

## Research Article

# Teachers' Perspectives: Factors Causing Negative Personality Development in Students

Azzahrotul Karimah<sup>1</sup>, Fattah Hanurawan<sup>2</sup><sup>1</sup>Sekolah Pascasarjana, Universitas Negeri Malang, Indonesia<sup>2</sup>Department of Psychology, Universitas Negeri Malang, Indonesia**Abstract.**

The psychology and personality of pupils or children in elementary school became one of the interesting issues to work on. This issue relates to the children's mental health and their personality development. Students in the elementary school are capable of absorbing everything around them, just like a sponge. Therefore, a good example of personality and the other way around can make up the students' personality development, starting from an early age until they are adult enough to make their own personality through their wise sight. This case study aims to describe the students' personalities; focusing on the factors that caused the development of negative attitudes. The results showed that there are four points or factors that developed negative attitudes: 1) parents 2) technology 3) friends 4) bullying.

**Keywords:** attitudes psychology, social, elementary students

Corresponding Author:  
Azzahrotul Karimah; email:  
azzahrotul.karimah.93@  
gmail.com

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## 1. INTRODUCTION

The psychology and personality toward pupils or children in pre-school until elementary school become one of the interesting issues to work on. This issue relates to the mental health of the children and is related to their personality development. According to Hanurawan [1], mental health is a psychological state that indicates a person's ability to orient oneself to the problems faced. Educators have to develop mental health in all components of the school, such as self-learners, colleagues, and themselves. The health of emotional intelligence can help balance one's mental health in the face of life's problems in an educational setting. In an era of new life order, as Diwyarthi et al [2] describes that the only capacity to collaborate in many components that exist in the community, government, and the current environment can community development function smoothly. This study aims to describe the students' personality in everyday behavior at school.

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According to Johann & Karbach [3], their findings point to a complicated interaction between personality characteristics, EF, and IQ in both children and young adults. Furthermore, Slobodskaya [4] elaborated on the research on personality development from early childhood through adolescence. Then, in addition, Piovesan & Willadsen [5] explained their research finding that risk preferences and personality factors are complementing indices of individual behavioral variation.

The personality characteristics were defined by Eysenck and Cookson [6] in their study. Their findings suggest that personality characteristics, particularly extraversion/introversion, are important predictors of academic performance; introverts tend to be 'late developers' when compared to extroverts. In addition, Maqsdud [7] explained the association between extraversion, mental capacity, and academic performance in his study of Primary school students' personalities and academic achievement.

Concerning personality, Conger et al [8] noted that the beneficial impacts of conscientiousness on individual well-being are considered while also taking into account the potentially disruptive consequences of certain negative personality traits (alienation and low sense of well-being). Furthermore, Abbott [9] elaborated on Social and Personality Development in his research. To summarize, Digman and Shmelyov [10] state that the strong relationship between temperament dimensions and four of the five personality dimensions supports the opinion of many development lists that temperament is not only a key component of personality but may be the cornerstone of personality.

## 2. METHOD

This study used a qualitative study as described by Creswell [11] that counseling psychologists face many approaches from which to choose when they conduct a qualitative research study. In addition, Hanurawan [12] explained that the purpose of qualitative interpretive research in psychology is to describe qualitatively the subjective meaning of research participants about a psychological phenomenon. This research methodology is suitable for this research because the process to gain the research answer is on the right track by using this

The research design used is a case study; some cases from various backgrounds of children are analyzed. According to Herrera et al [13] in general terms, the case study analyzes a defined problem consisting in a real situation and uses real information as methodological tool. The subjects of this research are children in the age of elementary school. The place was taken in three places: 1) state elementary school 2) Islamic elementary school 3) informal Islamic school.

Data collection in this research is used interviews and observation. The researcher interviews some teachers from three different schools as stated before and observe some students' personalities on her own. this process is strengthen with the theory that stated by Hanurawan [14] that tool data collectors in psychological research with interpretive approach qualitative methods are participatory observation, in-depth interviews, documents, and an open questionnaire.

The technique used in this research is categorizing. After the data is collected, the researcher processes the data by categorizing the students' personalities by the cause or the reason they have certain personalities. There is no separate data between the students' gender, whether boys and girls are separated only by the cause points.

### 3. RESULTS AND DISCUSSION

The results and discussions are divided into four points: 1) parents 2) technology 3) friends 4) bullying; the results are followed right away with the discussions. This is in line with the theory from Widodo et al [15] that Physical condition, lack of parental attention (moral education and economic support), teacher learning techniques that are less diversified (monotonous), language that is difficult for kids to grasp, unfavorable surroundings, and too much subject matter are the six reasons of student delinquency. In addition, Brim [16] also explained in detail about the development of role-learning.

#### 3.1. Parents

The first result from this study is the parent that causes and develops the students' personalities. In some students' cases, they run into a bit negative attitudes at school; did not do their homework or do not listen to their teachers. Knowing about their background environment at home, usually, their parents are divorced couples or both of their parents are going to work, therefore the students have no full attention at home.

Anaya & Pérez-Edgar [17] incorporate parenting as a developmental setting, analyzing empirical data that emphasize its critical role in modulating continuity and change from temperament to personality traits. Moreover, Krupić et al [18] defined that parental personality models lenient and authoritarian parenting techniques, and both appear to play a major impact in children's psychopathic inclinations.

In addition, Dyson et al [19] describes the formation of temperament traits in early children has been much debated, with several theories proposing distinct trait dimensions. This study has relied nearly entirely on parent-reported metrics. The current

study investigated the organization of temperament in preschoolers using an alternate technique, a laboratory observational measure.

### 3.2. Technology

The second result is the students' behavior caused by technology. Some of the use of social media and gadgets for gaming and browser outside the school assignments used is impacted negative "radiation" for the students. The teacher said that because of social media, the students' attitudes are run into degradation. According to Bakhotskaya [20], excessive obsession with digital technology and gadgets, on the other hand, can have a detrimental impact on the development of a variety of mental processes, in the communication field, and can lead to the development of digital and other addictions.

Hanurawan [21] explained in his study that there is a social psychology theory that can be applied to internet usage behavior. Persuasion and propaganda, attitudes, conflict, prejudice, and aggressive conduct are all examples of social psychology studies relating to the purpose of internet usage behavior. Moreover, Laili [22] added that regular exposure to children's usage of gadgets affects the child's personal and social development.

Al Majali, S. [23] describes that the high prevalence of these characteristics implies that Internet-dependent youngsters are aggressive, anxious, depressed, indifferent to others, and irresponsible. Furthermore, they have communication issues, excessive impulsiveness, and a lack of desire to serve others. In his finding, he suggests that the presence of a harmful influence of excessive Internet use on the child's psychological health, can lead to personality disorder.

### 3.3. Friends

The third result of this study is the cause of friends. The friends mean here are not classmates or schoolmates friends, but a friend in the students' home environment. The friends here are mostly older than the students; therefore the intercommunication is a bit "too fast" for the students, especially for female students.

According to Jaccard et al [24] a peer impact varied as a function of individual-peer similarity and maternal relationships but was not as predicted by other theories. Previous research on the degree of peer impact has been argued to be exaggerated in several circumstances. Furthermore Barry & Wentzel [25] explained that the affective quality of a

friendship and the frequency with which friends engage regulate relationships between a friend's prosocial conduct and an individual's pursuit of prosocial goals.

However, Adams et al [26] define that having a best friend there throughout an encounter greatly reduced the negative impact on cortisol and overall self-worth. There was a large increase in cortisol and a significant loss in global self-worth when the closest friend was not there, as the unpleasantness of the event intensified. When the closest friend was there, there was less change in cortisol and overall self-worth as a result of the negative event.

### 3.4. Bullying

The fourth or the last result in this study is the bullying caused. In some cases, the student victim of the bullying at school, on some occasions shows negative attitudes: seldom comes to school, lies, and did not submit assignments. Parent and teacher have been met and discussed then take an action to this bullying situation. And this is the victim's attitudes after got that action. However, is needed deep observation to know whether this attitude is related to the accident of bullying or purely the student's personality.

In addition, the study of Connolly & O'Moore [27] showed that Youngsters who were bullied had higher levels of emotional repression and ascribed much more negative words to themselves than children who did not bully. The bullied children also had an ambivalent connection with their siblings, moms, and fathers. The controls, on the other hand, had favorable interactions with family members. Furthermore, children who were bullied had greater levels of extraversion, psychoticism, and neuroticism than their peers who did not bully.

## 4. CONCLUSION

In summary, Borualogo and Casas [28] define in their study that any Indonesian youngsters who are bullied appear to have adapted to physical bullying to maintain their level of SWB through buffers (behavior and good relationships). Bullying is prevalent in Indonesian children, and parents and teachers must be aware that these children may be at risk, even if they appear to be passive to the situation by reporting fairly high SWB scores.

The students' attitudes at school are caused by many factors. Each element of students' part of life school, society, family, parents, friends, and also the use of technology

are taking a part to develop their behavior and personality. The students in the pre-school until the age of elementary school are still like a sponge that absorbs everything in their surroundings. Therefore, a good example of personality and the other way around can make up the students' personality development started from an early age until they are adult enough to make their own personality through their wise sight. . The school policy is right in the researcher's perspective; about consulting the psychologist and having conversations with the parents of the students about their personalities. It is suggested to the next researchers to gain varied data from many perspectives, not only from the teachers'. The parents' and also the students' perspectives and voices are also important to hear, to balance the pieces of information from all the sides.

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