Relationship between personality type and learning motivation of students in grade X at Giovanni Catholic High School in Kupang in the 2024/2025 academic year

Maria Silvani Kupu Da[1], Rosa Mustika Bulor[2], Stefanus Lio

Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Widya Mandira Catholic University Kupang, Indonesia

Email: silvanida86@gmail.com

Abstract

This research aims to determine the relationship between personality type and the learning motivation of class X students at the school. The type of research used is quantitative research with the independent variable (X), namely personality type, and the dependent variable (Y), namely learning motivation. The data collection technique uses a closed questionnaire, while data analysis is carried out using the Product Moment correlation formula with the help of the SPSS version 26 for Windows program. The results of the research show that there is a low but significant relationship between personality type and student learning motivation, with a correlation coefficient value of r = -0.358, which means it has a low level of relationship and a significance of p = 0.002 (p < 0.05), which means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Personality Type, Learning Motivation, Students

Research Background

According to Istanti (2020) personality is one of the important aspects that influence various aspects of an individual's life, ranging from how they interact with others, make decisions, to facing challenges. Personality not only reflects the unique characteristics that distinguish one individual from another, but also shapes patterns of thinking, feelings, and behavior that are relatively consistent over time. In psychology, various theories regarding personality types have been developed by experts. Tirtawinata (2013) states that understanding personality types is the first step for individuals to get to know themselves and develop their potential optimally.

A psychologist has classified personalities into certain types. An influential figure in this field is Carl Gustav Jung. He divided personalities into two main types, namely extroverts and introverts. According to Jung in Yukentin et al (2018), extroverted personality types are characterized by an external orientation, a tendency to socialize, an active attitude, and a love of challenges. Conversely, introverted personality types have an internal orientation, are more cautious, and tend to enjoy solitude.

Furthermore, Jung (1921) explains that every individual actually has both tendencies, but one of them will be more dominant. Rosida & Astuti (2015) state that extroverts usually enjoy crowds, are willing to take risks, like to act without thinking too much, and express their emotions openly. They also tend to prefer immediate action over careful consideration, although they can sometimes be inconsistent. Haryanto & Nur (2023) reveal that individuals with introverted personalities tend to avoid social contact and focus more on their thoughts and personal experiences. Istanti (2020) reveals that these

personality type differences are thought to influence various aspects of life, including learning motivation. Learning motivation is an important factor that determines a person's success in the educational process. Efforts to increase learning motivation are essential to avoid academic failure.

According to Setyowati (2007), "Learning motivation is a conscious effort to mobilize, direct, and maintain behavior so that a person is driven to achieve certain goals." Learning motivation is divided into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation comes from within the individual, such as the desire to achieve without external encouragement. For example, a student who wants to be the top student in the class because of their own internal drive. Conversely, extrinsic motivation is influenced by external factors, such as rewards or praise from others. For example, a student who is motivated to be the top student because their parents have promised them a reward (Mulyah & Gumilang, 2018). Learning motivation acts as a driving force that not only encourages a person to act, but also directs their actions towards specific goals and helps them choose the right way to achieve them. In the context of education, learning motivation is one of the key factors in determining student academic achievement (Sardiman, 2018:75).

A number of studies have shown a relationship between personality type and learning motivation. One such study was conducted by Sinulingga (2016), who examined personality and self-efficacy in relation to the learning motivation of fifth-grade elementary school students. The results of this study showed that there was a positive and significant relationship between personality and self-efficacy and student learning motivation.

Preliminary research conducted by the researcher through interviews with guidance and counseling teachers at Giovanni Catholic High School in Kupang on Thursday, September 5, 2024, showed that students have diverse personality types, namely introverted and extroverted. According to the guidance and counseling teachers, these differences in personality types affect students' learning motivation. Extroverted students tend to be active, enthusiastic about participating in class activities, and motivated in social interactions. Meanwhile, introverted students prefer independent learning and require a special approach to stay motivated.

In addition, during the internship, researchers also observed students in the 10th grade at Giovanni Kupang Catholic High School for the 2024/2025 academic year. The researchers found differences in personality traits, such as some students who liked to be alone, some who were active in interacting, and some who did not interact much with their classmates. These differences also appeared to affect the students' learning styles and level of participation in learning activities. Extroverted students tended to be more active in class discussions and group work, while introverted students preferred individual tasks that allowed them to work independently.

Based on this background, the researcher was interested in conducting a more in-depth study on the relationship between personality types and the learning motivation of students in Grade X at Giovanni Kupang Catholic High School in the 2024/2025 academic year. This study expected that personality types would have a significant influence on learning motivation, even though the relationship was relatively low. These findings indicate that although personality is not the only factor that determines learning motivation, its existence remains important to consider in efforts to increase students' enthusiasm and motivation to learn. With this understanding, educators and schools can develop learning strategies that are more personalized and tailored to students' personality characteristics, thereby maximizing their learning potential more effectively.

Problem Formulation

Based on the background of the problem described above, the research question in this study is: Is there a relationship between personality type and learning motivation among 10th grade students at Giovanni Catholic High School in Kupang in the 2024/2025 academic year?

Purpose of the Research

The purpose of this study is to determine the relationship between personality types and learning motivation among 10th grade students at Giovanni Catholic High School in Kupang for the 2024/2025 academic year.

Benefits of Research

The results of this study can be useful for the following parties:

School Principals: The results of this study can be used as information for school principals in coordinating and supporting all school programs, especially guidance and counseling programs that aim to support students with different personality types in increasing their motivation to learn.

Guidance Counselors: The results of this study are expected to serve as a reference in designing appropriate guidance services for students with different personality types to help increase their learning motivation.

Students: The results of this study can help students understand their own personality types, so that they can better recognize the behavioral tendencies, ways of thinking, and emotional patterns that affect their learning motivation.

Subject Teachers: The results of this study can help teachers understand the various personality types of students, enabling teachers to identify the best way to approach and motivate each student individually according to their characteristics.

Method

The type of research used is quantitative research with independent variables (X) namely personality type, and dependent variables (Y) namely learning motivation. This research was conducted at SMAK Giovanni Kupang, Jln. A. Yani No. 48, Fatubesi, Kupang, Kupang City, East Nusa Tenggara. This research was conducted from November 2024 to May 2025. The population in this study consisted of 342 tenth-grade students, with a sample of 75 students selected proportionally. The data collection technique used a closed questionnaire, while data analysis was performed using the Product Moment correlation formula with the help of the SPSS version 26 for Windows program.

Result and Discussion

The results of the study on the relationship between personality type and learning motivation can be seen in Table 1 below:

Table 1 Correlation Results between Personality Type and Learning Motivation

HASIL KORELASI			
Correlations			
		TIPE KEPRIBADIAN	MOTIVASI BELAJAR
TIPE KEPRIBADIAN	Pearson Correlation	1	-.358[**]
	Sig. (2-tailed)		0,002
	N	75	75
MOTIVASI BELAJAR	Pearson Correlation	-.358[**]	1
	Sig. (2-tailed)	0,002	
	N	75	75
**. Correlation is significant at the 0.01 level (2-tailed).			

The data in the table above shows that the Pearson Correlation value for the relationship between personality type and learning motivation is -0.358. This indicates that there is a negative relationship between personality type and learning motivation, meaning that the higher the score on a particular personality type, the lower the tendency for student learning motivation will be, and if the score on a particular personality type is lower, the tendency for student learning motivation will be higher. The personality types referred to here are introvert and extrovert. There are 27 introverted students and 48 extroverted students, so it can be concluded that there are more extroverted students than introverted students in this study. This value is in the coefficient interval of 0.20–0.399, which indicates that there is a low relationship between the personality type variable and learning motivation. This low relationship is negative and not statistically significant, so it cannot be concluded that personality type actually affects student learning motivation.

Meanwhile, the research data also shows that the sig. (2-tailed) value of the relationship between personality type and learning motivation is $0.002 < 0.05$. This means that there is a significant relationship between the personality type variable and learning motivation. However, because the relationship is negative and at a low level, personality type is not the only factor that influences learning motivation, and analysis of other variables that have the potential to have a greater influence is needed.

Thus, the null hypothesis (Ho), which states that there is no relationship between personality type and learning motivation among 10th grade students at Giovanni Kupang Catholic High School in the 2024/2025 academic year, is rejected, while the working hypothesis (Ha), which states that there is a relationship between personality type and learning motivation among 10th grade students at Giovanni Kupang Catholic

High School in the 2024/2025 academic year, is accepted.

The results of this study indicate a low but significant relationship between personality type and learning motivation, with a value of r = -0.358 and significance p = 0.002 (p < 0.05). This indicates that although the relationship between the two variables is not strong, statistically there is a meaningful correlation. So, what is meant by a statistically significant relationship is that the results of the relationship did not occur by chance, but rather there is a reliable pattern based on the data. Therefore, even though the relationship between personality type and learning motivation is weak (because the value of r = -0.358 falls into the low correlation category), because the significance value of p = 0.002 < 0.05, the relationship is considered statistically valid. In other words, there is sufficient evidence to state that there is indeed a relationship between the two variables.

In Jung's personality theory, personality types are divided into introverts and extroverts. Jung "states that introverts tend to be inward-looking (internal), while extroverts tend to be outward-looking (external)" (Prawira, 2016). These characteristics influence how a person responds to learning stimuli. Extroverted students, due to their active and social nature, tend to be motivated in interactive learning activities such as group discussions, presentations, and project activities. Conversely, introverted students are more motivated when given the freedom to study independently, read, or reflect, which supports their need for a calm and reflective atmosphere (Rosida & Astuti, 2015;) Haryanto & Nur, 2023). These differences show that learning motivation is not only determined by environmental factors or learning methods, but also by the personality characteristics of students.

Learning motivation is an internal driving force that makes students active in learning activities. This motivation comes from within oneself (intrinsic motivation) and the surrounding environment (extrinsic motivation). Personality type plays a role in shaping these two types of motivation. For example, extroverts often have higher extrinsic motivation because they enjoy external recognition, while introverts may rely more on intrinsic motivation because they have strong personal drive and tend to be reflective (Winkel, 2005) dan (Sardiman, 2018)

This study found that personality types with learning motivation have a low but still significant relationship. This is also found in Sinulingga (2016), which found that there is a positive and significant relationship between personality and self-efficacy with student learning motivation. These results show a relationship between personality types and learning motivation, although the results are positive and negative. Adityawan (2013) research found that there is a relationship between personality types based on temperament and learning motivation levels, which is positive but weak..

Conclusion

Based on the results of research conducted on 10th grade students at Giovanni Catholic High School in Kupang in the 2024/2025 academic year, it can be concluded that there is a low and significant relationship between personality type and learning motivation. This is evidenced by a Pearson Correlation value of -0.358 and a significance level of 0.002<0.05, which means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Based on the above conclusions, the researchers offer the following suggestions:

1. School Principa
   As the leader of the school, the principal is expected to coordinate a supportive learning environment for students with different personality types and motivate students to learn actively, for example by improving learning facilities, providing a learning environment that suits each student's personality type, and organizing activities that foster a spirit of learning among students.

2. Guidance and Counseling Teacher
   Guidance and counseling teachers are expected to provide individual counseling services to students, especially those with introverted or extroverted personality types, and help students understand the importance of motivation in learning.

3. Subject Teachers
   Subject teachers are advised to understand the different personality types of students and adjust their teaching methods so that every student feels motivated to learn. For example,

giving extroverted students the opportunity to give presentations, giving introverted students independent assignments, and using a variety of learning methods that make all students more enthusiastic about learning.

4. Students

Students are advised to recognize their personality types and adjust their learning methods, such as independent learning for introverts and group discussions for extroverts, in order to increase their motivation to learn.

References

Adityawan, P. (2013). Hubungan Tipe Kepribadian Berdasarkan Temperamen Dengan Tingkat Motivasi Belajar. *Jurnal Ilmiah Kesehatan Media Husada*, *2*(1), 35–44. https://doi.org/10.33475/jikmh.v2i1.103

Haryanto & Nur. (2023). Jurnal Teknik Informatika. *Jurnal Teknik Informatika Vol*, *5*(2).

Istanti, D. N. (2020). *Hubungan Tipe Kepribadian terhadap Motivasi Belajar dan Prestasi Akademik Mahasiswa Pendidikan Kimia UIN Suanan Kalijaga Yogyakarta*.

Jung, C. G. (1921). *Psychological Types. Princeton, NJ: Princeton University Press.*

Mulyah, A. T. K., & Gumilang, G. S. (2018). Hubungan Antara Kepribadian Introvert dengan Motivasi Belajar Siswa Kelas VIII Di SMP Negeri 8 Kediri. *Nusantara of Research*, *05*(01), 16–18. https://doi.org/10.29407/nor.v5i1.12091

Prawira, P. (2016). *Psikologi Kepribadian: Teori dan Penelitian*. Ar-Ruzz Media.

Rosida, E. ., & Astuti, T. . (2015). Perbedaan Penerimaan Teman Sebaya ditinjau dari Tipe Kepribadian Ekstrovert dan Introvert. *Jurnal Empati*, *4*(1), 77–81.

Sardiman, A. . (2018). *Interaksi dan motivasi belajar mengajar. Depok: Grafindo Persada.*

Setyowati. (2007). *Pengaruh Motivasi Belajar Terhadap Hasil Belajar Siswa Kelas VII SMPN 13 Semarang*. Universitas Negeri Semarang.

Sinulingga, J. N. (2016). Kepribadian Dan Efikasi Diri Dengan Motivasi Belajar Siswa Kelas V Sekolah Dasar. *Jurnal Pendidikan Dasar*, *7*(1), 48. https://doi.org/10.21009/jpd.071.05

Tirtawinata, C. . (2013). Mengenal dan Menemukan Diri Melalui Kebersamaan dengan orang lain. *Jurnal Humaniora*, *4*(2), 1309–1319.

Winkel, W. (2005). *Psikologi Pengajaran*. Media Abadi.

Yukentin, Y., Munawaroh, M., & Winarso, W. (2018). Analisis Hasil Belajar Matematika Siswa Ditinjau Dari Perbedaan Kepribadian Ekstrovert Dan Introvert. *Jurnal Ilmiah Pendidikan Matematika*, *3*(2), 163–168. https://doi.org/10.26877/jipmat.v3i2.2700

Curriculum Vitae

Bachelor's degree from Widya Mandira Catholic University Kupang, Faculty of Teacher Training and Education, Guidance and Counseling study program, class of 2021.