Analysis of Teacher Skills in Reinforcement Students Using Myer Briggs Type Indicator (MBTI) at The Seventh Grade of UPTD SMPN 4 Gunungsitoli in 2024/2025

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Abstract

Abstract

This study explores the relationship between teachers' reinforcement skills and Myers-Briggs Type Indicator (MBTI) personality types. The study examines how teachers can utilize the 16 MBTI personality types (e.g., INTJ, ENTP, ISFJ, ESFP) to support students in the classroom. The shift to Independent Curriculum, aimed at improving educational standards, presents new challenges and opportunities, particularly in English language teaching. Observations at UPTD SMPN 4 Gunungsitoli highlighted the need for creative reinforcement skills for 31 seventh-grade students in their developmental stages. Using a descriptive qualitative methodology, data were collected through observations and interviews with English teachers to determine students' MBTI profiles and analyze their reinforcement needs. Findings suggest that MBTI-based reinforcement, whether verbal, nonverbal, positive, or negative, can positively influence students' personality and learning processes. The study concludes that MBTI can serve as a valuable tool for educators in tailoring reinforcement strategies to foster students' character development and deeper learning.

INTRODUCTION

Talking about teachers seems never boring to talk about in other words without a teacher you will be nothing like foam in the ocean without direction so, teachers are very important for the continuity of the quality of education. Previously we need to know Teaching and educating are activities that require professional skills because the position of teachers in the implementation of education is the forefront (Yassine, Tipton-Fisler, and Katic 2020). The existence

of teachers and their readiness to carry out their duties as educators is crucial for the implementation of an educational process. As (Akib 2021) said the teachers are considered the central and starting point of all educational development because the teacher is a figure or part of education that really determines the quality of education. It's supported by Arifin's statement (Kusbandono 2019) said that teachers are educators, not only tasked with transferring the knowledge they master to their students, but also trying to shape the morals and personality of their students, so that they become more mature and have intelligence (intellectual, emotional and spiritual) that is more mature and can be responsible. As educators, teachers must be able to position themselves as directors and coaches in developing the talents and abilities of students, thus teachers play an active role and are able to position themselves as professionals in forming competencies according to the demands of needs and developments in the era (Yudiana and Istiqomah 2022). Education is very important for students. Therefore, a teacher needs to have abilities and skills. One of the most valuable behavioral management skills for teachers is reinforcement.

In the meantime, Soemanto (Agustina, Yulistio, and Utomo 2020) clarified that teachers' reinforcement aims to increase student participation in teaching and learning exchanges and encourage students to repeat successful activities. According to (Wijaya 2019), reinforcement is a reaction to a behavior that can make it more likely that the behavior will be repeated. Reinforcement is meant to encourage and enhance students' participation in the learning process. By creating a positive atmosphere, kids may be excited about their education. Therefore, using reinforcement to continuously improve the learning environment is the only method to help students learn and keep up with their work. Furthermore, according to (Silvia, Pebriana, and Sumianto 2021), the application of effective reinforcement must take into account five principles: giving students warm, enthusiastic reinforcement; giving meaningful, positive verbal reinforcement; avoiding negative reactions; giving reinforcement to both individuals and groups of students; and offering variations in reinforcement. groups of pupils, and offering different forms of reinforcement. They can be classified into four categories: positive, negative, non-verbal, and vocal reinforcement. Typically, verbal reinforcement takes the form of compliments, gratitude, affirmation, and so forth (Werdi 2021). However, body language typically indicates nonverbal encouragement. Furthermore, positive reinforcement when added will strengthen behavior, whereas negative reinforcement when withdrawn will likewise strengthen behavior (such that unsatisfactory conduct does not occur) The goal of providing reinforcement is to draw and hold students' attention so that they continue to participate, encourage them to try harder so that they always behave positively, and boost their self-confidence to regulate themselves in learning (Prihastuty et al. 2021). Therefore, the principle of providing reinforcement requires teachers to be

warm and enthusiastic, avoid negative reinforcement, do it in different ways that are meaningful to students, and give it right away.

The advent of the Independent Curriculum marks a significant policy shift by the government aimed at enhancing the quality of education to produce exceptional students and graduates who can tackle future challenges effectively (Ding et al. 2020). The core principle of independent learning revolves around granting freedom of thought to both students and teachers, fostering the development of a mindset that encourages exploration of knowledge, attitudes, and skills within their surroundings. This approach to independent learning has the potential to motivate students to engage in self-development, cultivate an awareness of their learning environment, boost their self-confidence and skills, and adapt seamlessly to their community (Rahman 2020). This curriculum's guiding principles provide a strong emphasis on character development, engaging learning opportunities, and academic integration. The adoption of the Independent Curriculum in the context of English language instruction presents both new opportunities and challenges, particularly with regard to reinforcement, which will aid students in improving their learning. This is because the curriculum requires teachers to be more adept at giving students reinforcement so that they can respond to their individual learning styles. The goal of this curriculum improvement is to use a new learning paradigm to promote student progress (Sitohang, Tarigan, and Ginting 2023). In addition to emphasizing academic prowess, this autonomous curriculum also encourages attitudes and behaviors consistent with their identities as global and Indonesian citizens.

Following my observations on the actual situation in UPTD SMPN 4 Gunungsitoli, particularly for class VII B. Teaching and caring for pupils during puberty requires a significant amount of additional time and effort on the part of the teacher. Students will encounter a number of issues during this time, including boredom when engaging in educational activities, a decline in focus, and a beginning decline in motivation (Amirhosseini and Kazemian 2020). As a result, teachers must be able to provide reinforcement, which can help the teaching and learning process. In the current era of globalization, especially with the existence of the independent curriculum, teachers are required to try harder to be more creative in providing reinforcement to students, one of which is by using the MBTI personality test by Sabel Myers and his mother Katharine C. Briggs created a personality test instrument developed by NERIS Type Explorer® researchers which was later named Myers-Briggs Type Indicator (MBTI) and the assessment is based on the types of reinforcement, namely verbal, non-verbal, positive and negative.

This article will explain how the reinforcement in the independent curriculum will help teachers provide reinforcement to students as a means of achieving learning that is expected to provide opportunities for students to "deepen their knowledge" as a process of strengthening character. The MYER BRIGGS TYPE

INDICATOR (MBTI) is based on reinforcement and can be used as an instrument to find out information about the strengths and weaknesses of individual students. This will help them understand what reinforcement needs to be given by teachers in order to support the learning process to be better, especially in English learning for class VII UPTD SMPN 4 Gunungsitoli.

Although much research has explored the importance of teacher reinforcement skills in fostering student engagement and participation, there is a lack of research that focuses specifically on how reinforcement techniques can be tailored to students' unique personalities, particularly using tools such as the Myers-Briggs Type Indicator (MBTI). Existing research broadly discusses the benefits of reinforcement in education, including its role in creating positive learning environments and motivating students. However, there has been limited investigation into the integration of personality-based reinforcement strategies within the Independent Curriculum framework (Frahesti 2019).

Furthermore, the Independent Curriculum, which is designed to foster student independence and adapt teaching methods to individual learning styles, places significant demands on teachers to creatively implement reinforcement methods. While the curriculum emphasizes character development and personalized learning, practical guidelines for aligning reinforcement strategies with diverse personality types remain underexplored, particularly in the context of secondary school students facing the challenges of pubertal development.

This study aims to fill this gap by examining the implementation of MBTI-based reinforcement strategies in English language learning for Grade VII students at UPTD SMPN 4 Gunungsitoli. Specifically, this study will analyze how understanding students' personality types can help teachers tailor verbal, non-verbal, positive, and negative reinforcement to effectively address issues such as boredom, decreased focus, and motivation during puberty. This study will also assess the effectiveness of these strategies in achieving the goals of the Independent Curriculum, specifically in character building and academic engagement. By addressing these gaps, this study seeks to provide a comprehensive framework for teachers to integrate personality-based reinforcement strategies into their teaching practices, contributing to theoretical and practical advancements in education.

RESEARCH METHODOLOGY

This research will be conducted by researchers using qualitative or descriptive qualitative research methods. Then in this study, the independent variable is the teacher's skills in providing reinforcement and the dependent variable is the Myer Briggs Type Indicator (MBTI). This study aims to describe the analysis of teacher skills in providing reinforcement using the Myers-Briggs Type Indicator (MBTI) a website that will help teachers in providing reinforcement to students

by understanding them through character according to the Myers-Briggs Type Indicator (MBTI), and explained based on the results of data collection using student personality analysis techniques, especially class VII at UPTD SMP Negeri 4 Gunungsitoli as informants or respondents who are the main sources of information in this study because the success of the study is based on the responses given by them. Researchers will conduct direct observations using observation sheets to obtain data on the role of teachers in providing reinforcement by analyzing personality first using MBTI based on reinforcement and conducting interviews with teachers based on interview guidelines, namely Reinforcement and MBTI personality (Rafi, Ansar, and Sami 2020). So in this study, the primary data that researchers must obtain is data from observations of teachers and students in class and also interviews with teachers as informants which are then published in the form of interview transcripts, as well as data from observations of teacher checklists in the field, precisely at the UPTD SMP Negeri 4 Gunungsitoli located at Jl. Maena No. 10, Ilir, District. Gunungsitoli, Gunungsitoli City, North Sumatra. This research was conducted in June 2024 using observation, interview, and documentation techniques. The sample of this study consisted of 1 English teacher and 31 students.

RESULT AND DISCUSSION

Researchers conducted observations, interviews with a total of 2 research subjects, namely English teachers and students. This study is about the analysis of teacher skills in providing reinforcement Based on the Myer Briggs Type Indicator (MBTI) theory according to (Sona 2020), and Reinforcement with four types of reinforcement according to Troutman in (Fitriati, Fatmala, and Anjaniputra 2020) which is supported by Alma in (Fitriati, Fatmala, and Anjaniputra 2020). Researchers can analyze the right reinforcement based on the Myer Briggs Type Indicator (MBTI), including: Based on the observation table, it is known that the skill of providing reinforcement through MBTI to students greatly influences student learning motivation and understanding student personality greatly helps teachers in providing reinforcement to students with MBTI personalities which is carried out at UPTD SMPN 4 Gunungsitoli, especially in class 7B which has 31 students. By distinguishing some of the characters of the students, most of the students have characters for the introvert group (I), namely INTJ, INTP, INFP, ISTJ, INFJ, ISFJ, ISFP where the introvert group is a person who has a personality that prefers to focus on their own thoughts and feelings rather than being involved in active social situations. for the Introvert group (I) but there are some differences in terms of the way of thinking of some of these characters INTJ, ISTJ, and INTP are abbreviations for introverted, intuitive, thinking, judging, and perceiving People with this personality type are known as "The Thinker" or "The Logical"

who tend to want to do activities alone, like to think, and compete there are things that they really like. then in the extrovert group (E) namely ENTJ, ENTP, ENFP, ENFJ, ESTJ, and ESFP. Similar to the introvert part of the extrovert, some of their personalities have differences in the extrovert part (E) which stands for extraverted, Intuition, Thinking, Perceiving, and Judging. People with this personality are often referred to as "The Commander" Firm, Like a Leader, Confident, Visionary, Frank, Strategic, Logical, Efficient, Easy to Get Along with. so with these personality differences, it is hoped that the reinforcement given to students can be adjusted to each personality according to the MBTI analysis above. then, in addition to involving an independent curriculum, teachers are required to be more creative, flexible, while still emphasizing essential materials and character development. We can conclude from the table above, that by understanding the personality and character of students, it will help teachers in providing reinforcement with the help of MBTI personality as a medium in assessing student personality which greatly helps the role of teachers in the independent curriculum.

This study highlights the importance of reinforcement as a vital teaching skill in the classroom, particularly in motivating students and enhancing the teaching and learning process. The English teachers observed in this study acknowledged the use of verbal reinforcement, rewards, and personal engagement with students as part of their approach. However, there were challenges in understanding and addressing the diverse personalities of students, particularly within the Independent Curriculum framework, which emphasizes personalized and character-based education. Introducing the Myers-Briggs Type Indicator (MBTI) provided a solution to this challenge. By implementing the MBTI, teachers found it easier to understand students' personalities and tailor reinforcement strategies accordingly. The MBTI not only engaged students by helping them recognize their unique personalities but also enabled teachers to plan more effective classroom interactions. Despite its benefits, teachers identified areas for improvement, such as simplifying complex terms and refining the MBTI tool to suit younger students.Overall, the MBTI was recognized as an innovative and valuable method for encouraging student growth and interest in learning, aligned with the Independent Curriculum's goal of developing students' potential and addressing educational challenges. The Myers-Briggs Type Indicator (MBTI) offers a practical framework for tailoring reinforcement to each student's personality. By classifying students into 16 personality types based on dimensions such as Introversion/Extroversion, Sensing/Intuition, Thinking/Feeling, and Judging/Perceiving, teachers can determine the most effective reinforcement strategies. These strategies include verbal, non-verbal, positive, and negative reinforcement, tailored to align with each personality type. For example, ISTJ students respond well to verbal praise and symbolic reinforcement, while ENFP students thrive on proximity reinforcement and positive feedback. The MBTI

approach allows teachers to better understand and meet students' needs, creating an engaging and supportive learning environment. While the MBTI has proven to be an innovative tool, its implementation needs further refinement, particularly in simplifying complex terms for younger students. However, integrating the MBTI into teaching practices is in line with the Independent Curriculum's goals of developing students' learning potential, considering personalized education, and preparing them for modern challenges. Reinforcement is an essential teaching skill that allows teachers to motivate students, encourage active participation, and reinforce positive behaviors in the learning process. By providing reinforcement effectively, teachers create a conducive learning environment that supports student engagement and builds self-confidence. The principles of reinforcement, as emphasized by education experts, include providing reinforcement warmly, enthusiastically, and meaningfully while avoiding negative responses and using a variety of reinforcement strategies. This can include verbal, non-verbal, positive, and negative reinforcement methods tailored to individual and group needs. Findings from UPTD SMPN 4 Gunungsitoli highlighted that reinforcement practices have not been fully optimized due to limited understanding of student personality and inconsistent application of diverse reinforcement techniques. The introduction of the Myers-Briggs Type Indicator (MBTI) offers a practical solution, allowing teachers to identify and analyze student personality regularly. By aligning reinforcement strategies with personality types, teachers can provide more personalized and effective support, ensuring students feel valued and motivated to achieve. This study underscores the importance of integrating MBTI into reinforcement practices to address individual differences and improve the effectiveness of teaching strategies. These findings serve as a reference for English teachers in designing reinforcement approaches that are more in line with the needs of their students, thereby creating a more dynamic and inclusive learning environment that is in line with the demands of the modern education era.

CONCLUSION

 Based on the results of the research and discussion that has been carried out, the following conclusions can be drawn: Teaching and educating are activities that require professional skills because of the teacher's position. By providing reinforcement is one of the basic teaching skills that a teacher must have, which is a response given to a behavior that can increase the possibility of repeating the behavior. The purpose of providing reinforcement is to support and improve students to be more active in the learning process. Then, reinforcement is divided into two types, namely verbal reinforcement and non-verbal reinforcement. Verbal reinforcement is usually shown with praise, appreciation,

approval, and so on. While non-verbal reinforcement is usually shown with body language.

The implementation of the Independent Curriculum plays a very important role because it provides new challenges and opportunities, especially in terms of reinforcement that will help students develop better in learning because in this curriculum teachers are required to be better at providing reinforcement to students so that they know how to respond to their respective personalities in learning. So, of the various ways to understand and determine human personality types that are packaged with their respective approaches and forms, there is one that is widely known by the public, namely MBTI or Myers-Briggs Type Indicator. Here the researcher uses MBTI (Myers-Briggs Type Indicator) by NERIS Type Explorer® with the aim that teachers can understand the character or personality of students well and increase learning motivation in the classroom.

From the results of the study above, it is hoped that it can be implemented in order to achieve better goals in the future in teacher skills in providing reinforcement to students using the Myers Briggs Type Indicator (MBTI).

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