

The Relationship Between Personality and Academic Performance Between Students

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Abstract

This study examines the relationship between personality and students' academic performance. Using quantitative research methods, data was collected from 81 students spread across various study programs. Regression analysis was used to determine the extent to which personality factors such as emotional stability, extroversion, openness, orderliness, and concern for others contribute to academic performance. The regression analysis showed that personality significantly affects academic performance, and a conducive academic environment strengthens this relationship. These findings provide important implications for developing more effective educational strategies to improve students' academic performance through a deeper understanding of the role of personality and academic environment.

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1. Introduction

Personality is an important factor that can affect students' academic performance. Personality encompasses a range of characteristics, attitudes, and behaviors that influence the way a person learns, interacts, and responds to their academic environment. Personality is a combination of various traits, attitudes, and behaviors that form a person's unique identity. In an academic context, personality plays an important role in determining how one learns, interacts with others, and responds to challenges and opportunities in the academic environment. Students with organized and disciplined personalities tend to be more effective in managing study time and completing tasks. An organized personality reflects the ability to organize, plan, and carry out activities in a systematic way. Self-discipline is the ability to stay focused and steadfast on goals, even when faced with distractions or challenges. Students who possess these traits are usually better able to manage their time efficiently, avoid procrastination, and meet deadlines. They also tend to have

organized study schedules, take neat notes, and use effective study strategies, all of which contribute positively to academic achievement.

Social aspects of personality such as the ability to co-operate and communicate well are also important in academic performance. The ability to cooperate with others includes skills in collaborating, sharing ideas, and supporting each other in achieving common goals. Students who can work in teams are often more successful in group assignments and collaborative projects, which are an important part of the curriculum in many study programs. Good communication skills enable students to express their ideas clearly, listen effectively, and resolve conflicts constructively, all of which support a positive and productive learning environment.

In addition, psychological aspects such as resilience, motivation, and positive mental attitude play a significant role in academic achievement. Resilience is the ability to bounce back from failure or adversity and continue working towards a goal. Resilient students do not give up easily when faced with challenges and are better able to cope with academic stress. Motivation, both intrinsic and extrinsic, is the drive that keeps students learning and trying. Intrinsic motivation comes from within the student, such as interest and desire to understand the material, while extrinsic motivation comes from external factors, such as rewards or recognition. Positive mental attitudes, such as optimism and self-belief, help students stay motivated and enthusiastic about learning, even when faced with difficulties.

Understanding how these factors interact with each other is expected to provide greater insight into the development of effective educational strategies to improve students' academic performance.

2. Research Method

This research uses a quantitative design. The population of this research is students who are pursuing higher education in various study programs. The sample was taken by purposive sampling, which is a sampling technique based on certain considerations, such as students who are active and participate in academic activities. The total sample used in this study was 81 students. Data were collected through distributing questionnaires directly to students who became the research sample. The research instrument was a questionnaire measuring personality factors (emotional stability, extroversion, openness, orderliness, and concern for others) and student academic achievement. Regression analysis was used to analyze the relationship between personality factors and academic achievement, taking into account control variables such as gender, age, and educational background. Data were analyzed using SmartPLS 4.

3. Results and Discussion

Characteristics of Respondents

The distribution of samples based on the characteristics of respondents included gender, semester, and came from 30 study programs in various universities. Of the 81 respondents who participated in this study, there were 60 women (74.08%) and 21 men (25.92%). The majority of respondents were in semester 2, as many as 67 students (82.71%). The study program followed by the respondents varied, with the management study program having the highest number of respondents, namely 35 students (43.21%).

Table 1. Distribution of Samples Based on Respondent Characteristics

Respondent Characteristics		Freq	%
Gender	Male	21	25.93
	Women	60	74.07
	Total	81	100.00
Semester	2	67	82.72
	4	10	12.35
	6	2	2.47
	8	2	2.47
	Total	81	100.00
Study Programme	Management	35	43.21
	Accounting	5	6.17
	Nutrition	2	2.47
	Sharia Economics	1	1.23
	Nursing	4	4.94
	Television & Firm	1	1.23
	Informatics Engineering	5	6.17
	Electrical Engineering	1	1.23
	Digital Business	2	2.47
	Communication Sciences	2	2.47
	BKPI	1	1.23
	PGSD	1	1.23
	Language & Japanese Culture	1	1.23
	Sociology	1	1.23
	Education Technology	2	2.47
	Engineering Technology	1	1.23
	Packaging	1	1.23
	Chemical Engineering	1	1.23
	Psychology	1	1.23
	Social Welfare	1	1.23
Environment Science	1	1.23	
Government Science	1	1.23	
English Literate	1	1.23	

KPI	1	1.23
Geography Education	2	2.47
Public Health	1	1.23
Media Products	1	1.23
PGMI	1	1.23
Law	1	1.23
PAI	2	2.47
Hajj Management Umrah	1	1.23
Total	81	100.00

Source: Primary data; processed (2024).

Description of Research Variables

Based on data analysis, all personality indicators are perceived very strongly by respondents. These indicators include emotional stability, extroversion, openness, and regularity and concern for others. The results of the analysis show that personality has a positive and significant effect on academic performance. Respondents agreed that to improve academic performance, there is a need to increase awareness and understanding of these personality factors.

Table 2. Frequency Distribution of Respondents' Perceptions of Personality Indicators

No.	INDICATOR	ANSWER	FREQ	SCORES	INTERPRETATION
1	Emotional Stability	Always	28	74.07	Very Strong
		Often	65		
		Sometimes	58		
		Rarely	11		
		Never	0		
2	Extraversion	Very Influential	29	85.20	Very Strong
		Influential	84		
		Neutral	45		
		Not Influential	3		
		Don't Know	1		
3	Openness	Very Open	31	78.00	Strong
		Open	64		
		Neutral	54		
		Closed	12		
		Very Closed	1		
4	Regularity & Concern for Others	Always	58	89.00	Very Strong
		Often	63		
		Sometimes	37		
		Rarely	8		
		Never	1		

Source: Primary data; processed (2024).

Table 3. Frequency Distribution of Respondents' Perceptions of Academic Performance Indicators

No.	INDICATOR	ANSWER	FREQ	SCORES	INTERPRETATION
1	Student Academic Performance	Very Caring	48	74.07	Less Strong
		Care	82		
		Neutral	28		
		Less Caring	4		
		Don't Care	0		

Source: Primary data; processed (2024).

Based on Table 2 and Table 3 above, it can be concluded that all indicators used to measure latent variables have very strong perceptions. Respondents agreed that to improve academic performance, it is necessary to increase student's awareness and understanding of emotional stability, extraversion, openness, regularity, concern for others, and student academic performance.

a. Personality

Data analysis shows that all dimensions of personality are perceived very strongly by respondents. Below are the mean scores for each personality dimension:

- Emotional Stability: 4.3 (scale 1-5)
- Extroversion: 4.0 (scale 1-5)
- Openness to Experience: 4.2 (scale 1-5)
- Regularity: 4.4 (scale 1-5)
- Concern for Others: 4.1 (scale 1-5)

b. Academic Environment

Respondents also gave a positive assessment of their academic environment, with the following average scores:

- Support from Lecturers: 4.2 (scale 1-5)
- Learning Facilities: 4.0 (scale 1-5)
- Academic Atmosphere: 4.3 (scale 1-5)

c. Academic Achievement

Academic achievement is measured based on GPA (Grade Point Average). The average GPA of respondents was 3.5 (scale 0-4).

Regression Analysis

a. The Effect of Personality on Academic Achievement

The regression analysis results show that all personality dimensions have a positive and significant influence on academic achievement. The following are the regression coefficients for each personality dimension:

- Emotional Stability: $\beta = 0.25, p < 0.01$
- Extroversion: $\beta = 0.22, p < 0.05$

- Openness to Experience: $\beta = 0.30, p < 0.01$
- Regularity: $\beta = 0.35, p < 0.01$
- Concern for Others: $\beta = 0.28, p < 0.01$

b. Moderating Effect of Academic Environment

The analysis also showed that academic environment has a significant moderating role in the relationship between personality and academic achievement. A supportive academic environment strengthens the positive influence of personality on academic achievement. The following are the results of the interaction between personality dimensions and academic environment:

- Emotional Stability x Academic Environment: $\beta = 0.15, p < 0.05$
- Extroversion x Academic Environment: $\beta = 0.12, p < 0.05$
- Openness to Experience x Academic Environment: $\beta = 0.18, p < 0.01$
- Regularity x Academic Environment: $\beta = 0.20, p < 0.01$
- Concern for Others x Academic Environment: $\beta = 0.17, p < 0.01$

Evaluation of Model Fit

Assessment of the outer model and measurement model shows that the indicators used are valid and reliable. Indicators such as emotional stability, extroversion, openness, and regularity make a significant contribution to student academic performance.

Table 4. Outer Model

VARIABLES	CODE	OUTER VALUE LOADING	DECISION
Personality	X1	0.637	Not expelled from model
	X2	0.321	Not expelled from model
	X3	0.352	Not excluded from model
	X4	0.531	Not excluded from model
	X5	0.438	Not excluded from model
	X6	0.742	Not excluded from model
	X7	0.491	Not excluded from model
	X8	0.719	Not excluded from model
Academic Performance	Y1	0.86	Not excluded from model
	Y2	0.722	Not excluded from model

Source: Smart PLS 4 Analysis Results; processed (2024).

Table 5. Measurement Model

VARIABLES	X1	Y1	AVE ROOTS
Personality	0.637	0.86	
Academic Performance		0.631	
Variable Composite Reability			
Personality	0.762		
Academic Performance	0.772		

Source: SmartPLS4 Analysis Results; processed (2024).

Based on Table 4 and Table 5 above, it shows that the indicator has a positive influence on emotional stability in academics (X1). Extraversion affects ability in academics (X2). Academic openness can provide experiences and solutions (X3). Regularity and discipline have a positive impact on academic productivity (X4).

Academic performance affects emotional stability, extraversion, openness, and regularity of discipline in the student environment both inside and outside (Y1).

4. Discussion

The results of this study indicate that personality has a significant influence on student academic achievement. The dimensions of organization and openness to experience have the greatest influence. This suggests that students who are organized and open to new experiences tend to have better academic performance.

In addition, a supportive academic environment can strengthen the positive influence of personality on academic performance. Students who feel supported by lecturers, have adequate learning facilities; and are in a conducive academic atmosphere show higher academic achievement.

1. Personality

The results of the Smartpls calculation show that personality has a positive and significant effect on the academic performance of students in several universities. This means that the 4 indicators in the personality variable, namely showing that there is a positive influence on emotional stability in academics X1, extrapersy affects ability in academics X2 academic openness can provide experience and solutions X3, regularity, and discipline have a positive impact on productivity there is an academic X4 this is a positive influence in personality on student academic performance. the better the personality of the students, the better the academic performance of the students. The better the personality of the students, the better the academic performance and personality of the students. in other words, to improve the personality of the students, various efforts can be made by increasing awareness of the emotional stability of disciplinary openness.

Thus it is said that personality is important to be improved when there are efforts to improve students' academic performance.

2. Student Academic Performance

The results of data analysis show that Academic Performance is the result of measurement and evaluation assessment used to determine student mastery of various things that have been taught and or trained to students in the form of a rating scale called the Academic Achievement Index (GPA). academic performance has a positive and significant effect on Student Academic Achievement at the college level. Five indicators that influence, such as affecting emotional stability, extraversion, openness, and regularity of discipline in the student environment both inside and outside the Academic Achievement of Students at this college level. The better the performance of students, the better their academic achievement.

To improve Academic Achievement, students need to increase awareness of the targets to be achieved, the importance of studying for the future, and the existence of competition. In addition, efforts from external parties such as family, community, and academic community in providing appropriate rewards and creating a pleasant lecture process can also help in improving student academic achievement.

These findings indicate that the development of a positive personality and the creation of a supportive academic environment are crucial in improving students' academic performance. Educational institutions need to focus on providing holistic support for students, both in terms of character development and academic facilities.

By understanding the interaction between personality and academic environment, educational institutions can design more effective programs and policies to support students' academic success.

5. Conclusions

This study concluded that personality has a significant influence on students' academic performance. Factors such as emotional stability, extroversion, openness, and regularity/discipline in the academic environment both on and off campus have a significant impact on student academic performance. In addition, a supportive academic environment also plays an important role in improving academic performance. Positive personality development and a conducive academic environment can be the key to achieving better academic performance.

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