

RELATIONSHIP OF PERSONALITY OF ONE AND THREE SEMESTER ENGINEERING STUDENTS ON ACADEMIC ACHIEVEMENT

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Abstrak

Persaingan global dalam bidang karir dan bisnis menuntut kepribadian yang baik dari seorang individu. Kepribadian yang baik harus dimiliki sejak mereka masih kuliah, agar bisa menjadi bekal dalam menghadapi persaingan global. Pendidikan merupakan proses pendewasaan manusia sehingga terjadi perubahan sikap dan peningkatan pengetahuan melalui pelatihan atau pembelajaran. Seorang siswa yang menghadapi proses ini juga dipengaruhi oleh kepribadian siswa tersebut. Kepribadian yang tinggi memunculkan kemampuan untuk berusaha dan berjuang dalam menghadapi rintangan dan masalah. Hal ini diperlukan jika individu menempuh pendidikan agar studinya dapat diselesaikan tepat waktu dan menghasilkan prestasi akademik yang baik. Tingkatan pribadi seseorang juga dipengaruhi oleh faktor internal dan eksternal. Selain cara pandang dalam diri individu, cara pandang dari luar atau lingkungan individu juga mempengaruhi tingkat pribadi individu tersebut. Adanya masukan dan saran perbaikan diharapkan dapat memotivasi siswa untuk meningkatkan daya juang selama pembelajaran. Penelitian ini menggunakan metode korelasional yang bertujuan untuk mengetahui dan mempelajari hubungan antara dua variabel independen (variabel Perspektif Internal dan variabel Perspektif Eksternal) dengan satu variabel dependen (variabel prestasi akademik). Hasil data observasi menunjukkan bahwa perspektif internal siswa cenderung berada pada kategori sedang yaitu 66,67%, sedangkan perspektif eksternal juga berada pada kategori sedang yaitu 75%. Dari segi internal, 74% responden cenderung kurang fokus dan 58% responden memiliki Percaya Diri yang rendah.

Kata kunci : kepribadian, Prestasi akademis, perspektif

Abstract

Global competition in the field of career and business, demands a good personality from an individual. A good personality must be possessed since they are still studying, so that they can become provisions in facing global competition. Education is a process of maturing a human being so that there is a change in attitude and an increase in knowledge through training or learning. A student who faces this process is also influenced by the personality of the student. High personality raises the ability to try and struggle in facing obstacles and problems. This is necessary if individuals take education so that their studies can be completed on time and produce good academic achievements. The personal level of a person is also influenced by internal and external factors. In addition to the perspective within the individual, the perspective from outside or the individual environment also influences the personal level of the individual. The existence of feedback and suggestions for improvement is expected to motivate students to increase fighting power during the study. This study uses a correlational method which aims to determine and study the relationship between two independent variables (Internal Perspective variable and External Perspective variable) to one dependent variable (academic achievement variable). The results of the observational data show that the students' internal perspective tends to be in the average category, which is 66,67%, while the external perspective is also in the average category, which is 75%. From an internal perspective, 74% of respondents tend to be less focused and 58% of respondents have low Self-Confidence.

Keywords : personality, academic achievement, perspective

INTRODUCTION

Global competition in the field of careers and business also has an impact on educational competition between tertiary institutions both nationally and internationally, so it is necessary to have students who have good academic achievement abilities, are competent and have the ability to fight and compete in the national and international areas.

To be able to do well in academics, it is necessary to support the individual's ability to see himself, such as being focused, diligent, having passion/ enthusiasm for learning, believing in his abilities, and several other things, as well as individual relationships with family, colleagues and others. Individual personality includes several aspects which in this case focus on internal and external aspects of the individual [1].

Education is a process of changing attitudes and adding knowledge to a person or group of people in an effort to mature a human, through training or learning, so that someone who in this case is a student is able to face the process. The success of an individual in the learning process, especially when studying in college, totally depends on how the individual views his or her abilities. A negative self-view will have an impact on reducing the ability to do well. Conversely, individuals who have a positive self-view can have an impact on their ability to achieve good results [2]. Learning environments in different departments are also shaped, namely through teaching, assessment strategies and practice. Although the relationship is not well understood (Ramsden, 1997) however that a link between the two has been recognized at least in the middle of the 19th (Newman, 1852, p 122-127)[3].

Bloom (1970) argues that "*Successful expe-*

rience in school are no guarantee of a generally positive self-concept, but they increase the probabilities experience in school guarantee that individual will develop a negative academic self-concept and increase probabilities that he will have a generally negative self-concept". What Fitts (1972) later explained, that in fact the individual's personality in seeing his self-concept is one of the determining variables in the educational process. Fitts's (1965) publication, which is based more heavily on correlational studies, states: "*The self-concept is seen as a means of understanding the individual from his own frame of reference and as a resource for better planning and assistance by those who would help him towards rehabilitation and/or self-actualization*"[4].

Student data for a period of 2-3 years from now are: those who graduated not on time (study period 4 years/ 8 semesters) are still quite large (\pm 50%), the number of students who have moved from one department (internally) to another department amounting to 12.96% and those who moved externally (moved to another universities) were 5.55%. Of course, is closely related to the possibility of decreasing the accreditation value of department. The data illustrates that there are students who experience difficulties in following the lessons delivered during lectures, which results in not achieving study completion on time. Lack of motivation and fighting power in studying, raises the desire of Engineering students to move department to another department which they consider easier to complete [5].

Through the current individual personality, the individual is expected to be able and willing to improve the perspective of the personality in the individual. Individuals are motivated to struggle

in pursuing their studies and improve their personality which in the end can be a trigger or impetus for individuals to continue to struggle and try to face obstacles or obstacles that occur during lectures so that they can complete their studies on time and have high academic achievement. [6].

Gordon Allport (1937) and Henry Murray (1938) defined that personality is an important element of personality. Personality is a series of psychological traits and mechanisms within an individual that are organized and relatively enduring, influencing individuals to interact and adapt to intrapsychic, physical, social and environmental conditions [7]. A person's personality relates to an internal perspective (including focus, persistence, honesty, self-confidence, emotional intelligence, spiritual intelligence). External perspective (including: leadership, communication, teamwork, serving and supporting each other) [1].

The study of personality with various personality types in this case uses The Big Five Personality Traits on academic achievement which is divided into 5 majors, namely neuroticism, extraversion, openness, approval, and conscience. The dimensions of neuroticism tend to be related to anxiety which can cause stress which in this case can interfere or will affect learning achievement, while the dimension of conscience will be more about disciplined, hard work, orderly and orderly behavior so that individuals are more ambitious to be successful and achieve in academics [8].

Cognitive experiences (based on factual, empirical knowledge) can also be studied in terms of plans and goals formulated for themselves and for the strategies they develop to achieve their goals. Each individual has a different anticipation of the future, and is fought for different goals. Understanding individual goals and how individuals

achieve their goals is an expression of personality and social standards which are also part of the cognitive / experiential knowledge domain of human nature.

Self-awareness is the ability for self-inspection and the ability to make peace with oneself, with the environment and other individuals. Self-awareness is useful for knowing motivation, preferences, individual personality, and understanding what factors will influence an individual in doing: judgments, decisions, interacting with others, feelings, internal thinking, interests, strengths and limitations, culture, individual suitability. in the organization, values, skills, goals, abilities, leadership orientation, career interests, and preferred communication styles.

Through self-awareness, individuals can develop the ability to find out their feelings, why and how their feelings affect behavior, the ability to monitor and control biases that occur and have the potential to influence decision making. Self-awareness requires a strong commitment to studying and evaluating behavior and self-characteristics and planning accordingly.

Self-awareness helps individuals understand themselves in relation to others, develops and implements good self-improvement programs, sets meaningful life and career goals, develops relationships with others [9].

Study achievement or academic achievement can be measured through the Grade Point Average (GPA) and timeliness of completing studies. Achievement Index (IP) or Grade Point Average (GPA) is an indicator of a student mastering the course material or courses they take in the current semester [10].

RESULT AND DISCUSSION

The context of this research is applied research that aims to solve the problems of practical life (Jujun S. Suriasumantri, 1985) with a correlational method which aims to identify and study the relationship between two independent variables to one dependent variable, namely the Internal Perspective variable and the External Perspective variable on Academic achievement variable as shown in Figure 1.

This research is an associative study using closed questions in the form of causal relationships using a 5-level Likert scale to measure a person’s attitudes, opinions and perceptions. The levels are Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. which then the data is processed using SPSS.

SPSS statistics is a comprehensive system for analyzing data. SPSS statistics retrieves data from almost any file type which can be used to generate tabulated reports, charts, distribution and trend plots, descriptive statistics, and complex statistical analysis. SPSS statistics make statistical anal-

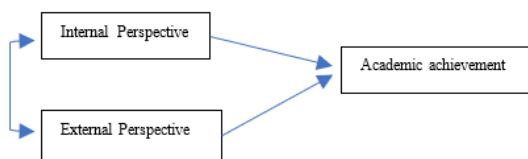


Fig.1. The relationship between 2 independent variables and 1 dependent variable

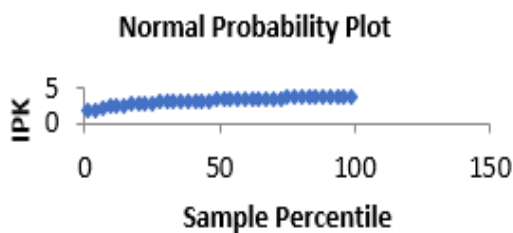


Fig. 2. Normal Probability plot

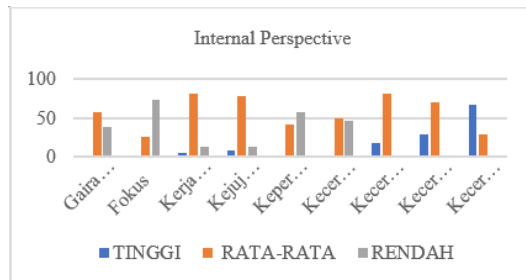


Fig. 3. Graph of variable elements in Internal Perspective

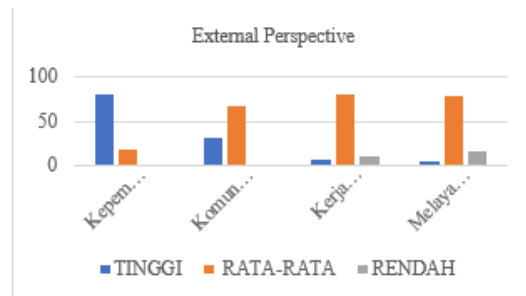


Fig. 4. Graph of variable elements in External Perspective

ysis more accessible. Simple menus and dialog box options make it possible to perform complex analysis without having to type command syntax. The Data Editor offers features such as simple and efficient spreadsheets for entering data and browsing working data files [11]. In looking at the relationship between Internal Perspective and External Perspective on academic achievement which in this case is stated in the GPA, it is determined: Independent variables (which influence), namely: Internal Perspective (x1) and External Perspective (x2). The dependent variable (which is affected) is: GPA (y) [12], produce data as in Table 1.

The regression equation for the relationship

Table 1: Data Processing

<i>Coefficients</i>	
Intercept	3,3986874
PI	-0,15764
PE	0,0468381

between PE and PI to GPA is shown in Equation (1). Equation (1) shows that the Internal Perspective has a negative impact, and the External Perspective has a positive impact on academic achievement.

$$IPK = 3.399 - 0.157 PI + 0.047 PE \dots (1)$$

Figure 2 states that the regression obtained is a non-linear regression which shows that a high value of Internal Perspective and External Perspective value is not necessarily followed by a high GPA value. The Internal Perspective condition is in the Average category, as shown in Figure 3, while the External Perspective condition is also in the Average category as depicted in Figure 4.

Overall, the observation data shows that the students' internal perspective tends to be in the average category, which is 66.67%, while the external perspective is also in the average category, which is 75%. From an internal perspective, 74% of respondents tend to be low on the element of focus and 58% of respondents have an element of low Self-Confidence.

CONCLUSION

The Internal Perspective has a negative impact on academic achievement and the External Perspective has a positive impact on academic achievement, with the tendency of the Internal Perspective to be in the average category of 66.67%, while the External Perspective is also in the average category of 75%. From an internal perspective, 74% of respondents tend to have a low element of focus and 58% of respondents have a low Self-Confidence element.

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