

**Analyzing the Influences of Big Five Personality Traits on
Students' Learning Style Preferences**

THESIS

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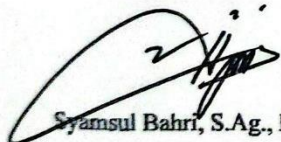
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 28 Mei 2025
Saya yang membuat surat pernyataan



Cut Hayatul Husna

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Banda Aceh, May 28 2025

The writer



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ABSTRACT

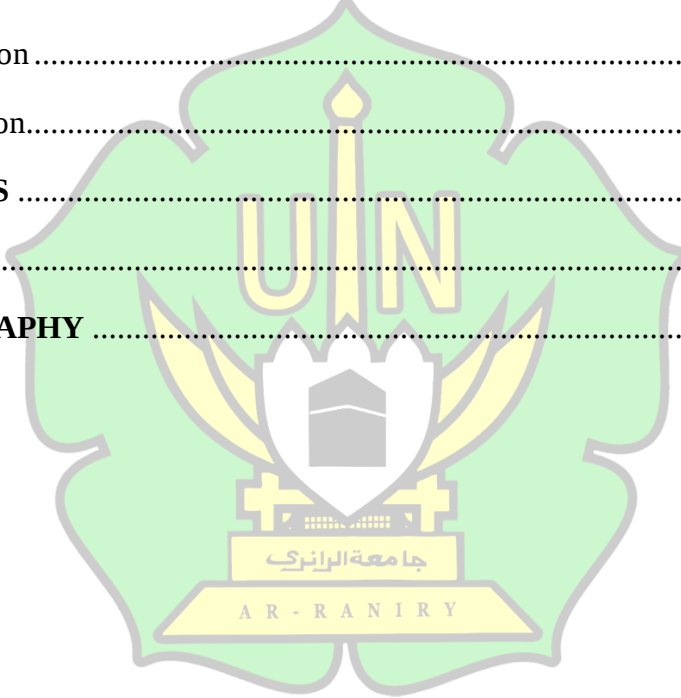
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This study aims to analyze the influence of five personality dimensions in the Big Five Personality Traits model on students' learning style preferences. The five dimensions include extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. This study is motivated by the importance of understanding individual personalities to improve the effectiveness of the learning process. A quantitative approach with multiple linear regression was applied to 100 active English Education Study Program students at UIN Ar-Raniry, Banda Aceh. Participants were selected using a convenience sampling technique, and data were collected through questionnaires adopted from the IPIP-NEO 50 and the VARK questionnaire. The results showed a tendency for two dimensions of personality traits to influence learning style preferences, namely Agreeableness and Openness. While Extraversion, Conscientiousness, and Neuroticism did not show a significant influence on learning style preferences. This finding is expected to support the development of more personalized and effective learning strategies according to individual personality characteristics.

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CHAPTER I

INTRODUCTION

This chapter introduces the research foundation by presenting the background of the study, formulating the research question, stating the study's aim, outlining the hypothesis, explaining the significance of the study, and defining key research terminology. These sections are designed to provide a clear understanding of the research context, objectives, and important concepts that guide this study.

A. Background of the Study

Personality is important and should be taken into consideration when determining one's learning style. Nowadays, many people, whether educators or students, do not think it important and learn carelessly. Personality and learning style are very much connected and related. By understanding the learning style that matches a person's personality, educators can also determine the most suitable learning method.

This study utilizes the Big Five Personality Traits to examine their impact on students' learning style preferences. Big Five Personality Traits and learning styles are important factors in understanding student behavior and academic achievement. Personality traits can influence learners' learning preferences and approaches, and learning styles can influence the depth and quality of information processing. By recognizing this relationship, educators can design more effective teaching strategies and learning environments that meet the diverse needs of students.

The Big Five framework of personality traits (Costa & McCrae, 1992) has emerged as a robust and parsimonious model for understanding the relationship between personality and various academic behaviors (Poropat, 2009). The Big Five personality traits, including Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism, are widely recognized as fundamental personality dimensions.

According to Felder and Spurlin (2005) and Ku and Shen (2009), learning styles are cognitive, affective, and psychological characteristics that serve as stable indicators of how people learn and respond to the learning environment. Songbatumis (2017) states that students have their learning style preferences. During the learning process, a person's learning style helps to combine, organize, and process obtained information (Albeta et al., 2021; Bire et al., 2014).

Previous studies have consistently shown a dynamic relationship between the Big Five Personality Traits and learning styles, emphasizing their influence on academic achievement (Köseoğlu, 2016). Specifically, the results showed that Conscientiousness and Agreeableness were positively associated with all learning styles, while Neuroticism was negatively associated with all learning styles.

For instance, some researchers have explored the relationship between the Big Five Personality Traits, learning styles, and academic achievement among undergraduate students in Queens, NY (Sweeney, 2023). The study showed how personality traits such as Extraversion and Conscientiousness were positively associated with all learning styles, confirming that these traits play an important role

in facilitating various learning strategies. The results showed that Conscientiousness and Extraversion were positively associated with all learning styles, which in turn facilitated better academic performance. Specifically, students with high conscientiousness achieved higher GPA scores, indicating their ability to manage time effectively and adopt suitable learning strategies. Conversely, neuroticism negatively impacted learning styles and academic outcomes, with students showing decreased focus and performance due to heightened anxiety.

Other researchers have shown that the Big Five Personality Traits are more powerful in predicting academic performance than learning styles (Pornsakulvanich et al., 2012). Conscientiousness, Openness, and Agreeableness are said to have a significant relationship with academic achievement (GPA); the researchers pointed out that Extraversion was the only one among the 5 traits studied that was not related to academic achievement, while learning styles only contributed little to predicting academic achievement.

Furthermore, Rosito (2020) explored the relationship between personality, learning strategies, and academic achievement. This study aimed to examine how the five traits affected students' academic achievement as measured by GPA, as well as the influence of self-learning strategies, including practice, elaboration, organization, and critical thinking. The results showed that Conscientiousness, Extraversion, and Neuroticism had a positive influence on academic achievement, and only critical thinking and organizing effort were found to be significant predictors of educational

achievement. Furthermore, all self-directed learning strategies had a positive relationship with academic achievement.

Although many previous studies have explored the influence of the Big Five personality traits and learning styles, there is still a space to discuss, as the previous studies mostly relate the variables to academic performance. In this study, the discussion only focuses on the influence of personality and learning style without connecting it to students' academic achievement. Therefore, this study is expected to contribute by providing further understanding of how personality traits influence students' learning style preferences, especially by focusing only on personality traits and learning styles without involving academic achievement.

B. Research Question

This study addresses the following question: Do the Big Five Personality Traits influence students' learning style preferences?

C. The Aim of the Study

Based on the problem of the study, the purpose of this study is to examine the influence of the Big Five Personality Traits on students' learning style preferences.

D. Hypothesis

Based on the background and problem of the study presented, this study proposes the following hypothesis:

1. H₀ (Null Hypothesis):

The Big Five Personality Traits do not significantly influence Learning Style Preferences

2. H_a (Alternative Hypothesis)

The Big Five Personality Traits significantly influence Learning Style Preferences

E. Significance of the Study

This study focuses on analyzing the Big Five Personality Traits in the context of learning style preferences. This study may help students understand their personality traits and how these traits influence their learning approach. Students can develop more effective learning strategies by understanding the learning style preferences that match their personalities, which can improve their motivation and academic performance. For example, students with openness may focus more on tasks that encourage exploration and creativity, while more conscientious students may benefit from structure and routine in their studies.

This study may also help educators by guiding them to adapt teaching methods to better suit students' diverse personalities and learning styles. Educators can design more appropriate activities and assignments by understanding how students' personalities affect learning. For example, educators often give group assignments to extroverted students and independent assignments to introverted students. This can increase student engagement and teaching effectiveness, thus

creating a more inclusive learning environment that supports each student's development.

F. Research Terminology

To ensure the study is clear, easily understandable, and free from confusion or misinterpretation, it is essential to define several key terms that are fundamental to this study. These terms are as follows:

1. Big Five Personality Traits

The Big Five framework of personality traits (Costa & McCrae, 1992) has emerged as a robust and parsimonious model for understanding the relationship between personality and various academic behaviors (Poropat, 2009). According to Costa and McCrae (1992), personality traits are stable patterns of behavior, thinking, and emotions that characterize a person, such as Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Openness is reflected in a strong intellectual curiosity and a preference for novelty and variety. Conscientiousness is exemplified by being disciplined, organized, and achievement-oriented. Extraversion is displayed through a higher degree of sociability, assertiveness, and talkativeness. Agreeableness refers to being helpful, cooperative, and sympathetic towards others. Finally, Neuroticism refers to the degree of emotional stability, impulse control, and anxiety.

2. Learning Style Preferences

Fleming and Bonwell (2019) stated that learning style is an individual's preferred way of gathering, organizing, and processing information. Thus, it can be understood that learning style preferences are typical ways for each individual to obtain information in the learning process. The existence of this preference allows for differences in learning styles.

