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The Influence of Character Education Management Implementation and Parent Teacher Guidance on Changes in Student Character

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Abstrak

Penelitian ini bertujuan menguji dan menganalisis pengaruh implementasi manajemen pendidikan karakter dan pendampingan guru wali terhadap perubahan karakter siswa kelas X di SMK Negeri 3 Kota Tebing Tinggi. Masalah utama penelitian ini adalah masih munculnya pelanggaran tata tertib siswa yang menunjukkan belum optimalnya pendidikan karakter dan pendampingan di lingkungan sekolah. Peneliti menggunakan pendekatan kuantitatif dengan metode asosiatif kausal. Peneliti mengumpulkan data melalui penyebaran kuesioner kepada 154 siswa sebagai sampel yang ditarik menggunakan teknik proportional stratified random sampling. Selanjutnya, peneliti menganalisis data menggunakan regresi linear berganda. Hasil penelitian menemukan bahwa implementasi manajemen pendidikan karakter dan pendampingan guru wali secara parsial memberikan pengaruh positif dan signifikan terhadap perubahan karakter siswa. Selain itu, kedua variabel tersebut secara simultan juga memengaruhi perubahan karakter siswa secara positif dan signifikan dengan sumbangan kontribusi sebesar 28,8%. Peneliti menyimpulkan bahwa kombinasi antara sistem manajemen sekolah yang baik dan pendekatan manusiawi dari pendidik menciptakan ekosistem yang kuat untuk memperbaiki karakter siswa. Peneliti menyarankan pihak sekolah mempertahankan program ini dan memberikan pelatihan khusus bagi guru wali, serta mengarahkan peneliti selanjutnya untuk mengkaji faktor eksternal lain di luar penelitian ini.

Kata Kunci: Manajemen Pendidikan Karakter, Pendampingan Guru Wali, Perubahan Karakter

Abstract

This study aims to test and analyze the effect of character education management implementation and homeroom teacher mentoring on the character changes of tenth-grade students at SMK Negeri 3 Kota Tebing Tinggi. The main problem in this research is the persistence of student disciplinary violations, indicating suboptimal character education and mentoring in the school environment. The researcher applied a quantitative approach with an associative causal method. The researcher collected data by distributing questionnaires to 154 students as a sample selected through a proportional stratified random sampling technique. Subsequently, the researcher analyzed the data using multiple linear regression. The findings reveal that the implementation of character education management and homeroom teacher mentoring partially exert a positive and significant effect on student character changes. Furthermore, both variables simultaneously influence student character changes positively and significantly, contributing 28.8%. The researcher concludes that combining a robust school management system with a humanistic teacher approach creates a strong educational ecosystem to improve student character. The researcher recommends the school maintain this program and provide specific training for homeroom teachers, while directing future researchers to examine other external factors beyond this study.

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Keywords: *Character Education Management, Homeroom Teacher Mentoring, Character Changes*

INTRODUCTION

Formation character participant educated at the level education medium is an integral part of objective education national. Law Number 20 of 2003 concerning The National Education System affirms that education national functioning develop ability and form character as well as civilization a dignified nation, and aim develop potential participant educate to become a man of faith and piety to God Almighty, have morals noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible answer (Government Republic of Indonesia, 2003, Article 3). Provisions This show that school No only obliged produce excellent graduates in a way academic and vocational, but also graduates who have good character as supplies life society and enter the world of work (Komalasari & Masyitoh, 2022).

Commitment to formation character the strengthened through Regulation President Number 87 of 2017 concerning Strengthening Character Education. In the provisions Article 1 explained that Strengthening Character Education (PPK) is movement education below not quite enough answer unit education For strengthen character participant educate through harmonization exercise heart, feeling, exercise think, and exercise with involvement and work The same between unit education, family, and society (Government Republic of Indonesia, 2017, Article 1). Thus, education character No can understood as activity additional, but must become part from overall governance education in schools. In general conceptual, formation character participant educate requires a planned, systematic, and continuous educational process. Koesoema et al. (2017, p. 2–3) emphasizes that education character No Enough only understood as delivery moral values in general theoretical, but must realized through habituation, role model, and culture schools that allow values the life in daily life participant educate. More Furthermore, Koesoema et al. (Sari & Indartono, 2019) explain that strengthening education character implemented through three main bases, namely class base, culture school, and involvement society. Views This show that education character will effective if implemented in a way comprehensive in the learning process, rules and regulations school, relationship between residents school, and various coaching programs executed in a way consistent.

Urgency education character in schools is also strengthened by the results study up to date. Diana et al. (Kamboj & Garg, 2021) explains that parental involvement own significant relationship to education character children, so that formation character No can charged fully to school without support family. Furthermore, Rijal et al. (2023, p. 408) found that internalization mark character discipline in a way planned capable form culture positive in the environment school and encourage student For display behavior discipline in a way independent. Findings the show that success education character is very much determined by ability school in manage values character become living and implemented culture together by all inhabitant school.

However, these ideal conditions Not yet always in line with condition real in the field. Koesoema et al. (Sasmita et al., 2018) stated that implementation education character Still face challenge in the form of weakness exemplary behavior, not yet optimally habituation, and less strong synergy between school, family, and community. In this condition Thus, the implementation management education character it is very important that the values designed characters school No stop at the level administrative, but rather truly implemented through planning, organizing, implementing, and controlling measurable measures.

In addition to implementation management education character, change character Students are also greatly influenced by the guidance of their homeroom teachers. Homeroom teachers is the closest party with life academic and behavioral participant educate in class, so that own role important in monitor development attitude, giving directions, and do coaching in a way sustainable. Harahap et al. (2023, p. 868–872) explain that role mentoring guardian class often not yet running optimally because Still there is limitations in understanding tasks, lack of communication with guidance and counseling teachers, as well as limitations time in coaching. In fact, Harahap et al. (2023, p. 876–881) confirms that the homeroom teacher should No only functioning administrative, but also become system proactive mentoring through monitoring routine, communication intensive with parents, and detection early to problem behavior student.

View the reinforced by Khoiri (2025, p. 402) who stated that the homeroom teacher have role important in increase discipline student through giving advice, motivation, approach emotional,

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supervision, role model, and Work The same with family and environment school. With Thus, the mentoring of the homeroom teacher is carried out in a way consistent, structured, and collaborative will contribute greatly to change character student to more direction Good (Putri et al., 2021).

Need will implementation management education strong character and guidance from the homeroom teacher become very relevant at State Vocational School 3, Tebing Tinggi City. As school medium vocational schools that provide expertise programs in fashion design, culinary, hospitality and beauty, schools This sued No only produce competent graduates in a way technical, but also graduates who have character Work like discipline, responsibility answer politely politeness, neatness and appearance professional. Characters the is part important from readiness participant educate For entering the business world and the industrial world, especially in the sector services and services.

In research This is for guard homogeneity characteristics respondents, population target restricted in a way specific only for students class X of all expertise programs without separation of student major data grades XI and XII do not included in population study because at the time study ongoing they be at the stage different education, such as practice Work field and stage end more education focused on completing the final program school, assessment or competency test, as well as preparation graduation. Conditions the cause intensity involvement student grades XI and XII in coaching routine school No Again The same with student class X. Therefore that, the limitation population only in class X is it considered more appropriate so that the data obtained represent students who are still is in phase transition beginning adapt with environment school vocational, where the formation character is very crucial and requires coaching character in a way regular at school (Pulungan, 2025).

Based on observations the beginning of the school's internal documents, namely Book Picket Even Semester School Academic Year 2025/2026, still found a number of violation of regulations, such as delay attendance at school, violation attribute completeness uniform, and leave class hours without information (State Vocational School 3 Tebing Tinggi City, 2026). Although in a way quantitative amount violation the No too big, deep context education vocational matter This still show that internalization mark discipline and responsibility answer Not yet completely optimal. At school vocational, violation to rule dressing, accuracy time, and compliance to activity Study No only the issue of order, but also related direct with formation culture Work professional.

On the other hand, schools Actually has own various programs that support coaching character participant educate through activity student affairs and habituation school. However, the existence of the program Not yet automatic ensure success formation character if No followed by implementation management education effective character as well as consistent guidance from homeroom teachers. This in line with findings of Rijal et al. (2023, p. 408) that mark character new will become culture positive if internalized in a way continously in practice life school. With Thus, the success of the coaching program character at State Vocational School 3 Tebing Tinggi City is very possible influenced by the extent to which management education character implemented in a way good and to what extent the homeroom teacher operate function his accompaniment optimally (Yohanna & Maya, 2019).

Based on the description above, it appears existence gap between ideal conditions and conditions factual in formation character students at State Vocational School 3, Tebing Tinggi City. In one side, goal education national and policy strengthening education character want realization participant character education strong, capable and responsible answer (Government Republic of Indonesia, 2003, Article 3; Government Republic of Indonesia, 2017, Article 1). On the other hand, there are still found violation of regulations show that formation character student Not yet fully reach expected results. Koesoema et al. (2017, p. 2–3) emphasize importance education integrated characters through culture school, while Harahap et al. (2023, p. 876–881) confirms importance proactive and ongoing mentoring from homeroom teachers (Sudaryatie et al., 2022). Therefore that, research about influence implementation management education character and mentoring of homeroom teachers to change character student become important done For get description empirical about contribution both variables the to change character students at State Vocational School 3, Tebing Tinggi City. Based on that's it study This formulated with title " Influence Implementation Character Education Management and Parental Teacher Guidance to Change Character Students at State Vocational School 3, Tebing Tinggi City."

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METHOD

This research use approach quantitative, namely method research based on philosophy positivism, used For research on population or sample specific, data collection uses instrument research, as well as data analysis is of a nature quantitative or statistics with objective For test hypothesis that has been determined (Sugiyono, 2019, p. 16). Election approach quantitative based on characteristics problem research that requires testing hypothesis, use of data in the form of numbers (numeric), as well as implementation analysis statistics For interesting conclusion. Through approach this, researcher make an effort get objective, measurable, and standardized picture about phenomena studied at State Vocational School 3, Tebing Tinggi City (Widyatiningtyas et al., 2023).

Research methods associative causal chosen Because objective main from study This is For test and explain connection cause and effect (influence) between variables free to variables bound. Associative research is research that aims For know connection between two variables or more, where the relationship causal is relationship that is because consequence so that there is variables independent and dependent (Sugiyono, 2019, p. 65). In this case this, researcher want to prove in a way empirical to what extent is the implementation management education character (X 1) and guidance from homeroom teachers (X 2) provide influence to change character students (Y). With use method this, the result study expected can give level accurate certainty about strength connection intervariable the through significance testing statistics.

Character base study This nature deductive, where the researcher leave from the theories in the study theory, then lower it become hypothesis, and finally proven through data collection in the field. Use type study quantitative This ensure that results obtained can generalized to the population participant studied at State Vocational School 3, Tebing Tinggi City with level high objectivity. This is in line with characteristics study quantitative which prioritizes objectivity and purpose For test theory as well as do generalization results research (Atika et al., 2021)

Research design in essence is a researcher strategy in arrange background research so that researchers obtain valid data accordingly with characteristics variables and objectives research. Research design is plans and structures research that is structured such appearance so that researchers can get answer on questions his research (Sugiyono, 2019, p. 120). Based on the approach quantitative that has been established, researchers use design study associative causal.Design associative causal used For look for relationship that is because consequence between variables independent (variable free) and variable dependent (variable bound). In design here, there is influencing variables (independent) and influenced variables (dependent) (Sugiyono, 2019, p. 65).

Structure testing in study This will done through two stage, namely testing in a way partial and testing in a way simultaneous. Testing partial aim For see influence X 1 against Y and influence X 2 against Y in a independent. Meanwhile that, testing simultaneous done For see influence X 1 and sX 2 respectively together to Y. This design allows researchers For do data analysis using technique multiple linear regression use ensure how much big contribution every variables free to change behavior participant studied at State Vocational School 3, Tebing Tinggi City.

Determination location and schedule implementation study is step crucial in method quantitative use ensure smoothness procedure data collection and limit room scope discussion to remain focus on the problem being researched. This in line with view that researchers must set place and time study in a way clear so that the implementation study can structured and obtained data own level high reliability (HB & Lubis, 2023)

This research was held at State Vocational School 3, Tebing Tinggi City, which is located at Jalan Nangka, Rambung Subdistrict, Kecamatan Tebing Tinggi City, Tebing Tinggi City, North Sumatra Province. Election location This as place study based on characteristics and relevance school with focus study researchers, namely : a) State Vocational School 3 of Tebing Tinggi City is unit education vocational which is nature demand standard discipline height and formation character tough personality in accordance need culture Work industry, b) Based on observations beginning researchers in the unit education said, it was found existence phenomenon dynamics character participant students who need handling systematic through governance school and mentoring educators. Therefore that, location This seen as very representative For test influence implementation management education character (X 1) and mentoring of homroom teachers (X 2) towards change character students (Y).

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This research implemented in the even semester Academic Year 2025/2026. Election time the customized with calendar academic schools so that the data collection process can ongoing in a way effective and not bother activity learning (Muhammadiah et al., 2022).

All over series activity research, starting from preparation instruments, management permission research, data collection, data processing and analysis, to compilation report end thesis, planned implemented in range even semester Academic Year 2025/2026. In its implementation, research focused on students classes X and XI, while student class XII no included because at the time study ongoing they be at the stage end more education focuses on final program completion school, assessment / competency test, and preparation graduation, so that No Again fully involved in the coaching process routine school as student grades X and XI (Limiansi et al., 2025).

D. Population and Sample study quantitative, determination subject study must done in a way systematic use ensure that the data collected truly represent condition phenomena in the field. This is covers determination group big that will investigated as well as part small from group that will be made into respondents as representation population (Pujiastuti & Zaim, 2024).

RESULTS AND DISCUSSION

This section presents a description and analysis of empirical data obtained from the field to answer the research problem formulation. In accordance with the research design that prioritizes homogeneity, data were collected through a questionnaire instrument distributed to a complete sample of 154 Grade X students at SMK Negeri 3 Kota Tebing Tinggi. All data were processed in aggregate (combined) without separating or grouping based on expertise (major). All stages of data processing used IBM SPSS Statistics 26.0 software.

Descriptive statistics are used to provide an overview of the distribution characteristics of the measurement data for each variable. This analysis provides information on central tendencies (mean, median, mode) and measures of dispersion (standard deviation, minimum, and maximum values).

Requirements Analysis Testing

Before conducting hypothesis testing using multiple linear regression, the data must meet the requirements of parametric statistical analysis. The requirements testing and its arguments are described as follows: Normality Test: Normality testing was conducted using *the One-Sample Kolmogorov-Smirnov Test* on the *Unstandardized Residual value*. Based on the analysis results, a significance value (*Asymp. Sig. 2-tailed*) of 0.006 was obtained. Although formally the significance value is below the threshold of 0.05, the analysis requirements testing for parametric regression was continued. The academic argument underlying this decision refers to the Central Limit Theorem (Ni Putu Suparmini et al., 2025). This theorem states that if the number of research samples is relatively large ($N \ge 30$), then the sampling distribution of the mean is considered asymptotically close to a normal distribution. With the number of respondents $N = 154$, this regression model is declared robust *to* violations of the assumption of mild normality and remains methodologically valid (Rina et al., 2020). 1) Linearity Test: The linearity test aims to see whether the relationship between the independent and dependent variables forms a linear line. The results of the *Compare Means analysis* in the ANOVA table show that the significance value in the *Linearity row* for the relationship between X_1 and Y is 0.000 (<0.05), and the relationship between X_2 and Y is also 0.000 (<0.05). This proves that there is a very strong linear component in the relationship between these variables so that the prerequisites for the feasibility of the linear regression model are met. 2) Multicollinearity Test: This test ensures there is no overlapping correlation between the independent variables. Based on the analysis results, a *Tolerance value* of 0.703 (> 0.10) and *a Variance Inflation Factor* (VIF) value of 1.423 (< 10) were obtained for both independent variables. This ensures that the data is free from symptoms of multicollinearity. 3) Heteroscedasticity Test: Based on the visual analysis of *the Scatterplot graph* between the predicted value (*ZPRED*) and its residual (*SRESID*), it can be seen that the data distribution points are randomly scattered above and below the number 0 on the Y axis, and do not form a specific cone or wave pattern. This indicates that the regression model meets the requirements for homoscedasticity.

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Hypothesis Testing Process

After the analysis requirements are met, the next stage is to test the research hypothesis procedurally through Multiple Linear Regression Analysis, Partial Test (t Test), Simultaneous Test (F Test), and calculation of the Coefficient of Determination ($R2$).

Based on data processing in the *Coefficients table,* the multiple linear regression equation in this study is formulated as follows (Nur, 2022):

$Y = 28.680 + 0.188\ X_1 + 0.260\ X_2 + e$

The procedure for drawing hypothetical decisions is described as follows:

First Hypothesis Testing (Partial t-Test X_1 against Y)

This test aims to determine the effect of the Implementation of Character Education Management (X_1) on Changes in Student Character (Y). 1) Test Criteria: H_a is accepted if the significance value is <0.05. 2) Decision: The t-count value obtained was 3.378 with a significance of 0.001 (< 0.05), and the regression coefficient was positive (0.188). 3) Conclusion: H_0 is rejected and H_a is accepted. There is a positive and significant influence of the partial implementation of character education management on changes in student character.

Second Hypothesis Testing (Partial t- $_{Test}$ $X2$ against Y)

This test aims to determine the effect of Homeroom Teacher Guidance (X_2) on Changes in Student Character (Y). 1) Test Criteria: H_a is accepted if the significance value is <0.05. 2) Decision: The t-count value obtained was 4.063 with a significance of 0.000 (< 0.05), and the regression coefficient was positive (0.260). 3) Conclusion: H_0 is rejected and H_a is accepted. There is a positive and significant influence of partial mentoring by homeroom teachers on changes in student character.

Third Hypothesis Testing (Simultaneous F Test)

This test aims to prove the influence $_{of\ variables}$ $X1$ and $X2$ together with the variable Y. 1) Test Criteria: Ha is accepted if the ANOVA significance value is <0.05. 2) Decision: The ANOVA test table shows an F-count value of 30.516 with a significance value of 0.000 (<0.05). 3) Conclusion: H_0 is rejected and H_a is accepted. There is a positive and significant influence of the implementation of character education management and mentoring by homeroom teachers simultaneously on changes in student character at SMK Negeri 3 Tebing Tinggi City.

^{Results} of the Coefficient of Determination ($R2$)

To determine the extent of the contribution (apparent power) of all independent variables to the dependent variable, an *R Square analysis was conducted.* Based on the *Model Summary table,* the *R Square value obtained* was 0.288 or equivalent to 28.8%.

These results indicate that the percentage of influence of the simultaneous Implementation of Character Education Management and Parental Guidance on Changes in Student Character is 28.8% (Bakari et al., 2024). The remaining proportion, which is much larger, namely 71.2%, is influenced by other factors outside the research variables (for example, peer influence, family parenting patterns, and the external school environment). The distribution of these contributions is visualized in a pie *chart* (Susanto, 2022).

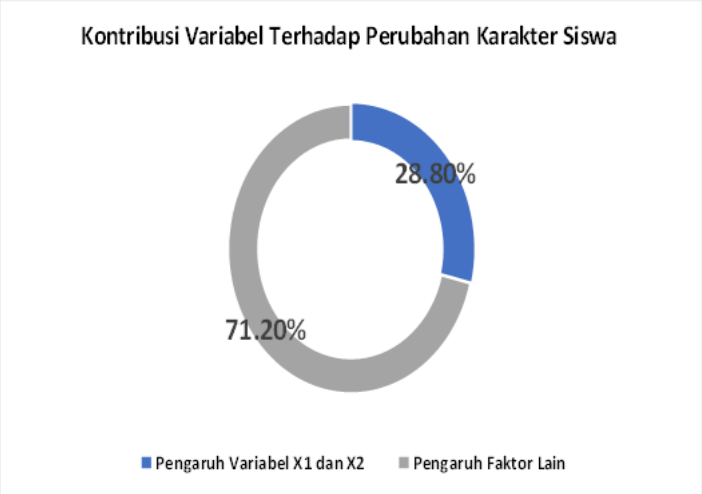

Figure 1. Contribution of Variables to Changes in Student Character

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Discussion of Research Results

Based on the results of data processing on 154 10th grade students in total (without distinction of major), statistical testing indicates that all hypotheses proposed in this study are acceptable. This means that there were no failures in the data verification in the field, and the research objectives have been achieved according to initial expectations. The results of the data analysis also showed no anomalies, as the findings in the field are very much in line with the theoretical foundation established in Chapter II.

Considering that this research involves several interrelated variables, the following is a complete summary of the research results to provide a clear picture (Ismail et al., 2021): 1) The implementation of Character Education Management ($_1$) has been proven to have a positive and significant influence on changes in student character. This means that the better the school plans and implements the character program, the better the students' discipline and responsibility. 2) The guidance of homeroom teachers (X_2) has also been proven to directly provide a significant positive impact. The presence of caring homeroom teachers significantly helps reduce the number of violations of school rules.

Simultaneously, the combination of character education management from the school and direct guidance from homeroom teachers has been proven to have a strong influence in shaping students' characters in a better direction.

Implementation of Character Education Management on Student Character Changes

The results of this study demonstrate that student character does not develop spontaneously but requires a well-organized management system from the school. Theoretically, these findings reinforce the idea of Oktavian and Hasanah (2021), who stated that character education must be created through a supportive learning environment. This also aligns with research by Fanani *et al.* (2022) and Rijal *et al.* (2023), which found that good school management is evident in daily routines, habits, and a culture of discipline.

Regarding the feasibility of implementation in the field, the results of this study are highly feasible and easy to continue to be implemented at SMK Negeri 3 Tebing Tinggi City. As a vocational school, students are required to have mental readiness and a professional work culture, not just practical skills. Findings from Sikarti *et al.* (Sultoni et al., 2018) confirm that discipline and responsibility are the most important assets for vocational high school students to compete in the workforce.

Position in the Treasury of Knowledge: Within the realm of educational management knowledge, the results of this study confirm and strengthen previous theories and research. Previous research by Rahayu *et al.* (2024) and Ariputra (2024) also concluded that the success of moral education is highly dependent on planning and supervision by school management. Therefore, this study adds to the scientific evidence that institutional management systems is a determining factor for the success of character education at vocational school level.

Parent Teacher Assistance for Student Character Changes

In addition to the role of school management, the close relationship between homeroom teachers and students has been shown to be highly effective in guiding student behavior. The argument from these results is that adolescent students greatly need a parental figure at school. This finding supports the theory of Harahap *et al.* (Mulyasa, 2022) who asserted that homeroom teachers' duties should not be limited to classroom administration (such as distributing report cards or recording attendance) but should also include caring personal guidance.

A good communication approach by the homeroom teacher successfully touched the emotional side of students. These results align with the findings of Putri *et al.* (2022) and Wijaya *et al.* (2021), which highlight the importance of mental and emotional support from teachers in motivating students. Other research by Nizhomy and Daharnis (Mulyasa, 2022)also demonstrates that motivating reprimands from the homeroom teacher are far more effective in disciplining students than physical punishment.

Position in the Treasury of Knowledge: Through these findings, this study revises the long-held view that often assumes that student behavior and character issues are solely the responsibility of Guidance and Counseling (BK) or Religious Affairs teachers. This study introduces a new idea into the treasure trove of educational knowledge that the Homeroom Teacher is the true spearhead in the classroom. These findings support the concepts of Diana *et al.* (2021) and Hasibuan Khairuddin (2024), who stated that continuous mentoring from the homeroom teacher has a significant impact on character change in students.

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Simultaneous Influence and Conclusion Towards Suggestion

Together, the combination of the system (Character Education Management) and the humane approach (Guardian Teacher Assistance) produces a very positive impact. School management creates the rules and programs, while the guardian teacher is responsible for ensuring the program runs smoothly in the classroom with a compassionate approach. The alignment of these two elements significantly determines the quality of graduates' character, as confirmed by research by Sarip *et al.* (Affandi et al., 2022)

The various possibilities from these field findings ultimately lead to one important conclusion: the problem of violations of discipline in vocational schools cannot be resolved simply by imposing sanctions or punishments (Indriyanti & Sholeh, 2020). Therefore, as a suggestion and recommendation, SMK Negeri 3 Kota Tebing Tinggi is expected to continue to maintain its character management program, as well as provide full support (such as training or special time) for homeroom teachers so that they can accompany their students more optimally in the future.

CONCLUSION

Based on the results of data analysis, hypothesis testing, and discussion of research results that have been described in Chapter IV regarding the influence of the implementation of character education management and mentoring from homeroom teachers on changes in the character of class X students at SMK Negeri 3 Kota Tebing Tinggi with a total sample of 154 students, several main conclusions can be drawn as follows: 1) There is a positive and significant influence of the Implementation of Character Education Management (1) partially on Changes in Student Character ( ) of class X at SMK Negeri 3 Tebing Tinggi City. This conclusion shows that the quality of character program governance designed by school management: starting from careful planning, directed implementation, to consistent supervision. Has a direct impact on improving student discipline and responsibility. Students' noble character is not formed by chance, but rather the result of engineering the school's managerial system that runs continuously. 2) There is a positive and significant influence of Homeroom Teacher Assistance (2) partially on Changes in Student Character ( ) of class X at SMK Negeri 3 Tebing Tinggi City. This finding proves that the role of homeroom teachers is not merely an executor of class administrative tasks, but rather the vanguard in touching the emotional and psychological side of students. Approach Dialogic, empathetic, and supportive interpersonal skills from homeroom teachers have proven to be very effective in reducing the number of violations of rules and at the same time fostering students' intrinsic motivation to behave positively. 3) There is a positive and significant influence of the Implementation of Character Education Management (X_1) and Homeroom Teacher Guidance (X_2) simultaneously (together) on Changes in Student Character (Y) of class X at SMK Negeri 3 Tebing Tinggi City. The combination of system strength (school management) and humane approach (homeroom teacher) creates a very strong educational ecosystem. Together, these two variables contribute 28.8% of the influence on changes in student character (as indicated by the *R Square value* of 0.288). Meanwhile, the remaining larger proportion, namely 71.2%, is influenced by other factors outside the focus of this study, such as parenting patterns in the family, peer interactions, and the influence of the social environment where students live.

Suggestion

Based on the conclusions above, some suggestions that can be given are: 1) For the Management of State Vocational School 3 Tebing Tinggi City: It is recommended to continue to maintain the effectiveness of the character education program and allocate time and special training for homeroom teachers (for example, adolescent psychology *coaching training*) so that they can guide students more optimally. 2) For Parental Teachers: It is expected to position themselves as facilitators and "surrogate parents" at school by prioritizing persuasive communication and early detection, in order to prevent more serious disciplinary violations. 3) For Further Researchers: Considering that there is still 71.2% of the variance in character changes influenced by variables outside this study, it is recommended for further researchers to examine other factors more broadly, such as parenting patterns, emotional intelligence, or the influence of social media.

Implications of Research Results

The logical consequences of the findings of this study bring two important implications: Theoretical Implications: The results of this study strengthen the theory in educational management that student character cannot grow by itself, but rather requires synergy between *structure* (school rules and policies) and

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culture (affectionate approach and teacher role models). This study also provides an important portion for the existence of homeroom teachers as the vanguard of moral development in the classroom.

Practical Implications: These findings serve as a basis for evaluating vocational schools, encouraging them to focus not only on *hard skills* (technical skills) but also consistently develop *soft skills* (work ethic and discipline). Vocational school graduates accustomed to a well-structured character management environment will possess a professional mentality that is better prepared to compete in the business and industrial world (DUDI).

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