

THE INFLUENCE OF THE BIG FIVE PERSONALITY TRAINING ON SELF-COMPASSION IN ELEMENTARY SCHOOL TEACHERS EXTRAORDINARY COUNTRY IN JAKARTA

Aviana Qonita¹, Ray Destinea Amir² & Zulfa Roshifatul Husna³

email : avianaqo@gmail.com¹, raydestinea@gmail.com², zulfaroshifatulhusna@gmail.com³

Faculty of Psychology

Program Study Masters Psychology Profesi (PSMPP)

Y.A.I University Persada Indonesia Jakarta, INDONESIA

ABSTRACT

This study aims to determine the effect of the big five personality trait on self-compassion on state SDLB teachers in Jakarta. The dependent variable in this study is self-compassion and the independent variable is big five personality trait. This study uses quantitative methods using a questionnaire. The self-compassion scale that was proposed was adapted from the Self-Compassion Scale by Kristin Neff in 2013. The big five personality trait scale was adapted from the journal owned by Neila Ramdhani in 2012. Respondents in this study amounted to 70 SDLB teachers who served in state special schools in Jakarta. Determination of sample using purposive sampling. Hypothesis testing using regression analysis with the help of SPSS 16.0 software. The results of this study indicate that the dimensions of openness to experience, conscientiousness, extraversion and neuroticism do not have a significant influence on the self-compassion of state SDLB teachers in Jakarta.

Keywords: Self-Compassion, Personality Trait, Big Five Inventory.

INTRODUCTION

The number of Children with Special Needs (ABK) in Indonesia is increasing. Fasli Jalal (2013) stated that the number of crew members in 2005 was estimated at 42,870,041 people and this number continued to increase every year (republika.co.id). The Government of Indonesia provides educational facilities in the form of Special Schools (SLB) which are spread across Indonesia. Elementary school is the first level of formal education for students, so important events in the growth and development of children with special needs and their first learning occur when they receive elementary school education (Casmini, 2007). According to Firmansyah and Widuri (2014) the learning process in special schools is never separated from the role of a teacher. Rosdiana (in Firmansyah & Widuri, 2014) added that being a teacher at an SLB is very different from a teacher at a public school, besides having to be patient and diligent in dealing with their students, they also have to be sincere in giving lessons, SLB teachers also have to be able to read what their students want.

The SDLB teacher's task becomes difficult because the number of teachers does not match the number of students, causing additional tasks and demands that must be carried out. In a preliminary study conducted at one of the SLB-C in South Jakarta, it was shown that the teachers there often felt tired and their physical and psychological condition declined. With this situation, the teacher experiences discomfort and pressure situations. Feelings of pressure make a person irrational, anxious, tense, unable to enjoy the work being done and unable to focus on work. This condition is strengthened by the results of research by (Fejgin, Ephraty & Ben-Sira, in Wardhani, 2012) which said some teachers did experience feelings of pressure, anger, moodiness, difficulty making decisions and ending to think about quitting or retiring.

One effort to help get rid of these negative emotions and make life more valuable and full of love is by developing self-compassion.

Individuals who have high self-compassion are able to accept their own strengths and weaknesses, are able to accept mistakes or failures as a common thing that is also experienced by others. Self-compassion is very important in helping individuals find hope and meaning when facing difficulties in life (Neff, Rude & Kirkpatrick, 2007). An SLB teacher can experience fatigue and even stress if he continues to give compassion to the students he teaches, this is called compassion fatigue. This causes individuals to be cynical and lack a sense of security and self-compassion is the solution to fill the energy within the individual because he continues to help others.

One of the factors that influence the achievement of self-compassion is personality traits (Neff, Rude & Kirkpatrick, 2007). The difference between one teacher and another teacher may be caused by personality. The teacher's personality is as important as the curriculum so that research exploring teacher personality that supports performance in teaching needs to be done (Kuscer, in Hadjar & W Widhiarso 2011). This explanation is reinforced by Matthews (in Hadjar et al., 2011) who says that personality is a very strong construct for predicting individual performance in the scope of work.

The personality approach has developed in various theories and each theory has a variety of levels or categories, and each level has its own characteristics and uniqueness (Goldberg in Feist & Feist, 2013). According to Friedman and Schustack (in Saricaoglu & Arslan, 2013) the personality model of The Big Five Personality has extensive results from various other personality tests, the scale and nature of this test can reflect a person's personality so that this personality model is commonly used in research. The dimensions are: Openness To Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism, abbreviated as OCEAN.

Self-Compassion

Kristin Neff (2003) explains, self-compassion is giving understanding and kindness to oneself when experiencing failure or making mistakes, but not judging oneself harshly and not criticizing oneself excessively for one's own imperfections, weaknesses, and failures. Self-compassion itself comes from the word compassion which means compassion. According to Germer (2009) self-compassion is a form of acceptance of an event experienced by a person emotionally and cognitively. Buddhism has the view that self-compassion is a response of wisdom, compassion and patience in facing suffering.

Kristin Neff (2003) says that self-compassion is not a way to avoid goals and responsibilities or become helpless, but self-compassion is motivation from within to reduce suffering so that you become happy. Self-compassion does not mean eliminating pain but reducing it in two ways, namely (a) full awareness, distancing oneself, recognition of suffering and (b) self-directed empathy and acceptance (Neff & Vonk, 2009). Within self-compassion there are three positive dimensions, namely Self-Kindness, Common Humanity and Mindfulness and there are three negative dimensions that reflect the absence of self-compassion or are the opposite of the three positive dimensions, namely Self-Judgment, Isolation and Overidentification (Neff, 2003).

Self-kindness is forgiveness, empathy, sensitivity, warmth and patience towards all aspects of self including actions, thoughts, feelings within oneself (Gillbert & Irons, 2005). In

comparison, self-judgment is an attitude of condescending and criticizing oneself harshly and excessively and rejecting their feelings, thoughts, impulses and actions. Individuals who have self-judgment will antagonize, criticize and demean themselves (Neff, 2003).

Common humanity refers to individuals who see that negative experiences or situations that happen to them are humane or experienced by everyone. Kristin Neff (2003) explains that common humanity is an individual's awareness of the difficulties and failures of life, which are a part of life that must be experienced by humans, not only experienced by themselves. Conversely, when a person feels himself separated from other people due to mistakes or failures he has suffered, it is called isolation. Someone who experiences isolation sees his own failure as something embarrassing and then withdraws. Individuals who are isolated feel that they are the only ones who suffer and only themselves face unfair situations (Neff, 2003).

Mindfulness is a state of mind and feeling in balance and looking at what is happening in the moment clearly, accepting reality and not judging. Mindfulness helps a person to explore the experience of the moment without evaluating oneself for worries about the past or the future (Neff, 2003 in Barnard & Curry, 2011). The comparison of mindfulness is over-identification, that is, a person is fixated only on his own mistakes, failures and imperfections and ponders on these things continuously. Overidentification is when individuals contemplate their own limitations so as to produce narrow views and prevent themselves from exploring current experiences (Gillbert & Procter, 2006; Neff & Vonk, 2009 in Barnard & Curry, 2011).

The Big Five Personality Traits

Personality comes from the word persona which refers to the theatrical masks used in Ancient Greek drama by Roman actors during the first or second century BC (Feist & Feist 2009). One of the psychology figures who explain personality is Gordon Allport. According to Allport (in Feist & Feist, 2009) states that personality is a dynamic organization in an individual's psychophysical system that determines environmental adjustments, as well as the individual's characteristic pattern of behavior, feelings and thoughts. Personality is a set of psychological traits and mechanisms within individuals that are organized, relatively enduring which influence individual interactions and adaptations in the environment (Larsen & Buss in Feist & Feist, 2006).

The personality approach has developed in various theories and each theory has a variety of levels or categories, and each level has its own characteristics and uniqueness (Goldberg in Feist & Feist, 2013). The Big Five Personality or Five Factor Model (FFM) is a form of theory of personality traits. Feist & Feist (2009) stated that the Big Five is a personality that can predict and explain behavior. This is an approach used in psychology to see the personality that has been formed by using factor analysis. The big five personality is a personality theory that explains the relationship between cognition, affect and action, besides that the big five can be the basis for personality theory (Cervone in Feist & Feist, 2009).

The big five personality is built based on a simpler approach, this model is found repeatedly in a number of studies (Pervin & Jhon, 2004). This personality model has extensive results from various other personality tests, the scale and nature of this test can reflect a person's personality (Friedman in Feist & Feist, 2009).

According to Neila Ramdhani (2012) there are five trait dimensions in The Big Five Personality, namely openness to experience, conscientiousness, extraversion, agreeableness and neuroticism.

1. Openness To Experience (O), can be interpreted as an individual who has openness to insights or ideas. Individuals with this trait love to share new information and do things out of the ordinary. This personality type is characterized as being open to other people's perspectives, imaginative, creative and innovative.
2. Conscientiousness (C), can be interpreted as an individual who is serious in carrying out duties or responsibilities. They are easy to rely on and love to follow the rules of life and discipline. This personality type is characterized as an individual who is accomplished, conscientious and punctual.
3. Extraversion (E), namely individuals who are passionate and enthusiastic. They have a passion in building relationships with other people. Extraversion is characterized as a person who is firm, assertive, does not hesitate and actively likes to make new friends.
4. Agreeableness (A), is an individual who has sincerity in sharing. They are people who focus on the positive and have subtle feelings. This trait is characterized as a kind-hearted, cooperative and trustworthy individual
5. Neuroticism (N), namely individuals who have unstable emotions. They have less tolerance for conflict or disappointment. Neuroticism is characterized as individuals who are easily anxious, nervous, angry and worried about unwanted situations.

RESEARCH METHODS

This research uses quantitative methods. Quantitative research can be interpreted as a traditional method because research data is in the form of numbers and analysis using statistics, this method is used to examine certain populations or samples (Sugiyono, 2016).

The independent variable in this study is the Big Five Personality Traits. The dependent variable in this study is self-compassion because this variable is influenced by the independent variables. The population in this study were state SDLB teachers. In this study the sampling technique was non-probability sampling or a sampling technique that did not provide equal opportunities for each member of the population to become a member of the sample (Rangkuti, 2015).

The data collection uses purposive sampling, namely determining the sample based on certain considerations. The criteria that have been set are, State SDLB teachers who are actively teaching in Jakarta, male or female and handle more than one disability. The sample of this research is 70 people. Researchers met SDLB teachers in Jakarta and gave questionnaires directly. The questionnaire given is the big five personality trait scale and self-compassion on the Likert scale.

The instrument used is the self-compassion scale used is the Self Compassion Scale (SCS) from Kristin Neff in 2013 and the big five personality trait scale uses the BFI (Big Five Inventory), a scale created by John in 1990 which has been adapted into Indonesian language and culture by Neila Neila Ramdhani in 2012. The data analysis process uses the winstep 3.73 application and hypothesis analysis uses the SPSS 22 application.

RESEARCH RESULTS AND DISCUSSION

Researchers collected SDLB data in Jakarta so they could make a permit. There were 7 public SDLB in Jakarta that researchers visited and 5 of them agreed to collect trial and research data. The self-compassion variable has a mean of 79.13, a median value of 160.50, a mode value of 81 then there are 31 people (44.3%) who have a low level of self-compassion and 39 people (55.7%) who have a high level of self-compassion.

Meanwhile, the big five personality trait variables, which are multidimensional variables, require separate total scores for each dimension. The openness to experience dimension has a mean value of 28.19, a median of 28.00 and a mode of 0.64. This conscientiousness dimension has a mean value of 25.59, a median of 26.00 and a mode of 26. The extraversion dimension has a mean value of 24.09, a median of 24.50 and a mode of 25. The agreeableness dimension has a mean value of 34.41, a median of 35.00 and a mode of 34. The last dimension of neuroticism has a mean value of 18.96, a median of 19.50 and a mode of 14.

The percentage results of the Openness to Experience dimension were 37 (52.9%) respondents in the low category and 33 (47.1%) respondents in the high category. Thus, the distribution of these dimensions is more in the low category. The percentage results of the Conscientiousness dimension were 31 (44.3%) respondents in the low category and 39 (55.7%) respondents in the high category. Thus, the distribution of this dimension is more in the high category. The results of the percentage percentage of the Extraversion dimension were 35 (50%) respondents in the low category and 39 (50%) respondents in the high category. Thus, the distribution of these dimensions is more in the balanced category. The results of the percentage of the Agreeableness dimension were 34 (48.6%) respondents in the low category and 39 (51.4%) respondents in the high category. Thus, the distribution of this dimension is more in the high category. The percentage results of the Neuroticism dimension were 32 (45.7%) respondents in the low category and 38 (54.3%) respondents in the high category. Thus, the distribution of this dimension is more in the high category.

Table 1. Test the Significance of Openness to Experience

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2.811	1	2.811	.031	.861 ^a
Residual	6191.132	68	91.046		
Total	6193.943	69			

Regression analysis produced a calculated F value of 0.031 with an F table value of 3.98 and a p value of 0.861. This means that Ho is accepted because F table is greater than F Count.

Table 2. Conscientiousness Significance Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	118.436	1	118.436	1.326	.254 ^a
Residual	6075.506	68	89.346		
Total	6193.943	69			

Regression analysis produced a calculated F value of 1,326 with an F table value of 3.98 and a p value of 0.254. This means that Ho is accepted because F table is greater than F Count.

Table 3. Extraversion Significance Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	38.583	1	38.583	.426	.516 ^a
Residual	6155.359	68	90.520		
Total	6193.943	69			

Regression analysis produces a calculated F value of 0.426 with an F table value of 3.98 and a p value of 0.516. This means that H_0 is accepted because F table is greater than F Count.

Table 4. Agreeableness Significance Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	557.340	1	557.340	6.724	.012 ^a
Residual	5636.603	68	82.891		
Total	6193.943	69			

Regression analysis produces a calculated F value of 6,724 with an F table value of 3.98 and a p value of 0.012. That is, H_0 is rejected because F Count is greater than F table and the p value is lower than the significance level. Thus, the higher the agreeableness, the higher the self-compassion. Vice versa.

Table 5. Neuroticism Significance Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	40.188	1	40.188	.444	.507 ^a
Residual	6153.755	68	90.496		
Total	6193.943	69			

Regression analysis produces a calculated F value of 0.444 with an F table value of 3.98 and a p value of 0.507. This means that H_0 is accepted because F table is greater than F Count.

Based on the results of hypothesis testing that has been carried out using regression analysis, it shows that H_a is accepted and H_0 is rejected, which means that there is an influence of agreeableness on self-compassion. In this study it can be concluded that agreeableness personality has an influence of 7.7% on self-compassion in teachers of public extraordinary elementary schools in Jakarta. Then H_a is rejected and H_0 is accepted, which means that there is no effect of openness to experience, conscientiousness, extraversion, and neuroticism on self-compassion in teachers of public special elementary schools in Jakarta.

Research conducted by Arslan (2016) shows that there is a significant relationship to almost all the big five personality traits and self-compassion. In that study, the openness to experience trait did not have a significant relationship but there was a positive relationship to the conscientiousness, extraversion and agreeableness traits, then there was a negative relationship to the neuroticism trait. In line with research by Dewayani & Nugraha (2014) which states that

there is a very strong relationship between the extraversion trait and self-compassion, there is also a relationship between agreeableness, conscientiousness and openness to experience personality types while there is no relationship between neuroticism and self-compassion.

In this study it was found that agreeableness personality traits had a significant and positive influence on teachers of public elementary schools in Jakarta, this can be seen from the F count which is greater than the F table, namely $6.274 > 3.98$ and the value of $P = 0.012 < 0.05$. Individuals with the agreeableness trait are people who are emotionally stable, they tend to be silent and they are satisfied with themselves (Friedman & Schustack, in Saricaoglu & Arslan 2013). SDLB teachers who have a high agreeableness personality trait have a gentle, generous and tolerant heart so that when they experience suffering or make mistakes, they are able to forgive and understand unpleasant situations.

The results of this study show that the use of the five personality factors is not optimal in explaining self-compassion. This result is supported by Dudley (in Hadjam & Widhiarso, 2006) who states that the use of the five factors in the Big Five Personality concept as a predictor of self-compassion is too broad in scope.

CONCLUSION

Based on the results of statistical tests and calculations, it can be concluded that there is no significant influence between the big five personality trait variables simultaneously with the self-compassion of special elementary school teachers in Jakarta. The only significant influence is the personality trait of agreeableness with self-compassion on special elementary school teachers in Jakarta. Other personality traits have no significant effect on special elementary school teachers in Jakarta. This study states that at SDLB in Jakarta, teachers who have a high agreeableness personality type have a high self-compassion attitude and vice versa. Thus, the personality traits of agreeableness that can work together, are kind, friendly and helpful are suitable as SDLB teachers whose work requires patience and persistence in teaching children with special needs and who do not easily experience compassion fatigue. When teachers who have agreeableness personality experience failure and have difficulty teaching children with special needs, self-compassion can help eliminate negative emotions in oneself.

BIBLIOGRAPHY

- Allen, A., & Leary, M. (2010). *Self-Compassion, Stress and Coping*. Social and Personality Psychology Compass, 107-118.
- Alwisol. (2009). *Psychology of Personality (Revised Ed.)*. Malang: UMM Press.
- Arslan, C. (2016). *Interpersonal Problem Solving, Self-Compassion and Personality Traits in University Students*. Educational Research and Reviews, 478-481.
- Barnard, L., & Curry, J. (2011). *Self-Compassion: Conceptualizations, Correlates & Interventions*. Review of General Psychology, 289-303.
- Cervone D., & Pervin L.A. (2012). *Personality: Theory and Research Book 2 (Terj. Aliya Tusyani et al)*. Jakarta: Salemba Humanika.
- Costa, Jr., & T. A. Widiger. (2002). *Personality Disorders and the Five-Factor Model of Personality (2nd ed.)*. Washington, DC: American Psychological Association.
- Feist, J., & Feist, G. (2013). *Personality Theory*. Jakarta: Salemba Humanika.
- Firmansyah, I., & Widuri, E. L. (2014). *Subjective Well-Being for Special School Teachers (SLB)*. Empathy, 1-8.
- Friedman H.S., & Schustack M.W. (2008). *Personality: Classic Theory and Modern Research Vol 1 (Terj. Fransisca et al)*. Jakarta: Erlangga.

- Hadjam, M. N., & Widhiarso, W. (2011). *Teaching Efficacy as a Mediator of the Role of Personality Factors on the Teaching Performance of Humanitas Teachers*, 1-16.
- Hanley, A. (2015). *The Mindful Personality: Associations between Dispositional Mindfulness and the Five Factor Model of Personality*. *Personality and Individual Differences*, 154-158.
- Germer, K.C. (2009). *The Mindful Path to Self-Compassion: Freeing Yourself from Destructive Thoughts and Emotions*. New York: The Guilford Press.
- John, O. P., & Srivastava, S. (1999). *The Big-Five Taxonomy Dimensions: History, Measurement, and Theoretical Perspectives*. University of California, 102-138.
- McCrae, R. & John, O. (1991). *An Introduction to the Five-Factor Model and Its Application*. 175-215.
- Neff, K. (2003). *Self-Compassion: an Alternative Conceptualization of a Healthy Attitude Toward Oneself*. *Self and Identity*, 1-18.
- Neff, K., & Vonk, R. (2009). *Self-Compassion Versus Global Self-Esteem: Two Different Ways of Relating to Oneself*. *Journal of Personality*, 1-23.
- Neff, K., Kirkpatrick, K., & Rude, S. (2007). *Self-Compassion and Adaptive Psychological Functioning*. *Journal of Research in Personality*, 139-154.
- Neff, K., Kirkpatrick, K., & Rude, S. (2007). *An Examination of Self-Compassion in Relation to Positive Psychological Functioning and Personality Traits*. *Journal of Research in Personality*, 908-916.
- Pervin, A Lawrence., Cervone, Daniel., & John, Oliver P. (2010). *Personality Psychology: Theory and Research*. Ninth edition. Jakarta: Kencana.
- Ramdhani, Neila. (2012). *Language and Cultural Adaptation of the Big Five Inventory*. *Journal of Psychology* 39, (2), 189S-207.
- Rangkuti, Anna Armeini. (2012). *Quantitative-Application Research Data Analysis Techniques with the SPSS Program*. Jakarta State University, Faculty of Education, Psychology: Textbook.
- Rangkuti, Anna Armeini (2015). *Parametric and Non-Parametric Statistics for Psychology and Education*. Jakarta: Faculty of Education, Jakarta State University.
- Saricaoglu, H., & Arslan, C. (2013). *An Investigatin into Psychological Well-Being Levels of Higher Education Students with Respect to Personality Traits and Self-Compassion*. *Educational Sciences: Theory & Practice*, 2097-2104.
- Sugiyono. (2015). *Educational Research Methods*. Bandung: Alfabet.
- Thurackal, J., & Dezutter, J. (2016). *Personality and Self-Compassion Exploring their Relationship in an Indian Context*. *European Journal of Mental Health*, 18-35.
- Wardhani, D. T. (2012). *Burnout among Special Education Teachers in Bandung City*. *UNDIP Journal of Psychology*, 1-10.