

Optimizing the Role of Classroom Teachers in Enhancing Students' Learning Independence in Aqidah and Moral Education

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Abstract:

This study aims to examine the significant influence of the implementation of homeroom teachers' core responsibilities on students' learning independence in Aqidah and Akhlak among Grade XI students at MA DDI Takkalasi, Barru Regency. This research employed an *ex post facto* design. The population comprised all 51 Grade XI students at MA DDI Takkalasi, who were included as research participants. Data were collected using a structured questionnaire distributed to the respondents and subsequently analyzed through descriptive and inferential statistical techniques. The findings indicate that the implementation of homeroom teachers' core duties accounts for 39% of the variance in students' learning independence in Aqidah and Akhlak, while the remaining 61% is attributable to other factors not examined in this study. The observed contribution reflects an initial level of effectiveness in fostering students' learning independence. Nevertheless, this influence can be further enhanced through the integration of additional supporting factors, which may provide a more comprehensive and meaningful learning experience. Moreover, systematic and targeted evaluation can assist students in identifying their strengths and areas for improvement, thereby increasing their motivation to develop greater learning independence.

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh signifikan pelaksanaan tugas pokok wali kelas terhadap kemandirian belajar aqidah akhlak peserta didik kelas XI di MA DDI Takkalasi Kabupaten Barru. Jenis penelitian adalah penelitian *ex-post facto*. Populasi sebanyak 51 di ambil dari seluruh kelas XI yang ada di MA DDI Takkalasi. Metode pengumpulan data yang digunakan yaitu angket atau kuesioner. Angket disebarakan kepada responden kemudian dianalisis menggunakan analisis deskriptif dan analisis statistik inferensial. Hasil penelitian menunjukkan bahwa pengaruh tugas pokok wali kelas terhadap kemandirian belajar aqidah akhlak peserta didik kelas XI di MA DDI Takkalasi berkontribusi sebesar 39% dan sisanya sebesar 61% dipengaruhi oleh variabel lain yang tidak dimasukkan dalam penelitian ini. Pengaruh sebesar 39% telah mencerminkan keberhasilan awal dalam meningkatkan kemandirian belajar peserta didik. Namun, pengaruh ini masih dapat ditingkatkan dengan faktor lainnya, hal ini akan memberikan pengalaman belajar yang lebih kaya dan mendalam bagi peserta didik. Begitupun dengan evaluasi yang terarah, peserta didik dapat memahami kekuatan dan kelemahan mereka, sehingga lebih termotivasi untuk meningkatkan kemandirian belajar.

Keywords:

Main Duties of Homeroom Teacher, Learning Independence, Faith, Morals.

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Introduction

Education is a fundamental pillar in character formation and the development of human resource potential. In the contemporary educational context, achieving the goal of preparing students to become responsible and independent individuals requires teachers to be professionally prepared and pedagogically competent. In addition, teachers must engage effectively with students in order to identify and understand their abilities, needs, and learning characteristics. Among the educators who interact most closely with students in their daily academic activities is the homeroom teacher (Inanna, 2018). A homeroom teacher is an educator appointed by the school principal to manage a class and supervise students throughout the teaching and learning process. As such, the homeroom teacher plays a central role in classroom management, providing guidance and support to help students achieve optimal learning outcomes. The duties and functions of the homeroom teacher include motivating, influencing, guiding, directing, and fostering a supportive and conducive learning environment. Through these roles, the classroom is expected to function as a collaborative learning community that progresses collectively in the learning process (Juliadarma, Limatahu, Andy, Tianotak, Murniyanti, Osamalu, & Malik, 2023).

Based on these considerations, it is evident that the role of the homeroom teacher in classroom management is critical to ensuring an effective and well-organized teaching and learning process. Effective classroom management contributes to increased student interest and learning enthusiasm, which in turn enhances students' engagement and independence in learning. The effectiveness of a homeroom teacher's performance is primarily reflected in their ability to act as a mediator who nurtures the class as a shared learning community (Yusra & Darmayanti, 2024). Although homeroom teachers are typically also subject teachers, they carry additional responsibilities related to managing class dynamics and supporting students' holistic development (Sari, Putri, & Arizona, 2021). One of the most prominent roles of the homeroom teacher is comparable to that of a family leader within the classroom, bearing primary responsibility for creating a harmonious and supportive environment. This role enables the class to develop into a cohesive learning community that advances together. Consequently, the homeroom teacher's main task is to enhance classroom effectiveness and learning quality so that the teaching and learning process can be conducted efficiently and productively (Susanti, Wibowo, & Lestari, 2025).

Optimal learning conditions can be achieved when homeroom teachers are able to organize students and learning facilities effectively while maintaining a positive and

enjoyable classroom atmosphere. Such conditions facilitate the attainment of instructional goals and foster healthy interpersonal relationships between teachers and students, which are essential components of effective classroom management (Zahroh, 2018). Accordingly, effective classroom management is a fundamental prerequisite for successful teaching and learning processes (Aroma, Herliyanti, Farisi, Saputra, Maulana, & Latifah, 2023). Teachers who serve as homeroom teachers are required to possess strong professional competence in order to create an effective and efficient learning environment and to address various classroom management challenges. Homeroom teachers are formally appointed by the school principal to manage classrooms and supervise students throughout the teaching and learning process. Consequently, their role is pivotal in classroom management, particularly in guiding and supporting students to achieve optimal academic and personal outcomes (Oualeng, Muhammadiyah, & Hamid, 2021). The homeroom teacher constitutes one of the key determinants of success in the teaching and learning process. Their role is both crucial and influential within the educational context, as it directly affects classroom management practices and the effectiveness of instructional delivery (Mustika, 2015).

Learning independence refers to a learning activity that is primarily driven by an individual's own initiative, choices, and responsibility for the learning process (Tirtaraharja, 2010). It is also conceptualized as a process in which learners independently take the initiative to plan, implement, and evaluate their learning without reliance on external assistance. In the literature, learning independence is often equated with self-directed learning. It represents an active learning process motivated by the desire to master specific competencies in order to solve problems using existing knowledge and skills (Tarigan, Hartini, Hairumansyah, Gressia, Nasution, & Claudia, 2024). In this context, learners independently determine learning objectives, strategies, time allocation, learning pace, learning methods, learning resources, and the evaluation of learning outcomes (Silberman, 2006). Based on this conceptualization, students at MA DDI Takkalasi are expected to demonstrate learning independence as an essential component of their personal and academic development. Learning independence involves students' ability to take initiative and responsibility for their learning activities without excessive dependence on others, including the ability to monitor and evaluate their own learning processes.

Homeroom teachers play a particularly significant role in the teaching of Aqidah and Akhlak, as they function as a bridge between theoretical knowledge presented in textbooks and its application in students' daily lives. In addition, homeroom teachers serve as role models who consistently observe and guide students' behavior throughout the school day. As managers of the classroom ecosystem, homeroom teachers not only transmit spiritual and moral values but also foster students' character development, identify moral challenges through a personal and empathetic approach, and cultivate a harmonious classroom culture. Through these efforts, the values of Aqidah are not merely memorized as academic content but are internalized and manifested as integral components of students' character and personality.

Based on preliminary observations conducted by the researcher at MA DDI Takkalasi on March 15, 2024, student learning independence was identified as a critical

factor influencing the achievement of educational objectives. Students who demonstrate a high level of learning independence tend to exhibit stronger time-management skills, greater initiative, and a higher sense of responsibility for their learning processes and outcomes. These observations highlight the need for focused and systematic efforts to support the development of students' learning independence. In this regard, the implementation of homeroom teachers' core responsibilities has the potential to positively address issues related to students' lack of focus and engagement in learning. Independent learning can be fostered through consistent guidance and support from teachers, particularly homeroom teachers, whose primary role includes mentoring and monitoring students' academic development. Despite the challenges encountered, homeroom teachers at MA DDI Takkalasi continuously encourage students to utilize their time effectively to review and reflect on their learning. Consequently, this study seeks to examine the significant influence of homeroom teachers' primary duties on students' learning independence in Aqidah and Akhlak among Grade XI students at MA DDI Takkalasi, Barru Regency.

Research Method

This study employed a quantitative ex post facto research design. The sampling technique used was purposive sampling, specifically population-based sampling, in which all Grade XI students at MA DDI Takkalasi were included as research participants. Accordingly, the total sample consisted of 51 students. The research design followed a simple paradigm involving one independent variable and one dependent variable. Data were collected using a structured questionnaire based on a Likert scale to measure variables related to the implementation of homeroom teachers' core responsibilities and students' learning independence in Aqidah and Akhlak among Grade XI students. The aspects assessed in relation to the implementation of homeroom teachers' main duties included serving as a parental figure, acting as a supportive peer, motivating student discipline, encouraging effective use of study time, promoting academic achievement, organizing classroom management, and monitoring students' participation in classroom activities (Mitchell, 2012).

Meanwhile, students' learning independence was measured through indicators such as independence from others, self-confidence, disciplined behavior, responsibility, initiative in learning, and self-control.

Data analysis was conducted using quantitative analytical techniques. Initially, descriptive statistical analysis was applied to describe the characteristics of the data without the intention of making generalizations beyond the sample (Sugiyono, 2011). Descriptive statistics included the calculation of measures such as the mean, median, mode, standard deviation, percentages, deciles, percentiles, as well as minimum and maximum values (Saat & Mania, 2019).

Subsequently, inferential statistical analysis was employed to draw conclusions that could be generalized to the population. Hypothesis testing involved correlation analysis and simple linear regression to examine the relationship and determine the extent of the

influence of homeroom teachers' core responsibilities on students' learning independence in Aqidah and Akhlak among Grade XI students at MA DDI Takkalasi, Barru Regency (Abdurrahman, 2007).

Result and Discussion

In the context of formal education, teachers constitute one of the key determinants in the successful implementation of educational programs. As the educational practitioners who interact most closely with students within the school environment, teachers play a multifaceted role that extends beyond instructional responsibilities to include guidance and supervision. In this regard, teachers also serve as homeroom teachers, whose role involves providing sustained attention and support to students' academic and personal development (Alhusaini & Kristiawan, 2022). The role of the homeroom teacher is particularly critical at the initial stage of class formation, as first impressions significantly influence the continuity and quality of subsequent teacher-student relationships. During the initial meetings, homeroom teachers are expected to collaboratively discuss with students the type of conducive classroom environment to be developed. This process includes formulating a shared class vision and mission, establishing a class organizational structure, and agreeing on classroom norms and regulations related to value internalization, such as discipline in attendance. For instance, students are encouraged to notify the homeroom teacher in advance, either via text message or telephone, in the event of absence, followed by the submission of a formal permission letter upon returning to school (Suparlan, 2004).

From the foregoing discussion, it can be concluded that the homeroom teacher plays a central role and bears primary responsibility for classroom management. Homeroom teachers are required to create a pleasant, safe, and comfortable learning environment that fosters students' enthusiasm and engagement in learning. Additionally, they must ensure that students feel emotionally secure and supported during the teaching and learning process. Based on the empirical research conducted among Grade XI students at MA DDI Takkalasi, involving 51 respondents, data were obtained through the distribution of questionnaires completed by the participating students. Each questionnaire item was scored in accordance with the predetermined measurement criteria. The resulting data were subsequently analyzed using descriptive statistical techniques. The descriptive statistical results pertaining to the implementation of homeroom teachers' core duties at MA DDI Takkalasi, based on a sample of 51 student respondents, are presented in Table 1 below.

Table 1. Descriptive Statistics of the Homeroom Teacher's Core Duties

Number of Samples	51
Maximum Score	56
Minimum Score	42
Mean	51
Standard Deviation	3
Range	14

Based on the data presented in the table above, the descriptive statistical analysis of the questionnaire scores related to the implementation of homeroom teachers' core duties at MA DDI Takkalasi indicates a score range of 14, with a minimum score of 42 and a maximum score of 56. The mean score obtained was 51, accompanied by a standard deviation of 3, suggesting a relatively moderate dispersion of scores around the mean.

Table 2. Categorization of Main Duties of Class Teachers at MA DDI Takkalasi

No.	Category	Interval	Frequency	Percentage
1.	Low	$X < 48$	5	10%
2.	Medium	$48 \leq X < 54$	38	75%
3.	High	$X \geq 54$	8	15%
Number			51	100%

Based on the table above, the categorization of the implementation of homeroom teachers' core duties indicates that 5 respondents (10%) fall within the low category, 38 respondents (75%) are classified in the medium category, and 8 respondents (15%) are included in the high category. Referring to the mean score of 51, the implementation of homeroom teachers' main duties at MA DDI Takkalasi is therefore categorized at a moderate level.

Table 3. Descriptive Statistics of Learning Independence of Grade XI Students at MA DDI Takkalasi

Number of Samples	51
Maximum Score	51
Minimum Score	41
Mean	47
Standard Deviation	2
Range	10

Based on the data presented in the table above, the descriptive statistical analysis of the learning independence questionnaire scores of Grade XI students at MA DDI Takkalasi indicates a score range of 10, with a minimum score of 41 and a maximum score of 51. The mean score obtained was 47, accompanied by a standard deviation of 2, suggesting relatively low variability in students' learning independence scores.

Table 4. Categorization of Learning Independence of Grade XI Students at MA DDI Takalasi

No.	Category	Interval	Frequency	Percentage
1.	Low	$X < 45$	6	12%
2.	Medium	$45 \leq X < 49$	32	63%
3.	High	$X \geq 49$	13	25%
Number			51	100%

Based on the table above, the categorization of students' learning independence indicates that 6 respondents (12%) are classified in the low category, 32 respondents (63%) fall within the medium category, and 13 respondents (25%) are included in the high category. Referring to the mean score obtained, students' learning independence at MA DDI Takkalasi is therefore categorized at a moderate level. Prior to hypothesis testing, several prerequisite statistical tests were conducted to ensure the appropriateness of the data for inferential analysis. These included a normality test to examine whether the data were normally distributed, a linearity test to assess the linear relationship between variables, and a heteroscedasticity test to evaluate the homogeneity of variance. The results of the normality test were analyzed using the Kolmogorov-Smirnov test, with the significance (Sig.) value presented in the following table:

Table 5. Normality Test Results

Variabel	K-Smirnov	Keterangan
X-Y	0,200	Normal

Based on the table above, the significance value (Sig.) obtained is 0.200, which is greater than the α level of 0.05, indicating that the data are normally distributed. Thus, the results of the normality test confirm that the data meet the assumption of normality. Furthermore, the linearity assumption was examined using the Analysis of Variance (ANOVA) approach by observing the significance value of the Deviation from Linearity. The results of the linearity test for the relationship between variable X and variable Y are presented in Table 6 as follows:

Table 6. Results of Linearity Test of X with Y

ANOVAa			
Variabel	F	Sig.	Keterangan
X1-Y	1,487	0,206	Linear

Source: Analysis of linearity test data for variables X1 and Y using the SPSS 25 application

Based on Table 4.11, the significance value of the Deviation from Linearity is 0.206, which exceeds the α level of 0.05. This result indicates that the relationship between the implementation of the homeroom teacher's main duties (X) and students' learning independence (Y) is linear. Furthermore, the results of the coefficient of determination analysis examining the effect of the implementation of homeroom teachers' main duties on students' learning independence are presented in the Model Summary table. The magnitude of this effect is determined by the R Square value, as shown in Table 7 below.

Table 7. Test of the Number of Effects of the Implementation of the Homeroom Teacher's Main Tasks on Learning Independence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,520	0,390	0,153	2,04876
Predictors: (Constant): pelaksanaan tugas pokok wali kelas				
Dependent Variabel: kemandirian belajar				

Source: Analysis of data from the coefficient of determination test for hypothesis 1 using the SPSS 25 application

Based on the SPSS output, the correlation coefficient obtained is 0.520, indicating a moderate positive relationship between the implementation of homeroom teachers' core duties and students' learning independence in Aqidah and Akhlak. Furthermore, the coefficient of determination (R^2) reveals that the implementation of homeroom teachers' main duties contributes 39.0% to students' learning independence, which falls within the moderate category, while the remaining 61.0% is influenced by other factors beyond the scope of this study. The implementation of homeroom teachers' core responsibilities encourages students to develop greater independence at various stages of the learning process, enabling them to rely less on external assistance and to cultivate a stronger sense of responsibility for their learning. This process involves students' engagement in higher-order cognitive activities, such as analyzing information, evaluating learning materials, and formulating solutions to academic problems. Accordingly, the observed contribution of 39% suggests that the implementation of homeroom teachers' main duties is reasonably effective in enhancing students' learning independence, although it has not yet reached an optimal level.

These findings are consistent with previous research by Suhendri and Mardalena, which defines learning independence as a learning activity carried out by students without reliance on others, whether peers or teachers, in achieving learning objectives, including mastery of knowledge and its application in solving everyday problems. Independent learners are characterized by their ability to actively seek learning resources beyond those provided by educators, such as digital and online sources, and to engage in learning activities without undue influence from others. Such independence can be observed through students' behaviors and attitudes during the learning process (Ningsih & Nurrahmah, 2016). The present study reinforces this perspective by demonstrating that learning independence is not merely a theoretical construct related to students' autonomous information-seeking abilities but is also an outcome that can be shaped through external educational interventions. Specifically, the implementation of homeroom teachers' core duties at MA DDI Takkalasi serves as a strategic intervention that contributes to the development of students' learning independence. The identified contribution of 39% represents an initial level of effectiveness achieved through structured guidance, supervision, and evaluation provided by homeroom teachers. Thus, the homeroom teacher's role functions as a catalyst that activates key dimensions of learning independence, including problem-solving ability, self-regulated learning, and conscious mastery of subject matter. As a result, students are not only able to conceptualize learning independence theoretically but are also increasingly capable of applying it in the learning of Aqidah and Akhlak in a deeper and more meaningful manner, enriched by authentic learning experiences.

The effectiveness of homeroom teachers' core responsibilities in fostering students' learning independence is closely linked to their ability to design engaging, meaningful, and contextually relevant learning experiences. Another critical factor that enhances the impact of homeroom teachers' roles is the presence of a supportive learning environment (Patall, Vasquez, Steingut, Trimble, & Pituch, 2017). A conducive classroom atmosphere,

adequate learning facilities, and access to diverse learning resources enable students to develop learning independence more freely. Such an environment not only facilitates students' autonomy in learning but also provides them with essential information and references necessary for self-directed learning. Importantly, learning independence does not imply that students must learn in isolation; rather, it refers to learning driven by personal initiative, with or without direct teacher assistance. Independent learners are not expected to possess complete knowledge or function without support, but they demonstrate the capacity to seek assistance strategically when needed.

Learning independence is widely recognized as a key determinant of students' academic success and overall life achievement. Consequently, the development of an independent learning attitude is essential for individuals aspiring to succeed in various life domains. In addition to the role of teachers, parents play a crucial role in fostering learning independence, as they serve as children's first and primary educators. Through consistent guidance and support within the family environment, parents significantly influence the formation of children's independent learning habits and attitudes (Suid, 2017). Based on the preceding discussion, learning independence can be conceptualized as a form of self-directed behavior characterized by initiative, responsibility, confidence, and intrinsic motivation in the learning process. Learners with high levels of learning independence are capable of regulating their own learning activities, assessing their abilities, and addressing academic challenges effectively, even in the absence of continuous external assistance.

Conclusion

Overall, the implementation of homeroom teachers' core duties and the level of students' learning independence in Aqidah and Akhlak at MA DDI Takkalasi were found to be at a moderate level. The majority of respondents indicated that the execution of homeroom teachers' responsibilities aligns with students' learning independence, which also falls within the intermediate category. The findings demonstrate that the implementation of homeroom teachers' main duties has a significant influence on enhancing students' learning independence in Aqidah and Akhlak. This positive effect indicates that homeroom teachers' interventions and roles are reasonably effective in encouraging students to develop greater autonomy in learning. Nevertheless, the results also suggest that the formation of students' learning independence is substantially influenced by factors beyond the implementation of homeroom teachers' primary responsibilities.

The impact of homeroom teachers' core duties is likely to be strengthened and optimized when supported by additional elements within the educational ecosystem. Key supporting factors include a conducive learning environment, adequate educational facilities, and access to relevant and diverse learning resources. Accordingly, while the homeroom teacher's role serves as an important foundation for fostering learning independence, its full effectiveness depends on the integration of targeted instructional strategies and comprehensive support from the broader learning environment. In this regard, schools are encouraged to develop integrated collaboration frameworks that

enable homeroom teachers to implement structured scaffolding strategies within independent learning tasks to enhance students' confidence and self-regulation. Simultaneously, institutional support should be provided through systematic evaluations of homeroom teachers' performance that extend beyond administrative indicators to include psychological and pedagogical dimensions. Furthermore, future research is recommended to expand the scope of investigation by incorporating additional external variables, such as parental involvement and the use of digital learning media, to more comprehensively explain the determinants of students' learning independence that were not addressed in the present study.

Ethical Statement

This study was conducted in accordance with established ethical principles for educational research. Prior to data collection, formal permission was obtained from the management of MA DDI Takkalasi, Barru Regency. All participants were informed about the purpose, procedures, and voluntary nature of the study. Informed consent was obtained from the students, and participation was entirely voluntary, with participants retaining the right to withdraw from the study at any stage without any academic or personal consequences. The confidentiality and anonymity of all respondents were strictly maintained. Personal identities were not recorded, and the data collected were used solely for research purposes. The study did not involve any physical, psychological, or social risks to participants. Furthermore, the research instruments and procedures were designed to ensure fairness, respect, and integrity throughout the research process. The authors affirm that this research adhered to ethical standards in data collection, analysis, and reporting.

CRedit Authorship Contribution Statement

- **Author 1:** Conceptualization; Methodology; Investigation; Writing – Original Draft; Formal Analysis.
- **Author 2:** Conceptualization; Methodology; Formal Analysis.
- **Author 3:** Conceptualization; Methodology; Investigation; Formal Analysis..

Conflict of Interest

The authors declare that there are no competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability

The datasets generated and analyzed during the current study are available upon reasonable request

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