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## THE CORRELATION BETWEEN PERSONALITY TYPE, LEARNING MOTIVATION, AND ABILITY TO READ POETRY OF INDONESIAN 10TH GRADE STUDENTS

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### ABSTRACT

This research aims to identify the conditions of personality types, learning motivation, and the ability to recite literary poetry in vocational school (SMK) students. In addition to describing each component, these three variables will be interconnected to determine the strength of the relationships that occur. The research method used is a quantitative method with a correlational research design. The population used consists of 10th-grade students with the research sample being 32 students from the X-2 class majoring in Creative Metal Crafts and Jewelry. Data collection is carried out using questionnaire and observation techniques. After the data is collected, a multiple correlation analysis is performed with the aim of demonstrating the relationship between the three research variables. The results of this research include: 1) The personality type of X-2 students majoring in Creative Metal Crafts and Jewelry tends to be introverted; 2) The learning motivation of X-2 students majoring in Creative Metal Crafts and Jewelry is in the Very Low category; 3) The ability to recite poetry of X-2 students majoring in Creative Metal Crafts and Jewelry is classified as insufficient or falls into category D; 4) The personality type (X1) and learning motivation (X2) variables together have a positive and significant correlation in the Moderate category with the ability to recite poetry variable (Y), with a correlation coefficient value of 0.526.

**Keywords:** extrovert-introvert, learning motivation, poetry, correlation

### INTRODUCTION

Indonesian is one of the important subjects to be taught in schools. Indonesian language learning can be considered an effort to unite the Indonesian society. This is inseparable from the condition of Indonesia as a multicultural country where there are various ethnicities, races, religions, and cultures that have distinct identities or characteristics. This cultural diversity eventually results in linguistic identities in each region, known as regional languages. Regional languages can be considered as the Mother Tongue (B1) for the Indonesian people, as they serve as a means of interaction in daily life. Indonesian plays a role as the national language that unifies these differences. Considering that the

Mother Tongue is already imbued with regional languages, the acquisition of the Indonesian language must be carried out through various activities, one of which is through the learning of the Indonesian language.

Referring to Regulation No. 22 of 2006 on Content Standards in Education, Indonesian language learning is generally divided into two branches of material, namely Indonesian language in the realm of communication (both oral and written) and Indonesian language in the context of literary works. In the same source, it is also mentioned that Indonesian language learning has a mission to improve students' abilities in using Indonesian language correctly and effectively (both orally and in writing) and to foster pride and appreciation for literary works in Indonesia.

Regarding the reasons why literary works are included in the scope of Indonesian language learning, Zamzani (2014:10-11) states that this is an effort to understand Indonesian culture itself. Literary works are one of the cultural assets in Indonesia that can be utilized to broaden insight, instill values, and enhance proficiency in the Indonesian language in the written form. Therefore, the content of language and literature in Indonesian language learning must be carried out in tandem, as they contribute to students' understanding of self (cultural identity), awareness of other cultures, participation in universal interactions within Indonesian society, and the preservation of cultural assets—namely literary works that are rich in insights and noble values.

Reading poetry is indeed different from reading regular text. As a form of writing bound by rhythm, rhyme, and the beauty of lines and stanzas, poetry readers must pay attention to several aspects, starting from linguistic factors such as intonation, articulation, pauses, and tempo, to non-linguistic factors related to expressive performance, body movement, and style in reading (Salad, 2014:151). The numerous aspects to consider make it so that not everyone can read poetry well or in accordance with the appreciation norms of literary works.

Haryanto (2015:2) mentions that reading poetry activities can be divided into two types: reading for oneself and reading aloud for others. In literary education at school, reading poetry falls into the category of reading aloud for others. Students read poetry while being watched by other students, and their performance is then assessed by the teacher as part of the learning assessment. When reading poetry in front of others, such as in a performance/show, the poetry reader is heavily influenced by everything that

happens in the environment, from the condition of the room to the audience's reactions, which ultimately can have positive or negative effects on the reader. The type of influence produced depends on the reader's attitude in responding to the situation.

Fundamentally, the attitudes found in each individual are influenced by mental aspects known as personality. Schultz & Schultz (2005) state that humans in their life journey can be likened to actors in a theater performance. Each actor wears a mask with specific characteristics and behaves as the identity within that mask. The characteristics of the masks used differ from one to another, resulting in different behaviors and attitudes that are not limited.

Although human personality comes in various forms, when looking at reactions to the environment, Jung classifies human personalities into two attitudes: extraversion and introversion (Hidayat, 2015:64). Essentially, each individual has the capacity for both attitudes, but only one is dominant. In other words, individuals actually have both extraversion and introversion attitudes simultaneously, but one attitude is dominant, covering up the other (tendency toward one).

The general difference between these two attitudes is that individuals with dominant extraversion tend to be open, enjoy socializing, assertive socially, and have an orientation toward the external world/others. On the other hand, individuals with introversion tend to withdraw from socializing, tend to be shy/fearful of socializing, and focus their thoughts and feelings on themselves (Susilawati, Valentina, & Marheni, 2016:17; Nasiaban, 2003:14; Crow & Crows 1958:189; Hidayat, 2015:64). Attitude tendencies become apparent when individuals adapt to problems or events in their lives.

The attitudes held by individuals can manifest in actual actions if the individual has the impulse to respond to problems or events in their surroundings. What is referred to as this impulse is motivation. Islamudin (2012:259) defines motivation as a form of energy change within an individual that materializes in the form of real activities and is marked by a reaction to achieve a specific goal.

Others define motivation as an impulse within a person as a basis for changing behavior oriented toward a specific goal (Uno, 2007:3). The presence of motivation acts as a driving force for individuals to pay attention to a particular issue, leading to behavior oriented toward that issue (Priansa, 2015:133). Motivation tends to be linked to the

achievement of a goal because it prompts individuals to do something with the aim of obtaining something (success).

The amount of motivation within an individual also affects the likelihood of success. This is because motivation is directly proportional to the effort or attempts made; the greater the motivation, the greater the effort to achieve success. Conversely, if the motivation is low, the chances of success tend to be low (Aunurrahman, 2012:35). In the learning process, motivation, referred to as learning motivation, is essential for the success of learning. Individuals who lack learning motivation will not diligently engage in learning activities (Prawira, 2013:320). Thus, the presence of motivation in learning activities is one of the determining factors for students to achieve success in the teaching and learning process.

Research on the correlation between personality types, learning motivation, and the ability to read poetry by students has been conducted by several experts. Dominika & Virlia (2018) studied the portrayal of the personality types of students at SMKN X Jakarta in relation to social acceptance related to the acceptance of students with disabilities in the school environment. The results showed that personality types did not have a significant relationship with social acceptance of students toward classmates with disabilities. The second study was conducted by Ulwiyah (2020), examining the differences in attitudes and behaviors of seventh-grade students based on extravert-introvert personality types during social studies learning activities at SMPN 2 Ponorogo. The results indicated that (1) there were differences in how extravert and introvert personalities interacted when applying various teaching methods and in the learning process of social studies. (2) Students with introverted personalities tended to be more successful when using discussion methods, while students with extraverted personalities were adaptable to various teaching methods. (3) In this context, social interaction occurred effectively, creating situations in line with principles of social psychology, where individuals could behave and think well in social situations. The third study was conducted by Fadillah, Baharudin & Amrullah (2022). This research explored the personality of students at SMPIT Al-Fityan in relation to their Arabic reading skills during online learning. The findings included: 1) Extraverted students were more likely to receive a "very good" assessment in reading skills compared to introverted students. 2) Similar results were found in terms of mastering reading skills, where extraverted

students outperformed introverted students. 3) The study showed no significant relationship between personality (extravert or introvert) and students' mastery of reading skills.

Commonalities among these studies include the use of two personality types, introvert and extravert. The difference lies in the focus of each study. The first study examined the personality types of students in relation to social acceptance, especially toward classmates with disabilities. The second study explored differences in attitudes and behaviors during social studies learning activities based on extravert-introvert personality types. The third study investigated the correlation between students' personalities and Arabic reading skills during online learning. In contrast, the present study will focus on the correlation between personality types, learning motivation, and poetry reading skills of students.

Referring to the above exposition, it is evident that human personality and motivation conditions greatly influence all activities, including the learning process. Ulwiyah (2020) stated that differences in students' personality types significantly determine the achievement and success of learning, especially in activities that require active student participation. Reading poetry, as mentioned earlier, not only demands cognitive abilities but also relies on affective and psychomotor skills, considering that the learning outcome is to present poetry readings effectively.

The active participation of students is crucial in the learning process to achieve optimal learning outcomes. This activity stems from the learning motivation within each student, which is then manifested in tangible behaviors during the learning process oriented towards achieving good learning results. This research aims to describe the ability of students at SMKN 12 Surabaya in reading poetry, connected to the personality types and learning motivation of each individual.

The ability to read poetry among students at SMKN 12 Surabaya is relatively low, as evidenced by the difficulty in achieving optimal learning outcomes (in the indicator of reading poetry) and the absence of literary poetry works in any school extracurricular activities. The description of this relationship will ultimately yield findings on the characteristics of students who can read poetry well and those who have less mastery. This, in turn, will lead to an evaluation and learning reference to address these learning issues.

Based on the above exposition, the objectives of this research are: 1) to identify the personality types of students, 2) to describe students' learning motivation, 3) to describe students' ability in reading poetry, and 4) to describe the relationship between personality types and learning motivation with the ability to read poetry among the tenth-grade students at SMKN 12 Surabaya.

## **METHODOLOGY**

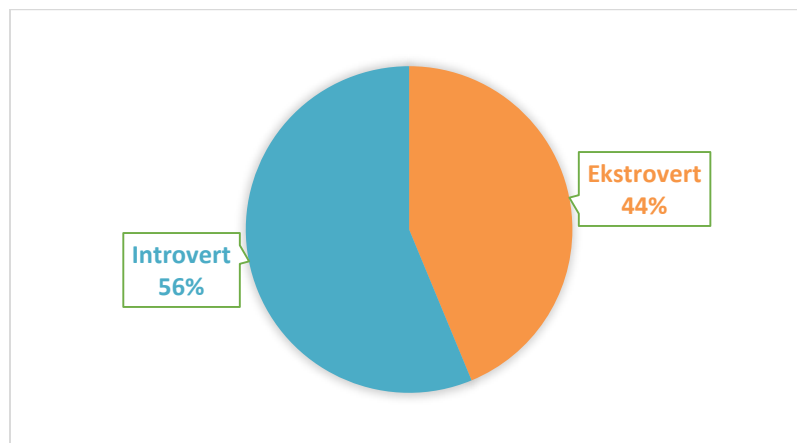
This study is a correlation research because it illustrates the relationship between variables, namely the personality type variable (Extrovert-Introvert) and the learning motivation variable with the variable of poetry reading ability. The population in this study consists of 797 tenth-grade students at SMKN 12 Surabaya as of October 20, 2022. The sample in the study is students from the X-2 class majoring in Creative Metal Crafts and Jewelry. The research was conducted at SMKN 12 Surabaya, specifically in Class X-2 of the Metal Crafts and Jewelry major, during March-April 2023, with a total of 32 students.

The data collection techniques used in this study involve the use of questionnaires and test techniques, with instruments including 1) a personality type questionnaire, 2) a learning motivation questionnaire, and 3) an assessment sheet used to collect data on the ability to read poetry. Since the data in this study falls into the non-parametric category, the data analysis technique used is the Spearman rank correlation analysis.

## **FINDINGS AND DISCUSSION**

### **Personality Types of 10th Grade Students Majoring in Metal and Jewelry Creative Crafts at SMKN 12 Surabaya**

Personality types indicate a tendency for individuals to act or respond to various aspects of their lives. In this study, the discussion on personality types is focused on the conditions of 10th-grade students majoring in Metal and Jewelry Creative Crafts at SMKN 12 Surabaya, especially while at school. The research results indicate that students with introverted personality types are more predominant compared to those with extroverted personalities. The number of students classified as introverts is 18, while those classified as extroverts are 14. Referring to these results, the comparison diagram of personality types is obtained as follows.



**Figure 1.** Student Personality Type Diagram

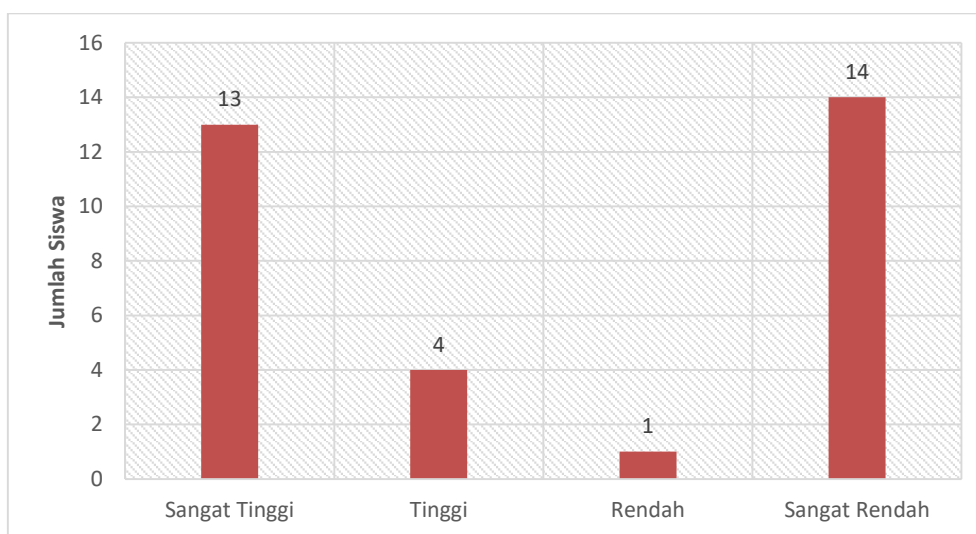
Referring to the above diagram, 56% of students in the class fall into the introverted personality category, while the remaining 44% fall into the extroverted personality category. This result tends to be balanced because the difference between the two personality types is only 2 students. The dominance of introverts in the class is not significantly large, indicating that the class has diverse personalities. This result confirms the statement from the Indonesian language teacher during the class assignment for the research locus when preparing the proposal, stating that 10th-grade students majoring in Metal and Jewelry Creative Crafts at SMKN 12 Surabaya tend to have diverse characters/personalities, with some groups being more passive (leaning towards introversion), and others tending to be active, even very active in class (extroverted).

Although personality tendencies have been identified in students, these tendencies may not be permanent in different situations. The different situation referred to here is when students are at home, in the community, or elsewhere outside of school. Referring to Jung's opinion (in Hidayat, 2015:64), it is mentioned that every person has the capacity to possess both types of personalities. Introverted individuals can behave extrovertedly (and vice versa) in certain situations, whether done consciously or unconsciously. This can be observed directly through conscious attitudes/reactions to events in the surrounding environment. Thus, the personality types mentioned in this explanation only refer to the students' conditions while at SMKN 12 Surabaya, specifically in the 10th-grade class majoring in Metal and Jewelry Creative Crafts, and do not involve situations and conditions outside of school.

## Student Learning Motivation of Class X-2 Majoring in Metal and Jewelry Creative Crafts at SMKN 12 Surabaya

Learning motivation is everything that drives and triggers an individual's enthusiasm to study more diligently and persevere in learning activities to achieve a specific accomplishment or success. Hanafiah & Suhana (2012:26) state that the presence of learning motivation in students can become a power motivation and driving force within the individual, resulting in a strong desire to learn with the goal of making changes in various aspects related to cognitive, affective, or psychomotor aspects. The emergence of learning motivation in students can be influenced by intrinsic factors (from within) as well as extrinsic factors (situational/influence in the surrounding environment). Intrinsic motivation becomes a greater trigger than extrinsic motivation because if motivation arises from the students themselves, the impetus generated is unlimited until their desire is achieved, unlike extrinsic motivation, which tends to be limited and does not emerge continuously (Hamalik, 2013:86). Learning motivation in this study primarily refers to indicators of intrinsic factors or those originating from within the students themselves.

The research results indicate that the learning motivation of students in class X-2 majoring in Metal and Jewelry Creative Crafts tends to be in the Very Low category. This is based on the high number of students who scored in this category, totaling 14 students. The detailed comparison is illustrated in the following diagram.



**Figure 2.** Student Learning Motivation Diagram

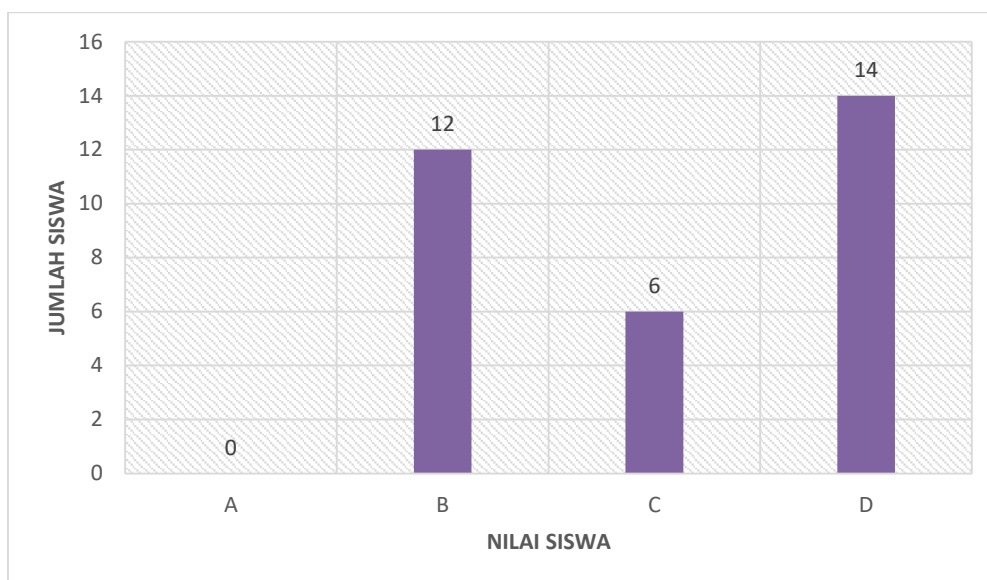


Referring to the above diagram, it is known that 43.75% of students are classified as Very Low, 40.62% as Very High, 12.5% as High, and 3.13% as Low. Thus, in the context of intrinsic factors, the learning motivation of students in class X-2 majoring in Metal and Jewelry Creative Crafts at SMKN 12 Surabaya tends to be low. Students in this class very much need external factors to cultivate or enhance their learning motivation so that they can maximize their participation in school learning activities.

### **The Poetry Recitation Skills of Students in Class X-2 Majoring in Metal and Jewelry Creative Crafts at SMKN 12 Surabaya.**

Poetry can be interpreted as one of the literary works in the form of expressing emotional ideas while considering the aspect of beauty (Kartikasari & Suprpto, 2018:52). This aesthetic aspect sets poetry apart from other literary works, resulting in varying levels of beauty appreciation in each student's reading. Before assessing the students' ability to recite poetry, the researcher conducted a Bahasa Indonesia language learning activity focusing on Expressive and Creative Poetry Recitation. This learning activity took place in one session, oriented towards preparing students to recite poetry.

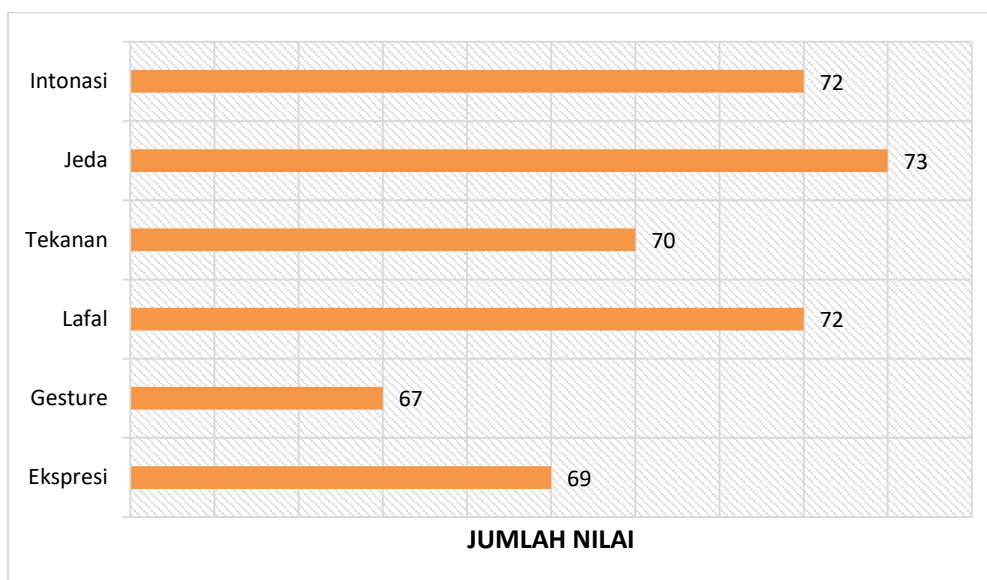
After participating in the learning process, students took turns reciting poetry in front of the class, evaluated by the researcher (acting as the teacher at that time) and observed and appreciated by other students. The poem chosen for recitation was "Kita adalah Pemilik Sah Republik Ini" by Taufiq Ismail. This poem was one of the materials tested in the "Buku Cerdas dan Cergas Berbahasa dan Bersastra Indonesia SMA/SMK Kelas X Kemdikbud" used as a source material in the learning process. Based on the assessment activities, the categorization of the poetry recitation skills of students in class X-2 majoring in Metal and Jewelry Creative Crafts at SMKN 12 Surabaya is as follows:



**Figure 3.** Poetry Reading Value Categorization Diagram

Categories A, B, C, and D are classifications made by the researcher based on the assessment system used at SMKN 12 Surabaya. Category A encompasses scores above 92 ( $> 92$ ), category B ranges from 83 to 91, category C ranges from 75 to 82, and category D is below 75 ( $< 75$ ). A score of 75 is the minimum passing grade in the Indonesian language subject. Based on the diagram above, it is evident that students' ability to recite poetry falls within the range of categories B to D. None of them received a score in category A, indicating that no student scored above 92. The dominant scores are in category D, or below 75. Thus, the ability of students in class X-2 majoring in Metal and Jewelry Creative Crafts to recite poetry tends to be insufficient.

Haryanto (2015:4-6) mentions that reciting poetry involves considering several aspects, including linguistic aspects (dynamic stress, pitch stress, tempo stress) and non-linguistic aspects (composed demeanor/gestures, facial expressions, volume). Adapting to the poetry learning material in the source material and Haryanto's opinions mentioned above, the assessment criteria for reciting poetry in this study consist of only six aspects: intonation, pause, stress, pronunciation, gesture, and expression. The overall achievements of each aspect of reciting poetry obtained by students in class X-2 majoring in Metal and Jewelry Creative Crafts can be described as follows:



**Figure 4.** Diagram of Assessment Aspects of Reading Poetry

The diagram above shows the total scores obtained by all students in each assessment aspect. The perfect score is 128. The aspect of Pause/Tempo received the highest score, which is 73/128. When percentage is calculated, students' ability to place pauses/tempo in reciting poetry is 57%. Pause involves a momentary stop at a word or line in poetry, while tempo refers to the speed of reciting poetry. In this aspect, the assessment indicators are based on the appropriateness of word segmentation to avoid producing ambiguous meanings and the suitability of speed to prevent it from being too fast or too slow (Aulia & Gumilar, 2021:192-193).

The second-highest aspect is intonation and pronunciation. Intonation refers to the high and low pitch of the voice in reciting poetry, while pronunciation or articulation involves the clarity of students in reciting poetry (Aulia & Gumilar, 2021:192-193). Both aspects received a score of 72 out of the maximum score of 128, or when percentage is calculated, it is approximately 56%. In this case, about half of the overall students still have difficulty regulating the high and low pitch of the voice in reciting poetry, resulting in unclear atmospheres. Additionally, half of the students also tend to have difficulty pronouncing words clearly due to the incomplete opening of the mouth or mumbling.

Stress is the third-highest aspect in terms of score acquisition. Stress refers to the special pronunciation of certain words, which can be hardened or softened. Some words that receive stress are core words in the poem that represent the atmosphere/meaning (Aulia & Gumilar, 2021:192-193). The score obtained is 70 out of 128, or about 54%.

Almost half of the students in class X-2 majoring in Metal and Jewelry Creative Crafts have difficulty placing stress on certain words that are crucial in building an atmosphere in poetry.

The next aspect is expression or facial expressions. Students adjust their facial expressions according to the meaning in the recited poetry. There are no specific criteria in this regard; in essence, if the poem is sad, the expression displayed must be that of someone who is sad. Similarly, in other conditions, when angry, students should also appear angry (Aulia & Gumilar, 2021:192-193). The score obtained is 69 out of 128, with an ability percentage of 53%.

The assessment aspect with the lowest score is gesture or body movement. Body movement refers to several parts of the body that shift or move as a complement to expressing poetry. In this aspect, at least four parts are considered: hand movement, leg movement, body movement, and head movement (Aulia & Gumilar, 2021:192-193). The score obtained is only 67 out of 128, and when percentage is calculated, it receives a score of 52.3%.

Referring to the above discussion, it is known that the scores for each assessment aspect are only in the range of 52.3% - 56%. This indicates that the performance of students in class X-2 majoring in Metal and Jewelry Creative Crafts in reciting poetry tends to be suboptimal. This result is consistent with the categorization of grades mentioned earlier, where all students were only able to fill in three grade categories: B, C, and D, and not a single one recorded a grade in category A. This result proves what Salad (2014:151) stated, mentioning that the multitude of aspects to consider makes not everyone able to recite poetry well or in accordance with the rules of appreciating a literary work.

### **The Relationship between Personality Type and Learning Motivation with Poetry Recitation Skills**

The description of the relationship will be conducted in four stages, namely the relationship between personality type and learning motivation (X1 – X2), the relationship between personality type and poetry recitation skills (X1 – Y), the relationship between learning motivation and poetry recitation skills (X2 – Y), and the relationship between personality type and learning motivation with poetry recitation skills (X1, X2 – Y).

### **Relationship between Personality Type and Student Learning Motivation**

Referring to the research results, it is known that the correlation coefficient between personality type and learning motivation is 0.527. Additionally, the calculated t-value is 6.45, which is significantly higher than the t-table value for  $n = 32$  at sig. 0.05 (1.69). This indicates a significant positive relationship between the two variables in the Moderate category. Any decrease in the personality type variable is followed by a decrease in the learning motivation value, and vice versa. The coefficient of determination indicates that these variables have an influence of 27%.

### **Relationship between Personality Type and Poetry Recitation Skills**

The correlation coefficient between personality type and poetry recitation skills is 0.516. The calculated t-value is 6.41, which is significantly higher than the t-table value of 1.69. The coefficient of determination obtained is 26%. Based on these results, it is found that the relationship between personality type and poetry recitation skills falls into the category of a significant positive relationship in the Moderate category. Personality type influences at least 26% of the poetry recitation skills variable in a positive relationship. Any increase in the personality type variable is followed by an increase in the poetry recitation skills variable (and vice versa).

### **Relationship between Learning Motivation and Poetry Recitation Skills**

The research results show a correlation coefficient of 0.359 between learning motivation and poetry recitation skills. This value falls into the category of a Moderate positive correlation. The calculated t-value is 5.87 (greater than the t-table value), and the coefficient of determination is 12.8%. It can be said that although there is a relationship, the variables of learning motivation and poetry recitation skills have a moderately correlated level. The influence of these variables is only 12.8%, which is lower than the two previous correlation analyses.

### **Relationship between Personality Type and Learning Motivation with Poetry Recitation Skills**

The discussion of the relationship between all variables is the result of a multiple correlation analysis. Referring to the calculation results, the correlation coefficient is

0.526. The obtained F-value is 13.8, which is significantly higher than the F-table value of 3.295. This indicates a significant positive relationship between personality type and learning motivation with poetry recitation skills. This relationship falls into the Moderate category. Any increase in the personality type and learning motivation variables is followed by an increase in the poetry recitation skills variable. Similarly, any decrease in the values of the personality type and learning motivation variables is followed by a decrease in the poetry recitation skills variable.

## **CONCLUSION**

The personality type of students in class X-2 majoring in Metal Craft and Jewelry at SMKN 12 Surabaya tends to be introverted. This result is based on the comparison of extroverted and introverted individuals, which is 14:18, or when expressed as a percentage, it yields values of 44% and 56%, respectively. The difference between the two personality types is only 2 students, indicating a nearly balanced distribution.

The learning motivation of students in class X-2 majoring in Metal Craft and Jewelry at SMKN 12 Surabaya tends to be in the Very Low category. This conclusion is drawn from the number of students scoring below 40.59 ( $X < 40.59$ ). The highest score obtained is 70, while the lowest score is 25. The distribution of students in each category is as follows: 13 respondents have Very High learning motivation, 4 respondents have High learning motivation, 1 respondent has Low learning motivation, and 14 others have Very Low learning motivation. The ability to recite poetry of students in class X-2 majoring in Metal Craft and Jewelry at SMKN 12 Surabaya is considered inadequate. This is based on the number of students falling into category D (scores below 75), which is 14 individuals. Tempo is the highest-scoring assessment aspect, with a score of 73 out of 128, resulting in a 57% skill level. On the other hand, the lowest-scoring assessment aspect is found in gestures, with a score of 67 out of 128 or an overall performance of 52.3%. However, all aspects are considered low as they fall within the range of 52.3% - 56% of the maximum ability. The variables of personality type (X1) and learning motivation (X2) together have a positive and significant correlation in the Moderate category with the variable of poetry recitation skills (Y). This conclusion is drawn from the correlation coefficient value obtained, which is 0.526. This value falls within the range of 0.51 – 0.71, interpreted as having a Moderate correlation. The significance of the relationship is confirmed by the F-value of 13.8, which is significantly higher than the F-

table value ( $n = 32$ ,  $k = 2$ , sig. 0.05), which is 3.295. Thus, the accepted hypothesis is the working hypothesis ( $H_a$ ) stating that there is a significant relationship between personality type and learning motivation with the ability to recite poetry of class X students at SMKN 12 Surabaya.

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