THE BASIC CONCEPT OF MYERS-BRIGGS TYPE INDICATOR TO DETERMINE STUDENT PERSONALITY

Akmalia Siwi Mentari¹, Eva Imania Eliasa²

¹ Bimbingan dan Konseling, Fakultas Ilmu Pendidikan dan Psikologi, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia
² Bimbingan dan Konseling, Fakultas Ilmu Pendidikan dan Psikologi, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia
*E-mail: Akmaliasiwi.2023@student.uny.ac.id, Eva_Imania@uny.ac.id

Keywords	Abstract
Guidance and Counseling, Myers Briggs Type Indicator, Personality	*This research aims to discuss the understanding of the Myers-Briggs Type Indicator test to determine student personality. The method in this research is a theoretical or conceptual study using a qualitative descriptive method through a literature study approach or library research, which is a method of collecting data by understanding and studying theories from various literatures related to the research. The results of the study show that the Myers-Briggs Type Indicator has great potential to be applied to guidance and counseling services. The development of Jung's typology from Myers & Briggs formed 16 personality types. Each individual has all four components of the personality. The four components of personality form a certain personality type. The combination of several basic processes forms an individual's character. Individuals have two basic attitudes, viz: extrovert and introvert. These two attitudes are based on four separate functions. These functions are thinking, feeling, sensing, and intuition. Knowledge of these personality types is an important component for an educator to understand student characteristics. Based on this understanding, educators can understand that differences are natural, educators can also identify strengths and things that can be developed by students and can motivate them based on their personality characteristics.*

Kata Kunci	Abstrak
Bimbingan dan Konseling, Indikator Tipe Myers-Briggs,	Penelitian ini bertujuan untuk mendiskusikan mengenai pemahaman tes Myers-Briggs Type Indicator untuk mengetahui kepribadian siswa. Metode pada penelitian ini bersifat kajian teoritis atau konseptual dengan

Kepribadian	menggunakan metode deskriptif kualitatif melalui pendekatan studi kepustakaan atau library research yaitu metode pengumpulan data dengan cara memahami dan mempelajari teori-teori dari berbagai literatur yang berhubungan dengan penelitian tersebut. Hasil kajian menunjukkan bahwa Myers-Briggs Type Indicator memiliki potensi besar untuk diterapkan pada layanan bimbingan dan konseling. Pengembangan tipologi Jung dari Myers & Briggs membentuk 16 tipe kepribadian. Setiap individu memiliki keempat komponen dari kepribadian tersebut. Keempat komponen kepribadian membentuk suatu tipe kepribadian tertentu. Kombinasi dari beberapa proses dasar tersebut membentuk suatu karakter individu. Individu memiliki dua sikap dasar, yaitu: extrovert dan introvert. Dua sikap ini dilandasai oleh empat fungsi yang terpisah. Fungsi tersebut adalah thinking, feeling, sensing, dan intuition pengetahuan tipe kepribadian ini adalah komponen penting bagi seorang pendidik untuk memahami karakteristik siswa. Berdasar pemahaman tersebut, pendidik dapat memahami bahwa perbedaan adalah hal yang wajar, pendidik juga dapat mengidentifikasi kekuatan dan hal-hal yang bisa dikembangkan oleh siswa serta dapat memotivasi mereka berdasarkan karakteristik kepribadiannya

Introduction

The development of technology has a significant impact on human life. Various aspects of life have been influenced by technological advances, including communication and technological innovation. One of the characteristics of the current era of globalization is the development of science and technology which is getting better in showing progressivity in its achievement stage (Ilmiyana, 2018). This development can be seen with the sign of rapid changes in various fields of life, one of which is the field of education. In the world of education, personality is one of the important things. There are various things that can be seen from the student's personality. Personality explains the differences in behavior patterns of one individual with another, this proves that each student has their own characteristics in the learning process (Slavin, 2005).

Etymologically, personality comes from the word "personal" which means human as an individual, which includes all the traits and characters he has (Bisyri, 2020). The development of personality is dynamic, meaning that as long as individuals still increase their knowledge and are willing to learn and add experience and skills, their personality will mature (Hambali & Jaenudin, 2013). Personality also has an impact on their learning strategies. Where educators' knowledge of personality is important (Edge & Ellis, 2009). Such as understanding student characteristics for the learning process. Educators who understand student characteristics can teach more effectively and according to student needs (Zubaidah, et.al 2024).

Data from UGM Psychology Consultation Unit shows that there were 475 clients who consulted in 2010. High school students rank first in the number of client lists. High school student clients were 44.6%, children's clients were 37.7%, and private clients were 17.5%. Most of the high school clients consulted about the self-recognition factor. Students lack self-recognition, have not found effective learning methods, do not have a clear vision and plan, do not know the appropriate work talent/career direction, and do not know their potential and personality development (UKP, 2010). From this, one of the instruments that is often used to determine personality characteristics is the Myers-Briggs Type Indicator or known as MBTI (Setiawati, et, al., 2015). MBTI has been widely understood and used to explore personality differences in various fields (Bradley & Hebert, 1997).

In addition, MBTI has been integrated into expert systems to guide students in choosing appropriate higher education majors based on their talents and interests (Lakson & Astuti, 2020). Recent advances have even applied machine learning models to predict MBTI personality types based on social media behavior, showcasing the evolving personality assessment methods in the digital age. Thus, knowledge of these personality types is an important component for an educator to understand student characteristics (Myers et al, 1998). Based on this understanding, educators can understand that differences are natural, educators can also identify strengths and things that can be developed by students and can motivate them based on their personality characteristics (Setiawati, et, al., 2015).

Research Methods

The method in this research is a theoretical or conceptual study using a qualitative descriptive method through a literature study approach or library research, namely a method of collecting data by understanding and studying theories from various literature related to the research. This research aims to discuss the basic concepts of understanding MBTI to determine student personality. Data comes from various journals, books, papers, and other scientific articles collected through documentation techniques, identifying concepts and discourses from various books, journals, papers, online articles, magazines, newspapers, and other reading sources that are relevant and related to the basic concepts of understanding MBTI for student personality. There are four stages of literature study in research, namely preparing the necessary equipment, preparing a working bibliography, organizing time and reading or recording research materials (Zed, 2004). Literature materials obtained from various references are analyzed critically and must be in-depth in order to support propositions and ideas.

Results and Discussion

The word personality comes from the word personality (English) which comes from the word persona (Latin) which means a mask or mask. It is a mask often worn by stage performers, which is intended to describe a person's behavior, character or personality (Sujanto, 2020). Personality is an organized characteristic within a person that influences all behavior and cognition. Personality can be used to distinguish individual traits from one another. Some personalities are unique and can be used to determine personality traits that may be opposite (Fadilah, et, al., 2023). Kartini Kartono and Dali Gulo (in Hall and Lindzey, 1993. p: 95) is a person's distinctive nature and behavior that distinguishes him from other people; a characteristic integration of structures, behavior patterns, interests, stances, abilities and potentials that a person has; everything about oneself as known by others. Personality will develop and undergo changes. But in that development, distinctive patterns are increasingly formed, so that they are unique characteristics

for each individual. The opinion of Horton et. al., (1977) about the factors that influence the development of personality, can actually be grouped into two major factors, namely heredity (heredity) and environmental factors (in Mangkunegara, 2005).

Based on the popularity and usefulness of an instrument to reveal personality typology for normal people, MBTI has strong credibility to determine differences in personality types MBTI has been developed since World War II by Katharine Cook Briggs (Setiawati, et, al., 2015). The development of this instrument lasted for 50 years and was continued by Isabel Briggs Myers (Briggs-Myers & Myers, 1995). MBTI is an instrument to describe the fundamental differences in healthy and normal human behavior. It is based on Jung's typology theory which argues that there are four basic psychological functions in humans in relating to the world around them: sensation, intuition, feeling, and thinking (Briggs-Myers & McCaulley, 1985). Some educators in schools have just learned that students' personality divisions do not only consist of extroverts and introverts. With an overview of MBTI, teachers want the concept and skills of recognizing student types with MBTI to be one of the materials in training (Cahyono, et, al., 2024). Here is MBTI to recognize the personality that individuals have:

Table 1. Personality Types based on the Myers-Briggs Type Indicator

ISTJ	ISFJ	INFJ	INTJ
Responsible Executors	Dedicated Stewards	Insightful Motivators	Visionary Strategiests
ISTP	ISFP	INFP	INTP
Nimble Pragmatics	Practical Custodians	Inspired Crusaders	Expansive Analyzers
ESTP	ESFP	ENFP	ENTP
Dynamic Mavericks	Enthusiastic Improvisors	Impassiones Catalysts	Innovative Explorers

ESTJ	ESFJ	ENFJ	ENTJ
Efficient Drivers	Committed Builders	Engaginf Mobilizers	Strategic Directors

Source: Cahyono, et, al., 2024

The development of Jung's typology from Myers & Briggs formed and totaled 16 personality types as described in table 1. Each individual has all four components of personality. The four components of personality form a certain personality type. Jung and Myers-Briggs personality types can be developed in the scope of Educational Psychology. These types have a comprehensive function in understanding students. Personality types can be used for learning strategies, self-potential development, understanding student problems, and college majors. Students who have extroverted personalities prefer to learn through listening, speaking, practicing and observing. Personality type can be a predictor of academic achievement (Gilles, 2001). Extroverted personality is a predictor of learning achievement in literature majors (Widhiyanti, 2009). Students with extrovert, intuition, feeling, judging personality types have very good verbal skills. They are sociable, optimistic, energetic, articulate and disciplined. These students can be developed to become orators or motivators. Students with introverted, sensing, thinking, perceiving personalities are skilled with their hands especially in the use of tools. These students can be recommended to study Mechanical Engineering or Electrical Engineering (Heyward., Wijaya, 2010).

Table 2. Differences in Personality Preference Types

Basic Preference Function	Preference Type	Behavior Indicator
Direction of concentration	Ekstrovert (E)	• Initiate or invite others to start something

		• Energized through interaction with people • Enjoys oral communication and talking a lot • Does things enthusiastically and responds quickly • Likes things to be many, spread out, extensive
	Introvert (I)	• Gives and receives energy from the world within • Prefers to reflect on things rather than engage. • Thinks deeply about something before acting • Enjoys listening more than talking • Loves things deeply, specifically, for a long time
How to obtain information	Sensing (S)	• Acquire information from the five senses. • Focusing on what is clearly seen, felt, heard, touched and smelled. • Focuses on paying attention to what is clearly happening right now • Applies methods common to society in problem solving. • Likes to do things that are safe and comfortable
	Intuition (N)	• Gains information from the meaning or relationships of phenomena

		• Enjoys talking about things that might happen in the future
		• Enjoys applying new ways of solving problems
		• Enjoys creating something new and unique
How to make a decision	Thingking (T)	• Decide things based on logic.
		• Prioritizes goals over group togetherness
		• Against something and firm in opinion
	Feeling (F)	• Deciding things based on feelings of good-feeling towards the people involved
		• More concerned with togetherness between individuals involved in the group
		• Accepts other people's different opinions easily
		• More empathetic and warm to others
Orientation to the Outside World	Judging (J)	• Working on tasks from the time they are distributed
		• Having a plan for something
		• Make an agreement before starting something
		• Doing things according to a schedule
		• Likes an organized life

Perceiving (P)

- Working on tasks at specific times
- Feels uncomfortable with planning
- Prefers something spontaneous
- Flexible with schedule
- Likes a free and relaxed life

Source: (Boeree,, Marefat., McNulty., 2006; Quenk, 2009)

Conclusion

The Myers-Briggs Type Indicator (MBTI) is a measurement method designed to determine an overview of a person's personality, strengths, and preferences. The MBTI test is based on Carl Jung's theory of the four main psychological functions that humans use in living life, namely sensation, intuition, feeling, and thinking. The MBTI divides 16 personality types consisting of a combination of four dimensions of human nature tendencies: introvert (I) vs extrovert (E), sensing (S) vs intuition (N), thinking (T) vs feeling (F), and judging (J) vs perceiving (P). Based on this understanding, educators can understand that differences are natural, educators can also identify strengths and things that can be developed by students and can motivate them based on their personality characteristics.

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