



Big Five Personality Test for State Islamic Senior High School Students in Indonesia

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Personality is one of the important variables for predicting student academic success. The purpose of the research is to examine the Big Five personality test as a predictor on the academic achievement of State Islamic Senior High School students in Indonesia. This research used a quantitative method which used a survey of the Big Five Personality Test and learning achievement on 5 subjects. The subjects of this study were the 2145 sample students of 23 State Islamic Senior High School of Insan Cendekia (SISHS-IC) around Indonesia. The results of this study indicate that all dimensions of Big Five Personality traits; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability have a significant effect as predictors of students' academic achievement. While in parts of each dimension, the most significant predictor of students' academic achievement is the emotional stability and openness to experience. These findings are very important for teachers and schools to pay much more attention to emotional stability and openness to experience as predictors of student academic achievement.

Keywords: academic achievement, Big Five Personality, predictor, regression, test

INTRODUCTION

Student academic success is strongly influenced by internal and external factors (Hamid, 2019). The influence of internal factors such as student characteristics and personality is

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important determinants in predicting students' academic performance in the classroom (Ismail, Mahmood, and Abdelmaboud, 2018). Ciorbea and Pasarica (2013), stated that personality factors are variables that influence student academic performance. Similarly, according to Mihaela (2015), psychological factors such as personality are very influential in academic success. Therefore, this personality factor is a concern of education practitioners and researchers. One of the personal factor as a determinant of academic success is the personality factor.

Personality is one of the non-cognitive aspects that is often considered as a predictor of academic performance (Conard 2006). Likewise, personality is a fundamental aspect of human beings that influences academic performance (Vedel and Poropat, 2017). In addition, Entwistle (2018) stated that personality and motivational characteristics are significant predictors of academic performance. Some expert in education suggested paying attention to personality variables to determine student academic performance (Shokri, Kadivar, Naghsh, Ghanai, Daneshvarpour, and Molaei, 2007). Similarly, Ramesh, Reddy, Rao, Dhandapani, Siva, and Ramakrishna (2017) explained that educators and researchers need to pay attention to personality variables in learning as a students' strength to improve academic performance. Lee and Stankov (2018) have confirmed that one of the non-cognitive variables used as ability predictors of the Third International Mathematics and Science Study (TIMSS) and students' Program for International Assessment of Students (PISA) is a personality type.

One of the personality approaches that can be used to reveal the personality aspects is the Big Five personality approach (De Raad and Mlačić, 2015). According to De Raad and Mlačić (2017), the Big Five personality approach is known as *the structure of the personality* model. The Big Five personality approach model has 5 personality structures; neuroticism, extraversion, openness, agreeableness and conscientiousness (McCrae and Costa Jr, 2008). The opposite pole of neuroticism denotes emotional stability (Goldberg 1990, 1992). As an example, Rosito (2018) found that the five dimensions of Big Five personality significantly influence student academic achievement. While, according to Bhagat, Shetty, Husain, Mat, Simbak, Aung, and Oo, (2019), concluded that personality is the combination of individual character as a capital for academic career success. In short, Big Five Personality is able to predict positively on academic achievement.

Among many kinds of research, the researchers found different effects of Big Five Personality as predictors of academic performance. As an example, Jensen's (2015) showed that openness to experience influenced student learning and general knowledge, while conscientiousness influenced academic achievement. Similarly, Raza and Shah's findings (2017) found that empirical evidence of all Big Five personality significantly influenced academic achievement, except agreeableness. Brandt, Lechner, Tetzner, Rammstedt (2019) stated that conscientiousness, openness, and emotional stability were the most significant predictors of academic performance. According to Demetriou, Kazi, Spanoudis, and Makris (2019), the most significant variable predictor is the conscientiousness. While, according to Novikova and Vorobyeva (2017), conscientiousness and openness are the highest predictions of academic achievement. Similarly, Sorić,

Penezić, and Burić, (2017) stated that conscientiousness alone has not so significant on academic achievement. In contrast, Varadwaj (2017) found that the types of conscientiousness, agreeableness, and openness were the most significant predictor of academic achievement. Likewise, Köseoğlu (2016) stated that the types of conscientiousness and agreeableness are the most significant in predicting student academic achievement. Similarly, Kirkagac and Öz (2017) showed that the types of conscientiousness, openness and agreeableness significantly predict academic achievement.

However, in Indonesia, there are few studies, if any, which analyzed the prediction of Big Five personality for student academic achievement. The aim of this study is finding predictors of academic achievement based on students' personality. Thus, the results of this study are very useful as policymaker reference in the national new student selection programs. This research is critical as consideration for stakeholders in making decisions since it presents empirical findings of the prediction test of the five dimensions of the Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability on academic achievement of State Islamic Senior High School of Insan Cendekia (SISHS-IC) around Indonesia. In addition, this study reveals a predictive level both simultaneously and partially each dimension of the Big Five Personality traits of the five main subjects in SISHS-IC; Islamic Studies, Arabic, English, science, and mathematics

METHOD

This research uses a quantitative approach with correlational causality design. The survey method is used to collect data by conducting learning achievement tests to participants. Learning achievement that collected in this study was students' grades obtained in the first semester.

The population of this study is 1.465.445 students of Islamic Senior High School in Indonesia (Anon 2020). Quota sampling technique was used to select participants which resulted in 2145 students who were taken from 23 State Islamic Senior High School of Insan Cendekia (SISHS-IC) around Indonesia. Table 1 shows the distribution of participants.

Table 1
Distribution of respondent

Demography	Frequency	Percentage
Gender		
Male	1036	48
Female	1109	52
Name of Educational Institution		
SISHS-IC Aceh Timur	96	4.5
SISHS-IC Bangka Tengah	96	4.5
SISHS-IC Bengkulu Tengah	89	4.1
SISHS-IC Gorontalo	119	5.5
SISHS-IC Gowa	72	3.3
SISHS-IC Halmahera Barat	48	2.2
SISHS-IC Jambi	120	5.6
SISHS-IC Batam	96	4.5
SISHS-IC Kendari	96	4.5
SISHS-IC Palu	96	4.5
SISHS-IC Pekalongan	93	4.3
SISHS-IC Lampung Timur	48	2.2
SISHS-IC Lombok Timur	72	3.3
SISHS-IC Ogan Komering Ilir	96	4.5
SISHS-IC Padang Pariaman	96	4.5
SISHS-IC Paser	96	4.5
SISHS-IC Pasuruan	96	4.5
SISHS-IC Sambas	96	4.5
SISHS-IC Serpong	140	6.5
SISHS-IC Siak	96	4.5
SISHS-IC Sorong	96	4.5
SISHS-IC Tanah Laut	96	4.5
SISHS-IC Tapanuli Selatan	96	4.5

Instrument

This study used a measuring instrument of achievement test / academic achievement of five subjects in SISHS-IC; Islamic Studies, Arabic, English, science, and mathematics. This academic/academic achievement test was developed by a team of national question compilers from the Directorate of Islamic school centre assessment at the Indonesian

Ministry of Religion (MORA). While to measure the Big Five personality, it used the Big Five personality test which consisted of five dimensions: (1) openness to experience; (2) conscientiousness; (3) extraversion; (4) agreeableness; and (5) emotional stability. This test was also developed by the assessment expert centre team from the Islamic School Directorate at MORA.

Data Analysis

This research used multiple linear regression. The stepwise technique is used to analyze the effect of each dimension of the Big Five personality traits on student academic achievement. The data analysis entirely conducted by using IBM SPSS Version 25. Before multiple linear regression analysis is performed, the assumption test is checked by the data normality test, the relationship linearity test, the multicollinearity test, and the heteroscedasticity test. Based on the assumptions test results above show that the data in this study are all normally distributed, the relationship between the five predictor variables with the criterion variable is also linearly related to the five predictor variables avoiding multicollinearity, and the data in this study do not occur heteroscedasticity. Thus, this study can be used parametric statistical testing, namely multiple linear regression analysis to test the five predictor variables (Big Five personality with criterion variables (Academic Achievement)).

FINDINGS

Big Five Personality and Academic Achievement

The result of statistical analysis in Table 2 shows that there are simultaneous influences on all dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability on SISHS-IC student academic achievement ($r = .217$; $r^2 = .047$; $F = 21,069$; $P = .000$). In general, the five dimensions of Big Five Personality became a significant predictor variable on SISHS-IC student academic achievement.

Table 2
Multiple regression analysis of Big Five Personality Traits on Academic Achievement

Statistic	Value
F	21.069
P	.000
r	.217
r ²	.047

Table 3 shows that the five dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability have different effects on SISHS-IC student academic achievement. The emotional stability, openness to experience and extraversion have a significant influence on the academic achievement of SISHS-IC students. While the conscientiousness and agreeableness do not have a significant impact on academic achievement of SISHS-IC students. The finding of this study also indicates that the emotional stability and openness to experience are the

dimensions of Big Five Personality traits that have the most significant influence as predictors of academic achievement in SISHS-IC students. To conclude, SISHS-IC students who have emotional stability and openness to experience personality types have a tendency to have high academic achievement

Table 3

The influence of each dimension big five personality traits on academic achievement

Personality Dimensions	B	T	P
Openness to experience	5.177	6.819	.000
Conscientiousness	.810	.952	.341
Extraversion	-1.682	-2.020	.043
Agreeableness	-1.370	-1.359	.124
Emotional stability	4.904	6.256	.000

Based on table 3, it can be arranged with linear regression equations in this study are as follows:

$$Y' = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5$$

$$Y' = 2287.278 + 5.177 X_1 + .810 X_2 + (-1.682) X_3 + (-1.370) X_4 + 4.904 X_5$$

$$Y' = 2287.278 + 5.177 + .810 - 1.682 - 1.370 + 4.904$$

Symbol Description

Y' = Academic Achievement

a = constant

b_1, b_2, b_3, b_4, b_5 = regression coefficient

X_1 = Openness to experience

X_2 = Conscientiousness

X_3 = Extraversion

X_4 = Agreeableness

X_5 = Emotional Stability

Based on the regression equation can be explained as follows: (1) a constant of 2287,278, meaning that if Openness to experience (X_1), Conscientiousness (X_2), Extraversion (X_3), Agreeableness (X_4), Emotional Stability (X_5) the value is 0, then Academic Achievement score (Y') the value is 2287,278; (2) the Openness to experience (X_1) regression coefficient is 5,177, meaning that if other predictor variables are fixed and the value of Openness to experience has increased 1, then the Academic Achievement score has increased by 5,177; (3) Conscientiousness (X_2) regression coefficient of .810, meaning that if other predictor variables are fixed and the Conscientiousness value increases 1, the Academic Achievement score increases by .810; (4) Extraversion (X_3) regression coefficient of -1,682, meaning that if the other predictor variables are fixed and the value of Extraversion has increased by 1, then the

Academic Achievement score has decreased by 1,682; (5) Agreeableness regression coefficient (X_4) of -1.370, meaning that if other predictor variables are fixed and the value of Agreeableness has increased by 1, then the Academic Achievement score has decreased by 1,370; (6) the Emotional Stability (X_5) regression coefficient of 4.904, meaning that if other predictor variables are fixed and the Emotional Stability value increases 1, then the Academic Achievement score has increased by 4,904.

Big Five Personality and Islamic Studies Subject

Table 4 shows that there are simultaneous influences on all dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability on the achievement of Islamic Studies subjects ($r = .129$; $r^2 = .017$; $F = 7.294$; $P = .000$). In short, the five dimensions of Big Five Personality traits as a significant predictor variable on the achievement of Islamic Studies subjects

Table 4

Multiple regression analysis of big five personality traits on islamic studies achievement

Statistic	Value
F	7.294
P	.000
r	.129
r^2	.017

Table 5 shows that the five dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability have different effects on the achievement of Islamic Studies subjects. The openness to experience, emotional stability, extraversion, and agreeableness have a significant influence on the achievement of Islamic Studies subjects. Whereas, only the conscientiousness does not have a significant effect on the achievement of Islamic Studies subjects. The finding of this study also shows that the openness to experience and emotional stability are the most significant predictors of Islamic Studies subject achievement. To sum up, the SISHS-IC students who have the personality type of openness to experience and emotional stability are supposed to have high achievements in Islamic Studies subjects.

Table 5

The influence of each dimension big five personality traits on academic achievement

Personality Dimensions	B	T	P
Openness to experience	.904	4.162	.000
Conscientiousness	.300	1.230	.219
Extraversion	-.516	-2.165	.030
Agreeableness	-.512	-2.009	.045
Emotional stability	.701	3.126	.002

Big Five Personality and Arabic Subject

Table 6 shows that there are simultaneous influences on all dimensions of Big Five Personality traits, namely openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability on the achievement of Arabic subjects ($r = .129$;

$r^2 = .017$; $F = 7.215$; $P = .000$). In general, the five dimensions of Big Five Personality traits as a significant predictor variable on the achievement of Arabic subjects.

Table 6

Multiple regression analysis of big five personality traits on arabic achievement

Statistic	Value
F	7.215
P	.000
r	.129
r^2	.017

Table 7 shows that the five dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability have different effects on the achievement of Arabic subjects. Dimensions of emotional stability, conscientiousness, extraversion, and agreeableness have a significant influence on the achievement of Arabic subjects. Another hand, the openness to experience has no significant effect on the achievement of Arabic subjects. The finding of this study also indicates that the dimensions of emotional stability and conscientiousness are the most significant predictors of Arabic subject achievement. In conclusion, in general, SISHS-IC students who have emotional stability and conscientiousness personality types be likely to have high achievements in Arabic subjects.

Table 7

The influence of each dimension big five personality traits on academic achievement

Personality Dimensions	B	T	P
Openness to experience	-.002	-.005	.996
Conscientiousness	1.098	3.271	.001
Extraversion	-.280	-.852	.027
Agreeableness	-.268	-.764	.040
Emotional stability	1.137	3.674	.000

Big Five Personality and English Subject

Table 8 shows that there are simultaneous influences on all dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability on the achievement of English subjects ($r = .177$; $r^2 = .029$; $F = 13.828$; $P = .000$). In general, the five dimensions of Big Five Personality traits are the most significant predictors on the achievement of English subjects

Table 8

Multiple regression analysis of big five personality traits on english achievement

Statistic	Value
F	13.828
P	.000
r	.177
r^2	.029

Table 9 shows that the five dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability have different

effects on the achievement of English subjects. The dimensions of openness to experience, emotional stability, and conscientiousness have a significant influence on the achievement of English subjects. Whereas the dimensions of agreeableness and extraversion do not have a significant effect on the achievement of English subjects. The finding of this study also reveals that the openness to experience and emotional stability are the dimensions of Big Five Personality traits the most significant predictors on English subject achievement. In short, SISHS-IC students who have the type of personality openness to experience and emotional stability are supposed to have high achievement in English subjects

Table 9

The influence of each dimension big five personality traits on academic achievement

Personality Dimensions	B	T	P
Openness to experience	1.531	7.187	.000
Conscientiousness	-.706	-2.958	.003
Extraversion	-.312	-1.337	.181
Agreeableness	-.021	-.085	.932
Emotional stability	.871	3.960	.000

Big Five Personality and Science Subject

Table 10 shows that there are simultaneous influences on all dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability on the achievement of science subjects ($r = .184$; $r^2 = .034$; $F = 15.016$; $P = 15.016$; $P = 15.016$; $.000$). In conclusion, the five dimensions of Big Five Personality traits are the most significant predictors on the achievement of science subjects.

Table 10

Multiple regression analysis of big five personality traits on science achievement

Statistic	Value
F	15.016
P	.000
r	.184
r^2	.034

Table 11 shows that the five dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability have different effects on the achievement of science subjects. While the dimensions of openness to experience and emotional stability have a significant influence on the achievement of science subjects, the dimensions of agreeableness, conscientiousness and extraversion do not have a significant influence on the achievement of science subjects. The finding of this study also indicates that the dimensions of openness to experience and emotional stability are the most significant predictors of achievement in science subjects. In summary, SISHS-IC students who have the type of personality openness to experience and emotional stability have a tendency to have high achievements in science subjects.

Table 11

The influence of each dimension big five personality traits on academic achievement

Personality Dimensions	B	T	P
Openness to experience	1.664	7.055	.000
Conscientiousness	-.199	-.752	.452
Extraversion	-.362	-1.399	.162
Agreeableness	-.191	-.689	.491
Emotional stability	1.063	4.055	.000

Big Five Personality and Mathematics Subject

Table 12 shows that there are simultaneous influences on all dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability on the achievement of mathematics subjects ($r = .170$; $r^2 = .029$; $F = 12.749$; $P = 12.749$; .000). In conclusion, the five dimensions of Big Five Personality traits as a significant predictor variable on the achievement of mathematics subjects.

Table 12

Multiple regression analysis of big five personality traits on mathematics achievement

Statistic	Value
F	12.749
P	.000
r	.170
r^2	.029

Table 13 shows that the five dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability have different effects on the achievement of mathematics subjects. The dimensions of emotional stability and openness to experience alone have a significant influence on the achievement of mathematics subjects, while the dimensions of extraversion, agreeableness and conscientiousness do not have a significant influence on the achievement of mathematics subjects. The finding of this study also indicates that the dimensions of emotional stability and openness to experience are the most significant predictors of mathematics subject achievement. To conclude, SISHS-IC students who have emotional stability and openness to experience personality types be likely to have high achievement in mathematics.

Table 13

The influence of each dimension big five personality traits on academic achievement

Personality Dimensions	B	T	P
Openness to experience	1.079	4.794	.000
Conscientiousness	.318	1.259	.208
Extraversion	-.214	-.868	.386
Agreeableness	-.378	-1.432	.152
Emotional stability	1.133	4.875	.000

DISCUSSION

The result of this study proves that all dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability together have a significant effect as predictors of SISHS-IC student academic achievement. The result of this study confirms the findings of previous studies such as Lounsbury, Sundstrom, Loveland, and Gibson (2003); Loveland (2004); Ridgell and Lounsbury (2004); Leeson, Ciarrochi, and Heaven (2008); Furnham, Mosen, and Ahmetoglu (2009); Wang, Wang, and Dai (2011); Dzulkifli and Alias (2012); Galleher, Rundquist, Barker, and Chang (2012); Moldasheva and Mahmood (2014); Cazan and Schiopca (2014); Novikova and Vorobyeva, (2017) which stated that Big Five Personality traits are a significant predictor toward student academic achievement.

This study empirically finds evidence that among the five dimensions of Big Five Personality dimensions, the most significant predictor of achievement in all subjects (Islamic Studies, Arabic, English, science, and mathematics) is emotional stability dimension. In other words, this study confirms that students who have emotional and personal stability types are supposed to have high achievement in all subjects. This study confirms the findings of Kalita (2016) which stated that high school students who have high academic achievement are students who have high emotional stability. Likewise, Brandt, Lechner, Tetzner, Rammstedt (2019) showed that the type of emotional stability personality influences mathematics academic achievement. In the same way, Pulido-Acosta, and Herrera-Clavero (2019) assumed that emotional variables such as emotional intelligence are strong predictors of student academic achievement. In addition, Zahed-Babelan and Moenikia (2010); Chandramohan (2015); Razia and Ahmad (2017); Kotomina (2017); Leighton, Guo, Chu, and Tang (2018) stated that aspects of emotional intelligence are predictors of academic achievement. Likewise, Kashy-Rosenbaum, Kaplan, and Israel-Cohen (2018) claimed that the emotional level of students is a predictor of student academic achievement.

In the same way, the openness to experience is the most significant predictor in all subjects, except Arabic subjects. This result is in accordance with the previous studies which stated that openness to experience is a significant predictor of academic achievement. Students who have an openness to experience personality type have a tendency to have good academic performance (Morales-Vives, Camps, and Dueñas, 2020). Similarly, Paunonen, and Ashton (2001); Gilles and Bailleux (2001); Komaraju and Karau (2005); O'Connor and Paunonen (2007); Nofle and Robins (2007); Beaujean, Firmin, Attai, Johnson, Firmin, and Mena (2011); Lim, and Melissa Ng Abdullah (2012); Anghel (2015); Novikova and Vorobyeva (2017); Varadwaj (2017); Kirkagac and Öz (2017); Gatzka and Hell (2018) have found that personality openness to experience is a significant predictor to determine academic achievement. In addition, Kholin, Meurs, Blickle, Wihler, Ewen, and Momm (2016) stated that students who have the potential for openness to experience personality would be successful in learning and academic performance. Meanwhile, Tan, Lau, Kung, and Kailsan (2019) said that students who have the personality type of openness to experience seemed to have intrinsic motivation which impacts the process of creativity and academic achievement.

In addition, the interesting finding in this research is that conscientiousness does not have a significant effect on student academic achievement. On the other hand, the finding of this study indicates that the conscientiousness cannot be a predictor in Islamic Studies, science, and mathematics subject. This finding supports Sorić, Penezić, and Burić, (2017)) which stated that the conscientiousness does not have a significant effect on academic achievement. However, conscientiousness is a significant predictor in Arabic and English subjects. Similarly, Molaei (2016) found that the conscientiousness is very influential on the effectiveness of the ELTIS (English Language Teaching Institute) program. Likewise, Erfani and Mardan (2017) confirmed that conscientiousness is related to English language proficiency scores on IELTS, and academic success of Iranian foreign students. Dinius (2013) found that conscientiousness influences students' perceptions of English as a second/foreign language (ESL / EFL) programs.

On the other hand, Meyer, Fleckenstein, Retelsdorf, and Köller (2019) stated that conscientiousness could predict the results of mathematics test scores and English achievement scores are significantly predicted by the openness to experience. However, previous studies such as Paunonen, and Ashton (2001); Furnham, Chamorro-Premuzic, and McDougall (2003); Duff, Boyle, Dunleavy, and Ferguson (2004); O'Connor and Paunonen (2007); Wang, Wang, and Dai (2011); Komarraju, Karau, Schmeck, and Avdic (2011); Hakimi, Hejazi, and Lavasani (2011); Beaujean, Firmin, Attai, Johnson, Firmin, and Mena (2011); Zupančič and Kavčič (2011); Lim, and Melissa Ng Abdullah (2012); Lee and Chae (2013); Nighute and Sadawarte (2014); Köseoğlu (2016); Novikova and Vorobyeva (2017); Varadwaj (2017); Kirkagac and Öz (2017); Raza and Shah (2017); Demetriou, Kazi, Spanoudis, and Makris (2019); Morales-Vives, Camps, and Dueñas (2020) found empirical evidence that among the five Big Five Personality, the most significant predictor of academic achievement is conscientiousness.

Similarly, the agreeableness and extraversion personality types in this study do not have a significant influence on students' academic achievement. This means that agreeableness and extraversion personality types cannot be used as a predictor of student academic achievement. In other words, agreeableness and extraversion are not an effective dimension in predicting English, science and mathematics subjects. This finding supports Raza and Shah's research (2017) which showed that agreeableness is not a significant predictor of academic achievement. Similarly, O'Connor and Paunonen (2007) stated that extraversion negatively influences academic achievement. The agreeableness and extraversion function as predictor variables only in Islamic Studies and Arabic subjects. This study is in accordance with Ghazi, Shahzada, and Ullah (2013) which stated that the agreeableness personality type is related to the achievements of Islamic studies, including Arabic. Even though, Komarraju, Karau, Schmeck, and Avdic (2011); Nighute and Sadawarte (2014); Köseoğlu (2016); Kirkagac and Öz (2017); Varadwaj (2017) found that agreeableness is a significant predictor of academic achievement.

CONCLUSION

Based on the explanation above, it can be concluded that all dimensions of Big Five Personality; openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability are a significant predictor of academic achievement of SISHS-IC students around Indonesia. While partially, among the Big Five Personality that is the most significant predictor of student academic achievement is the emotional stability and openness to experience. In other word, students who have good emotional stability and openness to experience are supposed to have high academic achievement in all subjects. Furthermore, conscientiousness is an effective predictor only in Arabic and English subjects, while the agreeableness and extraversion are significant predictors in Islamic Studies and Arabic. The findings of this study are very important for teachers, especially for school to pay much more attention to the personality type of emotional stability and openness to experience as predictors of student academic achievement. Further research might analyze other personality traits that can be predictors for student achievement.

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