Teacher Social and Personality Development Model Based on Myers Briggs Type Indicator

Supadi¹* (iD)

¹ Education Management, Universitas Negeri Jakarta, Jakarta, Indonesia

A R T I C L E   I N F O

A B S T R A K

Pengembangan kompetensi sosial guru merupakan rangkaian kegiatan untuk meningkatkan kualitas tenaga pengajar. Myers-Briggs Type Indicator (MBTI) adalah tes psikologis yang dirancang untuk mengukur preferensi psikologis dasar seseorang untuk melihat dunia dan membuat keputusan. Tujuan penelitian ini adalah untuk mengembangkan Model Pengembangan Kepribadian dan Kompetensi Sosial Guru Berbasis Myers-Briggs Type Indicator (MBTI). Metode yang digunakan adalah prosedur penelitian dan pengembangan. Total jumlah responden yang diperoleh adalah 51 orang. Instrumen penelitian yang digunakan adalah kuesioner yang dikembangkan oleh peneliti. Uji kepraktisan dan efektivitas model pengembangan, meliputi uji produk yang lebih luas, revisi hasil uji lapangan yang lebih komprehensif, uji kelayakan skala besar, dan revisi akhir hasil uji coba. Hasil analisis kebutuhan kompetensi sosial dan kepribadian guru berbasis MBTI terdiri dari rangkaian pelatihan untuk menghasilkan guru yang berkualitas, antara lain personal grooming, pembelajaran multikultural, interpersonal skill, team building, dan public speaking sesuai tipe kepribadian. dari masing-masing guru. Sebagian besar guru dalam penelitian ini memiliki kepribadian dan kompetensi sosial yang kuat. Jika dilihat dari tipe kepribadiannya, dapat dikatakan bahwa guru dengan kepribadian ekstrovert dan kompetensi sosial cenderung tinggi. Sebaliknya, guru dengan sifat introvert cenderung memiliki kepribadian dan kompetensi sosial yang rendah. Guru dengan sifat intuitif dan penginderaan cenderung memiliki kepribadian yang kuat dan kompetensi sosial.

A B S T R A C T

Developing teacher social competence is a series of activities to improve teaching staff quality. The Myers-Briggs Type Indicator (MBTI) is a psychological test designed to measure a person's basic psychological preferences for seeing the world and making decisions. The purpose of this study was to develop a Model of Teacher Personality and Social Competence Development Based on the Myers-Briggs Type Indicator (MBTI). The method used is research and development procedures. The total number of respondents obtained was 51 people. The research instrument used is a questionnaire developed by the researcher. In order to test the practicality and effectiveness of the self-development model conducted a broader product test, revision of the results of a more comprehensive field test, a large-scale feasibility test, and final revision of the results of the feasibility test. The results of the analysis of the needs for social competence and personality of teachers based on MBTI consist of a series of training to produce quality teachers, including personal grooming, multicultural learning, interpersonal skills, team building, and public speaking according to the personality type of each teacher. Most teachers in this study have a strong personality and social competence. When viewed from the personality type, it can be said that teachers with extrovert traits' personality and social competence tend to be high. In contrast, teachers with introverted traits tend to have low personality and social competencies. Teachers with intuitive and sensing traits tend to have strong personalities and social competence.

1. INTRODUCTION

Quality education is a non-negotiable goal, which is also the ideal and mandate of the Indonesian nation. Education is a key to solving multidimensional problems that occur in Indonesia (Avando Bastari et al., 2021; Rusilowati & Wahyudi, 2020). Improving the quality of education will be momentum in preparing for 100 years of Indonesian independence, the golden generation of 2045, where the demographic bonus that will be experienced must be utilized through good education preparation for the nation's next generation (Kim et al., 2019; Musundire & Dreyer, 2019; Zurqoni et al., 2018). In the Law of the Republic of Indonesia No. 14, Article 10 concerning teachers and lecturers states that the social competence of teachers is the ability to communicate and interact effectively and efficiently with students, teachers, parents, and the community. Social competence is related to the ability of teachers as social beings to interact with other people (Nasution et al., 2021; Vázquez-Cano et al., 2017). These competencies include the teacher's ability to be able to communicate and get along effectively with students, able to communicate and get along

Corresponding author.
E-mail addresses: supadi@unj.ac.id (Supadi)

effectively with fellow educators and education staff, able to communicate and get along effectively with parents/guardians of students and the surrounding community (Made Sudana et al., 2019; Majid, 2017; Muppudathi et al., 2014). The teacher, As a source for delivering messages to students, must have communication skills, attitude, knowledge, and pay attention to the socio-cultural context (Khan et al., 2017; Rahman et al., 2019; Ramadhani, 2020; Tsui et al., 2017). The teacher is a noble figure and is respected by many people. The presence of a teacher in human life is significant; without a teacher or someone whom humans can imitate to learn and develop, humans will not have culture, norms, and religion (Ahmad et al., 2019; Beverborg et al., 2015; Sobry & Sa'i, 2020). Teachers in schools do not only transfer knowledge to students. Teachers are also pioneering in creating cultured, virtuous, and moral people. Education staff must develop themselves in terms of soft skills and hard skills to improve the quality of education in schools (Majid, 2017; Sobry & Sa'i, 2020).

The teacher's personality has advantages when applied in the classroom because it will give students different tendencies and pleasures. To interact and synergize appropriately, teachers must also have adequate personality competencies (Kabilan & Khan, 2012; Wayan Maba, 2017; Thaher, 2020). This competency is vital to make teachers able to know themselves and those around them. This introduction is the foundation or the first step in building a team to achieve a common goal. One of the popular tools used as an instrument to identify personality tendencies is the Myers-Briggs Type Indicator (MBTI). Furthermore, previous research state that the ability to cooperate and interact with the environment, especially the educational environment, is a requirement for teamwork in educational institutions (Cherry, 2021; Widayati & Ananda, 2017). Therefore, previous study state that it is necessary to know the self and individual teachers, including recognizing their strengths, weaknesses, and characteristics, which will create energy and positive interactions in the school environment (Fitriyani, 2019; Kristiawan & Bengkulu, 2017). Teacher's code of ethics contains norms its members must heed in carrying out their duties and socializing in society. In addition, the teacher's code of ethics aims to uphold the dignity of the teaching profession, maintain and maintain the welfare of its members, increase the dedication of members of the teaching profession and improve the quality of the teaching profession and the quality of the organization of the teaching profession. Despite the various advantages, the use of the MBTI instrument in education in Indonesia is minimal. The purpose of this study was to develop a model of teacher personality and social competence development based on the Myers-Briggs Type Indicator (MBTI). The priority of this research is to develop teacher competence. So far, the majority have only focused on developing professional and pedagogic competencies that emphasize individual abilities because social competence is a crucial element in building an ideal educational society with the synergy of each stakeholder.

2. METHODS

This study uses research and development procedures (Research and Development). The steps including, research planning by developing a draft model, limited product testing through expert validation tests, and revision of limited field test results based on expert input. The next step is to test the practicality and effectiveness of the self-development model for educators and education staff, including a broader product test, revision of the results of a more comprehensive field test, a large-scale feasibility test, and final revision of the results of the feasibility test. The research instrument used is a questionnaire developed by the researcher. Various components in the national education system also run the wheels of education, such as infrastructure, costs, curriculum, and other components. However, among all national education standards, educators and staff are the most crucial elements in the education process. This study was carried out by distributing questionnaires on 15-16 August 2018, with a total of 2 schools visited, namely SDN Rawamangun 01 and SDN Jati 07. The total number of respondents obtained was 51 people. Furthermore, three questionnaires cannot be used because they are not filled out completely.

3. RESULT AND DISCUSSION

Results

The MBTI instrument's potential in supporting Indonesia's education system is enormous. Suppose in carrying out the competency development of government educators, and they tend to carry out conventional activities using MBTI. In that case, an alternative approach for introverted educators will be obtained. MBTI Teacher Personality is show in Table 1.

Table 1. MBTI Teacher Personality

Personality		Total	Percentage
MBTI	INFO	2	0.54%
	ENFP	8	2.17%
	ENTJ	17	4.62%
	ENTP	16	4.35%
	ESFJ	51	13.86%
	ESFP	33	8.97%
	ESTJ	120	32.61%
	ESTP	62	16.84%
	INTJ	4	1.09%
	INTP	5	1.36%
	ISFJ	21	5.71%
	ISFP	5	1.36%
	ISTJ	16	4.35%
	ISTP	8	2.17%
Total		368	100.00%

The role of the teacher in society as a model of social competence is consist of teachers as community officers, teachers as role models in society, and teachers have social responsibilities. Social Competency Indicator is show in Table 2.

Table 2. Social Competency Indicator

NO	COMPETENCY INDICATORS
1.	Understand and appreciate differences (respect) and have the ability to manage conflicts and conflicts.
2.	Carry out harmonious cooperation with colleagues, school principals and vice-principals, and other related parties
3.	Build a compact, intelligent, dynamic, and agile teamwork
4.	Carry out communication (oral, written, illustrated) effectively and pleasantly with all school members and parents of students with the full awareness that each has a role and responsibility for learning progress
5.	Have the ability to understand and internalize environmental changes that affect their duties
6.	The teacher Can position himself in the value system that applies in the surrounding community.
7.	lement the principles of good governance (e.g., participation, transparency, accountability, law enforcement, and professionalism).

The MBTI instrument is a set of self-contained questionnaires designed to understand and apply Jung's theory of personality types. The MBTI identifies differences between ordinary people, where these differences usually lead to miscommunication and misunderstanding. Personal competency descriptive data is show in Table 3.

Table 3. Personal Competency Descriptive Data

Measurement	Score
mean	130.83
median	132
Std. Deviation	9.58
Minimum	84
Maximum	149

Base on Table 3, Personality Competence variable with a total of 368 respondents, the mean is 130.83, the standard deviation is 9.58, and the median is 132.00. The minimum value obtained is 84, and the maximum value obtained is 149. Categorization of personality competencies is show in Table 4.

Table 4. Categorization of Personality Competencies

Category	Score	Frequency	Percentage
Low	X 130.83	150	41%
Tall	X > 130.83	218	59%
Total		**368**	**100%**

Base on Table 4, show the categorization of personality competencies the lowest category obtain frequency of 150 with percentage 41%. Meanwhile the tallest category obtain frequency of 218 with percentage 59%. Personality Competency Validity Table is show in Table 5.

Table 5. Personality Competency Validity Table

Item	Signifikansi	P	Item	Signifikansi	p	Item	Signifikansi	P
1	sig	.000	17	sig	.001	33	drop	.958
2	Sig	.000	18	drop	.148	34	sig	.007
3	drop	.203	19	sig	.000	35	drop	.916
4	sig	.000	20	sig	.004	36	sig	.019
5	sig	.002	21	drop	.275	37	drop	-
6	sig	.000	22	sig	.008	38	drop	.953
7	sig	.009	23	sig	.000	39	drop	.114
8	drop	.299	24	sig	.001	40	drop	.204
9	sig	.001	25	sig	.032	41	drop	.051
10	sig	.004	26	sig	.009	42	sig	.016
11	sig	.014	27	sig	.000	43	sig	.001
12	drop	.130	28	drop	.640	44	sig	.019
13	drop	.337	29	sig	.000	45	drop	.951
14	sig	.000	30	drop	.078	46	sig	.028
15	sig	.002	31	drop	.197	47	sig	.000
16	sig	.015	32	sig	.011	48	drop	.182

Base on Table 5, show personality competency variable trial, obtained 18 instruments that are not valid (drops), namely numbers: 3, 8, 12, 13, 18, 21, 28, 30, 31, 33, 35, 38, 39, 40, 41, 45, and 48. This obtained 31 valid instruments. Calculating the reliability of the personality competence variable obtained a value of 0.832 with a sample of 51 teachers, then the Personal Competency variable instrument is said to be reliable. Then for personality competency validity test is show in Table 6.

Table 6. Personality Competency Validity Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.832	0.876	30

Base on Table 6, show personality competency validity test found that cronbach's alpha is 0.832, Standardized Items of Cronbach's Alpha is 0.876 with 30 items in total. Social Competence Descriptive Data is show in Table 7.

Table 7. Social Competence Descriptive Data Table

Measurement	Score
mean	92.52
median	95
Std. Deviation	9.13
Minimum	41
Maximum	105

Base on Table 7, on the dimension of Social Competence with a total of 368 respondents, the mean is 92.52, the standard deviation is 9.13, and the median is 95. The minimum value obtained is 41, and the maximum value obtained is 105. Categorization of social competence is show in Table 8.

Table 8. Categorization of Social Competence

Category	Score	Frequency	Percentage
Low	X 92.52	135	37%
Tall	X > 92.52	233	63%
Total		**368**	**100%**

In the world of education, the concept of individual differences has been widely accepted by the educational community around the world. Differences in individual characteristics are considered an essential factor in viewing a student's learning process. The principle of individual differences also applies to adults because a person's character is an accumulation of experience and behavior. For this reason, in providing education and training to adults, an educator should understand the different characteristics of their students. The results achieved were a draft of a valid Myer-Briggs Type Indicator (MBTI)-based model for developing social competence and teacher personality for teachers and a practical and effective Myer-Briggs Type Indicator (MBTI)-based model for developing social competence and teacher personality. Even educators can use MBTI equipment as a decision-making tool to understand student characteristics and learning styles. The leadership and communication styles of school principals, who have been able to use MBTI in their school management, will undoubtedly be more effective and varied. Although challenges and obstacles will certainly be encountered, research on using MBTI in education must be an alternative to interdisciplinary research collaboration to achieve effective and efficient educational goals. Based on the result above, it can be seen that from a total of 368 respondents, the MBTI personality type with the top 5 ranks, namely: ESTJ as many as 120 people (32.61%), the second is ESTP 62 people (16.84%), the third is ESFJ 51 people (13.86%), the fourth is ESFP 33 people (8.97%), and the last is ISFJ 21 people (5.71%). Meanwhile, two personalities are not included in the research respondents, namely INFJs and INFPs.

Discussion

Teachers' efforts to educate, guide, teach and train students require a lot of experience and seriousness in developing their educator duties. The proverb says, "experience is the best teacher." Teachers must be able to teach their students by mastering the subject matter, having educational insight, and having teaching experience and skills (Handayani et al., 2021; Supadi et al., 2020). The results obtained in social competence relate to various aspects, namely cognitive capacity, a balance between social needs and privacy needs, and social skills with peers (Aliim & Ayriza, 2019; W. Maba et al., 2018). Cognitive capacity underlies social skills in establishing and maintaining positive interpersonal relationships. Cognitive capacities include positive self-esteem, the ability to see things from a social point of view, and interpersonal problem-solving skills. Balance between social needs and privacy needs. Socialization needs are individual needs to be involved in a group and establish relationships with others. In comparison, the need for privacy is the desire to be a unique individual, different, and free to act without the influence of others. Social skills with peers are individual skills in establishing relationships with peers so they do not experience difficulties adjusting to groups and can be involved in group activities.

Various studies conducted using the MBTI are evidence that the instrument is one of the instruments that is often used to determine a person's personality type (Widayati & Ananda, 2017; Wisnu Agung Laksono, 2020). Overall, from the results of data analysis, it is known that most public elementary school teachers in Jakarta tend to be extroverted with various variations, which is more than 80%. When viewed from the personality type according to the Myers-Briggs Type Indicator (MBTI), it can be said that the personality and social competence of teachers with extrovert traits tend to be high, while teachers with introverted traits tend to have low personality and social competencies (Ana et al., 2020; Rusilowati & Wahyudi, 2020). Based on the result, it can be seen that the total respondents in *trait extroverts* in the category of low personality competence and low social competence were 68 of 309 (22%) people. Respondents in the category of low personality competence and high social competence were 45 of 309 (14.50%) people, respondents in the category of high personality competence and high social competence, low social competence is 32 out of 309 (10.40%) people, and respondents in the category of high personality competence and high social competence are 164 out of 309 (53.10%) people.

In addition, the social competence of teachers is also known to be high. That reflects that public elementary school teachers in DKI Jakarta understand and appreciate differences (respect) and have the ability to manage conflicts and clashes; carry out harmonious cooperation with colleagues, school principals, deputy principals, and other related parties; build teamwork (teamwork) that is compact, intelligent, dynamic, and agile; carry out communication (oral, written, illustrated) effectively and pleasantly with all school members, parents of students with the full awareness that each has a role and responsibility for learning progress; have the ability to understand and internalize environmental changes

that affect their duties; have the ability to position themselves in the value system prevailing in the surrounding community, and implementation of the good governance principles.

It is in line with previous study that examining the validity of the Jungian-based theory behind MBTI that specifies that people have a "true type" delineated across four dichotomies (Stein & Swan, 2019). The study found that the MBTI theory falters on rigorous theoretical criteria in that it lacks agreement with known facts and data, lacks testability, and possesses internal contradictions. These studies further discuss what MBTI's continued popularity says about how the general public might evaluate scientific theories. Other research develops a personalized e-learning system that matches teaching strategy with learners (Adewale et al., 2019). The result of study found learning style using Myers-Briggs Type Indicator (MBTI) The performance evaluation of the system is carried out and from the analysis it can be concluded that the Myers-Briggs Type Indicator Based Personalized E-learning System developed is appealing to students and the performance of students improved significantly. The implication of this study is providing knowledge about teacher social and personality development model based on Myers Briggs type indicator. This knowledge will be useful for teachers as a reference for the development of social and personality of teachers. There are several limitations of this research. One of them is the use of a questionnaire which is distributed to students in two elementary schools, namely, SDN Rawamangun 01 and SDN Jati 07. The data collection techniques and subjects of this study make the scope of this research narrow. It is hoped that further research will be able to further expand the scope of research related to the Social and Personality Development Model.

4. CONCLUSION

Most public elementary school teachers in DKI Jakarta have an Extrovert personality type. In detail, the order of personality types starting from the most common among the teachers is Extrovert, Sensing, Thinking and Judging (ESTJ), then ESTP (Extrovert, Sensing, Thinking and Perception), ESTJ (Extrovert, Sensing, Feeling and Judging) and ESFP (Extrovert, Sensing, Feeling and Perception).

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