

ITS ROLE IN SELF REGULATED LEARNING CASE STUDY ON JUNIOR HIGH SCHOOL STUDENTS OF IT MADANI ISLAMIC SCHOOL

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ABSTRACT

Adolescence is a critical period for student education, where students are in the transition period of childhood to adulthood that undergoes changes in their biological, cognitive and socio-emotional conditions. Based on the stage of development, junior high school students should be able to have responsibility in learning, students are able to manage themselves in their way of learning. The focus of this study aims to examine the role of personality type (based on the STIFIn method) and school climate on the self-regulated learning of SMP IT Madani Islamic School students. Sampling in this study used a total sampling involving 300 students. Data collection uses personality type data (based on the STIFIn method), school climate scale and self-regulated learning scale. The data analysis technique used in this study is multiple regression analysis. The results showed that STIFIn personality type and school climate played a significant role in self-regulated learning with a value of $F = 44,707$ and a value of $p < .05$. Personality type and school climate made an effective contribution of 26.2% to self-regulated learning.

KEYWORDS Personality type, school climate, self regulated learning



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INTRODUCTION

At the junior high school (SMP) level, students who have begun to enter adolescence are in a critical period for student education. This is because adolescents are currently in a transition period between childhood and adulthood that undergoes changes in their biological, cognitive, and socio-emotional conditions (Santrock, 2012). The changes that occurred included increased responsibility and independence due to a decrease in the level of dependence on parents, changes in class structure from small classes to larger classes and changes in increased attention to achievement. This change also has an impact on the

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academic performance of students to complete school assignments (Santrock, 2012). In addition, the number of academic tasks requires more attention and energy from students to be able to complete them and requires students to be able to have the ability to manage their learning activities.

The ability to manage learning activities is also known as self-regulated learning, which is a term from Bandura's social cognition theory (1997). Students are able to become learners who actively direct their energy, cognitive, and behavioral skills in the learning process, so that students can choose effective learning strategies, be able to measure the extent of their mastery of the learning material, make corrections to themselves when necessary, and also realize the importance of using learning strategies. Students who are not able to have the ability to learn independently and self-regulate in learning, show low self-regulated learning and can cause problems. As with the research conducted by Sari (2021), the results show that low self-regulated learning causes students to tend to have difficulty completing learning tasks (Sari, 2018). As well as having an impact on the high level of student academic deficiencies, juvenile delinquency, and low academic achievement (Bintoro, 2013).

The high and low influence of self-regulated learning on students is formed because it is influenced by the relationship between factors and cannot stand alone. Alwisol (2017) mentions the existence of factors that come from internal factors and external factors. The factors that come from within are self-observation, assessment process and self-reaction. It's just that Matthew, Schwean, Campbell, Saklofske, and Mohamed (in Boekaerts, Pintrich, & Zeidner, 2000), mention that one of the factors from within is personality.

Personality can be interpreted as an understanding of how human structures, ideas and patterns behave. Several empirical study results show the importance of personality aspects as predictors of learning achievement. O'Connor and Paunonen (in Hazrati-Viari et al., 2012). There are many ways to know someone's personality, one of which is the STIFIn method. The theory developed by Farid Poniman uses the basis of a compilation theory of various psychological theories, including Carl Gustav Jung's theory of basic functions, the theory of the brain strata of the Truine Brain or the three heads of the American neuroscientist Paul Mc Lean and the theory of the hemisphere of the brain of Ned Herrman which divides the brain into four quadrants (left and right limbic, and right and left cerebellum) as well as his observations of thousands of individuals (Poniman & Mangussara, 2012).

Personality disclosure based on the STIFIn method is carried out through fingerprint media and is still a pro and con. If reviewed, especially from a psychological point of view, many experts still question the validity of the methods used, one of which is data collection carried out using a fingerprint tool or fingerprint method (Alindra, 2018). The use of the fingerprint method in revealing information about an individual, of course, is reviewed from the composition of the neural arrangement. However, the same thing has also been applied and used in various fields of research to analyze a person's personality.

Based on the above, the fingerprint method, which has become a trend in society in the 2010s, was researched by Nnama and Ezejindu (2021) on 241 subjects, about the relationship between fingerprint patterns and dual intelligence

among young adults. The results of this study showed that there were differences in fingerprint patterns (in the form of arch, loop, Whorl) to the intelligence possessed by the individual. This is due to the existence of fingerprint patterns that go beyond individual identification because research reveals the ability to identify individual potential through fingerprints.

In addition, fingerprints are a unique composition of individuals. So that the relationship between fingerprints and the part of the hemisphere of the brain that works for humans has been researched by biometric and neuroscience experts. Fingerprints are a part of the human body that carries a lot of information about the human being. The science of using fingerprints as a medium to provide information about a person is called dermatoglyphics. As well as a study conducted by Agarwal (2012) which tested assumptions about psychological behavior based on fingerprints in inmates and the general public who were not inmates, which aimed to identify behavioral characteristics of both groups based on fingerprints and tested using statistics. The results of the study showed that there was a correlation that was suspected to be between fingerprint patterns and individual personalities that were aligned. Likewise, the application carried out by the STIFIn method, where the fingerprint pattern is discussed and associated with connecting certain dominant brain hemispheres and acting as an operating system, so that it can provide an overview or information about a person's personality. Based on this, the application and utilization of STIFIn can be used in various fields, especially in the field of education.

However, if we focus on the study of personality dynamics, which is one of the factors that affect learning behavior, it is still relatively minimal in Indonesia. One of them that has been carried out is Rosito's (2022) study on personality (big five personality) on 342 students, stating that personality types can predict significantly towards self-regulated learning, with a correlation coefficient of .627. Likewise, Paauw (2020) conducted a study on 52 adolescents, to see their goals and strategies and self-regulation used to achieve their goals, self-control and personality types (Big Five Personality). The results of the study show that there is a positive relationship and personality type is estimated to be able to predict the learning strategies that a person does, as well as the success of a person's self-regulation strategies. Likewise, Anwar's (2022) research on the analysis of self-regulated learning with students' personality types in the learning process, the results show that regulations in independent learning have a strong influence, with a correlation coefficient of .644 for personality types (introverts and extroverts).

On the other hand, external factors or those consisting of environmental factors are reviewed in the form of: family factors, peer factors and school factors. One of the influencing school factors is the school climate, which is interpreted as the relationship between teachers and students, learning in the classroom. Jonathan Cohen et al. (2009) said that school climate refers to the quality and character of school life, based on the pattern of community experiences about school life that reflect norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structure. A sustainable positive school climate encourages the development and learning of youth who will later be necessary for productive, contributive, and fulfilling lives in a democratic society. The school's

climate includes norms, values and expectations that support people feeling socially and physically safe.

As a preliminary study conducted by Ananda (2023) on 152 students of the State Police School (SPN) about the relationship between school climate and self-regulated learning, the results showed a relationship of 65.2%. This means that the more positive the school climate, the higher the self-regulated learning that students have, and vice versa. Furthermore, a study conducted by Muwaffiqillah (2017) on 172 students of SMP Negeri 2 Kediri, which showed a high correlation (R) between school climate and self-regulated learning of .725 or with a determinant value of 52.5% and the influence of family social support on self-regulated learning which had a lower influence.

Based on the above that has been explained, there are various conditions of self-regulated learning of students, the researcher views that self-regulated learning in students needs to be further researched by raising the title "The Role of Personality Type (based on the STIFIn method) and School Climate on Self Regulated Learning in SMP IT Madani Islamic School students".

RESEARCH METHODS

Data collection uses 1) student personality test results; 2) the self-regulated learning scale of Siswanto adaptation (2019), which consists of 39 favorable items, and has been tested for the validity of the content and validity of the construct which is declared strong and has good validity (moving from .319 to .674 and .94); and 3) the climate scale of Husaini adaptive schools (2023), which consists of 18 favorable items, and has been tested with Confirmatory Factor Analysis (CFA), with a Chi-Square value of 1,574, GFI .777, RMSEA .076 and RMR .059. The analysis technique used in this study is multiple linear regression using JASP 0.18.30 for Windows.

RESULT AND DISCUSSION

Based on research that has been conducted based on 300 students of SMP IT Madani Islamic School, an overview of student self-regulated learning is obtained.

Description of SMP IT Madani Islamic School student data

Table 1. Dispersion of Subjects Based on Gender and Average Differences in Self Regulated Learning

Gender	Number (N)	Percentage	Mean
Men	155	51.7%	142.168
Woman	145	48.3%	145.952
Total	300	100%	

Based on the data of table 1, it can be seen that the self-regulated learning of students by gender, it is found that the average or mean value of female students (mean 145,952) is higher when compared to male students (mean 142,168). This is also in line with research conducted by Sari (2018), where according to her there are many factors that are able to distinguish the application of self-regulated

learning to women and men. One of the differences is based on how female students more often use self-monitoring strategies, make learning planning and goals (goal setting & planning), and manage the learning environment (environmental structuring) compared to male students.

Table 2. Dispersion of subjects by grade level

Grade Level	Sum	Percentage	Mean
VII	116	38.7%	144.362
VIII	106	35.3%	147.840
IX	78	26%	138.231
Total	300	100%	

Based on table 2, it can be seen that the self-regulated learning of SSIWA is based on grade level, where grade VIII students have higher self-regulated learning when compared to grades VII and IX. Of course, they are also in different age ranges, as research conducted by Pantu (2021), shows that there is a significant influence on a person's age. Although it has a small influence on self-regulated learning owned by students of only 2.3%, so age also influences the learning process passed by students and has an impact on their learning skills.

Table 3 Classroom Program Deployment

Stages	Sum	Percentage	Mean
Regular Class	239	79.67%	142.711
Boarding Class	61	20.33%	149.033
Total	300	100%	

Based on Table 3, it can be seen that the self-regulated learning of students based on the class program taken by the students, there is a mean value or average of students of the boarding class program (mean 149,033) have higher self-regulated learning, when compared to regular class students (mean 142,711). This is in line with research conducted by Siswanto (2021), which shows that there is higher self-regulated learning in pesantren students, compared to students in conventional schools. This is because students of the pesantren program implement routine study time every day, making them not neglect their main task, which is studying (Simbolon, 2019).

Table 4. Student Personality Type

Personality Type	Number (N)	Percentage
Si	28	9.3 %
Se	35	11.7 %
Ti	29	9.7 %
In	28	9.3 %
Fi	41	13.7 %
Fe	33	11.0 %

Ii	37	12.3 %
Ie	38	12.7 %
In	31	10.3 %
Total	300	100%

Based on table 4, it can be seen that there are 28 students with Sensing introvert personality types (9.3%), Sensing Extrovert as many as 35 students (11.7%), Thinking introvert as many as 29 students (9.7%), Thinking extrovert as many as 28 students (9.3%), Feeling introvert as many as 41 students (13.7%), Feeling extrovert as many as 33 students (11%), Intuiting introvert as many as 37 students (12.3%), Intuiting extroverts were 38 students (12.7%), Instinct was 31 students (10.3%).

Result 1: The role of STIFIn personality type on *Self Regulated Learning* in SMP IT Madani Islamic School students

Table 5. Simple Regression Model

Model		Sum of Squares	df	Mean Square	F	P
H₁	Regression	3731.198	8	466.400	1.616	0.120
	Residual	84007.799	291	288.687		
	Total	87738.997	299			

Based on the results of table 9 above, the value of $F_{8, 291} = 1.616, p > .05$, from a simple regression model shows that the personality type of STIFIn does not play a significant role in self-regulated learning. Based on these results, hypothesis one in this study was rejected.

The results of this study are in line with research conducted by Saraswati (2019), which shows that there is no significant influence of personality types (big five personalities) on self-regulated learning. Likewise with research conducted by Bidjerano (2007), it was concluded that personality types are not able to predict self-regulated learning, because each individual can have different self-regulated learning based on the skills they have. Apart from personality, the formation of self-regulated learning begins with developing steps in achieving self-regulation (Zimmerman, 1989) in the form of: self-observation, self-evaluation and self-reaction. This means that self-regulated learning is a skill that can be honed through the learning process, while personality is a pattern of certain traits and characteristics that are relatively permanent and consistent (Feist & Feist, 2011).

Self-regulation in an academic setting is a set of skills that can be developed, or it is not something that cannot be changed or is genetically rooted. For example, students can learn to regulate themselves in an academic environment, namely through self-reflection and practice. Based on the above, it can be seen that personality types are relatively permanent and consistent, while self-regulated learning is a skill that can be developed. In addition, there is also a lack of attention paid to the relationship between self-regulated learning and a person's personality type.

The STIFIn personality type, meanwhile, reveals or determines the dominant brain operating system and the more active layers of the brain, through

fingerprinting by scanning 10 fingertips to detect fingerprints. Based on these fingerprints, information about the arrangement of each individual's nervous system is obtained, then processed, analyzed and connected to the dominant hemisphere of the brain that acts as an operating system. The indication is that the personality type tends to be sedentary and unchanged.

Personality types based on the STIFIn method also explain the existence of a phenotypic formula, where individuals are currently formed based on 20% of genes that are fixed and the other 80% are formed based on the environment that is able to change. Personality is the most important way in which individuals differ in emotional, interpersonal, experience, attitude, and motivation styles that are long-lasting and influenced by relatively stable characteristics.

Result 2: The Role of School Climate on Self-Regulated Learning in SMP IT Madani Islamic School Payakumbuh City Students

Table 6. the results of statistical data analysis

	Model	Sum of Squares	Df	Mean Square	F	Mr.
1	Regression	19303.825	1	19303.825	84.058	<.001
	Residual	68435.171	298	229.648		
	Total	87738.997	299			

Based on the results of statistical data analysis, the hypothesis test shows that there is a significant influence between school climate and self-regulated learning. The school climate showed a positive correlation, of .469. This indicates that the more positive the school climate, the higher the self-regulated learning of students. Likewise, the more negative the school climate, the lower the self-regulated learning of students.

The above is considered to be able to encourage the development and learning necessary for a more productive, contributive and satisfying life in a democratic society (NSCC, 2015). School climate is a state that refers to the quality and characteristics of life in school, which reflects norms, goals, values, interpersonal relationships, teaching practices and organizational structures, so as to be able to contribute to improving student learning independence.

In addition, the significant contribution of the school climate to self-regulation in learning is because the feedback available in the environment encourages students to concentrate on learning activities, as well as being able to realize their academic and interpersonal potential (NSCC, 2007). Likewise, positive communication and interaction between students and teachers, the adequacy of facilities and the availability of resources, the education system, values and norms as well as shared beliefs that have an influence on all school members.

Table 7. Analysis of the Effective Contribution of School Climate to Self Regulated Learning in SMP IT Madani Payakumbuh City.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	.469	.220	.217	15.15415
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The results of the statistical test show a school climate determinant coefficient value or (R2) of .220, this value shows the effective contribution of the role of school climate to the self-regulated learning of SMP IT Madani students by 22%, while the rest (78%) is caused by other factors that were not studied in this study. This is also in line with research conducted by Dewi (2016), showing that the school climate makes a significant positive contribution to self-regulation in learning, with a contribution of 14.1%. The contribution of the school climate is interpreted as the perception of each individual about the quality of life in the school, which includes safety, learning process, interpersonal relationships, teachers and how the scope of the institution and educational culture (Dadeh, 2021; Wang et al., 2015).

Result 3: The Role of Personality Type and School Climate on Self Regulated Learning of SMP IT Madani Students

Table 8. Analysis of the F test of the Role of Personality Type and School Climate on Self Regulated Learning of SMP IT Madani Students

Model	Sum of Squares	df	Mean Square	F	Mr.
Regression	20302.169	2	10151.085	44.707	.000
Residual	67436.827	297	227.060		
Total	87738.997	299			

Based on the results of the statistical tests that have been carried out, a value of $F_{2,297} = 44.707$, $p < .001$. This means that STIFIn's personality type and school climate have a role in the self-regulated learning of SMP IT Madani Islamic School students. Thus, the third hypothesis in this study is accepted. The following can be seen the relationship between the role of personality type and the school climate based on students' self-regulated learning:

Table 10. Similarities of STIFIn personality type regression and school climate towards self-regulated learning

Model		Unstandardized	Standard Error	Standardized ^a	t	p	Collinearity Statistics	
							Tolerance	BRIGHT
H ₀	(Intercept)	143.997	0.989		145.597	<.001		
H ₁	(Intercept)	94.416	6.405		14.740	<.001		
	STIFIn (Te)	0.473	3.989		0.119	0.906	0.998	1.002
	STIFIn (Si)	0.270	3.987		0.068	0.946		
	STIFIn (See)	4.256	3.767		1.130	0.260		
	STIFIn (In)	2.183	3.888		0.561	0.575		
	STIFIn (Ii)	-4.776	3.748		-1.274	0.204		
	STIFIn (Ie)	2.624	3.716		0.706	0.481		
	STIFIn (Fi)	-5.817	3.632		-1.602	0.110		
	STIFIn (Fe)	-4.134	3.809		-1.086	0.279		
	School Climate	0.779	0.084	0.478	9.288	<.001	0.981	1.019

Based on the table above, it can be seen that the p value of personality type, there is no personality that has an influence on students' self-regulated learning.

Table 9. Analysis of the Effective Contribution of Personality Type Roles and School Climate to Self Regulated Learning of SMP IT Madani Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512	.262	.239	15.06851

The effective contribution of the role of personality type (based on STIFIn) and school climate to the self-regulated learning of SMP IT Madani students was 26.1% while the remaining 73.9% was explained by other factors outside the model of this study. Judging from the ability of students, currently students already have high self-regulated learning in this study, which is 63%, as well as 36.7% moderate and only .3% with low self-regulated learning. This means that most students of SMP IT Madani Islamic School already have goals for the learning process and learning strategies. Likewise, the school climate shows that 49% of students already have a positive perception, 49% have a moderate perception of the school climate and only 2% have a negative perception. This means that students already have a perception of how the quality of life and character of the school are safe (emotional and physical), engaged and collaborative (between students, teachers and parents).

Judging from the current developmental period, students are in a transition period, between childhood to adulthood that experiences changes in their biological, cognitive and socio-emotional conditions (Santrock, 2012). The changes experienced by students today, of course, require self-adjustment. This allows students to already have high self-regulated learning, but is still limited in wider application to the teaching and learning process. In addition, there is a bias in the inherent self-report and limitations in research, so it is necessary to consider the factors behind the students' skills.

Judging based on the statistical tests that have been carried out on personality types based on the STIFIn method and school climate together, it is able to influence and predict self-regulated learning in students by 26.2%, while 73.8% is influenced by other factors outside this research model. Although if you look at the relationship between personality type and self-regulated learning, it does not have a significant influence. This is because self-regulated learning is formed because it is influenced by the relationship between factors that affect each other and cannot stand alone, it is mentioned that there are internal factors and also external factors (Alwisol, 2017). This means that the influence that the school climate has on self-regulated learning is more when compared to personality types, so that the more and more positive the perception of the school climate, the higher the self-regulated learning of students.

Furthermore, if you look at the internal factors that affect students' self-regulated learning, namely personality types, research conducted by Rosito (2018) shows that there is a significant role of personality types (big five personalities) in self-regulated learning. This shows that patterns of behavior that are fixed in individuals can be one of the accurate predictors of an individual's capacity to manage their learning independently based on goals.

Likewise, Anwar (2022) researched self-regulated learning in online mathematics learning, by looking at the influence of personality types (based on introverts and extroverts) that have a strong influence on predicting students' self-regulated learning. It can be seen that introverted personality types have higher self-regulated learning compared to extrovert types. In line with that, Paauw (2020), looking at goals and strategies in adolescents' self-regulation to achieve goals, self-control and personality types (big five personalities) show positive relationships. Personality types are estimated to be able to predict a person's learning strategies, as well as the success of self-regulation strategies.

In addition, the external factor that affects self-regulated learning is the school climate. Based on the results of statistical tests, SMP IT Madani students have a moderate and positive perception of 49%, while only 2% of students have a negative perception of the school climate. This means that the school climate at SMP IT Madani is able to provide a positive role for students' self-regulated learning, so that if the more positive the perception of the school climate, the higher the student's self-regulated learning.

This is in line with research conducted by Dewi (2016), showing that the existence of a school climate will make a positive contribution and be able to contribute to improving students' self-regulated learning. The contribution of the school climate is defined as the perception of each individual about how the quality of life in the school is, which includes safety, learning process, interpersonal relationships, teachers and how the scope of the institution and educational culture are (Wang & Degol, 2016; Dadeh, 2021). Thus, all aspects of the school are expected to be able to contribute to being able to improve students' self-regulated learning.

In addition, it is important to build a school environment that encourages students to implement self-regulated learning, not only to have motivation and learning strategies, but also to strive for students to apply these strategies in the teaching and learning process. This reviews the importance of the school climate to encourage the necessary development and learning, so that students become more productive and contributing (NSCC, 2015).

Based on the discussion above, if reviewed based on the results of the statistical test, personality type (based on the STIFIn method) does not provide a role in self-regulated learning, but personality type is able to exert a joint influence on self-regulated learning. This means that the more dominant the personality type and the more positive the perception of the school climate, the higher the student's self-regulated learning and vice versa.

CONCLUSION

Based on research that has been conducted on 300 students, it can be concluded that students already have high self-regulated learning by 63%, medium 36.7% and only .3% have low self-regulated learning. Based on descriptive data, it is also known based on gender, female students have higher self-regulated learning than male students. In addition, when reviewed based on the selected class program, students of the class boarding program have high self-regulated learning, compared to students with regular class programs. Likewise, when viewed from the grade level, grade VIII students have higher self-regulated learning when compared to

grade VII and VIII students.

Furthermore, based on the results of statistical data, it can be concluded that 1) Personality type does not provide a significant role in self-regulated learning. 2) The school climate provides a positive and significant role in self-regulated learning for SMP IT Madani students, with a role of 22%. This shows that the more positive the school climate, the higher the self-regulated learning of students. 3) Personality type (STIFIn) and school climate have a role in self-regulated learning in SMP IT Madani Islamic School students and provide an effective contribution of 26.1%, while the remaining 73.9% is explained by other factors outside this research model.

This study has implications for future researchers to further develop research in the field of educational psychology, especially related to self-regulated learning and personality types, so that future researchers can use other personality type theories and better understand how much personality influences self-regulated learning. Likewise, look at other factors and roles that affect other self-regulated learning, such as self-efficacy, motivational support and others. Then to be able to.

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