

Student Personality and Learning Motivation

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Abstract. This research was conducted to determine the personality profile and motivation profile of FTI students at Perbanas Institute. Personality profiles and student motivation are needed so that the teaching and learning process can be carried out more efficiently because it is hoped that teaching methods can be found that are in accordance with the characteristics and learning objectives of students. The purpose of this study is to determine the personality profile and motivation of FTI students, it is hoped that the teaching and learning process will be achieved more effectively. To determine the personality and motivation, a validated personality and motivation questionnaire was used.

Key words: personality, profile, motivation, student

Introduction

In the scope of education, teachers or lecturers interact with students to facilitate the implementation of learning. What the lecturer faces is a number of students with a variety of behaviors, attitudes, and personalities. The teaching approach of the lecturer is certainly influenced by the students, unless the lecturer does not take into account or is indifferent to the phenomenon of diversity which can be defined as their personality. Although it may not be the only point that deserves attention, it is hoped that a more personal approach will lead to more encouraging achievements. Especially if the development of education leads to students and the learning process is expected to be more enjoyable.

Similarly, when a lecturer is assigned as an Academic Advisor (AA), presumably there is a need to get to know the students further, which in this case is their respective personalities. This introductory provision is expected to enable advisory lecturers to provide more precise and directed guidance. Although according to personality theory it is dynamic and the variety is not limited to each individual, various experts can provide descriptions of several types (stereotypes) of a person's personality.

By recognizing the dominant personality that stands out among students, it is hoped that the lecturers' approach will be better by adjusting their teaching according to the needs of students.

Apart from student personality, another thing that is likely to influence achievement is the learning motivation of students in general. Motivation can indeed fluctuate up and down, but in general we want to know the stability of their motivation in learning. In general, it can be said that high learning motivation and supported by a positive personality are expected to further improve student achievement. However, in this small study, we only want to know about the personality profiles of the Perbanas Faculty of Information Technology (FTI) students in general, and their profile of their level of motivation at a particular time (at the time of the study).

This study will not look at the relationship or influence of personality or motivation on student achievement, and will not see the relationship between the two variables. This small study only wanted to see whether in a particular faculty there was a prominent personality profile, which then needed further attention. Similarly, regarding motivation, how is the motivation in general that exists in students, who need to get further attention.

By knowing the personality and motivation of students in general, it is expected that the educators (lecturers) can design approaches and patterns of learning. Lecturers are more able

to empathize with them, and can choose teaching strategies and techniques that are expected to be more suitable.

Literature Review

This study aims to look at the Personality Profile and Learning Motivation of FTI Perbanas Institute students, because understanding the profile and motivation of students can help lecturers to apply appropriate methods in the teaching and learning process.

Personality

According to psychologist G. Allport, "Personality is a dynamic organization within an individual consisting of psychophysical systems that determine his behavior and thoughts in a characteristic manner in adapting to his environment." (Gea et al., 2005). Personality of person refers to the description of the characteristics, traits, behavior of a person who is unique and has a special uniqueness.

A person's personality will be different from other people's personalities, so there is actually an almost infinite picture of personality. However, experts have tried to classify personalities with a typological approach, to obtain a general / overall "picture" of a particular personality. One of the elements inherent in personality is temperament, in which personality is seen in terms of its relatively fixed or stable characteristics, in which it is more determined by the dominant inherent element. Within this classification framework, talking about temperament can be said to be the same as talking about personality. Personality here designates a stable or fixed element, and not a developed personality.

Personality is an organizational unit that is dynamic in nature from individual psychophysical system that determines the ability to adapt to its unique nature to the environment (John et al., 2010). So, each individual has a unique personality that is not identical with other people and cannot be replaced or substituted by others. So there are traits and traits of an individual in his psychic aspects that can reflect his innate and experiential traits. Personality is influenced by the past and present (Pervin, 1996). On the other hand, there are two personality types, namely the Extensive and Introverted Personality Types.

Extroversion is a tendency that directs the personality more outward than inwardly. Extrovert characteristics are talkative, friendly, like to meet people, like to visit new places, active, indulgent, adventurous, easily bored, and dislike routine and monotonous things (John et al., 2010). Extroverted people always defend their opinions, act without thinking, impulsive, change, cheerful, sociable, optimistic, and like to laugh. They prefer to move and do activities, tend to be aggressive, easily lose their temper. Overall, their feelings are difficult to maintain and he can't always be trusted.

Introverts are an orientation in oneself. Introverts tend to withdraw from social contact. According to Jung in Naisaban, introverted behavior is as a person who keeps away from external events, does not want to be involved with the objective world, does not like being in a crowd of people (Oktavita, 2013; Suharto, 2009). He was trustworthy, somewhat pessimistic. Both extroverted and introverted individuals did not differ in their level of intellectual activity. Extroverted and introverted personality types are two different groups of attitudes (Arifianti, 2012) owned by the individual so that it becomes a characteristic of the individual as seen in the activity, sociability, risk-taking courage (risk taking), impulsiveness, expressiveness, reflectiveness, and responsibility (Francis & Jackson, 2004).

To understand the personality or temperament of people, experts develop typological approaches, namely classifications of personality based on several dominant elements. One of the classifications that have been developed for a long time is based on "fluids" which exist in the body, since the Greek philosopher named Hippocrates (460—370 SM) and Galen. As the

philosopher Empedocles argued that the universe was formed from four basic elements, namely earth (dry), water (wet), air (cold), and fire (hot).

Hippocrates argued that these elements exist within humans in a certain number. There are 4 fluids in the body, namely *chole*, *melanchole*, *phlegm* and *sanguis*. Therefore these body fluids affect certain characteristics based on the dominant element, which is called temperament by Galenus. This classification continues to develop into temperament or personality traits which have now become types of choleric, sanguinis, melancholic, and phlegmatic (Gea et al., 2005). In this research at FTI Perbanas, this typology classification will be used, because introvert and extrovert typologies are included in the four typologies.

Choleric or dominant type is someone who is very oriented to lead in any matter. This person has the ambition, passion and energy to be more dominant among the people around him. Many popular people and military leaders have this personality.

The characteristics of people who have the personality intelligence of Choleric or Dominance are found in people who like to speak bluntly, are impatient, irritable, have high selfconfidence, like to interrupt the conversation of their interlocutors or point their fingers while talking. And appearance usually likes to wear clothes that are practical only, for example, short sleeves and simple for men, and women usually like short hair & practical only (Windura, 2015).

Sanguinist types have personality traits that are open, passionate, talkative, sociable, lively, friendly to others, more compassionate than reflective.

Meanwhile, melancholy types tend to be closed, thinker, like analysis, with sensitive emotions. Phlegmatic type shows the characteristics of being calm, slow, doesn't talk much, easy to get along, has a good balance (Gea et al., 2005).

Motivation

Motivation is the impetus to achieve achievement in learning. This achievement is the goal of learning activities. The personality of each person is typical, but in the achievement of learning achievement should be driven by one's motivation. Motivation is the power in a person that encourages or moves him to achieve something desired or he wants to.

Motive is the driving force or impetus that occurs within a person to carry out certain activities or activities to achieve the desired goals. Motives become active at certain times, especially when the need to achieve certain goals is felt / urgent (Hakim, 2007; Mastuti, 2009). Motivation can arise from within (intrinsic motivation), but can also arise due to stimuli from outside a person (extrinsic motivation). The research that will be carried out will look more at the intrinsic motivation of the students.

Motivation can be low, moderate or high, which encourages and directs a person to achieve goals with his strength (Pujadi, 2007). Apart from personality, this research also wants to find out the motivation of students at a certain time. It is hoped that the introduction of student personality and motivation will underlie the learning that will be managed by the lecturers / teachers (Wijaya, 2011).

Previous Research

One of the studies conducted was a study of 30 teachers of MAN Padangsidempuan. That motivation, personality, job satisfaction, and organizational commitment are fit to explain the commitment of teachers to MAN 2 Padangsidempuan.

Personality has a direct and significant influence on teacher commitment to school by 37%. Teacher personality is influenced by motivation by 28%. Personality has a direct effect on job satisfaction by 42%. Teacher commitment to school is meaningful and is influenced by job satisfaction by 35%. Motivation 60% effect on teacher commitment. Job satisfaction is a mediator variable between teacher personality and commitment to school with teacher

motivation at work. This study uses a questionnaire for data collection. If this is the result of the research on teachers, it is likely that student motivation will also affect student achievement.

Correlation between Motivation and Personality and Job Performance as well has been researched. This time for employees of PT Syngenta Indonesia in Yogyakarta. The results showed that the variables of work motivation and good personality would increase employee performance. Furthermore, it is said that partially work motivation and personality variables have a significant influence on employee work performance at PT. Syngenta Indonesia Yogyakarta. Increased work motivation and improved personality will improve employee performance.

Other research conducted is about the influence of proactive personality on performance Studying in Accounting Students University Economics and Business Brawijaya Malang with Motivation Learning as an Intervening Variable.

This study tries to connect proactive personality with learning performance through direct and indirect motivation by surveying 270 students of the Accounting Department, Faculty of Economics and Business, Universitas Brawijaya. The results of the path analysis show that the proactive personality has a direct positive effect on learning motivation, because students with a proactive personality are able to encourage their efforts in learning and persistently motivate themselves to learn and a proactive personality has a negative effect on learning performance, this is due to the absence of student motivation. To study harder.

Learning motivation has a positive effect on learning performance, because students who have learning motivation will encourage their desire to learn, so that it can improve learning performance. Then, proactive personality has an indirect negative effect on learning performance due to the lack of high learning motivation possessed by students. Therefore, further research is still needed to determine the factors that influence proactive personality and factors that can increase learning motivation so that it can be done. Maximize student learning performance.

Research on the relationship between learning motivation and learning achievement has also been studied by Alimuddin S Miru in Makassar, who presents the title "The Relationship Between Learning Motivation and Learning Motivation. Study Achievement of Electrical Installation Training Course for Students of SMK Negeri 3 Makasar".

The results of his research indicate that the student's learning motivation is in the medium category, the learning achievement is quite high, and there is a positive and meaningful relationship between learning motivation and learning achievement in the Electrical installation training course.

From the literature review that has been done, the researcher gets the knowledge that Learning Motivation and Student Personality are important to put forward. Therefore, a research will be carried out to obtain data about the profile Personality and Learning Motivation of FTI Perbanas Institute Students.

Research Methodology

Types of Research

This small research is a survey research, to determine the profile of FTI Perbanas students in terms of personality and motivation. It is hoped that this introduction can be a background for lecturers to manage learning, because what they face are students with different personalities and motivations. This descriptive research is a preliminary research, which wants to know what is the personality profile and motivation of students at the Faculty of Information Technology at the Perbanas Institute.

Population and Sample

In this case the population is limited to FTI Perbanas students, amounting to approximately 400 people.

The survey will use a questionnaire as an instrument to gather student opinions to identify themselves in terms of their personality and motivation. The questionnaire will be given to students for each batch, from the first year or the fourth year to the fourth year, but in the initial research samples will be taken from first and second year students. The sample was taken using simple random sampling technique, in which the sample was taken randomly at each class / year student strata. This sample is a portion of the population that represents its characteristics, and a representative is taken with a level of error / error of 5%.

Method of Collecting Data

This study uses a quantitative approach, in which the researcher collects data using research instruments that are in accordance with the variables studied for then the results are analyzed (Aritonang, 2011).

Research Instruments

To obtain data on personality variables and learning motivation, a research instrument was used, which was developed based on the Thurstone Likert Scale. The measuring instrument used is a personality type questionnaire, namely the Minnesota Multiphasic Personality Inventory (MMPI) in Indonesian and a motivation questionnaire that has been tested for validity and reliability.

The data collection and analysis procedure was carried out after obtaining a permit from the Dean of FTI. The data were obtained by distributing Personality and Motivation questionnaires to 100 students. Students who are research subjects are given an understanding of how to fill out the questionnaire. The number of subjects as many as 100 people was determined on the basis of statistical measurement considerations that to obtain data from a population, data from a number of samples is needed, to be generalized (Aritonang, 2011).

To obtain data on Personality and Motivation, a Personality questionnaire and a Motivation questionnaire (attachment) were used.

Once completed, the questionnaire was collected again. Then after the data is collected, a scoring will be carried out. For the questionnaire on learning motivation, SS (strongly agree) is worth 4, S (agrees) is 3, TS (disagrees) is 2 and STS (strongly disagrees is 1.) Criteria for the level of learning motivation are based on scores, namely: low learning motivation (20-46), medium learning motivation (47-72), and high learning motivation (73-100). To test variables with nominal and ordinal scales, the Contingency Coefficient statistical test was used in the SPSS 16.0 program for windows with a confidence level of 95% ($p \leq 0.05$).

Research Time

The research was conducted from 12 to 29 May 2015, at the Perbanas Institute, Jakarta, Indonesia.

Research Implementation

The research subjects were FTI Perbanas students who in the 2014-2015 academic year amounted to approximately 250 who became the population of the research object. With this research, it is expected that the personality background and motivation of students can be found.

Data collection was carried out in the middle of 12 to 29 May 2015. Data was obtained through a series of questions in a questionnaire distributed directly to 100 male and female

students. As many as 100 research subjects were determined on the premise that this number had met the statistical requirements to be generalized to the FTI student population (Aritonang, 2011).

The questionnaires that were distributed were two kinds of questionnaires, namely the Personality questionnaire and the Motivation questionnaire, which were given classically to students in the class.

Previously, he was given an understanding of the procedures for filling out the questionnaire, and an understanding of the questionnaire items.

The first questionnaire given is a Personality questionnaire. After being given information about the ways to fill out the questionnaire, the Personality questionnaire is filled in. After filling out the Personality questionnaire, it is followed by filling out the Motivation questionnaire. The two questionnaires were collected again and then compiled. Personality questionnaires and motivation questionnaires have been validated.

From the results of filling in the two questionnaires, data was obtained that the Personality of the Information Technology Faculty student can be categorized into the meaning of Sanguinis, Melancholy, Plegmatic, and Choleric.

Based on the reference search for personality classifications or temperaments developed by Hippocrates, it is agreed that the dominant fluid in a person's body can be used as a basic method for identifying a person's personality typology. As the philosopher Empedocles argued that the universe was formed from four basic elements, namely earth (dry), water (wet), air (cold), and fire (hot), Hippocrates argued that these elements exist within humans in a certain number. There are 4 fluids in the body, namely *chole*, *melanchole*, *phlegm* and *sanguis*.

Therefore the body fluids affect certain characteristics based on the dominant element, which is called temperament by Galenus. This classification continues to develop into temperament or personality traits which have now become types of kholeris, sanguinis, melancholis, and phlegmatic (Gea et al., 2005).

The research data shows that 25.79% of FTI students have Sanguinist personalities (61.24), 25.75% of FTI students show Melancholy personalities, 24.39% of FTI students show Plegmatic personalities, and 24.07% of FTI students show kholerist personalities.

Furthermore, it is said that the Sanguinis type has personality traits that are open, passionate, talkative, sociable, lively, friendly to others, more emotional than reflective. The Melancholy type tends to be closed, thinker, like analysis, with sensitive emotions. Plegmatic type shows the characteristics of calm, slow, doesn't talk much, easy to get along, has a good balance and type (Gea et al., 2005).

This dominance is found in people who like to speak outspokenly, are impatient, irritable, have high self-confidence, like to interrupt the conversation of their interlocutors or point their fingers while talking. Physical characteristics and appearance usually like to wear clothes that are practical only, for example, short and simple sleeves for men, and women usually like short hair & practical only (Widura, 2015).

From the Motivation questionnaire, data was obtained that the motivation of FTI students was at a moderate level (45.05). This figure is at a moderate level (16-46). Classification of motivation is done into high motivation (47-60) and low motivation (<16). This means that FTI students have a high enough motivation to complete the tasks they are responsible for.

Conclusion

In the realm of education, which in this case is higher education, what lecturers face in the learning process are young people who attend lectures in the study program of their choice. Lecturers deal with those who have their own personality and motivation. This needs

attention so that the implementation of learning can achieve what is desired, especially student learning achievement.

This research in the form of a survey tries to identify the personality profiles and motivation of students at FTI Perbanas, the results are expected to provide an overview of what needs to be considered in the learning process, especially for learning designs that are taught by lecturers.

The data from the measurement of FTI students is that the personalities of FTI students have Sanguinist, Melancholic, Plegmatic, and Choleric personalities. FTI student learning motivation can be described as moderate motivation. This means that students have a high enough motivation to achieve. Students have a pretty good effort in achieving their learning goals at the Perbanas campus.

By knowing the personality and learning motivation of students, it is hoped that an adequate learning method will be found, so that the objectives of the teaching and learning process on campus can be achieved in a conducive atmosphere.

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