HOW PERSONALITY SHAPES STUDENT MOTIVATION: A REVIEW OF KEY FINDINGS

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Article Information	ABSTRACT
	This article explores the relationship between personality and student learning motivation through a literature review approach, also known as library research. This method involves reading, analyzing, and comparing various literature sources, including research reports, academic journals, papers, books, and other relevant references, without requiring fieldwork. The study discusses several key aspects: the concept of personality; factors determining personality; personality patterns; the concept of learning motivation; factors influencing learning motivation; the objectives of providing motivation; indicators of student learning motivation; and the relationship between personality and student learning motivation. The findings of this study provide insights for educators, policymakers, and researchers into the importance of understanding personality traits to enhance students' learning motivation. By tailoring teaching strategies to align with different personality patterns, educators can foster a more engaging and supportive learning environment. Furthermore, the study highlights the need for educational interventions that address both personality development and motivational factors, thereby contributing to the overall improvement of student academic performance and personal growth.

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1. INTRODUCTION

Self-concept refers to an individual's perception of themselves, encompassing aspects such as traits, emotions, personality, and potential. It is not something determined at birth but is shaped through life experiences and social interactions (Sutarni et al., 2023). Self-concept plays a crucial role in the development of personality and behavior within a social environment. Personality development is influenced by various factors, including habits, attitudes, and interactions with others (Maulyda, Sugiman, et al., 2024). Personality is formed through a complex and dynamic process where different elements interact. Habits, for instance, play a significant role in shaping personality. Habits are behavioral patterns repeated consistently and become part of an individual's routine. These habits can include how a person interacts with others, responds to stress, and thinks when facing challenges. Positive habits, such as discipline and hard work, can help develop a strong and resilient personality (Giluk & Postlethwaite, 2015; Gorkani & Sohrabi, 2015).

In addition to habits, attitudes significantly influence personality. Attitudes are tendencies to react in certain ways to situations or other people, often shaped by beliefs, values, and past experiences (Maulyda, Khusniyah, et al., 2024). Positive attitudes, such as optimism and self-confidence, can strengthen beneficial aspects of personality, such as the ability to overcome difficulties and build healthy relationships.

Conversely, negative attitudes, such as pessimism or excessive anxiety, can hinder personality development and negatively affect emotional well-being.

Interactions with others are also a key factor in personality development. Social interactions with family, friends, and the broader community provide valuable experiences and learning opportunities. Through these interactions, individuals learn about social norms, effective communication, and how to establish healthy relationships. Positive and supportive relationships can provide a sense of security and enhance self-confidence, whereas negative or unhealthy relationships can cause stress and hinder personality development. Personality is a combination of habits, ways of thinking, and emotional responses to the environment. Every individual has a unique personality formed by the interaction of various elements. Ways of thinking or cognition, for example, play an important role in shaping personality. How a person perceives themselves, others, and the surrounding world can influence how they react to various situations. Adaptive and flexible mindsets enable individuals to better face changes and challenges, while rigid or negative mindsets can hinder personal and professional growth.

Moreover, emotional responses to the environment contribute to shaping personality. Emotional responses include how individuals feel, express, and manage their emotions. The ability to effectively manage emotions, such as coping with anger or stress, is crucial for healthy personality development. Well-managed emotions can strengthen interpersonal relationships and improve mental well-being, while poorly managed emotions can lead to conflicts and mental health issues.

Every individual is born with a unique personality influenced by shaping factors such as the social environment and life experiences. Genetic and biological factors provide the foundation for a person's personality, but the social environment and life experiences play a major role in shaping and directing its development (Howard & Ferrari, 2022). Social environments, such as family, friends, school, and community, provide the context in which individuals learn and grow. Life experiences, both positive and negative, shape personality by providing opportunities to learn, develop, and adapt (Ratnawati et al., 2020). Overall, personality results from the complex interaction between internal and external factors that evolve throughout a person's life. When someone has a positive personality, they are likely to have high learning motivation. They may feel confident in their ability to achieve academic goals and respond to learning challenges with optimism. Conversely, individuals with low self-esteem or negative personality traits may feel less confident and less motivated to learn (Alamin & Sauri, 2024).

Educators play a crucial role in helping students develop a positive self-concept and motivating them to learn. A positive self-concept is essential for students' emotional and academic development. When students have a good view of themselves, they tend to be more confident in taking risks, trying new things, and facing challenges with a more optimistic attitude (Mufidah., 2021). Educators can help students build a positive self-concept by providing emotional support, acknowledging their achievements, and creating a safe and inclusive learning environment. In doing so, students feel valued and accepted, which contributes to increased self-confidence.

Additionally, educators play a role in creating a supportive learning environment that can motivate students to learn. A supportive learning environment is one that encourages collaboration, openness, and appreciation for individual differences. In such an environment, students feel comfortable expressing themselves, asking questions, and sharing ideas without fear of judgment. Educators can create this environment by implementing interactive and participatory teaching strategies while emphasizing values of mutual respect and cooperation. With a positive classroom atmosphere, students will feel more motivated to actively participate in the learning process. Constructive feedback is another important component in supporting the development of positive self-concept and student learning motivation. Feedback given specifically, honestly, and constructively can help students understand their strengths and areas for improvement without feeling intimidated or discouraged. Educators need to provide feedback that encourages students to think critically, reflect, and strive for improvement in the future. With appropriate feedback, students will feel appreciated for their efforts and motivated to continue learning and developing.

The interaction between personality and student learning motivation is essential in the process of personality development and academic achievement. Positive personality traits, such as confidence and openness to new experiences, can significantly influence learning motivation. Students with positive personalities tend to have high intrinsic motivation, driven by enjoyment of the learning process and satisfaction with their achievements. Conversely, high learning motivation can encourage students to develop positive aspects of their personality, such as perseverance, curiosity, and the ability to overcome obstacles. By understanding this relationship, educators can more effectively design learning strategies that support students' holistic development.

Overall, educators' role in supporting the development of positive self-concept and learning motivation is vital. By creating a supportive learning environment and providing constructive feedback, educators can help students feel accepted and supported in their efforts to reach their full potential. The

interrelation between personality and learning motivation plays an important role in the process of personality development and students' academic success, and educators bear a significant responsibility in guiding and facilitating this process.

2.   METHOD

This study utilized the library research method, a qualitative approach designed to gather, analyze, and synthesize information from a wide range of academic sources. Library research focuses on interpreting existing data, theories, and findings without direct data collection from the field. The data sources included books, research reports, journal articles, and other scholarly materials relevant to the topic. The purpose of this method was to explore the relationship between personality traits and students' learning motivation by drawing from previous research findings and theoretical frameworks.

The systematic literature review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to ensure a transparent and replicable methodology. The process consisted of four stages:

a.   *Identification*: A comprehensive search for literature was conducted across several electronic databases, including Scopus, Web of Science, ERIC, Google Scholar, and ProQuest. Search strategies incorporated relevant keywords and Boolean operators such as "personality AND learning motivation," "students' traits AND educational outcomes," and "psychological factors AND education." Articles were included if they were (1) published between 2010 and 2024, (2) peer-reviewed, and (3) focused on the relationship between personality traits and motivation within educational contexts. This initial phase yielded 567 articles.

b.   *Screening*: The next phase involved screening the identified articles based on their titles and abstracts to ensure thematic alignment with the research objectives. Duplicate records were removed, resulting in 421 unique articles. Articles unrelated to the research focus or lacking direct relevance were excluded.

c.   *Eligibility*: Full-text reviews were conducted for the remaining articles. Studies were excluded if they (a) focused on non-educational contexts, such as workplace studies, (b) relied solely on anecdotal evidence without empirical data, or (c) were inaccessible in full-text format. After this process, 63 articles were excluded due to insufficient alignment with the study's objectives, leaving 25 articles for final analysis.

d.   *Inclusion*: The final set of 25 articles was selected based on their methodological rigor and relevance. These studies utilized diverse research designs, including quantitative, qualitative, and mixed-method approaches, offering a comprehensive perspective on how personality traits influence students' learning motivation.

The selected articles underwent a detailed content analysis to extract and synthesize key findings. A coding framework was developed to categorize the data based on recurring themes, such as personality dimensions (e.g., extraversion, conscientiousness, openness) and their correlation with motivation factors (e.g., intrinsic and extrinsic motivation). Each study's methodology, sample characteristics, and results were systematically documented.

Comparative analysis was used to identify patterns, similarities, and differences across the studies. The findings were then interpreted to highlight the theoretical and practical implications of personality traits on students' learning motivation. Meta-synthesis was employed to integrate the results into a cohesive narrative, providing insights into the broader trends and gaps within the existing literature. This methodical approach ensured that the data analysis process was rigorous, objective, and reflective of the diversity of perspectives in the field. By synthesizing previous research, this study offers a robust foundation for understanding the interplay between personality traits and students' motivation, contributing valuable insights to educational psychology..

3.   RESULT AND DISCUSSION

a. The Concept of Personality

Personality, derived from the Greek language, comes from the words "per" and "sonare," which mean mask. Literally, personality refers to "personae," meaning an actor's mask. Etymologically, the word "personality" is connected to "pribadi," which refers to an individual, encompassing all the traits and characteristics they possess. Therefore, personality can be understood as the character or traits an individual possesses (Sabrina et al., 2023).

Allport (as cited in Amseke et al., 2021) defines personality as: "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment." This means that personality is a dynamic organization within an individual, involving psychophysical systems that determine how uniquely the individual adapts to their environment. This statement suggests that personality is a continually changing and developing entity, influenced by

psychophysical systems, which determine how the individual adapts to their surroundings. In other words, personality reflects the unique characteristics of a person, manifested in their behavior, emotional experiences, and thinking processes.

Mujito & Djuwadi (2018) define personality as follows: personality is a complex unity consisting of both physical and spiritual aspects, which interact with the environment to form unique behavioral patterns. Personality is dynamic, always developing, but still maintains some stable patterns. It can also manifest in relation to the goals or desires an individual wishes to achieve. From the definitions of personality provided by various sources, it can be concluded that personality is a complex unity, consisting of physical and spiritual aspects, which interact with the environment to form unique behavioral patterns. Personality is dynamic, constantly developing, yet retaining some stable behavioral patterns. Additionally, personality reflects how an individual adapts to their environment, influenced by psychophysical systems and the goals they wish to achieve. Therefore, personality is not only a set of traits or characteristics but also involves a complex interaction between internal and external factors that shape an individual's identity and behavior.

b. Factors Influencing Personality

According to F.G. Robbins (as cited in Ruswanto, 2009), there are five factors that form the basis of personality:

First, Basic Traits are the potential traits inherited from one's parents. These traits are formed during conception when the sperm and egg meet. Although these traits are still potential at this stage, they are influenced by other factors as well. Second, the Prenatal Environment refers to the environment inside the mother's womb. Once the fertilized egg becomes an embryo, it develops within the prenatal environment. During this period, the mother indirectly influences the individual. Third, Individual Differences impact the process of socialization. From birth, every child undergoes growth and development as a unique individual with characteristics distinct from others. These individual differences include variations in physical characteristics such as skin color, eye color, hair type, and body shape, as well as personal and social characteristics. Fourth, the Environment includes the physical and social surroundings that influence an individual. The environment is divided into three categories: natural environment, cultural environment, and the environment created by other people and society. The role of the environment is not absolute but limits and influences the individual's socialization process. Finally, Motivation is the internal force that drives an individual to act. It is influenced by both internal and external factors and directs individuals to act to achieve a sense of equilibrium or adaptation. Both shape motivation drives and needs, which are influenced by personal, social, and cultural factors.

Hence, personality is influenced by a complex interaction of genetic factors (basic traits), the prenatal environment, individual differences, environmental influences, and motivation. An individual's personality is shaped through processes that involve genetic inheritance, environmental influences, personal uniqueness, and internal drives, leading to a distinctive and evolving behavioral pattern.

c. Personality Patterns

Personality consists of two main patterns: self-concept and traits. Self-concept is the image of one's identity, including an understanding of who they are and what makes them unique. This concept is influenced by interactions with others and perceptions of how others respond to them. On the other hand, the ideal self-concept is the image of one's desired appearance and personality. The stability of self-concept is crucial in the formation of personality patterns, although instability can be caused by various factors, including interactions with important people in one's life and the gap between the actual self-concept and the ideal one. Since self-concept plays a central role in personality patterns, it also influences the development of various individual characteristics.

Traits are qualities of behavior or adjustment patterns, such as responses to frustration, problem-solving strategies, aggressive or defensive behaviors, and social openness or closedness. These traits have two main characteristics: individuality, which reflects variations in the intensity of specific traits, and consistency, which implies that an individual tends to act consistently in similar situations and conditions. These traits are integrated with and influenced by the self-concept. A positive self-concept encourages the development of traits such as self-confidence, self-esteem, and realistic self-view, allowing individuals to evaluate relationships with others appropriately and create healthy social adjustments. Conversely, a negative self-concept can lead to feelings of helplessness, low self-esteem, and lack of self-confidence, hindering effective personal and social adaptation.

d. Concept of Learning Motivation

Motivation, derived from the word "motive," refers to everything that drives someone to act or do something. In the Indonesian Dictionary (KBBI), motivation is defined as the impulse that arises in someone,

either consciously or unconsciously, to act toward a specific goal. Several definitions of motivation include: Sondang P. Siagian defines motivation as the driving force that causes a person to exert their abilities, energy, and time to achieve predetermined goals. McDonald defines motivation as a change in energy within an individual, characterized by the emergence of affection and reactions aimed at achieving goals, as well as an internal drive that serves as the driving force. Pupuh Fathurohman & Sobry Sutikno define motivation as a psychological condition that drives someone to act (Setiawan, 2017). Rachman defines motivation as the force (energy) of an individual that generates persistence and enthusiasm in carrying out an activity, originating either from within the individual (intrinsic motivation) or from external sources (extrinsic motivation) (Rachman, 2015). Asrori defines motivation as: (1) the impulse that arises in a person, either consciously or unconsciously, to perform an action with a specific purpose; and (2) efforts that can cause a person or group of people to be motivated to do something in pursuit of a specific goal (Nasution, 2018).

Hence, motivation is the internal drive or force that propels someone to act or perform an action with a specific purpose. Motivation can involve a change in an individual's energy, producing affection and reactions aimed at achieving a goal. Motivation can come from within the individual (intrinsic) or from external sources (extrinsic), and it is a psychological condition that affects the persistence and enthusiasm to carry out activities. Motivation is therefore a crucial factor influencing individual behavior and achievement. Learning motivation refers to the internal and external forces that encourage individuals, particularly students, to engage in learning activities with the goal of achieving outcomes or behavior changes. Learning motivation can be driven by an individual's desire for achievement or personal development, the significance or benefits of the learning activity, and the enthusiasm generated during the learning process.

e. Factors Influencing Learning Motivation

Aspirations or goals are critical factors that shape an individual's motivation to engage in learning activities. These goals act as guiding forces, directing an individual's efforts toward achieving specific outcomes or personal growth. The clarity and significance of these goals play a significant role in determining how much energy and effort a person will invest in their learning journey. When students have clear aspirations, they are more likely to stay focused and committed to the learning process, as these goals provide a sense of direction and purpose.

The type of goal an individual sets also influences the level of motivation. Short-term goals, such as completing a specific assignment, can provide immediate satisfaction and reinforce the individual's sense of achievement. Long-term goals, such as graduating or obtaining a degree, may require sustained effort over a longer period, but they offer a broader sense of accomplishment and personal fulfillment. Both types of goals contribute to creating enthusiasm and focus, with long-term aspirations often serving as a source of perseverance through challenges.

Additionally, the pursuit of goals fosters a sense of self-efficacy, the belief in one's ability to succeed. As individuals achieve milestones toward their aspirations, their confidence in their capabilities grows, further enhancing motivation. Conversely, when goals are not achieved or progress is slow, individuals may experience frustration or a loss of motivation, especially if they lack coping strategies. However, having a strong sense of purpose, reinforced by meaningful goals, can help individuals navigate setbacks, maintaining their enthusiasm and drive. Furthermore, external factors, such as the encouragement of teachers, parents, or peers, can help sustain a learner's motivation by providing additional support and validation. Thus, aspirations and goals not only guide the learning process but also foster a sense of determination, enhancing focus and creating a deeper engagement with the learning experience.

4. CONCLUSION

Overall, it can be concluded that personality characteristics play a significant role in influencing students' motivation to learn. Factors such as preferences for social interaction, a positive attitude toward learning, and an individual's interest in specific subjects contribute to shaping the level of motivation students exhibit during the learning process. Emotional responses to events in the learning environment are also crucial, as an optimistic attitude encourages students to overcome obstacles and stay motivated. Therefore, having a deep understanding of students' personality traits can greatly assist teachers in designing learning strategies that effectively enhance students' motivation and overall academic performance.

Personality traits, such as extraversion, openness to experience, and conscientiousness, can influence how students engage with the learning material, interact with peers and teachers, and approach challenges. For example, students with a more extraverted personality might thrive in collaborative learning environments where social interaction is key, while those who are more introverted may prefer independent learning activities. Understanding these preferences allows teachers to tailor their approach to suit the diverse needs of their students, thus fostering an environment conducive to learning. Moreover, a positive attitude toward learning often influenced by past experiences, self-confidence, and the emotional support students

receive can significantly impact motivation. When students perceive learning as a rewarding experience, they are more likely to engage deeply and persist through difficulties. Teachers can encourage this positive attitude by providing feedback, creating supportive learning environments, and fostering an inclusive classroom culture where all students feel valued and motivated.

Additionally, students' emotional responses to learning events such as facing challenges or experiencing success are critical in determining their motivation. Those who maintain an optimistic outlook are more likely to view obstacles as opportunities for growth, thereby enhancing their resilience and persistence. In contrast, students who experience frequent frustration or negative emotions may struggle to stay motivated. By recognizing and addressing these emotional aspects, teachers can better support students in maintaining motivation throughout the learning process. In conclusion, a comprehensive understanding of students' personality characteristics provides invaluable insight for educators. By aligning teaching methods with students' unique traits and fostering positive emotional responses, teachers can enhance motivation, leading to improved learning outcomes and overall academic success.

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