

The Effect of Learning Strategy and Type of Personality on Student's Achievement in Economic Science

A Case Study at Al-Ansor Boarding School in Southeast Padang Sidempuan

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Abstract—In this paper, we scrutinized the effect of learning strategy, particularly Discovery and Expository learning strategy, and the combination of those with the personality type of the students in improving the student's achievement, particularly in economic science. A sample of 74 students from the eleventh grade of Al-Ansor Islamic Boarding School were used to determine the result. The sample was then broken up into two groups of different learning strategy and two groups of different personality type. Participant's achievement was evaluated using a previously validated instrument along with the validated personality type to determine their respective group. Examination of these data, points to statistically significant difference between different learning strategy and different personality type. Thus, the research findings suggest that better learning strategy will improve students' achievement and different personality type will contribute to different achievement on students.

Keyword—learning strategy, personality type, economic achievement, extrovert personality, and introvert personality.

I. INTRODUCTION

The teachers have an important role in developing the education world which makes the quality of education depending on the quality of the teachers as well. Regarding to human resources development, teacher's roles is strongly emphasized as it will affect the quality of the students. A teacher, wherever they teach, has a task to give their knowledge to their students. To be able to do that, they will need experience and good knowledge about his students, and how to deliver the knowledge properly. Teachers need to fully understand the main concept of the teaching material which will make it easier for them to perform the teaching and make it interesting, well-managed and comprehensive with the teaching program. This is an integral part of the teaching performance of an educator for every level of education.

Yamin (2010) stated that when teachers give a lot of learning activities that tends to teach skills and develop talents, then the students will be able to understand the

material better, and those can be achieved by giving students practice [1].

The frequently happened phenomena in classroom in which a lot of students failed is also because of the fact that the quality of the teachers is very low, especially in applying the material to the students. A low skill level, especially the inability of the teachers to perform actively and only stick to the old style of teaching which is monotone and boring leads to the fact that students are not stimulated to achieve the material well. In the end, students will not be motivated to study.

In addition to mastering and implementing learning strategies in the learning process, achievement of student learning outcomes is also influenced by the ability of teachers in recognizing the student's personality. The personality of the student should receive attention before starting the lesson so that a teacher can determine the appropriate learning strategy to apply. Personality generally refers to a special pattern of behavior that marks every individual's way of adapting to life situations. Because everyone has a personality that differs from one to another so that the personality that exists in a person more or less can influence the success of learning.

In terms of clinical implications, a better understanding of the psychopathological profile, including the personality profile of the student, will contribute to a better understanding of the students' behavior to identify specific needs and to take further action [2].

In facing the challenging world of education and competition, it is necessary to hold innovation in learning strategy by knowing the unique personality of each student. In this context, economic learning will be more fun and memorable if the teacher is able to use the learning strategy by understanding the personality of students who are introverted or extroverted personal. By knowing the personality of students, a teacher can then determine the learning strategies that will be applied in improving students' economic achievements.

In the context of education, strategies are used to set tactics in order to achieve goals properly. In other words, a strategy in an educational context can be interpreted as a plan

that contains a series of activities designed to achieve educational achievement. Learning strategies are some ways that teachers will use to select the learning activities that will be used during the learning process.

Defining on the learning strategy can't be separated from the discussion about the framework of learning theory itself. The need for this theory according to Waters, suggested that strategy is a general pattern of decisions or actions [3]. Hardy, Langley, and Rose stated that strategy is perceived as a plan or a set of explicit intention preceding and controlling actions [4].

The importance of measuring and understanding learning styles and learning strategies lies in the fact that they play a role in the outcomes of learning itself in the context of different approaches that teachers do to different learners [5].

Based on the above definitions, it can be argued that the strategy is a pattern that is planned and determined intentionally to perform activities or actions. The strategy includes the purpose of the activity, who is involved in the activity, the content of the activity, the process of activities, and the means of supporting the activity.

One of the learning strategies that is often referred to as the ideal strategy to use in the classroom is the Discovery learning strategy. Discovery learning strategy is a series of learning activities that involve all the ability of learners to search and investigate systematically, critically and logically so that they can find their own knowledge, attitude, and skill as a form of behavior change [6].

Meanwhile, the Expository learning strategy is one of the strategies that is most used by teachers in the classroom. According to Killen, Expository learning strategy is a learning strategy that emphasizes the process of verbal material delivery of a teacher to a group of students with the intention that students can master the subject matter optimally. He named this expository learning strategy with the term direct instructional strategy (direct instructional) because this strategy delivers learning material directly by the teacher [7]. Students are not required to find the material. The subject material comes as if it had already there. Because expository strategies emphasize more on the process of speaking, it is often also called the term "chalk and talk".

In the study of personality, there are various terms, such as motives, traits and temperaments, which point to the permanent peculiarities of the individual. These concepts imply a time-varying and cross-situational uniqueness in individual behavior patterns. The origin of uniqueness is not always the same. Temperament, for example, refers to the biological basis of behavior, while motives and attributes are related to social environmental influences. Whichever it is, the so-called conceit is already present, even considered to reflect the individual's psychological disposition, which manifests itself in the widest range of actions.

According to Roberts, in contrast to learning strategies, personality types are considered to be relatively different patterns of thoughts, feelings, and behaviors that distinguish one individual from another [8].

Meanwhile, the extrovert personality type is a tendency to direct the attitude and is a personality that is more influenced by the objective world, oriented especially outwardly. Their thoughts, feelings, and actions are more determined by the environment. Jung stated that the extrovert person's dimension in actual behavior is described as being open, cheerful, sociable, tending to interact with society and insensitive, facing less serious day life, dislike of order, aggression, lack of responsible, optimistic, practical and full of motives that are coordinated by external events [9].

On the other hand, introverted personality types as people who tend to withdraw from social contact. His interest and attention are more focused on his own thoughts and experiences. An introvert tends to feel capable of self-sufficiency. This introverted behavior as a quiet person, distancing themselves from outside events, not liking the crowd. They do things in their own way, closing himself to the influence of the outside world [10].

The purpose of this study itself is to find the effect of learning strategies, namely Discovery and Expository learning strategies and student personality types, which are the extrovert and introvert type, to the students' economic science achievement.

II. METHODS

The population of this study were students of Grade XI Ponpes Al-Ansor at JalanManunggangJulu Padang Sidempuan Tenggara Social Science Department (IPS), consisting of 3 classes namely Grade XIA to Grade XIC IPS. Each Class consists of 35-38 students. Each class in the population has the same characteristics, meaning that each class is the result of selection, the average student has the same age, and the class division is not done based on the ranking so there is no superior class with different student characteristics.

The sampling technique used in this research is cluster random sampling group technique that chooses 2 (two) class as samples which subject to treatment through random selection. The class that will be used as research sample is class XI-A using Discovery learning strategy and XI-B using Expository learning strategy.

This research used quasi experimental research method by conducting experiments in the class which is available as it is, without changing the classroom situation and the learning schedule. The treatment is carried out in Economic learning by comparing the Discovery learning strategy with Expository learning strategy and implemented in the treatment class that has been set. In class XI-A Discovery learning strategy was implemented, and class XI-B implemented Expository learning strategy. Furthermore, each class is given a personality type test to determine the student personality type.

The instruments used in this research are: (1) economic achievement test, (2) personality test. Test of Economic achievement is compiled with subject "Understanding the conditions of employment and its impact on economic development". It is compiled as many as 40 items.

Meanwhile, personality type tests are used to identify student personalities so they can be grouped into extroverted personality types and introverted personality types. The personality measurement instrument used in this study took form in a personality test.

Before the test of the results of the study was conducted using 2-Way ANOVA, the normality requirements using Lilliefors Test was first determined. As for the homogeneity test using Barlett Test. After testing the statistical requirements, the 2-WAY ANOVA test can be conducted. If 2-WAY ANOVA result is significant, then a further test (post hoc test) with Scheffe Test is conducted.

III. RESULTS

Table 1. Normality Test Results

Group	n	L _o	L _t (0,05)	Conclusion
Discovery Strategy with Extroverted Personality	19	0,1565	0,1950	Normal
Discovery Strategy with Introverted Personality	17	0,1792	0,2060	Normal
Expository Strategy with Extroverted Personality	16	0,1804	0,2130	Normal
Expository Strategy with Introverted Personality	22	0,1740	0,1889	Normal

Table 2. Homogeneity Test Results

Group	Variance	χ^2_o	χ^2_t	Conclusion
Discovery Strategy with Extroverted Personality	43,87	1,175	7,815	Homogen
Discovery Strategy with Introverted Personality	60,60			
Expository Strategy with Extroverted Personality	41,47			
Expository Strategy with Introverted Personality	37,83			

Table 3. Hypothesis Test Results using 2-WAY ANOVA

Source	df	Sum of Sq.	Mean Sq.	F _o	F _t
Learning Strategy (A)	1	19,47	19,47	4,26	3,98
Personality Type (B)	1	71,48	71,48	4,74	3,98
Interaction (A x B)	1	71,97	71,97	4,77	3,98
Error	70	1055,12	15,07		
Total	73				

Table 4. Post-Hoc Test Results Using Scheffe

Scores of Compared Group	F _o	F _t	Conclusion
μ_{A1B1} with μ_{A2B1}	3,38	2,74	Significant
μ_{A1B1} with μ_{A2B2}	3,45	2,74	Significant
μ_{A1B1} with μ_{A1B2}	4,75	2,74	Significant
μ_{A2B1} with μ_{A2B2}	4,37	2,74	Significant
μ_{A1B2} with μ_{A1B1}	3,89	2,74	Significant
μ_{A2B2} with μ_{A1B2}	1,18	2,74	Insignificant

In this study of influence of learning strategies and personality types on the economic learning achievement, the writer found some results as follows:

- a) Students' economic achievements that are taught with discovery learning strategies and have extroverted personality are higher than students' economic achievements that are taught by expository learning strategies and have extroverted personalities,
- b) Students' economic achievements that are taught with discovery learning strategies and have extroverted personality are higher than students' economic achievement that are taught with expository learning strategies and have introverted personality,
- c) Students' economic achievements that are taught with discovery learning strategies and have extroverted personality are higher than students' economic achievement that are taught with discovery learning strategies and have introverted personalities,
- d) Students' economic achievements that are taught with expository learning strategies and have extroverted personality are higher than students' economic learning outcomes are taught with expository learning strategies and have introverted personality,
- e) Students' economic achievements that are taught with discovery learning strategies and have introverted personality are higher than students' economic achievements that are taught by expository learning strategies and have extroverted personalities,
- f) There is no significant difference between introverted students' economic achievement taught with discovery learning strategies and expository learning strategies.

IV. CONCLUSIONS

Based on the conclusions of the results of this study, it can be seen that students who are taught with discovery learning strategy will have a higher grade compared with students taught with expository learning strategies. Thus, teachers in schools should be more active in preparing learning strategies, especially in the implementation of each learning material into the classroom. In addition, teachers should also have extensive knowledge in order that this learning strategy can be properly implemented, especially in the knowledge of the steps and implementation of this strategy on the subjects it teaches.

This study also illustrates how the influence of student personality types on their economic achievements. By looking at the results of this study, teachers should be able to recognize the personality type of each student. This is because each personality type will have their own characteristics in receiving learning materials in the classroom. This introduction is also important to provide students with introverted personality to be able to compete healthily with their peers who have extroverted personalities.

In addition, the study also showed that students who were taught with discord and extrovert personality learning strategies had higher mean scores than students with introverted personality. The same thing is also found in groups of classes taught by expository learning strategies.

This means that teachers should be able to implement learning strategies that are appropriate to the characteristics of students so that learning outcomes can be maximized effectively. In addition, encouragement in other forms can also be given to students with introverted personality to be able to compete with their classmates in improving achievement.

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