sheets, and documentation study formats based on the research focus concerning the management of holistic mentoring by homeroom teachers in shaping senior high school students' character. The instruments were designed to explore character mentoring practices in depth through aspects such as planning, character-building strategies, interpersonal communication, positive school culture, handling student problems, collaboration between schools and parents, and evaluation of character mentoring. The development of indicators was conducted through a synthesis of theories and previous research findings related to character education, school culture, homeroom teacher leadership, and holistic approaches as proposed by [1], [21], [22], [23]. The instruments were prepared flexibly and contextually to capture social dynamics, interpersonal interactions, and school culture at each research location.

Table 5. Research Instrument Grid

Data Collection	Research Indicators	Focus of Instrument Grid	Data Sources
Semi-structured interviews	Mentoring planning	Character development programs,	Principals, vice principals

		homeroom teacher roles, school policies	for student affairs, homeroom teachers
Semi-structured interviews	Character-building strategies	Holistic approaches, role modeling, positive habituation	Homeroom teachers, counseling teachers
Semi-structured interviews	Interpersonal communication	Teacher-student relationships, empathy, social communication	Homeroom teachers, students
Participatory observation	Positive school culture	Discipline, social interaction, school culture	School environment, students
Participatory observation	Handling student problems	Behavioral mentoring, conflict resolution, student development	Homeroom teachers, counseling teachers
Interviews and documentation	School and parent collaboration	School-family communication, parental involvement	Parents, school committees
Documentation	Evaluation of character mentoring	Student development reports, homeroom teacher journals, school regulations	School documents
Documentation and observation	School culture	Character programs, school regulations, habituation activities	School documents and activities

The results of instrument preparation indicate that the research indicators have represented the main dimensions of holistic mentoring management by homeroom teachers in student character formation. Interview, observation, and documentation instruments were designed to capture the relationship between character development strategies, interpersonal communication, school culture, and collaboration between schools and families within different educational social contexts. Initial analysis reveals that a flexible and contextual instrument approach enables deeper exploration of student character mentoring practices in senior high schools in Ketapang Regency.

Data collection through in-depth interviews was conducted gradually at the three research locations, namely SMAN 3 Ketapang, SMAN 1 Nanga Tayap, and SMAN 1 Simpang Hulu to explore the experiences, strategies, obstacles, and perceptions of informants regarding holistic mentoring by homeroom teachers in student character formation. Semi-structured interviews were conducted with principals, vice principals for student affairs, homeroom teachers, counseling teachers, students, and parents to obtain in-depth and contextual data regarding character development practices in each school. The interview process focused on forms of social, emotional, and moral mentoring, interpersonal communication, strengthening

positive school culture, and challenges in student development within different social and geographical contexts. This technique enabled researchers to understand the relational dynamics between homeroom teachers and students more reflectively in accordance with the interpretive qualitative approach.

Table 6. Results of Data Collection

Research Location	Interview Focus	Main Findings	Identified Obstacles
SMAN 3 Ketapang	Mentoring strategies and school culture	Character mentoring was more structured through school programs and intensive communication by homeroom teachers	The influence of the digital environment and the heterogeneity of student behavior
SMAN 1 Nanga Tayap	Interpersonal approaches and students' social development	Homeroom teachers emphasized a family-oriented approach and social closeness	Limited parental collaboration and access to student guidance
SMAN 1 Simpang Hulu	Holistic mentoring based on local culture	Character development was influenced by school community relationships and local social values	Limited facilities and counseling support services
Homeroom teachers	Students' social and emotional mentoring	Homeroom teachers became the main figures in students' character development	Administrative burdens and the complexity of student problems
Students	Experiences of character mentoring	Interpersonal mentoring improved discipline and learning comfort	Some students were still not fully open to guidance
Parents	School and family collaboration	Communication between schools and families helped strengthen students' character	The intensity of parental involvement was still uneven

The results of in-depth interviews indicated that holistic mentoring practices conducted by homeroom teachers played a significant role in building discipline, social communication, and students' character in the three research schools. Although each school applied different approaches according to its social and cultural context, homeroom teachers were generally viewed as central figures in students' social, emotional, and moral development. The findings also revealed that a positive school culture, interpersonal communication, and collaboration between schools and families were important factors in the effectiveness of character formation, although several obstacles were still identified, including limited facilities, teachers' administrative workloads, and variations in parental involvement in the student mentoring process.

Participatory observation was conducted directly during school activities at SMAN 3 Ketapang, SMAN 1 Nanga Tayap,

and SMAN 1 Simpang Hulu to observe social interactions between teachers and students, school culture practices, interpersonal communication, and students' character behavior in daily school life. Observations were carried out during learning activities, classroom supervision, disciplinary activities, informal interactions within the school environment, and character habituation activities to obtain empirical insights into holistic mentoring practices by homeroom teachers. The researcher acted as an observer-participant by recording communication patterns, forms of teacher role modeling, student responses, positive school culture, and social dynamics that emerged during school activities. This technique was used to strengthen interview data and understand character-building practices contextually and naturally.

Table 7. Results of Participatory Observation

Observation Aspect	Observation Focus	Main Findings	Analytical Meaning
Teacher-student social interaction	Interpersonal relationships and mentoring	Homeroom teachers actively built persuasive communication and emotional approaches	Interpersonal relationships strengthened closeness and students' character development
School culture practices	Discipline, habituation, and positive culture	Schools implemented greeting habits, discipline, and exemplary behavior	School culture supported the formation of positive student behavior
Interpersonal communication	Empathy, motivation, and problem-solving	Teachers more frequently used dialogical and humanistic approaches	Communicative approaches increased students' openness
Student character behavior	Discipline, responsibility, and social interaction	Most students demonstrated discipline and social cooperation	Homeroom teacher mentoring contributed to strengthening student character
Holistic mentoring	Social and emotional development	Homeroom teachers were involved in students' academic and non-academic development	Mentoring was not only administrative but also humanistic
School dynamics	Variations in social and cultural school contexts	Rural schools emphasized a family-oriented approach more strongly	Cultural contexts influenced patterns of student character development

The results of participatory observation showed that social interactions between teachers and students took place communicatively and humanistically through persuasive approaches, role modeling, and the habituation of positive school culture. Mentoring practices carried out by homeroom teachers were not only oriented toward academic supervision but

also included students' emotional, social, and moral development in daily school life. The findings also indicated that a positive school culture contributed to improving discipline, responsibility, and students' social relationships, although there were variations in mentoring patterns according to the social and geographical contexts of each school.

Documentation data collection was conducted by reviewing various school documents related to the implementation of character education, positive school culture, and holistic mentoring by homeroom teachers at SMAN 3 Ketapang, SMAN 1 Nanga Tayap, and SMAN 1 Simpang Hulu. The analyzed documents included school regulations, character education programs, homeroom teacher journals, student development reports, student affairs meeting minutes, and school policy documents related to positive culture. Documentation analysis was conducted to verify interview and observation data while also identifying policy forms, mentoring patterns, and the implementation of character programs applied by schools. The document review focused on the consistency of character development programs, the involvement of homeroom teachers, mechanisms for handling student problems, and school culture supporting holistic student character development.

Table 8. Results of Documentation Data Analysis

Type of Document	Analysis Focus	Main Findings	Analytical Meaning
School regulations	Discipline and student behavior	Schools had disciplinary rules and positive culture habituation	School regulations became the basis for strengthening student character
Character education programs	Character development strategies	Character programs were integrated into school activities and habituation	Character education was implemented systematically
Homeroom teacher journals	Student mentoring	Homeroom teachers documented students' behavioral development and mentoring	Character mentoring was conducted continuously
Student development reports	Handling student problems	There were mentoring mechanisms for violations and student behavior issues	Schools implemented preventive and developmental approaches
Student affairs meeting minutes	Student development policies	Character and discipline discussions became routine school agendas	Character development involved coordination among school stakeholders
Positive culture documents	School culture and habituation	Schools implemented habituation of discipline, role modeling, and social communication	Positive culture supported a conducive school environment

The results of documentation analysis indicated that the three schools had policies and programs supporting the

implementation of character education through positive school culture and homeroom teacher mentoring. School documents demonstrated integration between school regulations, student development programs, and character mentoring practices carried out systematically and continuously. In addition, homeroom teacher journals and student development reports showed that homeroom teachers played an active role in monitoring students' behavioral development through approaches that were not only administrative but also social and emotional.

Data analysis was conducted simultaneously using the interactive model of Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña to obtain an in-depth understanding of the management of holistic mentoring by homeroom teachers in shaping the character of senior high school students in Ketapang Regency. The analysis process began during data collection through interviews, participatory observation, and documentation, followed by data condensation to select, focus, simplify, and categorize data according to the research focus. Furthermore, the data were presented in the form of narratives, matrices, and thematic patterns to facilitate the interpretation of relationships among findings. Thematic coding was conducted to identify major themes related to mentoring strategies, school culture, interpersonal communication, handling student problems, and character development. Afterward, the researcher drew conclusions reflectively and verified the data through triangulation and rechecking to ensure that the research interpretation remained credible and contextual.

Table 9. Results of Research Data Analysis

Data Analysis Stages	Analysis Process	Focus of Findings	Analysis Results
Data condensation	Selecting and categorizing interview, observation, and documentation data	Homeroom teacher mentoring, school culture, student character	Data focused on holistic mentoring practices and character development
Data presentation	Organizing data into narratives, matrices, and relationship patterns	Social relationships and character development strategies	A relationship was found between school culture and mentoring effectiveness
Thematic coding	Identifying major themes and categories	Interpersonal communication, discipline, positive culture, student development	Major themes of holistic character mentoring were established
Drawing conclusions	Interpreting patterns and relationships among findings	The role of homeroom teachers in character development	Homeroom teachers acted as students' social, emotional, and moral mentors
Data verification	Triangulation and rechecking of data	Credibility and consistency of findings	Data showed consistency across

			sources and data collection techniques
Contextual analysis	Comparing findings across research schools	Variations in school culture and geographical contexts	School contexts influenced patterns of student character mentoring
Reflective interpretation	Relating findings to theories and literature	Holistic approaches and school culture	Holistic mentoring strengthened positive culture and student character

The results of data analysis indicated that holistic mentoring practices by homeroom teachers were influenced by interpersonal communication, school culture, and contextualized mentoring approaches in each school. Thematic coding showed that homeroom teachers played an important role as students' social, emotional, and moral mentors through persuasive communication strategies, role modeling, and the strengthening of positive school culture. In addition, cross-case analysis revealed variations in character development patterns influenced by geographical contexts, school culture, and the involvement of the school social environment in supporting student character formation.

The identification of holistic mentoring management patterns was conducted through the synthesis of interview results, participatory observations, and documentation across the three research locations to understand homeroom teachers' strategies, obstacles to character development, school culture dynamics, and forms of collaboration between schools and parents in student development. The identification process was carried out by grouping data based on major themes emerging during analysis and then comparing patterns across schools according to their respective social and cultural contexts. The analysis focused on interpersonal communication practices, character development approaches, positive school culture, handling student problems, and family involvement in supporting holistic student character formation. This stage enabled the researcher to identify relationships between homeroom teacher mentoring strategies and the effectiveness of school culture in developing students' social, emotional, and moral behavior.

Table 9. Results of Identification, Analysis, and Main Research Findings

Identification Aspect	Analysis Focus	Main Findings	Analytical Meaning
Holistic mentoring management patterns	Students' social, emotional, and moral mentoring	Mentoring was conducted through persuasive, humanistic, and positive habituation approaches	Homeroom teachers play a multidimensional mentoring role for students
Homeroom teacher strategies	Interpersonal communication and character development	Teachers applied dialogical approaches, role modeling,	Interpersonal strategies increased students'

		and personal motivation	closeness and openness
Obstacles in character building	Student discipline, environmental influences, and limited supervision	The influence of digital media, low family involvement, and the complexity of adolescent behavior were identified	Character-related challenges are influenced by both internal and external student factors
School culture dynamics	School climate and character habituation	Schools implemented discipline, role modeling, and social habituation cultures	School culture strengthens student character formation
School and parent collaboration	Communication and student supervision	Schools coordinated through meetings, personal communication, and student progress reports	Family collaboration supports the effectiveness of character development
Variations in school context	Geographical differences and socio-cultural conditions	Rural schools emphasized familial and community-based social approaches more strongly	Local contexts influence character mentoring patterns
Role of homeroom teachers	Academic and non-academic guidance	Homeroom teachers became the main link between schools, students, and families	Homeroom teachers hold a strategic position within school culture

The identification results indicate that holistic mentoring management by homeroom teachers was carried out through humanistic interpersonal approaches, the habituation of positive school culture, and intensive communication with both students and parents. Homeroom teacher strategies mainly emphasized role modeling, persuasive approaches, and emotional guidance in developing student discipline and social responsibility. The findings also revealed that character building still faced obstacles such as the influence of the digital environment, limited family supervision, and the complexity of adolescent behavior, although a positive school culture and collaboration between schools and parents were proven to strengthen the effectiveness of student character mentoring across the three research schools.

Data validity testing was conducted systematically to ensure the credibility, consistency, and objectivity of the research findings regarding the management of holistic mentoring by homeroom teachers in shaping the character of senior high school students in Ketapang Regency. This process involved source triangulation, technique triangulation, member checking, audit trails, and peer debriefing by comparing interview, observation, and documentation data from various informants and different school contexts. Source triangulation was

conducted by comparing information from principals, homeroom teachers, counseling teachers, students, parents, and school committees, while technique triangulation was conducted through matching data across collection methods. Member checking was carried out by reconfirming interpretations with informants to ensure alignment with their experiences and field realities. In addition, audit trails were used to document the entire research process transparently, while peer debriefing was conducted through academic discussions with fellow researchers to minimize subjectivity in data interpretation.

Table 10. Results of Research Validity Testing

Validity Testing Technique	Implementation Process	Verification Focus	Findings
Source triangulation	Comparing data among informants	Consistency of information regarding character mentoring	Data from principals, teachers, students, and parents showed consistent findings
Technique triangulation	Comparing interview, observation, and documentation results	Validity of mentoring practices and school culture	Observation and documentation findings strengthened interview results
Member checking	Confirming interpretations with informants	Alignment of meanings and informants' experiences	Informants stated that the interpretations matched field conditions
Audit trail	Documentation of all research stages	Transparency of the research process	All data collection and analysis processes were systematically documented
Peer debriefing	Discussions with fellow researchers and academics	Objectivity of data interpretation and analysis	Research interpretations became more reflective and controlled
Cross-case verification	Comparing results among research schools	Consistency of character mentoring patterns	General patterns and contextual variations among schools were identified
Data credibility	Integration of all validation techniques	Validity of research findings	Data were considered credible, consistent, and contextual

The results of the data validity test indicate that the research findings possess a strong level of credibility and consistency through the alignment of data across informants, data collection techniques, and research school contexts. Triangulation and member checking demonstrated that the practice of holistic mentoring by homeroom teachers was understood relatively uniformly by informants, while audit trails and peer debriefing helped maintain transparency and objectivity in research interpretation. These findings strengthen the validity of the study regarding the relationship between school culture, interpersonal

communication, and homeroom teacher mentoring strategies in shaping the character of senior high school students in Ketapang Regency.

The interpretation of the research findings was developed reflectively and contextually by connecting empirical findings on holistic mentoring, school culture, character education, and homeroom teacher leadership in senior high schools in Ketapang Regency. The interpretation process was conducted through synthesizing interview, observation, and documentation results analyzed using an interpretive approach to understand the social meanings behind student character-building practices. The researcher interpreted the relationship between homeroom teacher mentoring strategies, positive school culture, interpersonal communication, and school social dynamics in shaping students' discipline, responsibility, and social character. In addition, the interpretation considered geographical contexts, local culture, and social-educational conditions in each school, resulting in a more holistic and contextual understanding of student character formation through interpersonal mentoring approaches.

Table 11. Results of Research Interpretation Analysis

Interpretation Aspect	Analysis Focus	Interpretive Findings	Contextual Meaning
Holistic mentoring	Social, emotional, and moral student development	Mentoring was conducted through humanistic and relational approaches	Homeroom teachers function as multidimensional student mentors
School culture	Discipline, habituation, and positive culture	School culture strengthens disciplined behavior and student social interaction	The school environment becomes a key factor in character formation
Character education	Strengthening moral values and social responsibility	Character education occurs through role modeling and habituation	Student character develops through daily social practices
Homeroom teacher leadership	Interpersonal communication and classroom management	Homeroom teachers demonstrated persuasive and communicative leadership	Homeroom teacher leadership strengthens the effectiveness of character development
School-family relationship	Collaboration in student development	Communication between schools and parents supports student character supervision	Character building requires support from the social environment
Geographical school context	Differences in culture and school social conditions	Rural schools emphasized familial approaches more strongly	Local contexts influence character mentoring patterns
Reflective approach	Integration of theory and field findings	Findings showed a close relationship between school culture	Holistic mentoring becomes a contextual strategy for

		and character mentoring	student character development
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The interpretation results indicate that the character formation of senior high school students is influenced by the interconnection between holistic mentoring, positive school culture, and communicative as well as humanistic homeroom teacher leadership. Homeroom teachers not only perform administrative functions but also act as social, emotional, and moral mentors through contextual interpersonal approaches. Their role extends beyond classroom management, as they guide students in developing discipline, responsibility, empathy, and positive social behavior. The findings reveal that students' character development becomes more effective when homeroom teachers establish close communication, provide emotional support, and create a learning atmosphere that encourages mutual respect and positive interaction among students.

The findings also demonstrate that a positive school culture and collaboration between schools and families strengthen the effectiveness of character education, although its implementation is influenced by the social and geographical conditions of each school in Ketapang Regency. Schools located in urban areas generally have more structured character education systems supported by organized programs and institutional regulations, while schools in semi-rural and rural areas rely more heavily on social closeness, interpersonal communication, and community values in supporting student development. Despite these contextual differences, all schools show that cooperation between homeroom teachers, parents, counseling teachers, and school communities contributes significantly to creating a supportive environment for strengthening student character. This collaboration helps students internalize moral values not only in the school environment but also within their family and social lives.

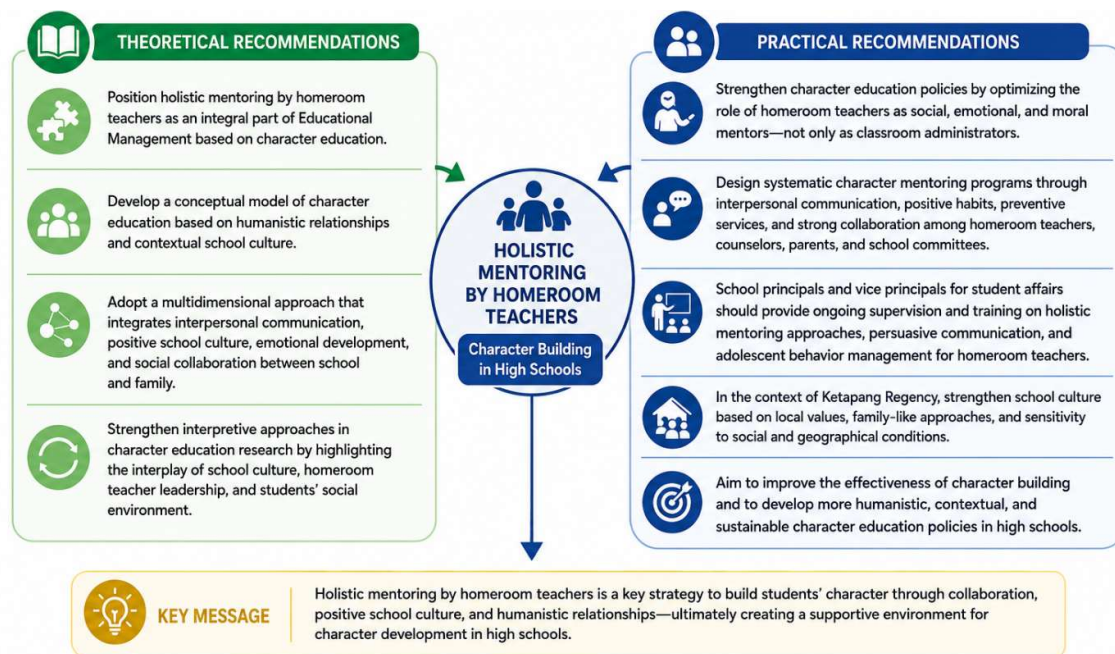
Based on the research findings, theoretical recommendations suggest that the management of holistic mentoring by homeroom teachers should be positioned as an integral part of Educational Management development based on character education in senior high schools. This study demonstrates that student character formation cannot rely solely on the implementation of school regulations and formal programs but requires a multidimensional approach integrating interpersonal communication, positive school culture, emotional guidance, and social collaboration between schools and families. Therefore, the concept of holistic mentoring by homeroom teachers can be developed as a conceptual model of character education based on humanistic relationships and contextual school culture, particularly in areas with social and geographical diversity such as Ketapang Regency. Furthermore, the research findings strengthen the interpretive approach in character education research by showing that school culture, homeroom teachers' interpersonal leadership, family involvement, and students' social environments are interconnected in shaping sustainable student character development.

This study concludes that the management of holistic mentoring conducted by homeroom teachers plays a strategic role in shaping the character of senior high school students in Ketapang Regency through the integration of interpersonal communication, positive school culture, and humanistic guidance approaches. Homeroom teachers are not only responsible for classroom administration, but also serve as social, emotional, and moral mentors who contribute

significantly to strengthening students' discipline, social responsibility, empathy, and positive behavior. The findings indicate that the effectiveness of character development is influenced by the quality of school culture, the interpersonal leadership of homeroom teachers, and the collaboration between schools and parents in guiding students. A positive school environment that promotes discipline, cooperation, mutual respect, and supportive relationships encourages students to internalize positive values and develop constructive social behavior.

In addition, the study reveals that the geographical and social context of schools also affects the implementation of character mentoring patterns. Urban schools tend to have more structured and systematic guidance programs, while rural and remote

schools emphasize family-oriented approaches and stronger community relationships in the character-building process. The research also identifies several challenges in character education, including the influence of the digital environment, the increasing complexity of adolescent behavior, and limited family involvement in students' development. Therefore, strengthening character education requires a contextual, collaborative, and sustainable holistic approach through optimizing the role of homeroom teachers, reinforcing positive school culture, and enhancing cooperation between schools, families, and communities to support students' overall character development.



Picture 3. Recommendations for Holistic Mentoring Management by Homeroom Teachers for Character Building in High Schools

Practically, this study recommends that schools strengthen character education policies through optimizing the role of homeroom teachers as students' social, emotional, and moral mentors, not merely as classroom administrative managers. Schools need to develop more systematic character mentoring programs through strengthening interpersonal communication, cultivating positive school culture, providing preventive services, and fostering intensive collaboration among homeroom teachers, counseling teachers, parents, and school committees. In addition, principals and vice principals for student affairs need to develop continuous supervision and training related to holistic mentoring approaches, persuasive communication, and the handling of adolescent behavioral problems for homeroom teachers. In the context of senior high schools in Ketapang Regency, strengthening school culture based on local values, a family-oriented approach, and

sensitivity to the schools' socio-geographical conditions are also important recommendations for improving the effectiveness of student character development. Thus, the results of this study are expected to serve as a foundation for developing more humanistic, contextual, and sustainable character education policies in senior high school environments.

Discussion

The findings of the study indicate that the management of holistic mentoring by homeroom teachers has a significant contribution to the character development of senior high school students in Ketapang Regency through strengthening interpersonal communication, positive school culture, and humanistic guidance approaches. Homeroom teachers not only carry out classroom administrative functions but also act as students' social, emotional, and moral mentors through role-

modeling strategies, persuasive communication, discipline habituation, and interpersonal relationship-based mentoring. These practices were observed in all three research locations, although variations in approaches existed according to the schools' social and geographical contexts. Urban schools tended to implement more structured character development systems, while semi-rural and rural schools emphasized family-oriented approaches and social closeness in student mentoring. These findings reinforce the views [1], [24], [25], which state that holistic approaches and positive school culture play important roles in building students' character sustainably.

The study also found that the effectiveness of character mentoring is influenced by the quality of school culture, the interpersonal leadership of homeroom teachers, and school-family collaboration. Homeroom teachers who applied dialogic, empathetic, and reflective communication tended to build emotional closeness with students, thereby improving discipline, social responsibility, and students' openness to the mentoring process. These findings are consistent with [2], [26], and [27], who emphasized that the interpersonal leadership of homeroom teachers has a strong influence on classroom management effectiveness and student character development. Furthermore, school culture that emphasizes positive habituation, role modeling, and conducive social interaction has been proven to strengthen the internalization of students' character values, as suggested by [14].

Nevertheless, the study identified several obstacles in implementing holistic mentoring, such as the influence of the digital environment, the complexity of adolescent behavior, limited parental involvement, and the high administrative workload of homeroom teachers. In schools located in rural areas, limited facilities and counseling services also affected the optimization of student character development. These findings support the studies of [11], and [13], which demonstrated that adolescent character development requires collaborative approaches, supportive school environments, and sustainable family involvement. Therefore, this study confirms that strengthening character education in senior high schools requires the integration of holistic mentoring by homeroom teachers, positive school culture, and contextual social collaboration so that student character development can take place more effectively, humanistically, and sustainably.

4. Conclusion

This study concludes that the management of holistic mentoring by homeroom teachers plays a strategic role in shaping the character of senior high school students in Ketapang Regency through the integration of interpersonal communication, positive school culture, and humanistic guidance approaches. Homeroom teachers not only function as classroom administrative managers, but also as social, emotional, and moral mentors who contribute to strengthening students' discipline, social responsibility, and positive behavior. The findings indicate that the effectiveness of character

development is influenced by the quality of school culture, the interpersonal leadership of homeroom teachers, and collaboration between schools and parents in the student guidance process. In addition, the geographical and social context of schools also affects the patterns of character mentoring, where urban schools tend to have more structured guidance systems, while rural schools emphasize familial approaches and community social relationships. The study also found that challenges in character development are related to the influence of the digital environment, the complexity of adolescent behavior, and limited family involvement. Therefore, strengthening character education requires a contextual, collaborative, and sustainable holistic approach through optimizing the role of homeroom teachers and fostering a positive school culture.

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