
Teacher's Style of Optimism Public Senior High School Rimba Melintang, Rokan Hilir, Riau

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Abstract: The style of optimism in a teacher is a positive way of thinking as a formula, paradigm, frame of mind, and system of thinking. The purpose of this study was to find and analyze the level of teacher optimism Public senior high school, Rimba Melintang, Rokan Hilir, Riau. This research is quantitative descriptive which is carried out by survey. The population is 75 and the sample of this study is 62 teachers. Data were collected by questionnaire and analyzed using descriptive statistics and inferential statistics. The results of this study found that the level of optimism of teachers was in the very high category (Mean, 4.14), and the contribution of each indicator as a factor was classified as high (60.04 percent). This finding means that the better the teacher's optimism style, the positive thinking skills, being grateful and always happy with their assignments, accepting all the tasks given happily, sure there are opportunities in front of them, and always motivating others such as teachers, students, and parents students are getting better, because it is very important in realizing teachers who are profesional in educating and teaching. It is expected that all teachers have a high and good optimism style in carrying out their professional duties as teachers to realize an effective school. It is expected that all teachers have a high and good optimism style in carrying out their professional duties as teachers to realize an effective school.

Keywords: optimism, teacher, Senior high school

1. Introduction

Optimism is an important aspect of personality in a person. Optimism makes individuals know what they want and quickly change themselves so that they can easily solve the problem at hand. Optimism is a positive and realistic way of thinking in looking at a problem. Positive thinking tends to try to achieve the best from bad conditions. Optimism can help improve health psychologically, have the role of feeling good, solve problems in a logical way so as to improve the style of someone in work.

The style of optimism can be as the greatest strength of man, including the teacher in achieving goals, because the style of optimism provides energy and direction to the goals born before real action. The style of optimism in a teacher, is a positive way of thinking as a formula, paradigm, frame of mind, and system of thinking. Teachers who have an optimistic style look at things in good terms, even though others think they are bad. Bimo Sasongko (2017) said that the number of three million people in the national teacher posture is a national element that is very important to build the nation's character and sense of optimism and to print superior human resources. Seligman (2005) expressed optimism is a comprehensive view, seeing good things, thinking positively, and easily giving meaning to oneself. Therefore, Musbikin (2010) said that

all students' problems in teaching and learning become part of their attention and dedication. Optimism is how a person reacts to social failure in his life (Myers, 2008).

The teacher plays a strategic role in fostering optimism, because optimism is the key to the process of advancing a nation (Ubaedy, 2007). Ghufron and Risnawita (2010) said that the optimistic style of the ability possessed is a very important provision for someone in his life. Goleman (2016) explains that when a person is optimistic about his abilities he will feel able to do something. This optimism about yourself will make him sure to try to achieve his goals (Seligman, 2005). Cassity (2012) says that success in all fields will be difficult to achieve if one does not have sufficient self-optimism.

According to Lopez & Snyder (2003), the style of optimism is a hope that exists in the individual and everything will go towards goodness. The style of optimism brings the individual to the desired goal of believing in himself and the abilities he possesses (McGuigan, 2005). According to Bevel & Mitchell (2012) and Chang (2011), the style of optimism makes a person come out quickly from the problems faced, because of the thoughts and feelings of having abilities, and supported by the assumption that everyone has his own luck.

Optimism style according to Murdiyanto (2008) and Parker (2006) has an important role in achieving the goals to be achieved including teachers. Seligman (2005) explained that the dimensions of optimism are: (1) permanence style, (2) pervasiveness style, and (3) personalization style. Scheiver and Carter (2003) assert that individuals who are optimistic in style will try to achieve expectations with positive thinking, confident of the advantages they have. Since Hoy, Tarter and Hoy (2006) published their findings on new constructs called academic optimism, quite a number of other researchers have conducted research on the same theme in America, Australia, Africa, Taiwan, Turkey, Korea, Pakistan, Nigeria and Iran. This research-research also develops the construct of academic optimism by relating it to other variables besides academic achievement, such as school leadership (McGuigan & Hoy, 2006), distributed leadership (Hasanvand et.al, 2013), community engagement (Kirby & Dipaola, 2011), teacher's organizational citizenship behavior (Nelson, Laquanta Murray, 2012), teacher efficacy (Salehi et.al, 2014), collective responsibility (Reeves, 2010 and Wu, 2013), prospective teacher's future time perspective and professional plans (Malloy, 2012).

To measure the teacher's optic style in the study summarized from various theoretical thoughts, namely: (1) positive thinking; (2) grateful and happy; (3) accept all tasks; (4) sure there are opportunities; and (5) motivating others. Optimistic-style teachers are able to resist, stop and get rid of negative thoughts and emotions, and always think positively. The optimistic teacher always feels happy and grateful for whatever decisions and will be faced, and avoids complaining. Optimistic teachers will easily accept things that cannot be changed anymore, and they only focus on what they will do next, and are sure there is a wide open opportunity for them. Therefore, the teacher is optimistic that he will always give motivation and great encouragement to others to do good and positive things.

2. Methodology

Optimism style functions as a support system. If someone reminds of success, then he thinks he is successful, has the will to succeed, has the attitude needed to succeed, and does the things needed to achieve success. In fact, it is increasingly difficult to find a teacher with a high spirit

of optimism within him. The growing development of the age does not necessarily make the optimism of the teacher participate in developing.

This study aims to analyze the style of teacher optimism. Quantitative descriptive research conducted with a survey. The study population was 75 teachers and the study sample was assigned 62 teachers.

The data was collected using questionnaires and the data were analyzed using descriptive statistics to find the level of teacher optimism style by looking for Mean and inferential statistics to find the magnitude of the indicator contribution as a factor to the teacher optimism style variable. For mean score interpretation used standard as in table 1 below:

Table 1: Mean Score Interpretation

Scale	Interpretation
4,01 – 5,00	Very high
3,01 – 4,00	High
2,01 – 3,00	Medium
1,00 – 2,00	Low

Source: *Ayub, DaengNatuna, 2017*

Meanwhile, to determine the interpretation of percentage score influence between variables used standard as in table 2 below:

Table 2 : Interpretation of percentage score influence between variables

Scale %	Interpretation
61 – 100	High
41 – 60	Medium
0,1 – 40	Low

Source: *Ayub, DaengNatuna, 2016.*

3. Result and Discussion

3.1. Research result

The results of this study found that the level of teacher optimism was very high, with a mean value of 4.35, as in the following table 3:

Table 3. Mean Value and Standard Deviation of Teacher Optimism Style

NO	Style Of Teacher Optimism	Mean	Standard Deviations	Interpretation
1	Think positively	4,23	0,84	Very high
2	Gratitude and joy	4,45	0,78	Very high
3	Receive all tasks	3,74	0,92	High

4	Sure there are opportunities	3,92	0.80	High
5	Motivate others	4,37	0,64	Very high
Average		4,14	0,64	Very high

The findings of this study mean that the teacher already has a good level of optimism, because as a teacher they have acted and thought positively, are grateful and are always happy with their assignments, accepting all the tasks given happily, sure there are opportunities before them, and always motivating other people such as teachers, students, and parents of students. Although the level of optimism of teachers is found to be very high, it still needs to be improved, especially in accepting all tasks and beliefs, there are opportunities in the face of better ones.

The contribution of each indicator which is used as a determinant of the teacher's optimism style is found in the high category, as in the following table 4:

Table 4. Contribution of each indicator as a determining factor for Teacher's Style of Optimism

No	Indicator as a factor	Number of Items	R	R Square	Contribution %	Interpretation
1.	Think positively	12	0,844	0,712	71,10	High
2.	Gratitude and joy	10	0,878	0,771	77,10	High
3.	Receive all tasks	15	0,561	0,315	31,50	Low
4.	Sure there are opportunities	14	0,691	0,477	47,70	Medium
5.	Motivate others	13	0,853	0,728	72,80	High
Amount/Average		64			60,04	High

The findings of this study mean, that the contribution of each indicator which is seen as a determining factor of teacher optimism style variables is 60.04 percent and is in the high category, but there are still many factors that can determine the teacher's optimism style as a variable, which is not part of this research , namely: amounting to 39.56 percent. Meanwhile, the teacher's optimism style that includes positive thinking, being grateful and always happy with their assignments, accepts all assignments given happily, sure there are opportunities in front of them, and always motivates others such as teachers, students, and parents. Important in realizing teachers who are professional in educating and teaching.

3.2. Discussion

Being a teacher is not an easy task. This is because the teacher carries a very important role in the education process. The teacher is a central figure, in the hands of the teacher lies the possibility of success or failure of the achievement of the objectives of teaching and learning in school. Therefore, the task and role of the teacher not only educates, teaches, and trains alone, but also how the teacher can also read the classroom situation and the conditions of the students in receiving the lesson. The teacher is a respectable person and profession in Indonesian society. At the present time the socio-cultural view of the teacher is shifting, but the teaching profession is still regarded as honorable and noble in front of the community, because teachers are the vanguard in achieving national goals, namely to educate the lives of the nation (Wagner & Dipaola, 2011).

The results of this study which found that the level of optimism style of the teacher was at a very high level of interpretation, as well as the contribution of each indicator as a determinant of the teacher's optimism style variables in the high category as evidence that the style of optimism is very important for a teacher in educating and teaching in school. The findings of this study were supported by Kurniawan et al, (2010) and Kartikowati et al, (2018), who found that there was a significant positive relationship between self-concept and optimism in completing education, and someone who was optimistic was believed to have a strong self-concept. Adilia (2010), found that there is a correlation between self-esteem and one's optimism in facing the success of his career. Optimism style is very important to achieve success, and is a positive way of thinking.

Furthermore, Noordjanah's research (2010) concludes that there is a relationship between self-esteem and optimism about learning motivation. The meaning, there is a relationship between self-esteem and optimism with one's motivation. Optimism style can also determine many things, including strengthening one's motivation such as learning, and optimism besides being determined by self-esteem, but optimism can also strengthen self-esteem. Rizky (2013), motivated by the phenomenon of a lack of optimism that a person has when working on something getting research results shows that there is a relationship between readiness to face something with one's optimism in doing their work. The style of optimism can be determined by self-readiness, and optimistic people are always ready with challenges and risks.

Style optimism also tends to believe in its own abilities, have thoughts that are forward-oriented, able to communicate effectively and are able to accept failure as a life process. Mutmainah (2014), found that optimism plays a role in reducing anxiety in the face of a job. An optimistic person will not easily feel anxious, even optimistic in itself is a spirit to achieve success.

Teachers who have an optimistic style have high motivation and try hard to achieve the goals to be achieved. individuals who have high motivation will prepare themselves well when facing a challenge. Individuals who have prepared themselves well when faced with problems will surely feel confident in their abilities. The individual will certainly have the confidence that he can solve the problems at hand. With this belief they are confident and optimistic that they can do all their work well. One can think optimistically is influenced by ethnocentric factors in the form of family, social status, gender, religion and culture, and egocentric factors such as self-esteem that affect the process of thinking, feelings, desires, values and purpose of life so as to be optimistic in facing his life.

It is undeniable that the role of the teacher in education is very large, in carrying out his duties the teacher is required to start all components of education with a positive and optimistic outlook. When the teacher has expectations, the teacher will be able to overcome the difficulties he faces and find a solution to the problem even though it is difficult. Teachers who have confidence in the future will continue to spend business despite facing difficult times, while teachers who are hesitant will stop issuing their efforts.

Teachers with strong optimism have strong resistance to solve problems. Besides that, optimism also functions as a support system. If someone reminds of success, then he thinks he will succeed, has the will to succeed, has the attitude needed to succeed, and does the things needed to achieve success, with an optimistic style that is: positive thinking, grateful and happy, accepting all tasks, sure there are opportunities, and motivate others.

4. Conclusion

The teacher's optimism style was found to have had a very good level of optimism, and the contribution of indicators as a factor was high. The findings of this study mean that the better the style of teacher optimism, the better the ability to educate and teach and carry out their professional duties.

Optimism has an important role in achieving the goals to be achieved. Individuals are optimistic that they have high motivation and strive to achieve the goals to be achieved. Individuals who have high motivation will prepare themselves well when facing a challenge. Individuals who have prepared themselves well when faced with problems will surely feel confident in their abilities.

It is expected that all teachers have a high and good optimism style in realizing an effective school, by acting and thinking positively, being grateful and happy, accepting all tasks, confident of opportunities, and motivating others, in carrying out their professional duties as teachers.

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