

Abstrak

*Dalam menjalankan kewajibannya guru dihadapkan dengan peran dan aturan yang dijalankan dengan selaras, tetapi kenyataannya guru menemukan kendala. Hal tersebut membuat guru membutuhkan rasa optimis sehingga dapat menjalankannya dengan baik. Pandangan optimis terhadap komponen-komponen di sekolah adalah *academic optimism of school*. Penelitian ini menggunakan teori *academic optimism of school* (Hoy, 2006) untuk mengetahui derajat komponen dari *academic optimism of school* pada guru Sekolah Dasar “X” Bandung.*

*Penelitian ini menggunakan alat ukur *academic optimism of school* dari Hoy (2005) kepada 46 responden. Sebanyak 9 item tidak valid dari 30 item. Nilai validitas komponen *collective efficacy* 0,567-0,754 dan reliabilitas 0,741; *faculty trust in parents and students* 0,369-0,824 dan reliabilitas 0,805; *academic emphasis* 0,375-0,579 dan reliabilitas 0,666. Alat ukur ini akan menentukan derajat *academic optimism of school* partisipan.*

*Hasil dari penelitian menunjukkan bahwa sebagian besar responden memiliki derajat *collective efficacy* (60,87%) dan *faculty trust in parents and students* (73,91%) yang tinggi; tetapi *academic emphasis* (73,91%) memiliki rendah. Simpulannya adalah pada guru menunjukan bahwa derajat *collective efficacy* dan *faculty trust in parents and students* tinggi, namun *academic emphasis* rendah. Artinya guru memiliki keyakinan pada rekan guru, siswa, lingkungan sekolah, mendukung pembelajaran dan menghayati kerjasama dengan siswa dan orangtua dalam proses belajar; tetapi guru menilai sistem sekolah yang dibuat dan memotivasi siswa dalam mencapai tujuan pembelajaran masih belum dijalankan dengan optimal.*

*Berdasarkan hasil penelitian, saran untuk peneliti lain mengaitkan *academic optimism of school* dengan variabel lain dan memerhatikan kalimat item. Saran kepada sekolah agar dapat mengelola sekolah secara keseluruhan (kompetensi, relasi, sistem sekolah).*

*Kata kunci: *academic optimism of school*, guru, peran guru, psikologi pendidikan*

Abstract

In carrying out its obligations the teacher is faced with roles and rules that are carried out in harmony, but in reality the teacher finds obstacles. This makes the teacher need optimism so that he can run it well. An optimistic view of the components in the school is the academic optimism of school. This study uses the theory of academic optimism of school (Hoy, 2006) to determine the component degrees of the academic optimism of school in "X" elementary school teachers in Bandung.

This study used an academic optimism of school measure from Hoy (2005) to 46 respondents. A total of 9 items are invalid from 30 items. The value of collective component efficacy is 0.567-0.754 and reliability is 0.741; faculty trust in parents and students 0.369-0.824 and reliability 0.805; academic emphasis 0.375-0.579 and reliability 0.666. This measuring instrument will determine the degree of academic optimism of school participants.

The results of the study show that most respondents have a degree of collective efficacy (60.87%) and faculty trust in parents and students (73.91%) are high; but academic emphasis (73.91%) has a low level. The conclusion is that teachers show that degree collective efficacy and faculty trust in parents and students are high, but academic emphasis is low. This means that teachers have confidence in fellow teachers, students, the school environment, support learning and appreciate collaboration with students and parents in the learning process; but the teacher assesses the school system that is created and motivates students to achieve learning goals is still not optimal.

Based on the results of the study, suggestions for other researchers related the academic optimism of school with other variables and pay attention to the item sentence. Suggestions for schools to be able to manage the school as a whole (competence, relations, school system).

Keywords: academic optimism of school, teachers, teacher roles, educational psychology

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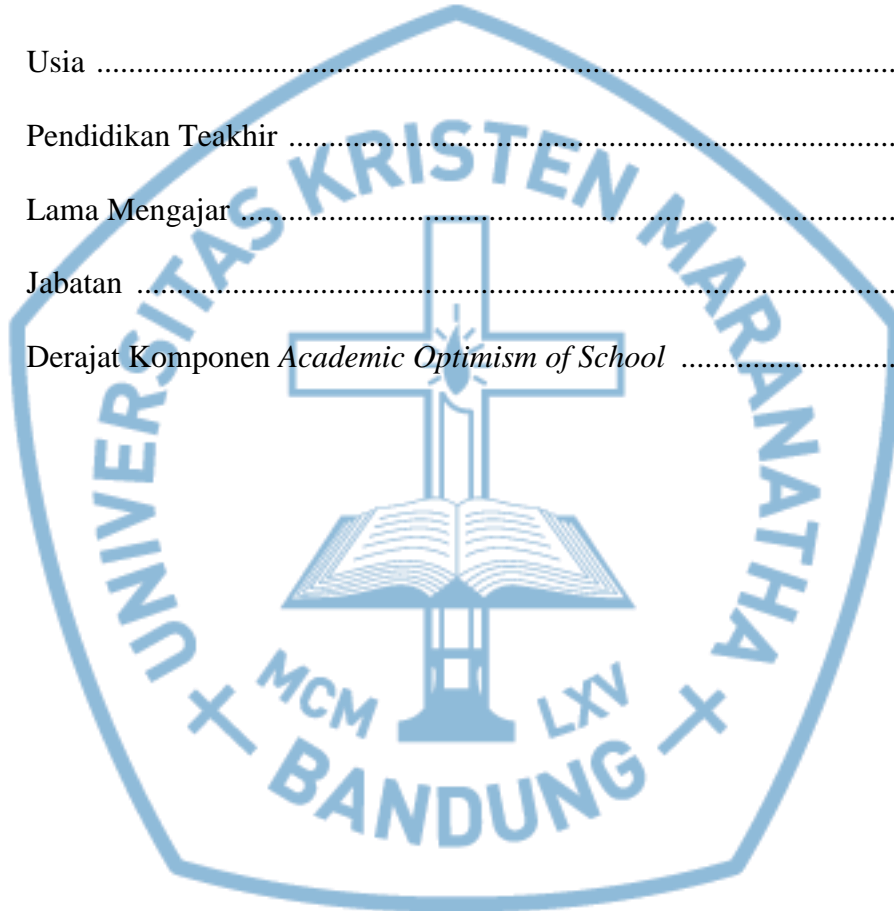
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