

Increasing Intrinsic Motivation of Students through the Implementation of Positive Culture at SMPN 15 Bengkulu Utara

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Abstract

This community service activity aims to increase students' intrinsic motivation by implementing a positive school culture at SMPN 15 Bengkulu Utara. The initial problem identified was that students tended to attend school as a routine activity and demonstrated low intrinsic motivation, with positive behavior often driven by fear of punishment rather than self-awareness. This program was conducted using a participatory action research approach involving teachers, staff, and students across several stages, including coordination with the school principal, sharing best practices, implementing positive culture activities, and evaluation. The implementation focused on building class agreements, applying the restitution triangle, and strengthening positive discipline practices in the school environment. Data were collected through observation, interviews, and questionnaires administered to teachers and 40 students. The results showed that approximately 80% of school members demonstrated increased enthusiasm and participation in applying positive culture, contributing to a more conducive learning environment and improved intrinsic motivation. This activity indicates that the consistent implementation of a positive culture can foster students' self-awareness and responsibility in the learning process. Therefore, sustainable and structured efforts are needed to maintain and further develop a positive school culture.

Keywords: Intrinsic motivation, positive culture, community service, student behavior

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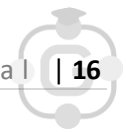
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INTRODUCTION

Education plays an important role in producing a strong and characterful generation. In implementing education in accordance with the curriculum set by the educational unit, maximum effort is needed across all components of the school. The curriculum will be developed by the educational unit by analyzing the positive culture in the school to cultivate students with positive character (Nailussulakhah et al., 2024). Efforts to achieve goals are called motivation (Ibrahim, 2024, p. 60). With this motivation, a person will try to achieve something they cannot.

Motivation is a way for someone to change their attitude or behavior towards something that makes them unhappy (Dr. Hamzah B. Uno, 2023, p. 4). Motivation to do something is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within humans, for example, the desire to learn to get maximum grades without orders, encouragement, or persuasion from others. In contrast, extrinsic motivation is motivation that comes from outside a person's control, such as threats or punishments from teachers or parents (Dr. Hamzah B. Uno, 2023, p. 6). Someone who has intrinsic motivation to pursue education will try to achieve so that their inner satisfaction is obtained; on the other hand, if they have extrinsic motivation, they will want praise or appreciation from others (Jeffrey S. Nevid,



2021, p. 16). This means that both intrinsic and extrinsic motivation play an important role in the learning process for students to achieve maximum results (Tarumasely et al., 2024, p. 11).

In school, students will follow educational instruction based on their motivation. Likewise, when implementing a positive culture in schools. Thinking positively and cultivating positive actions are the first steps to implementing positive discipline in schools. Understanding the role of positive thinking and acting positively will build habits and clarify the meaning of the actions taken (Belajar et al., 2018, p. 21). This aligns with research (Syafila Chabsarotul Islamiyah et al., 2023) indicating that a positive culture can improve the character of Pancasila students.

The high hopes of the government, society, and parents for students with positive character traits make schools one of the places to educate the nation's generation to the fullest. Students who are very much needed by the nation, with all their loyalty, responsibility, and role in national development, need support, enthusiasm, motivation, and guidance so that the hopes and burdens carried on the shoulders of the nation's generation can be carried out properly.

However, in reality, not all students can understand the importance of education for themselves, society, or their own nation. Many students who go to school follow the flow of education. Students attend school only as a daily routine with their friends, so education is not carried out optimally. Lack of intrinsic motivation and extrinsic motivation are the main factors preventing students from following the development of their learning at their school. Based on observations at SMPN 15 Bengkulu Utara, the implementation of positive culture has not been maximized. Of the 17 teachers at SMPN 15 Bengkulu Utara, around 10 teachers understand and implement a positive culture. Students uphold positive culture not because of their own desires but because they fear being punished by the teacher. By implementing good practices to foster this positive culture, it is hoped that there will be a change in mindset and motivation among educators and students to carry out the learning process in line with the initial expectations and goals.

METHODS

The activities that will be carried out in this Community Service will run from January 23 to February 24, 2024. The activities carried out at SMPN 15 Bengkulu Utara are research activities using methods that involve the community (*Participant Action Research*) (Putri & Billah, 2019), namely teachers and students at SMPN 15 Bengkulu Utara. This activity begins with a discussion between the principal, then shares good practices with all teachers and staff, and concludes with activities to practice or implement a positive culture in the school environment, involving students. The activity ends with an evaluation of positive culture activities through observation, interviews, and distribution of questionnaires to teachers and students (40 students randomly selected).

The success of community service activities regarding positive culture can be seen from the following indicators:

1. The increase in students' intrinsic motivation is evident from observations and the results of the distributed questionnaires.
2. Participation of teachers and students who follow and implement a positive culture in schools

The following is a table of the community service activity plans that were carried out:

Table 1. Table of Community Service Activity Plans That have been Implemented

No	Type of activity	Time
1	Discussion with the principal	January 23, 2024
2	Sharing good practices with teachers and staff	January 24, 2024
3	Implementing a positive culture in schools	January 25 – February 22, 2024
4	Evaluation	23 – 24 February 2024

Source: Sularni internal data



RESULTS AND DISCUSSION

Community service activities, in this case, the residents of SMPN 15 Bengkulu Utara, are expected to increase the intrinsic motivation of students, teachers, and staff to always cultivate a positive culture in schools. A positive culture in schools includes six aspects: changes in the stimulus-response paradigm, positive discipline, fulfillment of five basic human needs, class beliefs, five control positions, and the restitution triangle (Ciwidey, 2024, p. 6). This activity of sharing good practices is one of the activities carried out by prospective driving teachers (CGP) in module 1.4 on positive culture in schools.

The activity began with a discussion and with asking the principal's permission to share good practices with teachers and staff, and to implement and evaluate them with a positive culture in the school. After the discussion activity with the principal, the activity continued with sharing good practices with teachers and staff at SMPN 15 Bengkulu Utara. This activity included sharing activities related to positive culture and continued with a discussion session. The activity, which was held on Wednesday, January 23, 2024, was attended by all 17 teachers and staff.



Figure 1. Sharing good practices with teachers and staff

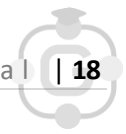
The implementation of positive culture activities at SMPN 15 Bengkulu Utara involved teachers, staff, and students. The activities that took place from January 25 to February 22, 2024, aimed to accustom all teachers, staff, and students to implement positive discipline at school. This activity consisted of creating class beliefs in a peaceful atmosphere, applying the triangle of restitution to solve problems, using the teacher's control position at the right time, and working together responsibly.

This class belief-building activity aims to help students and teachers understand the meaning of obeying rules made together, without feeling pressured or carrying them out. (Paulus et al., 2024) stated that class beliefs can improve student discipline and positive character. With this class belief, it is hoped that the classroom learning process will be more orderly, enthusiastic, controlled, and enjoyable.

In addition, positive cultural activities include applying the restitution triangle to resolve problems that arise in school learning activities. Another activity carried out to instill a positive culture at SMPN 15 Bengkulu Utara is implementing a teacher's control position, for example, in conducting school environmental cleanliness activities or Pancasila student strengthening project activities (P5) with the theme of local wisdom, namely cooperation.



Figure 2. cooperation activities P5



This community service evaluation activity is seen from the intrinsic motivation of school residents to implement a positive culture by observing the behavior of school residents (direct observation), discussions with teachers and staff, interviews, or distributing questionnaires to see the results before and after community service activities.

The results of the evaluation of community service activities on the implementation of positive culture show that the intrinsic motivation of school residents is around 80%; 80% of school residents are enthusiastic about implementing positive culture, thereby making the learning climate more conducive. Students and teachers are starting to get used to being responsible for their respective obligations, so that they carry out what they have agreed on based on their own awareness. Students and teachers are starting to get used to following the existing rules without coercion, although many students still comply with the agreements they have made out of fear of the consequences.

With this increase in intrinsic motivation, CGP recommends the following:

1. There is an optimization of the school's assets to support a positive culture.
2. Periodically evaluate the implementation of a positive culture and follow up by carrying out activities to share other good practices to support increasing students' intrinsic motivation towards a better direction.
3. Ongoing training for teachers and staff, and outreach to students

In carrying out activities to share good practices regarding the implementation of this positive culture, CGP experienced challenges, including the following:

1. The assets available at the school are not yet optimal for implementing a positive culture.
2. Differences in the paradigms of teachers and students in responding to a positive culture that needs to be developed in schools

The level of self-awareness (intrinsic motivation) among school residents has not yet been sufficient to fully implement a positive culture.

CONCLUSION

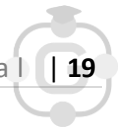
Community service activities that share good practices in applying positive culture and implementing them in the school environment can increase students' intrinsic motivation at SMPN 15 Bengkulu Utara. Various activities related to a positive culture can be carried out, such as compiling class beliefs, working together, engaging in cooperation, and implementing the triangle of restitution to solve problems. Habituating a positive culture every day will make school residents, both teachers and students, more controlled and conducive, and will carry it out from their own awareness.

Limitations and future directions

This community service activity needs to be carried out continuously with consistent evaluation. The limitations in this study include inconsistent teacher and student implementation of positive cultural attitudes in schools, and limited resources and time. This can be overcome by providing sufficient time, consistent implementation of positive culture, and support and collaboration from all school residents.

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