

**ASSESSMENT OF ADKAR-BASED CHARACTER DEVELOPMENT MANAGEMENT
ON SOCIAL COMPETENCE AND TEACHER PRODUCTIVITY**

Abstract:

This study aims to determine the management of ADKAR-based character development on social competence and teacher productivity at Madrasah Aliyah Sa'adatulAbadiyah, TanjungJabung Barat. The approach used in this research is a quantitative descriptive study. 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'adatulAbadiyah with a total of 26 people. Thus, determining the sample in the study using total sampling (all teachers are sampled). 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'adatulAbadiyah, TanjungJabung 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.

Keywords: character-building management, ADKAR, social competence, productivity

INTRODUCTION

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 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&Abadiyah (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.

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.

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.

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.

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'adatulAbadiyah.

METHOD

The approach used in this research is quantitativewith a quasi-experimental design.Data collection techniques through pre-test and post-test.The instrument used in this research is in the form of questions with answers using a Likert scale that has been validated by experts. 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.

Based on the scores obtained, then they are analyzed in three stages, namely the categorization stage, the N-gain test stage, and the T-test stage. The population and samples used in this study were all teachers at Madrasah Aliyah Sa'adatulAbdaiyah with a total of 26 people. To determine the percentage of categories used the formula:

$$N\% = \frac{\sum x}{\sum P} \times 100\% \dots\dots\dots (1)$$

- N%: percentage of each category
- x: The number of scores obtained by the teacher
- x: Maximum total score count

Furthermore, to determine how much improvement each aspect of the measured character is, N-gain is used with the following formula:

$$N\text{-gain} = \frac{N_{postest} - N_{prete s}}{N_{maximum} - N_{pretes}} \times 100\% \dots\dots(2)$$

Information:

- N-gain: the percentage increase in each measured variable
- Npretes: Values before implementing character building with the ADKAR approach
- Npostes: Value after implementing character building with the ADKAR approach
- Nmax: The maximum value that can be obtained by the teacher.

RESULT AND DISCUSS

Finding

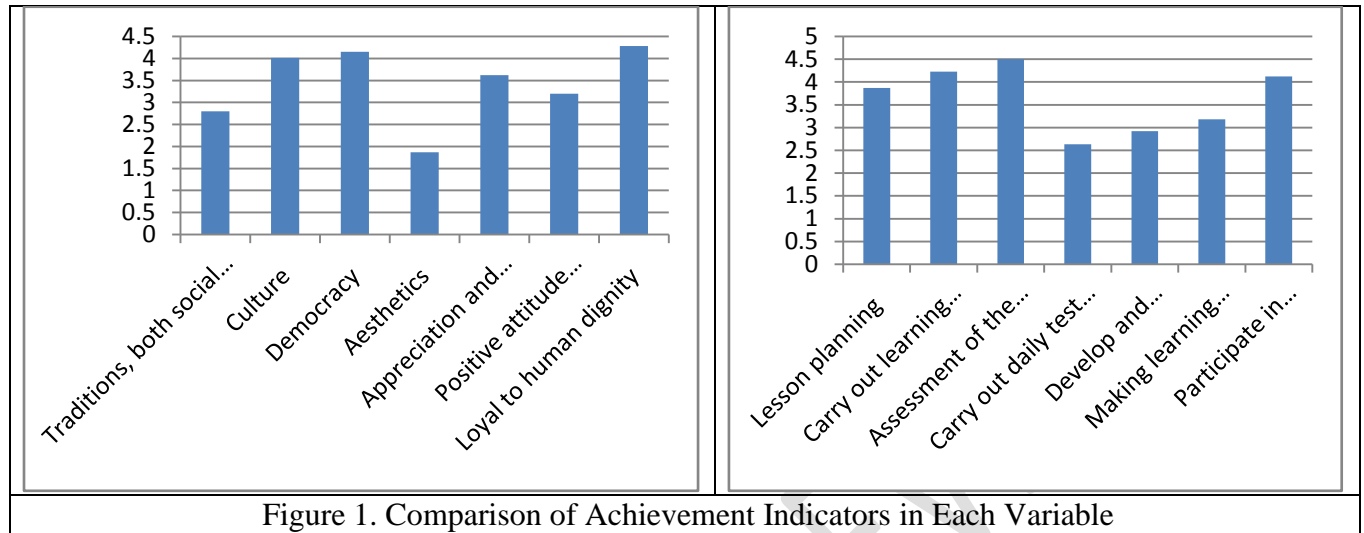
As previously stated, this research aims to determine the effect of implementing ADKAR-based character development management on social competence and teacher productivity at Madrasah Aliyah Sa'adatulAbadiyah, TanjungJabung Barat. Thus, the data obtained in the research is in the form of scores on each variable, namely social competence and work productivity. Based on the results of tests that have been carried out during the study, then recapitulated and analyzed using formula (1), the data obtained in Table 1 below:

Table 1. Percentage of Character Aspects in each category

No	Measured Variables	Indicator	Average Score of each indicator	Category		
1	Social Competence	Traditions, both social and religious	2,80	Moderate		
		Culture and tradition	4,01	High		
		Democracy	4,15	High		
		Aesthetics	1,87	Low		
		Appreciation and social awareness	3,62	Moderate		
		Positive attitude toward work	3,20	Moderate		
		Loyal to human dignity	4,28	High		
Total score			23,85			
Mean			3,41	Moderate		
2	Productivities	Lesson planning	3,87	Moderate		
		Carry out learning activities	4,23	High		
		Assessment of the learning process	4,50	High		
		Carry out daily test results analysis	2,63	Moderate		
		Develop and implement improvement and enrichment programs	2,92	Moderate		
		Making learning tools/props	3,18	Moderate		
		Participate in curriculum development and outreach activities	4,12	High		
		Total Score			25,45	
		Mean			3,64	Moderate

Referring to Table 1, it can be understood that in general, the competence of teachers at Madrasah Aliyah Sa'adatulAbadiyah after participating in ADKAR-based character-building activities is relatively good. On indicators, culture, tradition, democracy, and loyalty to human dignity, the average score is 4.01, 4.15, and 4.28, respectively, with the "high" category. Social competence in aspects of teacher knowledge about customs, both social and religious, appreciation and social awareness, and teacher attitudes towards work are relatively good. This is as shown in the average score is 2.80, 3.62, and 3.20 in the "moderate" category. As for the aesthetic indicator, the average score is 1.87 in the "low" category. However, the overall social competence of teachers at Madrasah Aliyah Sa'adatulAbadiyah is quite good, as indicated by the average score of the variable is 3.41 in the "moderate" category.

The comparison of achievement indicators for each variable can be seen in Figure 1 below:



In the productivity variable, all indicators are relatively good. Overall, they are in the "moderate" and "high" categories. Learning planning indicators, carrying out daily test results analysis, and compiling and implementing improvement and enrichment programs, each obtained an average score of 3.87, 2.63, 2.92, and 3.18 in the "moderate" category. As for the indicators of carrying out learning activities, assessing learning outcomes, and participating in curriculum development and outreach activities, each of which obtained an average score of 4.23, 4.50, and 4.12 with the "high" category. Thus it can be said that the overall teacher productivity variable at Madrasah Aliyah Sa'adatulAbdaiyah is quite good, as indicated by the average score of these variables is 3.64 with the "moderate" category.

Furthermore, the N-gain test for the two variables can be seen in Table 2 below:

Table 2. N-Gain of each Variable

No	Variables	Pretest Mean Score	Posttest Mean Score	N-Gain	Percentage	Category
1	Social Competency	2,26	3,41	0,42	42%	Moderate
2	Teacher Productivities	2,18	3,64	0,51	51%	Moderate

Discussion

Referring to Table 2 above, it can be seen that in general, the two variables, namely social competence, and teacher productivity, increased by 42% and 51%, respectively, in the "moderate" category. Based on the results of the N-gain test (Table 2), it can be understood that the teacher character development program with the ADKAR approach has a positive effect on teachers' social competence, with the effect reaching 42%. As for the teacher productivity variable, the activity has an effect of 51%. Thus, it can be said that teacher character building

with the ADKAR approach is one alternative for improving social competence and teacher productivity.

More specifically, teacher character building with the ADKAR approach has a different impact on each measured indicator. According to Tohani (2009), the ADKAR approach involves Awareness, Desire, Knowledge, Ability, and Reinforcement. This means that each stage in the approach has a different role in influencing the two variables, both the social competence variable and the teacher productivity variable. This is because a person's level of awareness, desire, knowledge, and ability grows and develops differently. This is as stated by Helawati, Sagir, & Hairina (2022) that self-awareness has a different impact on the behavior of one person to another. Similarly, the aspects of desire, knowledge, ability, and reinforcement also have a different impact on each person's behavior. This difference in impact is also evident in this study (Table 1 and Figure 1).

Furthermore, what needs to be observed in the data of this study (Table 1 and Figure 1), why is the development of teacher character with the ADKAR approach has a relatively low impact on aesthetics. According to Bayu, Putra, Artayasa, & Swandi (2015), aesthetics is related to beauty and art. Therefore, it can be said that coaching with the ADKAR approach does not optimally evoke one's, artistic soul. This is because art is closer to philosophy and creativity (Trisnawati, Raharjo, & Kisworo, 2021).

Referring to the results of the N-gain test (Table 2), in general, it can be said that this study is in line with several previous studies which stated that management with the ADKAR approach had a positive impact on teachers. This is to research conducted by Sulistiyani, Putri, & Budiarti (2020), that management with the ADKAR approach has a positive impact on learning outcomes in online mode. In addition, the results of the study also prove the opinion of Tohani (2009) which states that the ADKAR approach is an effort that can be made to grow the ability to recognize needs or problems, and their potential and can meet these needs at the will and encouragement from within the community itself. because the community is not necessarily able to understand the real problem to immediately find a solution objectively.

The increase in the social competence of teachers after participating in character building with the ADKAR approach as the data in the study shows that indirectly these activities play a positive role in improving the quality of education. As previously mentioned, teacher social competence has a positive effect on students' learning motivation (Maryatun, 2021) and (Ellyana, Idriayu, & Sudarno, 2016). Meanwhile, student learning motivation has a positive effect on student learning outcomes (Nugroho & Attin Warmi, 2022), (Datu, Tumurang, & Sumilat, 2022). Thus, optimizing teacher social competence through ADKAR-based character building can be used as an alternative to improving the quality of education, especially student motivation and learning outcomes.

In addition, the study also found that ADKAR-based character building also had a positive effect on work productivity by 52% (Table 2). From the point of view of education, teacher productivity is a very important part of supporting the quality of education. This is because teacher productivity is closely related to performance, while performance is an important factor in maintaining and improving the quality of education. This situation as explained by Abd. Khalid Hs. Pandipa (2019) that teacher productivity and performance play a role in improving the quality of education. In addition, Suryana (2022) also found that teacher performance had a positive effect on improving the quality of education.

Referring to the results of this study, in the future it is necessary to conduct broader research related to the implementation of teacher character building with the ADKAR approach

to see other positive effects. Through this implementation, it is hoped that teachers will be more professional and adaptive in facing the global era. In addition, the implementation of mentoring with the ADKAR approach is also expected to improve the quality of education to meet future challenges.

CONCLUSION

Based on the data obtained, it is known that ADKR-based character-building management affects social competence by 78% and the productivity of 64% of teachers at Madrasah Aliyah Sa'adatulAbadiyah, TanjungJabung Barat. Based on the T-test, it is known that the increase in the two variables is in the "high" and "medium" categories. Thus it can be said that ADKR-based character development management can be used as an alternative to improving social competence and teacher productivity. Referring to the conclusions above, it is necessary to recommend the following at the end of the study: (1) the application of ADKAR-based management needs to be developed in other educational institutions, so that social competence and teacher productivity increase, (2) there is a need for further systematic research to examine the effectiveness of the management of the ADKAR model in improving other teacher competencies (pedagogical and professional competencies), (3) it is necessary to socialize this ADKAR-based management so that it is more useful in the future.

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