Analyzing the effect of personality type on student's learning outcomes of the Arabic language at Muhammadiyah Palu boarding school

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ARTICLE INFO	ABSTRAK
	The objectives of this article are to find out the effect of personality type on student's learning outcomes of Arabic language subjects, the method used is quantitative and causative linear regression and used observation, questionnaire, and documentation as techniques of data collection and observation checklist and questionnaire items and documentation materials as research instruments to collect data. Before Analyzing data, the searcher tested the validity of both variables of personality type and variable learning outcomes, reliability of both X variable and Y variable, normality, coefficient of regression, correlation, and t-test. in Analyzing data the researcher applied data reduction, data display, and data verification then concluded. Researcher findings showed that (1) five Y variable and five X variable items are validly indicated by both r-counted > r-table 0,304 of Y variable and are also valid indicated by t-counted > r-table 0,304 of X variable, (2)variable X items are reliably indicated by the value of alpha Cronbach's 0,759 > 0,60 and variable Y are also reliably indicated by the value of alpha Cronbach's 0,681 > 0,60, (3) normality test is normally distributed indicated by dots spread follow linear line, (4) coefficient of regression indicated similarity Y = 5966 + 0,580, this regression similarity showed that Y value is determined by X variable, this means that personality type has to affect toward student's learning outcomes. (5) r correlation showed + 0,546 (strong category), (6) t-test showed that sig 0,089< a. (0,04 < 0,05), this means that personality type significantly influenced learning outcomes. This is supported by the coefficient of determination indicated by square value 0,379 that variable X can describe the change of variable Y at 37,9% and the remaining 62,1% is determined by other factors. Based on the above research finding and description in the preceding chapters related to the effect of personality type on students' learning outcomes at muhammadiah Palu boarding school, the researcher concluded that personality type affects students' learning outcomes. It is suggested that (1) every teacher should know students' learning types so that transformation of knowledge runs maximally, (2) the teacher uses interesting teaching methods for the students do not feel bored during the learning process (3) the teacher should know the students' personality types to help them overcome their learning problems

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1. Introduction

humans are indeed similar but are dissimilar although they are twins. This case also appears in students, although they look similar to one another, if they are looked at carefully they appear their different. These differences appear from behavior, interaction among individuals, and individuals between environments. Relations between individuals become customs that will construct characteristics alone and finally, it created one personality type.

Based on the background above, the researcher formulated one problem statement of how the result of analyzing about the effect of personality type on students' learning outcomes of Arabic langue subject. To answer the statement above the researcher found out that the objective of this research is to the effect of personality types on the student's learning outcomes.

2. Literature review

To get more theories about personality types and learning outcomes, the researcher quoted some previous researchers' findings from some previous as follows :
a. Previous study results
1. Putri ayu (2013): "hubungan tipe kepribadian ekstrovert dan introvert dengan perilaku asertif pada siswa pesantren darul ilmi bogor". universitas bima nusantara. Research finding shows positive and high correlation between two variable.
2. Muhammad fairus abdullah (2015). Fakultas psikologi UIN maulana dengan judul "hubungan anatara tipe kepribadian introvert dan ekstrovert dengan motivasi berprestasi atlet pencaksilat yayasan dut taqwa pasuruan". Research finding shows that correlation of the two variable is 0,234 or weak.
3. Arfah endang (2022). "analisis hasil belajar ditinjau dari tipe kepribadian di pondok pesantren muhmmadiah palu". Research finding shows correlation between two variables is 0.546 or strong.

One similarity of all three types of research is personality type as their independent variable. The researcher and two chose introverts and extroverts as their dependent variables. The differences are ayu chose assertive behavior as the dependent variable, Abdullah chose motivation as the dependent variable and Arfah chose to learn outcome as a dependent variable.

3. Methodology

This is causative qualitative research consisting of two variables.. property types are the independent variable (X) and learning outcome is the dependent variable (Y). this research has 150 populations selected randomly 40 students as a sample. This causative used observation, questionnaire, and documentation as techniques of data collection and observation checklists, questionnaire items, and documentation as items as research instruments of property type and learning outcome items, the researchers tested their validity and reliability. Then, data analysis used SPSS 23, data reduction, data presentation and data verification, and some tests such as validity test of variable (x) and variable (y), reliability test of variable (x) and variable (y), normality test, coefficient of correlation test, coefficient of a regression test, and t-test to prove the hypothesis whether accepted or rejected.

4. Results And Discussion
4.1 Learning outcome

Dimayanti and Mudjiyono state that learning outcome is the result in the form of the numeral that the students got after getting a test at the end of learning. The scores that the students obtained become an indicator of mastery in accepting learning materials. Abdullah explained that learning outcome is the ability possessed by students after getting a learning activity. Further, he said that successful students of learning are those who are successful to achieve learning goals or instructional goals.
Unlike Gagne who stated that learning outcome is internal ability covers cognitive, psychomotor or skill and affective that enable one to do something. According to bloom in rusmono, the learning outcome is the changes of behavior consisting of three fields, cognitive, affective, and psychomotor.

4.2 Personality types

According to Allport, personality is a dynamic organization from an individual psicofisis system that determines specific individual behavior and thought. Personality is also a tendency of a total number of heredity with various effects of environment and education that construct the condition of one soul and influence one's attitude toward life.

Florence's literature in his book entitled "personality plus" said that personality is all individual behaviors with a tendency of a certain system that is interacted with a sequence of situations. Therefore situations created in the learning process must be equal with custom and one child action that build up one soul so that forced feeling existed.

Hippocrates, a well know greek philosopher said that human has four kinds of personality: sanguines, Polaris, phlegmatic, and melancholic

Sanguines are often meant as popular personalities because one possessed a personality in the persuasive case and wants to be popular in the environment. One like speaking and easily adapted to the environment, friendly, responsive, excited, and humorous personality.

Koleris is a strong personality type, excited to do adventure, and an exciting new challenge, disciplined in taking a decision, full of consideration, tend to be negative thinking, always to be logical scorer, and not easy to be hopeless

Melankolis is more known as professional, does something in detail, looks calm but has imagination and high creativity speaks and acts carefully, exciting to be isolated and very shy, sensitive, and able to analyze something very well

Phlegmatic love peace very much is wise, have highly emphatic, stable emotion, and are polite.

4.3 Research findings and discussion

a. The test result of validity of personality type items. Computation of validity test used the computer program SPSS 23 for window, based on the test result,

No item	rating	label	Keterangan
1	0,555	0,304	Valid
2	0,493	0,304	Valid
3	0,468	0,304	Valid
4	0,700	0,304	Valid
5	0,753	0,304	Valid

Table 4.1 above showed that five questionnaire items of personality type variable are considered valid because all r-counted values> 0,304 r-table.

b. The test result of validity of learning outcome items.

No item	rating	label	Keterangan
1	0,678	0,304	Valid
2	0,573	0,304	Valid
3	0,700	0,304	Valid
4	0,609	0,304	Valid
5	0,697	0,304	Valid

Table 4.2 above showed that five questionnaire items of the learning outcome variable are considered valid because all r-counted values> 0,304 r-table.

c. Reliability test of variable X

Reliability Statistics

Cronbach's Alpha	N of Items
.759	6

d. Reliability test of variable Y

Reliability Statistics

Cronbach's Alpha	N of Items
.681	6

Based on the reliability results of variable X and variable Y, all Cronbach's alpha 0,759 and 0,681 > 0.60. so that all items in this research are considered reliable.

e. Test of coefficient of regression

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.966	3.418		1.746	.089
tipe kepribadian	.589	.192	.446	3.075	.004

a. Dependent Variable: hasil belajar

Table 4.3 above showed similarity of regression is as follows : Y = 5,966 + 0,589. The mean coefficient of regression has a positive value, personality types affect learning outcomes.

f. Coefficient of correlation

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.546ᵃ	.379	.178	5.144

The above table showed a coefficient of correlation (r) of 0,546, which means that the correlation between personality types and learning outcome belongs to a strong category.

g. Test of t

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.966	3.418		1.746	.089
tpe kepribadian	.589	.192	.446	3.075	.004

The above table showed that sig. 0.089 < α (0,04 < 0,05). It means that personality types have a significant effect on learning outcomes.

4.4 Discussion

This research showed that there is an effect of personality types on learning outcomes. This is proven by the result regression analysis, where the b value = 0,589. This value showed that personality type affects learning outcomes. The result of the test showed probability value (sig.0,089 < 0,04 <0,05. It means that the variable of personality type has a significant effect on learning outcomes.

The result of the coefficient of correlation (r) = 0,546 showed that personality types have a strong correlation with the learning outcome. The coefficient of determination showed a square value = 0,379 meaning variable X can describe the changes of variable Y at 37,9% while its remaining 62,1% determined by other factors.

5. Conclusion

Based on the above research findings and the result of the research discussion from the preceding chapters which related to the effect of personality types on learning outcomes at muhammadiyah boarding school, the researcher concluded that personality types have a significant effect on learning outcomes. The personality type of melancholic has a higher value than the three other types because the students who possessed this personality type are diligent, enthusiastic, and disciplined

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