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**KONTRIBUSI TIPE KEPERIBADIAN *BIG FIVE* TERHADAP
PRESTASI AKADEMIK**

SKRIPSI

Diajukan untuk memenuhi syarat memperoleh gelar sarjana
Pendidikan dalam Bidang Bimbingan dan Konseling



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**PROGRAM STUDI SARJANA BIMBINGAN DAN KONSELING
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

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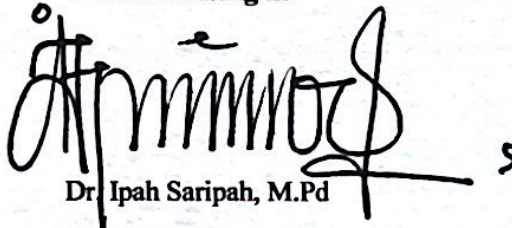
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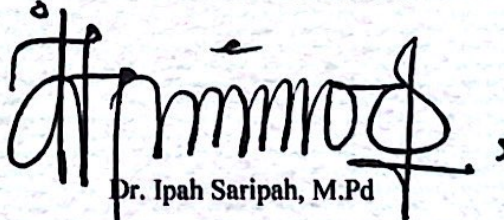
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ABSTRAK

Prestasi akademik merupakan indikator keberhasilan seseorang dalam proses belajar. Prestasi akademik juga menjadi ukuran kualitas suatu pendidikan. Prestasi akademik tidak hanya dipengaruhi kemampuan intelektual, tetapi juga faktor kepribadian individu yang memainkan peran penting dalam menentukan pola belajar, motivasi, dan adaptasi terhadap tantangan akademik. Penelitian bertujuan untuk mengidentifikasi kontribusi kepribadian peserta didik berprestasi akademik di SMAN 1 Garut berdasarkan *Big Five Personality Traits*, yang meliputi *openness to experience*, *conscientiousness*, *extraversion*, *agreeableness*, dan *neuroticism*. Metode yang digunakan adalah deskriptif kuantitatif dengan pengumpulan data melalui instrumen kepribadian *Big Five* yang telah teruji validitas dan reliabilitasnya. Sampel penelitian terdiri dari 214 peserta didik yang memiliki nilai akademik tertinggi sebagai representasi peserta didik berprestasi. Hasil penelitian menunjukkan hanya tipe kepribadian *Openness to Experience* yang terbukti signifikan memberikan kontribusi positif terhadap prestasi akademik peserta didik, sedangkan tipe kepribadian *Agreeableness* dan *Extraversion* menunjukkan hubungan negatif yang signifikan. Tipe kepribadian *Conscientiousness*, dan *Neuroticism* tidak memiliki signifikansi terhadap prestasi akademik peserta didik dalam penelitian. Hasil penelitian memberikan gambaran tentang kecenderungan kepribadian yang dimiliki peserta didik berprestasi akademik serta kontribusi tipe kepribadian terhadap pencapaian akademik sehingga guru bimbingan dan konseling dapat merancang program layanan yang efektif untuk mendukung potensi akademik peserta didik.

Kata Kunci: Pendidikan, Prestasi Akademik, Kepribadian, *Big Five Personality Traits*, Bimbingan dan Konseling

ABSTRACT

Academic achievement is an indicator of one's success in the learning process, which is also a measure of the quality of an education. Academic achievement is not only influenced by intellectual ability, but also by individual personality, which plays an important role in determining learning patterns, motivation, and adaptation to academic challenges. This study aims to identify the personality tendencies of students with academic achievement at SMAN 1 Garut based on the Big Five Personality Traits, which include openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. The method used is descriptive quantitative with data collection through Big Five personality instruments that have been tested for validity and reliability. The research sample consisted of 214 students who had the highest academic scores as a representation of high-achieving students. The results showed that only the Openness to Experience proved to significantly contribute positively to student academic achievement, while the Agreeableness and Extraversion Personality type showed a significant negative relationship. personality type of Conscientiousness, and Neuroticism did not have a significant influence on student academic achievement in the study. The results of the study are expected to provide an overview of the dominant personality tendencies of students with academic achievement and the contribution of these personality to academic achievement so that guidance and counseling teachers can design effective service programs to support students' academic potential.

Keywords: Education, Academic Achievement, Personality, Big Five Personality Traits, Guidance and Counseling

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