

Enhancing Teachers' Personality and Social Competence: MBTI Approach

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Abstract

This research aims to identify primary school teachers' personality profile in Jakarta using Myers-Briggs Type Indicator and design trainings to improve the social and personality competence accordingly. The research was conducted using mixed-method with qualitative and quantitative approaches. MBTI instrument was utilized to gather data from 350 elementary teachers aged between 21 – 60 years old, from 47 schools in 5 administrative districts (North, Central, South, East, and West) of Jakarta. The result showed ESTJ type dominates teachers' personality profile with 118 participants (33,7%), followed by ESTP with 59 participants (16,9%) and ESFJ with 51 participants (14,6%). Based on the type distribution, we designed pre-trainings which were held on 27-28 July, comprised of 15 elementary teachers in East Jakarta district. Treatments through multi-phase trainings were conducted according to each personality type. Pre-test, post-test and instruments related were distributed to measure the impact of given treatment on the subject matter. Using Kirkpatrick's four level of evaluation, we found that; all participants were satisfied with the training (level one), scored more than 80 out of 100 for written test on the training subjects (level 2), and showed significant change towards their behavior in school in terms of personal grooming and teamwork (level 3).

Keywords: Myers-Briggs Type Indicator, personality, social competence, elementary teacher, teacher training

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Introduction

Education has been determining factor in every nation. Yet even in developed countries, education is continuously evolving, striving to catch up with development of social and technology. Education as a process of delivering knowledge, skills, and values-, utilizes several variables, and the importance of teacher's quality is unquestionable.

The Myers-Briggs Type Indicator instrument is a set of independent questionnaires designed to understand and apply Jungian personality type theory. MBTI identifies differences between normal people, where these differences usually cause miscommunication and misunderstanding (Briggs, Kirby, Briggs, 1998). MBTI was first created by Katharine Cook Briggs and Isabel Briggs Myers based on studies and research conducted by Swiss psychologist Carl Gustav Jung. After more than 60 years of development, MBTI has become the most widely used instrument for understanding personality types with a variety of potential uses (Briggs, Kirby, Briggs, 1998). This is also the reason for numerous research conducted using MBTI (11,000 researches, including 1780 dissertations) according to the Centre of Application of Psychological Type in 2008 (Quenk, 2009). In addition, The Journal of Psychological Type has also published 69 volumes that exclusively conduct research on personality types (Quenk, 2009).

The use of MBTI in business management has been carried out massively in various national and international companies. Eighty percent of the companies listed on the prestigious Fortune 100 list use the MBTI as an instrument to identify their employee personality types and overcome weaknesses and increase the potential of each employee. This is supported by Daft who explains that leaders should remember that each type can have positive and negative consequences for behavior. By understanding their MBTI types, their strengths and minimizing their weaknesses (Daft, 2008). Leaders must realize that each type of personality has positive and negative consequences related to behavior. By understanding the type of MBTI, leaders can maximize the potential of their employees and minimize their weaknesses.

Recent research regarding the use of MBTI instruments in identifying and correlating these personality types to variables within the organization has been widely carried out. As was done by Furnham and Crump who analyzed the relationship between the characteristics of MBTI and how quickly an employee got a promotion (Furnham & Crump, 2015). The results of the analysis show that extroverted personality types get a promotion in the work faster than the introvert type. In particular, the ENTP personality type (Extroversion - Intuition - Thinking - Perceiving) tends to get faster promotions. According to Myers in Furnham and Crump, the type of ENTP is described as someone who is agile, intelligent, stimulant, alert, and speaks openly. Whereas for people with Feeling dominance, they tend to require a longer time to get a promotion. Still according to Furnham and Crump, this might be because someone who has the domination of Feeling compared to Thinking is more prone to experience stress and is more interested in group dynamics than strategy (Furnham & Crump, 2015).

As one of the most widely used instruments in the industry, MBTI can also measure one's ability to innovate. This character is closely related to one's success which also

determines the success of the organization. Thus, the urgency in determining innovative human resources is one of the priorities of various organizations throughout the world. General characteristics that are correlated with one's level of innovation are; leadership, vision, teamwork, communication, curiosity, self-discipline, focus, and determination and desire to help others. These elements can be identified using MBTI, where the highest innovation tendency is in the ENTJ type (Extroversion - Intuition - Thinking - Judging) while the lowest value is ISFP (Introversion - Sensing - Feeling - Perceiving) (Amar & Mullaney, 2017).

Malik and Zamir in the *Journal of Education and Practice* explained that the MBTI instrument itself can be used to see the level of one's emotional intelligence (Malik & Zamir, 2014). Emotional intelligence is an essential aspect for an educator because this aspect indicates the level of emotional maturity of a teacher to be able to carry out his duties in educating the next generation of civilization (Malik & Zamir, 2014).

Subsequent research was carried out by Bower who conduct coaching with the help of MBTI instruments (Bower, 2015). Bower said that the basic principle of coaching seen from the point of view of Gestalt theory and Person-centered is the awareness of self (self-awareness) and others (other-awareness), where by knowing yourself and others, someone will be able to increase their capacity and solve problems with what they have. Awareness of other types of people will be able to provide benefits in terms of communication effectiveness, conflict resolution, leadership, and team building. The conclusion of the study is that recognizing one's own personality and others through the MBTI instrument can help increase capacity and self-potential and social interaction in the environment (Bower, 2015). Furthermore, Setiawati (2015) and her colleagues conducted research to implement MBTI as a basis for student career development. The research conducted to counselling & guidance students of UNY aims to identify the type of personality that is owned by students, as well as its relationship to counselor competence for each personality type. The results showed that there was an average of personal competence in extrovert and introvert subjects.

Moore et al in a study identified the character of students and developed a supervision strategy that can be carried out by supervisors for each personality preference (Moore & Detlaff, 2004). The results of this empirical study indicate that supervisors must have different strategies and approaches for each student. Students who have extroversion tendencies must be given time and space to verbally express what they feel. Students of this type must also be involved in a verbal discussion where the process of developing ideas occurs spontaneously. Unlike the type of introversion learners, they tend to have to discuss individually with supervisors. This is because they process and reflect on the experience they received first before they developed into a response and idea. Forcing introverted students into discussion forums will cause them to be uncomfortable and difficult to express their thoughts. The conclusion of this study is that each type of personality owned by students requires the right supervision approach and strategy to be able to obtain valid and reliable information for future evaluation materials (Moore & Detlaff, 2004).

Alić in his report entitled "The Relationship of Individuals and Organizations by the Method of the Myers-Briggs Personality Indicator" examined the personality types of the entire academic community in several schools using the MBTI instrument. He explained that personality types that exist in personnel in a school are very likely to

form a unique profile of the school itself. This profile, according to him, can be a basis for implementing various steps to strengthen and encourage the potential of the school and minimize the negative aspects that might occur. In addition, the culture that is formed in an organization depends heavily on the culture that exists in the social system of society, such as beliefs, value systems, and behavior patterns (Alic, 2010).

Furthermore, Rushton et al attempted to identify effective teacher personality types by collecting MBTI profiles from 58 of the best teachers in Florida. The instrument they used was MBTI and Beiderman Risk Taking (BRT), where a sample of 58 teachers was significantly different from the two comparisons, namely two groups of primary school teachers (N = 804, 189). In the study, significant differences occurred with ENFP and ENFJ profiles (Rushton et al, 2007). In addition, Rushton et al also conducted a study to identify the MBTI profile of prospective teacher students and program preferences for each profile at the Institute of Education. The number of respondents is 368 people from five different study programs. The results of the study show that 28 percent of prospective primary school teachers have a profile of Sensing, Feeling, Judging, with SF's mental functions. While most of the prospective early childhood teacher students have the type of Sensing, Feeling, and Judging and profiles of Extraversion, Intuition, Feeling, Judging (ENFJ). For Special Education teacher candidates, most of them have Introversion, Intuition, Thinking, and Judging (INTJ) profiles. Finally, postgraduate Education Leadership students have a tendency to profile Extraversion, Sensing, Thinking and Judging (ESTJ). This finding shows that four groups of teachers have a type tendency towards the program they choose (Rushton et al, 2012).

Similar research was conducted by Sears et al with the title "Myers-Briggs Personality Profiles of Prospective Educators". The first objective of this study was to identify personality profiles of 4,483 participants who attended the teacher training program who ultimately decided to continue and not continue the program. The next objective is to identify the personality types of 886 students who complete the program in accordance with their respective fields of expertise (Primary, Secondary, and others). The results show that the MBTI S-F-J profile tends to be owned by students who continue their education. The results also saw several types and anti-types related to teacher certification (Sears et al, 1997).

Various studies carried out using MBTI become evidence that the instrument is one of the instruments that is often used to determine a person's personality type. Simply put, knowing the personality types of yourself and others can provide many benefits. A person who knows his personality type well and cannot determine his potential and weaknesses. In addition, they can also set strategies and approaches they can do to develop themselves and their potential. MBTI is also able to provide a perspective on seeing one's own characteristics, where each person tends to experience bias in defining the character they have. MBTI in relation to social interaction also has many benefits, such as in building interpersonal relationships, building a team, understanding other people's personality types, and evaluating and implementing policy tools. By understanding the characteristics of others, effective communication, a strong and empathetic team, and more informed decision making will be established.

Apart from various advantages, the use of MBTI instruments in the field of education in Indonesia is still very minimal. The potential use of MBTI instruments in supporting the education system in Indonesia is very large. MBTI could be an alternative approach in carrying out teachers' professional development based on teachers' personality. Even educators, in understanding the characteristics and learning styles of students, can use the MBTI instrument as the basis for decisions taken. The leadership and communication style of the principal, who has been able to use MBTI in his school managerial, will be more effective and varied. Although challenges and obstacles are certainly found, research into the use of MBTI in education must be an alternative interdisciplinary research collaboration to achieve effective and efficient educational goals.

Based on the need assessment research that had been conducted in the first year research, we have designed trainings that aimed to enhance teachers' personality and social competence based on four dimensions of MBTI. The methods used in these trainings were mainly based on teachers' personality traits that has been identified using MBTI.

Conclusion

Discussion

After gathering MBTI profile of elementary school teacher in Jakarta, we started to formulate five trainings correlated with personality and social competence for teachers. The trainings were designed not only to meet their objectives but also to fit the needs of MBTI dimension of the teachers. The trainings are; interpersonal, multicultural, public speaking, personal grooming, and team building.

Public speaking training was designed based on extroversion – introversion dimension in which the training was specifically designed to accommodate each type's strength and weaknesses. For the extrovert type teacher, they mainly focused on understanding and using non-verbal language such as gesture, facial expression, and body language, while the introvert ones were mainly focused on overcoming anxiety and fear through a well-planned speech and data, as well as coaching and practice. The two separated groups were handled by professional trainer and learned mostly from experiential learning which gave them chance to practice directly.

Personal grooming was designed to meet the needs of judging – perceiving dimensions. This training was derived from the fact that teachers in Indonesia do not bother with their appearance too much. This might give the unwanted impression to their students, as they look untreated every day. While the judging trait tends to ignore their appearance, we tried to modify their look with a fresh touch without too many styles. On the other hand, perceiving trait is more likely to dress freely. The point of this training is to transform teacher's appearance as a part of their personal branding.

Team building was meant to raise awareness on extroversion – introversion style and their function in team. While they are not a good motivator, the introverts are able to contribute with their idea and suggestion as the extroverts become the ones who

motivate and be public figures. The training was focused on teamwork games and insight.

Multicultural and interpersonal trainings were designed to internalize the objectivity and acceptance of the teachers towards the diversity. It is particularly important as Indonesia consists of more than one hundred tribes with different culture and language. Teachers must accept student or colleague with different cultural background without prejudice and ethnocentrism.

A pre-test and post-test were given before and after the trainings in order to measure the effectiveness. We also collected response through video to further evaluate the training. We utilized Kirkpatrick's four level evaluation on this research, limited only until level three. The first level of evaluation that measures reaction was given through paper-based question. The result was all the participant were satisfied with the training's material, place, accommodation, and others.

The level two evaluation was measured through online-based quiz utilizing google form, the participants were asked to answer questions related to trainings they just finished. The result was all participants scored more than 80 out of 100 score. This indicated that the trainings were successful in giving the knowledge of respective subjects.

Level three evaluation was a little bit complex. We had to instruct principals to observe teachers who have participated in the trainings. A set of evaluation form was given to the principals to measure teachers' personality and social competence before and after joining the trainings, and a two-week observation was conducted to find whether there would be change on the teachers' personality and social competences. Based on t-test analysis, it is found that there is a significant difference in teachers' personality and social competence before and after joining teamwork training and interpersonal training. Furthermore, this research also found that there is no significant difference in teachers' personality and social competence before and after participating in public speaking training and multicultural training. While, personal grooming has been the only training that has not been observed yet.

Implication & Limitation

As a trial phase of two-year R&D research, we realized that the result was not eligible to be disseminated widely yet. However, the trainings indicated positive result despite the flaws. In the future, we hope that the research will continue in order to formulate standardized trainings for teachers' personality and social enhancement.

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