



Training on Strengthening Teacher's Personality at SMK Lab Business School, Tangerang to Improve Learning Quality

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ABSTRACT

Teacher personality competence must be continuously improved to support a good quality of learning in the classroom. This training activity aims to measure the success of training activities strengthening the personality competence, to transform the knowledge and skills of the personality competency to strengthen teachers personality, and know the achievement of the results of teacher training activities so that the school can be applied so that the quality of learning can be improved. This activity was attended by 38 participants of SMK Lab Business School. The training methods used in this study were direct teaching, discussion, brainstorming, and assignments. The results of the PKM implementation showed that the training could run well and smoothly with participant responses in the good category. Besides, the participants felt very satisfied. The teachers considered that there was an increase in knowledge and competencies of personality. The results of the post-PKM monitoring showed that the teacher's quality was in good categories. Therefore, the results of this activity recommend that schools can carry out similar activities to strengthen the competencies of other teachers. The learning quality should always be maintained by the teacher so that the learning objectives can be achieved properly.

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INTRODUCTION

Situation Analysis

Professional teachers are teachers who must have academic qualifications and competencies. The minimum academic qualifications a teacher must possess are a minimum education level of S-1/D4 and an educator certificate, while the competencies that the teacher must possess are professional, social, pedagogic, and personality competencies learning. Among these four competencies, there is one competency, that is important to be maintained and developed by the teacher. It is because this competency will affect other competencies and learning quality, namely personality competence.

In the explanation of the Indonesia Government Regulation Number 19 the Year 2005 on National Education Standards, it is stated that "the teacher's personality competence is the ability of personality that is steady, stable, mature, wise and authoritative; has noble character; becomes a role model for students and community; evaluate his performance, and develops oneself in a sustainable manner" (Pemerintah Republik Indonesia, 2005).

There is a classic expression that still becomes a teacher's reference. The expression says that "everything depends on each person". The teacher's personality will determine the learning process and interaction with students. In learning, the teacher provides opportunities for students to construct, to understand correctly, and to implement knowledge. Students also have the opportunity to solve problems, to find their identity, and to be able to realize their ideas.

In the Indonesian Law Number 14 the Year 2005 on Teacher and Lecturer Article 1 point (a) states that "Teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education, and secondary education" (Pemerintah-DPR, 2005). Based on that definition, the teacher has an important role in the education process. The teacher must have sufficient competencies so that he can perform his role optimally, especially personality competence. The adequate mastery of personality competence from the teacher has a significant contribution to the effort to develop a student's character.

Besides that, every teacher is also required to always learn, so that he becomes a professional teacher and has qualified competencies (Mansyur & Akidah, 2018). By having a good personality, the teacher becomes a role model and figure that can be trusted and imitated. In general, what the teacher teaches and conveys will be accepted by the child without any doubt. As a human being, however, the teacher may also have a disrespectful attitude, is easily angry, and often acts rude. The teacher wants to teach about compassion to his students. What is attached to the child is not the attitude of affection, but the attitude of impoliteness instead. The impolite attitude is more memorable and embedded in the stu-

dents' thoughts and beliefs.

There is an assumption that the teacher's personality is sensitive to be discussed because it involves a person's personality compared to social, pedagogical, and/or professional competencies. This is proved by the existence of responsive actions from the community for despicable actions or violations of prevailing norms by done by the teacher. As a result, it reduces the dignity or authority of the teacher as well as public confidence in the institution where the teacher carries out his daily duties. The results of the study show that students who have experienced acts of violence committed by the teacher were 91%. These actions were in the form of psychological, verbal, and physical violence (Muis, Syafiq, & Savira, 2011).

Learners can learn easy and fun. They can achieve the specified competencies if the teacher can create a learning atmosphere that is meaningful, dynamic, creative, fun, and dialogic so that learning can be effective and efficient (Karim, Nurrahman, & Rusmana, 2019). Other study proved that the teacher's personality competence was strongly, positively, and significantly correlated with the formation of student character (Agustin & Nafiah, 2019; Saragih & Sihotang, 2019), students' learning interest (Sayuwaktini, Yanzi, & Pitoewas, 2015), and discipline (Widyaningsih, 2016).

However, if a teacher does not have a good personality, it will have an impact on students' learning and character development. Therefore, the teacher must try as optimal as possible to minimize making mistakes when he carries out his main tasks and functions. 7 mistakes are often made by teachers in carrying out their main tasks and functions. The mistakes are taking learning shortcuts, waiting for students to behave negatively, using destructive discipline, ignoring student differences, feeling like the smartest, acting unfairly, and forcing student's rights.

As a higher education institution, the Islamic Sheikh-Yusuf University has a practice of carrying out one of the "*Tri Dharma Perguruan Tinggi*", namely community service. Therefore, we and the partners agree to carry out training activities to improve the competency of the teacher's personality. This activity is driven by the demand of partners for the condition of the personality of teachers who need to be improved to create quality learning in SMK Lab Business Tangerang. Given that the competence of the teacher's personality is as important as other competencies so that teachers can implement the results of this training in carrying out their professional duties well, especially improving the quality of learning in the classroom.

The theme of the training that has been agreed between the PKM Team and partners is "Strengthening the Personality of Teachers to Improve the Quality of Learning". This training method was chosen as one of the methods of development and a means of raising teacher awareness about the importance of personality competency. Besides that, one of the solutions offered through community service activities by lecturers is training activities to strengthen the teacher's personality. The results of teacher skill

improvement training can enhance learning innovation in the classroom (Pahlevi, Wulandari, Suratman, & Ranu, 2020).

Issues Formulation

Based on the analysis of the above situation, the author can formulate the following problems:

1. How is the implementation of training activities to strengthen the personality of SMK lab business school teachers in Tangerang?
2. How to develop knowledge and skills about personality competency to strengthen the teacher's personality of SMK Lab Business School in Tangerang?
3. How to achieve the results of training activities strengthening the teachers' personality competency of SMK Lab Business School in improving the quality of learning?

Objectives

The objectives of the training activities i.e:

1. Measuring the success of training activities strengthening the personality competence of SMK Lab Business School Tangerang.
2. Transforming the knowledge and skills of the personality competency to strengthen the teacher's personality of SMK Lab business school in Tangerang.
3. Knowing the achievement of the results of teacher training activities so that the school can be applied so that the quality of learning can be improved.

Advantages of Community Service Activities

After participating in this activity, the teachers of SMK Labusta Tangerang are expected to transfer knowledge and skills about personality competencies and provide strengthening of the teacher's personality. The teachers can implement their knowledge to improve the quality of learning in the classroom. Besides, training activities are useful to improve the relationship between Islamic Shyekh-Yusuf University and SMK Lab Business School in Tangerang.

LITERATURE REVIEW

The quality of the learning process is seen as a learning activity and students' understanding that are following basic competencies, indicators of achievement, and teacher performance in supporting the learning process. Susanto (2016) states that learning quality is "the success level of learning goals shown by the attitude and behavior changes which are better than before."

Meanwhile, according to Mariani quoted by (Haryati & Rochman, 2012) defines learning quality is the intensity of systemic and synergic linkages between teachers, students, learning climate, and learning

media in producing optimal learning processes and outcomes by curricular demands. While (Daryanto, 2011) states that learning quality is a level of achievement from the initial learning goals including art learning. In achieving these objectives, there is an improvement of knowledge as well as skills; and development of students' attitudes through the learning process in class. Based on some of the opinions above, the writer concludes that learning quality is a measure of achievement level from learning objectives done by the teacher.

To know that the learning carried out by teacher shows good quality, it takes dimensions or indicators to measure it. According to the Ministry of National Education (Prasetyo, 2013) states that indicators of learning quality include teacher's behavior, student's activities or behaviors, learning environment or learning climate, learning materials, learning media, and learning systems.

Other opinions about measuring the teaching quality are expressed by (Baumert et al., 2010) which states the learning quality dimension is assessed with student reports, structured as hierarchical factors, and modeled at individual and class levels simultaneously. At the individual level, it is determined by adaptive explanations, constructive responses to mistakes, patience, fast adaptive steps, respectful treatment toward students, and ethical concern. At the classroom level, it is measured by indicators of discipline (teacher perception), prevention of distractions, and effective use of time. Meanwhile, there are other dimensions to measure the teaching quality, namely infrastructure support, collaboration development, and normative support (Warwas & Helm, 2018).

While (Praetorius, Klieme, Herbert, & Pinger, 2018) have tested 3 dimensions to measure the teaching quality that has been tested before by other researchers. The testing results of 3 (three) dimensions are classroom management, student support, and cognitive activation. The test results show that the three dimensions are valid and reliable. Therefore, in this post PKM evaluation activity, the writer decides to use 3 (three) dimensions of learning quality.

The definition of competency according to law No. 14 the year 2005 concerning Teachers and Lecturers article 1 paragraph 10 states that "competency is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out professional tasks" (Pemerintah-DPR, 2005). So, competency is a teacher's mastery of knowledge, skills, and work attitudes in carrying out his work both at school and outside of school. Therefore, the competencies possessed by each teacher will reflect his quality as a professional teacher.

Competencies that teachers must possess are professional competencies, social competencies, pedagogical competencies, and personality competencies. In-Law Number 14 the Year 2005 concerning Teachers and Lecturers article 10 paragraph 1 states that "teacher competencies referred to in Article 8 include: pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education" (Pemerintah-DPR, 2005). These

four competencies are the competency standards possessed by a teacher. With this teacher competency standard, there is a guarantee of teacher quality to maintain and to improve the learning process quality. These teacher competency standards also encourage and facilitate teachers to achieve the learning goals.

One of the four competencies related to personality is personality competence. This competency is an individual ability or teacher's character that reflects a personality that is stable, wise, mature, authoritative; can be an example for students, and has a noble character.

The definition of teacher personality competence according to Indonesian Government Regulation Number 19 the year 2005 on National Education Standards, article 28 paragraph (3) point b states that "personality competence is an ability that reflects a steady, stable, mature, wise and authoritative personality; is an example for students; and has noble morals" (Pemerintah Republik Indonesia, 2005). (Khoiril, 2013) states that personality competence is "the ability of the teacher to become a role model and to act by religious norms (faith, piety, honest, sincere, like to help and have behaviors that can be emulated or become a good role model)". The PKM team is taking a teach could be seen in Figure 1.

The definition of personality competence is also described by (Arisman, Getteng, & Nuryamin, 2018) that a teacher must have abilities such as intelligent minded, religious, great in educating morals, competent in educating children, dignified and earnest, friendly and active, polite, clean and pure.

Based on some of the opinions above, the writer concludes that personality competence is the minimum personal ability that a teacher must possess such as having a noble character and charismatic behavior; being able to be an example; and giving an example of his words as well as his actions for students while carrying out his professional duties.

To state that a teacher has a good personality, one must use measurable dimensions or indicators. In this case, to measure the teacher's personality competence, the writer used indicators established by the Ministry of Education and Culture.

According to Regulation of the Minister of National Education Number 16 the Year 2007, it is stated that indicators of personality competence are as follows (Mendiknas, 2007): (a) act by Indonesian national religious, legal, social and cultural norms; (b) present oneself as an honest, noble, and role model for students and public; (c) present oneself as a stable, mature, wise, and authoritative person; (d) demonstrate work ethic, high responsibility, pride in being a teacher, and self-confidence; and (e) uphold the teacher professional code of ethics. The PKM team is taking a teach could be seen in Figure 2.



Figure 1.
The PKM team is taking a teach, (2019)



Figure 2.
The PKM team is taking a teach, (2019)

Problem Solving Framework

Training on strengthening teacher personality is one of the ideas from the Community Service Team (PKM) to improve learning quality. The personality possessed by a teacher correlates with the inculcation of the good values to students. In class, the teacher comes face-to-face with the students to deliver the lesson as well as to become an example. At present, teacher transfers more on knowledge and relatively neglects to instill moral values to students. This brings some impacts on negative student behavior. Therefore, it is necessary to strengthen and to increase the teacher's personality competence, so that there is a balance between teaching and educating.

The need for strengthening teacher personality can be resolved by carrying out training activities. The PKM team helped this problem by organizing training to strengthen teachers and administration staff personalities. This is intended to assist teachers in realizing the good quality of learning in the classroom. If the quality of learning is good, then the classroom environment or atmosphere will be conducive and pleasant for both students and teachers. The participants are seriously listening to the exposure to the material could be seen in Figure 3.

Target Audience

The target of this activity is teachers and administration staff of the Vocational School Business School in Tangerang, and the total number of participants was 38 teachers. These teachers include productive teachers, normative teachers, and counseling teachers who are considered as target audiences of PKM activities. A teacher is the direct implementer of the curriculum and the front person who interacts with students. This means that the teacher has a strategic role in learning activities. Therefore, the merits of learning activities in the class depending on the teacher who teaches.

Methods of Implementation the Training Activities

To solve problems on teacher personality, training was carried out with several stages, namely preparation, implementation, and evaluation stages.

1. Preparation Stage

At the preparation stage, the PKM Team conducted a field observation to the school partner (SMK Labusta, Tangerang), who have done Memorandum of Understanding (MoU) with the Islamic University of Syekh-Yusuf. The PKM team applied for the PKM activity permit to the school Principal of the service partner.

2. Socialization Stage

The PKM team conducted socialization to teachers of SMK Lab Business School, Tangerang. It was expected that the principal would be able to issue a letter of assignment to teachers participating in this PKM activity.



Figure 3.
The participants are seriously listening to the exposure to the material, (2019)

3. Participants Data Collection Stage

Furthermore, the PKM Team provided a list of prospective trainees and submitted to the administrative staff of the school, so that prospective trainees would fill out the list of participants and biographical data (Teachers of SMK Labusta Tangerang).

4. Scheduling Stage

The team compiled an event rundown which includes an opening, giving material by the PKM Team, practical activities, and evaluating training activities by trainees.

5. Preparation of training place, tools, and materials

The PKM team and partner school agreed on the location of the training activities held at the Aston Cirebon Hotel. Next, the PKM Team prepared the tools used for the training, namely plastic folders, pencils, block notes, cardboard, and markers. The PKM team prepared presentation materials in power points about the reasons for becoming, the teacher's personality profile, teacher's mistakes in carrying out the tasks, as well as the practice of handling cases, and presentations.

6. Implementation, methods of training, and evaluations

At the implementation stage, participants did registration by filling out attendance lists and returning biodata. Then, they followed the opening ceremony and the training activities held on Friday – Saturday, 18-19 October 2019, at Aston Cirebon Hotel.

The PKM team also applied some training methods to strengthen the personality for teachers of SMK Lab Business School, Tangerang. Those methods were direct instruction, funny games, discussion, brainstorming, and assignments. The PKM team provided material both in hard files and soft files about “Personality Competence” dan "A Teacher Being", the group formation of trainees, and cases. Furthermore, participants would present the results of solving the cases from each group verbally.

Every activity undertaken in this training requires an evaluation to measure the success of an activity. At this stage, the PKM Team prepared a questionnaire to measure the usefulness and success of training activities through the training participants' responses. The training evaluation was carried out after the training activity which was Saturday, October 19, 2019. Trainees were given a questionnaire to measure the implementation of the training activities (PKM).

The post-training evaluation done by measuring the learning quality was carried out from 6 January until 17 January 2020. The evaluation was done by distributing questionnaires to measure the learning quality with dimensions of individual learning support, classroom management, application orientation, problem-solving, and simulation (Baumert et al., 2010; Praetorius et al., 2018; Warwas & Helm, 2018) as a result of PKM activities.

Measurement criteria for training activities and learning quality evaluation were created by giving a score on each alternative answer from a scale of 1-5 with the categories "Not Satisfied" to "Very Satis-

fied" and/or "Never" to "Always" and/or "Not Effective" to "Very Effective" and/or "Very Disagree" to "Very Agree". After that, the writer calculated each alternative answer and added them together. The writer, then, would convert the calculation results with the predicate scale of 1-3 categories "Low if $X < M$ (mean) – SD (standard of deviation)", "Moderate if $M - SD \leq X \leq M + SD$ ", and "Good if $X \geq M + SD$ " (Sugiono, 2017).

RESULT AND DISCUSSION

Implementation

Training on strengthening teacher's personality competence to improve the learning quality was attended by 38 participants. This activity was held on Saturday, October 18, 2019, at the Ashton Hotel in Cirebon, West Java. Participants were given material about the teacher's personality profile, mistakes often made by the teacher, and how to improve the teacher's personality competence. This material was given to improve teacher performance and quality both inside and outside the classroom. This activity was carried out in collaboration with the PKM Team and SMK Lab Business School (SMK Labusta), Tangerang.

In this activity, the event was opened by the Principal of the Labusta Vocational School where the Principal had hopes that participants could participate solemnly and smoothly in this activity. Besides, the school principal hoped that in the future it could be continued by useful activities that help teachers and schools to improve the quality of the schools.

On the first day, Friday, October 18, 2019, the activity starts at 13.30 WIB with the opening activity. Participants registrate by filling out a list that has been prepared by the PKM team. The opening ceremony was filled with speeches by representatives of the PKM team, namely Dr. Khusaini, S.Pd., M.S.E and continued by Rahmi Pratiwi, S.Sos., M.M. as the principal of the partner school as well as opening a training event. Furthermore, the PKM team reads the discipline of the training activities, so that the training activities run properly.

The first material presented by Dr. H. Bambang Mardisentosa, M.M. about personality competencies. This material includes introductions, concepts of teacher competency, types of teacher competencies, personality competencies, benefits of teacher personality competencies, and complementary personality and quality of learning in the classroom. This material is delivered from 14.10 – 16.10 WIB. Next, "ishoma" event at 16.10 – 16.40 WIB. After ishoma, participants return to the room carrying out funny games guided by partner teams that are held from 16.40 – 18.00 WIB. Funny games material is focused on the egfulness of personal complementary in the form of cooperation and problem solving.

Still on the first day, at 18.00 – 19.00 WIB, participants and PKM team rest. Furthermore, at 19.00 – 21.00 WIB, the PKM team delivered material 2, namely "How to Become the Teacher Who Should Be". This material is ediced by direct teaching, discussion, and brainstorming methods. This material is guided by Dr. Khusaini, S.Pd., M.S.E. which contains precedence, knowing one's personality and traits through pictures, the reasons for a person becoming a teacher, things to avoid as a teacher while teaching, for example cases, questions and discussions. Participants and PKM team break from 21.00 – 08.00 WIB.

On the second day, October 19, 2020 at 08.00 – 09.30 is a group work material, where participants fill out a list of questions to recognize their potential personality and the continued presentation of the group, as well as discussions. After this activity, participants were given a questionnaire about the implementation of the training for 30 minutes. At 10.00 WIB, the training activity was closed by the principal and accompanied by the PKM team. PKM team conveyed infromasi to participants that in Janury 2020 will be conducted filling out a questionnaire about the quality of learning in the classroom. This activity is a follow-up to the training activity and wants to know the impact of the training on teacher learning.

Monitoring and Evaluation of PKM

The PKM team conducted monitoring activities during and after the training implementation when the teacher carried out his tasks in class. Monitoring activities during the training were done by the PKM team to participants. The monitoring was conducted by verifying participants' attendance; observing participants' participation during training as well as group work; and giving questionnaires to participants. Giving questionnaires to participants was done to measure participants' responses to the implementation of community service which was the training activity. The results of the participants' responses will be used as evaluation material for the next PKM implementation.

Next, the PKM Team conducted further monitoring and evaluation in schools. The PKM team did not supervise in class, but the PKM Team gave questionnaires to measure the level of learning quality as a result of attending training activities. The teachers were asked to fill out the questionnaire in accordance with the conditions experienced by the teacher during the learning process. Indicators to measure the learning quality include individual learning support, classroom management, application orientation, problem solving, and simulation (Baumert et al., 2010; Praetorius et al., 2018; Warwas & Helm, 2018). The results of the monitoring and evaluation were in the form of written report. The report, then, will be submitted to the school principal and Institute for Research and Community Service - Islamic Shekh-Yusuf University so that it can be used as material or information for school policy.

Participants' Responses to PKM Activities

The PKM team provided a questionnaire to find out the participants' responses to the training. The results of the PKM are expected to provide benefits to participants to realize quality learning in the classroom.

With the steps of data processing, from the training participants' perceptions and the quality of learning, the response score results can be converted into 3 categories, namely good, moderate, and less. The limits or criteria for the category "Good" if $X \geq 74.01$, "Medium" if $61.59 \leq X < 74.01$, and "Less" if $X < 61.59$. The PKM team is presenting their material could be seen in Figure 4.

One important indicator to measure the implementation success of this training activity is the facility used as a training ground provided by the PKM Team. Training facilities were measured by the comfort of the training room, room capacity, training equipment used, meals for participants, support space, accessibility, and room layout. The participants' responses to the facilities provided by the PKM Team and the school were very satisfying or good with a score of 83.00%. The highest score of the indicator was the comfortable training room (quiet and air-conditioned) with a score of 86.43%. The lowest score was accessibility to the training place which was 79.29%.

Besides, training facilities such as equipment provided in the training was also very adequate. Therefore, participants responded to the training equipment with a very satisfying response which was 119 or 85.00%. The participants' responses to the training room layout and capacity were also good, while the participants' responses to the meal were adequate with scores of 83.57%, 82.86%, and 82.14% respectively.

Participants felt comfortable with the room condition that was spacious and proportional to the number of participants. The participants (teacher and administration staff) felt that the training room facilities were good and appropriate for training activities. Things that need to be improved were accessibility. The location for the training was far from Tangerang. Beds and training rooms were far from training; and the resting spaces were very limited. Training participants are working in groups could be seen in Figure 5.

That stated were very satisfying or good categories were from material indicators. The participants' response score was 85.00%. The participants agreed that the material was under the training topic and systematically arranged.

The participants also argued that the material submitted by the instructor about "Personality Competence" and "How to Become the Teacher Who Should Be" will help participants when carrying out learning tasks in the classroom. The material also increased the knowledge, understanding, and ability of the participants. The participants, however, argued that the examples given by the instructors



Figure 4.
The PKM team is presenting their material, 2019



Figure 5.
Training participants are working in groups, (2019)

should be better and the material should be more implementation. The scores for these indicators were below 80.00, namely 78.70% and 77.14%, respectively. Therefore, an improvement is needed to provide more concrete and easier examples to implement in the future.

According to the opinion of the participants, the instructor's competence, communication skills, and material delivery during the training were good. The participants also felt very satisfied This can be seen from the scores given by participants respectively 85.71%, 85.00%, and 84.29%. The highest response from the participants was the instructor's verbal communication with the participants. However, there was still an important note related to the instructor and it was time management while providing material with a score of 80.00%. Therefore, the duration in delivering the material must be better managed by the instructor in the future.

Related to the training method, instructors used a varied lecture method (direct instruction), question and answer, assignment, practice, simulation, and brainstorming. The participants' responses to the method presented by the instructor with a score of 83.57% (good). Participants also felt that the method chosen could help participants to be more active and by the participants' circumstances with the scores of 82.14% and 80.71%, respectively.

However, there were some important notes given by the participants, namely the implementation of simulations for problem-solving, the evaluation of the ability and the method suitability to the participant's situation. Although it was good, the scores of the two indicators were still below 80.00%, which was 78.57% for each. In the participants' opinion, both indicators need to be improved in the future. Participants are following the indoor funny game could be seen in Figure 6.

The participants argued that the training organizers namely the PKM Team and the school had noticed the compatibility between the vision and mission of the school with the training activities. The organizer also had a good reputation. This was proved by the participants' responses with the highest score that was 82.14%. Participants also responded well to the curriculum set by the training organizers, but the score was lower (80.00%). Therefore, notes about this curriculum should become a concern for the organizer, so that in the future the curriculum will be more directed and in accordance with the participants' needs.

The results of participant responses to all of these variables could be seen in the Table 1.

Based on table 1., questionnaire results on the participants' responses to the training implementation show that the participants were generally very satisfied or they were in a good category with an average score of 82.10%. Teachers highly appreciated the training activities from the instructor aspects/variables and facilities with the highest score (83.00%). This illustrates that instructors from PKM were in accordance with the participants' needs and desires so that the participants could attend the training activities solemnly. In terms of facilities, participants were also very satisfied because the



Figure 6.
Participants are following the indoor funny game, (2019)

Table 1.
Participant Responses to Training Organization

Indicator	Score	Percent age	Category
Facility	669	83.00%	Good
Material	564	81.19%	Good
Instructor	766	83.00%	Good
Method	555	81.20%	Good
Organizer	281	81.40%	Good
Total	2835	82.10%	Good

Source: Data processed, (2019)

facilities and equipment supporting the training were very adequate and in accordance with the capacity of the participants, including the material provided by the organizers.

However, there were still responses from a good category that needs to be improved. Those are the materials, methods, and organizers with scores of 81.19, 81.20%, and 81.40% respectively. According to the participants, the training material needs to have concrete and implementation examples. Therefore, the instructor or PKM Team needs to choose the material with concrete examples and be more implementation, so that participants can participate in activities with enthusiasm.

Post-PKM Evaluation: The Quality of Teacher Learning

Training on improving teacher's personality competency as a form of problem-solving related to teacher competencies still needs to be improved. With understanding and knowledge about the importance of increasing teacher competencies, it can improve the learning quality in the classroom.

Learning quality is a measure of achievement level on the learning objectives undertaken by the teacher. The learning quality of teachers in the classroom would be assessed by the PKM Team using a questionnaire about the learning quality. The established indicator is to measure the learning quality by explaining teacher perceptions after participating in the training.

The total number of teachers who filled out the questionnaire was 22 teachers with gender criteria described as follows: 18 female teachers (82%) and 4 male teachers (18%). On other criteria related to teacher education, the total number of teachers who completed the highest education is described as follows: 2 teachers have not graduated from S1, 15 teachers have graduated from S1/D4, and 5 teachers have graduated from S2. On the teacher criteria related to the types of subjects, the teacher who was in charge of the subject represented productive and normative teachers from all the programs in the SMK Lab Business School, Tangerang. Those were teachers from Accounting Productive, Office Administration Productive, Health Productive, Multimedia Earning, Indonesian, English, Arabic/ Islamic Education, Indonesian History, Civics, and KKPI.

Based on the results of the questionnaire distributed to teachers at SMK Lab Business School, Tangerang, the quality measurement of the classroom management dimensions is shown in the Table 2.

Table 2. shows that teacher perceptions of students in supporting the learning quality in the class were in the good category with a score of 76.78%. Good category can be interpreted that the teachers were good and able to deal with students' problems and discipline, to use time, to conduct monitoring, and to enforce rules if violations occurred during learning. From this score, the monitoring activities carried out by the teacher received the highest score, reaching 80.45%. The lowest indicator of class management was time effectiveness with scores reaching 74.55%.

Table 2.
Teachers' Perceptions about Student Support Dimension

Dimensions	Score	Percentage	Category
Problem and discipline	249	75,45%	Good
Time effectivity	246	74,55%	Good
Monitoring	177	80,45%	Good
Rule enforcement	257	77,88%	Good
Total	929	76,78%	Good

Source: Data processed, (2020)

The measurement results of the learning quality in the classroom show that the sub-indicator of rule enforcement and discipline becomes the teacher's concern so that it needs to be improved. In this case, some teachers had not been able to deal with these problems based on applicable regulations. Therefore, it is necessary for teachers to understand and know the school rules; and to be creative in dealing with the problems during the teaching-learning process. If this can be done, the teacher will be able to manage the class well, so the learning quality will be better.

In addition to good classroom management, another important dimension is the quality of student support in teaching and learning activities. Teachers' perceptions of student support in teaching and learning activities can be seen in the Table 3.

Based on table 3., it appears that teachers' perceptions of learning quality in the student support dimension were in good categories with a score of 78.16%. With good support from students, the learning quality in the classroom was also good. Teachers SMK Lab Business School, Tangerang felt that they were able to give their best because the students' competencies had increased. The achievement level score of experience support competency was 89.48%.

Although getting the highest score, the teachers perceived that the material delivery was too fast so that there were some students unable to follow and the achievement of competence was still lacking. In addition to from sub-indicators of problem-solving with a constructive approach, the teachers felt that students were less able to learn from the mistakes made by their teacher. This condition should make students want to learn from mistakes made by the teacher as learning for themselves.

The teachers also felt that students still responded to other student's mistakes negatively, for example, a student who made mistakes was bullied by other students. The results of this measurement can show that teachers need to improve their problem-solving skills with a better, creative, and constructive approach. Another thing that must be corrected was the teachers felt that they had not been able to give different assignments to each student. Teachers also lacked giving attention to the students so that students would not make jokes (laughs) for mistakes made by the teacher.

In cognitive activation, the teacher should be able to explore and build knowledge as well as creativity of thinking. Learning opportunities in the classroom, students can build their "intelligent knowledge" by reconstructing, elaborating, and integrating information received (Praetorius et al., 2018). PKM evaluation results by measuring the learning quality in the classroom from this dimension can be seen in the table 4.

Based on table 4., teachers' ability to activate students' cognitive in class was in the medium category with a score of 73.97%. The highest score based on the perception of this dimension was the teacher felt that they were able to explore the students' way of thinking with a score of 77.58%. The lowest

Table 3.
Teacher Perceptions of Student Support Dimension

Dimensions	Score	Percentage	Category
Support for competency experience	689	89.48%	Good
Support for an independent experience	647	67.40%	Moderate
Support for a social experience	704	80.00%	Good
Total	2.040	78.16%	Good

Source: Data processed, (2020)

Table 4.
Teachers' Perceptions of Cognitive Activity Dimensions

No	<u>Dimensions</u>	Score	<u>Percentage</u>	<u>Category</u>
1	Challenging tasks and questions	252	76.36%	Good
2	Exploring and activating knowledge	165	75.00%	Good
3	Explore ways of thinking	256	77.58%	Good
4	Receptive/ <u>transmitive</u> understanding	224	67.88%	Moderate
5	Discursive and constructive learning	245	74.24%	Moderate
6	Genetic- <u>socratic</u> teaching	245	74.24%	Moderate
7	Carrying capacity of metacognition	159	72.27%	Moderate
Total		1546	73.97%	Moderate

Source: Data processed, (2020)

score was the teachers felt that they have a receptive or transmissive understanding with a score of 67.88%.

A note from this dimension measurement is the teacher gave the same and repeated practices to students. Therefore, it is necessary to use varied models either in assignments or tests. It can be verbal or written form, project, or other types so that students keep motivated to learn continuously.

Discussion

Good training activity is training that gets a positive response from the trainee. The training carried out by SMK Lab Business School, Tangerang in collaboration with the PKM Team of the Islamic University of Shekh-Yusuf went well. As evidence, the training activities on strengthening the teacher's personality to improve the learning quality have been well responded by the participants (score 82.17%). During the training, participants could follow the activities well and enthusiastically. This is indicated by the participant's responses to the material provided, the methods presented, the instructor, facilities, and the training organizer.

Based on the training evaluation, several things must be improved by PKM Team in conducting future training such as the training curriculum should be standardized; the methods in delivering the material are more varied; it gives more concrete examples and simulations on problems solving, and it implements pretest and post-test related to the material of the training. The PKM team hopes that further training can be better and more effective (Sholikhah & Sadat, 2019).

The training results on strengthening the teacher's personality competence are expected to encourage teacher's success in learning. Teachers can have a good psychological level such as empathetic, open, authoritative, responsible, and able to assess themselves (Khoiril, 2013). The training results showed 82.10%, participants stated that the training was very good. These trainings were consistent with the results of other training which states that training can improve participants' understanding and skills (Anggraini, Hasanah, Fauzi, & Utamaningtyas, 2018; Hasanah, Fauzi, & Mulyasari, 2019; Pahlevi et al., 2020), and show changes in participants' behavior (Ariyani, 2019).

In this training, there is still less use of videos about the application of personality competencies, so participants lack knowledge. Whereas the use of video in training will greatly help improve the knowledge and understanding of participants' competencies about training materials and an alternative model of good training (Afif, 2017; Nugroho, 2017).

Overall, the measurement results of learning quality after training are shown in the Table 5.

Based on table 5., it shows that the teachers' learning quality at SMK Lab Business School, Tangerang was in the medium category. This means that the teachers' ability to manage classes, student support,

Table 5.
Achievement of Three Dimensions of Learning Quality

<u>Dimensions</u>	<u>Score</u>	Percentage	Category
Class Management	929	76,88%	Good
Student support	2.040	78,16%	Good
Cognitive Activation	1.546	73,97%	Good
Total	4.515	76,40%	Good

Source: Data processed, (2020)

and cognitive activity was quite good or moderate with a score of 76.40%. The calculation results illustrate that the score obtained the lowest dimension of learning quality was the cognitive activity of 73.97%. While the highest dimension score was student support at 78.16% (moderate), and then the management dimension was 76.88% or medium category. In teaching and learning activities, teachers received full support from students. This is an important asset for teachers to improve classroom management.

An important note in the dimension of learning quality in class is a cognitive activity both by the teacher and by students. Teachers must be able to identify differences in students' abilities so that teachers can meet the cognitive needs and apply various teaching methods. In addition to teachers must continue to improve their ability to manage the learning activities to be better. Teachers were less optimal because they focused more on the blackboard (teaching materials). They were even too fast in delivering the subject matter (Praetorius et al., 2018).

Another thing that should be the teacher's attention to improve is rule enforcement against violations committed by both teachers and students. The teacher felt that if there was a student who violated the code of conduct, it was not their authority to overcome it. Furthermore, from the measurement results of learning quality for the cognitive activity dimension, the teachers were still open to previous students' understanding and they used this knowledge to relate it to new content.

Teachers should independently provide more experiences of learning activities so that students can meet the competency standards that have been set optimally. In the future, teachers will have challenges to keep motivated in developing sustainable self quality, so that the learning quality conducted in SMK Lab Business is increasing.

CONCLUSION

The results of the PKM implementation can be concluded that the PKM activities could run well and smoothly with the participants' responses in good categories; and participants were very satisfied with this training activity. The participants felt that the materials added to the knowledge and understanding of the competence of the teacher's personality. However, there were still several problems such as participants' lateness, lack of training accessibility, concrete material and cases, more implementation material, lack of simulation on problem-solving, and evaluation in the form of pretest and posttest.

From the measurement results of learning quality after joining PKM, teachers felt that the learning quality was getting better. This was indicated by the evaluation results of three dimensions of learning quality with a score of 76.40% and in good categories. However, some notes showed some aspects were still not optimal such as there were problems on enforcing rules, the material discussion was too

quickly, students lacked learning from teacher's mistakes, class responses were still negative towards student errors, assignments were still monotonous, bullying still occurred, and there were still jokes against the teacher.

From these conclusions, the writer can provide a recommendation for the PKM Team of the Islamic University of Shekh-Yusuf, so that similar PKM activities should improve the training material accompanied by concrete and implementation examples. Other recommendations are training methods need to be more varied; and the use of simulation activities should support the improvement of the trainee's personality competence.

For SMK Lab Business School, Tangerang, the measurement results of the teacher learning quality show good categories, but several aspects still need to be improved. Teachers need to be more open-minded, adaptive, and able to enforce rules in the classroom. Teachers should give more varied tasks to students, increase intense interaction with students, and provide advice so that students do not bully their friends who make mistakes. SMK Lab Business, Tangerang should hold similar activities to improve the competencies of other teachers, for example, social competency training and/or training on professional and/or pedagogical competencies.

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