



Optimism and Work Engagement in Female High School Teachers

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Abstract. Work engagement is an important thing that must be owned by teachers, especially female teachers in carrying out the functions of educational goals in an institution, especially high schools. So to achieve high work engagement, female teachers must have an optimistic attitude. This study aims to determine the relationship between optimism and work engagement in female teachers. In this study researchers used the work engagement scale, and the Optimism scale. The sample in this study were female teachers who were married or who had a partner and took care of the household who taught at senior high schools with a total of 86 teachers. The analysis technique in this study uses the product moment correlation technique. The results of the analysis show that (1) there is a relationship between optimism and work engagement, the value of $r = 0.747$. This shows that the higher the optimism, the higher the work engagement of female teachers. It is hoped that schools will need to facilitate teachers in increasing work engagement because there is high optimism through work and career counseling approaches for teachers, so that teachers can be more aware and open to the constraints and problems they face so they can find solutions for educational success.

Keywords: work engagement, optimism, and female of teacher.

1 Introduction

Human resources can make the most important contribution in all aspects of management, especially matters relating to the existence of an organization or agency. Organizational success will be realized if there is support from qualified and competent human resources. Teachers are at the forefront of every learning activity and also influence the results on school accreditation. Teachers as professionals have the main duties and obligations to educate, teach, guide, train, direct, assess and evaluate students in formal early childhood education, primary and secondary education (Law No. 14 of 2005).

Therefore, teachers are needed as a benchmark for the success of an agency itself. Teachers can teach students effectively because student success is one of the main benchmarks for school accreditation so they are expected to be fulfilled with a positive attitude in carrying out each job, one of which is work engagement.

The result of low work engagement of female teachers can cause major losses for the institution. Low work engagement attitudes can be characterized by female teachers when doing work with decreased concentration, lack of enthusiasm for work,

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and lack of enthusiasm for work (Zamralita, 2017). It was stated from the results of the Gallup survey (2016) that as many as 80% of employees in Indonesia were categorized as not involved in their work (PortalHR, 2016). Supported by research by Mardiwani & Shabrina (2017) which states that as many as 30% of employees have a high level of work engagement, the remaining 70% have a low level of work engagement. Based on the data mentioned above, it can be concluded that work engagement among women is still relatively low. Based on the various data mentioned above, it can be concluded that women's work engagement is still relatively low. This means that employees who have work engagement are relatively rare or still very few, the majority of employees are still not engaged.

Work engagement is a positive existence related to a person's feelings or mood related to work so that they can do work with stable affective and cognitive thoughts (Schaufeli et al, 2002). Meanwhile, Willens (2005) explains that work engagement is energy that can motivate employees to improve performance at a higher level. This energy takes the form of commitment to the organization, either through being proud of their work, having more time and energy, enthusiasm and interest, and commitment to carrying out a job. Schaufeli et al, (2002) describe work engagement into three aspects, namely vigor, dedication and absorption (Schaufeli et al, 2002).

Vance (2006) said that employees who have work engagement with their work and are committed to their organization will provide positive value or competitive advantages which are very important for the company, which includes higher productivity and lower turnover rates. Therefore, work engagement is really needed for teachers to maintain student success as a form of accreditation that has been achieved. Bakker and Demerouti (2008) explain two factors that influence work engagement, namely Job Resources (job resources) and Personal Resources (personal resources).

Optimism is an individual's view of responding to a situation as a whole with the hope of belief in something that will happen in life in the future or that is currently being experienced (Seligman, 2008). Furthermore, Chang (2002) stated that optimism is a stable tendency to believe that good things will happen rather than bad things. So optimism can help solve problems and achieve the expected goals. The aspects formulated by Seligman (2008) are permanence, pervasiveness, and personalization.

There are differences from several previous studies as references and can be used as relevant sources in this research, including research conducted by Mahardina & Setyawan Research (2020) entitled "The Relationship Between Spousal Social Support and Work Engagement among High School Teachers in West Jakarta". The aim of this research is to determine the relationship between partner social support and work engagement among state high school teachers in West Jakarta. The research results show that there is a significant positive relationship between the partner's social support variable and work engagement, $R = 0.555$; $P < 0.05$. The difference between previous research and the current research is that in the previous research the X variable used was the partner's social support, whereas in the current research the X variable was optimism. Furthermore, the sample used in the previous study was 154 teachers who were certified in junior high schools with state status, while the current research used research subjects of 86 high school teachers who played multiple roles.

Further research was conducted by Hebullah & Izzati (2021) entitled "The Relationship Between Optimism and Work Engagement in Teachers". The aim of this

research is to determine the relationship between optimism and work engagement in teachers. The results of this study show that there is a very strong significant relationship between optimism and work engagement, $R=0.9180$, ($P < 0.05$). The difference between previous research and the current research is that the sampling technique used in the previous research used a saturated sampling technique, while this research uses a non-probability sampling technique with a purposive sampling method.

From the description above, it can be seen that work engagement and optimism have an important role in work, one of which is related to performance. This then became the basis for researchers to find out more about the relationship between optimism and work engagement in educational settings in Indonesia, especially for high school teachers who have dual roles. Apart from that, researchers want to know the effective contribution of optimism to work engagement in high school teachers who have multiple roles. This research was carried out in order to provide benefits for female teachers who are expected to increase awareness in carrying out their work roles through the best contribution to the institution. Apart from that, female teachers are expected to increase their confidence in expecting success from every endeavor they undertake by thinking positively about the future. Then the benefits for further research can provide information, perceptions and descriptions regarding optimistic behavior and work engagement, so that it can increase knowledge in the field of psychology in general and is especially useful in the field of Industrial and Organizational psychology.

2 Methods

The sample in this study was female high school teachers. The sampling technique used a non-probability sampling method with a purposive sampling method, the sample consisted of 86 teachers with the characteristics of female teachers who were married, not widowed, and took care of the household who taught at high school. Data collection tools were carried out using two Likert model scales. The Work Engagement Scale is an adoption of the Indonesian version of the Utrecht Work Engagement Scale-9 (UWES-9) adapted by Kristiana et al., (2018) consisting of 9 items and the other 9 items compiled by researchers based on the aspects formulated by Schaufeli et al, (2002) namely vigor, dedication, and absorption. The Optimism Scale is an adoption of the Suffering Attention research (2020) which has been modified by the researcher, consisting of 30 items arranged based on the aspects of permanence, pervasiveness, and personalization formulated by Seligman 2006. The hypothesis testing data analysis technique used is the Pearson product moment correlation technique. The data analysis process in this research was assisted by the Statistical Package for Science (SPSS) 23 for Windows computer program.

3 Results and Discussion

Table 1. Normality Test

Variable	Kolmogorov Smirnov	Significance	Subject	Description
WE	0.071	0.200	86	Normal
Optimism	0.071	0.200	86	Normal

The results of the normality test show that the Kolmogorov Smirnov score for the work engagement variable is 0.071 with $p = 0.200$ ($p > 0.05$), which means the work engagement variable is normally distributed. The optimism variable has a normal distribution with a score of 0.071 with $p = 0.200$ ($p > 0.05$).

Table 2. Linearity Test

Variabel	Nilai F	Significance	Probability
Optimism with <i>Work engagement</i>	102.523	< .001	< 0.05

The linearity test of the relationship between the optimism variable and work engagement produced $F_{lin} = 102.523$ with a significant value of 0.001 ($p < 0.05$). The results of the linearity test show that there is a linear relationship between optimism and work engagement.

Table 3. Hypothesis Test 1

Dependent Variable	Independent Variable	Product Moment Correlation Value	Significance	Description
<i>Work Engagemen</i>	Optimism	0.745	< .001	Significant

Based on the results of hypothesis testing, there is a positive relationship between Optimism and Work Engagement. The results of data testing using the product moment correlation technique showed that the correlation value obtained was 0.745 ($p < 0.01$). The results of data analysis have proven the second hypothesis of this research which shows that there is a positive and significant relationship between Optimism and Work Engagement in high school teachers who play dual roles.

This is in line with research conducted by (Hisbullah & Izzati, 2021) that optimism has a very strong relationship with work engagement in teachers at school "X" due to the presence of a positive emotional attitude and persistent self-confidence in carrying

out every job at school so that Teachers feel ready when faced with conditions or problems that arise. As explained by Sonnentaget et al., (2010), positive emotions are able to motivate individuals to develop themselves further, increase one's concentration focus and improve one's behavior and performance. Apart from that, positive emotional influence will increase a person's happiness and interest so that overall feelings of enthusiasm can be increased, so that teachers with high optimism will actively feel connected or engaged with the work being carried out.

In line with the research results of Mahardina, L., & Setyawan, I. (2020) from the results of this research it can be concluded that: (1) the role of partner social support in the level of work engagement is 68.9% of all teacher subjects, both male teachers and teachers. women are in the very positive category and the remaining 31.1% are in the positive category; (2) There are 4 factors that significantly influence the level of a partner's social support and work engagement, namely the feeling of enthusiasm the teacher receives when talking about their relationship with their partner, social support from the partner such as comfort, attachment, acceptance, enthusiastic support and optimism in completing responsibilities; (3) There are significant differences in partner social support and work engagement between male teachers and female teachers, which shows that the average partner social support for female teachers is greater than for male teachers.

4 Conclusion

Based on the results and discussion above, it can be concluded that there is a positive relationship between optimism and work engagement in high school teachers, the correlation coefficient is 0.745. This means that the higher the attitude of optimism in high school teachers, the higher the work engagement in high school teachers, and conversely, the lower the attitude of optimism, the lower the work engagement in high school teachers. The effective contribution of Optimism with Work Engagement among high school teachers who play dual roles is 55.5%, while 44.5% is determined by other variables not revealed in this research.

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