



## Does Personality Influence Ego Depletion and Self Regulation for Children's With Special Need Teacher?

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### Abstract

The psychological aspects of teacher whom educate children's with special needs are rarely discussed. As teacher has complex tasks in managing the learning process, it is predicted that teacher's energy is more exhausted than teacher for normal children. This research has two purposes, first to distinguish the ego depletion at teachers with observing personality types. Second, to differentiate teacher's self-regulation in with observing personality types. The research method used quantitative comparative approach. Participants in this research were teachers who work in public school for students with special needs in Semarang and Ungaran city. Participants were employed ego depletion scale, scale of self-regulation, and introverted-extroverted personality type-scale. The result showed that  $t = -0.917$  ( $p > 0.05$ ), which means there was no difference between ego depletion with measuring personality type (introvert and extrovert) of teachers. Subsequent analysis was known that score  $t = -0.032$  ( $p > 0.975$ ), it means that there was no difference between self-regulation and personality type (extrovert and introvert) of teachers. It can be concluded that personality type (extrovert-introvert) doesn't influence individual's ego depletion. Likewise, the self-regulation also doesn't affected by the personality type.

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## INTRODUCTION

Children with special need are identified as children who experience developmental problems in their life. Consequently, those limitations affect children's capacity to learn at school. Barriers in their next life stages eventually arise if there is no appropriate intervention along the learning process. Furthermore, the teacher is required to own complete knowledge and qualified skills to educate them, as children need personal approaches to help them pursue successful education.

Teachers have more complex duties to deliver lessons to exceptional children than normal children. Since children have extraordinary thoughts, emotions, and attitudes, teachers should advance the learning methods and preserve more energy to do extra preparation before and during lecturing. A 2003 Djamiluddin research pointed out that exceptional children's teachers, especially those with autism, have challenging tasks. For instance, the teacher should control children's excessive behaviour in the classroom; interact with peers and keep the learning process. It is concluded that teachers should be supervised in personal problems while lesson subjects also be delivered.

Other views from Widjajanti's research (2010) revealed that exceptional children are grouped into four characteristics: attention, sensory, escape, and tangible. Attention is described as children's seeking attention from the teacher as the teacher has inattention to them. Escape is a runaway from uninteresting tasks. In addition, sensory is defined as touching, smelling, and bootlicking anything around them when they have no activity at all. Next, tangible is aggressive behaviour that appears when their toys are taken. Overall, it can be noticed that teachers' tasks are more complex and exhaust their energy.

Freeman and Muraven (2010) noticed that individuals with overlapping tasks at the same time tend to experience energy depletion, particularly when doing unplanned tasks or being interrupted when finishing one task for another's task. Interruption means forcing individuals to share their attention for multiple subjects. This attention process needs bigger self-control than concerning only one focus. The same condition is identified for teachers who work for exceptional children; they are forecasted to experience psychological fatigue.

This depletion has a significant correlation with how the teacher's self-regulation. Self-regulation is an unconscious individual capacity to execute activities or automatic self-control. This regulation emerges before acting, along the self-regulation process. Individuals need energy in it. Thus, the frequent

use of self-regulation will consume too much energy and individuals will experience ego depletion.

Personality traits are expected to play a significant role with ego depletion problems. Carl Gustav Jung (in Suryabrata, 1998) explained about extrovert and introvert types of personality. Both types correlate with "direction" of psychological energy that create difference regulation models. Outer psychological energy direction (extrovert) is predicted to consume more energy as a consequence of external demand. On the contrary, individuals with inner psychological energy direction dispose their or her energy to fulfill personal idealism. Exceptional teachers are projected to experience ego depletion easily. Personality factors need to be noticed as certain personality characteristics (extrovert and introvert) relate with regulation models and energy recharged types. Furthermore, different personality types will distinguish the teacher's ego depletion condition.

### Ego Depletion

Ego depletion is illustrated as the condition when an individual's self-regulatory capacity drops significantly as it has limited resources (Muraven, Tice & Baumeister, 1998). The term of ego depletion is found by Baumeister in 1998; he describes that ego depletion is the condition when individuals could not actively self-control and self-regulate optimally as limited energy. This term was known as regulatory depletion, but this concept was too narrow. Based on psychoanalysis perspective, Freud explained that the ego area has conscious energy of self, and then the regulatory depletion was changed into ego depletion (Baumeister et al., 2007b). Ego is part of personality structure which function is to connect to reality. Inability of ego to act is represented of ego weakness as the limited energy resources working for ego. Furthermore, Hartman (1958) said that mental health disorders were caused by the failure of ego function to connect to reality. Moreover, self-regulation is needed to manage the limited psychological energy. The regulation process is about how to manage the emotion, especially positive emotion. This positive emotion will help individuals to manage the energy easily. Self-regulation process is a notable component of personality that can make people more excited and more adaptable in social situations or personal faces (Baumeister et al., 2006). Socially, self-regulation is closely related to how to behave appropriately or considered normal by the social environment.

The success of self-regulation is required so as to perform the individual's act and behave

according to the rules, carried out in accordance with the plan, keeping promises, and do other things in accordance with established standards (Baumeister et al, 2007c). Conversely, when self-regulation fails to do so the problems that afflict people seemed to be wider and more. In concrete terms, can be exemplified as follows, an individual becomes a criminal because he was not able to regulate antisocial impulses within him. Moving to more detail concept, Baumeister explained that the process of self-regulation is not only a process of resist things that are unpleasant, but included also hold to do things that are unpleasant in order to accomplish a more important task.

Based on some of the theories mentioned above, it can be concluded that ego depletion is a psychological condition that tired because of previous activity that requires self-control on an ongoing basis so that it absorbs a lot of energy and affect the performance degradation ego further, as indicated by the decline in executive function such as decreased self-control and failure individual performing the self-regulation.

#### **Factors influence ego depletion**

Although the process of self-regulation is an internal process, but in fact strongly influenced by environmental factors. Internally, Gailliot and Baumeister (2007) states that the ego depletion occurs because the individual ego doing a lot of conscious activity (involving functions of self control) involving glucose in the blood as "fuel". When glucose levels decreased, then the individual is difficult to concentrate given the glucose needed by the cells in the brain is no longer in sufficient capacity. In addition, the results of research conducted by Baumeister, et al (2006) showed that an individual's behavior when experiencing ego depletion factors closely related to personality traits of the individual self. Individuals with a tendency to have a lot of desire will need more release, because the source is tired him more than people who tend to easily control his desires.

In general, in a state of ego depletion, individuals who have a lot of desire or not, will be more passive than if not experience psychological fatigue. However, individuals who do not have much desire it can remain relatively stable interact with the other individuals compared with individuals who tend to have a lot of desire. Externally, environmental factors can provide a source of considerable energy in the process of regulation of the individual, as well as contributing to psychological fatigue. Through interaction with other individuals in the environment, an indi-

vidual can further enrich his understanding for obtaining feedback (Baumeister, 1998). But if the environment is not conducive, the limitations of psychic energy can not be optimized by individuals and even trigger psychological fatigue.

It can be concluded that the factors that drive the emergence of ego depletion is an internal condition or problem that comes from the individual, because the individual's inability regulate or regulate itself, and the external conditions or conditions beyond the individual or a condition that occurs unexpectedly individuals.

#### **Ego depletion indicator**

Ego depletion due to the failure of self-regulation when individual performing individual self negative function. According to Baumeister (1998) self-regulation is one of the executive functions of the self that includes a mental process involving aspects of intention and conscious thought processes in order to be responsible for what has been done by the individual, in other words the executive functions closely associated with negative function to ourselves and our environment. Explicitly, the negative of fatigue is psychologically weakened executive function in three components related to self-regulation of the following, namely: a) not be able to meet the commitment to conform to the rules, b) Not able to monitor their own behavior consciously and c) Do not know what to be changed from its behavior to comply with the rules or standards.

Based on the explanation can be concluded that the condition of ego depletion is the decrease of resources (energy) in individuals caused by the activity that demands high self-control on an ongoing basis so as to make people more passive and difficult to act efficiently.

#### **Self Regulation Definition**

The concept of self-regulation has varied definitions, and classified in several fields of psychology. Starting from theory Bandura (Zimmerman 1990) which states that self-regulation is to control one's own behavior, described as "workhorse" in the human personality. There are three elements in self-regulation, namely: (a) Self Observation, which see themselves, behavior and keeping themselves, (b) Judgement, which compares to a common standard. For example compares the performance of self and the performance associated with the ethics of society, (c) Self Response, which provides rewards to themselves if they meet the standards and give punishment if it does not meet the standards set.

In social cognitive perspective (Zimmer-

man, 1990), self-regulation process is described in three phases of rotation: the planning phase (foreshadowing), execution (performance or volitional control), process evaluation (self reflection). The planning phase with regard to the processes that influence that precedes the effort to act, and also includes the process in determining the steps to achieve the goals he has set. The execution phase includes the processes that occur during a person acts in an effort to achieve the goals set in the previous phase. Phase evaluation process includes the process that occurs after someone made an effort to achieve the goals that have been set, and the influence of the response (feedback) of the experiences that would later influence the planning phase in setting goals and measures that should be implemented. The third phase constantly over and over and form a cycle.

Baumeister and Vohs (2007) has the concept of self-regulation more generally, in his view of self-regulation can be understood as the capacity themselves to change their behavior. Behavior - the behavior is altered by some standards, ideals or objectives (goals) that combines internal and social expectations. Baumeister et al (2006) also states that self-regulation is the process when an individual's personality control our thoughts, feelings, heart and taste in performing an action.

The benefits of self-regulation is to increase the degree of behavior to be more flexible and able to adapt (Baumeister and Vohs, 2007). This flexibility allows individuals to adjust to the social environment in daily life - today. Self-regulation puts the individual's own conscience, not to be selfish on the social environment, which puts the individual to do the right thing and not only perform as desired. Moreover, the process of self-regulation to prevent impulsive behavior in the long term and beneficial in the short term.

Baumeister and Vohs study (2007) found that self-regulation has an influence on the success or failure of the various problems in society. Aggressiveness is also capable of self-regulation arise if individuals under limited conditions (Stucke & Baumeister, 2006). Additionally, individuals who have low self regulation is usually not able to establish good interpersonal relationships, can not manage employment may even be criminal. Meanwhile, the ability of self-regulation is a good possibility to have success in school, interpersonal relationships and generally have a positive mental health (Baumeister & Vohs, 2007).

Based on the description it can be concluded that self-regulation is the capacity themselves to change their behavior. Behavior is altered by some benchmark (standard), evaluation (moni-

toring), the strong-will (Self-regulatory strength) and motivation.

### **Components of self regulation**

The concept of self-regulation is divided into four main components, namely standards, monitoring, self-regulatory strength and motivation (Baumeister & Vohs, 2007). In detail described below:

a) Benchmarks (Standards) is the benchmark, destination or demand basis behavioral changes done by someone who obtained from yourself and from the public. Changes often occur when a person feels that they are below standard. Baumeister and Vohs (2007) suggested that self-regulation to be effective it must have clear standards. When the standard was unclear and problematic it will be difficult to self-regulation. Research Higgins (Baumeister & Vohs, 2007) states that different standards will lead to changes in reaction to emotional and behavioral processes.

b) Monitoring is paired with the theory of self-regulation feedback-loop Carver & Scheier (Baumeister & Vohs 2007). Namely, self-monitoring behavior is in conformity with the standards expected to be sustainable so as there is a cycle. Begins when one compares himself with existing standards. When the behavior is far from the standard, then the person will change his behavior to approach these standards. And, when someone is comparing again, then the cycle will continue so that he is in line with the standards.

c) Self-regulatory strength is usually equated with "willpower" (Baumeister & Vohs, 2007). Basically, one can hardly turn himself, and therefore it takes a strong will to change themselves. Recent research states that blood glucose and brain power source is an important contributor to the willingness to regulate themselves (Baumeister & Vohs, 2007). Nevertheless, excessive self-regulation which causes the blood glucose rise will make the energy is depleted.

d) Motivation, Baumeister and Vohs (2007) specifically states that motivation is one way to achieve the goals or standards. Although the three other components have been met (eg, the standard benefit, monitoring ready to be done and the individual has full power), but if the motivation is low, it can cause failure in regulating self (Baumeister & Vohs 2007).

Baumeister and Vohs (2007) states that each - each of the four components is very important and must be present for successful self-regulation. Nonetheless, each of these components can be complementary to each other. For example, effective motivation for completing compo-

nents of the low self regulation.

Based Self-determination theory, (Moller et al 2006), self-regulation is divided into two types: 1) autonomous self-regulation, is characterized by feeling associated with behavioral, emotional or cognitive regulated for reasons of values (values) someone, find meaning, and all support, 2) controlled self-regulation is the opposite of autonomy, which has the characteristics of their internal feelings and external pressure that is causing the problem either by selecting (eg, to avoid embarrassment, interpersonal rejection or physical punishment). Research indicates that the controlled self-regulation rather spend the limited resources (Moller et al 2006).

Self-regulation has three models. First, as a self-regulation skills. This model, people gradually develop the skills of the regulation itself for a long time. Secondly, another form of self-regulation is the structure of knowledge. In this model, self-control scheme acts as the control center of the individual information will be used to respond to the stimulus. The third is the model of self-regulation as a form of energy. This perspective is to see that the use of self-regulation activities involving the use of energy so as to cause ego depletion

Based on the description it can be concluded that the energy is required by an individual to self-regulation, control the thoughts, feelings, and behaviors that conscious and unconscious in accordance with the norms or standards.

### **Personality Based Mental Attitude**

Allport (in Hall & Lindzey, 2005) defines personality as a dynamic arrangement of the psychophysical system within the individual, which determines its unique adaptation to the environment. Individual uniqueness psikofisiknya supported by state structures, such as the constitution and physical condition, body shape and face, hormone, cognitive and affective aspects that influence each other and thus determines the quality of the actions or behavior of the individual concerned in interacting with its environment. While the psychophysical system may include habits, attitudes, values, beliefs, emotional states, feelings, and motives of a psychic nature but have a physical basis in the gland, nerves and physical state of children in general. According to him, the most important thing in the concept of personality is an adjustment. Furthermore, the concept of personality associated with the process of adjustment is made clear by Schneider. Schneider (1964) states that the adjustment as an individual response process that is both behavio-

ral and mental in tackling the needs of the inner, emotional tension, frustration and conflict, and maintain a balance between the needs of those with the demands (norms) environment.

As Jung (in Suryabrata, 2003) defines personality as the ultimate realization of a merger between the features that brought the individual from birth, courage in the face of life, the strengthening of the constitutional bodies, the success of adapting to environmental conditions, and great self determination. Furthermore, Jung stated that personality is the totality of all psychic event both the conscious and unconscious. Another expert who provides an explanation of the concept of personality is Sujanto. Sujanto et al (2004) defines personality as a psikofisis complex totality of the individual, so evident in the unique behavior. The terms of personality or personality comes from the Latin word persona which means mask is a mask that is often used by the performer. Its meaning is to describe the behavior, character, or personal individu. In other words, persona means how a person looks at another person. As according Kartono and Gulo (in Sjarkawim, 2006), personality is the nature and behavior of the typical individual that distinguishes it from other individuals, integration of the characteristics of structures, patterns of behavior, interests, establishments, capabilities and potentials of the individual, as well as all something about him that could be known by another individual.

Based on some sense it can be concluded that the personality is the nature and behavior of individuals are unique (which distinguishes it from other individuals), where it is based on the physical and psychological conditions in an effort to adjust to the environment.

### **Personality Introvert and Extrovert**

The concept of extrovert and introvert personality type was first proposed by Carl Gustaf Jung. Jung (in Suryabrata, 2003) expresses the concept of the soul as the basis of personality. Jung stated that the concept associated with the mental attitude "toward" general psychic energy is manifested in the orientation of individual behavior towards his world. Directions of activity of psychic energy can be outside or inside himself, depending on the direction of orientation is the orientation to the environment or to yourself. Under the direction of its energy, the individual can be classified in two types: the type of introvert and extrovert type. According to Jung, introverted personality types are described as follows:

"Introversion is an attitude of the psyche characterized by an orientation toward one's

own thoughts and feeling .... when we say people are introverted, we mean they are Withdrawn and Often shy and they tend range to focus on Themselves' (the Schultz & Schultz, 1993).

Individuals with introverted personality types are influenced by their own world (the world in itself). All thoughts, feelings, and actions - actions primarily determined by factors - subjective factors. In general, individuals with introverted personality types have an adjustment to the outside world or unfavorable environment. These individuals also appear closed, difficult to get along, not very keen to establish close relationships with others, and are less able to attract the hearts of other individuals (in Suryabrata, 1998). In contrast, Jung Menurt extroverted personality types are described as follows:

"Extraversion is an attitude of the psyche Characterized by an orientation toward the external world and of other people ..... extraverts are more open, sociable, and socially assertive" (in Schultz and Schultz, 1993).

Individuals who are extroverted personality types are affected by the objective world or is the world outside itself. Thoughts, feelings, and actions are determined mainly by the environment, both physical and social environment. This type of environment in a more positive view, so as to appear as a person who is sociable or easily establish relationships with others (in Suryabrata, 1998).

Furthermore, Jung states that everyone has the capacity to both these attitudes, but only one is dominant and conscious of his personality, while others are less dominant and unconscious. If the ego is more extrovert in relation to the world the personal unconscious to be introverted. And vice versa. In a subsequent analysis of the personality, Jung (in Ambarita, 2004) individuals with type introvert or extrovert is not associated with gender. This means that both women and men can have the type of introvert and extrovert. But factors of education, environment, gender, or age does not affect the appearance of the types tersebut. In other words, the type of introvert and extrovert is a trait or inborn. Therefore ready extrovert and introvert individual to the outside world or the environment is not the position taken by knowingly or intentionally, but is unconscious and instinctive. Thus it can be dismpulkan that according to Jung, individu attitude towards the world outside itself is a form of adjustment, which means the adjustment depends on the individual disposition, whether oriented to the subjective world (introvert) or the objective world (extrovert).

According to Hedges (1993) who developed the theory Jung stated that there is a difference between a characteristic complex with extrovert personality types characteristics are : a) attention was focused on the world outside himself, b) Obtaining energy through other people, c) Filtering the content of the thoughts, feelings and ideas of others, d) Tend to communicate orally, e) Speaking in advance of new thinking, f) Expressive and adaptable to new environments, g) Open and gregarious, h) No awkward and friendly and i) Likes to cooperate with others.

Introverted personality types characteristics are: a) caught his attention on the world in him, b) Getting energy from within itself, c) Filtering the ideas and the thoughts of the self, d) Tends to communicate in writing, e) Think first before speaking, f) Have difficulty in relationships with others, g) Has the closed nature, h) It is difficult to adapt to new environments and i) More like working alone.

There are two hypotheses in this study: a) there is a difference in psychological exhaustion in the Teachers with introvert and extrovert personality type, b) There is a difference of self-regulation in the Master introvert and extrovert personality type

## METHOD

Self-regulation in this study is their capacity to change behavior. Behavior - the behavior is altered by some benchmark (standard), evaluation (monitoring), the strongwill (Self-regulatory strength) and motivation. Self Regulation would be measured using a scale of Self Regulation which is based indicator weakening of executive functions, including: unable to meet a commitment to conform to the rules, can not monitor their own behavior consciously, and did not know what was about to be changed from its behavior to comply with the rules or standard. Using the model Likert scale with five response options from A Great Fit (SS), Match (S), Neutral (N), Less Under (KS) and Not Suitable (TS). Self-regulation scale used in this study is the scale that Undarwati (2012). The validity of this scale moves from 0.222 to 0.618 with a reliability scale indicated by Cronbach alpha of 0.880 (both categories).

Ego Depletion is the decrease of resources (energy) in individuals caused by the activity that demands high self-control on an ongoing basis so as to make people more passive and difficult to act efficiently. Ego depletion will be measured using a scale of ego depletion which is based indicator weakening of executive functions, inclu-

ding: unable to meet a commitment to conform to the rules, can not monitor their own behavior consciously, and did not know what was about to be changed from its behavior to comply with the rules or standard. This scale using a scale developed by Mahabbati (2011), with less Likert model with five response options from A Great Fit (SS), Match (S), Neutral (N), Less Under (KS) and Not Suitable (TS). Ego depletion scale has a different power-item index has ranged  $\alpha = 0.310 - \alpha = 0,700$  with  $\text{Alpha} = 0.918$  (both categories)

Personality types extrovert is someone whose attention focused on the world outside himself, get energy through other people, sift the thoughts, feelings and ideas of others, tend to communicate verbally, talking first and thinking, expressive and adaptable to new environments, open and gregarious, not awkward and friendly, and likes to cooperate with others. To measure the personality, researcher using PSI (Personal Style Inventory).

Personality types extrovert referred to in this study is a person who, his attention fixed on the world in him, getting energy from within itself, refine ideas and the thoughts of the self, tend to communicate in writing, think first and speak, having difficulty in a relationship with others, have closed nature, difficult to adapt to new surroundings, and prefer to work alone. To obtain data on the extroverted researchers used PSI (Personal Style Inventory). Subjects in this study was a school teacher for children with special needs that exist in the special school in Semarang. Data were collected during six (6) months. As for the method of determining the number of samples using the whole of the population.

**RESULTS AND DISCUSSION**

Test assumptions used to determine whether the data is homogeneous or not, by using Lavene's Test. Results of homogeneity test of self-regulation of data raises Levene Statistic value of 0.886 with 0.349 significance ( $p > 0.05$ ), it can be concluded that the data homogeneous. Results of homogeneity test data is psychological fatigue Levene Statistic unlock the value of 7.600 with 0.007 significance ( $p < 0.05$ ), it can be concluded that the data are not homogeneous. Normality test data is tested to determine the statistical calculations. Results of psychological fatigue data calculated with a one-sample KS show the value  $Z = 0.750$  with a significance of 0, 627 ( $p > 0.05$ ), which means that the data are normally distributed. Likewise, the results normality test of variables of self-regulation. Results of data cal-

ulation of self-regulation with a one-sample KS show the value  $Z = 0.676$  with a significance of 0.751 ( $p > 0.05$ ), which means that the data are normally distributed.

Distribusi scale psychological fatigue can be seen in table 1.

**Table 1.** Ego Depletion scale categorization

Range	Score	Percentage	Category
$x \leq 60$	36	36,36%	Very Low
$60 < X \leq 80$	48	48,48%	Low
$80 < X \leq 100$	15	15,15%	Medium
$100 < X \leq 120$	0	0%	High
$X > 120$	0	0%	Very High

Based on the calculation of the frequency of self-regulation on the subject, the obtained categorization in Table 2.

**Table 2.** Categorization of self-regulation Scale Frequency Range Percentage Score Category Hypothesis testing

Range	Score	Percentage	Category
$x \leq 54$	0	0%	Very Low
$54 < X \leq 72$	0	0%	Low
$72 < X \leq 100$	70	70,70%	Medium
$100 < X \leq 108$	26	26,26%	High
$X > 108$	3	0,03%	Very High

Based on t test results, note that the value of t for ego depletion between groups of -0.917 with  $p = 0.362$  ( $p > 0.05$ ), which means there is no difference in psychological exhaustion among teachers who have the personality types extrovert and introvert. Based on the analysis of the differences known value of  $t = -0.032$  with a significance level of  $p > 0.001$ , it can be concluded that there are no differences of self-regulation on teachers who have the personality types extrovert and introvert.

Hypothesis test results showed there is no difference in ego depletion on teachers who have the personality types extrovert and introvert. The phenomenon is contrary to the results of research conducted by (Sato, Harman, Donohoe, Weaver & Hall, 2010) entitled "Individual differences in ego depletion: The role of sociotropy-autonomy". The fundamental difference is mentioned by Sato et al. The ego depletion which in this study is referred to as psychological fatigue is influenced by

personality. Autonomous personality types more easily depleted compared with sociotropy personality. However, when the researchers tried to compare ego depletion in subjects who have extrovert and introvert personality did not show differences in psychological fatigue conditions. This happens due to the first difference of the factors that cause a response to the stimulus in individuals who live a different crisis in that culture. Ego depletion phenomenon in western countries is much influenced by factors that are internal, such as doing an activity pick (Baumeister et al 1998; Moller, et al 2006) and personality. While the factors that can cause an individual to experience ego depletion in eastern countries is dominated by external factors. For example, the activity of continuous conflicts with friends, family conflict and others (Undarwati, 2013). Second, ego depletion conditions perceived by the subject of how low-level and low at all possible also affected the results. When the individual is not in a state of fatigue, it will be difficult to see the variation in fatigue from the standpoint of personality. It concluded that extroverted and introverted personality types are not able to be the difference when the individual measured ego depletion conditions.

The results of the analysis of the second hypothesis indicates that there is no difference in self-regulation in individuals with personality types extrovert and introvert. The absence of regulatory variation in subjects who have type keribadian because there is an element of unconsciousness. That is, when individu perform self-regulation then the individual is not aware of it. Self-regulation occurs automatically and can not be consciously controlled. In case of self-regulation process conscious and able to be controlled, then aktiitas is known as self-control. However, self-regulation is the process that occurs when individu extend or expand the capacity of self when troubleshooting. Facts show that introvert and extrovert personality less able to differentiate levels of self-regulation. This is because the type personality can only be used to distinguish conscious behavior, such as self-control and coping with stress.

Other findings mention that most of the subjects did not experience ego depletion. Somewhat different prediction is thought by researchers at the beginning of the study that teachers who teach children with special needs will tend to be depleted. However, the facts show different things. Low teacher ego depletion caused by subject capability of self-regulation. With a moderate to high level, it indicates the subject has a strong ability to adapt so as to resolve the issue in

accordance with established standards. Baumeister, Gailliot, Wall & Oaten (2006) explained that when people often perform self-regulation, the same analogy with the muscles that are often trained, so it is getting stronger, so when self-regulation is getting stronger then the individual will easily adapt to the surrounding issues. The positive effect is getting stronger then the individual will not be spending a lot of energy to solve the problem. If the individual does not run out of energy in its activities it will not experience ego depletion. The subjects in this study did not experience ego depletion because it has an optimal regulation in solving the problems of life.

## CONCLUSION

Overall, it can be concluded that the personality type (extrovert-introvert) can not be a differentiator of individual ego depletion. There is no difference in ego depletion in individuals who have extroverted personalities and introvert. Likewise, there is no difference in individuals self regulation with personality types extrovert and other introvert. This result pointed out the fact that the subjects did not experience ego depletion. This means that in learning activities in exceptional school not draining the subject energy. Self-regulation's level of subject places in the high rank. This revealed that subjects were able to adjust to the demands of the surrounding issues.

The results of this study can be used as a reference to be more aware of things that be a precipitating factor of ego depletion. Personality is not one of them, so people need to consider factors other than personality. For future research, researcher need to consider the level of education, social status that may have relevance to ego depletion.

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