

## Enhance Knowing Thyself and Self-Development Based on Personality Types Through LKMM Implementation

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**Abstract.** Getting to know and developing oneself is a task in every stage of human life development. Knowing and developing oneself into a potential individual, various approaches and methods should be used to achieve the goals. LKMM is one of the many approaches and ways to help students recognize and develop their own self potential. What does the abbreviation LKMM stand for? The abbreviation LKMM stands for the following characteristics: L (Latihan) K (Keterampilan) M (Manajemen) M (Mahasiswa) which means Students Skill Management Training (SSMT). The aim of this journal article is to re-mix the theme of "self-recognition and development" which is conducted in LKMM activities based on theories of self-recognition and self-development. Two methods are used to summarize this review, namely a literature review as a theoretical framework and a personality type assessment for volunteer participants and a lecturing method in three days LKMM activities. The results of the assessment and its interpretation supported by a lot of theories are presented in this review. The main elements discussed in this article are the essence of self, knowing thyself, and one's own potential, self-development, and LKMM as a training program and the guidelines of its implementation. This activity was held in collaboration with the HMPS PGSD committee and the Counseling Service Center and Campus Ministry of the University of Flores. The target group is third semester PGSD students at Flores University. The element of novelty of this article is that within the scope of PGSD at the University of Flores, there has never been a psychological examination related to the types of personality traits that can be used as a reference for fostering self-recognition and development of students.

**Keywords:** Personality Types, LKMM (SSMT), Self, Knowing thyself, Self-development.

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### Introduction

Knowing thyself is important for everyone but it is not an easy thing to do. It needs continuous practice and reflection. This may be true, because everyone, whether consciously or unconsciously, has experienced an identity crisis gradually in their life. That is why Erikson researched and reflected on developmental changes throughout the life course. He identified eight stages of development from birth to old age. He concludes, "it is true that at each of these stages individuals experience an identity crisis."

According to Erikson, the eight stages are opposite in themselves, namely: Trust vs mistrust, in infancy. Autonomy vs shyness and self-doubt at one to three years of age. Initiative vs guilt at an early age. Industrious vs inferiority, in middle and late childhood. Identity vs confused search for identity, in adolescence. Intimacy vs isolation, in early adulthood. Generativity vs stagnation, in middle age. Finally, Integrity vs hopelessness in the late adulthood. Each stage consists of unique developmental tasks that present the developing individual with a crisis to resolve. Every crisis does not have to be a disaster but provides space to recognize and overcome the crisis in certain ways (Graves & Larkin, 2006). The more individuals succeed in overcoming crises in each of their developmental tasks, the more mentally healthy and developed they will be (Bishop, 2013).

The dark side feature of personality also identifies an Eriksonian life stage identity crisis. This feature is believed to display many aspects and is intended to understand human behavior. So it makes sense that these dark side features are a signal for recognizing personality traits that are hostile to oneself and others (Zeigler-Hill, V. & Marcus, D. K. 2016). Besides the belief that the future

can be brightened by dark personality features that need to be processed through the art of self-discovery (Branden, 1993); personality style (Schwefel, 2014), how to know "Thyself" in Plato's Phaedrus (Moore, 2020), the development of self-management skills (Karellova R. A., 2016) and mindfulness and self-acceptance (Carson & Langer, 2006). Self-knowledge may be valuable as a means of increasing self-morality and self-satisfaction (Makenzie, 2018). While the failure of a person to know oneself can lead to frustration and the appearance of brutal behavior in life. This is considered as the dark side (Spain et al., 2014) in a person.

Belief in the ideal self, the ideal self as described above is certainly a goal and target that still needs to be continuously updated. However, we do not have to deny that in pursuing life towards its fullness (self-fulfillment) in the perspective of the hierarchy of human needs according to Abraham Maslow (McLeod, 2018), there is still a "Shadow-self" (Darcy, 2023) that haunts individuals, including expectations and reality, as if at a crossroads. Although we may tend to see the dark side of ourselves as 'negative', this is not entirely true. The dark side is more what we ourselves consider dark and weak about ourselves, and therefore needs to be hidden and rejected. But it depends on our own perspective or worldview, and our level of self-esteem.

This shadow side is often seen as dark, dangerous, and evil. These characteristics may include deep desires, unpleasant emotions such as anger and sadness, or qualities that make a person feel "unwelcome" in social circles. While many sides of the personal shadow boil down to human nature. Other aspects it can be influenced by external factors, such as past trauma, painful childhood experiences, or societal expectations that fail to be met (Lewis, 2023) The shadow-self became popular when Carl Jung, a renowned psychiatrist and psychoanalyst, described it as the "dark side of personality" (Ekaputri & Fanani, 2022). Jung believed that the collective image is important to recognize and embrace, because it contains individual aspects that are important for growth and development. The theory is that we must learn to accept and integrate these shadow qualities into our conscious and subconscious minds to fully embrace our true selves.

The mistake of knowing thyself as an individual with the character he has is described as a crooked, winding road, an obstacle to the progress of self-knowledge efforts. There are many wrong perceptions about oneself, because maybe the information obtained is also wrong. Anyone who has ever dealt with other people, for example at work such as in the office, at school, in the classroom, in the hospital, in the clinic, in the therapy room, has probably experienced that the way people see themselves deviates from objective possibility. For example, people mistakenly think about their abilities and competencies. People explore themselves wrongly and do not realize it. There are people who have the wrong perception of his character. There are people who seem morally intelligent. They can distinguish between good and bad. But why do his actions not reflect that intelligence? They tend to choose the wrong thing and side with the bad. They are hijacked by their emotional instability, so they are unable to make decisions responsibly (Dunning, 2005 & 2006). This opinion is in line with the opinion that says, "other people sometimes know us better than we know ourselves." Most people have an accurate perception of their own personality. But most of the others still have a favorable perception of themselves. This is because there is a blind spot within which causes perceptual distortions to absorb information and motivation (Vazire & Carlson, 2011).

Are there a series of reasons why people do not optimally know themselves? People are often unaware of their strengths and weaknesses; they tend to develop a copycat mentality by imitating other people's lifestyles; dependency mentality, namely the level of dependence on the intervention of other parties in making decisions; lack of self-confidence and low self-esteem, even helpless (Hanim, 2021). Concepts like those described above are the background why most people still find it difficult to know themselves. Why do people still want to take crooked roads, long-distance paths that hinder the process of self-knowledge and self-development? What kind of solution can be offered to straighten out the crooked mileage of self-development? The realities like this are not impossible to happen in the world of education and formation in which students take part.

There are signs and symptoms show that students do not realize their potential due to the following factors like they themselves do not know yet what type of character they have; they do not yet know what the dark sides are haunt them to develop; they do not be aware yet about what kind of the shadow self as the obstacles to normal and reasonable self-development. They do not realize yet what are the bright sides within themselves as opportunities need to be exploited for growth development to be a fully human and humane. The essence of the indicated problem is that there is a gap experienced by students in getting to know and developing themselves due to a lack of individual awareness and collective awareness, even the inability to find, know their true self and develop it as they should (Azis, 2023). LKMM is just an alternative activity among others that helps students get to know and develop themselves.

### **Implementation Method**

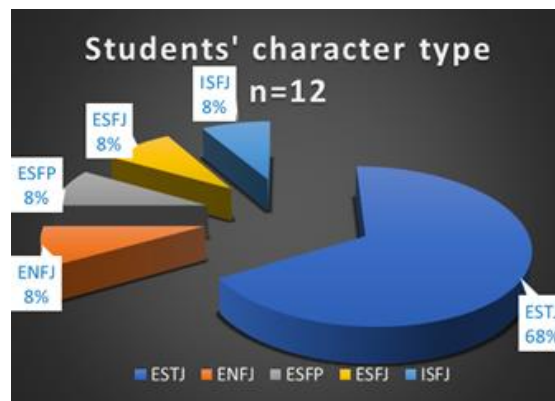
Referring to the definition of the target group as individuals or groups that are generally geographically limited, domicile area (Kurz, 2023), the target group of participants in the 2023 LKMM is the direct target group. They are the students at Primary School Teacher and Education Study Program (PGSD), third semester, academic school year 2022-2023, Department of Teacher Training and Education (FKIP), University of Flores. They live in the city center of Ende and its surroundings, adjacent to the campus. It is easier for them to gather at the training location because the distance is relatively close and easy to be reached out. The target group of LKMM participants is about 150 students. Their age range is between 18 - 24 years old.

"Who am I similar to? or "Who does he look like?" These questions have a curious or inquisitive tone. So, evaluating and exploring oneself and one's personality type will help determine whether a person is quiet, honest, proud, anxious, funny, indifferent, perceptive, or introspective. These characteristics influence a person's experience of other people and influence the quality of their relationships with the people they meet. When these traits tend to persist to varying degrees over time and under varying circumstances, they are considered personality traits. Of course, other people's personalities are always evaluated informally, but clinical assessment of personality using robust psychometric tools is an important component of professional psychological practice (Archer & Smith, 2008). Based on the background pictured above, before the topics of knowing thyself and self-development discussed in the presentations according to time allocation, the facilitator conducted a personality assessment by involving a target group of the participants. They are the twelve students as a small sample group participant who voluntarily took the character types test.

The Keirsey Temperament Sorter (Keirsey & Bates, 1984) used to examine the student character and temperament. This is a standardized instrument consisting of seventy statements. In principle, the researchers assumed that "the true self must be measured", because defining the concept of identity is a task that requires quick solutions but must be precise and this is we called know thyself (Du, 2020). The assessment findings are presented.

## Results and Discussion

Using the Keirsey Temperament Sorter, a description of the type of character and disposition of the volunteer groups is obtained as shown in the Figure 1.



**Figure 1.** Students' character type

The self-evaluation findings of the volunteer student participants were interpreted based on the explanation in "Please Understand Me - Character & Temperament Types". These findings were explained to all participants so that they understood how they should recognize their character potential, and how they maintain, and develop it. The following explanation is presented based on the group character types of the volunteer participant students.

In the Keirsey Temperament version of the Jung *personality* type system, the *ESTJ* profile is known as the Supervisor, though this is meant to be career advice (Keirsey et al., 1998). Eight out of twelve students (68%) of the LKMM volunteer participants in self-evaluation of their character and disposition types, have this character type. "One of the main characteristics of the *ESTJ* personality is having a strong leadership spirit (Tan, M. 2011) . The *ESTJ* personality itself is divided into two types, namely Assertive *ESTJ* and Turbulent *ESTJ*. Emotionally, *ESTJ* A is considered more relaxed when it comes to emotions. Meanwhile, *ESTJ* T tends to be more emotionally reactive and gets angry more easily." There are several main characteristics that individuals with the *ESTJ* personality generally possess, including all *ESTJ*'s people (Guardians) share the following core characteristics: pride themselves on being dependable, helpful, and hardworking; make loyal mates, responsible parents, and stabilizing leaders; tend to be dutiful, cautious, humble, and focused on credentials and traditions. They are concerned citizens who trust authority, join groups, seek security, prize gratitude, and dream of meting out justice (Broderick, D. 2015).

*ENFJ*, also known as the giver or protagonist personality, is one of the sixteen personality types identified in MBTI (Cherry, 2022). People with *ENFJ* personality type are often described as warm, outgoing, loyal, and sensitive. One of twelve students (8%) is classified as the *ENFJ* type. *ENFJ* people are

protagonists (main, central characters) who have the personality of ENFJ or extrovert, intuitive, feeling, and judging. They tend to enjoy being frank in helping others. Have strong ideas and life values. They support their perspective with creative energy to achieve goals. ENFJs feel called to a greater purpose in life. Thoughtful and idealistic, this personality type strives to have a positive impact on others and the world around them.

People with the ENFJ personality type will not pass up opportunities to do the right thing, even when things are far from easy. They can see the potential in others and have the charisma to persuade others of their ideas. The owner of this personality always adjusts to the needs of others. They tend to be optimistic, forward thinking, ambitious but not selfish, responsible for making the world a better place. They are often considered as the strongest persons, forming friendship with all personality types even with more introverted or reserved individuals. Because they have the capacity to feel what others feel and help them to be the best they can be.

The personality characteristics of people with ESFP are extroverts who understand information realistically (sensing), make decisions based on feelings (feeling), and are flexible and easy to have a good relationship with (perceiving). One of 12 (8%) PGSD student belong to this type. People with ESFP (Tan, 2011), personalities like life experiences, live enthusiastically, and enjoy doing things they have never done before. People with this personality are very fond of social activities and encourage others to do these good activities together. ESFP personality is considered to have the character of an entertainer, who is able to create an aura of joy when he is with his group.

ESFPs live with passion. They love attention, like actors, and like to chat in a unique and unpretentious way. Absorb attention and make every moment together like a festive party. They can make jokes out of amazingly simple things. This personality has the strongest aesthetic of all personality types. She loves fashion and pays a lot of attention to tidiness. People with this personality tend to be very sensitive to other people's emotions. He is often the first person to help someone solve their problem. This type tends to avoid conflict rather than deal with it head-on. It looks a little irresponsible indeed. However, that is not the reason. That said, this personality likes a little drama in solving problems.

In the Keirsey Temperament version of the Jung personality type system, the ISFJ profile is known as the Nurturer, though this is meant to be career advice (Tan, M. 2011). Among the twelve PGSD students, one (8%), belongs to the ISFJ personality type. This group tends to be closed and quiet people. But they are highly socially skilled, warm, understanding of others, and capable of being analytical, detailed, and efficient. Most of the owners of this personality type are women.

People with ISFJ are people who have detailed attention to something, especially what is valuable, and needed. Has a flair for organizing but done with great care based on roles and context? If it does not fit the role and context, then they will refuse to help. As well as being reliable, ISFJs are also hard workers. They are people with a practical personality and love to volunteer when needed. People with the ISFJ personality type really like the concept of learning by doing or learning by doing it directly. They also tend to become more interested in new things. Because they love to learn, of course, it is not surprising that they have broad insights.

This type of group is very compassionate and empathetic. The hardworking and reliable nature of this ISFJ personality type is also matched by their naturally loving nature. Basically, the ISFJ is a person who tends to please. They are also good listeners. Always willing to help and support people anytime and anywhere. They are extremely sensitive and very patient when dealing with many things. They are each committed.

Cherry (2022) in "Everything Psychology Book, presented the core personality characteristics of ESFJ as "the caregiver" or "the consul". The ESFJ people tend to be outgoing gregarious, loyal, organized, and tender-hearted. They gain energy from interacting with other people. They are sensitive to the needs and feelings of others; The derive value system of ESFJ people came from extrinsic sources, including the community at large, rather than from intrinsic, like ethical, and moral guidelines; They enjoy helping others; The expectation of the ESFJ is their kind and giving ways to be noticed and appreciated by others; They get easily hurt by unkindness or indifference. They need for approval; provide care for others; want to be liked by others. ESFJs raised with high values and standards tend to grow up to be generous adults.

Conversely, those raised in a less generous environment may not be as naturally in tune with giving to others and be more focused on themselves. ESFJs also have a strong desire to exert control over their environment. They feel in control of the world around them by organizing, planning, and scheduling. Those with an ESFJ personality type are naturally geared toward understanding other people. They are careful observers of others and are adept at supporting and bringing out the best in people. Because they are so good at helping others feel good about themselves, people often feel drawn to ESFJs. Although ESFJs are people pleasers, they are not pushovers. Now the question is whether there are connecting theories and ideas about the self, personality, self-knowledge, self-development, training, and coaching design that underlie the above findings? Here's the study.

Self is lexically defined as the essential person distinct from all other persons in identity, a particular side of a person's character, and personal interest (Mish, F. C. et.al, 2004). A conscious individual being ego or me; personality or organizational traits; the proprium or senses of the body; individual awareness of his identity, continuity, struggle, and image is the elaboration meaning of the self. From the lexical meaning identification of the self, various attribute of combining terms with self are formed like self-concept, self-image, self-fulfillment, self-actualization, self-understanding, self-control (Chaplin, 1985) (Morf & Koole, 2012). From various points of view and scientific disciplines, experts explain the term self both philosophically, psychologically, and sociologically.

Consistently, the term self-knowledge will be used in this discussion to match the theme proposed in the 2023 LKMM Guideline. So, what does it mean the term of self-knowledge? The Indonesian Dictionary (KBBI) notes that the term of "knowing" includes implicitly the elements of knowing and understanding. So, in relation to knowing thyself, it means that someone knows, understands, and comprehends his or herself (Sugono, 2008). Knowing thyself then is defined as the effort of a person or group of people to find themselves, understand themselves, accept themselves as they are with all the advantages or disadvantages, they have. The reasons for getting in the way of self-knowledge as mentioned in the background section can be used as signs to explore oneself further, by questioning his or herself "Who am I?" (Sutisna et al., 2022).

The Greek proverb “γνῶθι σεαυτόν” (pronounced Gnōthi Seautón) is a saying that means “know thyself” (Moore, 2020), in Indonesian. This proverb appeared in ancient Greece, when the philosopher Socrates was asked to reduce all philosophical orders, as far as the commands could be reduced. With an imperative nuance, he answered briefly: 'Gnōthi Seautón' - 'Know Yourself' (Nyawa, 2021). Self-knowledge is so important because only by knowing ourselves accurately about who we are can we make reliable decisions – about many things we face in life, especially around love and work. Apart from being a process of self-awareness to be able to make decisions, self-knowledge is a gateway to success (Tirtawinata, 2013). How to get to know oneself can be done through psychological tests or self-development training programs.

Various effective methods and techniques have been established as pathways to build self-confidence. It is also the art of self-discovery and self-knowledge. Educational approaches, courses, discourses, training and psychological examinations with various techniques and methods (e.g., test or non-test methods and techniques) are efforts to build self-concept. By self-concept, people are aware of and understand their existence, "Who Am I" with knots of strengths and weaknesses of the "I" framed by cognitive, affective, and psychomotor potential and competence (Elihami, 2018).

The ideal of self-understanding is at least as old as the great times of Classical Greece — evidenced by the commandment “Know thyself” as explained above. Likewise with the statement "An unexamined life is not worth living." Who am I? remains the ultimate question of human existence, and one that constantly challenges us to answer again, as we continue to evolve. He explains self-discovery that humans are the only species that keep on questioning the nature of their existence. Who am I? A species capable of reflecting on personal experiences and their meaning. So, the following question arises: "Where am I going—and why?" "What do I want—and why?" "What does it mean to me that I feel what I feel—or that I should do what I can?" We are creatures capable of thinking—and, most remarkably, of ourselves, of questioning our thoughts, feelings, and behavior. So as our lives progress, we are able to answer the question "Who am I?" on a deeper level (Branden, 1986).

Every conscious effort made by a person to positively improve his quality and capacity in all aspects of life is called self-development. Self-development theories will be discussed to find out what, how, and the goals that must be developed in each individual. According to Chaplin (1985), self-development is an effort to grow the potential and abilities within an individual.

The desire to develop oneself is present in human nature to grow and realize one's potential. As an alternative to the concept of self-development, similar terms are used in psychology, such as personal growth, personality growth, self-realization tendencies, self-actualization, self-fulfillment, including the evolution of ego identity (Mesárošová, 2017). Referring to many opinions from various initiating groups, she said that self-development of young people is an important task as emphasized by Erikson. Most educational systems consider self-development to be important and have noble aims.

Fostering sustainable self-development in higher education institutions is a necessity that must not be neglected. An educational approach that builds learning with understanding and personality development needs to be appreciated positively and completely; so, "self-regulation" is needed. Because the main task of self-development is the quality of human will or a strong desire to become an individual who is intellectually, emotionally, spiritually, morally

intelligent in overcoming various life challenges. Therefore, the effectiveness of using personal growth projects in defining and solving self-development problems (Timasheva, 2018) must become an integral part of a whole personal attitude to life.

LKMM is an abbreviation of the Indonesian term stands for Students Skill Management Training Program. This is a series of tiered activities from the pre-elementary, elementary, intermediate, and continuing levels that students have to follow. The purpose is to train students get to know and develop themselves, increasing and broadening their insight into various relevant issues. The main issue is how knowing thyself and how developing it. It is important to dissect this problem because it helps students to realize the potential and competence they have in relation to aspects of knowledge, attitudes, skills required and the need for empowerment in conducting certain tasks. To become skillful person, the training needed according to its meaning, namely a planned process to change attitudes, knowledge, skills and behavioral modification through learning experiences to achieve effective performance in a series of activities (Choudary et al., 2015). Empowerment of potential and self-competence is not only about “personality power” (Roberts et al., 2007) which drives personal development, but also “personality weakness”(Bollani, 2021), which impedes personal development.

The student organization body BEM of the Teaching and Education Faculty, University of Flores, through the study program student organization, HMPS Elementary School Teachers, conducts LKMM activities as a response to cooperation and participation in realizing the extra-curricular programs designed in the LKMM guidelines. Two themes of discussion, namely knowing thyself and the development of self-potential, as well as the KKNi in the 2023 LKMM Kemdikbud Dikti Minimum Curriculum Table. The theme of self-potential recognition and development and the theme of KKNi (Indonesian National Qualifications Framework) which should be given at the PKKMB pre-basic level, lasts 5 hours, only accommodated at the basic level of activities by experiencing a time reduction of 1 hour 30 minutes. Armed with the experience of participating in co-curricular activities as designed in the LKMM legal basis, students will become more mature individuals in all aspects of life (Widodo et al., 2023).

### **Conclusion and Suggestion**

Humans are born with reason, will and feelings which are natural things. Contained and displayed through a biological body. This natural self-capacity makes him aware of his existence. How to know and develop oneself completely is not enough just to rely on the individual's own natural abilities. Because every person almost certainly has, not only strengths but also weaknesses within themselves, both physically and mentally. So, external intervention is needed through educational processes packaged in various strategies, approaches, models, and methods that enable individuals to know and to develop themselves better.

The following conclusions and recommendations need to be underlined and if necessary, followed up. It is important here to re-emphasize previous findings regarding the advantages of knowing and developing oneself, or the disadvantages when each individual does not try to know oneself with all the potential one has and develop it. This view can be seen for example in Brainzmagazine (Ciubota, 2023). LKMM activities should pay attention to the official guidelines of the ministry of education, although they are often



constrained by time and costs. Therefore, the infrastructure for knowing thyself and developing the self through learning forums such as intra-curriculum-based education is absolutely necessary. This approach and method will be meaningful and of high quality if it is framed with extra-curricular activities such as LKMM and many other activities that make students become fully functional individuals because they have good and commendable personalities.

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