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Journal Name:	Asian Journal of Education and Social Studies
Manuscript Number:	Ms_AJESS_104488
Title of the Manuscript:	THE EFFECT OF ADKAR-BASED CHARACTER DEVELOPMENT MANAGEMENT ON SOCIAL COMPETENCE AND TEACHER PRODUCTIVITY IN MADRASAH ALYAH SA'ADATUL ABADIYAH
Type of the Article	Original Research Article

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PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<p>Compulsory REVISION comments</p> <ol style="list-style-type: none"> 1. Is the manuscript important for scientific community? (Please write few sentences on this manuscript) 2. Is the title of the article suitable? (If not please suggest an alternative title) 3. Is the abstract of the article comprehensive? 4. Are subsections and structure of the manuscript appropriate? 5. Do you think the manuscript is scientifically correct? 6. Are the references sufficient and recent? If you have suggestion of additional references, please mention in the review form. <p>(Apart from above mentioned 6 points, reviewers are free to provide additional suggestions/comments)</p>		
<p>Minor REVISION comments</p> <ol style="list-style-type: none"> 1. Is language/English quality of the article suitable for scholarly communications? 	<p>This study aims to determine the management of ADKAR-based character development on social competence and teacher productivity at Madrasah Aliyah Sa'adatul Abadiyah, Tanjung Jabung Barat. The approach used in this research is quantitative with data collection techniques through pre-test and post-test. The instrument is used in the form of multiple choice questions with a score of 0 if it is wrong and a score of 1 if it is true. Data analysis was carried out in three stages, namely the categorization stage, the N-gain test stage, and the T-test stage. The population and sample used in this study were all teachers at Madrasah Aliyah Sa'adatul Abdaiyah with a total of 26 people. Based on the data obtained, it is known that ADKAR-based character development management affects social competence by 42% and the productivity of 51% of teachers at Madrasah Aliyah Sa'adatul Abadiyah, Tanjung Jabung Barat. Based on the N-gain test, it is known that the increase in the two variables is in the "medium" category. Thus it can be said that ADKAR-based character development management can be used as an alternative to improving social competence and teacher productivity.</p> <p>Keywords: character-building management, ADKAR, social competence, productivity</p> <p>INTRODUCTION</p> <p>One of the real efforts in responding to the challenges of the nation's future as well as preparing a quality and competitive generation is through character education. Through character education, a complete generation will be formed. This is in line with the opinion of Kristjánsson (2016) and Miftah (2020) that character education is a process of giving instructions to students to become fully human beings who have a character in heart, mind, body, taste, and intention. Rosmayati (2019) and Lum (2018) state that character education is an effort to apply religious, moral, and ethical values to students through science, assisted by parents, teachers, and the community which is very important in the formation and development of character. learners. Character education is expected to be able to strengthen the five main character values, namely religious values, nationalism, independence, cooperation, and integrity (Iswatiningsih, 2019). At this time character education is very much needed to form the next generation of superior quality by fostering a sense of responsible attitude in facing the era of globalization (Chowdhury, 2016) and (Safitri, 2020). The success of character education development is largely determined by the quality of teachers. The availability of qualified and characterized teachers will ensure the success of the program. From the perspective of implementing education in schools, teachers are the main implementers of</p>	

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	<p>curriculum/programs (Putranti & Susanti, 2019), including character education programs. It is also mentioned by Yada, Leskinen, Savolainen, & Schwab (2022) and Dalyono (2019) that professional teachers are determinants of the quality of education. Zen, Ropo, & Kupila (2022) and Ratnasari (2019) in their writings also explain that professional teachers play a very important role in maintaining and improving the quality of education. The same thing was also conveyed by Susiani & Abadiah (2021) that in improving the quality of education, teacher professionalism is very necessary. Sintawati (2018) states that the teacher's personality competence (character) has a positive effect on the character of students. Therefore, it can be understood that professional teachers are needed in the implementation of character education in schools.</p> <p>Talking about the character of the teacher is closely related to social competence. This can be understood because the character is included in the personality and social competence is a manifestation of the character or personality. This is as stated by Yanti (2021) and Sakti (2017) that personality competence (character) and teacher-social competence are interrelated and have an impact on the learning process. Teachers who have good personalities or character competencies will affect the character of students (Sintawati, 2018). Hasibuan & Sihombing (2022) in their research also aligns personality competence (character) and social competence, both of which affect the character of students. This research focuses on social competence because the emphasis is on the ability of teachers to build harmonious relationships with students to shape student character.</p> <p>Another factor that affects the quality of education is teacher productivity, the better the productivity of teachers, it is believed that education will also be of higher quality. This can be seen from various studies related to teacher productivity, for example, research by Njiru (2014), (Moore, 2018) and Nasrul (2021) found that teacher productivity can encourage improving the quality of learning by contributing to the school and developing science and technology. instilling values about faith, worship, and good morals in students. Selvi (2010), Nessipbayeva (2019), and Setiawan, Saputra, Muslim, & Chandra (2020), say that in achieving teacher competency standards, it is necessary to assess teacher productivity. It means that competent teachers are productive teachers. Triningsih & Mundilarno (2018) states that teachers who have a good work ethic will tend to be more productive. To ensure the implementation of character education in schools goes well by the goals and targets that have been set, the formation of teachers with character is very necessary. The formation of teachers with character can be done with management activities of teacher character development. This is as stated by Fahrilyani, Maisyaroh, & Kusumaningrum (2019) that an effort to form character, it can be done through character development management. Taufiqur Rahman & Siti (2019) also said that character-building can be done with character development management. Therefore, it can be understood that the management of character development can be used as an alternative to shaping the character of teachers.</p> <p>One of the approaches used in the management of teacher character development is the ADKAR model. According to Tohani (2009), the ADKAR approach is a management approach that involves Awareness, Desire, Knowledge, Ability, and Reinforcement Approach. According to him, the ADKAR approach is an effort that can be made to grow the ability to recognize needs or problems, the potential they have, and be able to meet these needs at the will and encouragement from within the community itself, because people are not necessarily able to understand real problems to immediately find an objective solution. . According to (Purwatmini, 2019) the ADKAR model is a form of change management construction in the industrial revolution 4.0 era.</p> <p>Several studies related to the ADKAR approach in change management have been carried out by experts. For example, Norman Sasono (2020) found that the ADKAR approach to change management has a positive effect on employee performance. Hikam, Erdhianto, & Prabowo (2021) in their research stated that the ADKAR approach in management can improve the quality of employee services after COVID-19. In addition, Tandelilin (2013) in his research found that the use of the ADKAR approach can improve the quality of service in security companies. However, research related to the implementation of the ADKAR approach in education management has not been widely carried out, so references to the ADKAR approach in education are still difficult to find. Therefore, the focus of this research is to find out to what extent the ADKAR approach can influence the increase in social competence and productivity of teacher performance at Madrasah Aliyah Sa'adatul Abadiyah.</p> <ul style="list-style-type: none">- WORDY SENTENCES- IMPROPER FORMATTING	
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	<ul style="list-style-type: none"> - PUNCTION IN COMPOUND/COMPLEX SENTENCES - WORDS MISUSE - CHANGE THE WORDING <p>The approach used in this research is quantitative with data collection techniques through pre-test and post-test. The instrument is used in the form of multiple choice questions with a score of 0 if it is wrong and a score of 1 if it is true. The social competence variables in this study were measured based on the indicators suggested by Mustofa (2020) which included: 1) knowledge of both social and religious customs, 2) knowledge of culture and tradition, 3) knowledge of the core of democracy, and 4) knowledge of aesthetics. , 5) appreciation and social awareness, 6) the right attitude towards knowledge and work and 7) loyal to human dignity. The teacher productivity variables measured in the study were obtained from the teacher productivity indicators suggested by Sutikno (2019) which included: 1) learning planning, 2) carrying out learning activities, 3) carrying out learning process assessment activities, and 4) carrying out daily test results analysis. , 5) compile and implement improvement and enrichment programs, 6) make learning tools/props, and 7) participate in curriculum development and outreach activities. Each indicator on the variable is measured by 5 different questions. Therefore, the instrument for each variable consists of 35 questions.</p> <ul style="list-style-type: none"> - REFORMAT - REWRITE IN ACTIVE VOICE - CORRECT THE SPELLING 	
Optional/General comments		

PART 2:

	Reviewer's comment	Author's comment <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
Are there ethical issues in this manuscript?	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

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