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Personality of Elementary School Students Based on Five Big Traits Theory and the Correlation with Self-Regulated Learning

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A B S T R A C T

This research is based on the finding that student personality also influences the success of learning, especially in self-regulated learning. This study investigates the personality of elementary school students and relates it to self-regulated learning. Understanding students' personalities is a teacher's task and key to academic success, for example, in its relationship to good self-control and organization in learning. Student personality is based on Trait theory, which classifies into openness to experience (x1), conscientiousness (x2), extraversion (x3), agreeableness (x4), and neuroticism (x5). Personality and self-regulated learning were explored through a self-assessment questionnaire consisting of thirty-five questions for elementary school-aged students. The results were analyzed partially and simultaneously to reveal their correlations with each other. The data in the study showed that partially conscientiousness and neuroticism were positively correlated with self-regulated learning, while no correlation was found for other behaviors. However, simultaneously, all (x) were correlated with students' self-regulated learning (y). In self-regulated learning, these results can be a basis for constructing good habits and self-control for students from the beginning of elementary school. The implications of understanding student personality can be a reference in selecting appropriate learning strategies.

1. Introduction

Teaching is an art, in part because each student is a unique individual in various ways, including personality. Personality influences students' behavior and speech in the learning context, particularly in various academic activities. Personality determines the socio-emotional climate in the classroom and the management strategies needed to create a conducive, safe, and comfortable classroom. This underpins the importance of good emotional intelligence, in addition to cognitive aspects, which will determine success in teaching and learning. Personality refers to an individual's behavioral tendencies in responding (interacting) to events and their surroundings. Personality is part of emotional intelligence, related to behavioral patterns and ways of thinking (Zhou et al., 2022). Shaping personality

is a student's learning task, encompassing not only cognitive aspects but also affective aspects through the transfer of values. In the learning process, Murano et al. (2021) stated that good character values are conveyed, taught, and exemplified to shape students' personalities, supporting better socio-emotional development. A reflection of students' own mindsets can be seen in their personality tendencies, for example, in terms of academic performance, which is also influenced by emotional states (Shaninah & Mohd Noor, 2024).

A preliminary study conducted at an elementary school in Malang City from January to April 2024, along with fieldwork mentoring for prospective teacher students, showed that although assessments of student understanding had been conducted, data collection on student personality had not. For example, in one class, some students had difficulty focusing and only paid attention to topics they found interesting; students were very quiet and lacked self-confidence, making them unable to present themselves in class; and students behaved impulsively. These student behaviors indicate the diversity of student personality and its relationship to the classroom learning process. The learning process in question encompasses not only activities but also students' regulation of learning. As is known, self-regulated learning, an indicator of learning success, involves students' ability to regulate their thoughts, feelings, and behaviors while learning (Alhazbi et al., 2024; Birgisdottir et al., 2020; Chen et al., 2021). In line with this rationale and initial findings, research was conducted to investigate student personality and its relationship to self-regulated learning. Investigations into student personality and its relationship must be based on an understanding of appropriate theories. For example, in personality psychology, students are examined to see how these personality tendencies can be predicted.

Referring to relevant theories, the Big Five Traits Theory describes five main personality traits of individuals. Traits theory personality traits are classified as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. These five attitudes are expressed in the behavior, words, and gestures of individuals, indicating their personality tendencies (Shaninah & Mohd Noor, 2024). The application of personality trait psychology theory in learning is intended as a reference for better understanding student characteristics. Specifically in management and socio-emotional skills, Shaninah & Mohd Noor (2024) stated that students' personalities in the classroom significantly influence the success of their learning process and achievement. Referring to previous research by Shih et al. (2024), personality significantly influences students' awareness and learning processes. For example, a high level of intellectual curiosity significantly improves students' academic performance. The interplay between cognitive and affective domains impacts students' information processing in educational and learning contexts. This is especially true given the numerous mental health issues, such as students' vulnerability to anxiety and depression, while learning and interacting with their surroundings, particularly in the school environment.

Therefore, this study will explore students' personalities, referring to the Big Five Trait Theory, which has been widely studied and researched in understanding individual personalities. The five main characters in Trait Theory consist of

openness to experience, conscientiousness, agreeableness, extraversion, and neuroticism. Many experts in the field of psychology have revealed that the five dimensions of the Trait theory characteristics are universal but can be used accurately to describe personality, one of which is for students to represent the most important qualities that determine their academic achievement (Curtis et al., 2022). In this study, the five personality dimensions in Traits will be articulated in statements that are contextual to the development of elementary school-aged students, for example, linguistic and socio-emotional development in interacting with the surrounding environment. Linguistic and socioemotional development is related to the characters of openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. This character will underlie how students respond to teaching and learning activities at school, both in interacting with teachers, friends, and in how they respond to their personal tasks (Murano et al., 2021; Santrock, 2009).

The investigation of student personality through the Traits theory is linked to self-regulated learning (SRL). SRL is used to investigate students' self-regulation in responding to their learning processes and outcomes (Alhazbi et al., 2024; Reimann, 2021). For example, from the results of previous studies, it can be formulated that conscientiousness and openness can be used to predict students' learning processes or activities, which are also part of SRL. Extraversion is also believed to predict students' success in achieving learning goals. Neuroticism or emotional instability is used to predict students' responses and perceptions in the learning process, according to Quigley et al. (2022). The results of this investigation will be useful in providing evidence regarding the tendencies of affective characteristics of elementary school-aged students in learning through personality and their relationship to self-regulated learning. Based on the background presented, this research has the main objective to reveal the relationship between elementary school students' personalities based on the Traits theory and self-regulating learning. Partially, this study aims to uncover students' openness to experience, students' conscientiousness, students' extraversion, students' agreeableness, students' neuroticism, and students' self-regulated learning. These objectives are then linked to the five traits and students' self-regulated learning, in accordance with the main research objective.

2. Methodology

This research is a quantitative study with a correlational research design to reveal the relationship between student personality and self-regulated learning (SRL). Student personality as an independent variable is divided into criteria referring to Trait theory (x_1 ... x_5) and self-regulated learning as the dependent variable (y). The research design is shown in Figure 1. The research was conducted at an elementary school in Malang City, referring to the findings of the initial study that formed the background of the research. At the location, the research population was obtained as 45 in 4th 4th-grade elementary school students who were a combination of two study groups as a total sampling because the number was >100, with the majority of female students (32 students) compared to male students (12 students), with an

age range of 9-10 years. Based on the design used, the research was conducted through the procedures outlined below. First, data were collected through questionnaires completed by students at the research location. Second, data processing was carried out on the questionnaire results for each variable. Third, data analysis was carried out through classical assumption tests and correlation tests to answer the research problem formulation. Fourth, data presentation and interpretation were carried out to reveal students' personalities based on Trait theory and their relationship to self-regulated learning.

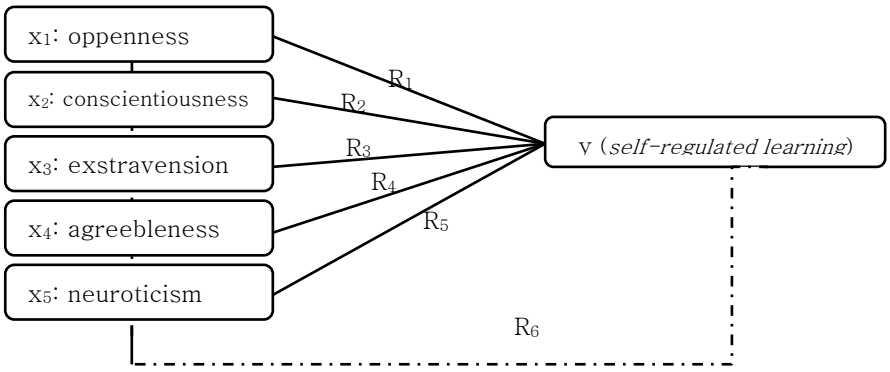

Figure 1. Research Design

Table 1. Questionnaire Personality Traits and SRL for Students

No.	Indicator	Description
1.	Openness	I quickly understand explanations and instructions.
		I can speak fluently.
		I have lots of ideas for playing and doing assignments.
		I like to prepare and plan things.
		I like imagining the future or fantasizing.
2.	Caution	I always prepare something in advance.
		I quickly completed the task and checked the guide.
		I always carefully check and tidy up things.
		I like ordering and never being late for school.
		I never disturb my friends in class while studying.
3.	Extraversion	I like busy situations at events/activities.
		I have many friends and like to play together.
		I am not shy and dare to chat with adults.
		I like talking, telling stories, and joking with friends.
		I like appearing in public.
4.	Friendliness	I like to pay attention to my friends.
		I don't get angry at other people easily.
		I'm happy if I can help other people.
		I am happy if I can make other people happy.
		I like caring for and paying attention to the environment.
5.	Neuroticism	I often feel afraid of making mistakes.
		I get angry quickly or often at school and at home.
		I cry easily when I see sad films or videos.
		I often fight with friends at school or relatives at home.
		I don't like friends who make noise in class.
6.	Self-regulated learning	I always make a schedule of activities.
		I always prepare and complete assignments in advance.
		I always check the grades after completing assignments.
		I constantly repeat the lesson material when studying.

No.	Indicator	Description
		I like studying and completing assignments on time.
		I like reading books or watching videos about lessons.
		I always want to get good grades in all subjects.
		I immediately complete my school/daily tasks well.
		I study regularly at home with or without my parents.
		If I'm having trouble, I'll ask someone else.

Research data were collected through a questionnaire for students containing 35 questions in Table 1. Data were analyzed using quantitative descriptive analysis to reveal students' assessments of their personality and self-regulated learning in the form of percentages. Next, the data were analyzed using parametric statistics for classical assumption tests and partial and simultaneous correlation tests to reveal the relationship between variables x and y ($R_1 \ldots R_6$).

3. Results and Discussion

Results

From the results of data mining, data on students' perceptions of their personality were obtained based on the five characteristics of Trait theory and self-regulated learning, with quite diverse results. These results indicate that students can perceive their behavior well, so that there are different variants in each behavioral indicator. In the x variable, the average assessment of student personality was obtained: x_1 with $\bar{x} = 65$ in the medium category, x_2 with $\bar{x} = 79$ in the medium category, x_3 with $\bar{x} = 71$ in the medium category, x_4 with $\bar{x} = 76$ in the medium category, and x_5 with $\bar{x} = 50$ in the low category. In the y variable, namely self-regulated learning, which in this study was influenced by student personality, the average result was obtained in the high category ($\bar{x} = 81$). Details of the percentage distribution of each behavioral variant that shows student personality based on Trait and SRL theories are visualized in Figure 2.

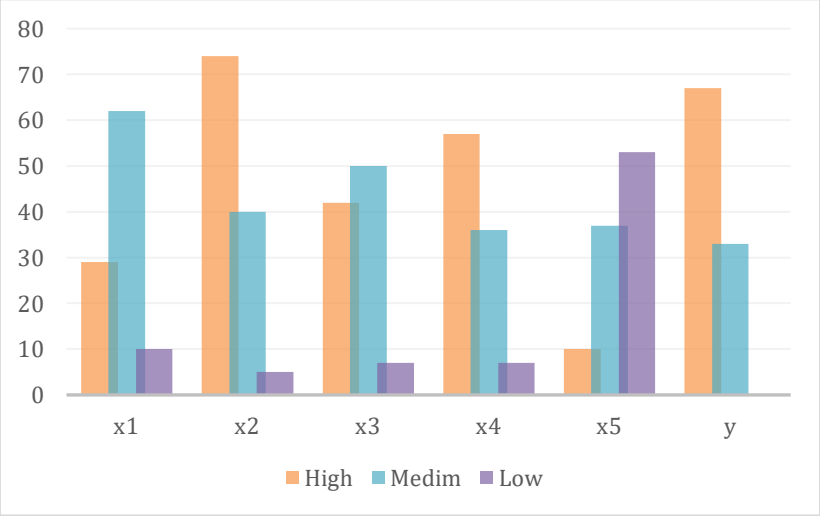

Figure 2. Distribution Percentage Category Students ' Personality and SRL

Next, the classical assumption test begins with a normality test (α = 5%) of the data with the Asymp. Sig. (2-tailed) value of 0.200, which is greater than 0.05, which means the data is normally distributed in Table 2. In the linearity test used to determine whether the independent variable has a linear relationship to the dependent variable, with the basis for making decisions, the linearity test is if the significance. Value in the Deviation for linearity is more than 0.05, then the results obtained in Table 3 show that each independent variable has a linear relationship. The heteroscedasticity test was also carried out to determine whether there is a similarity in variance between residuals in the regression model with the Glejser test. The results, in Table 4, show a p-value>0.05 or 0.468>0.05, meaning that the residual variance is identical or there are no symptoms of heteroscedasticity.

Table 2. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		**43**
Normal Parameters [a, b]	Mean	.0000000
	Std. Deviation	9.73463786
Most Extreme Differences	Absolute	,081
	Positive	,081
	Negative	-.057
Statistical Tests		,081
Asymp. Sig. (2-tailed)		,200 [c, d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Table 3. Linearity Test Results (α = 5%)

Variables	***Definition for linearity***	**Results**
y & x_1	0.567	*Linear*
y & x_2	0.063	*Linear*
y & x_3	0.152	*Linear*
y & x_4	0.903	*Linear*
y & x_5	0.309	*Linear*

Table 4. Glejser Test Results (α = 5%)

ANOVA [a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	184,880	5	36,976	,937	.468 [b]
	Residual	1,459,794	37	39,454		
	Total	1,644,673	42			

a. Dependent Variable: ABS_RES
b. Predictors: (Constant), x_5, x_4, x_1, x_3, x_2

Referring to the results of the assumption test, the classic multicollinearity test was carried out to determine the correlation between independence. The test was done with sea tolerance values and VIF values. Multicollinearity test results with the use of Tolerance and VIF values are presented in Table 5. Based on the table, the results of the multicollinearity test above obtained a VIF value of less than ten and a

tolerance value of more than 0.1 means no multicollinearity in the regression model. Next, an autocorrelation test was carried out to determine if there is a correlation between error bully in period t and error bully in period previous (t-1 in the regression model. Autocorrelation test results using the Durbin Watson test with DW value = 2.109, which means No. There is autocorrelation between remainder with k = 5, n = 43, values dU = 1.7794; dL = 1.2660, 4–dU = 2.2206 (D < 4 – dU It means No. There is autocorrelation in the remainder. Next, the results analysis, multiple linear regression with the t-test, reveals the fifth characteristic, Personality Trait, towards SRL in general.

Table 5. Multicollinearity Test Results (α = 5%)

Variable	*Tolerance*	VIF
x_1	0.952	1,051
x_2	0.903	1,108
x_3	0.929	1,076
x_4	0.874	1,144
x_5	0.945	1,059

Table 6. T-test results for Correlation Partial

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,277	12,044		2,016	,051
	x_1	.138	.103	,170	1,339	,189
	x_2	,337	.104	,420	3,221	,003
	x_3	-.047	,092	-.066	-.515	,610
	x_4	,244	.104	,312	2,352	.024
	x_5	.117	,076	,196	1,539	.132

Based on Table 6, the Sig. for variable openness is 0.189, which is more than 0.05. That value shows that variable openness has no significant influence on the SRL variable. Variable caution owns the Sig value. This is 0.003, which is less than 0.05, which is substantially influential to the SRL variable. Variable extraversion has its own Sig value. This is 0.610, which is more than 0.05, which is not significantly influential to the SRL variable. Variable friendliness owns the Sig value. This is 0.024, which is less than 0.05 and is not substantially influential to the SRL variable.

Variable neuroticism owns a Sig value, which is 0.132, which is more than 0.05, which is substantially influential to the SRL variable. Simultaneity is also tested. The influence of x on y, with the F test based on Table 7 shown in the Sig value. Of 0.001, which is smaller than 0.05, which means that, in a way, together, variables openness, conscientiousness, extraversion, agreeableness, and neuroticism have a significant influence on the SRL variable. Coefficient (R_2) is used to measure how much the Far deep model capabilities explain the variation dependent variable. The Coefficient of Determination (R_2) value is between 0 to 1. Close values One means that variables free give almost all the required information for predicting variable bound. R_2 results can be seen in Table 8 with the R Square value of 0.432, which means that significant influence variables openness, conscientiousness,

extraversion, agreeableness, and neuroticism on the SRL variable amounted to 43.2%. In contrast, the rest amounting to 56.8% is influenced by other outside variables.

Table 7. Analysis Regression Multiple Linear

ANOVA [a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,030,226	5	606,045	5,634	.001 [b]
	Residual	3,980,053	37	107,569		
	Total	7,010,279	42			

a. Dependent Variable: y
b. Predictors: (Constant), x_5, x_4, x_1, x_3, x_2

Table 8. Coefficient of Determination (*R Square*)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,657 [a]	,432	,356	1,037,155

a. Predictors: (Constant), x_5, x_4, x_1, x_3, x_2

Disscussion

In x_1, openness to experience is in the moderate category for the majority of elementary school students, as indicated by their willingness to explore and confidence in learning. Openness to experience does not correlate with self-regulated learning (SRL), as found in previous studies (Cheng et al., 2023; Quigley et al., 2022; Shaninah & Mohd Noor, 2024). Openness to experience tends to lead to students' freedom in learning, which is negatively correlated with self-control in SRL (Airagnes et al., 2021; Quigley et al., 2022). However, this does not mean that students who are open to experience will have low learning achievement, and vice versa (Takase & Yoshida, 2021). Students with this personality tend to be imaginative, non-conservative, have broad interests, and prefer variety over routine (Kokkinos & Voulgaridou, 2024; Laouiti et al., 2022). They tend to get bored more easily in class and are more interested in things they enjoy, things they can observe and touch directly. This behavior is common among school-age students in the concrete operational stage, according to Lee et al. (2024) and Murano et al. (2021), which emphasizes logical reasoning and transitivity relationships.

In x_2, conscientiousness is dominantly possessed by the majority of students in the high category, indicated by careful, meticulous, and punctual behavior. Conscientiousness is positively correlated with SRL. This finding is supported by previous research findings that conscientious behavior is one of the behaviors that is consistently related to student academic achievement (Shaninah & Mohd Noor, 2024; Tehrani et al., 2024). In SRL itself, this behavior leads to an awareness of what must be done and fulfilled so that students tend to be able to organize themselves well, for example, by being careful, diligent, and obedient (Leutner et al., 2014). If based on socio-emotional development, Lee et al. (2024) stated that at elementary school age, students begin to be aware of their academic targets, for example, regarding school achievement. Students begin to become aware of the conventions around them, so they pay close attention to acceptable and

unacceptable behavior, such as punishment (Murano et al., 2021). For example, students' greater trust in their teachers is a concrete example of this personality trait.

In x_3, extraversion is indicated by the characteristics of students who tend to be extroverted. The data shows that some students have high extroversion or tend to be extroverted, while others can be said to be introverted. Extroverted students are generally proactive, sociable, and talkative, although they also tend to be impulsive (Cheng et al., 2023). This personality is strongly influenced by students' social experiences not only at school but also in the family environment, especially for elementary school students who are more dominant (Murano et al., 2021). The findings show that this personality does not correlate with SRL. In fact, introverted students may have better SRL, although extroverted students have superior SRL in informal and social tasks according to Hertel et al. (2024). Students with lower extroversion tend to be more self-focused and have high levels of conscientiousness, as discussed in x_2 previously.

In x_4, friendliness is closely associated with extroversion, demonstrated by students' accommodating and cooperative behavior in social situations. The findings also show that some students have high levels of friendliness, while others are in the medium and low categories. The relationship with SRL is not significantly correlated, meaning that both friendly and unfriendly students can have good self-regulation in learning. Depending on the learning context, research (Reimann, 2021) indicates that friendly students will easily manage themselves in the context of collaborative social learning interactions. Conversely, students who are less or less friendly will rely more on interactions with people or environments they truly trust, who are believed to provide positive feedback and tend to be permissive (Murano et al., 2021; Santrock, 2009).

In x_5, neuroticism, data show that the majority of elementary school students do not have a dominant personality. Quigley et al. (2022) revealed that neurotic behavior is indicated by responses to emotional changes in the surrounding environment, such as sad situations, unexpected situations, coercion, and pressure. Previous research shows that students with high neuroticism tend to have low academic achievement because they easily feel stressed by learning assignments and school exams (Borracci et al., 2021; Laouiti et al., 2022; Tehrani et al., 2024). This is in line with the results of the positive correlation with SRL in this study. Students with low neuroticism have better self-regulation because they have self-control and are calmer in facing challenges. Research also shows that students with high neuroticism learn better in more relaxed and unsupervised settings, which contrasts with SRL (Hertel et al., 2024).

Although there are partial differences in correlation with SRL, all five simultaneously influence SRL in elementary school students. This is reinforced by the results of student assessments of their predominantly high levels of learning regulation. Awareness of self-regulation in learning is not yet fully developed in students, so the intended context of SEL is more about student awareness of assignments and study schedules at home and school. However, in elementary school, SRL relies heavily on habits and routines implemented at home and school

(Hertel et al., 2024; Ma et al., 2021; Raković et al., 2022). If these simultaneous effects are positive, it can be predicted that they originate from students' high levels of conscientiousness. This aligns with their socio-emotional characteristics, which include beginning to develop social interactions outside their families, for example, with peers, as they become more independent and able to share (Lee et al., 2024; Murano et al., 2021). At this age, students are also able to express and control their emotions through habituation or modeling.

These findings demonstrate significant implications for the role of personality in student learning success. Student differences can be well documented and the results correlated to determine appropriate learning strategies (Curtis et al., 2022; Kim et al., 2013). Students with good SRL are more capable and independent in learning, so their development needs to be initiated early, considering that regulation is a skill that develops through trial and error in learning (Hertel et al., 2024). Personality assessments can help teachers better understand their students and determine appropriate interaction and learning patterns (Bonfiglio et al., 2024). More deeply, the results can even be used to help students get to know themselves better, to channel their academic and non-academic interests with activities that truly suit their preferences (Zhou et al., 2022).

4. Conclusion

From the results of this study, it can be concluded that students' personalities have a correlation with students' self-regulation in learning (SRL). Personality based on Trait theory, measured partially, consists of openness to experience has no effect on SRL; conscientiousness has a significant positive correlation or influence on SRL; extraversion does not significantly influence SRL; agreeableness does not significantly influence SRL variables; and finally, neuroticism is positively correlated or influences SRL variables. Although partially their influence on SRL varies, simultaneously all five correlate or have a positive influence on SRL, which means personality can have an impact on academic success.

Of these five Trait personalities for elementary school students, conscientious behavior is the most dominant influence in line with their socio-emotional development, with interactions through habituation or modeling that refers to the surrounding conventions. Awareness of learning regulation is also not entirely on good self-control in learning, but more on compliance and awareness of learning assignments at school and habits at home. The implications for teaching are undoubtedly profound. Understanding personality can serve as a foundation for determining appropriate learning strategies to stimulate self-understanding and develop self-regulation for effective learning in students from an early age. Therefore, it is highly recommended in education to assess student understanding through ongoing self-assessment or observation.

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