

## Character Building Management in Improving Personality Competence Teacher

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### Abstract

*Teacher personality competence is a personal ability that reflects a solid, stable, mature, wise, and authoritative personality, sets a role model for students, and has a noble character with indicators of personal achievement by legal and social norms, openness to think and act, be honest and be exemplary and beneficial for students, schools, and society. In this case, the researcher used a descriptive qualitative case study method with triangulation and member check: The results of the study were that the school had carried out character development management in increasing teacher personality competencies at the Sabilul Huda Integrated Islamic Elementary School, Cirebon City which included planning, namely having a teacher development program consisting of areas religious studies, national studies, social studies, human resource development in schools, leadership and entrepreneurship. Organizing, namely the selection of coaching implementing teams, determining standards in coaching, determining coaching materials, and determining supervisors. Implementation, namely for seven months there were twenty-four coaching meetings with details of eighteen meetings filled with curriculum discussions in the weekly coaching agenda, the other six meetings were adjusted to coaching needs and there were five training activities organized by the foundation. The training activities consist of PPS (Spiritual Improvement Training), PPW (Insight Improvement Training), and PKK (Entrepreneurship Leadership Training). PPS every three months, PPW every three months, and PKK every six months. Supervision is carried out by determining the time of supervision, the person carrying out the supervision, the instruments prepared to carry out the supervision, the monitoring system, and the evaluation of the results of the supervision.*

**Keywords:** *Management, Coaching, Character, Competence, Personality*

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## 1. Introduction

Education is a communication process that contains changes in knowledge, values, and skills and takes place in school and out-of-school environments, family and community environments, and long life learning. Lifelong learning can start from the smallest scope such as family. However, it can also be triggered by a learning stimulus through the education system in schools [1][2].

According to Law Number 20 of 2003 concerning the National Education System (Sisdiknas) article 1 paragraph 1 is “a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state” [3][4].

Education is an effort made by a person to make changes for him and the surrounding environment to become a person who believes in God Almighty and is virtuous. However, in modern times there are still many viral criminal incidents that are ironically carried out by teachers on students and school students on individuals. Bullying behaviour intervention on elementary school students as perpetrators showed that the effect of this anti-bullying intervention did not prove effective in reducing bullying behaviour and increasing empathy. Participants' bullying behaviour did not change much and the homeroom teacher's way of implementing classroom management related to bullying behaviour was the determining factor [5][6]. Education is an effort to promote the growth of the child's mind (inner strength, character), intellect, and body. These parts must not be separated so that we can advance the perfection of our children's lives [7][8][9].

Students need a role model from a teacher, considering that students spend more time at school than at home. Therefore, a teacher as an educator needs to have abilities regarding personality development; this ability is called personality competence. Personality competence is related to the personal ability to understand oneself, self-acceptance, self-direction, and self-realization. Meanwhile, according to Law No. 14 of 2005, personality competence is the ability of a stable personality, noble, wise, and authoritative and a role model for students [10][11].

A steady and stable personality has the following essential indicators: 1) acting by legal norms; 2) acting by social norms; 3) taking pride in being a professional teacher; and having consistency in acting by the norms that apply in life; 2) Mature personality has essential indicators: displaying independence in acting as an educator and having a high work ethic; 3) A wise and prudent personality has essential indicators: 1) displaying actions that are based on the benefits of students, schools, and society; 2) and showing openness in thinking and acting; 4) Noble character and can be a role model have essential indicators: acting by religious norms, faith and piety, honesty, sincerity, helpfulness, and having behaviour that deserves to be emulated by students; 5) Authoritative personality have essential indicators: having behaviour that has a positive influence on students and having respected behaviour [12][13].

Character education has a higher meaning than moral education because character education is not only related to right or wrong but how to instil habits about good things in life so that children have a high awareness and understanding as well as concern and commitment to establish virtues in everyday life. Character comes from Greek which means to mark and focuses on how to apply good values in real actions or daily behaviour. Character education is a system of instilling character values in students that includes components of

awareness, understanding, concern, and high commitment to implement these values [14][15][16].

The good or bad character of a person is the judgment of humans. The parameters of good and bad are determined by religious norms and customary norms that apply in society whereas in Islam the measure of good and bad morals of a person has been regulated in the two main sources of Islamic teachings, namely the Qur'an and Hadith. The purpose of moral education is to create peace, tranquility and peace in this life because a person who has good morals will always do the best for himself and society. Moral education must be given to students in a planned and systematic manner, by the concepts outlined in the teachings of Islamic law. Those who play a role in instilling and passing on Islamic moral values at school are teachers, while at home are parents or guardians of children, and in the community environment are the government and community leaders who influence their people [17][18][19].

Another trend that occurs in this modern era is the character education of students in schools which is only the responsibility of Civics or Islamic Religious Education teachers. Some of the learning materials of Civics and Religious Education are the basis for instilling moral values, norms, and character education. However, the character education of students at school should be the responsibility of the principal, all teachers, and education personnel at school and even all education stakeholders to achieve the educational achievements of students with character [20]. A generation with good character is one of the great goals in education, but the development of technology that is increasingly advanced is contrary to the morality of life which is increasingly occurring in extraordinary degradation. Critical morality today is important to immediately find alternative solutions. Character education management is one of the effective ways to be implemented [21][22].

Character education consists of three stages, namely the cognitive stage (moral knowing), the affection stage (moral feeling), and ends with action (moral action). The reference in character education is the al-Qur'an and the Sunnah of the Prophet Muhammad where both are the main sources of Islamic law. All existing policies and regulations are the result of a deep understanding of these two texts. In the view of Islam, character is morals. Morals in the view of Islam are a personality that includes three components knowledge, attitudes, and behaviour. Convergence theory explains that a person can be shaped by his environment and by shaping the basic potential that exists in him [23].

Basic potential must always be directed so that educational goals can be achieved properly. One way that can be done to develop this basic potential is through good habits. Habituation is an educational process. When a practice has been carried out, thanks to this habituation, it will become a habit for those who do it, and then it will be addicted in time to become a tradition that is difficult to leave behind. This is where the importance of habituation in the educational process. The experiences that children will gain from the environment, including stimulation provided by adults, will affect children's lives in the future. Therefore, efforts are needed that can facilitate children in their growth and development period, namely in the form of strengthening character education or Adab.

The hope is that by strengthening the management of good teacher character development, maximum results will be obtained. For now, the results of routine character-building activities are found if teachers at SD IT Sabilul Huda Kota Cirebon have never stumbled upon immoral problems, such as cases of sexual harassment, criminality or crime, and academic fraud. This proves that the teachers at SD IT Sabilul Huda City Cirebon are worthy of being role models. The personality of teachers at SD IT Sabilul Huda has proven to have improved both in the school community and the community outside the school.

## 2. Literature review

Etymologically, the word management comes from English which is a direct translation of the word management which means management, management, or leadership. In the English Indonesian dictionary by John M. Echols and Hasan Shadily Management comes from the root word to manage which means to take care of, organize, carry out, manage, and treat. In the Big Indonesian Dictionary (KBBI) Online, Management means the effective use of resources to achieve goals) [24][25][26].

The basic management functions are Planning, Organizing, Actuating and Controlling. These four management functions are abbreviated as POAC. Planning is the selection of facts and the connection of facts and the making and use of estimates or assumptions for the future by describing and formulating the activities needed to achieve the desired results. Organizing cannot be realized without a relationship with others and without assigning certain tasks to each unit. Organizing that organizing is the determination, grouping, and arrangement of the kinds of activities needed to achieve goals, the placement of people (employees), towards these activities, the provision of physical factors suitable for work needs, and the appointment of authority relationships, which are delegated to each person with the implementation of each expected activity. Terry also suggests the principles of organizing, among others, as follows. a) The objective, b) Departementation or division of labor, c) Assign the personnel, d) Authority and responsibility, e) Delegation of authority [27].

Personality competence is a personal ability that reflects a noble personality that can be a role model for students [28]. Teacher personality is the most important factor for educational success. Personality characteristics related to teacher success include cognitive flexibility and psychological openness [29]. Based on Government Regulation No. 19 of 2005, in Article 28 paragraph 3 personality competences is the ability of a stable, stable, mature, wise, and authoritative personality, to be a role model for students, and to have noble character. Based on the explanation above, it can be understood that what is meant by teacher personality competence is part of the teacher's competence, because a competent teacher is a teacher who has pedagogical competence, personality competence, social competence, and professional competence.

Four meanings of the formulation of personality according to Allport, namely: a) Personality is an organization, namely the notion of organization refers to a complex condition or situation, containing many aspects, many things that must be organized. b) Personality is dynamic, that is, individual personality is not something static, settled, or unchanging, but the personality develops dynamically. Human development is different from static animals, which follow a closed circle; dynamic human development forms an open circle or spiral. c) Personality includes physical and spiritual aspects, whereas personality is a psychophysical system, which is a unity between physical and psychological aspects. d) The individual personality is always in unique self-adjustment to its environment, where the individual personality is not something that stands alone, separated from its environment, but is always in interaction and adjustment with its environment [30].

Character terminology contains two things, namely values, and personality [31]. Character comes from the English word character which means character, nature, character, character that distinguishes it from other people [32]. Character is influenced as a basic value that can shape a person's personality because it is formed by heredity or the environment that distinguishes it from other people. Character is characteristic of each individual about his or her identity (qalbu power), which is the essence of inner/spiritual qualities, ways of thinking,

ways of behaving (outward attitudes and actions) of a person's life and working together in families, communities, nations, and countries [33].

The Ministry of National Education identifies 18 values for national culture and character education, as follows;

- 1) Religious: Attitudes and behaviours that are obedient in carrying out the teachings of the religion they adhere to, tolerant of the worship of other religions, and living in harmony with followers of other religions.
- 2) Honest: Behaviour based on efforts to make himself a person who can always be trusted in words, actions, and work.
- 3) Tolerance: Attitudes and actions that respect differences in religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
- 4) Discipline: Actions that show orderly and obedient behaviour to various rules and regulations.
- 5) Hard Work: Behaviour that shows serious efforts in overcoming various learning obstacles and tasks, and completing tasks to the best of one's ability.
- 6) Creative: Thinking and doing something to produce new ways or results from what is already owned.
- 7) Independent: Attitudes and behaviours that do not easily depend on others in completing tasks.
- 8) Democratic: A way of thinking, behaving, and acting that equally values the rights and obligations of oneself and others.
- 9) Curiosity: Attitudes and actions that always strive to know more deeply and widely from what they learn, see, and hear.
- 10) National Spirit: A way of thinking, acting, and insight that places the interests of the nation and state above the interests of self and group.
- 11) Love of Country: A way of thinking, behaving, and doing that shows loyalty, care, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation.
- 12) Respect for Achievement: Attitudes and actions that encourage themselves to produce something useful for society, and recognize and respect the success of others.
- 13) Friendly and Communicative: Actions that show pleasure in talking, getting along, and cooperating with others.
- 14) Love Peace: Attitudes, words, and actions that cause others to feel happy and safe in their presence.
- 15) Love of Reading: The habit of providing time to read various readings that provide virtues for him.
- 16) Care for the Environment: Attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred.
- 17) Social Care: Attitudes and actions that always want to assist other people and communities in need.
- 18) Responsibility: The attitude and behaviour of a person to carry out his/her duties and obligations that he/she should do, towards oneself, the community, the natural, social, and cultural environment), the state, and God Almighty [34].

In the world of education, exemplary actions carried out by teachers to students can be done by giving examples through words, actions and various other methods, such as by giving examples through direct explanation. In addition, giving examples is also done by showing short videos that contain religious values, and always modeling neat and polite clothing [35].

The process of internalizing character values through the teacher's exemplary method can be done through learning at school or which aims to foster and improve faith through the provision and fertilization of knowledge, appreciation, practice, and experience of students about the religious character so that they become human beings who obey religious teachings and continue to develop their faith, piety, nation, and state and to be able to continue at a higher level of education [36]. The study of the internalization of character values in the learning process through the application of exemplary by teachers to students is something that is considered very important to do to provide a clear and comprehensive description of the process of instilling character values in students to achieve the goals of national education [37].

There are six components of good character, which are as follows; Moral Knowledge: this is important to teach. The following six aspects stand out as desirable character education goals; Moral Awareness: The first aspect of moral awareness is to use their thinking to see a situation that requires moral judgment and then to think carefully about what is the right course of action. Knowledge of Moral Values: such as respect for life and liberty, responsibility for others, honesty, justice, tolerance, respect, self-discipline, integrity, kindness, compassion, and encouragement or support define the whole way of being a good person. Moral Thinking: what is good moral thinking and what is not considered good moral thinking for doing something; Decision Making: Being able to think one's way through moral issues in this way is a reflective decision-making skill. Personal Knowledge: Knowing oneself is the most difficult type of moral knowledge to acquire, but it is necessary for character development. Moral Feelings: The emotional nature of character has been neglected in discussions of moral education, but it is very important. Moral Action: This is the result or outcome of the other two parts of character [38].

### **3. Research methodology**

Researchers in this case used descriptive qualitative research methods in case studies. Qualitative research, namely research that intends to understand the phenomenon of what is experienced by the research subject, for example, behaviour, perception, motivation, action, and others holistically and using descriptions in the form of words and language, in a special natural context and by utilizing various natural methods [39]. A case study is a series of scientific activities carried out intensively, in detail, and depth about a program, event, and activity, either at the level of an individual, group of people, institution, or organization to gain in-depth knowledge about the event. Usually, the events selected, hereinafter referred to as cases that are ongoing, real-life events, not something that has passed [40]. In this case, the researcher tries to reveal and analyze cases related to character development in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City.

The primary data source is an interview with the head of the foundation, principal, vice principal, and teacher of SD IT Sabilul Huda Cirebon City. With the following data collection techniques; First, an Interview is a conversation with a specific purpose, conducted by two parties, namely the interviewer (interviewer) who asks questions and the interviewee (interviewee) who provides answers to questions that have been given [39]. Second, Observation is a data collection technique that is carried out through a process of systematic observation and recording of the symptoms studied [40]. Third, Documents are records of an event that has passed and are in the form of writings, pictures, or monumental works of a person [41]. The data obtained is then analyzed with the following steps: a). Data reduction is summarizing, selecting the main things, and focusing on the important things needed by the

research. b). presenting data. This is done to create a set of information that provides the possibility of obtaining conclusions. The data presented is in the form of narrative text, charts, networks, and matrices. The purpose of presenting data is to make it easier to understand what is happening and to make the next work plan according to previous understanding. c). Drawing conclusions and verification is a way to find and understand conclusions that are integral configuration activities. When concluding, researchers use inductive thinking methods, namely specific facts and real events from which general generalizations are drawn [39].

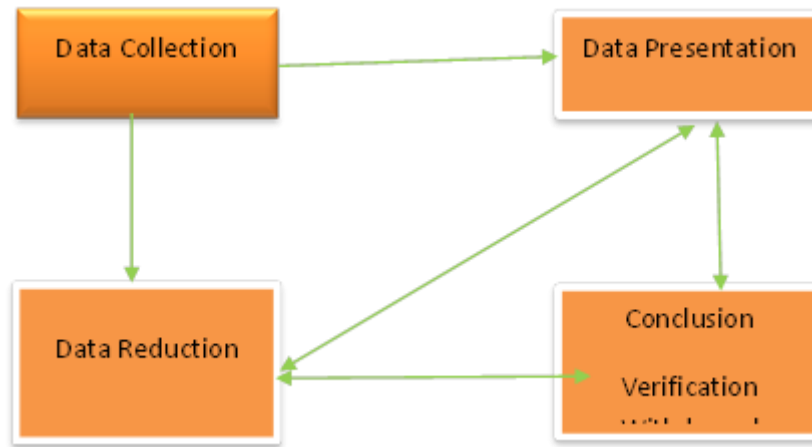


Figure 1. Data analysis

Data validity includes three levels, namely trustworthiness (credibility), transferability, and certainty (compatibility). To determine the validity of the data, inspection techniques are needed, which include: a credibility test, transferability test, dependability test, and confirmability test.

#### 4. Research results and discussion

Teacher competencies that are considered by the needs and demands of the 21st century are those that meet the characteristics of:

1. Able to develop learning plans independently and realize complete and effective learning instructions;
2. Able to develop a visionary leadership attitude that is oriented towards achieving better results;
3. Able to communicate in an interesting, fun, and effective way in delivering learning materials, by utilizing all potential and ability to manage psychological pressure (stress) in learning;
4. Able to develop creative and innovative attitudes for themselves and encourage the emergence of students' creative attitudes;
5. Able to make good use of learning methods and encourage students to actively communicate thoughts and ideas;
6. Able to utilize computer technology and digital technology in learning, develop collaborative learning through problem-based learning and project-based learning approaches;

7. Able to become a learner teacher by conducting continuous self-development;
8. Able to think analytically and reflectively;
9. Able to develop social intelligence and emotional control;
10. Mastering and skilled in developing character education. Finally, a teacher's personality competence emerges that is steady, stable, mature, wise and prudent, authoritative, noble, a role model, evaluates his/her performance and develops himself/herself continuously (Mendikbud, tt).

Personality for a teacher has a considerable share in determining whether or not the teacher's identity is attractive in the eyes of others. Because personality is what shapes a person's character to be a good person or not. If a good personality has been owned by someone then that good personality can give birth to an attractive character, in the form of behavior, social ethics, and communication. Personality will determine whether a teacher is a good educator and builder for students, or will be a destroyer for the future of their students, especially for young students and those who experience mental turmoil. Some personality types include [28].

Based on the four problem formulations, the research results obtained after collecting and analyzing data are as follows:

1. Character development planning in improving teacher personality competence

Planning of Character development in improving Teacher Personality Competence at SD IT Sabilul Huda Kota Cirebon based on data obtained through interviews with five informants and combined with data from observation and documentation. a). The field of religious studies with tajweed material starting from Surah At-Takatsur to Surah An-Nas with indicators of achievement studying the laws of nun mati and tanwin along with the meaning contained in these letters, deepening love for Allah and His Rosul, studying fiqh law from thaharoh to zakat, knowing the conditions of the Arabian peninsula before the Messenger of Allah Saw, reading the Qur'an about knowing Allah, nawafil worship, brotherhood in Islam, forms of filial piety to parents and the importance of da'wah. b). The field of study of nationality with material on the history of Islam in Indonesia to the law on human rights with achievement indicators learning to recognize the diversity of the Indonesian people to read the law on human rights. c). Field of study of society with material on the diversity of the Indonesian nation to build a family with indicators of achievement to learn to recognize the diversity of the Indonesian nation to prepare themselves for family. d). Field of study of improving school human resources with academic development unit material with a minimum achievement indicator of 60% to 80% attendance in the regeneration program. e). Field of study of leadership and entrepreneurship with material on the importance of language skills to a business mindset with indicators of achievement of being proud to speak Indonesian to training and starting a business.

2. Organizing character development in improving teacher personality competence

The organization of character development in improving the personality competence of Teachers at SD IT Sabilul Huda Cirebon City based on data obtained through interviews with three informants and combined with data from observation and documentation has been done in several ways. The first way of organizing is by selecting the implementation team (committee), determining the standard of coaching, determining the coaching material, and determining the coach (material provider).a). Selection of the Coaching Implementation Team. To succeed in organizing, Character Development in Improving Teacher Personality Competence at SD IT Sabilul Huda Kota Cirebon, what was first done by SD IT Sabilul Huda Kota Cirebon was to select the coaching implementation team, the team was formed by the



Principal and named the team by the name of the Coaching Field Teacher. The field consists of 3 teachers, namely the chairman, vice chairman, and secretary, all three of whom are responsible for the successful implementation of teacher coaching conducted one day per week. b). Determination of Standards in Coaching. Standards in coaching the character of teachers at SD IT Sabilul Huda Cirebon City are adjusted to their respective qualifications and fields. This is done to know the ability of teachers in expertise according to their fields. c). Determination of Coaching Material. The material in character building in improving the personality competence of Teachers at SD IT Sabilul Huda Cirebon City are three types, namely material in the fields of religion (Islam), nationality and education. All three are taught alternately by the appointed speaker. d). Determination of the coach. Determination of the coach in character building activities in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City is a team of human resources from the Foundation that oversees SD IT Sabilul Huda.

### 3. Implementation of character development in improving teacher personality competence

The implementation of character building in improving the personality competence of Teachers at SD IT Sabilul Huda Cirebon City based on data obtained through interviews with five informants and combined with data from observation and documentation has been done in several ways. The implementation of character building in improving the personality competence of Teachers at SD IT Sabilul Huda Cirebon City is carried out periodically annually. a). In 1 year for 7 months there are 24 coaching meetings with details of 18 meetings filled with curriculum discussions in the weekly coaching agenda, and 6 other meetings tailored to the needs of coaching besides that there are 5 training activities organized by the foundation. B). Training activities consist of PPS (Spiritual Enhancement Training), PPW (Insight Enhancement Training), and PKK (Entrepreneurial Leadership Training). PPS once every 3 months, PPW once every 3 months, and PKK once every 6 months. c). Training activities are not a substitute for Coaching meeting activities d). For time effectiveness, UPA meetings can be brought closer to the implementation of training activities.

### 4. Character development supervision in improving teacher personality competence

Supervision of character building in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City based on data obtained through interviews with three informants and combined with data from observation and documentation has been done in several ways. Supervision of character building in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City is done by determining the time of supervision, people who conduct supervision, instruments prepared to conduct supervision, supervision system, and assessment of the results of supervision.

- (a) Monitoring Time. The evaluation time of teacher character development at SD IT Sabilul Huda is carried out when teaching and learning activities are completed and also carried out during the scheduled Foundation Meeting.
- (b) People Who Are Eligible to Supervise. The person who has the right to supervise the character-building activities of teachers at SD IT Sabilul Huda is the character coach of SD IT Sabilul Huda (Deputy Head and Curriculum) and the Foundation Supervisor for HR.
- (c) Supervision Instrument. The instruments used in conducting supervision on teacher character development at SD IT Sabilul Huda are attendance, PKG sheets and several instruments specifically provided by HR Division Foundation employees.

- (d) **Supervision and Assessment System.** The teacher personality competence assessment system at SD IT Sabilul Huda is by implementing a system (Teacher Performance Assessment) in its assessment. PKG contains how the teacher participates in activities carried out by the Foundation. If the points obtained by a teacher are large in PKG, it is also considered that his competence in personality after participating in coaching is good, otherwise if the points are small it can be stated that the results are small too. For more details, see the following table.

Character development management in improving the personality competence of Teachers at SD IT Sabilul Huda Cirebon City has been carried out by planning, organizing, implementing, and supervising. There are four management functions: planning organizing, implementing, and supervising. The process of organizing, coordinating, and supervising existing resources to achieve goals effectively and efficiently is the essence of management.

In connection with this research, based on the results of research previously discussed, there are five findings of character coaching management in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City, namely the coaching of religious studies, national studies, and community studies, studies of improving human resources in schools and leadership and entrepreneurship studies. The coaching is carried out continuously and provides an increase in the personality competence of teachers at SD Sabilul Huda Cirebon City. This strengthens the theory and results of research conducted by previous researchers, namely Nilma Zola and Mudjiran in 2020 with the theme Urgency Analysis of Teacher Personality Competence, Refinaldi in 2020 with the theme Urgency of Teacher Personality Competence in History Learning, Muhammad Irwansyah, Melda Diana Nasutiom, and Afrida in 2019 with the theme Urgency of Teacher Personality Competence in the Prophetic Hadith Perspective Education System, Mualimul Huda in 2017 with the theme Teacher Personality Competence and Student Learning Motivation (Correlation Study on PAI Subjects).

1. **Planning on character-building activities in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City, namely:** Field of study of religion, Field of study of nationality, Field of study of society, Field of study of improving school human resources with the material of academic development units (UPA), the importance of UPA, the importance of training with achievement indicators, namely attendance at UPA Muda at least 80% and attendance at other regeneration programs at least 60%, Field of study of leadership and entrepreneurship. character coaching management to improve the personality competence of teachers in terms of planning has been carried out as a guideline for carrying out activities carried out on an ongoing basis. The findings of this study indicate that to easily evaluate the results of this systematic planning, the development of teacher character must be carried out with various forms of selection and good preparation.
2. **Organizing character building activities in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City.**

Organizing the activities of character coaching in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City has been carried out with four stages of organizing, namely (1) selection of the implementation team (committee), to succeed in organizing, Character Development in Improving Teacher Personality Competence at SD IT Sabilul Huda Cirebon City, what was first done by SD IT Sabilul Huda Cirebon City was to select the coaching implementation team, the team was formed by the Principal and named

the team by the name of the Coaching Field Teacher. The field consists of 3 teachers, namely the chairman, vice chairman, and secretary, all three of whom are responsible for the successful implementation of teacher coaching conducted one day per week. (2) determination of coaching standards, Standards in coaching the character of teachers at SD IT Sabilul Huda Cirebon City are adjusted to their respective qualifications and fields. This is done to know the ability of teachers in expertise according to their fields. (3) determination of coaching material, material in character development in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City there are three types of material in the field of religion (Islam), nationality, and education. All three are taught alternately by the designated speaker. (4) the determination of the coach (material provider), the determination of the coach in character-building activities in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City is a team of human resources from the Foundation that oversees SD IT Sabilul Huda.

Based on the explanation above, what is done by SD IT Sabilul Huda in the management of character development to improve the personality competence of teachers in terms of planning has been done. Organizing or managing human resources effectively can execute the plans that have been set. The human resources referred to in this study are people and their work concerning character building activities in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City.

The results of this study show that the character (including personality) of a person can be formed with good organization. In other words, in this study, the organization of character coaching in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City has been well implemented if it can improve personality competence.

### 3. Implementation of character building activities in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City.

In 1 year for 7 months, there are 24 coaching meetings with details of 18 meetings filled with curriculum discussions in the weekly coaching agenda, and 6 other meetings are adjusted to the needs of coaching. In addition, there are 5 training activities organized by the foundation. The training activities consist of PPS (Spiritual Enhancement Training), PPW (Insight Enhancement Training), and PKK (Entrepreneurship Leadership Training). PPS once every 3 months, PPW once every 3 months, and PKK once every 6 months. Coaching Place During Covid-19. Training activities are not a substitute for coaching meetings. Time effectiveness and UPA meetings can be brought closer to the implementation of training activities.

### 4. Supervised character building activities in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City.

Supervision of character building activities in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City is carried out with four steps, namely (1) Supervision Time. The evaluation time of teacher character building at SD IT Sabilul Huda is carried out when teaching and learning activities are completed and also carried out during the scheduled Foundation Meeting. (2) People who are entitled to conduct supervision. The person who has the right to supervise the character-building activities of teachers at SD IT Sabilul Huda is the character builder of SD IT Sabilul Huda (Wakasek and Curriculum) and the Foundation Supervisor for HR. (3) Supervision Instrument. The instruments used in conducting supervision on teacher character building at SD IT Sabilul Huda are attendance attendance, PKG sheets and several instruments specifically provided by HR Division Foundation employees. (4) Monitoring and Assessment System. The teacher personality

competence assessment system at SD IT Sabilul Huda is by implementing a system (Teacher Performance Assessment) in its assessment. PKG contains how the teacher participates in activities carried out by the Foundation. If the points obtained by a teacher are large in PKG, it is also considered that his competence in personality after participating in coaching is good, otherwise if the points are small it can be stated that the results are also small.

Supervision carried out at SD IT Sabilul Huda Cirebon City has been carried out well because it has fulfilled the elements of supervision. Supervision is a management function that has a role in making corrections during the managerial process. The purpose of supervision is to avoid mistakes in the management function.

The results showed that the Teacher's personality competence can be improved through consistent supervision of the supervisory board; therefore the management of Character Development in Improving Teacher Personality Competence at SD IT Sabilul Huda Cirebon City including supervision if carried out properly will have an impact on a significant increase in teacher personality competence.

## 5. Conclusion

From the data exposure of the research results described in the previous chapter, it was found that related to character coaching management in improving the personality competence of teachers at SD IT Sabilul Huda Cirebon City, namely:

1. Character development planning in improving teachers' personality competence is carried out by fostering religious studies, national studies, community studies, and studies of improving human resources in schools, and leadership and entrepreneurship studies.
2. Organizing character coaching in improving teachers' personality competence is carried out by selecting the coaching implementation team, determining standards in coaching, determining coaching materials, determining coaches, and selecting coaches.
3. The implementation of character coaching in improving teachers' personality competence is carried out every 1 year for 7 months starting from December to June there are 24 coaching meetings with details of 18 meetings filled with curriculum discussions on the weekly coaching agenda, 6 other meetings are adjusted to the coaching needs. In these 7 months there are 5 training activities organized by the foundation. training activities consist of PPS (spiritual improvement training), PPW (insight improvement training), and PKK (entrepreneurial leadership training). PPS once every 3 months, PPW once every 3 months, and PKK once every 6 months.
4. Supervision of character development in improving teacher personality competence is carried out by determining the time of supervision, the person who conducts the supervision, the instrument prepared to conduct supervision, the supervision system, and the assessment of the results of supervision.

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