Homeroom Teacher Management based Technology Information in Improving the Service Quality to Students

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Abstract— **Homeroom teacher is a teacher who gets the additional task of school to become a manager at a grade class. Homeroom teacher is also said to be a manager in the class passed off. As their homeroom has several tasks that must be done. In No. 15 of 2018 Permendikbud attachment 1 mentioned homeroom assignments. Homeroom teacher have limited time between the mandatory work as subject teachers to face 24 hours / week with assignments as homeroom teacher causing the service given to the student's homeroom less effective. Based on the results interview and literature review homeroom such difficulty lies in: (1) streamline the time between assignments to-face mandatory 24 hours / week with his duties as a homeroom; (2) not to use information technology effectively in optimize homeroom teacher work to improve the quality of services to students. Effective service is a requirement for students to overcome the various problems that can hinder the success of students in learning and learning and communicating with the various parties involved in improving student success both in academic and non-academic. The application of management based information technology becomes important and strategic for homeroom teacher in effecting service of the students.**

Keywords— Homeroom Management, Information Technology, Quality of Service

I. INTRODUCTION

Teachers have a mandatory duty as subject teachers in planning, implementing, and assessing, besides that they got an extra assignment in school one as a homeroom. Teachers as a homeroom teacher is required to have competence in managing the class like interacting with students, parents / guardians of students, the administration of the class, preparation and report on the progress of learners, creation of special note of the achievements and weaknesses of learners, recording mutation learners, charging and distribution of book learning outcomes assessment report, which was when importance is to encourage and increase motivation, fighting spirit, the creativity of learners, active as a member of the class in the class activities, school activities, and other classroom teacher's task.

Homeroom teacher as a class manager is expected to have an adequate management competence in classroom management. Competency of homeroom can help homeroom classroom management in achieving the vision, mission and goals of the class that refers to the vision, mission and objectives of the school that have been formulated jointly between students and homeroom. Vision, mission and goals of the class should be well understood by the entire class citizens and are reflected within each class citizen in the act and behave for the realization of students' character, intelligent spiritual, emotional, highly competitive, and able to develop her potential both in the academic field appropriate and non-academic talents, interests and potential they have.

Homeroom teacher assignment as contained in Appendix Permendikbud No. 4 of 2015, in which teachers receive additional duties as guardian equivalent classroom as a clock-face as much as two hours of lessons. Then amplified in Permendikbud No. 15 of 2018 Article 6 provide the legality of clock-face as much as 2 hours for teachers in performing their duties as guardian class and homeroom job descriptions contained in Appendix I of this Permendikbud.

The strategy in the classroom management passed off, demanding homeroom should be able to manage classroom activities effectively and efficiently. Homeroom is a person who has the first opportunity to improve the quality of learning through its role in nurturing, guiding, and prepare students psychologically for the creation of a climate conducive for effective learning in the classroom. Good management and effective impact on improving the quality of graduate school. Juran in Sallis (2010: 108), says that the teacher is the first management in dealing with issues of a broader quality management, this was confirmed by Deming, that most quality problems can be returned to the issue of management decisions. So the management of a homeroom teacher in class is an important thing that should be a concern of the school.

Homeroom teacher assignment of subjects with a clock-face of at least 24 hours / week quite time-consuming, so the homeroom time to carry out their duties as homeroom becomes less effective. Homeroom services to students who have not passed off as a maximum, many issues unresolved students as expected of students. Results interview several homeroom SMA distinct and different districts in West Sumatra can be concluded that: (1) The teacher had difficulty

in effecting the time between assignments classroom teacher with the duties required of them as teachers of subjects with a clock-face at least 24 hours / week, including to interact and communicate with the parties share in managing the classroom; (2) there are no specific guidelines that can guide them in administering the classroom and in managing other homeroom .; (3) use of information technology in classroom management is still limited to the collection of value, entry and charging report alone was not entered on the substance of the task homeroom each other, so homeroom as a substitute for the parents of students in the school cannot provide the services students need to overcome various problems that could hinder the improvement of the quality of teaching and learning outcomes of students who passed off; (4) homeroom cannot be optimize in interacting with students to get to know all of the students that he guide, good character, talents, interests,

II. LITERATURE REVIEW

A. *Homeroom Teacher Management*

Homeroom teacher management is two words, namely the management and homeroom teacher. Understanding this management varies according to several management figures are based on the background of life, education, goals, philosophies and viewpoints.

In management there is a series of processes are carried out, the process includes management functions. According to some experts in the management of Machali and Hidayat (2014: 16-18) there are similarities to the three functions, namely management on planning, organizing, and control or supervision. The next management function, Foyal added on the commands and coordination; Gulick added to the preparation work, directing, coordinating, and preparation of reports; Terry added on the implementation or agitation; Dale added to the preparation work, direction, innovation, and presentation of reports; Koontz and McDonnell added in the preparation of workers and direction; Newman added in assembly sources and direction; while Lee added at the direction and coordination.

Management of student activities require management to the implementation of all activities conducted homeroom has clear guidelines, directed, and controlled to prepare qualified graduates in accordance with established standards and based on national standards of education. Terry (2010) said "Management is a distinct process consisting of planning, organizing, actuating and controlling performed to Determine and Accomplish stated objectives by the use of human being another resources" management is a typical process consists of the actions of planning, organizing, mobilizing and controlling performed to determine and achieve the goals that have been determined.

The second word of the management homeroom was homeroom. Homeroom is a teacher who got the additional duties of school are designated and assigned by the principal under the decree principals to perform duties as a manager of a group of people in this case are the students in a class. Annex 1 Regulation of the Minister of Education and Culture of the

Republic of Indonesia Number 15 of 2018 on the workload of teachers, principals and school inspectors, mentioned homeroom assignments include:(1) managing the classroom as their task; (2) interact with parents / guardians of students; (3) the administration of the class (4) prepare and report on the progress of learners; (4) made special note of learners; noting mutations learners; (5) filling and divide report book learning outcomes; (6) carry out other tasks related to classroom teacher; (7) prepare a report to the task as a school homeroom.

Description of duties homeroom This illustrates that the homeroom teacher has a responsibility to be managed time in carrying out the task effectively besides the obligatory duties as a subject teacher who also teaches at least 24 hours / week. Professionalism demanded a homeroom homeroom must have sufficient competence to manage the class passed off as effectively and efficiently. According Reminsa (in Rusydie, 2011: 102) into a human figure is the professional demands in every office, occupation, or profession. They should also know that there is one important thing to be decisive for the success of a profession, the professional attitude and quality of work.

Homeroom understanding of classroom management is very important, because management includes management functions are applied in managing the class homeroom. Application of management functions directly touching the substance of a school that students in a class who are candidates for graduate school, which has a variety of unique, lack, limitation, and the advantages it a priority to be managed effectively in order to create high-quality graduates and qualified in accordance with national education goals.

Application of management functions in the management homeroom homeroom can help organizations manage a small unit class managed shaped by a homeroom include the functions of planning, organizing function, the function of moving and controlling or monitoring function.

B. *Information Technology (IT)*

Information is defined as the processing of the data used for a purpose, so as recipients will receive stimulation for action. Here (Davis, 1995; Soetejo, 2002: 168; Rochaety, 2015) provide information in common sense is the data that has been processed and has a meaning. Technology is the result of human engineering in the form of a set of tools that help people in work.

Haag, et al (2000) divides technology into 6 groups: (1) input technology; (2) output technology; (3) software technology; (4) storage technology; (5) telecommunication technology; (6) processing, machine or more with the CPU.

Information technology can be defined as a set of tools that can help a person in working with information and perform tasks by processing information, to communicate information to the recipient quickly, broader distribution, and can be stored longer, and the information sent is expected to get feedback from receiver.

Definition of information technology from some experts who have in common sense (Hall, 2001; Indrajit, 2003; Martin, 2006; Al-Jufri, 2010; Rahmawati, 2013), namely the

manner and integrated tools to capture, process and transmit electronic data into information who used the user. The next Understanding (Altar, 1992; Martin, 1999; Luke, 2000; Rochaety, 2015) includes information technology software and hardware used to process, store and transmit information. Understanding the differences found in the Altar, add capture, transmit and manipulate information; Luke, add shipping information in the form electronic.

In general, information technology is divided into 2 parts (hardware) which includes physical hardware such as memory, keyboard and printer. Software (software) associated instruction set hardware to work in accordance with the purpose of the instructions that are given.

The role of information technology in human life today is so great, in all lines of life presence information technology becomes a necessity, especially to communicate and convey information quickly and easily. The role of information technology has been a lot replace human role in carrying out the various processes involved in the work and activities. But the needs of the human resources that are reliable in carrying out a program of computer technology has also become something that must be responded to overcome the employment that can be switched from their work that has been replaced by an automated system of information technology, such as the payment on the motorway, a car that has been controlled system so it does not need a driver anymore.

Under the proposed exposure can be concluded that information technology is all forms of technology used and utilized to process, present and transmit or disseminate information electronic.

C. Quality of Service to Students

Various attempts were made to meet the various needs of the school so that students receive the services they need to grow and develop according to the needs as a student. One form of services provided in schools, through the role of the guardian class. Homeroom as a teacher given additional tasks by schools to manage a class has the responsibility to provide the services required of their students, both academic and non-academic. Services provided to students to give ease of students in improving student competence in learning and learning and learning outcomes.

Gasperz (2003), states that there are several dimensions to be considered in improving the quality of services, namely: (1) timeliness of service, (2) the accuracy of the service, (3) the courtesy and friendliness in the provision of services, (4) the responsibilities relating to the acceptance orders and handling complaints from customers, (5) completeness, (6) the ease of obtaining services, (7) variations of service models, with regard to innovation to deliver new patterns in service, (8) the personal ministry with regard to flexibility, handling special requests and others, (9) the convenience in obtaining services, (10) attributes supporting other services.

Based on the needs of the students will be given homeroom services should match the needs of students and keeping in view the rules and homeroom duties as a manager

and also serves as parents of students in the school. The problems can be resolved via tail students cooperation with students' homeroom, counseling teachers (BK), parents, curriculum development team and quality improvement as well as the principal. Service takes students through the role of the homeroom can find solutions to various problems and issues that can interfere with improving the quality of teaching and learning and student learning outcomes. Quality of service is the key word for the students active in a variety of academic and non-academic activities.

Goetsch and Davis (2006) quality is a dynamic state associated with produced, services, people, processes, and environment that meets or expectations, the quality is something dynamic to follow the dynamics of the customer and the environment. Quality can be defined as something that can meet or exceed the customer's desire to be expected. Quality of service is measured by the satisfaction homeroom students served both academic and non-academic ..

Based on the exposure can be concluded that the quality of the students is homeroom service effectiveness in providing the services students need both academic and non-academic.

D. Homeroom Teacher Management Based Information Technology In Improving Quality Of Service To Students

Schools as an educational institution to see that information technology (IT) as a very interesting tool in helping and making operations more efficient and effective organization. Thus schools can serve customers effectively and efficiently schools especially service to students as graduates of a school that would reflect the quality of the school. To achieve high-quality graduates require school management quality as well, including in managing homeroom is a manager in a school class.

An educational institution can be successful in the competition not only apply for certain information technology, it has developed a certain capability to apply information technology in the face of change (Rochaety et al, 2015: 87). Changes cannot be avoided by the homeroom as part of the school organization, both areas of management and information technology itself. The value of information technology capabilities depend on the ability homeroom homeroom, the technology used, and the relationship between technology and management homeroom. Competencies required of the guardian class in the face of various changes in the global and digital era in managing the class that they classroom indicate that the asset class is a school trustee has an important role, and must be properly managed so that they are able to manage information technology-based classes were very fast development at this time. The used by homeroom information technology in management of the class is an exciting opportunity to streamline the time and labor required to manage grade homeroom homeroom with the limitations that must implement learning activities face a minimum of 24 hours / week.

The use of information technology in the task management homeroom homeroom provide convenience in carrying out his duties as a homeroom to provide quality service to students both academic and non-academic. This is supported by the

results of research Bendriyanti (2015) that the implementation of the improving quality of service can be implemented by applying IT / ICT in the process of quality management services to improve efficiency and provide service capability that is fast, precise and accurate, enhance and strengthen the curriculum for all types and program level.

III. CONCLUSION

Management homeroom based on information technology becomes a necessity for homeroom in the face of time constraints homeroom provide services students need to suppress and minimize the problems that can hinder the improvement of quality of teaching and learning and student learning outcomes in academic and non-academic. Management homeroom-based technology also provides convenience to homeroom to interact with students, parents, teachers of subjects, the team of curriculum developers and quality improvement as well as principals in preparing students have sufficient competence and excel and be able to compete in academic and non-academic

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