

ANALYSIS OF STUDENT SKILLS IN BASIC ACCOUNTING EQUATIONS BASED ON COMPARISON OF LEARNING STRATEGIES AND PERSONALITY OF STUDENTS AT MAN 1 CITY OF GORONTALO

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ABSTRACT

Study This aim For analyze Skills students on the material equality base accountancy based on comparison of learning strategies and personality students at MAN 1 Gorontalo City. Approach in study This ie quantitative with method experiment . Deep data source study This is the primary data through deployment questionnaires , tests and observations . Amount sample in study This as many as 63 people namely 32 people for class XI IPS-1 and 31 people for class XI IPS-2. Data analysis technique used is Anova 2x2 and *Independent Samples t Test* with SPSS version 21 assistance . Research results This show that (1) exists significant difference from Skills students on the material equality base taught accounting using learning strategies based project with learning strategies based problems (PBL) in class XI IPS MAN 1 Gorontalo City ($87.0000 > 79.5161$). (2) Interaction of learning strategies based project (PjBL) with personality influential significant to Skills students on the material equality base accounting in class XI IPS MAN 1 Gorontalo City with mark determinant by 19.40%. (3) There is significant difference from Skills students on the material equality base taught accounting using learning strategies based project (PjBL) with learning strategies based problem (PBL) in students who have personality extrovert in class XI IPS MAN 1 Gorontalo City ($86.8333 > 79.6875$). (4) There is significant difference from Skills students on the material equality base taught accounting using learning strategies based project (PjBL) with learning strategies based problem (PBL) in students who have Introvert personality in class XI IPS MAN 1 Gorontalo City ($87.1000 > 79.3333$).

Keywords : Skills , Accounting , Learning Strategies , Personality.

INTRODUCTION

Learning skills as an ability related to recording, organizing, synthesizing, recalling and the ability to use the information and ideas obtained. Then learning skills are seen as a strategic resource for teaching how to learn (Putri, et al., 2017). Mashudi (2021) says that the abilities students must have to face the challenges of the 21st century are: (1) the ability to think critically and creatively, (2) the ability to communicate effectively, (3) the ability to innovate, (4) the ability to invent a solution to a problem, and (4) the ability to collaborate. Of the 2 classes that were the subject of the study, all of them had a greater proportion of students who passed than students who did not complete. However, the number of students who did not complete this was quite large, namely in class XI IPS 1 of 46.67% and in class XI IPS 1 of 46.87%. So that it becomes a representation

that the students' learning outcomes have not been maximized which is an illustration of students' skills in compiling basic accounting equations that are still not good. Problem this is due to the lack of teachers apply strategy varied and ideal learning . Teachers tend use learning strategy on to my knowledge they course , ie strategy learning conventional . So that Lots student results eye IPS lessons , especially accounting material, are not reach criteria minimum completeness (KKM) in the material evaluation process . it can seen from student No capable respond with Good medium material learned , etc big student not enough involved in the activity process learning, in part big student not enough enthusiastic in follow activity learning .

The low results learning achieved by students caused by many factors , among others internal factors and factors external . Relevant with opinion expressed by Djamarah (2016 : 68) the factors that influence tall low results Study students can include (1) Derived factors from in self student that is factor physiological and factors psychological . Factor physiological : condition physiological condition five senses and Factors psychological : interest , intelligence , talent , motivation , ability cognitive (creativity) , personality , and (2) Derived factors from outside self student consisting of a) environment : environment natural , environmental social culture and b) Instrumental factors : curriculum , programs, strategies learning , facilities and facilities , as well as teachers.

Based on description the obtained information that one reason low results achieved learning student is learning strategy . Meanwhile, according to Rumahlatu & Sangur (2019) that the application of learning strategies will significantly improve metacognitive skills, good conceptual knowledge and retention. Meanwhile, Tobing, et al., (2022) found that the accounting learning outcomes of students who were taught using problem-based learning strategies were higher than the learning outcomes

Besides factors that have outlined , other factors that influence results Study student that is personality student . According to Alport (in Suryabrata 2012: 187) put forward that type personality is something dynamic organization from system psycho-physical decisive individual Act behavior and thoughts individual in a manner typical in adapt self to environment . The personality of each elementary school student is very diverse. According to Mussen in Hasanah (2014: 23) personality tendencies in children are grouped into two types, namely extrovert personality tendencies and introvert personality tendencies. Yu (2021) says that student personality will improve student learning outcomes in online learning. This is also reinforced by Dong, et al., (2022) & Setiana, et al., (2021) who say that student skills are born because they have a personality that matches the goals they want to achieve. So this makes the importance of student personality tested further to improve student skills. This is also confirmed by the statements of Purwanto (2016), Upu, et al., (2020) & Suci (2019) that personality traits that exist in a person to some extent influence the extent to which learning skills can be achieved.

Expected expectations to the teacher as educator in the unit education that is have qualified abilities and skills For can grow liveliness student in Study with consider characteristics student , with so the teacher can apply approach learning in a manner effectively used _ as a learning strategy _ For awaken Spirit Study student with serve learning in a manner varied . But the reality on the ground is that students have diverse personalities which makes it fast and slow for students to absorb the concepts and contexts of the material taught by the teacher. There are students who want to study in groups and sometimes there are students who prefer to study alone.

METHOD E RESEARCH

The research location is MAN 1, Gorontalo City, to be precise, in the Molociri U sub-district, Sipatana District, Gorontalo City. The approach in this study is quantitative with experimental methods. Source of

data in this study is primary data through the distribution of questionnaires, tests and observations. The number of samples in this study were 63 people, namely 32 people for class XI IPS-1 and 31 people for class XI IPS-2. The data analysis technique used was Anova 2x2 and Independent Samples t Test with the help of SPSS version 21.

RESEARCH RESULT

A. Statistical Results Descriptive

1. Description Variable Skills students on the material equality base accountability

As for the results statistics descriptive from variable Skills students on the material equality base accountability served in table as follows.

Table 4.6: Statistics Descriptive Skills students on the material equality base accountability

No	Learning Strategy	Skills Student	Number (Person)	Percentage (%)	Total (%)
1	based Project	Fulfil	31	96.88	100.00
		Remedy	1	3.13	
2	based Problem	Fulfil	28	90.32	100.00
		Remedy	3	9.68	

Source of Processed Data , 2023

Based on the data in the table so can seen that learning strategy based project (PjBL) will give good impact _ to mark student because of the learning strategy This there is more Lots fulfilling students _ criteria minimum completeness required on the eye social studies in particular accounting at MAN 1 Gorontalo City.

2. Description Variable Personality Student

As for the results statistics descriptive from variable personality student served in table as follows.

Table 4.7: Statistics Descriptive Personality Student

No	Learning Strategy	Personality	Number (Person)	Percentage (%)	Total (%)
1	based Project	extrovert	12	37.50	100.00
		introvert	20	62.50	
2	based Problem	extrovert	16	51.61	100.00
		introvert	15	48.39	

Source of Processed Data , 2023

Based on the data in the table so can seen that student XI IPS class at MAN 1 Gorontalo City has trend own introvert personality so impact on passivity student in activity implication learning finally on skills students on the material equality base accountability the .

B. Testing hypothesis

With using *the Two Ways Anova* test (Anova 2x2) and *Independent Samples T-Test* , cause sample in study This originate from same population and normally distributed data . The test results presented following this :

1. Difference Skills using learning strategies based project (PjBL) with learning strategies based problem (PBL)

Testing hypothesis statistics (difference test) using SPSS 21 program assistance in the following table 4.10 this :

Table 4.10: Testing Hypothesis on Formulation Problem 1

			Skills Student PDA material		
			Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F		6,263		
	Sig.		.015		
	t		3,828	3,806	
	df		61	52,992	
	Sig. (2-tailed)		.000	.000	
t-test for Equality of Means	Mean Differences		7.48387	7.48387	
	std. Error Difference		1.95517	1.96652	
	95% Confidence Interval of the Difference	Lower		3.57426	3.53952
		Upper		11.39348	11.42822

Source : SPSS Data Processing 21, 2023

Based on results analysis obtained mark t_{count} of 3.828 with mark sig (2-tailed) of 0.000. Temporary mark t_{table} with *degree of freedom* (df) of 61 ie 2,000. t value $_{count}$ This Still more big compared to mark t_{table} and value significance This Still more small compared to with the alpha value used ($0.000 < 0.05$) so that H_{a1} is accepted . The average comparison is presented as follows:

Table 4.11 : Comparison Results of Formula Averages Problem 1

	Learning Strategy	N	Means	std. Deviation	std. Error Means
Skills Student PDA material	based Project	32	87.0000	6.23207	1.10168
	based Problem	31	79.5161	9.06962	1.62895

Source : SPSS Data Processing 21, 2023

Can seen that average skill students on the material equality base accountancy class XI IPS at MAN 1 Gorontalo City being taught using learning strategies based more projects (PjBL). big compared to what is taught using learning strategies based problem (PBL) ($87.0000 > 79.5161$).

2. Influence learning strategy interaction based project (PjBL) with personality to Skills

Testing hypothesis statistics (anova 2x2) using SPSS 21 program assistance in the following table 4.12 this :

Table 4.12: Testing Hypothesis on Formulation Problem 2

Source	Type III Sum of Squares	df	MeanSquare	F	Sig.
Corrected Model	883,413 ^a	3	294,471	4,734	.005
Intercepts	422318.008	1	422318.008	6788,869	.000
Strategy * Personality	883,413	3	294,471	4,734	.005
Error	3670238	59	62,207		
Total	441887000	63			
Corrected Total	4553651	62			

a. R Squared = .194 (Adjusted R Squared = .153)

Source : SPSS Data Processing 21, 2023

Based on results analysis obtained mark F_{count} of 4.734 with mark *sig* (2-tailed) of 0.005. Significance value This Still more small compared to with the alpha value used ($0.005 < 0.05$) so that H_{a2} is accepted . So that in conclusion learning strategy interaction based project (PjBL) with personality influential significant to Skills students on the material equality base accounting in class XI IPS MAN 1 Gorontalo City with mark determinant by 19.40%. The results of the analysis above also strengthened by the Mean Plot Diagram of the Two Ways Anova test as following this :

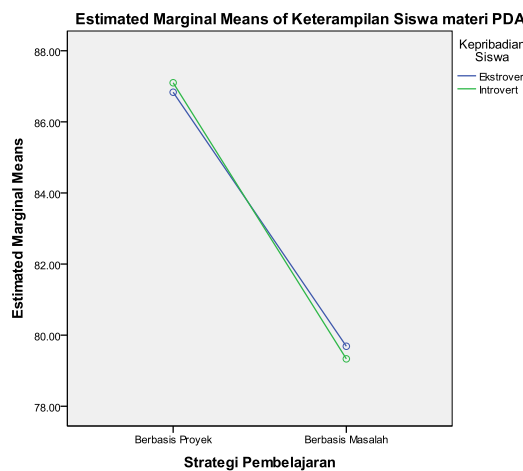


Figure 4.1: Mean Plot Diagram of the Two Ways Anova test

3. Difference Skills using learning strategies based project (PjBL) with learning strategies based problem (PBL) to students who have personality extrovert

Testing hypothesis statistics (difference test) using SPSS 21 program assistance in the following table 4.13 this :

Table 4.13: Testing Hypothesis on Formulation Problem 3

			Skills Student PDA material		
			Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F		7,550		
	Sig.		.011		
	t		2,207	2,433	
	df		26	22.107	
	Sig. (2-tailed)		.036	.024	
t-test for Equality of Means	Mean Differences		7.14583	7.14583	
	std. Error Difference		3.23786	2.93691	
	95% Confidence Interval of the Difference	Lower		.49031	1.05677
		Upper		13.80136	13.23489

Source : SPSS Data Processing 21, 2023

Based on results analysis obtained mark t_{count} of 2.207 with mark sig (2-tailed) of 0.036. Temporary mark t_{table} with *degree of freedom* (df) of 26 , namely 2.056. t value $_{count}$ This Still more big compared to mark t_{table} and value significance This Still more small compared to with the alpha value used ($0.036 < 0.05$) so that H_{a3} is accepted . The average comparison is presented as follows:

Table 4.14 : Comparison of Formula Average Results Problem 3

	Learning Strategy	N	Means	std. Deviation	std. Error Means
Skills Student PDA material	based Project	12	86.8333	4.72582	1.36423
	based Problem	16	79.6875	10.40332	2.60083

Source : SPSS Data Processing 21, 2023

Can seen that average skill students on the material equality base accounting in students class XI IPS which has personality extroverts in MAN 1 Gorontalo City who were taught using learning strategies based more projects (PjBL). big compared to what is taught using learning strategies based problem (PBL) ($86.8333 > 79.6875$).

4. Difference Skills using learning strategies based project (PjBL) with learning strategies based problem (PBL) to students who have introverted personality

Testing hypothesis statistics (difference test) using SPSS 21 program assistance in the following table 4.15 this :

Table 4.15: Testing Hypothesis on Formulation Problem 4

			Skills Student PDA material	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		.676	
	Sig.		.417	
	t		3,078	3038
	df		33	28,745
t-test for Equality of Means	Sig. (2-tailed)		.004	.005
	Mean Differences		7.76667	7.76667
	std. Error Difference		2.52342	2.55664
	95% Confidence Interval of the Difference	Lower	2.63273	2.53574
		Upper	12.90060	12.99759

Source : SPSS Data Processing 21, 2023

Based on results analysis obtained mark t_{count} For difference Skills students on the material equality base taught accounting using learning strategies based project (PjBL) with learning strategies based problem (PBL) in students who have introvert personality is of 3.078 with mark *sig (2-tailed)* of 0.004. Temporary mark t_{table} with *degree of freedom* (df) of 33 , namely 2.035. t_{value} t_{count} This Still more big compared to mark t_{table} and value significance This Still more small compared to with the alpha value used ($0.263 > 0.05$) so that H_{a4} is accepted . The average comparison is presented as follows:

Table 4.16 : Comparison of Formula Average Results Problem 4

	Learning Strategy	N	Means	std. Deviation	std. Error Means
Skills Student PDA material	based Project	20	87.1000	7.10004	1.58762
	based Problem	15	79.3333	7.76132	2.00396

Source : SPSS Data Processing 21, 2023

Can seen that average skill students on the material equality base accounting in students class XI IPS which has Introvert personality in MAN 1 Gorontalo City which is studied using learning strategies based more projects (PjBL). big compared to what is taught using learning strategies based problem (PBL) ($87.1000 > 79.3333$). So that can said that in students who have teacher's introverted personality

DISCUSSION

1. Difference Skills students on the material equality base taught accounting using learning strategies based project with learning strategies based problem

Test results hypothesis First showing that there is significant difference from Skills students on the material equality base taught accounting using learning strategies based project (PjBL) with learning strategies based problems (PBL) in class XI IPS MAN 1 Gorontalo City. Skill average students on the material equality base

accountancy class XI IPS at MAN 1 Gorontalo City being taught using learning strategies based more projects (PjBL). big compared to what is taught using learning strategies based problem (PBL) (87.0000 > 79.5161). So that can said that the more Good use of learning strategies based project (PjBL) will give impact positive for student or Skills students on the material equality base accountancy class XI IPS at MAN 1 Kota Gorontalo will experience enhancement or fulfil criteria minimum completeness (KKM).

Significant results This as according to Tobing, et al., (2022) found that results Study accountancy taught students with learning strategies based problem more tall than results Study Accountancy taught students _ with learning strategies expository . So the learning strategy will capable For increase Skills student on something studied material . The ideal learning strategy becomes hope from students , so important test more carry on regarding learning strategies in increase Skills student . Skills students on the material equality base taught accounting using learning strategies based more projects (PjBL). tall compared to learning strategies based problem (PBL), meaning student more effective in understand and apply draft equality base accountancy when they involved in project or involving tasks solving problem concrete .

This as said by Sugihartono , et al., (2015: 84) that the learning strategy based project (PjBL) put student as actor main in the learning process . They involved in a manner active in plan , organize , and execute project based problem . In matter this , students own control and responsibility answer on learning they alone . this possible development Skills critical , creativity , and initiative student . Through PjBL , students given chance For apply their knowledge and skills learn in real and meaningful context.

2. Influence learnig strategy interaction based project (PjBL) with personality to Skills students on the material equality base accountancy

Test results hypothesis second showing that learning strategy interaction based project with personality influential significant to Skills students on the material equality base accounting in class XI IPS MAN 1 Gorontalo City with mark determinant by 19.40%. this showing that if the teacher uses a more modern and innovative learning strategy Then supported by existence personality student For active in activity learning so will impact on improvement Skills students on the material equality base accounting . Learned students using learning strategies based project (PjBL), students with personality that introverts have more skills tall compared to student with extroverted personality . Temporary that's what is learned using learning strategies based problem (PBL), students with extroverted personality own more skills tall compared to student with introverted personality . this meaning that exists trend introverted students are interested For learning based project so that they Can maximizing potency existing self For reach mastery concept and context material related accounting _ with material equality base accountancy

this result in accordance with opinion from Djamarah (2016: 68) influencing factors tall low results Study student can includes (1) Derived factors from in self student that is factor physiological and factors psychological . Factor physiological : condition physiological condition five senses and Factors psychological : interest , intelligence , talent , motivation , ability cognitive (creativity), personality , and (2) derived factors from outside self composed students _ on a) the environment : the environment natural , environmental social culture and b) Instrumental factors : curriculum , programs, learning strategies , facilities and amenities , and teachers.

Learning Outcomes Accounting too interpreted as something results that have been achieved by students in learn eye lesson Acquired accounting _ from results stated test _ in form score or numbers. Study results accountancy can influenced by 2 factors namely learning strategies (Firdaus & Septiani , 2023) and types personality students (Siddiquei & Khalid, 2018). Combination between learning strategies based supporting

project (PjBL). understanding practical and applicable draft accountancy with personality students who are motivated and have attitude positive to learning can give impact positive skills student in equality base accounting . this can increase understanding concept , skill practical , and engagement student in learning them .

3. Difference Skills students on the material equality base taught accounting _ using learning strategies based project (PjBL) with learning strategies based problem (PBL) in students who have personality extrovert

Test results hypothesis third showing that there is significant difference from Skills students on the material equality base taught accounting using learning strategies based project (PjBL) with learning strategies based problem (PBL) to students who have personality extrovert in class XI IPS MAN 1 Gorontalo City. Skill average students on the material equality base accounting in students class XI IPS which has personality extroverts in MAN 1 Gorontalo City who were taught using learning strategies based more projects (PjBL). big compared to what is taught using learning strategies based problem (PBL) ($86.8333 > 79.6875$). So that can said that learning strategy based project (PjBL) will make student with extroverted personality the more capable For increase his skills so the learning strategy based project (PjBL) become solution for student For increase Skills especially for student with extroverted personality .

Significance results This as according to Sari (2012) namely Because extrovert described by Eysenck as easy personality hang out , like party , have Lots friend , need Friend For talk , and no Like read or Study alone , desperately in need joy , took challenge , often against dangerous , behave without think especially before , and usually Like follow his heart , like will jokes , always Ready answer , and usually Like will change , carefree , no Lots consideration (easy going), optimistic , as well Like laughing and happy , more Like For still move in do activity , inclined become aggressive and fast is lost anger , all her feelings No saved under control , and no always can trusted . There is matter the so student with personality extrovert will tend Like with challenge in solving problem learning .

Significance results This as according to Andriani (2022) that learning based project emphasizes the problem possible context _ experienced by the participants educate in a manner direct , so lesson based project make student think critical and capable develop his creativity through development For product real form goods or services . this result in accordance with opinion from Sari (2012) that various problem psychology to be characteristics base student own great influence _ in the learning process .

4. Difference Skills students on the material equality base taught accounting _ using learning strategies based project (PjBL) with learning strategies based problem (PBL) in students who have introverted personality

Test results hypothesis fourth showing that there is significant difference from Skills students on the material equality base taught accounting using learning strategies based project (PjBL) with learning strategies based problem (PBL) to students who have Introvert personality in class XI IPS MAN 1 Gorontalo City. Skill average students on the material equality base accounting in students class XI IPS which has Introvert personality in MAN 1 Gorontalo City which is studied using learning strategies based more projects (PjBL). big compared to what is taught using learning strategies based problem (PBL) ($87.1000 > 79.3333$). So that can said that in students who have personality that introvert teachers should be do combination of learning strategies Because student with personality This will tend not enough believe self in put forward opinion or give solving the issues discussed related with eye lessons taught by the teacher.

Significant results This as according to Fathurrohman (2016: 119) also said that learning based project is a learning strategy that uses project / activity as means learning For reach competence attitudes , knowledge

and skills . Shah (2012) said that that person has type Introvert personality is a quiet person , calm introspective , more like book from being related with people, interesting self , take distance except Friend close , plan Far to front , no follow impulses that arise in situations certain , no like joy , serious , liking orderly life , care feelings , no easy angry , seldom behave aggressive , reliable , pessimistic and placing mark mainly on standards ethics .

Student extrovert appear more skilled in communicate verbally so No reluctant For ask about grain question or technical other . In accordance with opinion Hidayat (2011) that student extrovert more easy sociable and active in a manner social , so deserve it If inclined students extrovert more superior compared to with student tend to be known introverts difficult For adaptable and shy . With thus , in students introvert should There is diversity in use of learning models in order for them Can adapt self with environment and learning process in the classroom . Uya (2016) emphasized that difference between extrovert and introvert personality is only on emphasis orientation attitude to environment , not on differences ability cognitive . Extroverted students don't means more intelligent than introverted students _ in receive , think about , and finish problem in build his knowledge to all information or the stimulus it encounters .

CONCLUSION

Based on the results of the research and discussion, the following research conclusions can be drawn:

1. There is significant difference from Skills students on the material equality base taught accounting using learning strategies based project (PjBL) with learning strategies based problems (PBL) in class XI IPS MAN 1 Gorontalo City ($87.0000 > 79.5161$). So that can said that the more Good use of learning strategies based project (PjBL) will give impact positive for student or Skills students on the material equality base accountancy class XI IPS at MAN 1 Kota Gorontalo will experience enhancement or fulfil criteria minimum completeness (KKM).
2. Interaction learning strategy based project (PjBL) with personality influential significant to Skills students on the material equality base accounting in class XI IPS MAN 1 Gorontalo City with mark determinant by 19.40%. this showing that if the teacher uses a more modern and innovative learning strategy Then supported by existence personality student For active in activity learning so will impact on improvement Skills students on the material equality base accounting .
3. There is significant difference from Skills students on the material equality base taught accounting _ using learning strategies based project (PjBL) with learning strategies based problem (PBL) to students who have personality extrovert in class XI IPS MAN 1 Gorontalo City ($86.8333 > 79.6875$). So that can said that learning strategy based project (PjBL) will make student with extroverted personality the more capable For increase his skills so the learning strategy based project (PjBL) become solution for student For increase Skills especially for student with extroverted personality .
4. There is significant difference _ from Skills students on the material equality base taught accounting using learning strategies based project (PjBL) with learning strategies based problem (PBL) to students who have Introvert personality in class XI IPS MAN 1 Gorontalo City ($87.1000 > 79.3333$). So that can said that in students who have personality that introvert teachers should be do combination of learning strategies Because student with personality This will tend not enough believe self in put forward opinion or give solving the issues discussed related with eye lessons taught by the teacher.

SUGGESTION

Based on the research conclusions, the suggestions put forward by the researchers are as follows:

1. Teacher MAN 1 City of Gorontalo:
 - a. Design diverse and inclusive learning strategies to accommodate differences in student personalities. This will help maximize students' skills in Basic Accounting Equations material.
 - b. Involve students actively in the learning process by using methods that encourage their participation and involvement. For example, you might consider using case studies, role plays, or small group discussions.
 - c. Conduct an initial assessment of students' personalities to understand their learning styles, needs, and preferences. This will help teachers develop learning strategies that suit the individual characteristics of students. Listen to students' opinions, respond patiently to their questions, and provide constructive feedback. This will help build positive relationships and strengthen students' belief in themselves.
2. Head of MAN 1 Gorontalo City:
 - a. Providing adequate resources and facilities to support the learning process. For example, a library with a collection of relevant books, access to the internet, or the necessary accounting software.
 - b. Provide encouragement and recognition to teachers who have succeeded in improving students' skills in Basic Accounting Equations. This will motivate them to continue to innovate in teaching.
 - c. Invite teachers to establish good communication with students and get to know them individually. This will help teachers understand the needs, interests, and challenges faced by students in learning and developing their personalities.
3. Gorontalo City Ministry of Religion Madrasah Education Sector:
 - a. Collaborate with educational institutions or related organizations in developing relevant learning materials and resources for the Basic Accounting Equation.
 - b. Provide continuing professional development and training for teachers on Basic Accounting Equations. Support them in attending relevant seminars, workshops or courses to improve their teaching skills.
 - c. Provide guidelines or guidelines for schools in developing and implementing student personality development programs. This guide may cover the different approaches, recommended activities, and relevant evaluation strategies.

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