Personality Traits of High School Students in Makassar

Basti[1], Eva Meizara Puspita Dewi[2], Amirah Aminanty Agussalim[3], Nurfajriyanti Rasyid[4]

Psychology, Universitas Negeri Makassar, Indonesia[1,2,3,4]

Email: basti@unm.ac.id

Abstract. The sample in this study were 404 students, consisting of 116 boys (28.7%) and 288 girls (71.3%). The students involved in this study were aged between 15 and 18 years (M = 16.6; SD = 0.741), and the majority were from the Bugis ethnic group (76.5%). The selection of the sample in this study is related to the research objective, which is to focus on adolescents (high school students), so that the age range taken represents adolescence, using a multistage cluster random sampling technique. The measuring instrument used in this study is the Big-Five Inventory (BFI) which has been adapted by Ramdhani (2012). This scale consists of 44 statement items which are divided into five personality traits, namely extraversion (8 items), agreeableness (9 items), conscientiousness (9 items), neuroticism (8 items), and openness (10 items). Data analysis used in this research is descriptive and inferential analysis (Anova and crosstabulation). The results of this study indicate that there are 119 (29.5%) students showing a tendency of neuroticism, there are 64 (15.8%) students showing an openness tendency, there are 70 (17.3%) students showing a tendency to agreeableness, there are 69 (17.1%) %) students showed a tendency of extraversion, and there were 82 (20.3%) students showing a tendency of conscientiousness.

Keywords: Personality traits, High School Students.

INTRODUCTION

Education is the main pillar in building and advancing the country. Therefore, various parties involved in education need to continue to strive for things that encourage increased achievement of the competence of learners, according to their level of education and scientific fields. In the international world, education is often used as an indicator of a country's progress, in addition to economic and technological aspects. Various survey institutions try to provide an overview of the level of education of countries both on a regional and international scale as an effort to make comparisons in various indicators of educational progress.

PISA (Program for International Student Assessment) is a survey institution with an international research program that conducts cooperation programs in several countries that are members of the OECD (Organization for Economic Co-operation and Development) and has the aim of seeing a comparison of the academic ability of students aged 15 years in different countries in mathematics, science, and reading. From the results of his research in 2012, information was obtained that the average grades of Indonesian students ranked second lowest out of a total of 65 countries, aka 64th out of the 65 countries involved.

There are various differences that students have in participating in learning, so the personality dimension is an important concern. This is because motivational elements appear to be crucial in self-management for the learning process. The individual motivational aspect is a feature of personality that reflects a person's willingness/drive to act (Furnham & Chomorro-Premuzic, 2008). Several results of empirical studies show the importance of personality as a predictor of academic achievement (Costa & McCare, 1992).
Personality is defined as individual characteristics which are patterns that tend to be consistent regarding feelings, thoughts and behavior (Pervin, 2001). In other words, a person's personality is a totality of thoughts, feelings, and behaviors that appear from an individual. Personality is explained as a pattern of characteristics of thinking, feeling and behaving that distinguishes one person from another and tends to persist over time and in existing situations (Nindayati, 2006). If previously it was said that personality tends to settle down, then changes that occur in individuals only occur on the surface, not until there is a change in individual character (Nindyati, 2006).

Personality represents individual characteristics consisting of consistent patterns of thoughts, feelings and behavior. In personality theory, personality consists of traits and types. Traits themselves are described as theoretical constructs that describe basic units/dimensions of personality. Traits describe the consistency of individual responses in different situations. While type is a grouping of various traits. The traits proposed by McCrae and Costa, known as The Five Factor Model, namely Neuroticism, Extroversion, Openness to experience, Agreeableness, Conscientiousness (Pervin & John, 2001) will be used in this study.

According to Ramdhani (2012), someone with a high openness to experience trait is described as someone who is happy with a variety of new information, likes to learn something new, and is good at creating new activities. Meanwhile, conscientiousness is a personality characteristic that tends to be serious in carrying out tasks, is responsible, reliable and likes order and discipline. The characteristics of

individuals with high extraversion trait are characterized by the enthusiasm and enthusiasm of individuals in building relationships with other people and are happy to make new friends. High agreeableness is shown by someone who is able to value others more than themselves and trust others. Finally, high neuroticism describes someone who is dominated by anxiety, easily nervous in dealing with problems, easily angry when in a situation that does not match his expectations.

The dimension of neuroticism (neuroticism), individuals with high scores tend to be anxious, temperamental, self-pitying, and vulnerable to stress-related disorders. In carrying out their activities, high anxiety has a negative effect on motivation to achieve (Corno, Mitman, & Hedges, in Gage & Berliner, 1998), which in turn can affect academic achievement. The type of conscientiousness dimension is associated with disciplined, hardworking, organized and orderly behaviors such as planning and organizing tasks, behaving with a sense of responsibility and ambition to succeed in the academic field. In addition, conscientiousness is also related to learning approaches, namely achieving learning which has a significant positive effect on achievement motivation, which ultimately affects academic achievement.

Students with high levels of extraversion tend to have good achievements due to high energy coupled with a positive attitude that leads to motivation to learn and understand (Poropat, 2009). This dimension concerns a person's attachment, namely being friendly, having a desire to be with other people, and wanting to comfort others or being easily moved. The openness personality type has similarities with the creative and innovative aspects of achievement motivation which are ultimately related to academic achievement. Individuals with high openness consistently seek diverse experiences. Furnham and Chamorro-Premuzic (2008) show that openness is positively correlated with learning achievement mediated by deep learning. The agreeableness personality type distinguishes a soft-hearted person from a cruel-hearted person. According to Poropat (2009) this dimension is related to obedience to teacher orders and trying to focus on learning material.

The lack of domestic research literature on the topic of studying personality types in high school and senior high school students shows the low interest of educational practitioners and educational psychology scientists in Indonesia in exploring the role of personality aspects in helping students to optimize their learning process. Meanwhile, in searching the literature, researchers found that more and more studies with this topic were conducted in developed and developing countries both in Asia, Europe and the United States which showed an interest or research trend in the role of psychological aspects of personality in the learning processes and achievements of middle and upper students. The purpose of this research is to describe the tendency of personality traits of high school students in Makassar City.

RESEARCH METHOD

Design and Sampling

This research uses a quantitative approach with a descriptive emphasis. Descriptive research is research that analyzes and presents facts systematically and

accurately about participation or certain fields so that they are easier to understand (Rovai, Baker, & Ponton, 2013). The sample in this study were 404 students, consisting of 116 boys (28.7%) and 288 girls (71.3%). The students involved in this study were aged between 15 and 18 years (M = 16.6; SD = 0.741), and the majority were from the Bugis ethnic group (76.5%). The selection of the sample in this study is related to the research objective, which is to focus on adolescents (high school students), so that the age range taken represents adolescence, using a multistage cluster random sampling technique.

Tabel 1. *Descriptive Analysis*

Demographic data	*f*	%	Demographic data	*f*	%
Sex			Grade		
Male	288	71,3%	X	30	7,4%
Female	116	28,7%	XI	151	37,4%
			XII	223	55,2%
Age (*M* =16,6; *SD* = 0,741)			Ethnicity		
15 Years	33	8,2%	Buginese	45	11,1%
16 Years	118	29,2%	Makassar	31	7,7%
17 Years	223	55,2%	Mandar	19	4,7%
18 Years	30	7,4%	Toraja	309	76,5%
Personality tendencies			Major		
Neuroticism	119	29,5%	Bahasa	10	2,5%
Openess	64	15,8%	Sains	295	73,0%
Agreeableness	70	17,3%	Social	99	24,5%
Extraversion	69	17,1%			
Conscientiousness	82	20,3%			

Description: *M* = Age and average score; *SD* = Standard deviation; *f* = Frequency; % = Percentage.

Measurement

This study involved a scale to measure students' personality traits. The scale used is Big-Five Inventory (BFI) which has been adapted by Ramdhani (2012). This scale consists of 44 statement items which are divided into five personality traits, namely extraversion (8 items), agreeableness (9 items), conscientiousness (9 items), neuroticism (8 items), and openness (10 items). On this scale, subjects were asked to rate their agreement with the statements on the scale, using a five-point Likert scale model (1 = very unfavorable, to 5 = very appropriate). In addition, this scale has adequate internal consistency values for each personality trait (α = 0.807 for extraversion, α = 0.821 for agreeableness, α = 0.821 for conscientiousness, α = 0.809 for neuroticism, and α = 804 for openness). This scale has been translated into Indonesian, and has previously been tested.

Data analysis

The analysis in this study uses descriptive analysis which aims to describe student personality tendencies, with the help of Jamovi software version 1.8.1. To

describe students' personality tendencies, the researcher categorizes them by comparing the Z-Score values for each of the big five personality traits, with the help of Microsoft Excel version 2007 software.

RESULTS AND DSCUSSION

Descriptive Analysis

Based on the results of the descriptive analysis (Table 1) it shows that there are 119 (29.5%) students showing a tendency of neuroticism, there are 64 (15.8%) students showing an openness tendency, there are 70 (17.3%) students showing a tendency to agreeableness, there is 69 (17.1%) students showed a tendency of extraversion, and there were 82 (20.3%) students showed a tendency of conscientiousness. The graph of student personality tendencies can be seen in the image below.
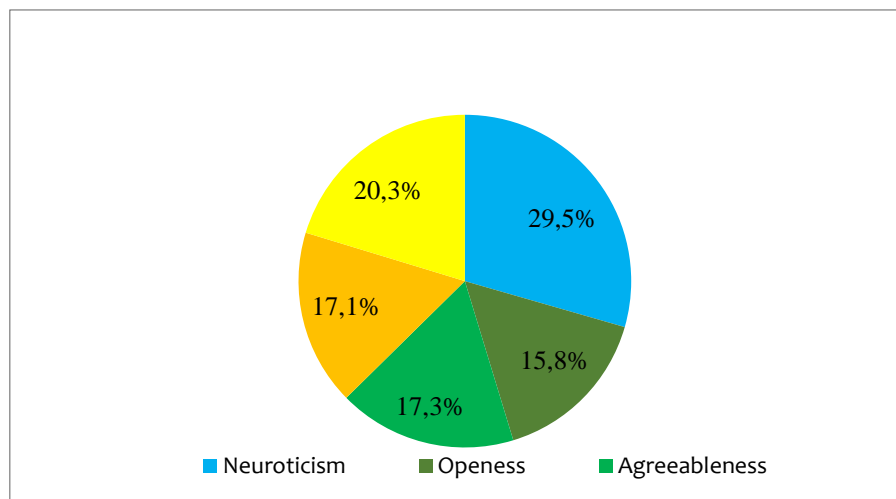

Figure 1. *Description of student personality tendencies*

The researcher conducted additional analysis related to the descriptive description of student personality tendencies based on the demographic data of the research respondents, which can be seen in the following table:

Table 2. Descriptive analysis of personality tendencies based on demographic data

Variabel	Neur		Open		Agree		Extra		Cons	
	f	%	f	%	f	%	f	%	f	%
Sex										
Male	41	10,1%	15	3,7%	22	5,4%	14	3,5%	24	5,9%
Female	78	19,3%	49	12,1%	48	11,9%	55	13,6%	58	14,4%
Age (Years)										
15	7	1,7%	8	2,0%	5	1,2%	7	1,7%	6	1,5%
16	41	10,1%	19	4,7%	17	4,2%	14	3,5%	27	6,7%
17	63	15,6%	30	7,4%	43	10,6%	42	10,4%	45	11,1%
18	8	2,0%	7	1,7%	5	1,2%	6	1,5%	4	1,0%

Description: Near = Neuroticism; Open = Openness; Agree = Agreeableness; Extra = Extraversion; Cons = Conscientiousness
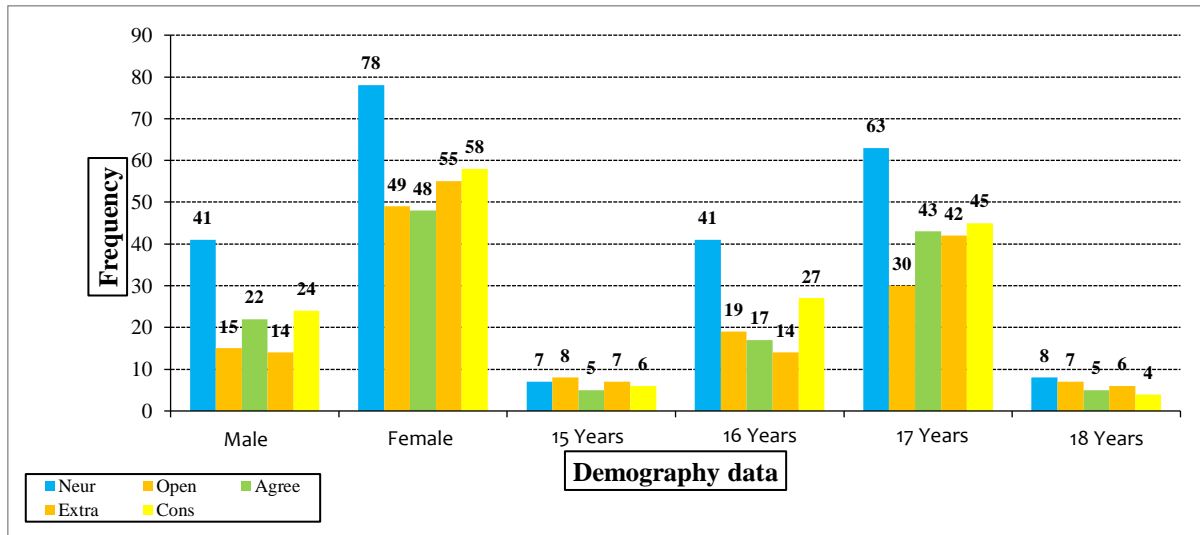
Figure 2. Description of student personality tendencies based on demographic data

Discussion

The research results obtained showed that 29.5% of the research sample tended to have a neurotic personality. This is in line with previous research which reported that as many as 27.9% of high school students tend to belong to the neuroticism personality type (Rosito & Ambarita, 2016). The neuroticm dimension relates to two basic emotions, namely fear and anger. Individuals who are dominant on this dimension are nervous, tense, tense, worried, pessimistic, anxious, temperamental, self-pity, self-conscious, emotional and prone to stress-related disorders. If the reasoning tends to be the subject in this study has a neurotic personality, both male students (10.1%) and female students (19.3%).

The tendency for neuroticism to be associated with negative everyday experiences (Borghuis et al, 2020). The experiences referred to include having a risk of lack of sleep, fatigue, moodiness, and difficulty getting up in the morning. They also tend to feel sleepy during the day (Gau, 2000). In addition, other studies have also shown a positive relationship between neurotic personality tendencies and smoking behavior (Pujasetia et al, 2017) indicating a positive relationship between neurotic personality tendencies and smoking behavior. Jeronimus (2015) said that there are several factors that can affect the level of adolescent neuroticism, including (1) environmental factors, namely how individuals relate to pressure that can cause them to feel difficult and adjust to peer standards, (2) social roles, Individuals in the adolescent phase are required to be able to differentiate themselves from their parents and learn about the roles they play in their environment.

The results of the additional analysis also reported that students aged 15 years had a tendency for open personality (2.0%). While students aged 16 years (10.1%), 17 years (15.6%), and 18 years (2.0%) have a personality tendency of neuroticism. Dewi (2004) reported that there were significant differences in the interpersonal antecedents of anger, the nature of anger, anger in incoming expressions, outgoing control anger expressions and incoming control anger expressions appeared quite often, especially in women.

CONCLUSION

Based on the results of data analysis, it can be concluded that the description of the personality traits of high school students in the city of Makassar has a neuroticism personality tendency with a percentage of 29.5% of the total number of subjects in this study. For further research it is recommended to include other psychological variables and involve private high schools, so that the results obtained are broader and easier to generalize in general. In addition, it is also recommended for future researchers to look at the factors that influence the description of student personality tendencies.

LIMITATIONS

This research certainly still has limitations, so it is necessary to explore and develop in further research. This study uses a descriptive approach, thereby limiting generalization. Then, the limited representation of the population by only focusing on public high school students in the city of Makassar is certainly not able to represent the population of Indonesia as a whole. Furthermore, this study only focuses on public high school students, so it is unable to provide an overview of the personality tendencies of private high school students. In addition, this study does not provide information related to the factors that influence the emergence of student personality tendencies. Furthermore, by using a survey approach, of course the responses given by the subjects were not based on a uniform understanding, so they could not describe the personality tendencies of students in depth.

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