



The Influence of School Culture on the Motivation of High School Students in Yogyakarta

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Abstract: Background on school culture is one factor that influences students to increase learning motivation. A healthy school culture provides opportunities for school members to function optimally, work efficiently, be full of vitality, have high spirits, and be able to continue to grow. This study aims to collect empirical evidence or facts about the influence of school culture on student learning motivation by looking at the influence between school culture and student learning motivation. This research methodology uses a quantitative approach with a correlational research design. Because the data distribution is close to the normal curve, the sample of this study consists of 100 students. The results showed a significant relationship with a positive correlation of 0.512. This study concludes that school culture and student learning motivation have a significant positive relationship. The contribution of this study is that it can be used as a resource to help create an educational climate that is more aware of the importance of education.

Keywords: school culture, learning motivation

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INTRODUCTION

A school is where students gain knowledge, learn with friends, and are taught by one teacher. However, in learning, knowledge can not only be obtained in school. Knowledge and learning can be carried out anytime and anywhere. Students can gain knowledge through extracurricular tutoring, parent tutoring, and playmate learning. Students can stand out and become class champions with the knowledge they possess. Being a good student takes time, energy, and money (Havidz & Mujakiah, 2023). The success of the learning process is achieved by acquiring learning objectives, especially from the material learned during the learning process. Understanding the material can be interpreted as holding something in mind in the learning process to understand the mental, meaning, philosophy, implications, and applications so students can understand a situation (Dityawati & Wuryadi, 2019). This is because motivation has an essential function and role in an activity, which will affect the strength of the activity itself. In addition, this condition will provide students with a review of the various hidden potentials within the students themselves (Rizaldi et al., 2022). They state that learning motivation can empower students to fight against difficulties they may experience during the learning process (Peng, 2021).

The attitudes that students have in the lesson greatly affect the students. Students with a positive attitude will be earnest in the lesson, and vice versa. A good attitude in a lesson will foster the motivation of a student to learn and lead to a better learning environment. A conducive and active learning environment will increase students' learning motivation (Herpratiwi & Tohir, 2022). Motivation plays a vital role in providing energy, directing, and maintaining positive behavior, as well as always being actively involved in the learning process and influencing the development of students' learning. Students with high motivation for learning tend to have a positive attitude, such as focusing on the learning process, being actively involved in class activities, often filing teachers' questions, and always having time to learn (Susanti et al., 2020). Motivating students to learn in school is a significant concern for educators today, and motivating students to succeed in school is one of education's most significant challenges (Filgona et al., 2020).

Learning motivation is an extensively studied psychological construct about academic achievement. Learning motivation encompasses the internal drive and inclination to participate in learning activities, which can be classified into two main categories: intrinsic and extrinsic. Intrinsic motivation stems from personal interest, curiosity, and the inherent satisfaction derived from the learning process, while extrinsic motivation is driven by external factors such as rewards, grades, or social recognition (Shao et al., 2024). Motivation results from students' perceptions of themselves and their environment, which focus students to perform and complete educational activities. In addition, many studies imply that motivation is the most important factor affecting

students' academic achievement and building student learning. As a result, researchers have reported that less academically successful students also have low motivation towards related subjects. In addition, students must be motivated towards learning to advance their learning at school (Hafizoglu & Yerdelen, 2019). A variety of factors can influence students' learning motivation. These include their emotional, expressive, and affective experiences, previous learning experiences, and culturally rooted socialization, such as gender identity and school culture (Lo et al., 2022).

Therefore, motivation greatly influences the learning objectives set to obtain optimal results. Achieving this requires a good process and motivation for students, which can be interpreted by moving someone so that he or she wants to do something better. With motivation, students will study harder, be tenacious, diligent, and focused on learning (Ali et al., 2023). The low motivation of students to learn is an obstacle to achieving the national education goal. If students' learning motivation is low, it will become a problem in the learning process and student learning achievement; not only does achievement have problems with this, but student character and behavior are also affected. Motivation plays a vital role in every sphere of life and various phases of activities. Our success and achievement in life depend on motivation. In one form or another, it is always at the root of all human activities. Motivation has become a central construct in educational and psychological research and plays a significant role in several theories of human development and learning (Borah, 2021). Therefore, the role of the environment is vital in the learning process and students' motivation to participate (Erita et al., 2023).

In contemporary education systems, the notion of 'school culture' is pivotal, as it significantly impacts various educational outcomes, including students' academic motivation. School culture refers to the set of norms, values, beliefs, traditions, and rituals developed over time within a school, which shape the behavior and experiences of educators and students alike (Hasanah et al., 2024). Understanding the importance of academic motivation is crucial, as it serves as the driving force that propels students to achieve their educational goals. Academic motivation is a psychological construct encompassing the students' desire, drive, and willingness to participate and invest effort in learning activities. A successful school culture transformation requires diverse leadership practices, including the presence of both formal and informal leaders, distributed leadership, and teacher collaboration (Reinius et al. 2024). This internal state is instrumental in influencing students' academic performance, persistence, and learning strategies, ultimately determining their success and fulfillment in the educational setting (Wang, 2023).

School culture is divided into four dimensions regarding the type of social support. The first dimension is student relations, which refers to how students relate to each other. The second dimension is the student-teacher relationship, which refers to the quality and manner of student-teacher interactions. Third, normative expectations refer to the extent to which students comply with school rules, and fourth, educational opportunity refers to how educational opportunities and facilities are provided at school. A positive school culture improves school efficiency and productivity. In schools with negative cultures, there is no sense of commitment to the school's mission. Students in schools with a strong professional culture share sustainable academic and improvement norms (Khaneghahi et al., 2022). School culture is divided into four dimensions regarding the type of social support. The first dimension is student relations, which refers to how students relate to each other. The second dimension is the student-teacher relationship, which refers to the quality and manner of student-teacher interactions. Third, normative expectations refer to the extent to which students comply with school rules, and fourth, educational opportunity refers to how educational opportunities and facilities are provided at school. A positive school culture improves school efficiency and productivity (Boudouaia et al., 2024).

However, the organizational culture in a school environment will be different from that of other schools. This difference is due to the environment that affects the organization differently, both external and internal. Support from the school culture and classroom environment influences the improvement of soft skills among middle school students. School culture is an important variable that drives teacher innovation performance (Ibrahim & Nat, 2019). Organizational / school culture plays a vital role in the emergence of teacher creativity and innovation performance. Norms believed in school culture include honesty, fairness, courtesy, and example. The attitude of the school community is respecting time, being objective, and having a scientific attitude. These schools strengthen a culture of problem-solving collaboration, planning, and decision-making for information acquisition (Amtu et al., 2020). Notably, the school culture permeates and affects the entire school's attitudes. It clarifies people's behavior and differentiates one school from the next through its specific form and rules of behavior that direct the school's functions (Alzoraiki et al., 2024).

School culture is a pattern of values, principles, traditions, and habits that are formed over a long journey and developed by the school in the long term and become a guide that is believed by all school members so as to encourage the emergence of attitudes and behavior of school residents. There is a divide between the elements of school culture in terms of efforts to improve the quality of education, namely, positive school culture, which are activities that support improving the quality of education, for example, cooperation in achieving achievements, awards for achievements, and commitment to learning. A hostile school culture is a culture that is counter to improving the quality of education. For example, students are afraid of being wrong, they are

afraid to ask questions, and they rarely cooperate in solving problems. A neutral school culture, namely a culture that does not focus only on one side but also positively contributes to improving the quality of quality education (Mulyani et al., 2022). Thus, schools must have the social conditions necessary for student and teacher success. Every aspect of a school, including students' motivation, teachers' commitment, job satisfaction, collaboration, and community building, is impacted by a positive school culture (Ismail et al., 2022).

Early school culture researchers identified different types of school cultures and their effects on improvement through qualitative case studies based on the work of school leaders, the orientation of the goal setting, the work of teachers, and their professional orientation or focusing solely on how teachers collaborate. Nehez and Blossing (2022) shows 'the family school', where communication among teachers is dominated by an open-hearted family atmosphere rather than by a professional one, and 'the professional school', in which professional exchange with a strong focus on teaching is enabled between teachers, and 'the living-apart-together school', in which it is up to each teaching team to decide what to improve. The identified school culture types indicate central aspects of organizational cultures but are incomplete as categories to describe the complexity of school cultures (Urhahne & Wijnia, 2023).

School culture is a complex concept encompassing the values, beliefs, attitudes, and behaviors that shape how people interact and communicate within an educational setting. School culture is the shared assumptions, beliefs, and values that influence how people behave within a school. Positive school culture is characterized by shared values, high expectations, and a focus on continuous improvement, while negative school culture is associated with low expectations, cynicism, and lack of trust (Escultor et al., 2023). School culture is a combination of the conversations and laughter in the hallways, the business of managing and monitoring the environment in the school from the classroom to the gym, and traditions that carry through from year to year, such as the cultural potluck, science fair, project business and the many concerts that bring the former staff and students back to visit year after year (Prokopchuk, 2016). In settings with strong school cultures, it is reasonable to anticipate that students will interact with one another, their teachers, and the community in which the school is located. The school's culture influences teachers' interactions with one another, parents, students, and managers (Bozkurt, 2023).

In addition, culture can also benefit the organization by encouraging commitment within the organization and increasing employee consistency. School culture, in its definition, is a fundamental value that has previously become a habit that exists in the school environment and influences how the behavior of teachers, students, and school members as a whole. School culture will undoubtedly build and shape attitudes, behaviors, habits, and commitments in carrying out their obligations and rights in the school environment (Riyanto, 2023). Several studies have shown that a strong, positive school culture increases students' motivation and academic achievement by facilitating a sense of attachment and shared purpose. However, research has often focused on specific academic or achievement cultural contexts, while few have explored how variations in school culture affect motivation across different social or economic environments (Grgić & Jutzi, 2024). In addition, many studies center on the role of principals and teachers, but there are limitations in explaining the collective role of the school community in shaping long-term motivation (Sølvik & Roland, 2022). Teacher-student relationships affect motivation, but there is no elaborate explanation of how informal cultural factors affect motivation continuously (Gan, 2021). The role of school traditions in improving student engagement has not been fully explained in detail regarding the socio-cultural aspects (Abacioglu et al., 2023). This research aims to find the influence between school culture and student learning motivation. The novelty of this research serves as reading material for other researchers to see the benefits of school culture as a good form of motivation for students to improve their learning outcomes. This research is essential to fill this gap by comprehensively examining school culture relationships in terms of academic structures and social elements to provide new insights into how to build motivating learning environments for students in various educational contexts.

METHODS

Quantitative research values breadth, statistical descriptions, and generalizability. Quantitative approaches to the research center on achieving objectivity, control, and precise measurement. Methodologically, these approaches rely on deductive designs to refute or build evidence in favor of specific theories and hypotheses. Quantitative research as a "top-down process". Quantitative approaches are most commonly used in explanatory research investigating causal relationships, associations, and correlations (Leavy, 2017). This research design is correlational, namely, determining the relationship between two or more variables. Data are gathered from multiple variables, and correlational statistical techniques are applied. Thus, correlational research is more complicated than descriptive research; after identifying the essential variables, the relations among those variables are investigated. Correlational research investigates a range of factors, including the nature of the relationship between two or more variables and the theoretical model that might be developed and tested to explain these resultant correlations (Kumar, 2017).

The relationship may have a positive or negative direction. A non-experimental research technique called correlational research uses statistical analysis to examine the relationship between two variables. The effects of outside variables on the variable under study are not examined in correlational research designs. To ascertain the relationship between two variables when conducting experimental research is unethical, correlational research can be used. For example, conducting research on humans may be considered risky or unethical. Therefore, correlational research is the best option. Correlational research samples should be carefully characterized and randomly drawn from the target population. A high school in Yogyakarta was the research site for this study. The data in a correlational study is not controlled or manipulated by the research (Husna & Sari, 2023).

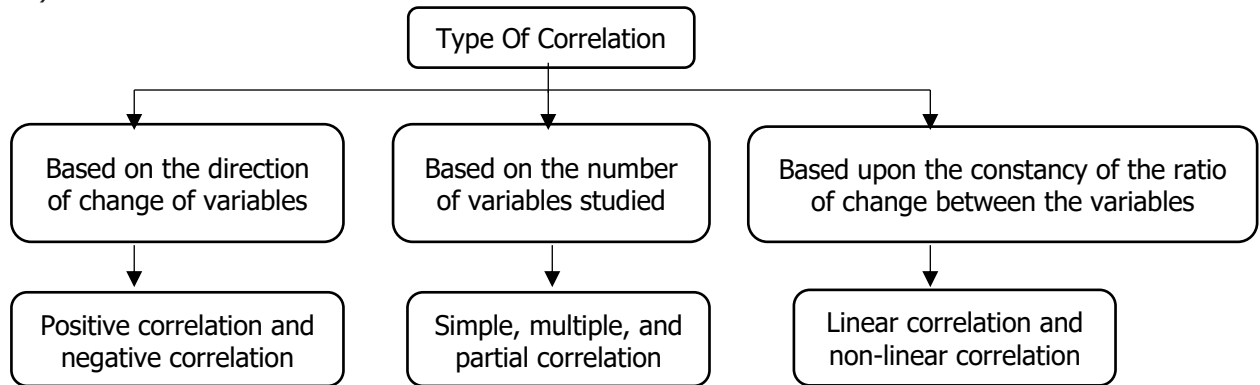


Figure 1. Correlational Design Type

All correlational designs require a conceptual framework or explanation of why the researcher thinks these variables are related to each other and how. The basic assumptions of this design are that the variables exist in the population, the sample is representative of the population (probability sampling), the variables can be measured accurately, and there is no manipulation of the variables. This data collection was processed using the statistical software SPSS. We opt for a correlational analytical descriptive methodology where we describe the relationships between our items. Our research focuses on discovering relationships between the factors or the variables. The statistics ($P < .05$) show that the results are very significant. This study aimed to determine the relationship between school environment and student learning motivation in Yogyakarta Special Region Province. This study used the product moment analysis technique with the help of SPSS26 for Windows (Dardary et al., 2023).

RESULT AND DISCUSSION

Kolmogorov Smirnov test, often abbreviated as the KS test, is a non-parametric test to see the difference in distribution on two different samples in high school research in Yogyakarta Province. The normality test determines the spread of the data distribution and whether the data spreads normally or not. A good regression model has normally distributed residuals. The normality test can be concluded if the value is above 0.05 and the data distribution is stated to fulfill the assumption of normality. If the value is below 0.05, it is interpreted as abnormal. The normality test in this study was carried out using SPSS26, and the decision-making criteria were that a variable was considered normally distributed if $\text{sig} > 0.05$. The results of the analysis can be seen in the following table:

Table 1. Normality Test Results		
One-Sample Kolmogorov-Smirnov Test		
N		Unstandardized Residual
		100
Normal Parameters^{a,b}	Mean	0,0000000
	Std. Deviation	10,69262069
Most Extreme Differences	Absolute	0,068
	Positive	0,068
	Negative	-0,054
Test Statistic		0,068
Asymp. Sig. (2-tailed)		.200 ^{c,d}

The findings of the Kolmogorov-Smirnov model normality test resulted in a significant value of 0.200. It can be concluded that both variables have normal data distribution because the sig. value is greater than 0.05. After the normality test, the linearity test was conducted using SPSS26. The linearity test aims to determine

whether or not the two variables that will be subjected to statistical analysis procedures show a linear relationship. The basis for decision-making in the linearity test is if the probability value > 0.05 , then the relationship between variables (X) and (Y) is linear. If the probability value < 0.05 , then the relationship between variables (X) and (Y) is not linear. The results of the analysis can be seen in the following table:

Table 2. Linearity Test Results

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
School Environment and Learning Motivation	Between Groups	(Combined) Linearity	9985,757	45	221,906	2,242	0,002
		Linearity	4011,558	1	4011,558	40,531	0,000
		Deviation from Linearity	5974,198	44	135,777	1,372	0,134
	Within Groups		5344,683	54	98,976		
	Total		15330,440	99			

The linearity test results in the deviation from the linearity line obtained a sig value of 0.134. Because the sig value > 0.05 , it can be concluded that the two variables have a linear relationship. Analysis of Variance (ANOVA) tests the distribution or variation in the mean of the explanatory variables simultaneously or together, whether it is significant to explain the variation in the variable being explained. After the degree of freedom (df) for the numerator (df_1) is determined using the formula $df = k-1$ and the significance level ($\alpha = 0.05$), the degree of freedom (df) for the denominator (df_2) is determined using the formula $df_2 = n-k$. where n is the amount of data and k is the number of variables (independent + dependent). In this study, $n = 100$ and $k = 2$ are the values. $df_1 = 2-1 = 1$ and $df_2 = 100-2 = 98$, respectively, are the df_1 values in this study. Therefore, when looking at the F table value with $df_1 = 1$ and $df_2 = 98$, the F table value is 3.94. The results of the analysis can be seen in the following table:

Table 3. Linear Regression Test Results Of X and Y Variables

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4011,558	1	4011,558	34,732	.000 ^b
	Residual	11318,882	98	115,499		
	Total	15330,440	99			

F table and F count It is clear from the table above that the F count is 34.732. Thus, F count $>$ F table ($34.732 > 3.94$), meaning that there is an influence of school culture variables (X) on learning motivation variables (Y). The significance level based on the table above shows 0.000. School culture has a significant influence on learning motivation.

Table 4. Coefficient Of Determination Of X and Y Variables

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512 ^a	0,762	0,254	10,747

The table above explains the magnitude of the correlation/relationship value (R), which is 0.512. From the output, the coefficient of determination (R Square) is 0.762, which implies that the effect of the independent variable (school culture) on the dependent variable (learning motivation) is 76,2%. After conducting statistical tests ranging from validity, reliability, normality, linearity, regression tests, and coefficient of determination, a correlation test with the Pearson product-moment model was conducted. The results of the analysis can be seen in the following table:

Table 5. Correlation Test Results

Correlations		X	Y
School Culture	Pearson Correlation	1	.512**
	Sig. (2-tailed)		0,000
	N	100	100
Learning Motivation	Pearson Correlation	.512**	1
	Sig. (2-tailed)	0,000	
	N	100	100

The school culture and learning motivation variables in Table 5 above have a significant value of 0.000, indicating that $0.000 < 0.05$, indicating a relationship or correlation between the two. The table also shows the Pearson Correlation value between school culture and learning motivation, which is 0.512. This shows a moderate level of correlation between the two variables and a positive form of relationship, meaning that the higher the good school culture, the higher the student's learning motivation. Motivation is an essential factor in achieving learning goals. Motivation will be a driving force for students to continue to be enthusiastic and try to achieve. This is in line with the opinion of [Rustiani and Surachmi \(2022\)](#), which states that motivation is a change in energy within a person that causes feelings and reactions to achieve goals. Learning motivation is the overall driving force, both from within and outside the student, that ensures continuity and directs learning activities to achieve the goals desired by the learning subject. Motivation may be characterized as an individual's ability to generate a degree of tenacity and excitement when performing a task, whether this drive originates from inside the person (intrinsic motivation) or from outside the person (extrinsic motivation). An individual's level of motivation will primarily dictate the kind of conduct he exhibits in many circumstances, including job, school, and others ([Romdiah & Dja'far, 2024](#)). School culture is the hallmark of a school in society. School culture is the atmosphere of school life where students interact with each other, teachers with teachers, counselors with counselors, administrative staff with administrative staff, and between members of the school community group. Social interactions in the school environment can occur between individuals with individuals, individuals with groups, or groups with groups. School culture is one aspect that influences student development and can increase learning motivation at school ([Purnadewi et al., 2023](#)).

The question to be answered in this study is whether school culture and learning motivation have a statistically significant positive relationship. The research data shows that the high school culture in Yogyakarta Province is positively correlated with students' learning motivation. At the 5% significance level, the correlation study between school culture and learning motivation shows a correlation of 0.512. Based on the findings of this positive relationship, the environment is a vital learning resource for the learning process and student development. This means that the school environment is a place where learning activities take place that affect students. The school environment is a condition that affects the process of changing student behavior towards better student behavior change. This is because students are the primary goal of independent learning. With a good school environment, students will have the readiness and preparation to learn. The school environment significantly contributes to the implementation of learning, such as the completeness of supporting facilities and infrastructure that can facilitate education and vice versa ([Susanti et al., 2020](#)).

Given the positive role of motivation on individual learning, more and more researchers are exploring what can influence learning motivation, trying to uncover its intrinsic regulatory mechanisms. Since the 1980s, researchers have found that student background factors significantly impact learning motivation. This research has indicated that adolescent learning motivation should not only be explained about specific learning situations but also understood in a school environment with a motive to influence student learning motivation. This essential factor can make students excel in education. A significant positive correlation exists between a significant school culture and learning motivation. The higher the supportive school culture students receive, the stronger and more motivated they are to learn ([Lin et al., 2023](#)). It clarifies people's behavior and differentiates one school from the next through its specific form and rules of behavior that direct the school's functions. A positive or negative culture affects the approach to the teaching activities of the principals, teachers, and learning among students ([Alzoraiki et al., 2024](#)).

Shaping the culture inside the school could be the focus of school heads. ([Jabonillo, 2022](#)) summarized his findings, he proposed that leadership practices should be enhanced further so that school heads can strive for a complete understanding of how to mold a positive culture within their schools for an ultimate gain in student performance. Further stressed that since school culture has been positively tied to student achievement, school leaders must foster a positive school culture and practice effective decision-making. Culture influences everything that happens in a school. They affirmed that school culture is critical in determining whether school improvement is possible. Studies on effective schooling reveal that schools with a favorable climate and strong school culture are more successful and create a learning environment that supports students' cognitive, affective, psychomotor, social, and aesthetic development ([Bozkurt, 2023](#)). Thus, school culture plays a vital role in creating a conducive learning environment for students. A positive culture increases students' motivation to learn through good values and habits and builds a sense of engagement and comfort at school. Therefore, schools that want to increase students' motivation to learn need to develop and maintain a culture that supports students' academic and emotional development in a balanced way.

CONCLUSION

Using coastal resources as a learning source for students in the Pesisir Selatan District offers excellent potential to enrich knowledge and achieve the goals of geography learning. Identifying coastal resources such

as mangrove forests, coral reefs, seagrass beds, living resources, and marine tourism provides contextual and problem-based learning opportunities. Mangroves, with their ability to resist erosion, coral reefs living in shallow, clear, and warm sea areas with specific characteristics, and seagrass beds as carbon absorbers, are highly relevant and exciting topics to study. The ecosystems and biodiversity in coastal areas are crucial considerations in developing geography materials. Contextual and problem-based learning allows students to actively understand these concepts by incorporating direct experiences into their learning process. Moreover, utilizing coastal resources as a learning context can enhance students' understanding of environmental issues, nature conservation, and various aspects of geographical tourism.

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