

## ABSTRAK

### **Lesi Lidiawati (130776). Pengaruh Tipe Kepribadian Terhadap Kejenuhan Belajar (Studi Deskriptif di SMK Daarut Tauhid *Boarding School* Bandung Tahun Ajaran 2017/2018)**

Penelitian dilatarbelakangi oleh gejala kejenuhan belajar yang banyak ditemukan sebagai suatu masalah yang dialami siswa di sekolah. Kejenuhan belajar merupakan suatu kondisi negatif dalam pendidikan yang dapat berdampak sangat luas dan diakibatkan banyak faktor, salah satunya karakteristik kepribadian. Penelitian bertujuan menggambarkan secara empirik pengaruh tipe kepribadian terhadap kejenuhan belajar siswa Kelas XII SMK Daarut Tauhid *Boarding School* Bandung Tahun Ajaran 2017/2018. Penelitian menggunakan pendekatan kuantitatif dengan metode deskriptif. Populasi berjumlah 91 siswa dengan sampel total. Instrumen yang digunakan berupa angket *Big Five Inventory* (BFI) yang diadaptasi dari teori Costa dan McCrae dan angket pengungkap kejenuhan belajar. Hasil penelitian menunjukkan: (1) kejenuhan belajar siswa berada pada kategori tidak jenuh dengan perbedaan yang sangat tipis antara siswa yang merasa jenuh dengan siswa yang merasa tidak jenuh; (2) setiap siswa memiliki kecenderungan kelima tipe kepribadian (*extraversion, agreeableness, conscientiousness, neuroticism, dan openness*), namun lebih banyak siswa yang dominan pada tipe *openness*; dan (3) tipe kepribadian memberikan pengaruh sebesar 13,9% terhadap kejenuhan belajar.

***Kata kunci: kejenuhan belajar, boarding school, kepribadian Big Five Factor***

## **ABSTRACT**

*Research is motivated by the symptoms of learning burnout that many found as a problem experienced by students in school. The burnout of learning is a negative condition in education that can have an enormous impact and caused by many factors, one of which is personality characteristics. The aim of this research is to empirically describes the influence of personality type to the burnout of learning in Class XII SMK Daarut Tauhid Boarding School Bandung Academic Year 2017/2018. The research used quantitative approach with descriptive method. The total sample of students population was 91. Instruments used in the form of a Big Five Inventory (BFI) questionnaire adapted from Costa and McCrae theory and questionnaires reveal the burnout of learning. The results showed: (1) the burnout of students' learning is in the category of unsaturated with very thin difference between students who feel saturated with students who feel unsaturated; (2) students personality type is not dominant, that is consist of five tendency type (extraversion, agreeableness, conscientiousness, neuroticism, and openness) in medium category; and (3) personality type have influence of 13,9% to burnout of learning based on result of multiple regression analysis.*

***Keywords: burnout of learning, boarding school, Big Five Factor personality***