

Increasing Human Resource Capacity Through Workshop 7 (Seven) Habits in Elementary and Middle Education Council PNF PCM Gresik

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Abstract:

Increasing the capacity of human resources (HR) in elementary schools is urgent, especially amidst the challenges of low initiative, weak institutional vision, and minimal character training for teachers and education personnel. This community service activity aims to strengthen HR competency and work culture at SD Muhammadiyah 3 Gresik through training based on The 7 habits of highly effective people. The methods used include three main stages: initial discussion with partners through Focus Group Discussion (FGD) to map problems; participatory and reflective training that integrates seven effective habits into educators' work routines; and evaluation based on questionnaires and personal reflection. The training was delivered contextually and interactively through case studies, simulations, and group discussions. The results of the activity showed positive changes in the way of thinking, time management, and collaboration patterns between participants. Teachers became more proactive, had long-term planning, and were better able to work in teams synergistically. The evaluation also showed increased motivation and awareness of the importance of balance between professional duties and self-development. This activity concluded that the 7 Habits training was effective in building productive and collaborative work characters in elementary education environments. It is recommended that this training be conducted periodically and accompanied by follow-up mentoring to ensure the sustainability of the impact and the formation of an adaptive work culture.

Keywords: human resources, 7 habits, teacher training, character development, effective People

Received: 02 Agustus 2025. Accepted: 28 Agustus 2025

Introduction

The role of human resources (HR) in elementary schools is crucial in creating a conducive learning environment and in developing students' character and academic potential. HR includes the principal, teachers, education personnel, and other supporting staff including the school committee. This role is very important to create a quality educational environment and support children's development both academically and in character. Without quality and dedicated HR, schools will have difficulty achieving their educational goals. For example, the role of the principal as an Educational Leader; directing the school's vision and mission, creating policies that support quality learning, providing

motivation and support to teachers and school staff, and establishing good relationships with parents and the surrounding community. Meanwhile, teachers as Educators and Mentors have a role in delivering learning materials according to the curriculum, adjusting teaching methods to students' needs, helping to develop students' character and moral values, and conducting learning evaluations to improve the quality of teaching. For Educational Personnel as Operational Supporters, they play a role in managing school administration (attendance, finance, student data, etc.), ensuring that school facilities and infrastructure are well maintained, supporting the smooth running of school activities, both academic and non-academic, providing and managing learning resources in the library, maintaining the cleanliness and comfort of the school environment, and helping to ensure school security.

Schools are currently faced with crucial problems, apart from accepting new students as a critical point, human resources are also very crucial to be increasing capabilities. This condition is also experienced by schools in the Muhammadiyah Gresik College in the implementation of the Muhammadiyah Elementary, Middle and Non-Formal Education Council (Dikdasmen PNF) Gresik Branch, where many teachers are entering retirement age specifically at Muhammadiyah Elementary School 3. Schools at Muhammadiyah Gresik College which are in the Muhammadiyah Elementary, Middle and Non-Formal Education Council (Dikdasmen PNF) Gresik Branch have 4 schools, namely Muhammadiyah Elementary School 1 (SDM 1), Muhammadiyah Elementary School 2 (SDM 2), Muhammadiyah Elementary School 3 (SDM 3), and Muhammadiyah Junior High School 1 Gresik (SMPM 1). SDM 1, SDM 2, and SMPM 1 are located on campus A becomes one complex, while HR 3 on campus B, Especially for SDM 1 and SDM 2 since 2021, they have been merged into 1 school with SD Mugres Campus A.

SDM 3 is a scholarship school, where the average cost of education is funded by donors. This condition is in contrast to the physical facilities owned by the Muhammadiyah Gresik College with good buildings that are better than other schools in the surrounding area (Figure 1). So that it builds the spirit of motivating teachers and employees to continue to have habit which is effective in carrying out its duties is an important part to continue to be maintained.



Figure 1: Physical Building of Muhammadiyah Gresik College Campus B

Previous studies and community service activities with the topic of Increasing human resource capacity through the 7 (seven) habits workshop have also been widely carried out related to the importance of effective human resource management to improve performance, motivation and good habits so that it has an impact on learning methods, quality and service synergy. Such as community service activities by (Hamdan, 2003b, 2003a; Nerita Setyaningtyas & FR. Wuriningsih, 2025; Pebriansyah et al., 2024; Yulianita et al., 2005) and research by (Adiwena, M.Sc. et al., 2021; Maelina, 2017; Ramadani et al., 2024). This activity is also a dissemination of research that has been conducted by the proposer including (Farid & Kirono, 2024; Winanti et al., 2023).

However, the challenges faced in building good habits are not easy, requiring time and effort. Quality education in elementary schools does not only depend on a good curriculum, but also on the readiness of human resources. Teachers, principals, and education personnel must be prepared with qualified competencies, strong leadership, and support from conducive school facilities and environments. In general, the challenges in providing quality education or learning are the implementation of quality education in elementary schools including teacher competence and welfare, adaptive school leadership, adequate facilities, parental involvement, and continuous evaluation. To overcome these challenges, cooperation is needed from all parties, including the government, schools, parents, and the community.

Therefore, the proposing team will focus on strengthening habits so that they become effective human resources. For that, increasing the ability through Increasing the capacity of human resources through the 7 (seven) habits workshop at the Muhammadiyah 3 Elementary School, the Elementary and Non-Formal Education Council, Muhammadiyah Gresik Branch.

Training is a specific activity to improve skills, increase knowledge, and renew previously acquired knowledge. The benefits to be achieved through this community service activity are the principal, teachers, education personnel, and parents based on each habit in completing problems.

The focus of this service is to improve the marketing strategy capability, improve the capacity of human resources through the 7 (seven) habits workshop at Muhammadiyah 3 Elementary School. This increase in ability is important because: among other things, participants will have more self-control (self-mastery), growth mindset (growth mindset), leadership (leadership), collaboration (collaboration), problem solving skills (problem solving ability), critical thinking (critical thinking), and creativity (creativity). So it will have an impact into a proactive person in realizing goals.

The survival of the School Education Institution in the future is very dependent on the ability of the School Education Institution in building the quality of its human resources. By building the quality of human resources for superiority, competing illustrates that a School Education Institution can act better than other School Education Institutions. This creation gives rise to other efforts or activities in improving the quality of human resources. Until the improvement this capability becomes important for partners. Currently, partners still rarely do soft skill training.

Method

The methods used by the proposer to resolve issues with partners are as follows:

- a. Brainstorming/Focus group discussion/ discussion with partners Focus group discussions are an important method for gathering insights and opinions from stakeholders that allow for qualitative data collection, identifying the needs for self-development of teachers and employees. In this proposed community service activity, this discussion focuses on a group to discuss related materials and activity strategies.
- b. Capacity building training Improving human resource capacity through the 7 (seven) habits workshop at Muhammadiyah Elementary School. at this stage, participants will be accompanied by a facilitator on how to get used to it so that in the future they will become effective individuals as teachers and employees.
- c. Activity Evaluation; Participants will convey how their current habits relate to the seven habits in activities.teachers and employees.

Results and discussions

Based on the stages in the proposed method, this PKM activity followed by teacher participants and education personnel of SMP Muhammadiyah 1 and SD Muhammadiyah 3, the activity was carried out in the Al Qolam Hall of SMP Muhammadiyah 1 Gresik. As the stages in the method, the results of community service activities can be described as follows:

1. Stage 1: Brainstorming / Focus Group Discussion (FGD) / Discussion with Partners
The initial stage of this community service activity began with the implementation of a Focus Group Discussion with the main partner, namely SD Muhammadiyah 3 which is under the auspices of the Elementary, Middle and Non-Formal Education Council (Dikdasmen PNF) of the Muhammadiyah Gresik Branch. This discussion involved the principal, teacher representatives, education personnel, and other education implementing staff. This activity aims to explore in depth various actual problems faced by schools in the context of developing the quality of human resources (HR), both from a managerial and operational perspective,

The discussion was facilitated by the proposing team with a participatory and reflective approach, where each participant was given space to share their experiences, challenges, and hopes regarding improving the quality of education in schools. One important finding in this FGD was the weakness in internal initiatives to continuously improve the quality of education. Teachers and education personnel tend to be busy with administrative routines, thus ignoring aspects of self-development and strategic collaboration between school elements.

Another problem identified is the weak institutional vision that is internalized in all school components. Although the school has a written vision and mission, its implementation has not been integrated into the mindset and daily actions of educators and education personnel. This causes school activities to be more reactive

than proactive, resulting in stagnation of innovation and low collective enthusiasm for development.

The FGD also revealed the lack of effective communication between teachers, principals, and parents. The relationship between schools and parents has not been strategically built as educational partners, but is limited to administrative communication. In fact, close collaboration between schools and parents is one of the keys to the success of holistic education for children in elementary school environments.

In addition, FGD participants highlighted the low frequency of soft skills training in the school environment. The majority of teachers and education personnel admitted that they had never or rarely received capacity building training that was reflective and shaped work character. The training that had been carried out so far was more technical and administrative in nature. In fact, improving the quality of SDI requires not only technical skills, but also strengthening character, motivation, and effective work habits.

From the results of this FGD, it was agreed that training with the 7 Habits approach is the right solution. Seven Habits of Highly Effective People developed by Stephen R. Covey, is seen as being able to be a framework for personal and collective development that is applicable in the school environment. The training materials are then compiled based on the issues that arise from the FGD, so that they are relevant to actual conditions and are able to provide a direct impact on improving work behavior and organizational culture in schools.



Figure 2: Activity Poster

This FGD stage becomes foundation important in designing training programs that are not top-down, but rather the result of exploring real needs in the field, thereby increasing participation, sense of ownership, and commitment from all elements of the school to the

designed program. Thus, the training that will be implemented can answer real needs and support the transformation of SDI at SD Muhammadiyah 3 as a whole.

2. Stage 2: Capacity Building Training through the 7 (Seven) Habits Workshop Human resource capacity building training (HRD) through the 7 Habits Workshop at SD Muhammadiyah 3 Gresik was implemented as a response to various challenges identified at the discussion stage with partners. This training was designed with a participatory and reflective approach, where participants were not only recipients of the material, but were also actively involved in the dynamics of learning, sharing experiences, and reflecting on work habits and organizational culture that had been going on.

The training material is adapted from the concept of *The 7 Habits of Highly Effective People* by Stephen R. Covey, which has been widely proven to develop personal and organizational effectiveness. These habits are delivered contextually so that they are easy to understand and apply by educators and education personnel in elementary school environments.

The material on the seven habits presented by the service team is described as follows:

- a. **Be Proactive:** Participants are trained to take responsibility for their actions and decisions, and not to easily blame circumstances. They are encouraged to realize the importance of initiative in carrying out their respective roles.
- b. **Begin with the End in Mind:** This habit helps participants formulate a personal and professional vision as an impactful educator. They are asked to set clear goals in their learning activities and personal lives.
- c. **Put First Things First:** Participants are trained to manage time and priorities effectively, especially in distinguishing between important and urgent matters. A daily task management simulation is used to practice this habit.
- d. **Think Win-Win:** In this session, participants learn to build a collaborative mindset that is mutually beneficial, both in relationships between teachers and in communication with students and parents.
- e. **Seek First to Understand, Then to Be Understood:** This material emphasizes the importance of empathy in communication. Participants practice active listening before expressing opinions or criticisms, as a basis for building harmonious relationships.
- f. **Synergize:** This habit teaches the value of diverse teamwork. Through group discussions and role-plays, participants realize that collaboration can produce better solutions than working alone.
- g. **Sharpen the Saw:** At the end of the session, participants are invited to realize the importance of maintaining a balance between work and self-development. Personal reflection activities are used to develop a plan for continuous personal capacity improvement.



Figure 3: Training Material Scheme

All workshop activities are dynamically packaged through interactive presentation methods, case studies relevant to the school context, small group discussions, and role simulations. Each participant is encouraged to not only understand the concept, but also reflect on its application in daily work routines as teachers or education personnel.

The workshop is also equipped with worksheets and personal guidance so that participants can continue to develop these effective habits after the training. The supportive and inclusive learning atmosphere makes participants feel comfortable to open up and actively participate in each session. With this approach, the training is not only informative, but also transformative in forming a superior and competitive character and work culture in the school environment.

3. Stage 3: Activity Evaluation

Evaluation of the 7 Habits Workshop activity as part of the community service program was conducted to assess the effectiveness of the training process in improving the capacity of human resources (SDI) at SD Muhammadiyah 3 Gresik. This evaluation uses a personal reflection method approach that allows participants to assess the changes that occur in themselves after participating in the training through direct opinions asked to participants.

The evaluation results showed a very positive response. The majority of participants stated that this training opened up new perspectives on the importance of being proactive, setting work priorities, and thinking long-term in building their roles as educators. Several teachers expressed that they realized that they had been more reactive to assignments, and had not provided enough space for reflection or strategic

planning. This training helped them recognize the importance of self-mastery in achieving professional and personal goals.



Figure 5: Implementation of Closing Activities

From the teamwork side, participants began to understand that healthy collaboration and communication are integral parts of work effectiveness. The concept of synergy and win-win thinking provide the impetus to build a more supportive and complementary work atmosphere among fellow educators. This awareness is the first step towards changing a more productive, inclusive, and meaningful work culture. The final evaluation also provided a game that indicated that the 7 Habits training had a transformative impact not only in knowledge, but also in the formation of a more positive work character and oriented towards continuous self-development.

4. Stage 4: Partner Participation

Partner participation in this community service activity is an important element that contributes greatly to the smoothness and success of the program implementation. Since the beginning, partners—in this case SD Muhammadiyah 3 under the auspices of the Muhammadiyah PNF Elementary and Secondary Education Council of Gresik Branch— have shown commitment and active involvement in every stage of the activity, from the planning stage to implementation in the field.

In the preparation stage, the school plays an active role in the initial coordination process, including determining an appropriate schedule, selecting a training location, and identifying relevant participants to attend the workshop. Partners also support the preparation of activity materials by providing input based on actual conditions and school needs, so that training can be designed contextually and on target.

In implementing the activity, partners also provide various logistical support such as the use of classrooms as training venues, provision of presentation aids, simple consumption, and technical organization of participants. Partners are also

involved in the participant recruitment process by disseminating activity information to all teachers and education personnel through circulars, internal school communication groups, and direct announcements during roll calls or staff meetings.



Figure 6: Implementation of Closing Activities

In addition, partners contribute to facilitating a conducive atmosphere during the training, including helping to organize the implementation time so as not to interfere with students' teaching and learning activities. This shows that partners position this community service activity not just as an external agenda, but as an integral part of efforts to improve the internal quality of the school. This kind of collaborative participation is one indicator of the success of the partnership between universities and basic education institutions.

Conclusion

Community service activities focused on increasing the capacity of human resources (HR) through the 7 Habits Workshop at SD Muhammadiyah 3 Gresik have succeeded in making a significant contribution to changes in mindset, work behavior, and collaborative spirit in the school environment. This training is a response to the results of problem identification through FGD with partners, which showed serious challenges related to low teacher initiative, weak institutional vision, limited internal communication, and minimal character development training. Through a participatory and reflective approach, the 7 Habits of Highly Effective People training developed by Stephen R. Covey can be translated into the context of elementary education in an applicable manner. The seven habits taught not only strengthen individual competence, but also encourage the formation of a productive, empathetic, and collaborative work culture. Training participants showed increased awareness of the importance of self-mastery, time management, and team synergy as part of the transformation towards an effective and adaptive educational institution. The

success of this program cannot be separated from the active role of partners who fully support it from the planning stage to implementation. The involvement of partners shows that the community service program can run optimally if built on a strong and dialogical partnership.

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