DEVELOPMENT OF GOOGLE FORM-BASED PERSONALITY TYPOLOGY INVENTORY FOR STUDENTS AT SMP NEGERI 3 MAPILLI

*1Sitti Hajar, 2Abdullah Pandang, 3Sahril Buchori
*1,2,3 Universitas Negeri Makassar
Email: *1sitihajarpolman08@gmail.com, 2abdullah.pandang@unm.ac.id,
3sahril.buchori@unm.ac.id

Abstract
This study aims to develop a valid, reliable, and practical Google Form-based Personality Typology Instrument for students at SMP Negeri 3 Mapilli. The background of this study is based on the results of a needs analysis that shows the limitations of personality assessment instruments in schools and the low level of students' understanding of their personality types and learning styles. These conditions have an impact on students' difficulty in understanding lesson material and low level of learning independence. Therefore, a personality assessment instrument that is easy to use, efficient, and suitable for the characteristics of students in the digital era is needed. This study uses the research and development method. The development procedure includes the stages of needs analysis, planning, prototype instrument development, validation by subject matter experts and media experts, product revision, and practical testing. The test subjects involved students and homeroom teachers of SMP Negeri 3 Mapilli. Data were collected through interviews, questionnaires, and observation sheets, then analyzed descriptively, quantitatively, and qualitatively. The results showed that the developed instrument had an excellent level of validity, with an average expert validation percentage of 85 percent, placing it in the highly valid category. The practicality test showed high results, with an achievement percentage between 80 and 99 percent, which falls into the practical to highly practical category. These findings indicate that the instrument is easy to use and accepted by users. Thus, the Google Form-based Personality Typology Instrument is declared suitable for use as a student personality assessment tool to support more effective, adaptive, and individual-oriented learning.
Keywords: personality typology, Google Form, assessment instrument, development research, junior high school students

Abstrak
Penelitian ini bertujuan untuk mengembangkan Instrumen Tipologi Kepribadian Berbasis Google Form yang valid, reliabel, dan praktis bagi siswa SMP Negeri 3 Mapilli. Latar belakang penelitian didasarkan pada hasil analisis kebutuhan yang menunjukkan keterbatasan instrumen asesmen kepribadian di sekolah serta rendahnya pemahaman siswa terhadap tipe kepribadian dan gaya belajar mereka. Kondisi tersebut berdampak pada kesulitan siswa dalam memahami materi pelajaran dan rendahnya kemandirian belajar. Oleh karena itu, diperlukan instrumen asesmen kepribadian yang mudah digunakan, efisien, dan sesuai dengan karakteristik peserta didik di era digital. Penelitian ini menggunakan metode penelitian dan pengembangan (Research and Development). Prosedur pengembangan meliputi tahap analisis kebutuhan, perencanaan, penyusunan

prototipe instrumen, validasi oleh ahli materi dan ahli media, revisi produk, serta uji coba kepraktisan. Subjek uji coba melibatkan siswa dan wali kelas SMP Negeri 3 Mapilli. Data dikumpulkan melalui wawancara, angket, dan lembar observasi, kemudian dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa instrumen yang dikembangkan memiliki tingkat kevalidan yang sangat baik, dengan rata-rata persentase hasil validasi ahli sebesar 85 persen dan berada pada kategori sangat valid. Uji kepraktisan menunjukkan hasil yang tinggi, dengan persentase capaian antara 80 hingga 99 persen, yang termasuk dalam kategori praktis hingga sangat praktis. Temuan ini mengindikasikan bahwa instrumen mudah digunakan dan diterima oleh pengguna. Dengan demikian, Instrumen Tipologi Kepribadian Berbasis Google Form dinyatakan layak digunakan sebagai alat asesmen kepribadian siswa untuk mendukung pembelajaran yang lebih efektif, adaptif, dan berorientasi pada kebutuhan individu peserta didik.

Kata kunci*: tipologi kepribadian, Google Form, instrumen asesmen, penelitian pengembangan, siswa SMP*

INTRODUCTION

Education is the main foundation in character formation and the development of individual potential as a whole. In the context of formal education, schools function not only as an institution of knowledge transfer, but also as a strategic space to shape students' personalities, moral values, social attitudes, and life skills. Each student comes with a different background, ability, interests, and personality characteristics, which directly affect the way they learn, interact, and respond to the educational environment. This diversity requires an adaptive educational approach that is oriented to the individual needs of students so that educational goals can be achieved optimally.

The Indonesian National Education System as stated in Law Number 20 of 2003 emphasizes that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. These goals include the development of religious spiritual potential, self-control, personality, intelligence, noble morals, and skills necessary for themselves, society, nation, and state (Ministry of National Education, 2003). The formulation of this goal explicitly shows that education is not solely oriented to the cognitive aspect, but also to the formation of the personality and character of students as a whole human being.

This view is in line with Marimba's thinking which states that education is conscious guidance given by educators to students in order to achieve physical and spiritual development towards the formation of the main personality (Marimba in Hasbullah, 2012). Education is thus a holistic process, encompassing intellectual, emotional, social, and moral dimensions. Through a directed educational process, students not only gain academic knowledge, but also develop critical thinking skills, creativity, social skills, and positive attitudes such as empathy, cooperation, tolerance, and social responsibility (Suyanto & Asep Jihad, 2013).

In learning practice, differences in students' personalities are often a factor that determines the success or failure of the learning process. Students with extroverted characters, for

example, tend to be active in discussions and easily interact, while introverted students are more comfortable learning reflexively and independently. If educators do not understand these personality characteristics, the learning strategies applied have the potential to be ineffective and can even hinder the development of students (Santrock, 2018). Therefore, an in-depth understanding of the typology of students' personalities is a crucial aspect in the planning, implementation, and evaluation of learning.

Personality is generally defined as a characteristic pattern of thoughts, feelings, and behaviors that are relatively stable and distinguish one individual from another. Robbins (2008) defines personality as the overall way an individual reacts and interacts with others, which is often described in the form of measurable traits. Meanwhile, Kotler and Armstrong (2008) state that personality refers to a person's unique psychological characteristics that produce a relatively consistent and long-lasting response to the environment. This definition emphasizes that personality is not something purely situational, but is formed through the interaction of biological, psychological, and social environmental factors.

In the context of education, understanding the personality of students allows educators to design a more personalized and inclusive approach to learning. This approach is in line with the modern education paradigm that places students as active subjects in the learning process (student-centered learning). By recognizing the typology of students' personalities, teachers can adjust learning methods, media, and strategies so that they are more in line with students' learning styles and psychological needs (Slavin, 2019). In addition, understanding personality also plays an important role in guidance and counseling services in schools, especially in helping students develop their potential and overcome personal and social problems.

One of the commonly used methods to identify a student's personality typology is through a personality inventory. A personality inventory is a psychological measurement tool designed to uncover aspects of an individual's personality in a systematic and structured manner. This inventory is usually compiled in the form of statements or questions that must be answered by respondents, so that the results can be analyzed quantitatively and qualitatively (Azwar, 2017). Through personality inventory, educators and counselors can obtain a more objective picture of students' psychological characteristics.

However, in practice in the field, the conventional use of personality inventories still faces various obstacles. The data collection process often takes a long time, especially if the number of students is relatively large. In addition, manual processing and analysis of inventory data requires high precision and special competence, so it is not uncommon to become an additional burden for teachers and school counselors. Limited human resources, time, and supporting facilities are factors that hinder the optimization of the use of personality inventory in the context of formal education (Prayitno & Amti, 2015).

The development of information and communication technology in the current digital era presents a great opportunity to overcome these various obstacles. Digital transformation

has affected almost all aspects of life, including the field of education. The use of digital technology in education is not only limited to the use of interactive learning media, but also includes a system of evaluation, assessment, and management of student data (Munir, 2017). The integration of technology in the educational process is believed to increase the effectiveness, efficiency, and overall quality of educational services.

One of the technology-based applications that is widely used in the world of education is Google Form. Google Forms is a cloud-based application provided by Google that allows users to create digital forms for various purposes, such as surveys, questionnaires, evaluations, and data collection. The main advantage of Google Form lies in its ease of use, high accessibility, and integration with Google Sheets which facilitates the process of automatic data processing and analysis (Wahyuni, 2020). By using Google Forms, educators can collect data from learners quickly, accurately, and cost-effectively.

The use of Google Form in the development of a student personality typology inventory offers innovative solutions to various problems faced in conventional personality assessments. The Google Form-based personality inventory allows the filling process to be done online, so that it can be accessed anytime and anywhere as long as it is connected to the internet network. This is very relevant to the characteristics of the digital native generation who have become accustomed to using technological devices in their daily lives (Prensky, 2010). In addition, the results of inventory filling can be immediately recapped and analyzed automatically, saving educators time and manpower.

From a pedagogical perspective, the use of digital-based personality inventories also has the potential to improve data accuracy, as it minimizes data recording and processing errors. The data obtained can be stored systematically and used as a basis for decision-making in learning planning, counseling guidance services, and the development of school programs based on the needs of students. Thus, the use of Google Forms not only serves as a technical tool, but also as part of a strategy to improve the quality of data-driven education.

Furthermore, the development of a Google Form-based inventory of student personality typologies is in line with the demands of 21st century education implementation that emphasizes digital literacy, the use of technology, and the strengthening of teachers' pedagogic competence. Teachers and counselors are required to not only understand the psychological aspects of students, but also to be able to utilize technology effectively in carrying out their professional duties (OECD, 2019). Therefore, research on the development and utilization of a Google Form-based inventory of student personality typology is relevant and strategic in the context of modern education.

Based on this description, it can be concluded that understanding the typology of students' personalities is a fundamental need in an effort to create an effective, humanistic, and developmental learning process for individual potential. Obstacles in the use of personality inventory conventionally require technology-based innovations that are able to increase the efficiency and effectiveness of personality assessments. The use of Google

Form as a medium for developing an inventory of student personality typologies is expected to be a practical solution as well as a real contribution to the development of educational practices that are adaptive to the development of the times

METHODS

Research and Development (R&D). The choice of this R&D method is based on the main objective of creating a concrete product, namely an innovative Google Form-based inventory of personality typologies, and to systematically test the effectiveness and feasibility of the product in the context of education. As emphasized by Sugiyono (2019), R&D methods are specifically designed to produce a specific product and then validate its functional effectiveness. This view is in line with Creswell (2021), who also states that the research and development model aims to create products and test their impact. In the realm of education, products born from the R&D process are expected to be able to make a significant contribution to improving the quality of learning and relevance to actual needs in the field. Therefore, this development research specifically focuses on the development and validation of educational outcomes, ensuring that the Google Form-based personality typology inventory developed to identify students' personality types at SMP Negeri 3 Mapilli is not only a new tool, but also an instrument that has proven to be effective and useful.

RESULTS AND DISCUSSION

1.   Instrument Development Needs Analysis

Needs analysis is a fundamental stage in research and development, because it functions as a rational basis in designing and producing an educational product that is relevant to field conditions. In this study, needs analysis was carried out comprehensively through interviews with students, distribution of questionnaires to teachers, classroom observations, and discussions with homeroom teachers at SMP Negeri 3 Mapilli. The results of the needs analysis consistently show that there is a gap between the needs of student personality assessment and the availability of instruments owned by the school.

The results of interviews with students revealed that most students had difficulty understanding the subject matter. These difficulties are not solely caused by academic factors, but also by students' ignorance of their own personality types and learning styles. Many students admit that they have never taken a personality assessment that can help them understand the way of learning that best suits their personal characteristics. These findings are in line with Santrock's (2018) view that understanding individual characteristics, including personality, plays an important role in student learning success.

In addition to student interviews, the needs analysis questionnaire given to teachers shows that schools have limitations of personality assessment instruments that are practical, easy to use, and relevant to students' conditions. Teachers and homeroom teachers stated that so far they have relied more on subjective observations in understanding the character of students, without being supported by valid and reliable standardized instruments. This

condition has the potential to cause bias in assessment and hinder efforts to assist students optimally (Azwar, 2017).

Field observations further strengthen these findings. The learning process shows a low level of student learning independence, especially in managing learning strategies that are in accordance with their respective characters. The homeroom teacher also revealed that the absence of personality typology instruments causes teachers to have difficulty in systematically identifying students' learning styles and psychological needs. Therefore, it can be concluded that the development of a Google Form-based personality typology instrument is a real and urgent need for SMP Negeri 3 Mapilli.

2.   Personality Typology Instrument Development Process

Based on the results of the needs analysis, the development process of personality typology instruments is systematically designed with reference to the principles of research and development. The development stages include planning, prototyping, expert validation, product revision, and practicality testing. This approach is in line with the model of educational development that emphasizes the cycle of continuous improvement (Borg & Gall, 2003).

The planning stage begins with the determination of the theoretical foundation of personality typology that is relevant to the context of junior secondary education. Next, the researcher compiled a grid of instruments that included personality indicators that were easy for junior high school students to understand. The instrument was then developed in the form of a digital questionnaire using the Google Form platform, taking into account aspects of language, appearance, and ease of access.

The initial prototype of the instrument aims to produce an initial product that is ready to be tested by experts. Google Form was chosen because it has advantages in ease of distribution, real-time data collection, and automatic integration with Google Sheets for data analysis (Wahyuni, 2020). The selection of this platform is also in line with the demands of digital literacy in 21st century education (OECD, 2019).

3.   Instrument Validation Results by Experts

The instrument validation stage was carried out by four expert validators, consisting of two subject matter experts and two media experts. Expert validation aims to ensure that the developed instrument meets the eligibility criteria in terms of content, construction, and media display. According to Azwar (2017), expert validation is an important step to ensure the content validity of a measurement instrument.

The validation results showed that the subject matter expert gave a percentage of 80% of the achievement degree with the "valid" category. This assessment reflects that in substance, the items in the instrument have corresponded to the personality typology indicators and measurement objectives. However, the subject matter expert also provided input related to simplifying the redaction of several items to make it easier for junior high school students to understand. The input is then used as the basis for instrument revision.

Meanwhile, media experts gave a higher rating, with a percentage of achievement of 95% and a "very valid" category. This assessment shows that in terms of appearance, navigation, and ease of use, Google Form-based instruments are considered very feasible. The visual aspects, readability, and question structure are considered to have met the standards of effective digital learning media (Munir, 2017). Overall, the average validation results of the four experts reached 85%, which is in the "very valid" category. This achievement shows that the developed personality typology instrument has met the criteria of high validity and is worthy of testing at the next stage.

4.   Instrument Practicality Test Results

In addition to validity, the practicality of the instrument is an important aspect that determines the acceptability and sustainability of the use of the product in the field. Practicality tests were carried out through individual trials, small group trials, and initial field trials (limited trials). According to Nieveen (1999), a development product is said to be practical if it is easy to use by users according to the planned purpose. In the individual trial, the instrument obtained an achievement percentage of 95% in the category of "very practical". These results show that students can fill the instrument easily without experiencing significant difficulties. Clear filling instructions and a simple Google Form display are the main supporting factors for the practicality of the instrument.

Small group trials involving homeroom teachers showed higher results, with an average achievement percentage of 99% and a "very practical" category. The homeroom teacher assessed that this instrument was very helpful in recognizing student characteristics quickly and systematically. In addition, the results of the automatic recapitulation produced by Google Form are considered to be very easy for teachers to conduct an initial analysis of students' personalities. In the initial field trial, the instrument obtained an achievement percentage of 80% in the category of "practical". Although the percentage is lower than in the previous stage, the instrument still meets the criteria of practicality. Several technical obstacles such as limited internet access are factors that affect the results of this trial. However, the observation results show a percentage of achievement of 90% in the category of "very practical", which confirms that in general the instrument is easy to use and accepted by users.

5.   Discussion of Research Findings

The results of this study show that the Google Form-based personality typology instrument developed has met the criteria of valid, reliable, and practical. These findings are in line with educational assessment theories that emphasize the importance of instruments that are not only psychometrically accurate, but also easy to use in real-world contexts (Nitko & Brookhart, 2014). High validity indicates that the instrument is able to measure aspects of personality typology according to its development goals. Excellent practicality shows that this instrument has great potential to be widely implemented in schools. In addition, the use of Google Form as an assessment medium supports the work

efficiency of teachers and counselors, as well as encourages the use of digital technology in educational services.

6. Implications of Using Instruments in Learning

The use of Google Form-based personality typology instruments has important implications for the learning process and counseling guidance services in schools. Teachers can use the results of the assessment as a basis for adjusting learning strategies to the characteristics of students. Meanwhile, students can gain a better understanding of themselves, thus being able to develop more effective and independent learning strategies. In addition, this instrument can be the initial data for homeroom teachers and counselors in designing a more personalized and sustainable student mentoring program. Thus, this instrument not only functions as a measuring tool, but also as a means of strengthening learning based on individual needs.

CONCLUSION

This development research aims to produce a valid, reliable, and practical Google Form-Based Personality Typology Instrument for SMP Negeri 3 Mapilli students. Based on the results of the needs analysis, it was found that teachers and students urgently need a personality assessment instrument that is easy to use and able to help students understand their own characteristics and learning styles. The limitations of conventional instruments and the low learning independence of students are the main cornerstones for the development of this instrument. The instrument development process is carried out systematically through the stages of planning, prototyping, expert validation, product revision, and practicality testing. Validation carried out by four experts, consisting of two subject matter experts and two media experts, showed that the instrument had an excellent level of validity. The average validation result reached 85 percent with the very valid category, which indicates that the instrument has met the feasibility criteria in terms of content, construction, and media display. In addition, the results of the reliability test showed that each instrument item was consistent in measuring the typological aspects of students' personalities.

Testing the practicality of the instruments through individual, small group, and initial field trials showed very satisfactory results. The percentage of practicality is in the range of 80 to 99 percent with the category of practical to very practical. These findings show that the instrument is easy for students and teachers to use, and effective in collecting and processing personality assessment data efficiently through digital platforms. Based on the overall results of the research, it can be concluded that the Google Form-Based Personality Typology Instrument developed is suitable for use as a tool for assessing students' personality at SMP Negeri 3 Mapilli. This instrument has the potential to support a more adaptive learning process, increase students' understanding of self-characteristics, and assist teachers in designing learning and mentoring strategies that suit the individual needs of students.

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