

ANALYSIS OF MOTIVATION AND NON-COGNITIVE PERSONALITIES IN ENGLISH ACHIEVEMENT AND GLOBAL COMPETENCES: THE CASE OF AGRICULTURE STUDENTS

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Abstract: The ability to speak English is essential to compete in global competition. As a provision in this competition, honing global competence must get attention. Good English skills and the knowledge related to the capacity to identify cultural differences and willingness to interact with other people are also critical. The success of mastering these abilities cannot be separated from the role of individual personality and learning motivation as factors that influence the success of educational outcomes. This research wants to discover the influence of non-cognitive personality that will moderate students' motivation to learn English, which will also affect the achievement of English learning outcomes and global competence. The non-cognitive personalities are taken from Goldberg's Big Five Personality Traits (1992), namely openness to new experiences, conscientiousness, enthusiasm for socializing (extraversion), agreeableness, and neuroticism). The research used an online survey of 304 First Year Faculty of Agriculture students who took English courses. Data analysis used descriptive qualitative study. The results obtained showed that extraversion personality dominantly influences the motivational variable. Meanwhile, the global competence and skills variables are dominated by openness. Lastly, the global knowledge variable is dominated by neuroticism.

Keywords: *Big Five Personality Traits; English; global competence; non cognitive personality.*

INTRODUCTION

Today, the ability to comprehend, be open to cultural diversity, and communicate effectively with people worldwide has led to global competence. According to OECD (2018), global competence also may be measured by the ability to examine local, global, and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate, and effective interactions with people

from different cultures, and to act for collective well-being and sustainable development (Schell, 2020). Furthermore, Parmigiani *et al.* (2022) state that global competence concerns knowledge and skills and the active engagement appropriate for the diverse societies for the world's sustainable future. Global skills define global competence as more than just talking about how people may communicate using English as an international language. However, it also can engage with the

world'sworld's society, talking about culture, issues, and many aspects to carry out sustainability in the world.

As a global language for communicative purposes, English skills are essential in many aspects, namely individual lives, careers, and future professional success. Fernandes (2018) stated that as English is a required skill, we can hear English almost everywhere: English can be your lifesaver language when traveling. As a student, English is mandatory (or becoming) one of the subjects.

The success in mastering English as a tool of communication or educational outcomes is also related to the personality traits owned by an individual. In recent years, scholars have stressed the significance of comprehending the role of personality traits in achieving particular rather than overall achievement. Meng *et al.* (2018) showed in their study that personality traits significantly influence global competence and English achievement, which largely determines effectiveness in the current globalized world. Understanding individual personality differences in English language achievement can help identify the motivational processes that facilitate optimal academic outcomes and inform the design of interventions to improve student performance (Cao & Meng, 2020).

As the basis for analyzing the relationship between personality and English achievement, this study uses the five big personality traits (Big Five Personality Traits) (Goldberg, 1992 cited in Rizvanović, 2018). The personality traits include openness to new experiences, conscientiousness, enthusiasm for socializing (extraversion), agreeableness, and mental stability (neuroticism). The term is generally shortened to OCEAN (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism). McCrae & Costa (2008, cited in Lampropoulos *et al.*, 2022) widely recognized that these five personality traits could capture most of the variation in behavior patterns and are appropriate for learning behavior and daily performance across multiple domains and contexts.

Previous research has discussed the relevance of individual personality to academic achievement, in which conscientiousness and neuroticism are the dominant personalities in determining students' academic success (Baumann & Harvey, 2021; Ollfors & Andersson, 2021). The association between the five big personalities and English achievement remains largely unexplored, particularly in ESP (English

for Specific Purposes) pupils need to be explored. Unfortunately, many students have not achieved the desired English proficiency level due to a lack of individual educational goals and perspectives. Therefore, this study aimed to fill the gap by analyzing the relationship between the role of learning motivation and five non-cognitive personality traits in English language achievement, especially for students of the Faculty of Agriculture at Universitas Brawijaya. Education and training, especially those related to personality, are very much needed by educational institutions to improve the quality of resources. Knowing the results of the analysis on student motivation and dominant personality that affects the achievement of English will be a significant investment in the quality of students to achieve global competence. This study was conducted objectively to determine the relationship between motivation and non-cognitive individual personality on English learning achievement and global competence and to find out the analysis results on student motivation and dominant personality that affect English language achievement and global competence.

The influence of non-cognitive personalities to the foreign language achievement

The big five personalities are promising approaches to conceptualizing and assessing the non-cognitive personality. Among the five personalities, conscientiousness is highly correlated with successful academic achievement. Conscientiousness is the measure of how thoughtful and organized an individual is. The goal-directed behavior and socially required impulse control and the individual's orderliness, thoroughness, and work ethic (Lampropoulos *et al.*, 2022). So, a conscientious individual is someone reliable, self-disciplined, and ambitious.

The next trait is neuroticism, which refers to emotional control and stability. In this dimension, people with neuroticism personalities are described as worrying, anxious, nervous, insecure, and stressed. Mental stability and thinking (neuroticism) are closely related to a person's anxiety (anxiety) in learning. Students who experience mental and thinking instability show a lack of ability to control their emotions, which will undoubtedly affect their academic achievement because Tani *et al.* (2019) mentioned in the study that there is a positive relationship between socioeconomic, psychological, and environmental factors and academic performance. These two traits are often used as an accurate

measurement of the success of students' academic achievement.

The other three traits, openness, extraversion, and Agreeableness, correlate with students' academic performance. According to a study conducted by Palmisano (2021), openness to experience will determine an individual's level of curiosity, imagination, tendencies to seek compelling circumstances, and stimuli found to be significantly and positively associated with a student's effort exertion and academic performance. Next is Agreeableness, associated with a high level of emotional support and a caring attitude toward others. It is also related to the ability and quality of friendliness, politeness, cooperative behavior, and generosity. According to Komarraju, Karau, Schmeck, and Avdic (2011, cited in Palmisano, 2021), Agreeableness is correlated with academic achievement but not with the same strength as Conscientiousness and Openness to Experience.

Meanwhile, enthusiasm in socializing (extraversion) describes a person's ability to interact socially and desire to talk or build communication with others; it is related to an extrovert personality. However, the ability to socialize will be helpful in contextual foreign language learning, which is somewhat different from the academic atmosphere. Learning a foreign language needs many opportunities to practice and increase confidence in speaking and communicating using the language (Wen, 2018). Thus, the five traits in The Big Five Personality Traits need to be studied further in their influence on the achievement of foreign language learning, especially English.

The influence of non-cognitive personalities on the global competence

Global competence in this study focused on three dimensions: knowledge, skills, and attitudes (Meng *et al.*, 2018). Global competence is essential to master because it will significantly determine the ability to interact globally. Global knowledge refers to knowledge of one's culture and foreign culture, which includes traditions, norms, and history to provide information in intercultural interactions. Moulita (2019) states that global ability is closely related to intercultural communication. Therefore, the global ability is defined as the ability to carry out various communication behaviors effectively and appropriately, combining one cultural identity with another or various identities in different cultural environments. Meanwhile, the global

attitude shows a positive attitude towards cultural differences and a desire to be involved in cultural diversity.

In an academic environment, global competencies that include these three dimensions must be developed because not only international students but also domestic students are also expected to be able to compete globally. If it is associated with non-cognitive personality, the top five personal personalities also play a role in a person's ability to increase global competence. For example, a person with conscientiousness and neuroticism is reluctant to engage in cultural diversity. It is supported by research conducted by Ramirez (2016) (cited in Cao & Meng, 2020) found a negative correlation between these two traits and an increase in global ability in multiculturalism. Conscientious nature is associated with a conservative personality, while neuroticism is closely related to social anxiety (social anxiety), feelings of insecurity (insecurity), and moodiness. This personality will directly affect a person's desire to be involved in an intercultural context.

Other traits, openness, extraversion, and Agreeableness, influence an individual's ability to communicate and build interpersonal relationships. A person's level of openness will significantly affect the perspective of cultural differences. The higher the nature of openness, the more open one's point of view is in seeing cultural differences as exciting and fun, and vice versa, to be more open to positive exposure to new cultures and people (Cao & Meng, 2020). Extraversion, also known as extrovert personality, positively predicts the ability to build good communication and cross-cultural friendships due to the prototypical extrovert being talkative, gregarious, prefers taking charge, expresses positive emotion, and enjoys stimulating activities (Wilmot *et al.*, 2019). Meanwhile, Agreeableness can be measured as a determinant of a person's ability to adapt to social situations in multicultural contexts. Based on Connolly and Seva (2021), agreeable individuals tend to be empathic, warm, caring and trusting rather than distant, unfriendly, and uncooperative.

The influence of motivation and foreign language achievement

Human motivation determines a person's desire to be actively involved and work on an activity or task. The theory directly conveys that motivation plays a significant role in a person's success in completing a given task so that it can be seen in

performance. This study wants to show a positive relationship with one specific motivation in learning English. Learning motivation becomes a critical moderator directly related to individual personality and successful English learning performance. It follows the opinion of Rizvanovic (2018), who stated that the motivation to learn English provides a positive and solid relationship with learning achievement in English.

Learning motivation is an essential moderator because it has an effect as an attribute that can modify a complex relationship between personality and learning achievement, so research related to these three aspects is vital. Human motivation determines a person's desire to be actively involved and work on an activity or task. The theory directly conveys that motivation plays a significant role in a person's success in completing a given task so that it can be seen in performance. Uno (cited in Mauliya *et al.* (2020)) believed that motivation is an internal and external force that pushes students who are learning to change their attitudes. According to the description given above, motivation is the emotion that drives someone to take action or accomplish a specific goal. Dynamic components of motivation include things like emotions, attention, willingness, and others. In addition to coming from within the students, motivation can also come from others or the surroundings (Mauliya *et al.*, 2020). Based on the Theory of Planned Behavior (TPB), goals, motives, and learning objectives are closely related to persistence in achieving goals (Londsedale, 2017). Based on this, it is inevitable that someone with high motivation will spend more time trying to learn to get the best achievement.

Related to motivation in learning English, investing effort and time to get the best performance can be done by improving the ability to read English texts, honing the ability to listen to English programs, and practicing speaking with native speakers. These efforts to increase achievement will also indirectly add new sources of information on norms, values, and even foreign cultures. Understanding and identifying foreign cultures also help improve intercultural communication skills, which will be very useful for increasing knowledge and abilities globally so that global competence will also increase (Cao *et al.*, 2018).

METHOD

This research was conducted using a survey that analyzes individual non-cognitive personality and

motivation to learn English, affecting learning achievement and global competence. Respondents in this study were first-year students at the Faculty of Agriculture, Universitas Brawijaya (FAUB), with approximately 250 respondents with an age range of 17-19 years from three study programs, namely Agribusiness, Agroecotechnology, and Forestry. It is based on considering the ease of access to data information and considering English courses taught in the first year of lectures. Data analysis used descriptive qualitative to examine in-depth phenomena using online questionnaires via Google Form Likert scale.

RESULTS AND DISCUSSION

The characteristics of respondents

Characteristics of respondents are based on several aspects to obtain an overview of age, educational background, gender, and study program. Respondents consist of 304 people aged 17-19 years who are Faculty of Agriculture, Universitas Brawijaya (FA UB) students taking English courses in the first year. The following are the characteristics of respondents based on several classifications:

Table 1. *Number of respondents*

No	Gender	Number	%
1	Male	114	37,5 %
2	Female	190	62,5%
	Total	304	100 %

Based on the table above, it can be seen that the number of respondents consisted of 304 people, with the most significant number of female students, 62.5%. In contrast, male respondents amounted to 114 people, with a percentage of 37.5%.

The motivation of students in learning English

Motivation is a stimulus or stimulation to ensure the desired behavior is presented. Existing motivation affects learning activities. Someone with high motivation will be more active and get satisfactory results (Balgies, 2018). Motivation is the key if it has a dominant desire and a strong will following the motivational goals. The following table shows the average results of respondents' English learning motivation by gender category. Based on the data above, the motivation to learn English based on the gender perspective shows the highest average by females, with an average value of 3.885. According to the female students' perspective, the sustainability indicator for continuing to study English after

graduation has the highest score, an average of 4.6, followed by respondents who answered similar statements. While the lowest average, answered by female respondents, was related to the indicator of taking a few hours to learn English.

The relationship between motivation and the big five personalities that overall respondents have Extraversion personality is often called surgency. Extraversion is assessing the quantity and intensity of interpersonal interactions. Individuals who score high on this dimension tend to be energetic, enthusiastic, dominant, friendly, and communicative. They are also fun, social, talkative, optimistic, and affectionate. On the other hand, individuals who score low on this dimension tend to be shy, insecure, submissive, and quiet. They are also usually introverted, aloof, restrained, discreet, and task-oriented.

It is based on several factors, namely internal factors and external factors. Simanullang (2021) explained that someone learning a foreign language is categorized into three factors, namely internal factors, including physical health, intelligence level, attitude, talent, and motivational interest. At the same time. Several aspects, namely the surrounding environment, influence external factors. Another influential factor is the application and approach of learning strategies that are carried out so that a person becomes more motivated in learning. The motivation that someone does in learning English varies. A person will learn a language when he considers the language necessary. In future projections of working in the international sector, understanding culture motivates learning foreign languages (Westa, 2017).

Table 2. *The motivation of the students in learning English (gender's perspective)*
 (Source: Primary Data Processed (2022))

Indicator	Male			Female		
	Min	Max	Average	Min	Max	Average
Compared to my classmates, I think I study English diligently.	1	5	3.58	1	5	3.50
I often try to use words and ideas that I learn in my English class.	2	5	3.94	1	5	3.81
If English is not taught on campus, I will learn it myself.	1	5	4.07	2	5	4.21
I spend several hours a day learning English.	1	5	3.13	1	5	3.06
I am trying to learn English.	1	5	4.05	2	5	4.13
After I graduate, I will continue to study English and try to improve my English skills.	2	5	4.52	2	5	4.6
Total			3.881			3.885

Non-cognitive personality and global competence
 Every individual must possess global competence to compete in the international realm. Global competence requires a person to keep up with this era of globalization. Global competence is a multidimensional ability to analyze local and even global issues (Hidayah & Salimi, 2017). Global competence also means individual's ability to

analyze global-based and cross-cultural issues critically through from various perspectives, judgments, and ideas about oneself and others. It is open, appropriate, and effective. Global competence possessed by individuals is essential to do. It is related to the improvement of their competence. Table 3 shows the global student competencies based on a gender perspective.

Table 3. *Global competence in English from gender perspective*
 (Source: Primary Data Processed (2022))

Indicator	Male			Female		
	Min	Max	Average	Min	Max	Average
I have a positive attitude toward cultural diversity	2	5	4.5	2	5	4.4
I realize that my view of the world and culture is not universal.	1	5	3.03	1	5	2.84
I am willing to learn and try to live in a culture other than my own.	1	5	4.13	2	5	4.1.3
I am willing to take risks in learning about cross-cultural for personal development (self-development).	1	5	4.10	2	5	3.97

I take a non-judgmental reaction to cultural differences.	1	5	4.35	1	5	4.32
Total	4.022			3.932		

Based on the table above, information is obtained that of the 304 respondents who answered, the global competencies possessed by men and women have different average values. The highest total mean shows in men, with a score of 4.022. The highest indicator can be seen from the average positive attitude towards cultural diversity, with an average score of 4.5 for men and 4.4 for women. At the same time, the lowest score lies in the non-universal self-view indicator. The relationship between global competence and the big five personalities that overall respondents are dominated by Openness personality is often called Culture or Intellect, describing the breadth, depth, and complexity of individual mental and experimental life. Individuals high in the Openness dimension generally look imaginative, fun, creative, and artistic. He is usually creative, imaginative, and curious, has broad interests, and is always curious. In contrast, low individuals in this dimension are generally shallow, dull, or superficial.

Global competence possessed by men can be seen that men have a higher capacity to understand and deal with local, global, and even

intercultural problems. In addition, global competence is also associated with efforts to understand and appreciate the perspectives and views of others and are open, appropriate, and effective in efforts to sustain development and global prosperity (OECD, 2018).

Global skills supporting personality

Global skills are related to an individual's psychomotor in doing something and having specific skills, potential, and expertise. Skill means ease, speed, and accuracy in monitoring. Global skills in supporting personality are closely related to aspects of a person's behavior that reflect a particular personality. It is also related to social and cross-cultural abilities in understanding global competition (Pratama, 2022). Good global social skills will help someone understand good decision-making, influence academic performance, develop attitudes and personality traits solid global interactions with the global environment. The following table shows respondents' global skills based on a gender perspective.

Table 4. Global skills for learning English from a gender perspective (Source: Primary Data Processed (2022))

Indicator	Male			Female		
	Min	Max	Average	Min	Max	Average
I can identify cultural differences.	1	5	4.13	2	5	4.03
I can live comfortably outside my own culture.	1	5	3.71	2	5	3.46
I can adapt and participate in different socio-cultural settings.	2	5	3.98	2	5	3.85
I can collaborate effectively across cultures	2	5	3.89	2	5	3.75
I successfully participate in activities or projects with people from other cultures	1	5	3.79	1	5	3.67
TOTAL	3.9			3.75		

Based on the table above, it can be seen that from a gender perspective, global skills have different averages, namely males are higher, with an average of 3.9, than females, which is only 3.75. In addition, the highest global skill indicator is the individual's ability to identify existing cultural differences, with an average indicator of 4.13 for men and 4.03 for women. The relationship between these indicators and the dominant personality of respondents who choose is openness personality. A highly curious person to learn about and try new things is said to have an openness to experience personality dimensions. These skills can identify new cultures that become personal values in self-development to compete in

global competencies. This individual's advantages tend to be more creative, imaginative, intellectual, highly curiosity, and broad-minded. The opposite of the nature of Openness to Experience is individuals who tend to be conventional and comfortable with things that already exist and will cause anxiety if given new challenges (Widodo, 2020). Meanwhile, the lowest average indicates one's skills in living comfortably outside one's culture, with a score of 3.71.

Global knowledge supporting personality

Global knowledge is knowledge, views, and perspectives built into providing or receiving information related to global issues. Global

knowledge also means a high curiosity for open global information, which is influenced by several factors. The knowledge in question is closely related to an individual's ability and personality to know, comprehend (understand), apply, analyze, synthesize (problem synthesis), and evaluate

(evaluation). Global knowledge is closely related to the definition of globalization. Globalization means processes or events, decisions, and activities that are plural and easily known by all groups. The following is a table of respondents' global knowledge based on a global perspective.

Table 5. *Global knowledge of english from a gender perspective*
(Source: Primary Data Processed (2022))

Indicator	Male			Female		
	Min	Max	Average	Min	Max	Average
I understand the norms and expectations of Indonesian culture.	2	5	4.07	2	5	3.52
I understand other people's cultural norms and expectations.	1	5	3.90	1	5	3.63
I know the current world events.	2	5	3.80	2	5	3.49
I know world history.	1	5	3.41	1	5	3.31
I understand the concept of globalization.	2	5	4.12	2	5	4.56
Total			3.664			3.702

The global knowledge from the table above shows that the average comparison between men's and women's global knowledge is different. It can be seen that the mean global knowledge of women is higher, with a score of 3.702 compared to men's of 3.664. In addition, the table shows that the highest average indicator is knowledge related to understanding the concept of globalization, with a mean score of 4.12 for men and 4.56 for women. Based on the table, the relationship between global knowledge and personality type is predominantly respondents who answered that they had a Neuroticism personality. The Neuroticism personality dimension is individuals who tend to be able to withstand pressure or stress (Abood, 2019). The advantage of this dimension is that the emotions are stable, tend to be calm when facing problems, are confident, and have a firm stand. The opposite of Neuroticism is an individual who is easily nervous, depressed, insecure, and quickly changes his mind. Based on the table results, the ability to understand globalization means that someone has high knowledge of it. Therefore, it makes an individual tends to have a personality to have controlled and stable emotions and is calmer in dealing with problems in arguments.

CONCLUSION

English language skills possessed by a person are fundamental in the face of global competition and competence. Not only good English language skills but also the knowledge and capacity to identify cultural differences and willingness to interact with other people also an ability that must be improved. The success of mastering these abilities cannot be separated from the role of

individual personality and learning motivation as factors that influence the success of educational outcomes. Based on the results of research conducted on 304 respondents, it was found that on the motivation variable, the dominant personality answered by the respondents was Extraversion personality. Meanwhile, the global competence and skills variables are dominated by Openness to Experience personalities. Furthermore, the global knowledge variable is dominated by Neuroticism personality.

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