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Training to Foster a Positive Work Culture for Improving Teacher Performance at SMA Dwi Warna

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ABSTRACT

This community service program aims to improve teacher performance at SMA Dwi Warna by strengthening a positive work culture. The initiative was carried out through interactive training, group discussions, and ongoing coaching designed to build awareness and commitment among educators. Preliminary observations indicated challenges such as lack of motivation, ineffective communication, and inconsistency in collaborative practices. The training sessions addressed these issues by emphasizing core values such as integrity, responsibility, teamwork, and professional commitment. The program successfully fostered a more cohesive and reflective work environment. Teachers demonstrated increased awareness and willingness to apply positive work ethics in their daily responsibilities. As a result, a weekly reflection forum was established to encourage continuous dialogue and shared learning. This initiative highlights the importance of sustained efforts in cultivating a positive work culture, suggesting that such interventions can significantly contribute to the overall improvement of educational quality and institutional performance.

Keywords: Positive Work Culture, Teacher Performance, Training, Educational Environment

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INTRODUCTION

Creating a positive and collaborative work culture is one of the most crucial factors in determining the success of educational institutions. In schools, the environment in which teachers work significantly influences not only their personal performance but also the overall quality of learning outcomes. According to Robbins and Judge (2017), organizational culture shapes behavior and motivation, acting as a powerful force that guides how individuals interact and perform. When schools cultivate an environment of shared values and mutual respect, teachers are more likely to demonstrate commitment, professionalism, and innovation in their daily activities.

At SMA Dwi Warna, a school with a long-standing presence in the community, there exists great potential in terms of human resources. However, preliminary observations and direct conversations with school leaders revealed gaps in motivation, teamwork, and sustained engagement among some educators. These issues are not isolated but instead reflect broader challenges faced by many schools in maintaining a healthy internal culture. As Hasibuan (2014) stated, work performance is deeply affected by the surrounding atmosphere and the interpersonal dynamics within the organization.

One major concern observed is the inconsistency in work ethics among teachers. While some demonstrate high levels of discipline and initiative, others appear less engaged or show signs of burnout. This uneven distribution of work motivation can create imbalance and inefficiencies in program implementation. Mangkunegara (2015) emphasized that such conditions could weaken the collective capacity of educational institutions and must be addressed through structured interventions.

Another recurring challenge is the lack of effective communication and collaboration across departments. Teachers often work in silos, focusing on their own subjects or responsibilities without actively engaging in cross-disciplinary teamwork. This issue is closely tied to the findings of Schein (2010), who suggested that positive organizational culture requires intentional efforts to build trust, openness, and shared goals across all levels of the institution. Without deliberate action, schools risk cultivating an environment that hinders progress.

Moreover, there appears to be a general absence of regular training or reflective sessions to reinforce core values such as integrity, accountability, and shared responsibility. While individual teachers may understand the importance of these values, the lack of collective reinforcement weakens their implementation. Mulyasa (2018) pointed out that professional development in education should not only focus on pedagogical skills but also include the strengthening of values and attitudes that shape behavior.

In light of these issues, it becomes essential to design and implement a structured training program aimed at fostering a positive work culture. This initiative is grounded in the belief that change is possible when individuals are given space to reflect, communicate, and collaborate with purpose. The training program is not merely about delivering information, but about transforming perspectives and encouraging a shift toward more meaningful interactions among teachers.

This community service activity offers a platform for such transformation by applying interactive training methods, case-based simulations, and group discussions. Through this approach, participants are encouraged to share their experiences, address existing barriers, and co-create a shared vision of a healthy work environment. As noted by Miles and Huberman (1994), qualitative engagement in training allows for deeper emotional and cognitive investment, which is often necessary for long-term change.

The focus on values such as integrity, discipline, and collaboration also aligns with national education policies, which emphasize character development as a foundation for academic excellence. According to the Ministry of Education and Culture (2020), schools must create an ecosystem that supports both intellectual and moral growth. Positive work culture is a vehicle through which these ideals can be internalized and practiced consistently.

The experience of SMA Dwi Warna reflects a broader reality faced by many schools, particularly in the context of rapid educational reform and increasing expectations. Teachers are not only expected to deliver knowledge, but also to embody the values that they impart. Without a supportive and enabling environment, it becomes increasingly difficult for teachers to perform effectively. As stated by Arifin (2017), ethical and professional conduct must be embedded in the daily routines of educators, and this requires deliberate institutional support.

Therefore, this initiative is not simply a training exercise, but a strategic effort to contribute to institutional strengthening. It is based on the conviction that building a positive work culture is a shared responsibility, one that involves school leaders, teachers, and the broader educational community. By nurturing this culture, schools like SMA Dwi Warna can

position themselves not only as centers of academic excellence, but also as models of integrity, collaboration, and continuous improvement.

METHODS

The implementation of this community service program was carefully designed through a series of structured and participatory steps. The approach combined theoretical training, practical simulation, and ongoing mentoring to ensure that the participants, teachers at SMA Dwi Warna, experienced both cognitive and behavioral change. The entire method was grounded in a collaborative spirit, allowing teachers to reflect on their work habits while exploring more constructive ways to engage with their colleagues.

The first stage involved preliminary coordination and needs assessment through discussions with the school principal and senior staff. During this stage, the research team conducted informal interviews and observations to identify key pain points in the school's work culture. This dialogue helped shape the content and structure of the training, ensuring that the program addressed real challenges and not just theoretical concerns. The school administration was also involved in selecting participants and preparing the venue and materials.

The second stage was the core training activity, which took place over two consecutive days in a face-to-face format. The sessions were designed to be interactive, starting with concept-building around positive work culture, followed by group activities such as ice-breaking, role plays, and values-mapping exercises. Rather than delivering lectures, facilitators encouraged open dialogue and experience sharing, fostering a sense of ownership and collective responsibility among the teachers.

One of the most impactful elements was the use of real-life case studies drawn from school-based challenges. Teachers were grouped and asked to analyze these cases, identify cultural barriers, and propose solutions based on the principles discussed. This exercise not only enhanced their analytical skills but also helped them relate abstract concepts to daily practice. Many participants reported that this method made them feel heard and validated, as the cases closely mirrored their own experiences.

To support sustained change, the training did not end with the two-day session. The third stage involved a month-long reflective accompaniment phase. During this period, the facilitators conducted weekly check-ins and mentoring sessions. These touchpoints allowed teachers to discuss their progress, express challenges, and refine their action plans. The aim was to maintain momentum and ensure that the concepts introduced during training were gradually internalized and applied in the school setting.

Evaluation was an integral part of the method. Teachers completed a pre-test and post-test to measure their understanding of key concepts. In addition to these instruments, qualitative feedback was collected through open-ended questionnaires and group reflections. These tools provided a more holistic view of the impact, capturing not only knowledge gains but also emotional and behavioral shifts that occurred during and after the training.

The role of the school as a partner in this initiative was crucial. The leadership team actively supported the process by being present during sessions and encouraging teachers to participate fully. This sense of shared commitment helped strengthen the legitimacy of the program and reinforced its message. The principal and vice principals even joined group discussions, modeling the collaborative culture being promoted through the training.

Throughout the program, the team of facilitators maintained a flexible and responsive attitude. Adjustments were made as needed based on the dynamics and feedback of participants. This adaptability contributed to a more meaningful learning experience, as the training evolved in alignment with the needs of the participants. Ultimately, the method reflected a human-centered and context-sensitive approach, emphasizing partnership, reflection, and practical application over rigid instruction.

RESULTS AND DISCUSSION

The training program was carried out as planned, with active participation from all teachers at SMA Dwi Warna. Several key outcomes and achievements were recorded, including:

1. Improved teacher understanding of the importance of work culture, as evidenced by the results of pre-tests and post-tests.
2. A collective commitment among teachers to uphold and apply core work culture values in their daily responsibilities.
3. The establishment of a weekly teacher discussion forum as a space for reflection and the reinforcement of collaboration.

Additional outputs included a work culture training module and documentation of the activities in the form of video and photographic records. The training activities were successfully implemented and received positive responses from the participants. The results and outputs achieved reflect the effectiveness of the program in fostering a stronger and more collaborative work environment among the teaching staff:

1. Improved participant understanding: Based on the results of pre-tests and post-tests, there was an average increase of approximately 35 percent in participants' comprehension of work culture concepts.
2. Collective commitment: Teachers successfully formulated five shared work culture values to serve as daily behavioral guidelines.
3. Weekly Teacher Reflection Forum: Established as a space for discussion and follow-up on the implementation of work culture values.
4. Activity documentation: Includes the training module, attendance records, and photo/video documentation of the activities.
5. Mandatory outputs: Community service report and a popular scientific article.
6. Additional outputs: Training module and video recordings.

Figure 1. Documentation

The documentation photos captured during the training activities at SMA Dwi Warna serve as visual evidence of the program's implementation and impact. They depict various moments of active participation, including interactive workshop sessions, group discussions, and role-play exercises. Teachers are seen engaging enthusiastically with the materials and one another, reflecting a high level of involvement and openness to the concepts being introduced. The photos also illustrate the collaborative spirit fostered throughout the training, with participants working in teams to discuss real-life challenges and formulate shared values related to positive work culture.

In addition to capturing the dynamics of the training sessions, the documentation also includes images of the opening and closing events, where school leaders and facilitators emphasized the importance of sustaining cultural change within the school environment. Visual records of the presentation of training modules, coaching sessions, and the establishment of the weekly reflection forum further reinforce the program's practical outcomes. These photographs not only document the process but also symbolize the collective commitment of SMA Dwi Warna's educators to foster a healthier, more productive work environment.

CONCLUSION

The implementation of the training program on positive work culture at SMA Dwi Warna has demonstrated meaningful outcomes in strengthening teacher engagement and improving organizational dynamics within the school. Through interactive workshops, reflective discussions, and consistent mentoring, the initiative successfully increased participants' awareness of the importance of core values such as integrity, responsibility, collaboration, and professionalism. Teachers not only improved their conceptual understanding but also began to demonstrate behavioral changes, as evidenced by the development of shared values and the establishment of a weekly reflection forum. The program affirmed that fostering a positive work culture requires more than technical training; it involves building shared commitment and emotional investment among educators. With

the active support of school leadership and full participation of the teaching staff, this initiative has laid a strong foundation for long-term cultural transformation. The outputs, including a training module, documentation materials, and a popular article, reflect the program's sustainability and relevance.

Moving forward, it is essential to continue similar capacity-building initiatives, with an emphasis on leadership development and team synergy. A positive work culture is not a one-time achievement, but a continuous journey that must be nurtured through structured support, institutional alignment, and a shared vision of educational excellence.

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