

Research Article

Understanding Extraversion in Indonesian Adolescents: A Big Five Personality Analysis of High School Students in Surabaya

Syifa Ainur Rafiqoh^{1*}, Hayyin Farihatul Mauliyah², Nazalul Kharirotul Azizah³, Cindi Kurniawati⁴, Meita Santi Budiani⁵

¹ Universitas Negeri Surabaya, Lakarsantri, Surabaya, East Java, Indonesia, 60213

² Universitas Negeri Surabaya, Lakarsantri, Surabaya, East Java, Indonesia, 60213

³ Universitas Negeri Surabaya, Lakarsantri, Surabaya, East Java, Indonesia, 60213

⁴ Universitas Negeri Surabaya, Lakarsantri, Surabaya, East Java, Indonesia, 60213

⁵ Universitas Negeri Surabaya, Lakarsantri, Surabaya, East Java, Indonesia, 60213

*Corresponding author's email: syifaainur.23042@mhs.unesa.ac.id

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Abstract

Personality extraversion is an important aspect that influences the social development of adolescents, particularly high school students. While previous studies have highlighted extraversion in academic and social contexts, few have deeply examined how this dimension manifests in the social dynamics of students who are active in various social activities. This study aims to fill this gap by analyzing extraversion personality through six main aspects: affectionate, joiner, talkative, active, fun-loving, and passionate. Using a descriptive qualitative approach, four grade 11 students who are active in school organizations became the research subjects. Data were collected through semi-structured interviews and analyzed using thematic analysis techniques. The findings show that extraversion personality is not only related to the frequency of social interactions, but also the quality of interpersonal relationships as well as effectiveness in organizational activities. The novelty of this study lies in its contribution in expanding the landscape of adolescent personality studies with a focus on the context of intensive social participation and the balance between external needs and self-reflection. This study also offers practical contributions in the form of recommendations for educators and psychologists in designing social skills development programs as well as social exhaustion management strategies for extroverted individuals. The results of the study enrich the theoretical understanding of personality and can be the basis for the development of personality-based interventions in the school environment.

Keywords: *extraversion, high school students, personality, social interaction, social activities*

Abstrak

Kepribadian *extraversion* merupakan aspek penting yang memengaruhi perkembangan sosial remaja, khususnya siswa SMA. Meskipun studi sebelumnya telah menyoroti *extraversion* dalam konteks akademik dan sosial, masih sedikit yang secara mendalam menelaah bagaimana dimensi ini termanifestasi dalam dinamika sosial siswa yang aktif di berbagai aktivitas sosial. Penelitian ini hadir untuk mengisi celah tersebut dengan menganalisis kepribadian *extraversion* melalui enam aspek utama: *affectionate, joiner, talkative, active, fun-loving, dan passionate*. Menggunakan pendekatan kualitatif deskriptif, empat siswa kelas 11 yang aktif dalam organisasi sekolah menjadi subjek penelitian. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan teknik analisis tematik. Temuan menunjukkan bahwa kepribadian *extraversion* tidak hanya berkaitan dengan frekuensi interaksi sosial, tetapi juga kualitas relasi interpersonal serta efektivitas dalam aktivitas organisasi. Studi ini diharapkan memperluas lanskap kajian kepribadian remaja dengan fokus pada konteks partisipasi sosial yang intensif dan keseimbangan antara kebutuhan eksternal dan refleksi diri memperkaya pemahaman teoretis tentang kepribadian dan dapat menjadi dasar pengembangan intervensi berbasis kepribadian di lingkungan sekolah. Hasil riset dapat dimanfaatkan

pendidik dan psikolog dalam merancang program pengembangan keterampilan sosial serta strategi manajemen kelelahan sosial bagi individu ekstrovert.

Kata Kunci: *ekstraversi, siswa SMA, kepribadian, interaksi sosial, kegiatan sosial*

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Introduction

Personality is a fundamental aspect influencing how individuals behave, think, and interact with their surroundings. It not only reflects consistent patterns of behavior but also serves as a foundation for establishing social relationships, making decisions, and adapting to life's challenges ((Burhanudin & Farid Bachtiar, 2024). Among the key dimensions of personality, extraversion is particularly significant, reflecting an individual's tendency to be sociable, expressive, and comfortable in social contexts. During adolescence—particularly at the high school level—extraversion becomes especially relevant, as this developmental stage is marked by critical psychosocial transitions where social interactions play a central role in shaping identity, thought patterns, and character (Nurbaiti et al., 2022).

This period of development involves notable biological, psychological, and social changes that influence how adolescents engage with their environment. Extraversion describes individuals who are energetic, socially active, open to new experiences, and seek external stimulation to feel connected to the world around them (Eysenck, 1990). Understanding extraversion in high school students can offer valuable insights into how this personality trait contributes to their overall development.

According to Iksan Setiawan dan Yuliana (2024), extraversion refers to an individual's inclination toward openness, high energy, and enjoyment of social interaction. This aligns with the Big Five Personality Traits proposed by McCrae dan Costa (2003), who characterize extraversion through facets such as friendliness, assertiveness, positive affect, and social engagement. The primary distinction between these perspectives lies in their foundational approaches: Eysenck's (1990) theory emphasizes the biological basis of personality, while McCrae dan Costa (2003) focus on broader behavioral tendencies. Individuals with strong extraversion traits, according to both theories, typically show enthusiasm for group activities, comfort with public speaking, and confidence in social situations. However, these strengths may also come with challenges, such as difficulty concentrating on individual tasks or feeling fatigued from excessive social activity. These complexities make extraversion a compelling topic for investigation, particularly among high school students as a targeted research population.

Extraversion is frequently associated with individuals' success in forming positive interpersonal relationships. Extroverted students tend to exhibit strong communication skills, which can help them manage conflict more effectively. They are also more likely to receive substantial social support from peers, especially during difficult times such as academic stress or family-related conflicts. For these individuals, interpersonal relationships serve as a key source of support, as they often maintain wider social networks (Dominika & Virilia, 2018). In school settings, extroverted students are typically active in class discussions, student organizations, and extracurricular activities. These engagements allow them to develop essential

skills in communication, leadership, and teamwork. Nonetheless, their dominant communication style can sometimes lead to social conflict, especially if perceived as overly assertive. Additionally, students with high levels of extraversion may struggle to manage their social needs effectively (Sartika et al., 2024).

The impact of extraversion on high school students is multifaceted, influencing interpersonal relationships, academic achievement, and participation in social activities. These variations create a dynamic context worthy of scholarly attention, particularly in school environments characterized by diverse social challenges and opportunities (Isrokhimah, 2015). With regard to academic performance, extroverted students often excel in group discussions, presentations, and collaborative learning settings, likely due to their comfort with social interaction. Previous studies have shown statistically significant positive correlations between extraversion and academic achievement (Fadhilah et al., 2023). Rosito (2018) similarly found that extroverted students tend to perform well academically due to their high energy levels and positive attitudes, which enhance motivation and engagement with learning materials.

Several previous studies have addressed the role of extraversion in personal development. For instance, Dominika & Virlia (2018) report that extraversion contributes to the successful establishment of interpersonal relationships and supports active participation in social engagements. However, Fadhilah et al. (2023) emphasize that extraversion may also influence an individual's capacity to cope with emotional challenges, such as academic stress and social conflict. In the educational context, Rosito (2018) finds that extroverted students are more successful in collaborative activities and tend to have greater intrinsic motivation for learning through social interaction. More recently, Azzahra et al. (2024) highlight the importance of supporting extroverted individuals in managing their social needs to prevent burnout due to excessive social involvement.

This study seeks to explore in greater depth the experiences of extroverted students in various social contexts, both within and beyond the school environment. Specifically, it aims to analyze the extraversion trait among high school students through in-depth interviews and to understand how this personality dimension influences their social lives. The use of a qualitative approach allows for a richer exploration of the subjective experiences of extroverted students, particularly in forming interpersonal relationships, managing social needs, and confronting academic challenges. Interviews were conducted with extroverted students to examine their personal accounts of navigating these aspects. The data collected will be analyzed to identify relevant patterns and to gain a deeper understanding of how extraversion shapes students' social dynamics. Consequently, this study aims to provide new insights into the role of extraversion in high school students' social development. The findings are expected to contribute meaningfully to the understanding of adolescent personality and offer valuable input for educators, psychologists, and other stakeholders interested in supporting the development of extroverted individuals.

Method

This study employed a descriptive qualitative approach aimed at gaining an in-depth understanding of the extraversion personality trait and its influence on the social lives of high school students. The qualitative research adopted in this study followed a descriptive design, which involves a set of procedures specific to qualitative inquiry. Descriptive qualitative research seeks to provide a detailed depiction of specific individuals or groups, along with the conditions and phenomena they experience (Nurrisa & Hermina, 2025). The research was conducted between October and December 2024.

Participants were selected using purposive sampling based on specific criteria: students in the 11th grade who were actively involved in internal or external school organizations, or in extracurricular activities. Based on initial observations and consultations with school authorities, four students were selected—three female and one male—who exhibited behavioral tendencies associated with extraversion. Prior to the interviews, each participant was informed about the objectives of the study, their rights as participants, and the assurance of data confidentiality. All participants provided informed and written consent through an informed consent form.

Data collection was carried out through semi-structured, face-to-face interviews. We utilized a pre-developed interview guide to direct the discussion, while also allowing for exploratory follow-ups depending on the flow of conversation. Interviews were conducted in non-school environments that were comfortable and conducive, enabling participants to share their experiences freely. In addition to interviews, we conducted observations of the participants' social behaviors within the context of school and organizational activities to support and triangulate the collected data.

The collected data were analyzed using thematic analysis. According to Miles and Huberman (1992 dalam Rijali, 2018), thematic analysis in qualitative research involves several structured stages. In this study, the analysis process included transcribing the interviews, reducing the data to extract relevant information, categorizing and identifying emerging themes, and drawing conclusions based on the observed patterns. This process was conducted systematically and iteratively to ensure the consistency and depth of interpretation.

To ensure data credibility, the study involved a research team in the processes of re-reading and interpreting the data. Researcher triangulation was conducted by involving more than one person in data collection and analysis, which enhanced the depth of understanding of the participants' perspectives. It is important to note, however, that all team members involved had prior research experience and were free from conflicts of interest, thereby minimizing the risk of introducing new biases that could compromise the study's integrity (Susanto et al., 2023). Discussions among us were held to reach a common understanding,

avoid individual bias, and enrich the interpretation of findings. Each analytical outcome was cross-verified, and only data that reached consensus among us were included in the final conclusions. Throughout the entire process, ethical considerations were strictly observed, including the protection of participants' identities and ensuring the absence of conflicts of interest during the research execution.

Results

This study aims to explore the characteristics of extraversion personality traits among adolescents who are actively engaged in social activities. The primary focus is to examine how the dimensions of extraversion—namely *affectionate*, *joiner*, *talkative*, *active*, *fun-loving*, and *passionate*—are manifested in the behaviors and experiential narratives of the participants in their daily lives. The four subjects consistently exhibit traits associated with extraversion through their social experiences, organizational involvement, and interpersonal interaction styles.

Table 1. Analysis Results and Descriptions of Extraversion Personality Aspects

Dimension	Findings	Description
<i>Affectionate</i>	<p>Subject 2 (R) "Of course, we need to first adapt to the communication style of the person we're talking to. We're taught how to speak appropriately—it wouldn't be appropriate to speak to adults using casual language. So initially, we use polite language, and only once we become closer can we shift to using our more familiar style of speaking."</p> <p>Subject 3 (Z) "In my opinion, building closeness with others is easy—maybe because, to be honest, I tend to act overly friendly (laughs). But with this kind of behavior, I find it easier to connect with others."</p>	<ul style="list-style-type: none"> • Subject R demonstrates the ability to adjust their communication style according to the interlocutor. • Subject Z reports finding it easy to form close relationships with others through a relaxed and informal approach.
<i>Joiner</i>	<p>Subject 1 (Za) "I've volunteered in various settings... for example, on some of the islands and in Surabaya, mostly working with people in need—like children with disabilities or those in orphanages."</p> <p>Subject 4 (F) "Outside of school hours, we usually hang out after class or during the weekends and holidays."</p>	<ul style="list-style-type: none"> • Subject ZA actively participates in social activities, including involvement in the student council (OSIS) and volunteering programs. • Subject F engages in social activities outside of school and describes spending time with peers both in person and through online interactions.
<i>Talkative</i>	<p>Subject 2 (R) "My background is in student organizations, so I often feel a sense of dominance. For example, when I</p>	<ul style="list-style-type: none"> • Subject R actively contributes to organizational discussions and frequently expresses their ideas.

Dimention	Findings	Description
	<p>participate in <i>Karang Taruna</i>, I tend to take the initiative and contribute ideas.”</p> <p>Subject 3 (Z)</p> <p>“I do that a lot, Kak. Sometimes when we’re in the middle of a good conversation and it suddenly stops, I usually jump in and pick it up again.”</p>	<ul style="list-style-type: none"> • Subject Z often continues halted conversations with classmates and is recognized for their ability to enliven the classroom atmosphere.
<i>Active</i>	<p>Subject 4 (F)</p> <p>“My principle, perhaps, is to take on leadership roles whenever possible.”</p> <p>Subject 2 (R)</p> <p>“I enjoy it when our collaborative work leads to results—whether or not it turns out perfectly. I also feel satisfied when I discover something new.”</p>	<ul style="list-style-type: none"> • Subject F has been actively involved in extracurricular activities since elementary school, including scouting, the student council (OSIS), and the student assembly (MPK). • Subject R states that they enjoy engaging in productive activities that yield tangible outcomes.
<i>Fun-loving</i>	<p>Subject 1 (Za)</p> <p>“Even though I’m busy, I still try to make time for activities that I enjoy.”</p> <p>Subject 3 (Z)</p> <p>“First, I feel happy when I’m accepted by others, but at the same time, I feel a bit anxious—worried that my behavior might make them feel embarrassed or uncomfortable.”</p>	<ul style="list-style-type: none"> • Subject ZA indicates that, despite having a busy schedule, they consistently make time for activities they enjoy. • Subject Z expresses happiness when accepted within a group but occasionally feels concerned about the impression their behavior may leave on others.
<i>Passionate</i>	<p>Subject 4 (F)</p> <p>“I really enjoy editing—things like posters, videos, and content creation. I’m really passionate about activities related to social media.”</p> <p>Subject 1 (Za)</p> <p>“I really enjoy going to museums, especially those related to history. It’s exciting, and I get to learn so many things I didn’t know before.”</p>	<ul style="list-style-type: none"> • Subject F demonstrates a strong interest in digital content creation and actively participates in related organizational activities. • Subject ZA expresses enthusiasm for learning history through museum visits, viewing it as an enjoyable way to expand their knowledge.

Based on Table 1, the analysis of findings reveals the presence of extraversion traits, beginning with the *affectionate* aspect. Subject 2 (R) demonstrates the ability to adjust their communication style according to the interlocutor—for example, using formal language at the start of an interaction and shifting to a more casual tone as relationships grow closer. This behavior reflects their adaptive social interaction skills. Subject 3 (Z) self-identifies as *“sok asik”* (overly friendly) and finds it easy to build closeness with others. This disposition facilitates social acceptance and creates a warm atmosphere during interactions.

In the *joiner* dimension, Subject 1 (ZA) actively participates in social initiatives, such as volunteering and being involved in the student council (OSIS). They display a strong interest in activities related to social concern and community service. Subject 4 (F) states that they spend their free time—such as weekends or post-exam periods—socializing with friends, either in person or through online activities like gaming or watching films together. F also mentions their participation in *Karang Taruna*, a youth organization outside of school, as a form of ongoing social engagement.

Regarding the *talkative* trait, Subject 2 (R) reports being accustomed to expressing ideas in organizational forums and often feels compelled to dominate discussions. Meanwhile, Subject 3 (Z) frequently revives halted conversations and contributes to creating a lively classroom environment. Z notes that peers comment on the classroom feeling quieter in their absence, suggesting a significant contribution to class social dynamics. Z shares a quote from a peer: “If I’m not in class, they say it’s nice because it’s quiet. But then they laugh and say they’re just joking. Still, I felt a little sad.”

In terms of being *active*, Subject 4 (F) describes themselves as active since elementary school, having participated in scouting, the student council (OSIS), and currently serving in the school parliament (MPK). They express a strong sense of responsibility and a commitment to fulfilling duties despite time constraints and fatigue. Similarly, Subject 2 (R) expresses enjoyment in engaging in productive activities that yield tangible outcomes and reports a sense of satisfaction when discovering something new.

For the *fun-loving* aspect, Subject 1 (ZA) indicates that despite a busy schedule, they make time for activities they enjoy, particularly light-hearted pursuits that help maintain motivation. Subject 3 (Z) expresses happiness when accepted by peers within a group but also acknowledges concerns that their behavior might sometimes make others uncomfortable.

Regarding the *passionate* trait, Subject 4 (F) exhibits strong enthusiasm for areas of personal interest. F consistently engages in activities related to hobbies, particularly those involving social media—such as creating content, designing posters, and video editing. This interest drives their involvement in various organizations and committees where they can channel their creative talents. At school, F serves in the finance-secretary division of OSIS, and at home, they remain active in *Karang Taruna*, valuing the opportunity to connect with peers and engage in meaningful discussions. Meanwhile, Subject 1 (ZA) demonstrates enthusiasm for activities that enrich knowledge and insight, particularly those related to history and culture. This enthusiasm reflects a genuine passion for experiences that broaden their perspective and promote learning through exploration.

In conclusion, the findings reveal that all six dimensions of extraversion are clearly and consistently expressed in both the narratives and everyday behaviors of the research participants. These traits are not only evident across different individuals but are also integrated into their social routines and organizational

involvement, confirming the relevance and applicability of extraversion traits in adolescent social development.

Discussion

Warm and Empathetic: Students Who Easily Establish Social Bonds

The findings indicate that participants possess the ability to develop social closeness rapidly, reflecting the dimensions of empathy and cooperative behavior that are integral components of emotional intelligence. This aligns with the findings of Deep dan Mathur (2017), who assert that individuals with high emotional intelligence tend to exhibit superior interpersonal skills. Similarly, Masyithah (2021) emphasizes that social relational competence extends beyond verbal interactions, encompassing the ability to manage others' emotions effectively. In contrast to introverted individuals—who may also possess high emotional intelligence but prefer limited social interaction—the participants in this study demonstrate greater openness in interpersonal relationships. This supports the relevance of the extraversion trait in fostering close and meaningful social connections.

Socially Oriented: A Propensity for Active Involvement

The participants also display a strong tendency to engage actively in a wide range of social activities. This observation supports the findings of Wedhayanti (2023) and Utami and Kartini (2017), who characterize extraverted individuals as sociable, energetic, and highly enthusiastic in their participation across various contexts. However, it is important to recognize that not all socially active individuals exhibit a dominant extraversion trait—some may participate due to external pressures or social expectations. In contrast, the present findings suggest that participants' involvement is driven by intrinsic motivation, indicating authentic expressions of extraverted behavior rather than situational or externally induced participation.

Communicative and Expressive Tendencies

The data further reveal that participants can express ideas, humor, and social responses in an open and expressive manner. McCrae and Costa (2003) associate extraversion with social engagement and communicative strength, a relationship supported by studies from Roesyanto dan Erdiansyah (2021), as well as Subtinanda dan Yuliana (2023), who found that extraverted individuals tend to be more expressive and open, thereby functioning as effective communicators. Nevertheless, it should be noted that effective communication is not exclusive to extraverted individuals; it can also be cultivated through training and experience. Thus, while extraversion may confer a natural advantage, environmental influences and accumulated experiences remain crucial in shaping communication skills.

Dynamic Engagement: Active Participation in Social Activities

Participants exhibit a level of engagement that is not only consistent but also reflective, demonstrating a conscious understanding of the goals and meaning behind their social involvement. This aligns with the theory of enacted extraversion proposed by Fleeson et al. (2002), which posits that extraverted actions lead to positive experiences that reinforce social behaviors. These findings are further supported by Shabur (2017), who highlights the intersection between extraversion and conscientiousness in fostering organizational commitment. This interplay is evident among participants who are not only socially active but also demonstrate a strong sense of responsibility. However, it is also acknowledged that not all extraverted individuals exhibit high levels of commitment, suggesting that conscientiousness serves as a complementary trait that enhances social effectiveness.

Energetic Disposition: Sustaining Positive Social Engagement

The findings reveal that the participants can maintain a positive energy in social interactions and contribute to creating a pleasant atmosphere. This observation aligns with the work of Choirunisa et al. (2024), who emphasize the importance of social support in fostering emotional stability during adolescence. The participants exhibit spontaneity and social initiative, which contribute to a supportive and lively environment. This is consistent with Soto's (2018) assertion that individuals with high levels of extraversion tend to experience stable and adaptive positive emotions. However, it is important to note that excessive displays of positive affect may sometimes mask unexpressed stress. This presents a unique challenge for extraverted individuals, who may feel compelled to consistently appear cheerful and emotionally upbeat.

Enthusiasm: A Passionate Attitude Toward Activities

Participants exhibit a high level of enthusiasm in participating in various social and organizational activities. This corresponds with the Big Five personality model proposed by McCrae dan Costa (2003), which identifies enthusiasm and active engagement in social environments as key indicators of extraversion. In the context of adolescent development, such involvement not only reinforces social networks but also serves as a platform for cultivating communication skills and strengthening personal identity.

Overall, the results of this study reinforce and extend the understanding of extraversion in adolescents who are actively involved in organizations. As illustrated in Figure 1, the manifestation of the six extraversion dimensions observed among participants not only supports McCrae dan Costa's (2003) foundational theory but also provides a concrete portrayal of how this personality trait facilitates adolescent success within social and organizational settings. The findings further reveal that extraversion

is not solely associated with the quantity of social interactions, but also with the quality and effectiveness of managing interpersonal relationships and engaging in social activities. This is further supported by Nugraha dan Zuhriah (2023), who note that introverted individuals tend to exhibit more socially avoidant behaviors, which aligns with the present findings indicating that extraverted individuals demonstrate stronger social capabilities. As Andika dan Yuliana (2023) argue, students are able to develop strong communication skills, preparing them to navigate an increasingly interconnected and competitive world.

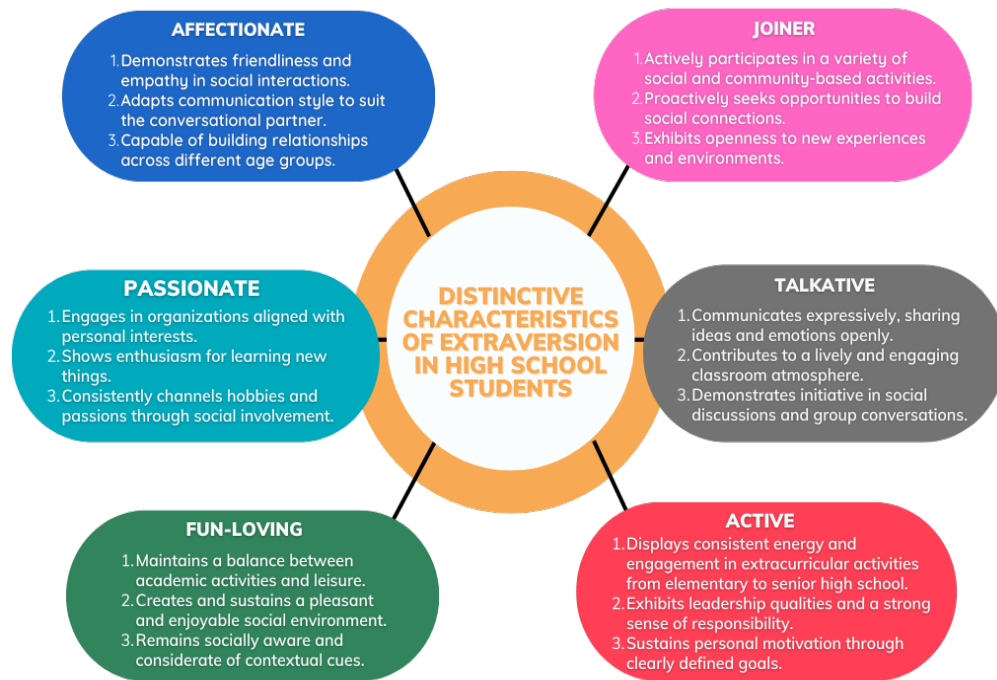


Figure 1. Characteristic dimensions of extraversion in high school students

The findings also suggest that extraversion is shaped by a variety of factors, among which the environment plays a significant role. Elements such as family, peer influence, and life experiences contribute to how comfortable individuals feel in social settings. Moreover, cultural and societal expectations play a pivotal role in shaping the expression of extraversion. Different cultures foster distinct norms regarding social interaction, which may either enhance or inhibit the outward expression of extraversion. For example, collectivist cultures tend to value group harmony and collaboration, thereby reinforcing extraverted behavior. In contrast, individualist cultures, where success is often defined by autonomy, may create discomfort or anxiety in extraverted individuals when engaging in social settings. These cultural frameworks thus constitute an essential context in determining how individuals engage in and perceive social participation. This aligns with the view of Pervin dan Jhon (1999), who assert that extraversion is influenced

by both genetic predispositions and environmental factors. While genetic components may provide an initial inclination toward extraversion, social, cultural, and experiential factors play a crucial role in shaping and refining this trait.

Managing the balance between social and personal life is essential for individuals with extraverted personalities. Their inherent desire for ongoing social interaction and visibility may lead to difficulties in withdrawing from social environments. However, time for reflection and introspection is essential for personal growth and mental well-being. Excessive engagement in social activities, although satisfying and enriching, can result in social fatigue—a state of emotional depletion and exhaustion following prolonged interaction. Such fatigue may hinder optimal functioning in various areas of life. Therefore, extraverted individuals must learn to recognize the signs of social exhaustion and understand the importance of taking intentional breaks. Creating personal space that allows for emotional and physical recovery is critical to sustaining their ability to engage in dynamic social environments without compromising psychological well-being. Thus, the interplay between cultural norms, social contexts, and self-regulation emerges as a central factor in shaping a balanced and healthy expression of extraversion. This balance supports emotional well-being and equips individuals to navigate the complexities of social and professional life while maintaining an authentic and grounded sense of self.

The present analysis demonstrates that extraversion contributes positively to various life domains, particularly in fostering strong social interactions. Extraverted individuals tend to build wider social networks and develop robust interpersonal relationships, which in turn support their emotional well-being and social satisfaction. In professional settings, they often excel in roles requiring collaboration and communication, such as sales, marketing, and team-based environments. This finding is corroborated by Subtinanda dan Yuliana (2023), who report that extraverted individuals exhibit higher levels of initiative and activity in communication, alongside a flexible capacity for adaptation. Nonetheless, potential risks emerge when extraverted individuals become overly dependent on social interaction for energy restoration. This dependency may disrupt personal balance and impede reflective growth. Muharromah et al. (2024) highlight similar risks, including excessive need for external validation and tendencies toward aggressive behavior. Furthermore, Schlotzhauer et al., 2025 note that individuals with high levels of extraversion are more susceptible to burnout due to sustained social engagement. Therefore, while extraversion offers numerous advantages, it is vital for extraverted individuals to maintain a healthy balance between social activity and self-care.

This study presents several practical implications for educators, policymakers, and psychologists. For educators, it is crucial to design balanced social skill development programs that cater to both extraverted and introverted students. From a policy perspective, inclusive educational approaches should

provide flexible options for collaborative assignments and promote mental wellness programs within schools and universities. These initiatives aim to help students maintain equilibrium between their social and personal needs. For psychologists, the findings inform the design of interventions that address social fatigue, such as relaxation techniques, mindfulness practices, and time management strategies. The study also highlights the need for further research exploring how cultural norms (e.g., collectivist vs. individualist orientations) influence extraversion, particularly in relation to social fatigue and communication skill development. Longitudinal studies are recommended to examine the long-term effects of intensive social involvement on emotional well-being and productivity among extraverted individuals. A multidisciplinary approach involving psychology, sociology, and communication studies will offer richer insights into how extraverted individuals navigate challenges across various domains, including education, the workplace, and organizational life.

Conclusion

This study aims to explore how the personality trait of extraversion manifests in adolescents actively engaged in social and organizational activities, and how this trait influences their interpersonal relationships and social success. Based on the data analysis, the findings reveal that adolescent extraversion is reflected through six core dimensions: *affectionate*, *joiner*, *talkative*, *active*, *fun-loving*, and *passionate*. These dimensions illustrate how highly extraverted individuals demonstrate ease in social situations, initiative in building relationships, and enthusiasm for group activities.

Furthermore, the study shows that extraversion positively contributes to communication skills, adaptability, and enhanced emotional satisfaction within social relationships. However, the findings also highlight challenges faced by individuals with high levels of extraversion, including a tendency toward social fatigue, a heightened need for validation, and increased risk of burnout due to intense social involvement. Environmental factors such as family support, peer relationships, and life experiences are also found to play a significant role in shaping the development of this personality trait.

In short, extraversion exerts a significant impact on adolescents' social lives, encompassing both its benefits and its challenges. These findings reinforce the relevance of extraversion in adolescent social dynamics and underscore the importance of developing strategies that balance social engagement with time for self-reflection, in order to sustain long-term emotional well-being.

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