

Positive Mindset Workshop to Increase Work Motivation of Teachers and Education Personnel

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ARTICLE INFORMATION

Publication information

Research article

HOW TO CITE

Roose, S., Dewi, R., Dionisius, D., Mudjisusatyo, Y., Rahman, A., Simaremare, A., & Pane, I. I. I. (2025). Positive mindset workshop to increase work motivation of teachers and education personnel. *Asia Pacific Journal of Management and Education*, 8(2), 306-321.

DOI:

<https://doi.org/10.32535/apjme.v8i2.3968>

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Published by APJME



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Received: 16 May 2025

Accepted: 17 June 2025

Published: 19 July 2025

ABSTRACT

This study aims to develop a positive mindset workshop aligned with the work motivation needs of teachers and education personnel, describe its implementation, and analyze its effectiveness. The research employed a Research and Development (R&D) approach using the ADDIE model, which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. The participants included 30 teachers and education staff from various schools in North Aceh. The workshop was designed to foster a growth-oriented mindset, self-awareness, and intrinsic motivation among participants through interactive sessions, reflective practices, and collaborative learning. To assess the effectiveness of the workshop, pretest and posttest scores on work motivation were analyzed using the Wilcoxon signed-rank test. The average motivation score increased from 52.43 in the pre-test to 54.27 in the post-test, with an average increase of +1.83 points. Although the increase appears numerically to be moderate, statistical tests show significant significance. Yielded a p-value = 0.00001016 (< 0.05), which means there is a significant difference between the results before and after the training. Thus, training has been proven to have a positive impact on increasing participants' work motivation.

Keywords: ADDIE Model; Growth Mindset; Positive Mindset Workshop; Teachers and Education Personnel; Work Motivation

INTRODUCTION

Motivation is a fundamental psychological factor that energizes individuals to take action, set goals, and maintain commitment in striving for optimal performance. Within the realm of education, high levels of work motivation among teachers and education personnel are essential for ensuring the quality of educational services, enhancing school productivity, and fostering a healthy, resilient, and competitive working climate. Motivated educators are more likely to engage in creative instruction, maintain discipline, and build meaningful interactions with students and colleagues, which collectively contribute to better learning outcomes.

Reeve (2024) emphasizes that motivation is not merely a mechanical drive to perform tasks, but a dynamic and multifaceted psychological process influenced by individual needs, perceptions, and expectations. In this context, two classical theories have long served as foundational frameworks: Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs.

According to Herzberg (1965), work motivation is shaped by two distinct categories of factors: hygiene factors—such as salary, working conditions, and organizational policies—which prevent dissatisfaction, and motivator factors—such as recognition, a sense of responsibility, and achievement—which actively promote satisfaction and intrinsic motivation. Herzberg contends that only motivator factors have the power to truly elevate an individual's internal drive. In educational settings, workshops that emphasize personal growth, mindset regulation, and the reinforcement of purpose and meaning in work can serve as powerful motivators for teachers and staff.

Complementing this view, Maslow in Mustofa (2022) introduced a hierarchical model of human needs, progressing from basic physiological needs to safety, love and belonging, esteem, and ultimately, self-actualization. Work motivation can only flourish when these foundational needs are satisfied and individuals are empowered to reach the self-actualization stage, where they feel competent, fulfilled, and purposeful in their roles. Positive mindset development programs directly align with this theory by encouraging teachers and educational staff to harness their potential, manage stress effectively, and adopt growth-oriented thinking that supports personal and professional fulfillment.

Both Herzberg's and Maslow's theories highlight the importance of addressing not just external incentives, but also the internal psychological and emotional well-being of individuals. Consequently, training initiatives that are intentionally designed to cultivate a positive mindset represent a timely and strategic approach to strengthening long-term work motivation, especially in educational institutions where emotional resilience and sustained engagement are critical.

Preliminary observations at SMK Negeri 1 Dewantara—gathered through surveys and informal interviews—uncovered several concerning behavioral patterns indicative of declining work motivation among both teachers and administrative staff. Reports included irregular class attendance by teachers, early departures from the workplace, and signs of disengagement, tension, and indiscipline among support staff. These symptoms go beyond procedural non-compliance; they point to deeper psychological issues concerning emotional regulation, mental fatigue, and a diminished sense of purpose in the workplace.

Such conditions are especially alarming given the professional demands placed upon educators, whose roles require consistency, emotional maturity, and a high level of commitment. A workforce plagued by low motivation and psychological fatigue can have

widespread negative effects on educational delivery, school morale, and ultimately, student outcomes. This underscores the urgent need for solutions that not only address technical competencies but also restore and strengthen the mental well-being of education personnel.

One promising response to this need is the implementation of a positive mindset workshop—an intervention designed to help individuals regulate their thoughts and emotions constructively, particularly in high-stress and dynamic work environments. Such workshops aim to develop core components of emotional intelligence, including self-awareness, self-management, and resilience (Smith & Kamm, 2024). Through these elements, the workshop seeks to instill a greater sense of inner calm and reinforce intrinsic motivation. The overarching goal is to create a school culture in which teachers and staff are not only skilled but also mentally and emotionally equipped to perform their roles with passion and purpose.

Despite the vital role that mindset and psychological readiness play in educational performance, structured training programs focusing on these dimensions remain scarce. Most professional development initiatives still tend to prioritize technical and administrative competencies, leaving significant gaps in the psychological and emotional preparation of educators. This study addresses this gap by proposing, implementing, and evaluating a dedicated workshop aimed at cultivating a positive mindset as a foundation for boosting work motivation.

Insights from in-depth interviews with the Vice Principal for Public Relations at SMK Negeri 1 Dewantara confirmed that, to date, the school has never conducted a structured workshop specifically focused on mindset development. While the school has offered various forms of training, these have predominantly centered on operational and classroom management techniques, leaving the psychological needs of staff largely unaddressed.

In response, the present study seeks to make a meaningful contribution by designing and executing a comprehensive workshop grounded in the principles of positive psychology and motivational theory. This workshop is not only intended to enhance work motivation but also to bolster emotional resilience, psychological preparedness, and long-term engagement among teachers and education personnel.

The envisioned outcome is the development of a practical, scalable training model that can be seamlessly integrated into ongoing professional development frameworks across educational institutions. Unlike conventional training, which often overlooks the emotional dimensions of work, this model addresses the cognitive and affective needs of educators, equipping them with mental strategies to face challenges, maintain optimism, and remain motivated over time.

Through the provision of an evidence-based intervention rooted in established theories—such as Herzberg’s motivation-hygiene theory, Maslow’s hierarchy of needs, and contemporary concepts like psychological capital—this study aspires to establish a replicable and impactful framework for educational human resource development. This framework can be particularly valuable for schools grappling with issues such as staff disengagement, emotional fatigue, and diminished motivation.

Ultimately, this initiative reinforces the critical importance of holistic interventions that not only refine technical skills but also nurture the psychological foundations of professional effectiveness. Cultivating a positive mindset is essential to equipping educators with the

mental tools required to navigate workplace adversity, foster constructive relationships, and maintain lasting motivation in the demanding landscape of modern education.

LITERATURE REVIEW

Positive Mindset

A positive mindset, or more precisely, a growth mindset, refers to the belief that abilities and skills can be developed through effort, learning, and experience. Meta-analyses have shown that teachers with a growth mindset are positively associated with self-efficacy and achievement goals, which in turn foster work engagement and teaching effectiveness (Wastiani & Parahyanti, 2023).

Moreover, studies conducted in various educational contexts, including in China, have found that a growth mindset significantly predicts teacher work engagement, both directly and through mediating factors such as psychological well-being and perseverance of effort (Zeng et al., 2019). This indicates that a positive mindset is not merely a theoretical concept but a practical foundation that helps teachers remain resilient and focused amid high work demands.

Motivational theories such as those proposed by Herzberg and Maslow also support the need to strengthen the psychological dimension of teachers. Herzberg (1965) emphasizes that intrinsic motivators—such as responsibility and personal growth—are more effective in enhancing job satisfaction than external hygiene factors. Meanwhile, Maslow places self-actualization at the top of the hierarchy of needs, which can be achieved when individuals find meaning and aspiration in their work. Positive mindset programs directly target this level by fostering self-confidence, emotional regulation, and a growth-oriented outlook. Furthermore, the concept of psychological capital—which includes efficacy, hope, optimism, and resilience—has also been consistently linked to increased motivation and positive work engagement within organizations (Nasreen et al., 2024), including in educational settings.

One of the well-known approaches in explaining mindsets is the concept of mindset introduced by Dweck (2017). He distinguishes between a fixed mindset and a growth mindset. Individuals with a developmental mindset believe that abilities can be developed through effort, learning, and perseverance, while individuals with a persistent mindset believe that abilities are innate and cannot be changed. In the context of education, teachers and education personnel who have a growth mindset are more likely to be open to change, learn from experience, and be motivated to improve performance.

Research by Zhao et al. (2020) shows that training based on a positive mindset can increase self-efficacy. Similar findings were also obtained in a study conducted by Ku and Stager (2022), which stated that mindset-based psychological interventions are effective in improving the work performance of education personnel through increasing fighting power and resilience.

Therefore, the development of a positive mindset needs to be an integral part of training and human resource development programs in the field of education. By equipping educators and education personnel with a healthy and adaptive mindset, it is hoped that they will be able to work more motivated, professionally, and be resistant to work pressure.

Work Motivation

Work motivation is an internal or external drive that influences a person in performing their duties and responsibilities optimally (Artha et al., 2023; Permadi et al., 2022). In the

context of education, the work motivation of teachers and education staff greatly determines the success of the teaching and learning process, as well as effective and efficient administrative services. Work motivation is also closely related to a person's attitude, commitment, and job satisfaction towards their work (Suyono et al., 2021).

In general, work motivation can be classified into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation comes from within the individual, such as personal satisfaction, self-actualization, and a sense of responsibility, while extrinsic motivation comes from outside the individual, such as salary, rewards, or work environment conditions (Robbins & Judge, 2017).

In the field of education, work motivation plays a crucial role in sustaining the enthusiasm, discipline, and innovation of teachers and educational staff. Research by Mastul (2024) indicates that highly motivated teachers tend to be more creative, energetic, and capable of building strong interpersonal relationships with both students and colleagues. Similarly, a study by Ng and Ahmad (2018) found that psychosocial training and support programs significantly enhance the work motivation of educational personnel.

A study presents a dataset and analysis demonstrating how the strategic use of positive and negative feedback can effectively boost self-motivation. The study emphasizes the importance of perceptual shifts—particularly positive reframing—as a key internal trigger for work motivation (Sohn et al., 2024).

Another relevant study by Liu et al. (2023) constructs a model exploring the relationships among growth mindset, teaching enjoyment, work engagement, and perseverance (grit) in the context of English as a Foreign Language (EFL) instruction. The findings reveal that a growth mindset significantly enhances both work engagement and teacher grit—two critical indicators of intrinsic motivation and professional resilience. This research is particularly relevant in demonstrating how a positive (growth) mindset directly influences teacher motivation and involvement. It provides an empirical foundation for designing mindset-based workshops aimed at boosting motivation among teachers and education staff. As noted by Khairunnisa (2024), this study also highlights the cognitive mechanisms through which language and feedback shape motivation, offering practical insights for workshop modules, especially those focused on teaching participants how to give and receive feedback in ways that strengthen motivation.

Moreover, work motivation is influenced not only by internal beliefs but also by external environmental factors such as work pressure, interpersonal conflict, and the level of social support from supervisors and peers (Jolly et al., 2021). Therefore, implementing interventions such as training programs that foster a positive and resilient mindset is essential for maintaining long-term stability in work motivation within educational settings.

Teacher and Education Personnel Development Training

Training and development are an integral part of improving the quality of human resources, including teachers and education personnel. In the world of education, training not only serves as a means of improving technical skills but also as an effort to form a professional attitude, strengthen a positive mentality, and increase work motivation.

Research by Pozo-Rico et al. (2020) shows that mindset development-based training can increase teachers' adaptive capacity in dealing with work pressure and curriculum changes. Meanwhile, a study by Soto-Pérez et al. (2020) concluded that reflective and

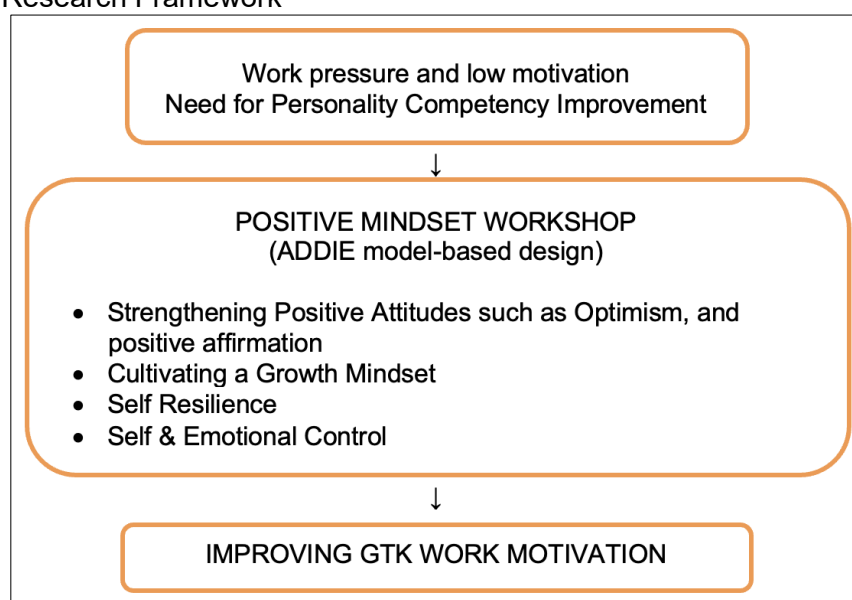
applicative training is able to increase job satisfaction and increase the contribution of education personnel to school performance.

The implications of these findings confirm that training should be designed systematically, based on field needs, and involving a constructive psychological approach, in order to produce a long-term impact on the professionalism and work motivation of teachers and education staff.

Conceptual Framework

The conceptual framework in this study serves as a basis for thinking that describes the relationship between the main variables studied. This study departs from the problem of low work motivation of educational staff in SMK Negeri 1 Dewantara, North Aceh Regency. One approach that is believed to be able to increase this motivation is through strengthening positive mindsets, which are poured into positive mindset workshop activities.

Figure 1. Research Framework



The research framework illustrated in Figure 1 outlines a logical and systematic flow that begins with identifying the core problems faced by teachers and education staff (*Guru dan Tenaga Kependidikan* or GTK) and progresses toward the achievement of targeted goals through positive mindset-based training interventions. The primary issue underlying this study is the high level of work pressure and the low motivation experienced by GTK, which reflects a critical need for improving their personality competence. This competence is viewed as an essential component in reinforcing the professional capacity of GTK, particularly in the face of increasing job demands and emotional strain in educational environments.

In response to these challenges, a positive mindset workshop was developed as an intervention strategy. This workshop was carefully structured using the ADDIE development model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The training emphasizes four key components aimed at personal empowerment and psychological growth. These components include the strengthening of positive attitudes such as optimism and the use of positive affirmations, the cultivation of a growth mindset, the development of self-resilience, and the enhancement of emotional and self-regulation skills.

The primary objective of this workshop is to equip GTK with psychological and mental readiness, enabling them to handle professional challenges in a more adaptive, resilient, and productive manner. By participating in this training, it is expected that both intrinsic and extrinsic motivation among GTK will significantly improve, ultimately contributing to better performance and well-being in the educational workplace.

RESEARCH METHOD

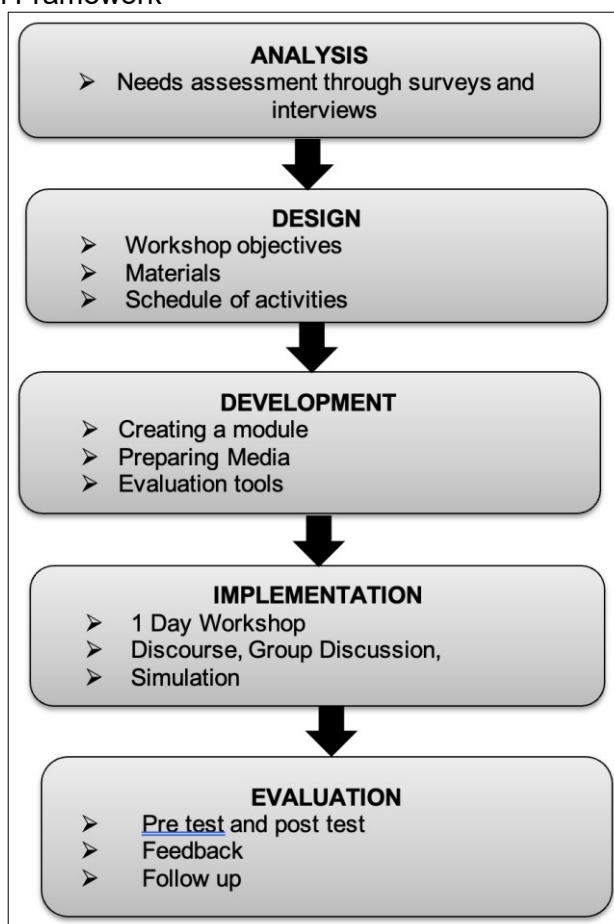
This research uses the Research and Development (R&D) method with the ADDIE model, which consists of five stages: (1) Analysis, which involves conducting observations, interviews, and distributing questionnaires to identify problems related to work motivation and training needs. (2) Design, which includes preparing a workshop design encompassing objectives, materials, training methods, media, and implementation scenarios. This design refers to the principles of positive psychology and human resource development. (3) Development, which involves developing workshop modules, teaching materials, worksheets, and evaluation instruments. Furthermore, validation is carried out by material experts, learning design experts, and education practitioners. (4) Implementation, where the workshop was conducted for one day at SMK Negeri 1 Dewantara, involving teachers and education staff as participants. (5) Evaluation, which is conducted through pre-tests and post-tests to measure changes in work motivation, along with a questionnaire to assess participants' satisfaction with the materials and methods.

This study uses a quantitative approach with a pre-experimental method in the form of a one-group pretest-posttest design, which aims to determine the effectiveness of a positive mindset workshop in increasing participants' work motivation. The subjects of the study were 30 teachers and education staff from SMK Negeri 1 Dewantara who participated in the workshop on April 8, 2025. The research instrument used was a work motivation questionnaire in the form of a Likert scale, completed by participants before and after the workshop (pre-test and post-test). Data was collected through the pre-test administered before the workshop and the post-test after its completion. The data analysis technique involved a Normality Test using the Shapiro-Wilk test to determine whether the data were normally distributed, followed by the Wilcoxon Test to assess the significance of differences in pre-test and post-test scores, as the data were not normally distributed. The workshop material included the introduction of positive mindsets, such as optimism, a growth mindset, positive affirmations, emotion management techniques, self-motivation, and reflection on work experiences. The activities were carried out in a participatory manner using lecture, simulation, and case study methods.

In this study, the data analysis technique used is the Wilcoxon Signed-Rank Test. In social, educational, and psychological research, the data collected often do not meet the assumption of normal distribution, which is a key requirement in parametric statistical tests. To address this, non-parametric statistical tests serve as a strong and flexible alternative, especially when analyzing two sets of paired or related data, such as pre-test and post-test scores. The Wilcoxon Signed-Rank Test is an alternative to the paired t-test and is used to assess whether there is a significant difference in the median between two different conditions or times within the same group. The steps for conducting the Wilcoxon Signed-Rank Test include: (1) Calculating the difference between paired data (e.g., pre- and post-training scores); (2) Ignoring any zero differences; (3) Ranking the absolute values of the differences; (4) Assigning positive or negative signs based on the direction of change; (5) Summing the ranks for positive and negative changes; (6) Determining the test statistic (W) using the smaller sum of ranks; and (7) Comparing the W value with the critical value from the Wilcoxon table or interpreting the p-value. The advantages of the Wilcoxon Signed-Rank Test include not

requiring a normal distribution assumption, suitability for small sample sizes, and applicability to ordinal data or interval/ratio data that do not meet parametric assumptions.

Figure 2. Research Framework



The development of the positive mindset workshop aimed at enhancing the work motivation of teachers and education staff was carried out using the ADDIE model approach, as illustrated in Figure 2. The ADDIE model consists of five essential stages: Analysis, Design, Development, Implementation, and Evaluation. Each of these stages plays a strategic role in ensuring that the training program is designed systematically, delivered effectively, and aligned with the actual needs of its participants.

The first stage, Analysis, involved a comprehensive needs assessment conducted through surveys and interviews with teachers and education personnel. This stage aimed to identify real issues in the field, such as high levels of work pressure, declining motivation, and limited self-control among GTK. The insights gathered from this stage formed the foundational data used to develop a training program that directly targets these problems, ensuring relevance and contextual appropriateness.

In the Design phase, the workshop's goals, training content, and activity schedules were carefully structured. This stage considered not only the findings from the analysis but also applied key principles of adult learning (andragogy). The objectives were formulated to specifically cultivate a positive mindset among participants and boost their workplace morale. The design aimed to create an engaging and meaningful experience that would empower participants to implement mindset shifts in their daily work environments.

The Development stage encompassed the preparation of training modules, instructional media (including presentations and motivational videos), and evaluation tools such as pretest and posttest questionnaires. All training materials were crafted to support the reinforcement of optimism, resilience, and effective emotional regulation. This stage ensured that the content was both practical and inspiring, enabling participants to internalize and apply the lessons learned.

Next, in the Implementation phase, the training was delivered in a one-day intensive session. The workshop utilized various interactive methods such as participatory lectures, small group discussions, and work simulation activities. This participatory approach was designed to foster active reflection and deep internalization of the core values and competencies introduced during the training. By engaging participants in hands-on activities, the program promoted meaningful learning and real-time application of positive mindset strategies.

Finally, the Evaluation stage was conducted at two levels: outcome evaluation and process evaluation. The outcome evaluation involved comparing participants' work motivation scores before and after the workshop using pretest and posttest instruments. Meanwhile, the process evaluation collected feedback from participants regarding the relevance of the training material, delivery methods, and overall training experience. Additionally, a follow-up assessment was conducted to measure the medium-term sustainability and practical impact of the workshop on participants' work performance and emotional resilience.

Through this structured and responsive development process, the positive mindset workshop was designed not only to meet the immediate needs of GTK but also to foster long-term improvements in motivation, attitude, and adaptive capacity in the face of professional challenges.

RESULTS

Description of the Workshop

The positive mindset workshop was conducted on May 8, 2025, attended by 30 participants, including teachers and education support staff at SMKN 1 Dewantara. This workshop was strategically designed using an active, reflective, and participatory learning model, aiming to foster deeper internalization of a growth-oriented perspective in the workplace.

The content of the workshop covered several key themes, including a conceptual and practical introduction to a positive mindset (growth mindset), emphasizing the belief that abilities and intelligence can be developed through dedication and effort. Participants explored how this mindset can influence motivation, resilience, and overall job satisfaction.

Furthermore, sessions were conducted on self-motivation techniques, such as setting achievable goals, affirmations, and self-reinforcement strategies. These were complemented by modules on stress and emotional management, where participants were guided to identify stress triggers in the workplace and practice mindfulness-based exercises, breathing techniques, and cognitive reframing.

A distinctive feature of the workshop was the reflective session, in which participants engaged in guided journaling and small-group discussions to share personal experiences, emotional challenges, and how their mindset has shaped their responses

to adversity. This process was not only therapeutic but also strengthened the sense of collegiality and shared purpose among participants.

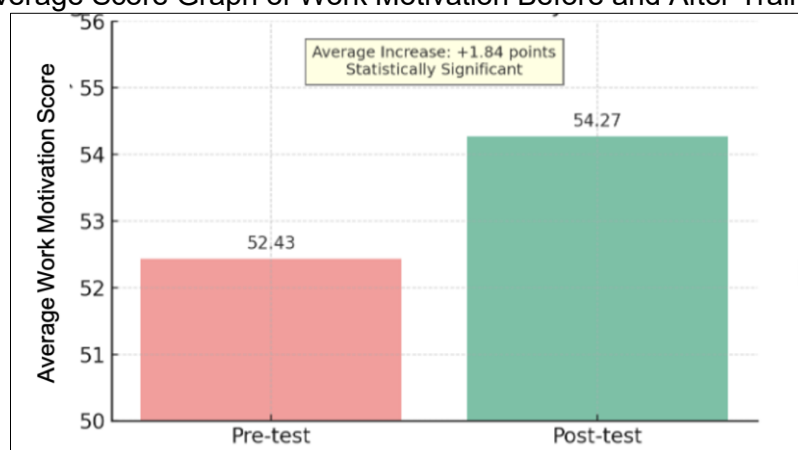
To ensure learning transfer, the workshop incorporated a variety of interactive methods, such as role-playing, case studies, self-assessment instruments, and peer feedback. Participants were also encouraged to design personal action plans to apply positive mindset principles in their daily work environments.

Overall, the workshop created a safe and dynamic learning atmosphere that empowered educators to reframe their challenges, enhance their intrinsic motivation, and become more resilient in supporting students and colleagues.

Pre-Test and Post-Test Results

To measure the effectiveness of the training, work motivation questionnaires were used that were filled out by participants before and after the activity. The results of the analysis showed that 25 participants (83.3%) experienced an increase in work motivation scores, while 5 participants (16.7%) showed a fixed score. There was no decrease in scores in any participant.

Figure 3. Average Score Graph of Work Motivation Before and After Training



Note: Illustration of bar graph: Pre-test vs Post-test Mean Score.

According to Figure 3, the average motivation score increased from 52.43 in the pre-test to 54.27 in the post-test, with an average increase of +1.83 points.

Table 2. Wilcoxon Signed Rank Test

| Test Statistics | p-value | Conclusion |
|-----------------|------------|-----------------------------------|
| 0.0 | 0.00001016 | There are significant differences |

Although the increase appears numerically to be moderate, statistical tests show significant significance. The Wilcoxon signed-rank test in Table 2 yielded a p-value = 0.00001016 (< 0.05), which means there is a significant difference between the results before and after the training. Thus, training has been proven to have a positive impact on increasing participants' work motivation.

Interpretation of Findings and Their Relation to Workshop Elements

A significant increase in work motivation scores was closely associated with the core elements of the workshop. Based on the facilitator's observations and reflections, several key activities played a crucial role in driving these changes. One of the most impactful elements was the emotional reflection session, which created a safe space for participants to engage in deep self-evaluation. During this activity, many participants

were able to recognize and confront the work pressures they had long ignored. This process led to a new awareness of the importance of managing emotions in a healthy and constructive way. Several participants described this activity as a “pivotal moment” in the training experience, marking a turning point in their mindset.

Another core element was the positive affirmation and self-talk simulation, which offered participants hands-on practice in cultivating a realistic yet optimistic outlook. This exercise encouraged them to internalize motivation and develop a more supportive inner dialogue. Additionally, the group discussions on workplace challenges proved to be a powerful medium for connection. By sharing experiences and struggles, participants felt a strengthened sense of community and collective understanding, which further enhanced their work motivation. These elements, when integrated, significantly contributed to the overall effectiveness of the workshop in fostering both personal growth and professional enthusiasm.

Qualitative Findings

In addition to the qualitative data, open feedback from participants revealed a deeper impact on their attitudes and behaviors. Many participants shared personal reflections that underscored the emotional and psychological benefits of the workshop.

“I feel mentally stronger after this training. I remember again the reason I chose this profession.” (Participant 1)

The finding highlights a renewed sense of purpose and emotional resilience.

“The affirmation simulation made me realize that all this time, I was too hard on myself. Now I want to start changing the way I think.” (Participant 2)

The participants’ responses indicate a shift toward more constructive and compassionate self-perception.

The facilitator also observed a noticeable transformation in the group’s atmosphere over the course of the session. At the beginning, participants appeared passive and somewhat skeptical about the training. However, after engaging in moments of reflection and open discussion, their interactions became increasingly active, expressive, and emotionally engaged. This shift reflected the participants’ growing comfort and connection with the training content and suggested that the workshop was effective in fostering both mindset shifts and emotional investment.

Workshop Success Rate

The success rate of the positive mindset workshop in increasing work motivation among teachers and education staff was evaluated using two main indicators. The first indicator is the percentage of participants who demonstrated an increase in their work motivation scores, with results showing that 83.3% of participants experienced measurable improvement after participating in the training. This suggests a significant positive impact of the workshop on the psychological and motivational state of the participants.

The second indicator concerns the validity of the workshop’s implementation, which was assessed based on the comprehensive application of the ADDIE model, comprising needs analysis, design, development, validation, implementation, and evaluation. Each stage was executed systematically to ensure the training was relevant, targeted, and methodologically sound.

Together, these two indicators demonstrate that the workshop was successful both empirically and conceptually. By integrating both cognitive and affective learning elements, the training effectively nurtured a more positive mindset and significantly boosted participants' work enthusiasm. This success highlights the importance of structured training interventions in addressing motivational challenges in the education sector.

DISCUSSION

The workshop design developed has proven to be effective in increasing the work motivation of participants. This aligns with the growth mindset theory proposed by [Dweck \(2017\)](#), which emphasizes that an individual's belief in their ability to thrive has a significant impact on motivation and work behavior. In this context, training that instills a growth mindset allows participants to see job challenges not as obstacles, but rather as opportunities to grow.

In addition, the experiential and reflection-based learning approach used in this workshop is also in accordance with the principle of andragogy, which emphasizes the importance of self-directed learning, the relevance of experience, and problem-centered learning. According to [Bierema et al. \(2025\)](#), adult learning is most effective when learners are actively involved in the process and when the content is relevant to their personal and professional lives. This is supported by [DeCenzo et al. \(2016\)](#), who state that adult education programs should integrate reflective practices and experiential activities to enhance learner engagement and knowledge retention. [Rothwell \(2020\)](#) states that adults learn more effectively when they are actively involved in the learning process and can relate the training material to their personal experiences. Emotional reflection and group discussions in training sessions provide a space for participants to be aware of the sources of internal pressures and barriers that affect their work motivation.

When compared to other workshop-based intervention studies, these findings show a similar pattern. For example, research by [Çetin and Aşku \(2018\)](#) demonstrated a significant increase in self-efficacy and work motivation, despite the training context and format being different. Similarly, [Whitaker et al. \(2013\)](#) reported that positive affirmations given in training sessions can trigger increased motivation and work involvement of education staff. However, the findings in this study stand out more because they are designed and implemented in their entirety based on the ADDIE model, thus ensuring a systematic linkage between results and processes.

It should also be noted that the increase in work motivation score does not occur in a vacuum. External factors such as support from school leaders, the work atmosphere during the training, or even participants' expectations for the results of the training can also contribute to the changes that occur. Therefore, the interpretation of the results must be carried out taking into account the dynamics of the participants' work environment, which may also strengthen the impact of the training.

Furthermore, the results of this increase in motivation need to be reviewed from a sustainability perspective. Mindset changes built during training have the potential to shape long-term motivation, but follow-ups such as mentoring, reflective supervision, or post-training discussion groups are needed to prevent such changes from being temporary. The study by [Parwoto et al. \(2024\)](#) emphasizes the importance of continuous support in internalizing positive mindsets into daily work practices.

Thus, the results of this study show that workshop design based on a positive mindset can be a relevant and effective professional development strategy, especially for teachers and education personnel in non-metropolitan and vocational environments. However, its long-term success relies heavily on the continued integration of training, work environment support, and institutional learning culture.

CONCLUSION

This study aims to develop and implement an effective positive mindset workshop to enhance the work motivation of teachers and education personnel. The findings from the development and limited trials provide clear evidence of the workshop's success. First, the positive mindset workshop design, which was developed based on the ADDIE model and tailored to the specific needs of educators, proved effective in increasing participants' motivation. This was demonstrated through the interactive, reflective, and participant-centered approach that aligned well with the professional and psychological demands of teachers and education staff at SMK Negeri 1 Dewantara.

The results showed a significant improvement in motivation among the participants. Out of 30 individuals who took part in the workshop, 25 (or 83.3%) experienced an increase in their motivation scores, while none showed a decrease. This indicates not only the validity of the content and methods used but also the receptiveness of the participants to the core messages and experiences offered during the training. The workshop's ability to inspire personal reflection, foster a growth mindset, and stimulate emotional resilience created a meaningful and transformative learning environment.

In conclusion, the positive mindset workshop serves not merely as a training session but as a catalyst for behavioral and attitudinal change. It empowers teachers and education staff to explore their potential, shift their perspective on challenges, and cultivate a stronger and more positive spirit in the workplace. Therefore, it is recommended that this workshop model be implemented more broadly as part of ongoing professional development programs. The implication of this research suggests that schools and educational institutions should invest in similar self-development initiatives to build a healthier, more motivated, and competitive educational workforce.

LIMITATION

Although this study showed positive and significant results, there are several limitations that need to be acknowledged as considerations for future research development. First, the number and location of research subjects were limited, as the study was conducted only at SMK Negeri 1 Dewantara with a total of 30 participants. This narrow scope restricts the generalizability of the findings to other schools or regions that may have different contexts and characteristics. Second, the intervention duration was relatively short, as the workshop was conducted in a single full-day session. Such a brief period is likely insufficient for participants to fully internalize the concept of a growth mindset, resulting in effects that may be more short-term in nature.

ACKNOWLEDGMENT

My gratitude goes to Supervisor Prof. Rosmala Dewi, fellow teachers and education staff who have assisted and taken the time to participate in this research activity—especially to the Principal of SMK Negeri 1 Dewantara, Mr. Azwar, S.Psi., M.Spi., CH, who served as both speaker and research resource person—as well as to all friends who have supported the writing and completion of this study. May your kindness be rewarded abundantly by the Almighty with blessings far greater than we can imagine.

DECLARATION OF CONFLICTING INTERESTS

The authors declared no potential conflicts of interest.

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