

The Correlation between Students' Personality Type and Academic Achievement at ELED in a Private University in Yogyakarta

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Abstract

Academic achievement is affected by internal and external factors, including personality. The aims of this study are to identify (1) the student's personality types at ELED in one of a private university in Yogyakarta batch 2017 (2) to explore the student's academic achievement at ELED in one of a private university in Yogyakarta batch 2017 and (3) to find out the correlation between students' personality types with academic achievement at ELED in one of a private university in Yogyakarta batch 2017. This study used quantitative research design, and the quantitative method adopted in this research was correlational design. The population of this study was 208 students at ELED in one of a private university in Yogyakarta batch 2017 and 132 students at ELED in one of a private university in Yogyakarta batch 2017 were taken as the sample. Questionnaire and document of student's GPA were used as the instrument of this study. The result reveals that there are ninety - two (69.70%) students with an extroverted personality. Additionally, there are forty students (30.30%) with an introverted personality. All of the students are on the good category of academic achievement with a mean GPA value of 3.44. The results show that the significance value is 0.446, which is higher than 0.05, meaning that students' personality type and academic achievement do not correlate. It means that introvert and extrovert personality can get high or low GPA score. Therefore, the H_a was rejected.

Indented: personality, Introvert, Extrovert, academic achievement, GPA

Introduction

Academic achievement is affected into two factors. The factors are internal and external factors. According to (Azwar, 2004) Academic achievement is influenced by internal and external factors. External factors are factors outside of the students, such as teachers, university or school facilities, and classroom environment. Meanwhile, internal factors are factors from within the students, such as motivation, intelligence, talent, personality. The researcher focuses on personality which is included on internal factors.

Every individual has a specific personality, and it is not the same as others. There is a difference between traits in the individual psychic system and others. Owuh (2011) said that personality is a whole aspect owned by individuals such as attitudes, beliefs, behavior that they show on the surrounding environment. In addition, there are some types of individual characters. According to Jung (1989), individual characters are divided into eight types consisting of four contradictory parts. Types of character of Jung theory are extravert vs introvert, sensing vs intuitive, thinking vs feeling, and judging vs perceiving. This research focuses on extravert vs introvert.

Extrovert is one of the individual characters. People with this personality type love to do social activities such as hanging out with friends or going to places with crowds. Eysenck (1967) said that the extrovert is sociable, outgoing, interactive, expressive, and open, sensation seeking, acting first, thinking later, and dislike being alone.

Introvert personality is a form of personality that contrasts with extroverts. People with the introvert personality prefer a world of their own, are closed, have difficulty getting along, prefer the silence than crowded places, and be more isolated from the outside world. Eysenk

(1967) said that introvert is private, reclusive, reserved, quiet, inward, sensitive, and exhausted by groups, people also tend to think before acting.

Academic achievement is an award given to students who take part in activities in the field of education, such as schools, colleges, or universities. According to Tarmidzi (2012), academic achievement is an effect resulting from the process of learning activities used to measure or to know the students' ability in subjects who have been taught by the teacher. Students can view their progress during the teaching and learning process through academic achievement. There is an indicator to measure students' academic achievement in university level. One of the indicators is GPA.

In theoretical, personality is affected into academic achievement. The researcher is interested about personality and academic achievement. The researcher want to prove the theory. This is why the researcher want to find out about the correlation between student personality type and academic achievement.

Methodology

This research focuses on the correlation between student's personality type and academic achievement. This research use quantitative method because the researcher want to collecting data by numeric data from large people. Creswell (2012) said that the characteristic of quantitative research are gathers numeric information, breaks down patterns, contrast gatherings or relates factors utilizing measurable investigation. This research uses correlational design as research design. This research uses correlation design because this research purpose is find out the correlation between students' personality type and academic achievement. Creswell (2012) proposed that correlational design is a statistic test used to find out or decide the relationship between two or more variables. This research conduct data on November up to December 2018.

This research took place at ELED in one of a private university in Yogyakarta. The sample of this research is 132 students at ELED in one of a private university in Yogyakarta batch 2017. This research uses questionnaire and score as research instrument. The researcher do not validity and reliability because the researcher adopted the questionnaire from Tarmidzi (2012) with the value of validity and reliability is $r = 0.852$. The researcher doesn't change the item questionnaire. The number of items on the questionnaire is thirty. Therefore, the researcher conduct normality test because it measure the data normal or not. To answering the research question, the researcher use descriptive statistic and inferential statistic on analyzing application.

Finding and Discussion

Students' personality type in at ELED in one of a private university in Yogyakarta batch 2017. The result show that forty students (30.30%) are introvert personality and ninety-two students (69.70) are extrovert personality. Every student has a different personality and uniqueness. Personality is the way someone performs actions, thinks, feels, and interacts with others. Each individual has a specific personality and it is not the same as others. Hence, there is a difference between traits in the individual psychic system with others. According to Owuh (2011), personality is a whole aspect that is owned by individuals, such as attitudes, beliefs, and behavior that they show to the surrounding environment. The difference on how to they interact and express their emotions can be seen through personality type. Basically, extrovert and introvert personality types have their own ways of interacting and expressing with others.

People with an extroverted personality prefer to interact and speak directly even with people they have not known or already known. They are more comfortable and enjoy doing it. The type of extroverted personality likes to hang out or socialize with others. This personality type is more comfortable to use verbal communication, because the extrovert personality type

prefers to talk to a listener. In addition, people with the extrovert personality type are more expressive and tend to be open. The conclusion is that the extrovert personality type has the characteristics of socializing, preferring to talk than listen, and liking to interact directly, as stated by Eysenck (1967).

In contrast, introvert personality types are less interacted and socialize with other people less. This personality type is less comfortable in doing it. People with an introverted personality type is quiet and they are not good enough in associating with others. Introverted personality types are more comfortable being listeners than speakers. Introverted people are less expressive because they tend to be closed. In the case of carrying out activities, introvert people tend to do activities individually. In addition, they choose a quiet atmosphere than the crowd. Based on Eysenck (1967), people with an introverted personality have some characteristics such as quiet, closed, lack cleverness in socializing, an individualizing.

The students' academic achievement at ELED in one of a private university in Yogyakarta batch 2017. The results of this research indicate that ELED students at one of a private university in Yogyakarta batch 2017 have different academic achievements. There is one hundred and nine (82.6%) students who attained good academic achievement level. There is twenty-two (16.7%) students who attained moderate academic achievement level. Then, there were one (0.7%) student who attained low academic achievement level. The result shows that the average academic achievement of ELED students in one of a private university in Yogyakarta is 3.44. Then the average value of ELED students' academic achievement at one of a private university in Yogyakarta batch 2017 is in the 'good' category.

Academic achievement is the result obtained by students after learning activities at school, or university. According to Tarmidzi (2012), academic achievement is an effect resulting

from the process of learning activities used to measure or know the students' ability in subjects taught by the teacher.

According to Kumaravadivelu (as cited Ulya, 2016) academic achievement is influenced by internal and external factors. Internal factors include anxiety, empathy, introversion, extroversion, risk taking, attitude, and motivation. External factors include learning strategies, teachers, social environment and learning environment. GPA score is not only influenced by internal factors but also external factors that external factor might be influenced more the results of student academic achievement. In the classroom environment, the student is required to be active in learning. Therefore, any student personality must be able to adapt to the classroom environment so that students get the maximum academic achievement. Theoretically, personality factors can affect academic achievement, but in this case, personality factors do not seem to affect academic achievement because in the classroom environment they are required to adapt to the classroom environment.

The correlation between students' personality type and academic achievement at ELED in one of a private university in Yogyakarta batch 2017. The result shows that the significance value is 0.446 and the Pearson Correlation is 0.067, meaning that the significance value is higher than 0.05. The correlation result between the two variables with total sample (N) are 132 samples. The results of this study is showed that there is no correlation between students' personality type and academic achievement. It can be concluded that the results of research and theory are not in line. Extrovert or introvert are personality types that have different attitudes in adapting to the environment. It means that every personality has an equal opportunity to achieve good academic achievement. Therefore, it is agreed with what Ulya (2016) said that extroverts or introverts have different ways of adapting to the environment and the different ways in which

they are viewed through activities, ways of getting along, daring to take risks, and responsibility and it is not with cognitive abilities.

There are several factors that it is influenced by the results of this study. Classroom environment factor might be the main factors that can affect academic achievement because the classroom environment of ELED student batch 2017 is required to be active in learning. Therefore, student with both introvert and extrovert must be able to adapt to the classroom environment so that they can get maximum academic achievement. As revealed by Greenberg (as cited Putri, 2017) as said that Class environment is a place that has a big influence in interacting with others and there is a relationship between the classroom environment and student academic achievement. The result of this study is in line with Tarmidzis' research (2012), Mularsihs' research (2010), and Ulyas' research (2016).

Conclusion

This research was conducted to find out the correlation between students' personality type and academic achievement. This research used quantitative research and adopted the correlation design. This research was conducted at ELED in one of a private university in Yogyakarta. The total population of this research were two hundred and eight from students' batch 2017. This research used questionnaire as the instrument of this research. The questionnaire consisted of thirty items that was distributed to one hundred and thirty two respondents as the samples. The researcher used document to gain students' GPA from the administration office. The GPA document was the second instrument. Students at ELED in one of a private university in Yogyakarta batch 2017 with both introvert and extrovert personality can get high or low GPA score.

To find out about the students' personality type, the researcher used Supranto's formula (2006) to categorize students' personality types. The result shows that the maximum value of students' personality is 100 and the minimum value is 48. According to Supranto's formula (2006) written on chapter three, the researcher categorized students' personality into two categories with the range value of twenty – six. The result shows that forty students (30.30%) are introverted and ninety-two students (69.70) are extroverted.

The second research question is about students' academic achievement. There are one hundred and nine (82.6%) students who achieved good academic achievement level. There are twenty-two (16.7%) students who achieved moderate academic achievement level. Then, there was one (0.7%) student who achieved low academic achievement level. The result shows that the average academic achievement of ELED students at one of a private university in Yogyakarta is 3.44. Then the average value of ELED students' academic achievement at one of a private university in Yogyakarta batch 2017 is in the 'good' category.

The third research question is about the correlation between students' personality type and academic achievement. The result shows that the significance value is 0.446 and the Pearson Correlation is 0.067 meaning that the significance value is higher than 0.05. The correlation result between the two variables with the total sample (N) are 132 samples. The results of this study showed that there is no correlation between student's personality type and academic achievement. Thus, the hypothesis was rejected.

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