



Personality Traits and Self-Efficacy Learning Performance: Analysis of Students Carrying Out Practical Courses

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Abstrak

Mata kuliah praktikum memiliki tantangan yang berbeda dengan mata kuliah teori. Banyak faktor yang berhubungan dengan efikasi diri mahasiswa ketika mengikuti mata kuliah praktik. Penelitian ini dilatarbelakangi oleh fenomena mahasiswa yang mengalami kesulitan dalam mengikuti mata kuliah praktikum konseling. Fokus dari penelitian ini adalah untuk memprediksi efikasi diri berdasarkan tipe kepribadian. *Ten Items Personality Inventory* (TIPI) dan *Self-Efficacy Learning Performance* (SELP) diberikan kepada 103 mahasiswa dan dianalisis dengan menggunakan korelasi product moment. Hasil penelitian menunjukkan bahwa *Extraversion* ($r = 0.34, p < 0.05$), *Conscientiousness* ($r = 0.20, p < 0.05$), dan *Openness to Experience* ($r = 0.27, p < 0.05$) berhubungan secara signifikan dengan *self-efficacy* mahasiswa ketika melaksanakan mata kuliah praktikum. Temuan ini berimplikasi pada pemahaman kepribadian yang sangat penting untuk mendukung pengembangan profesional mahasiswa.

Abstract

Practical courses have different challenges from theoretical courses. Many factors are related to student self-efficacy when taking practical courses. This research is motivated by the phenomenon of several students who have difficulty following counselling practice courses. The focus of this study is to predict self-efficacy based on personality traits. *Ten Items Personality Inventory* (TIPI) and *Self-Efficacy Learning Performance* (SELP) were given to 103 students and analyzed using product moment correlation. The results showed that *Extraversion* ($r = 0.34, p < 0.05$), *Conscientiousness* ($r = 0.20, p < 0.05$), and *Openness to Experience* ($r = 0.27, p < 0.05$) which relates significantly to student self-efficacy when carrying out practical courses. These findings have implications for understanding personality which is essential for supporting the professional development of students.

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INTRODUCTION

Counseling is a professional service activity carried out by trained counselors. To conduct professional practice they need specific and comprehensive competencies (Ishak, Amat, & Bakar, 2012; Lester, 2014). Some studies show the importance of counselors' professional skills when helping clients (Cormier & Hackney, 2008). A counselor should have basic skills, and various counseling techniques, and be able to apply counseling theory when conducting their professional practice (Yaumas, et al., 2018). In this case, the counselor has undergone the process of education, experience, and practice that has been professionally studied (Pafilo, 2005).

Providing practical experience is an essential part of the counselor's education program (Mulawarman et al., 2018). Through counseling practices, students or counselors-in-training will have direct experience helping counselees (Reese, Young, & Hutchinson, 2013). So, they need adequate counseling practice experience, one of which they get in a counseling practice class. But in the other hands, the phenomenon is that a counselor's skills do not increase through training or experience (Hackney, 2011). Counseling practices are considered difficult for students. They often feel anxious when practicing counseling and students vary in their willingness to learn.

Willingness to learn is better understood as self-efficacy. Self-efficacy is described by Bandura (1997) as an individual's belief in his or her ability to manage and carry out a series of actions required to produce predetermined achievements. Gloria & Hird (1999) also explain that self-efficacy is an individual's belief in himself that encourages a person to behave and achieve specific results.

Bandura (1997) explains that a substantial body of literature shows that efficacy beliefs regulate human functioning through four major processes. They include cognitive, motivational, affective, and selective processes. Self-efficacy is significantly related to performance, an initiative in dealing with situations, motivation, and persistence to perform or complete tasks, especially in the face of obstacles and obstacles (Kaiser, 2003).

High self-efficacy will develop a strong personality in a person, reduce stress, and are not easily influenced by threatening situations. In contrast, individuals with low self-efficacy tend not to try or cooperate under challenging situations and high levels of complexity (Abasi-Asl, Naderi, & Akbari, 2016).

Kaiser (2003) revealed that a person with positive self-efficacy believes that he or she can complete a particular task well, often exerting sufficient effort to complete the task at hand. On the other hand, people with negative self-efficacy often give up in the face of adversity. Identifying the suitable model to explore students' self-efficacy about their personalities is an important task. Personality models developed based on specific factors can be suitable for self-efficacy

research. These models must be the basis for analysing and reducing self-efficacy related to personality factors (Abasi-Asl, Naderi, & Akbari, 2016).

Indeed, personality is a complex psychological structure and includes countless sets of traits with different effects on the body and mind (Amin, et al, 2016). One of the most known personality theories is the theory of the five personality factors known as the big five personality traits. Chamorro et al (2018) suggested that self-efficacy among students can be explored by both of disposition and personality determinants of their use of Big Five Factors.

Factors in big five personality theory are (Abasi-Asl, Naderi, & Akbari, 2016): 1. Emotional Stability (low in neuroticism): a long-term tendency to be in a stable emotional state (calm, comfortable, and happy). 2. Extraversion: This shows how outgoing and social someone is. A person enjoys being with people, participating in social gatherings, and is full of energy. 3. Openness: This is a holistic concept characterized by an emphasis on transparency and free, unlimited access to knowledge and information, as well as collaborative or cooperative management and decision-making rather than a central authority. 4. Agreeableness (adjustment): This reflects social and prosaically orientation and can be said to be the opposite of hostility towards others. It is considered as kind, sympathetic, cooperative, warm, caring, trustworthy, and humble. 5. Conscientiousness: This implies a desire to do a good job. This illustrates the power to control impulses as they are accepted in society. It facilitates tasks and goal-oriented behavior.

The theory of five major factors is considered the most prominent for exploring students' personalities in academic settings. Ozer and Benet (2005) also revealed that psychological research aimed at the student population must consider five great traits because it has been associated with various behaviors. Therefore, five personality factors were considered to predict self-efficacy among students in this study.

METODE

1.1.1. Procedure and participant

The research design used in this study is correlational. Subjects in this study amounted to 102 students or counselors-in-training that follow the course of counseling practice. Sample of respondents aged between 20 and 23 years, with an average age of 20.7. Those who agree to participate in this study will fill the instruments prepared by the researchers. Data is collected directly during field practice debriefing activities.

1.1.2. Instrument

The current research used a back translation procedure before the data retrieval process. To validate the Indonesian versions of the Ten-Item Personality Inventory (TIPI) and Self-Efficacy Learning Performance (SELP), the questionnaires were translated from English into Indonesian. The trans correlational of the items into English and comparison of the back translation and original questionnaire to inform a final optimum version in Indonesian. The process of back translate instruments was carried out by the language institute of the state university of Semarang.

Ten-Item Personality Inventory (TIPI) developed by Gosling, Rentfrow, and Swann (2003) consists of 10 items to reveal personality trends by the big five personality theory. Respondents were asked to choose from 7 categories of answers ranging from strongly disagree to strongly agree. An example of an item in this instrument is "I see myself as: Extraverted, enthusiastic" back translate into "*Saya melihat diri saya sebagai pribadi yang: Terbuka, antusias*". The instrument's validity uses product moment r scores with ranges (0.531 to 0.632), and the reliability of the instrument using the Cronbach's Alpha calculation gets the results $r = 0,572$.

Self-efficacy for learning and performance, developed by Pintrich (1991) consists of 8 items to measure the level of self-confidence in fulfilling learning tasks and performance in lessons. The validity of the instrument using the product moment score of r with a range (0.376 to 0.758), and the instrument's reliability using Cronbach's Alpha calculations obtained the results of $r = 0.804$.

1.1.3. Data analysis

Assessing the correlation between the variables, we used the Pearson correlation coefficient, to answer research problems and determine the relationship between personality traits and self-academic learning performance. Processing data in this study will be carried out using the SPSS 21.00 program for Windows

RESULT

Mean, standard deviation, and zero-order correlations are shown in table 1. Not all personality types have a significant relationship with students' self-efficacy. Only Extraversion ($r = 0.34$, $p < 0.05$), Conscientiousness ($r = 0.20$, $p < 0.05$), and Openness to Experience ($r = 0.27$, $p < 0.05$) which have positive and significant correlation with self-efficacy. Also, a positive significant relationship was found between the conscientiousness with openness to experience ($r = 0.30$, $p < 0.01$).

Variables	Mean	SD	1	2	3	4	5	6
Extraversion (E)	9.81	2.25	-					

Agreeableness (A)	9.80	1.62	0.07	-			
Conscientiousness (C)	10.85	1.93	0.01	0.15	-		
Emotional Stability (ES)	8.97	2.17	0.16	0.14	0.18	-	
Openness To Experience (O)	9.80	1.95	0.23*	0.05	0.30**	0.19	-
Self-efficacy	12.41	72.11	0.34**	0.03	0.20**	0.37	0.27**

Notes:

Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experience are personality types in big five personality theory.

**Coefficients are significant at 0.01 level

*Coefficients are significant at 0.05 level

Table 1. Correlation Matrix Between Personality Traits and Self-Efficacy

DISCUSSION

Self-efficacy theory is a branch of Social Cognitive Theory proposed by Albert Bandura (also known as Social Learning Theory). Learning theory is the initial and fundamental assumption of Bandura's social cognitive theory. Bandura (1997) considers that individuals are quite flexible and able to learn a variety of attitudes and behavior skills. The best source of learning for individuals is the existence of unexpected experiences (vicarious experiences).

Bandura's social cognitive theory also takes the point of view of humans as "agents" of themselves, meaning that humans can exercise control over their lives. So Bandura believes that humans are creatures who can regulate themselves, are proactive and reflective in organizing themselves. In addition, they also have the power to influence their actions to produce the desired consequences

In general, social cognitive theory explains that the formation of individual behavior is explained in the form of reciprocal interactions between personal determinants (including cognitive factors and other personal factors), behavior, and the environment, known as triadic reciprocity. So it can be explained that a person's behavior is influenced by environmental factors and individual determinants (personal factors), especially cognitive factors related to his belief that he can or cannot act to achieve certain results successfully (self-efficacy).

In other words, based on the socio-cognitive perspective, self-efficacy is placed as one factor influencing behavior. An important aspect for a counselor is a professional identity integrated with professionalism, values, theories and techniques. As a professional who must integrate personal identity by profession, a counselor should be able to adopt the skills, values, roles, attitudes, etiquette, ways of thinking, and problem-solving pattern (Gibson, et al, 2010). Therefore, counseling practice training must be carried out effectively to improve student or counselor-in-training skills.

The results of this study indicate that a person's personality traits can predict students' self-efficacy. A person with a personality traits Extraversion and Emotional Stability also can reduce their self-efficacy while practicing counseling. Feelings of anxiety increases when they face obstacles when counseling practice can be minimized openly with others, and also control emotions (Irengun & Ankboga, 2015).

Extraversion is one of the five personality traits of the Big Five personality theory. It indicates how outgoing and social a person is. A person who scores high in extraversion they enjoy being with people, participating in social activity, and are full of energy (Andriyani, et all, 2017). When someone enjoys being together with other students in the class, participating in class actively, and full of energy, it reduces self-efficacy when counseling practice. Positive attitudes towards other groups can support well-being and reduce anxiety (Amin, et all, 2017; Muslikah, Hariyadi, & Amin, 2016).

In line with practical counseling that includes the social skills, person with high extraversion is outgoing and enthusiastic. Because individuals high in extraversion tend to seek out the company and stimulation of other people. They enjoy engaging with the external world. These individuals thrive on excitement, and are enthusiastic, action-oriented people. They like to be the center of attention in groups.

On the other side are students with introverts at counseling practice. These students have less excitement and energy than other students. They are less involved in class discussions, including counseling practices, and tend to be quiet and look after themselves. Therefore lecturers need to pay attention to introverted students, and try to get them involved and engaged in class (Sugiharto, et all, 2019).

While emotional stability refers to a person's ability to remain stable and balanced. People with high emotional stability (low neuroticism) are less emotional and irritable. They tend to be emotionally stable, calm, and not constantly experiencing negative feelings. This personality is needed for counselors, including students or counselor-in-training, when practicing counseling. Emotional stability supports the personal quality of the counselor, which when someone has emotional stability they are more able to control themselves positively.

On the other hand, students with neuroticism will easily experience self-efficacy when practicing counseling. They are not comfortable with the demands and tasks in counseling practice class. As an important subject for prospective counselors, counseling practice classes are not only theory, but directly practice counseling skills and techniques to help counselees. So based on these findings, the lecturer needs to create a comfortable and pleasant atmosphere, including

arranging assignments and learning content to make students happy in the counseling practice class.

CONCLUSION

The results showed that Extraversion, Conscientiousness, and Openness to Experience were significantly related to students' self-efficacy when implementing practicum courses. These findings have implications for understanding personality, which is crucial to support students' professional development.

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