

The Analysis of Relationship Between Level of Optimism, Learning Achievement and Character of Students

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Abstract

This investigation employs a quantitative approach and involves field research. The method utilized is a simple regression analysis with a total population of 50 students. The data was collected via questionnaires and documentation. The findings reveal that the students' optimism is at an excellent level, whereas their learning achievement is in the moderate range. Furthermore, there is a positive and significant correlation between optimism and academic performance. The results indicate that the $f\text{-count} > f\text{-table}$, and the table probability value is 0.000, which is smaller than the significance level of 0.05 ($0.000 < 0.05$), demonstrating a significant outcome. Thus, it can be inferred that the higher the level of optimism, the better the academic performance. The fact that optimism influences learning achievement provides opportunities to boost students' optimism. Consequently, teachers bear the responsibility of enhancing students' optimism, either directly or indirectly. By fostering and elevating an optimistic mindset in students, it is expected that they will enhance their cognitive processes and academic outcomes, paving the way for success.

Keywords: Learning Achievement, Optimism, Student, Learning Outcome

Abstrak

Investigasi ini menggunakan pendekatan kuantitatif dan melibatkan penelitian lapangan. Metode yang digunakan adalah analisis regresi sederhana dengan jumlah populasi 50 siswa. Pengumpulan data dilakukan melalui kuesioner dan dokumentasi. Hasil penelitian menunjukkan bahwa optimisme siswa berada pada tingkat yang sangat baik, sedangkan prestasi belajarnya berada pada kisaran sedang. Selanjutnya, ada korelasi positif dan signifikan antara optimisme dan prestasi akademik. Hasil menunjukkan bahwa $f\text{-hitung} > f\text{-tabel}$, dan nilai probabilitas tabel adalah 0,000 yang lebih kecil dari tingkat signifikansi 0,05 ($0,000 < 0,05$), menunjukkan hasil yang signifikan. Dengan demikian, dapat disimpulkan bahwa semakin tinggi tingkat optimisme maka semakin baik prestasi akademiknya. Fakta bahwa optimisme mempengaruhi prestasi belajar memberikan peluang untuk meningkatkan optimisme siswa. Konsekuensinya, guru memikul tanggung jawab untuk meningkatkan optimisme siswa, baik secara langsung maupun tidak langsung. Dengan membina dan meningkatkan pola pikir optimis pada siswa, diharapkan mereka akan meningkatkan proses kognitif dan hasil akademik mereka, membuka jalan menuju kesuksesan.

Kata Kunci: Prestasi Belajar, Optimisme, Siswa, Hasil Belajar

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INTRODUCTION

The most crucial element in the development of a person's personality is education. Education has a role in shaping good or bad human personalities according to normative standards. In the process of education in schools, learning achievement has an important position and cannot be separated from the learning process (Darmadi, 2017). Learning achievement for students has an important role because learning achievement is an illustration of the level of success of teaching and

learning activities. One of the objectives of the educational journey is to attain the highest level of accomplishment in learning (Kurniati & Fakhrudin, 2018). The outcome of learning that students attain after participating in the teaching and learning process for a specific duration is referred to as learning attainment (Khasanah et al., 2023). The evaluation of learning achievement primarily focuses on the cognitive dimension since it is connected to the students' competencies in knowledge or recollection, comprehension, application, analysis, synthesis, and evaluation. The achievement of students is demonstrated and confirmed through the grading of their assignments and assessments conducted by the teacher. Every parent and teacher certainly want the achievements of their students to be high and always increase. However, in reality, there are many students who have not obtained the desired results in school (Lusiawati, 2019).

The accomplishment of a student is impacted by various aspects. Typically, these aspects are categorized into two types: Endogenous factors, which refer to factors originating from the student, and exogenous factors, which refer to factors originating from outside the student's self. One of the endogenous factors that can have an impact on student achievement is positivity. Positivity is a constructive and practical manner of considering a predicament (Rachman et al., 2023). Optimism is a factor in positive psychology that has been proven to affect one's existence. Optimism is closely related to the positive results one wants, such as a good moral condition, a good health condition, and good achievement (Muslim, 2021). People who are optimistic are able to achieve above their potential, while people who are pessimistic have achievements below their potential. This is based on research conducted by Kurniati and Fakhrudin, which concluded that students with optimistic and pessimistic attitudes have different learning achievements. This difference indicates that students with an optimistic attitude get better grades than students with a pessimistic attitude (Rachmad et al., 2023).

An attitude of optimism among students will be very helpful in the learning process. Optimistic students will consider failure a challenge that must be faced, and this failure is only temporary. Failure occurs due to factors outside of himself, thus spurring him to overcome and improve until the factors causing the failure disappear from him (Pihasiwati et al., 2014). When he gets a bad grade, an optimistic student thinks that the incident is only temporary, and he is motivated to be even more active in studying to get a better grade. Therefore, optimism needs to be owned and accustomed to by every student because it will affect the learning process and achievement at school. Students who achieve less well are probably caused by students who have the ability but lack optimism. They are not confident in their ability to complete various demands at school, and anxiety arises because they feel burdened by the various demands they have to face (Zukdi et al., 2022).

Optimism plays an important role in one's success in work, health, social relations, and education. This is in accordance with what was said by previous researchers that optimism is one of the factors in positive psychology that is proven to affect one's existence (Witarsa & Ruhyana, 2021). Optimism is closely related to the positive results one wants, such as the ability to overcome

problems, a good moral condition, a good health condition, and good achievement (Prayitno et al., 2017). Pessimistic people have achievements below their potential. Conversely, people who are optimistic are able to excel beyond their potential. Students with high optimism can certainly achieve all their desires, while students who are pessimistic will definitely be hampered in achieving their goals (Dianto et al., 2023). This is because optimistic students have different ways of dealing with pessimistic students. They think that failure is a challenge that must be faced and that failure is only temporary. They are not easy to blame; according to them, failures are caused by other things outside of themselves (Antoni & Mustafa, 2023). This mindset can foster motivation to correct failures by taking actions deemed necessary to achieve what is expected. Thus, it can be said that optimism has an important effect on motivating oneself so that the desired achievements can be achieved (Riyanti et al., 2023). Learning success is gauged by a student's level of achievement in their studies. This success is determined by several factors that support each other, one of which is optimism. Optimism is a positive attitude that can spur students' motivation to learn and achieve. Motivation plays an important role in providing passion, enthusiasm, and pleasure in learning. So that learning motivation needs to be cultivated, one of which is growing optimism. Optimistic students are more successful than those who are pessimistic, so they achieve more and avoid depression. However, optimism alone is not enough to achieve good results (Rosyid, 2019).

METHOD

This study uses a type of field research. While the approach that will be used in this study is a quantitative one. This study involved all some students, with total of 50 students. In this research, the means of gathering the necessary information involved the use of questionnaires and documentation. The data was evaluated through descriptive analysis tests, prerequisite tests, and hypothesis tests. While examining the hypothesis, we initially searched for the correlation coefficient to establish the extent of the connection between the two variables. We then proceeded to interpret the percentage of variable r^2 , known as the determination coefficient, to determine the degree to which the variation in the score of variable Y can be attributed to the variation in the score of variable X. The data was then investigated using a simple linear regression analysis technique. Finally, the F test was conducted to ascertain whether H_0 was accepted or rejected.

RESULT AND DISCUSSION

40.47% of students have optimism in the very good category, namely at the 69–80 interval of 17 people. Second, 47.61% of students have optimism in the good category, namely at the 57–68 interval of 20 people. Third, 11.9% of students have sufficient optimism, namely at the 45–56 interval of 5 people. The accomplishment of students is classified into three groups. About 54.76% of students fall under the excellent category, scoring between 81-90 marks, with 23 students in total. Approximately 19.04% of students are in the satisfactory category, scoring between 71-80 marks. The

remaining 26.19% of students are in the poor category, scoring less than 70 marks, with 11 students falling in this category. The f-value is 54.970, with a significance level of 0.000. If the f-count is greater than the f-table, which is 4.085, then H_0 is rejected. The sign value of 0.000 is less than 0.05, which means that H_0 is rejected. Therefore, we can conclude that the regression model is significant and can be used to predict the participation variable. In other words, there is a significant relationship between the optimism variable (X) and learning achievement (Y).

Optimism has an important role in one's success in work, health, social relations, and education. This is in accordance with the opinion of previous researchers that optimism is one of the factors in positive psychology that is proven to affect one's existence. Optimism is closely related to the positive results one wants, such as the ability to overcome problems, a good moral condition, a good health condition, and good achievement. An attitude of optimism is very much needed in the field of education so that a person becomes tenacious in facing the challenges being faced in the classroom while studying, and with optimism, a person becomes more successful in all things. A student's success in learning is gauged by their level of learning achievement. This success is determined by several mutually supportive factors, one of which is optimism. Optimism can affect learning achievement because optimism can stimulate student motivation for learning. Motivation plays an important role in providing enthusiasm, passion, and pleasure in learning so that achievement can be achieved.

Optimism makes people think positively and realistically when looking at a problem. People who think positively always try to achieve their best. Someone who wants good academic achievement must have a positive mind, a positive attitude, and positive behavior. Because good achievement is an accumulation of good knowledge, attitudes, and skills. A measure of student performance is learning attainment, which is a change in behavior that has cognitive, emotional, and psychomotor components. Optimism shows a positive direction and purpose in life. Optimistic students will be more goal-oriented, for example, getting good grades or winning the class. Then, to achieve these goals, students become more enthusiastic about trying, are able to go through various challenges, are able to rise from failures, and have positive beliefs and hopes to be able to realize these goals. This is what causes students to achieve better and more satisfying learning achievements.

According to the results of the study, student optimism is included in the good category. In this case, their optimism is measured based on three indicators: thinking positively, having positive expectations, and being able to interpret themselves. They are able to think positively about the fact that good conditions are permanent and occur in all aspects of life, while bad conditions occur in certain situations and are only temporary. In terms of positive expectations, they have a good view of themselves for the future and believe that they are in control of the direction of their lives. Meanwhile, in terms of being able to interpret themselves, they are able to recognize themselves with all their limitations, see themselves as valuable, and believe in their abilities. With good optimism, students can get pretty good learning results too. In this study, student achievement is included in the pretty

good category. Besides being supported by optimism, it is also supported by several other external factors. First, environmental factors have a comfortable enough environment for learning. This school is located in a village, so it has a natural environment that is quite cool and far from noise. Second, influenced by instrumental factors. having a building and physical classroom in good condition, having sufficient facilities and infrastructure, but not yet equipped with a projector. Most of the learning strategies used by teachers are conventional, such as lectures. Have teachers who are competent in their fields. As well as following the development of the learning curriculum, which is currently implementing the independent curriculum.

The findings of this investigation indicate that there exists a constructive and noteworthy correlation between positive outlook and academic accomplishment. The greater the level of optimism exhibited by a student, the greater their academic success. These research outcomes are consistent with prior studies. Initially, the text examines the correlation between optimism and academic success in science among junior high school students, which indicates a moderate relationship. Next, the text explores how optimism impacts self-efficacy in Quran memorization among primary school students, with optimism playing a significant role in self-efficacy. The greater the level of optimism, the higher the self-efficacy in memorization. Lastly, the study investigates the impact of optimism on the mathematical problem-solving abilities of senior high school students, revealing a strong and positive correlation between optimism and these abilities.

The fact that optimism affects student learning achievement provides an option to increase student optimism. So, the teacher has a responsibility to increase student optimism, either directly or indirectly. Among other things, such as providing an understanding of the essence and meaning of optimism, teaching positive thinking, providing understanding to be able to know oneself, providing direction to control emotions, and providing encouragement, By cultivating and increasing an optimistic attitude in students, it is hoped that they will be able to improve thinking patterns and learning outcomes and provide the best steps towards success.

CONCLUSION

The students' optimism level falls into the very good range. The level of learning attainment is sufficient. Student achievement and optimism have a favorable and significant association. This is demonstrated by the findings of the calculation $f\text{-count} > f\text{-table}$, which show that a significant number exists when the probability value of the table is 0.000, which is less than the significance level of 0.05 ($0.000 < 0.05$). Therefore, it may be said that individuals' learning achievement increases in direct proportion to their optimism. The results of this study should be used as input and material for consideration in increasing student optimism and student achievement in collaboration with students' parents. Teachers as educators should be able to train students to be optimistic so that children's learning achievements become better. Meanwhile, if there are children with low learning achievement, the teacher must be able to provide good service and understand the child's mental

condition so that they can build student optimism. Students are expected to be able to maintain an attitude of optimism and learning achievement that has been formed and can improve again so that they have superior, intelligent, creative, and responsible characters so that they can achieve success.

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