# Myers Briggs based Model of Indicator/MBTI-based Social Competence and Teacher Personality Model based on Information Technology

Supadi, Winda Dewi, Siti Zulaikha, Nuphanudin and Evitha Soraya

*Abstract--- Myers Birggs Type Indicator (MBTI) is a test or test that is designed to measure and see a person's psychological condition in seeing who is there and making decisions. The research objective is to develop an MBTI-based teacher's social competency and personality model that will be integrated with Information technology. The method used to solve problems using Research and Development. To find out in full the needs of Teacher Competencies. The results to be achieved have 2 (two) stages: The first stage, the study will present a needs analysis and model design; and Second Stage, the research tested the model that had been designed, until the final results were obtained on the MBTI-based teacher social competency development model. In general, it is estimated that the majority of elementary school (SD) teachers in the Special Region of Jakarta have extrovert personality types and the majority of respondents have high personalities and social characteristics.*

*Keywords--- MBTI, Teacher Competency, Indonesia.*

## I. INTRODUCTION

In the world of education, the concept of individual differences has been widely accepted by educational communities throughout the world [1], [2]. Differences in individual characteristics are considered as one of the important factors in seeing the learning process of a student [1]. 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 characters of their students [3], [4].

Education personnel must develop themselves, both in terms of soft skills and skills as an effort to improve the quality of education in schools. In the Law Number 14 of 2005 on Teachers and Lecturers, educators must have four competencies, namely pedagogical, professional, personal and social competencies [5], [6]. One dimension of competency that might be less attention is the dimension of social competence. Social competency is the ability of an educator to interact with the environment, both fellow teachers and staff, parents, students, and other stakeholders. Social competence has a big contribution in the success of an educational institution in achieving its goals, because this competency determines how interpersonal relations between elements that have interests in the institution [7]. Social competence plays an important role in the synergy between educators and education staff in a school.

To be able to interact and synergize well, the teacher must also have adequate personality competencies [8]. This

Supadi, Associate Professor, State University of Jakarta. E-mail: supadi@unj.ac.id
Winda Dewi, Lecturer, State University of Jakarta. E-mail: Winda_Dewi@unj.ac.id
Siti Zulaikha, Associate Professor, State University of Jakarta. E-mail: Siti-Zulaikha@unj.ac.id
Nuphanudin, Researcher, Educational Administration, Indonesia Education of University. E-mail: nuphanudin@mahasiswa.unj.ac.id
Evitha Soraya, Lecturer, State University of Jakarta. E-mail: evithasoraya@unj.ac.id

competency is important to make teachers able to know themselves and those around them. This introduction is the foundation or first step in building a team to achieve a common goal. One popular tool used as a personality trend identification instrument is the Myers Briggs Type Indicator (MBTI). Various research and application of the MBTI has shown positive results in self-recognition and understanding among individuals in a team, thus improving the quality of interaction and collaboration within it [9]. The MBTI instrument also has a very broad application in the discipline of human resource management, such as self-development, job preferences, placement of work positions, and others [10].

The MBTI is the most widely used psychometric test in the world, and an estimated 3.5 million MBTI tests are given annually in the United States alone, and are routinely used in Canada, the United Kingdom, Australia, New Zealand, Japan, Germany, Italy, Singapore, Korea and many other countries [11], the MBTI designed by Katherine Briggs and her daughter Isabel Briggs Myers is an application of psychology theory Carl Gustav Jung. Katharine Briggs was originally inspired by Jung [12], then compiled it in the form of a more applicable model, the MBTI, which was named after the merger of Katherine and her daughter Isabel.

MBTI has been widely understood and used to explore personality differences in various fields [13], [10], [14]. In addition, the MBTI is also known as an instrument for measuring personality typologies which then serves to explain differences in healthy personality. This instrument was developed based on Carl Gustav Jung's theory of Psychological Types by Katharine Cook Briggs and her son Isabel Briggs Myers [12]. About 2 million people annually use the MBTI questionnaire so that this instrument is widely known in its capacity to measure normal personality functions. The main reason for the popularity of this MBTI instrument is its relevance with various fields [15] such as education, career development, organizational behavior, group function, team development, executive and personal training, individual psychotherapy, couples and families, and in the context of multicultural interactions (Center for Applications of Psychological Type). Because of the very long history and often used as research instruments, in 2008 there were around 11,000 writings listed in the bibliography including more than 1,780 dissertations in them. What's more, The Journal of Psychological Type has published 69 volumes containing articles about the results of the MBTI typology research. In 2012, the MBTI was the second most popular instrument used by school counselors in North America after the Beck Depression Inventory [16]. Based on the popularity and flexibility of being used as an instrument to reveal personality typologies for normal people, MBTI has strong credibility to know the differences in individual characters along with basic explanations for understanding each character.

This study aims to design a MBTI Model of Social Competence and Teacher Personality Development. This research is conducted in two steps. the first stage of this research produced a draft model of the development of social competencies and the personality of a Myers Briggs Type Indicator (MBTI) teacher that is valid. The second stage, this research produced the development model of social competence and personality of the Myers-Briggs Type Indicator (MBTI) teacher. The research was carried out to support the achievement of the university's research strategy plan on the leading research theme of the Jakarta State University in the Education Sector, namely improving the quality of education through the use of technology.

## II. METHOD OF RESEARCH

This study uses research and development procedures according to Borg & Gall [17] can answer practical problems through applied research in order to improve educational practices. The research and development approach according to Borg & Gall used in this study consists of ten steps, namely as follows: 1) Research and Information Collecting (Preliminary Study); 2) Research Planning; 3) Developing Preliminary of Product; 4) Preliminary Field Testing; 5) Main Product Revision; 6) Main Field Test; 7) Operational Product Revision; 8) Operational Field Testing; 9) Final Product Revision; and 10) Dissemination and Implementation.

### Research Roadmap

The target of this research is Model of Development of Social Competence and Teacher's Personality Based on Myers Briggs Type Indicator (MBTI).

### Research Outcomes

The output of this study is divided into two stages, as follows.

Table 1: Outputs and Research Instruments for Two Years

| Year | Output | Research Instrument |
|------|--------|---------------------|
| Firstly | Conceptual study<br>Development of instruments in the context of education<br>Validation of instruments by experts in international journal articles<br>International seminar proceeding article<br>Draft IPR | Questionnaire |
| Secondly | Draft model for improving MBTI-based personality and social competence of teachers<br>International journal articles<br>International seminar proceeding article<br>Textbooks<br>Module<br>Intellectual Property Registration | Observation, Questionnaire, And Interview |

## III. RESULT AND DISCUSSION

This study uses three measuring devices, namely a measure of social competence and personality competencies that the researchers developed themselves and an MBTI measuring device or the Myers Briggs Type Indicator which was first created by Katharine Cook Briggs and Isabel Briggs Myers. Based on studies and research conducted by Swiss psychologist, Carl Gustav Jung. The trial was conducted by distributing questionnaires on 15-16 August 2018 with a total of 2 schools visited, namely State Primary School (SD Negeri) Rawamangun 01 and SDN Jati 07. Total respondents obtained were 51 people and 3 questionnaires could not be used because they were not filled in completely. Instrument testing was carried out to meet the validity and reliability testing with the aim that the instrument used could be accurately and accurately measure what was desired.Validity test is done for a measuring instrument that shows the levels of validity or validity of an instrument. A valid or valid instrument has high validity. Conversely, instruments that are less valid means having low validity. After testing the instrument with 48 instruments with a sample of 51 teachers, using a significant level of a: 0.05 and the requirements for achieving validity are if the value of p <a.

Calculation of reliability is that an instrument can be trusted to be used as a data collection tool because the instrument is good. The technique uses Alpha Croncbach, where the questions are considered reliable, if the coefficient r is in the range 0-1.00. The higher the reliability coefficient (close to 1.00) means the higher the reliability and *vice versa*, if the reliability coefficient is close to the number 0 means the lower the reliability.

Measurements of validity and reliability are performed using the SPSS version 20. Statistical application The following are the results of the validity and reliability tests of each instrument: The results of the trial of personality competency variables, obtained 18 instruments that are invalid (drop) namely number: 3, 8, 12, 13, 18, 21, 28, 30, 31, 33, 35, 38, 39, 40, 41, 45, 48. Thus, it was obtained 31 valid instruments.

Table 2: Validity Test of Personality Competence

| 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 |

After calculating the reliability of personality competency variables obtained a value of 0.832 with a total sample of 51 teachers, the instrument variable Personality Competence is said to be reliable.

Table 3: Validity Test of Personality Competence

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

The results of the Social Competency test results, out of 25 total items obtained 4 items that are invalid so they must be discarded, the item number is: 9, 11, 15, 17. Thus the instrument of personality competence has 21 items.

Table 4: Validity Test of Social Competence

| Item | Signifikansi | p | Item | Signifikansi | p |
|---|---|---|---|---|---|
| 1 | sig | .031 | 14 | sig | .019 |
| 2 | sig | .000 | 15 | drop | .097 |
| 3 | sig | .000 | 16 | sig | .000 |
| 4 | sig | .003 | 17 | drop | .059 |
| 5 | sig | .025 | 18 | sig | .004 |
| 6 | sig | .041 | 19 | sig | .004 |
| 7 | sig | .004 | 20 | sig | .000 |
| 8 | sig | .001 | 21 | sig | .000 |
| 9 | drop | .188 | 22 | sig | .044 |
| 10 | sig | .000 | 23 | sig | .001 |
| 11 | drop | .847 | 24 | sig | .000 |
| 12 | sig | .026 | 25 | sig | .000 |
| 13 | sig | .005 | | | |

After calculating the variable reliability of 0.708 with a total sample of 51 teachers, the variable personality competence instrument is said to be reliable.

Table 5: Reliability Test of Social Competencies

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| 0.737 | 0.855 | 21 |

After more than 60 years of development, the MBTI has become the most widely used instrument for understanding personality types with various potential uses. So far, the MBTI has 6 benefits, namely: recognizing one's personality and potential, career development, organizational development, team development, conflict resolution, and education and curriculum development.

The latest research from Capraro [18], by passing several studies and tested using a meta-analysis obtained the results of tiered reliability of the MBTI between 0.55 - 0.97.

| **Table 6.** MBTI Teacher's Personality | | |
|---|---|---|
| **Personality** | **Total** | **Percentage** |
| ENFJ | 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% |

Based on the table above, it can be seen that from a total of 368 respondents, the MBTI personality type with the top 5 ranks is: ESTJ as many as 120 people (32.61%), second is ESTP 62 people (16.84%), third is ESFJ 51 people (13.86%), fourth is ESFP 33 people (8.97%), and the last is ISFJ 21 people (5.71%). Meanwhile, there were 2 personalities not found in the research respondents, namely INFJ and INFP.

Table 7: Personality Competitive Data Descriptive

| **Measurement** | **Score** |
|---|---|
| Mean | 130.83 |
| Median | 132 |
| Deviation Std. | 9.58 |
| Minimum | 84 |
| Maximum | 149 |

In the variable Personality Competence with a total of 368 respondents, the mean number was 130.83, the standard deviation was 9.58, and the median was 132.00. The minimum value obtained is 84 and the maximum value obtained is 149.

Table 8: Personality Competency Categorization

| Kategori | Score | Frequency | Percentage |
|----------|-------|-----------|------------|
| Low | X ≤ 130.83 | 150 | 41% |
| High | X > 130.83 | 218 | 59% |
| Total | | 368 | 100% |

In general, it can be said that the majority of respondents in this study were 218 people (59%) had personality competencies in the high category.

Table 9: Descriptive Data of Social Competence

| Measurement | Score |
|-------------|-------|
| Mean | 92.52 |
| Median | 95 |
| Deviation Std. | 9.13 |
| Minimum | 41 |
| Maximum | 105 |
| | |

In the dimension of Social Competence with a total of 368 respondents, the mean was 92.52, the standard deviation was 9.13, and the median was 95. The minimum value obtained was 41 and the maximum value obtained was 105.

Table 10: Categorization of Social Competence

| Category | Score | Frequency | Procentage |
|----------|-------|-----------|------------|
| Low | X ≤ 92.52 | 135 | 37% |
| High | X > 92.52 | 233 | 63% |
| Total | | 368 | 100% |

In general it can be said that the majority of respondents in this study were 233 people (63%) had personality competencies in the high category. The following are the results of analysis of personality competencies and social competencies based on personality types found in the Myers-Brigss Type Indicators (MBTI).

Table 11: Crosstabs Personality and Social Competence Competence on Extrovert and Introvert Trait

| Kompetensi E/I | KK Rendah-KS Rendah | KK Rendah-KS Tinggi | KK Tinggi-KS Rendah | KK Tinggi-KS Tinggi |
|----------------|---------------------|---------------------|---------------------|---------------------|
| Ekstrovert | 68 | 45 | 32 | 164 |
| % | 22% | 14,50% | 10,40% | 53,10% |
| Introvert | 28 | 9 | 7 | 15 |
| % | 47,50% | 15,30% | 11,90% | 25,40% |

PC = Personality Competence

SC = Social Competence

Based on the table above, it can be seen that the total respondents in the extrovert trait in the category of low personality competence and low social competence are 68 out of 309 (22%) people, respondents in the category of

low personality competence and high social competence are 45 out of 309 (14.50% ) people, respondents in the category of high personality competence and low social competence were 32 out of 309 (10.40%) people, and respondents in the category of high personality competence and high social competence were 164 out of 309 (53.10%) people.

In introverted trait, in the category of low personality competency and low social competence, 28 of 59 (47.5%) people, respondents in the category of low personality competence and high social competence were 9 out of 59 (15.30%) people, respondents in the category high personality competence and low social competence are 7 out of 59 (11.90%) people, and respondents in the category of high personality competence and high social competence are 15 out of 59 (25.40%) people.

Table 12: Crosstabs Personality Competence and Social Competence towards Intuitive and Sensing Trait

| Kompetensi N/S | KK Rendah-KS Rendah | KK Rendah-KS Tinggi | KK Tinggi-KS Rendah | KK Tinggi-KS Tinggi |
|---|---|---|---|---|
| Intuitive | 14 | 9 | 4 | 25 |
| % | 27% | 17,30% | 7,70% | 48,10% |
| Sensing | 82 | 45 | 35 | 154 |
| % | 25,90% | 14,20% | 11,10% | 48,70% |

PC = Personality Competency

SC = Social Competency

Based on the table above, it can be seen that the total respondents in intuitive trait in the category of low personality competence and low social competence are 14 out of 52 (27%) people, respondents in the category of low personality competence and high social competence are 9 out of 52 (17.30% ) people, respondents in the high personality competency category and low social competency were 4 out of 52 (7.70%) people, and respondents in the high personality competency category and high social competence were 25 out of 52 (48.10%) people.

Whereas in trait sensing, in the category of low personality competence and low social competence is 82 out of 316 (25.9%) people, respondents in the category of low personality competence and high social competence are 45 out of 316 (14.20%) people, respondents in the category of high personality competence and low social competence is 35 out of 316 (11.10%) people, and respondents in the category of high personality competence and high social competence are 154 out of 316 (48.70%) people.

Table 13: Crosstabs Personality Competence and Social Competence towards Feeling and Thinking Trait

| Kompetensi F/T | KK Rendah-KS Rendah | KK Rendah-KS Tinggi | KK Tinggi-KS Rendah | KK Tinggi-KS Tinggi |
|---|---|---|---|---|
| Feeling | 31 | 10 | 10 | 69 |
| % | 26% | 8,30% | 8,30% | 57,50% |
| Thinking | 65 | 44 | 29 | 110 |
| % | 26,20% | 17,70% | 11,70% | 44,40% |

PC = Personality Competence

SC = Social Competencel

Based on the table above, it can be seen that the total respondents in the trait feeling in the category of low personality competence and low social competence are 31 out of 120 (26%) people, respondents in the category of low personality competence and high social competence are 10 out of 120 (8.30% ) people, respondents in the category of high personality competence and low social competence are 10 out of 120 (8.30%) people, and respondents in the high personality competency category and high social competence are 69 out of 120 (57.50%) people.

Whereas in the trait thinking, in the category of low personality competence and low social competence is 65 out of 248 (26.2%) people, respondents in the category of low personality competency and high social competence are 44 out of 248 (17.70%) people, respondents in the category of high personality competence and low social competence is 29 out of 248 (11.70%) people, and respondents in the category of high personality competence and high social competence are 110 of 248 (44.40%) people.

Table 14: Crosstabs Personality Competence and Social Competence towards Trait Judging and Perceiving

| Kompetensi J/P | KK Rendah-KS Rendah | KK Rendah-KS Tinggi | KK Tinggi-KS Rendah | KK Tinggi-KS Tinggi |
|---|---|---|---|---|
| Judging | 67 | 32 | 25 | 115 |
| % | 28% | 13,40% | 10.5% | 48,10% |
| Perceiving | 29 | 22 | 14 | 64 |
| % | 22,50% | 17,10% | 10,90% | 49,60% |

PC = Personality Competence

SC = Social Competence

Based on the table above, it can be seen that the total respondents in the judging trait in the category of low personal competence and low social competence are 67 out of 239 (28%) people, respondents in the category of low personality competence and high social competence are 32 out of 239 (13.40% ) people, respondents in the high personality competency category and low social competence were 25 out of 239 (10.50%) people, and respondents in the high personality competency category and high social competence were 115 out of 239 (48.10%) people.

In trait perceiving, in the category of low personality competence and low social competence, 29 out of 129 (22.5%) people, respondents in the category of low personality competence and high social competence were 22 of 129 (17.10%) people, respondents in the category high personality competence and low social competence are 14 out of 129 (10.90%) people, and respondents in the category of high personality competence and high social competence are 64 out of 129 (49.60%) people.

From the results of data analysis, the majority of elementary school teachers in DKI Jakarta have Extrovert, Sensing, Thinking and Jugding (ESTJ) personality types, namely 120 people 32.61%. People with ESTJ types have clear standards and beliefs and try to make efforts to meet these standards, but they also want other people to do the same. People with type ESTJ like to interact and cooperate with other people as long as the person invited to work with is responsible for the deadline and doing their work. ESTJ personality is also owned by people who like to

direct themselves to achieve goals, organize people and other resources to achieve goals. They have an extensive network and are willing to make difficult decisions if needed. They have characteristics, including: objective, realistic, analytical, frank, structured, systematic, follow procedures, reliable, critical, logical, confident, organized, assertive, responsible, not individual (Kirby & Myers, 1998 )

After the ESTJ, the personality types that are often shared by the next teacher are Extrovert, Sensing, Thinking and Perception (ESTP), which is 62 people or 16.84% People with ESTP personality types like to motivate others by giving encouragement in various situations. They use common sense and experience to deal with problems, are able to analyze quickly if something is wrong and then fix it. These people have characteristics that are friendly, enthusiastic, analytical, realistic, wise in responding to everything, negotiators, alert, humorous, flexible, direct, adaptable, persuasive, inventive, solving problems pragmatically, full of energy, observing, loving life, reacting quickly and spontaneously. People with ESTP personalities are always interested in whatever is happening around them and anything that can provide new experiences for them because they learn by doing, not by reading.

The type of personality that many teachers have next is Extrovert, Sensing, Feeling and Judging (ESFJ), which is 51 people (13.86%). People with ESFJ tendencies People of this type tend to be social and friendly, understand the needs of others and show appreciation for the contributions of others. They tend to have family values, sympathy, friendliness, loyalty, consistency, likes to appreciate, be thorough, responsible, harmonious, appreciative, cooperative, respectful of rules, like to be helpful, organized, responsive, wise, energetic, realistic and thorough. People with ESFJ type have a high sensitivity to the needs of each individual around them and give attention to it. The source of their happiness comes from the happiness of others.

Next are the personality types Extrovert, Sensing, Feeling and Perception (ESFP). This personality type was found in 33 teachers or 8.97% of all respondents. People with ESFP personality types tend to be adaptable, friendly and expressive. They enjoy life and enjoy being among people, they also like to work with other people and enjoy being involved in new situations. They have characteristics: enthusiastic, adaptable, friendly, cooperative, friendly, wise, talkative, passionate, sympathetic, optimistic, generous, spontaneous, pleasant, supportive and easy to accept others. People with the ESFP type are known to have good interpersonal skills.

The personality type that ranks fifth is the ISFJ of 21 people or 5.71%. People with ISFJ personality types tend to be patient individuals who use common sense and experience to solve other people's problems, are responsible, loyal, traditional and love to serve the needs of others and provide practical assistance. They have the characteristics: cooperative, responsible, reliable, loyal, organized, sensitive, detailed, considerate, thorough, obedient to the rules, loyal, kind, patient, realistic, thinking of others, careful and committed.

From the results of data analysis, it is known that the majority of respondents in this study have high personality competencies. Thus it can be said that the respondents in this study were able to act in accordance with religious, legal, social, and national cultural norms; present themselves as honest, noble, and role models for students and society; present yourself as a solid, stable, mature, wise and authoritative person; demonstrate work ethic, high responsibility, pride in being a teacher, and self-confidence; and uphold the professional code of ethics of the teacher.

In addition, the teacher's social competence is also known to be high. This reflects that public elementary school teachers in DKI Jakarta understand and respect differences (respect) and have the ability to manage conflict and conflict; collaborating harmoniously with colleagues, principals and vice principals, and other relevant parties; building a teamwork) that is compact, smart, dynamic, and agile; carry out communication (oral, written, illustrated) effectively and pleasantly with all school members, parents of students with full awareness that each has a role and responsibility for the progress of learning; have the ability to understand and internalize environmental changes that affect their duties; has the ability to occupy himself in the applicable value system in the surrounding community; and implementing the principles of good governance.

Overall, from the results of data analysis, it is known that the majority of state elementary school teachers in Jakarta have a tendency to extroverts 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 personal and social competencies of teachers who have extroverted traits tend to be high, while teachers who have introverted trait tend to have low personal and social competencies.

Meanwhile, teachers with intuitive and sensing trait tend to have high personal and social competencies. Likewise the teacher with the personality trait of feeling and thinking; and judging and perceiving which also tend to have high personal and social competencies. Therefore, intuitive traits, sensing, feeling, thinking, judging and perceiving have high personal and social competencies, the six traits are not used as the main basis in classifying teachers who will take part in programs to improve social and interpersonal competence. Only extrovert and introvert trait will be used as the basis for teacher classification in the program.

Based on the results of the needs analysis in the first phase of research, the model design that will be carried out to improve the social competence and personality of MBTI-based teachers is in the form of a series of training consisting of personnel grooming, multicultural, interpersonal skills, team building, and public speaking. Each teacher's personality type is the type of extrovert and introvert personality. The difference in training design emphasizes the learning strategy or method and on the composition of training time.

This training is carried out through the following stages: 1) Establish training participants; 2) set training objectives; 3) determine the types and materials of teaching materials; 4) determine the design of learning strategies used; 5) establish on-line learning formats; 6) do test of the draft made; 7) conduct training with blended learning models; and 8) prepare evaluation criteria for the implementation of blended learning.

## IV. CONCLUSION

From the results of data analysis it can be concluded that the majority of state primary school teachers in DKI Jakarta have an Extrovert personality type. In detail the sequence of personality types starting from the ones most possessed by the teachers is Extrovert, Sensing, Thinking and Jugding (ESTJ), then ESTP (Extrovert, Sensing, Thinking and Perception), ESTJ (Extrovert, Sensing, Feeling and Judging) and ESFP (Extrovert, Sensing, Feeling and Perception).

From the results of data analysis, it is also known that the majority of respondents in this study had high personal and social competencies. When viewed from his personality type, it can be said that the personal and social competencies of teachers who have extroverted traits tend to be high, while teachers who have introverted trait tend to have low personal and social competencies. Teachers with intuitive and sensing trait tend to have high personal and social competencies. Teachers with personality traits feeling and thinking; and judging and perceiving which also tend to have high personal and social competencies.

Based on the results of the needs analysis, the design of the model for improving the social competence and teachers personality based on MBTI consists of a series of trainings, including: personal grooming, multicultural learning, interpersonal skills, team building and public speaking according to the personality types of each teacher.

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## AUTHORS PROFILE

**Supadi,** Bachelor Degree in Educational Management, State University of Jakarta; Master Degree in Educational Management, Indonesia Christian University; Doctorate Degree in Educational Management, State University of Jakarta. Has written a Journal Article with the title: Effective Leadership, Media Publishing Educational Leadership in 2009, Implementation of SBM in Efforts to Improve Education, Media for Publishing Madani Daily in 2009, Changes Education and Teacher Institute of Being University (Comparative Study Between UNJ and UPI), Thomson Reuter Publishing Media 2017, Evaluation of School-Based Quality Program Evaluation Approach Based on CIPP Model, Media Publishing Perspective of FIP UNJ in 2017, Evaluation of Industrial Work Practice Programs in Vocational High School Students, National Media Publishing Journal of TP in 2017. Principal's Perception of Teachers Evaluation Case Study in Indonesia, Journal Publishing Media Scopus indexed international in 2018; MBTI Social Competence and Teacher Personality Development Model, Scopus indexed international journal publishing media in 2019.

**Winda Dewi Listyasari,** Bachelor degree in Educational Management– State University of Jakarta, Master degree in Educational Management–State University of Jakarta. **Selected Publication:** Factors Affecting the Use of Alternative Assessment in Evaluating Students' Learning Outcome, 2013, Perspektif Journal https://doi.org/10.21009/PIP.271.5. Identification of Challenges Faced by Lecturers in Guiding Students' Thesis, 2013, Perspektif Journal https://doi.org/10.21009/PIP.272.9. Reading Interest and Learning Style of Teachers' Training College Students, 2017, Perspektif Journal https://doi.org/10.21009/PIP.311.5. **Research Grants:** Factors Affecting the Use of Alternative Assessment in Evaluating Students Learning Outcome, Funded by Universitas Negeri Jakarta (2011); InsEd+: Application to Assist Student in Constructing Research Instrument, Funded by Ministry of National Education (2011-2012); CENDIRI: Interactive CD for the Test Construction Course. Funded by Ministry of Research, Technology, and Higher Education (2012); and Teachers' Social and Personality Competences Improvement Program Based on Myers-Briggs Type Indicator (MBTI), Funded by Ministry of Research, Technology, and Higher Education (2017).

**Siti Zulaikha,** Doctor in Education Management Program at UNINUS Bandung; Postgraduate Program at Jakarta State University; IAIN Syarif Hidayatullah Jakarta; attended the Distance Education Program "Education Sector Planning" IIEP UNESCO Paris; Short Course Academic Writing at Melbourne University,2010; PUMPING TEACHER Training, Participation Experiences in Scientific Seminars: *Distance Training Programme on Education Sector Planning (ESP) in three Asian countries* (Indonesia, Thailand, and Viet Nam) Hongkong University, Maret–April 2013. *Workshop Klinik Proposal Penelitian dan Pengabdian kepada Masyarakat,* UNJ, 1-2 Februari 2017. *Workshop Learning Environment Research: Developing Research Design, Data Collectionn and Analysis,* UNJ & Curtin University, 12-13 April 2017. *Pelatihan Asesor Satuan Pendidikan Kerjasama,* BAN S/M, 24-26 Juli 2017.

**Nuphanudin,** Bachelor Degree in Political Sciences, Gadjah Mada University; Master Degree in Educational Management, State University of Jakarta; Doctor Degree in Educational Administration, Indonesia Education of University. Has written a journal article with the topic *A Policy Analysis of Professional Certification for the Vocational High School* in The Journal of Social Sciences Research, indexed by Scopus Q3. Participated in the **First International Conference on Technology and Educational Science** on 5-6 December 2018 as a presenter for a paper entitled *The Implementation of Professional Certification in 4.0 Industrial Revolution Era*, https://eudl.eu/doi/10.4108/eai.21-11-2018.2282066. Then, he became the writer and presenter of the **Ko2pi International Workshop Call for Papers and Book publication** on 13-16 December 2018 with the paper *The Role of National Body for Professional Certification in Revitalizing Vocational High Schools in Competence Based Assessment Context*, IOP Scopus Indexed. Then, became a writer and presenter at the **International Conference on Education Science and Technology & Indonesian National Education Convention (KONASPI) IX 2019** on March 13-16, 2019 with the Paper *Education & Training Program and Employees Performance* in the Journal of Educational Evaluation and Policy Analysis, Scopus Q1 indexed.

**Evitha Soraya,** Bachelor Degree in Administrasi Perkantoran, STIKP Purnama Jakarta; Master Degree in Educational Management, State University of Jakarta. Has written a journal article with the title: *Implementation of Management of Al-Azar High School Students in Kelapa Gading North Jakarta*, Improvement, Vol: 4 No: 2 (2017); *Teachers' Perceptions of the Role of Schools as Professional Learning Communities in the Perspectives of Public Middle School Teachers in the Central Jakarta Region*, Improvement, Vol: 5 No: 1 (2018); and *Relationship of Organizational Justice, Perception of Organizational Support with Organizational Citizenship Behavior (OCB) Teachers in East Jakarta*, Indonesia Improvement, Vol: 5 No: 1 (2018).