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RECOGNIZING PERSONALITY USING HIPPOCRATES' PERSONALITY TEST AS THE MATERIAL OF COMMUNICATION LEARNING FOR TAX EXTENSION OFFICER'S FUNCTIONALITY

Agus Suharsono[1], Tenry Nur Amriani[2]
[1] Financial Education and Training Center of Yogyakarta, Minister of Finance
[2]Financial Education and Training Center of Makassar, Minister of Finance, Indonesia
gusharpramudito@gmail.com and tenryna@gmail.com
*correspondence: tenryna@gmail.com
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Abstract
This research aims to find out how to recognize personality using Hippocrates' Personality Test as the material of communication learning for Tax Extension Officer's Functionality. It is interesting to be studied because the main duty of Tax Extension Officer's Functionality is to communicate with many people with different personalities. This study was a qualitative research with quasi-experiment approach, in which data was obtained through participatory observation and document obtained using questionnaire, and the data obtained was analyzed using inductive logic and the result was presented descriptively. The finding of research shows that recognizing personality, using Hippocrates' Personality Test, based on F. Littauer's book entitled Personality Plus as the material of communication learning, can be used to recognize the participants' personality; in addition participants also can identify personality versus communication. The learning has some weaknesses related to the questionnaire that should be completed in quiet and relaxed condition in order to match the actual personality, because the questionnaire completed in hurry and in tired condition will give less valid response. The strength is related to the ability of recognizing personality and to solve communication problem easily. For the learning to be better the participants are recommended to do so in the morning when the brain is still fresh and they still have sufficient time.

Keywords: communication, personality plus, tax extension officer's functionality

Introduction
Tax Directorate General is in charge of saving tax revenue, and giving education about taxing to the public, so that the functionality of Tax Extension Officer is required. The Republic of Indonesia Minister of State Apparatus and Bureaucratic Reform's Regulation Number 49 of 2020 about the Functionality of Tax Extension Officer states that the objective of the assignment of Tax Extension Office's Functional post is to develop career and to improve the professionalism

of Civil Servants who have coverage, duty, responsibility, and authority to do education or extension task in taxing field, and to improve the organizational performance. The servants occupying Tax Extension Officer Functional post should meet the standard competency according to the position level including technical competency, managerial competency, and social-cultural competency acquired through functional training in Extension field. Tax Extension Officer Functional Training course includes: 1) Management of Taxing Extension Activity implementation, 2) Taxing Service Administration, 3) Taxing Extension Method and Technique, 4) Communication Ability, and 5) Introduction to Contact Center Management.

Communication Ability course contains materials introducing types of personality, using Hippocrates' Personality Test: 1) Sanguine, Popular: Extrovert-Speaker-Optimistic with personality characters: Appealing personality, Appealing personality, Talkative-storyteller, Life of the party, Good sense of humor, Memory for color, Physically holds on to listener, Emotional and demonstrative, Enthusiastic and expressive, Cheerful and bubbling over, Curious, Good on stage, Wide-eyed and innocent, Lives in the present, Changeable disposition, Sincere at heart, and Always a child; 2) Choleric, strong: Extrovert – Actor- Optimistic with personality characters: Born leader, Dynamic and active, Compulsive need for change, Must correct wrongs, Strong willed and decisive, Unemotional, Not easily discouraged, Independent and self-sufficient, Exudes confidence, and Can run anything; 3) phlegmatic, peaceful: Introvert – Observer - Pessimistic with personality character: Low-key personality, Easygoing and relaxed, Calm-cool-collected, Patient well balanced, Consistent life, Quiet but witty, Sympathetic and kind, Keeps emotions hidden, Happily reconciled to life, and All-purpose person; and 4) melancholic, perfect: Introvert – Thinking – Pessimistic with personality character: Deep and thoughtful, Analytical, Serious and purposeful, Genius prone, Talented and creative, Artistic or musical, Philosophical and poetic, Appreciative of beauty, Sensitive to others, Self-sacrificing, Conscientious, and Idealistic. The relationship and integration of respective personality is represented in Figure 1.
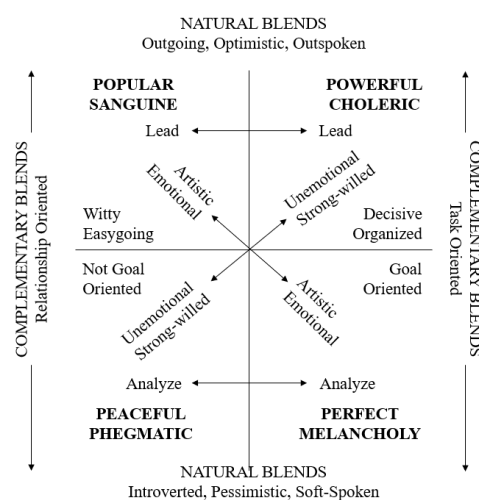

Figure 1 Chart and Integration of Personality

Every personality is unique; no one has appropriate mix of strength and weakness. There are two combinations: firstly, natural combination is a combination of popular sanguine and strong choleric constituting a natural combination of interactive, optimistic, and much opened ones. This personality combination potentially results in a leader, but has weakness as to bringing out pretension to be in power, impulsiveness, impatience, and censoriousness. The natural combination of perfect melancholic and peaceful phlegmatic personalities results in more serious one, paying attention to situation, but not wanting to be prominent. The one with this combination of personalities will present material skillfully and joyfully, but he/she will make decision difficultly. Secondly, complementary combination is that between strong choleric and perfect melancholic personalities; another complementary combination is that of popular sanguine and peaceful phlegmatic personalities (Littauer, 2004). Closely observed, the positions of both natural and complementary combinations are always in adjacent to each other, rather than in opposite or diagonal. Thus, the personality can be utilized by Tax Extension Functional Officer in conducting extension task, recognizing the speaker's (self) personality and the listener's personality. Through recognizing, the speaker will find out how to find natural or complementary combination to make the communication running harmoniously. In addition, most importantly it will be combined with opposite or diagonal personality.

Some previous studies found that Hippocrates divided personality into four categories by the name of fluids affecting human temperament: yellow bile (choleric), black bile (melancholic), mucous (phlegmatic), and blood (sanguine) (Firmanda & Fitriati, 2018). Each type of choleric, phlegmatic, sanguine, and melancholic personalities has good self adaptation quality (Damayanti et al., 2017). Popular sanguine, perfect melancholic, strong choleric, and peaceful phlegmatic personalities existing in lecturers do not affect significantly the students' learning motivation (Setioningtyas & Widyatmika, 2017). Students' personality affects the characteristics of answer (response) in mental rotation question. The sanguine students always attempt to answer any question confidently. The choleric ones have fast but less careful working system. The melancholic ones always write the answer systematically, neatly, and in structured manner. The phlegmatic ones provide unique and easier way (Hibatullah et al., 2019). Phlegmatic students tend to understand problem difficultly. Melancholic ones can meet planning and monitoring indicators, but solve problem less quietly, thereby cannot do evaluation process (Suprayogi, 2020).

The teamwork collaborative learning model affects significantly the students with choleric, optimistic, melancholic, and apathetic personalities. Optimistic, sensitive, and melancholic students have higher science process skill than the apathetic students do (Anggi et al., 2018). Personality type affects the mathematic problem solving ability. Students with sanguine, choleric, and phlegmatic personality subjects have met all stages of action, process, object, and scheme (APOS). Meanwhile, students with melancholic personality do not meet all indicators of APOS stages (Anam et al., 2018).

Choleric, melancholic, optimistic, and apathetic personality types, in fact, have significantly different effects on creativity and planning skill. In the planning process, choleric and apathetic ones create health attitude to work environment,

helping improve teachers' moral and efficiency (Gupta et al., 2020). Sanguine personality is the most dominant type compared with choleric, melancholic, and phlegmatic ones. Emotional intelligence in sanguine and phlegmatic types is higher than that in choleric and melancholic types (Thadea et al., 2018). The mathematic learning discussion method with Quantum Learning approach is more effective than the conventional one. Students with sanguine and phlegmatic personalities evidently have similar mathematic learning achievement (Septianawati et al., 2014).

Choleric students can meet all indicators at Wallas' creative thinking stage; it can be seen from the results of algebraic test given and of interview conducted (Shofiah et al., 2019). Melancholic personality type has some dominant characteristics as a typical reaction to environment situation and condition, including analytic, respectful, sensitive, pessimistic, wise, insecure, touchy, attentive, shy, willing to sacrifice, idealistic, introvert, and suspicious (Ramadhan, 2020).

Creative thinking in solving block material tends to pass through Wallas model's creative thinking stages including preparation, incubation, illumination, and verification. However, there are some differences between students with sanguine, choleric, melancholic, and phlegmatic personalities in passing through Wallas model's creative thinking stages (Susanti, 2018). Sanguine subject is the one taking problem solving strategy irregularly, while melancholic one is the person solving problem regularly. Choleric subject solves problem in practical and fast way, while phlegmatic subject is the one solving problem in organized way (Wahyudi, 2018). In solving problem, sanguine subject uses mathematic symbol and has more than one way, while choleric subject goes directly to the basic question and has more than one way, melancholic subject details it in written form and has one way only, phlegmatic one can deliver the procedure completely and clearly, and has more than one way (Hafsyah et al., 2020). The nurse profession students' caring behavior is on good caring behavior, majority of which belongs to sanguine personality. Therefore, caring behavior is not different based on personality type (Pitoy & Pratasik, 2020). This research wants to analyze the application of Hippocrates' four personalities as the material of communication learning for Tax Extension Officer's Functionality, because in communication there are two or more persons with uncertainly same personality; recognizing others' personality is expected to make the communication easier.

Method

This study was an educational research using quasi-experimental method in the group studied only (Creswell, 2012). Primary data contains words, actions, and documents collected through questionnaire and observation (Moleong, 2015). Author is a research instrument, particularly in conducting observation as he serves as instructor (Sugiyono, 2015). Data of document was collected using google form in two stages: before attending the learning, the participants were told to complete the questionnaire related to personality profile consisting of twenty items of our strengths and twenty items of our weaknesses, each item of which consisted of four answer choices, the participants were told to choose the most suitable personality (Littauer, 2004). The result was distributed and made the material of discussion in the learning process. Having the learning been

completed, the participants were told to complete the questionnaire of feedback with opened questions: what are the weaknesses, what are the strengths, and what are recommendations given to the use of Hippocrates' personality profile as the material of communication learning for the functionality of tax extension officer to be better (Arikunto, 2017). The data collected was analyzed in logic-inductive way, the process of thinking using logic to understand pattern and predisposition in data in three stages: coding, describing basic characteristics, and interpreting data (Mertler, 2011). The result of research was presented descriptively. The author was conducted on the Long Distance Training for the Functionality of 3rd-Generation Tax Extension Officers in 2021 conducted in Financial Education and Training Center of Makassar, with 25 participants: 14 (fourteen) males and 11 (eleven) females. The participants are 25-30 years old (1 participant), 31-35 years (8 participants), 36-40 year (6 participants), 41-45 years (8 participants), and 46-50 years (2 participants).

Findings and Discussion

Personality character of the participants of Long Distance Training for the Functionality of Tax Extension Officer, using Hippocrates' Personality Test, is presented in *Table 1*.

Table 1. Personality character of the participants of Long Distance Training for the Functionality of Tax Extension Officer using Hippocrates' Personality Test.

No	Participants	Choleric	Sanguine	Phlegmatic	Melancholic	Total
1	Participant 1	18%	28%	25%	30%	100%
2	Participant 2	25%	30%	33%	13%	100%
3	Participant 3	30%	23%	28%	20%	100%
4	Participant 4	28%	30%	25%	18%	100%
5	Participant 5	35%	28%	15%	23%	100%
6	Participant 6	43%	18%	20%	20%	100%
7	Participant 7	33%	20%	33%	15%	100%
8	Participant 8	28%	15%	33%	25%	100%
9	Participant 9	38%	15%	25%	23%	100%
10	Participant 10	33%	20%	30%	18%	100%
11	Participant 11	40%	10%	33%	18%	100%
12	Participant 12	28%	25%	28%	20%	100%
13	Participant 13	35%	25%	28%	13%	100%
14	Participant 14	25%	28%	30%	18%	100%
15	Participant 15	20%	20%	20%	40%	100%
16	Participant 16	28%	13%	35%	25%	100%
17	Participant 17	28%	13%	40%	20%	100%
18	Participant 18	20%	8%	35%	38%	100%
19	Participant 19	30%	18%	38%	15%	100%
20	Participant 20	40%	23%	18%	20%	100%
21	Participant 21	28%	28%	30%	15%	100%
22	Participant 22	50%	13%	20%	18%	100%
23	Participant 23	28%	23%	28%	23%	100%
23	Participant 24	33%	25%	25%	18%	100%
25	Participant 25	23%	18%	35%	25%	100%

From Table 1, it can be seen that the personalities most dominant in the Long Distance Training for the Functionality of Tax Extension Officer are, respectively: strong choleric found in 13 (thirteen) participants (45%), peaceful phlegmatic in 11 (eleven) participants (38%), perfect melancholic in 4 (four) participants (14%) and popular sanguine in 1 (one) participant (3%). There are four participants with two dominant personality types and all of which are choleric-phlegmatic. Considering this, the participants are recommended to learn popular-sanguine and peaceful-phlegmatic personalities because those personalities are needed by the functionality of Tax Extension Officer; although those are not natural personality characters, the popular-sanguine personality character should be recognized consciously, including enlivening situation, cheerful and having sense of humor, and so should be the peaceful phlegmatic character such as humility, interactivity, and patience. Recognizing another personality character should not change each of natural personalities in all life aspects, making the taxpayers comfortable during tax extension activity is enough.

The weaknesses of recognizing personalities using Hippocrates' Personality Test as the material of communication learning for the Functionality of Tax Extension Officer are presented in Table 2.

Table 2. The weaknesses of recognizing personalities using Hippocrates' Personality Test as the material of communication learning for the Functionality of Tax Extension Officer

No	Response		Proportion
1	The questionnaire should be completed in quiet and relaxed condition in order to be compatible to our personality.	9	36%
2	Selecting the option available to our personality hesitantly	6	24%
3	The result is uncertainly compatible to our actual personality condition	4	16%
4	No weakness is available	2	8%
5	Whether or not the response is written honestly is unknown	2	8%
6	Not detecting external factor affecting an individual's personality character	1	4%
7	Only four character options are provided	1	4%
	Total	**25**	**100%**

From Table 2, it can be seen that nine (36%) participants argue that personality, using Hippocrates' Personality Test, as the material of communication learning for the Functionality of Tax Extension Officer, because the questionnaire should be completed in quiet and relaxed condition, according to actual personality and the questionnaire completed in hurry and in tired condition will give less valid response. Six (6) participants (24%) select the four answer options hesitantly, it is likely because nearly all answer options are inside themselves; in this case the participants were told to choose the most dominant one. These two factors affect four participants (16%) feeling that Hippocrates' personality profile is uncertainly compatible to the actual personality. The argument is uncertainly right because actually personality will be seen by others rather than by the self, moreover those thinking critically, detail and cantankerous. Two (8%) participants argue that there is no weakness, meaning that this method has been good. Two

(8%) participants argue that Hippocrates' Personality Character model cannot find out whether or not the answer is chosen honestly; it is actually given up to the participants themselves, whether or not they choose the answer honestly. A participant (4%) argues that Hippocrates' personality character model does not detect external factors affecting an individual's personality character. This argument is justifiable, but Hippocrates' personality character model measure internal personality only. One (4%) participant says that Hippocrates' personality character model has limitation as it provides four personality character options only and this argument is justifiable. However, the learning in this research uses Hippocrates' personality character model dividing human character into four only. To measure more than four personality characters, other scholars' opinion is required.

The strengths of recognizing personality using Hippocrates' Personality Test, as the material of communication learning for the Functionality of Tax Extension Officer, are presented in Table 3.

Table 3 The strengths of recognizing personality using Hippocrates' Personality Test as the material of communication learning for the Functionality of Tax Extension Officer

No	Response	Proportion	
1	Can recognize our personality and how to solve problem, if any.	19	76%
2	How to identify our personality easily	4	16%
3	The outcome is close to the actual personality	1	4%
4	Is a new knowledge unthought-of before	1	4%
	Total	**25**	**100%**

Table 3 shows that nineteen (76%) participants argue that recognizing personality using Hippocrates' personality model can identify the participants' personality and how to solve problem if any; this argument is confirmed by four (16%) participants stating that Hippocrates' personality model is an easy way to recognize our personality. A (4%) participant says that the outcome (result) is close to the participants' actual personality and some others say that it is new and unthought-of before. Considering the strengths presented in Table 2 and the weaknesses presented in **Error! Reference source not found.**, it can be seen that the weaknesses of recognizing personality using Hippocrates' personality model as the method of recognizing personality for the Functionality of Tax Extension Officer is compensated by its strengths. The weakness still needing attention is that Hippocrates' personality recognizing test should be done in the morning when the brain is still fresh.

To improve the utilization of Hippocrates' personality recognizing model as the material of communication material for the Functionality of Tax Extension Officer in the future, the participants were told to give some recommendation, the results of which are presented in Table 4 Recommendations given to improve the utilization of Hippocrates' personality test as the material of communication material for the Functionality of Tax Extension Officer

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Table 4 Recommendations given to improve the utilization of Hippocrates' personality test as the material of communication material for the Functionality of Tax Extension Officer

No	Response	Proportion	
1	The answer options should be more varied	9	36%
2	It has been good, no recommendation is given	5	20%
3	It should be done in the morning when the brain is still fresh	5	20%
4	It can be a reference in both next training and extension practice	2	8%
5	The participants should choose answer according to their personality	1	4%
6	Pocket book should be prepared for tax extension officer	1	4%
7	It is conducted periodically	1	4%
8	Written feedback is given	1	4%
	Total	**25**	**100%**

From Table 4, it can be seen that nine (36%) participants recommend the variation of answer option to be increased. The recommendation cannot be followed up because the Hippocrates' personality test used divides human character into four only. Five (20%) participants say that the test should be done in the morning; this opinion should be taken into account because it is better to do the test when the brain is still fresh and the time is sufficient. Five (20%) participants say that the method existing has been good; this opinion is confirmed by two (8%) participants saying that this method can be used in the next training. There are four arguments, each of which is expressed by one participant (4%), stating that the participants should choose the answer in accordance with their personality, pocket book should be prepared for Tax Extension Officer, and written feedback should be given. The recommendation that the participants should choose answer in accordance with their actual personality will be emphasized on the instruction of questionnaire completion, the pocket book production is unnecessary, original book should be used, and written feedback has been given to each of participants in concomitant with the notification of result of Hippocrates' personality test and made as the material of discussion during learning process.

Conclusion

Recognizing personality using Hippocrates' personality model with questionnaire existing in F. Littauer's book entitled Personality Plus as the material of communication learning for the Functionality of Tax Extension Officer can be done to identify the participants' personality; in addition the participants also can identify personality versus communication. This learning has weakness because the questionnaire should be completed in quiet and relaxed condition in order to match the actual personality, because the questionnaire completed in hurry and in tired condition will give less valid response. The strength is related to the ability of recognizing personality and to solve communication problem easily. For the learning to be better the participants are recommended to do so in the morning when the brain is still fresh and they still have sufficient time.

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