

## The Role of Civic and Pancasila Education Teachers in Enhancing Student Learning Motivation at Primary School

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### ABSTRACT

Low learning motivation in Primary Schools in remote areas is often a major obstacle in achieving national education goals, especially in the subject of Pancasila and Citizenship Education (PPKn). This study aims to analyze how PPKn teachers influence the learning motivation of fourth-grade students at Neniari Christian Primary School in Taniwel District, West Seram Regency. This study used a descriptive qualitative method involving the principal and fourth-grade teachers as key informants. Data was collected through interviews, observation, and documentation techniques, then analyzed using an interactive model that includes data reduction, data presentation, and verification. The results indicated that PPKn teachers have optimized their role as motivators through four main strategies: strengthening student self-confidence, implementing a humanistic approach, diversifying strategies and engaging learning media, and providing consistent appreciation. Supporting factors for the effectiveness of teachers' roles include the availability of adequate school facilities and the quality of pedagogically competent human resources. However, this process still faces obstacles in the form of fluctuations in student learning interests and a sometimes-limited variety of learning strategies. This research contributes to providing empirical references regarding motivation-strengthening models in remote areas and serves as an evaluation basis for policymakers in improving the quality of education in areas with significant geographical challenges.

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## 1. INTRODUCTION

National education in Indonesia is a fundamental instrument for human resource development, mandated by the Constitution of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System (Lestari & Haslan, 2025). This regulation emphasizes that education aims to develop students' potential to become individuals who are faithful, have noble character, are competent, creative, and

independent, and become democratic and responsible citizens. In contemporary discourse, the essence of education has transformed from a mere transfer of knowledge to a holistic endeavor that transcends cognitive aspects to encompass affective and spiritual dimensions to foster the development of a holistic individual personality (Maulido et al., 2024). Through this approach, education serves a dual function of enhancing the nation's intellectual intelligence while strategically building the character integrity of its citizens (Hernawati et al., 2025).

Within the national curriculum, Pancasila and Citizenship Education (PPKn) occupies a crucial position as a compulsory subject, serving as a medium for students to internalize national values (Afan et al., 2024). The primary focus of PPKn is to promote the formation of attitudes and behaviors aligned with responsible citizenship ethics, going beyond merely imparting civic theory (Fauziah, 2023; Silmi & Setiawan, 2024). The implementation of PPKn at the Primary School level is particularly significant because childhood is a golden developmental phase where individuals are highly receptive to new values and information (Dewi et al., 2020; Syahrani & Santoso, 2024). Therefore, PPKn has substantial potential as a platform for instilling fundamental character traits such as patriotism, discipline, and social awareness, which are expected to shape social attitudes that persist into adulthood as part of a long-term character-building investment.

Academic success and character development in Primary Schools are largely determined by students' learning motivation (Chiappetta-Santana et al., 2022), which serves as a primary determinant in driving their engagement during the learning process. Based on Self-Determination Theory (SDT), motivation is classified into intrinsic, driven by inherent interests, and extrinsic, oriented toward achieving external goals or avoiding specific consequences (Ryan & Deci, 2020). This theory emphasizes that fulfilling basic psychological needs, namely, autonomy, competence, and relatedness—in a learning environment will foster autonomous motivation, which is positively correlated with learning outcomes (Ryan & Deci, 2024). In the broader educational context, the level of autonomous motivation has been shown to be a strong predictor of increased student engagement, learning quality, and psychological well-being (Howard et al., 2021; Vasconcellos et al., 2020).

Teachers play a vital role in catalyzing this motivation through the synergy between professional competence and innovative learning strategies (Qin et al., 2025), which includes adapting their teaching methods to meet diverse student needs and fostering a supportive classroom atmosphere. The effectiveness of this process depends heavily on teachers' perceptions of classroom dynamics and mastery of four core competency dimensions: pedagogical, personality, social, and professional (Rosni, 2021; Brandmiller et al., 2023; Johnston et al., 2024). Competent teachers are not only proficient in delivering content but also effective in classroom management to create a conducive learning environment (Jamilah et al., 2024). Specifically, in civics instruction, the implementation of active strategies such as problem-based learning, the "everyone is a teacher" technique, and team game tournaments have been shown to significantly increase student engagement (Ningsih, 2024). The use of relevant reward

schemes and the integration of gamification media, such as "Pancasila Monopoly," have also shown positive results in strengthening learning interest, social interaction, and understanding of abstract civic concepts (Sazidah et al., 2023; Valentinna et al., 2024).

The practical implementation of Pancasila and Citizenship Education (PPKn) faces escalating challenges, particularly in areas with significant geographic barriers, such as West Seram Regency, Maluku. Indonesia's geographical location, comprising thousands of islands, mountainous regions, and isolated areas, has created wide disparities in educational access across regions (Abduh et al., 2022). Schools in remote areas often face complex obstacles, ranging from limited numbers of qualified teachers, high poverty rates, low parental educational backgrounds, and a lack of supporting infrastructure (Rahmadi, 2020). Furthermore, educators in these areas face professional and psychological isolation due to disconnection from the professional community and limited access to self-development. Optimal implementation of the national curriculum is difficult due to constraints on internet connectivity and a lack of skilled teaching resources (Ingersoll & Tran, 2023; Tran & Smith, 2020; Lase, 2024).

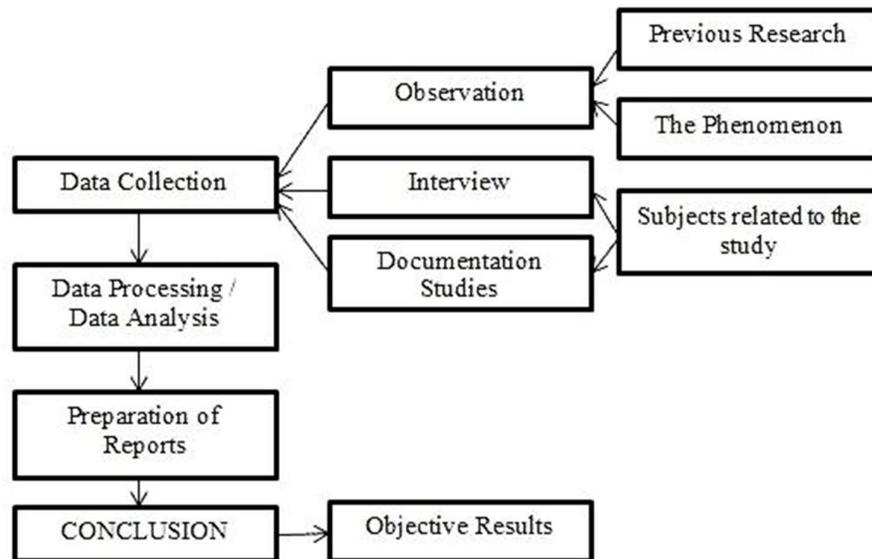
Neniari Christian Primary School, located in Taniwel District, is a clear representative of educational institutions in remote areas of Maluku that face systemic challenges in delivering quality Civics (PPKn) learning. Based on theoretical studies, the learning process in underdeveloped areas requires a differentiated approach that specifically considers the local context and unique needs of students (Goyibova et al., 2025; Hasanah & Hamami, 2021; Hendra et al., 2019), such as incorporating local cultural practices and community involvement to enhance engagement and relevance in the curriculum. Aligning religious values and local wisdom in PPKn instruction is crucial to ensuring that student character development remains grounded in local cultural identity without neglecting national values (Densius et al., 2025). Given the vital role of PPKn in building the foundation of future citizenship and democratic engagement, research into the dynamics of PPKn teaching in remote Primary Schools is urgent, particularly as studies in this context are still very limited compared to studies of teacher roles in general (Winthrop, 2020; Dany et al., 2023).

Building upon this complex reality, this study aims to analyze in-depth the role of Civics (PPKn) teachers at Neniari Christian Primary School in stimulating student learning motivation through various learning strategies amidst limited facilities and infrastructure. Theoretically, the findings of this study are expected to make a significant contribution to the development of educational science, particularly in the discipline of Civics (PPKn) instruction in Primary Schools in remote areas. Practically, the output of this study is projected to serve as a strategic reference for educators and policymakers in formulating adaptive, effective, and relevant learning models for the needs of students in areas with similar geographic challenges.

## 2. METHOD

This study employs a descriptive qualitative approach designed to provide an in-depth, factual, and systematic overview of the role of teachers in enhancing fourth-

grade students' learning motivation in Pancasila and Citizenship Education (PPKn). This qualitative method was chosen to explore social phenomena in their natural context, allowing researchers to comprehensively understand the dynamics of instructional interactions and the pedagogical strategies implemented in the field. This approach allows for a narrative analysis of the complexity of teachers' roles, grounded in the realities of the school environment.



**Figure 1.** Descriptive Qualitative Approach Design

The research location was determined at Neniari Christian Primary School, located in Neniari Village, Taniwel District, West Seram Regency. This location was selected based on its representative characteristics, which address educational challenges in remote areas, such as limited resources, varying student engagement levels, and the need for innovative teaching strategies. The primary informant in this study was the fourth-grade homeroom teacher, selected purposively due to their direct involvement in the daily instructional process. This informant was deemed to possess the necessary authority and depth of information regarding student engagement profiles and the effectiveness of motivational strategies implemented in the classroom.

To ensure data quality, this study integrated two categories of data sources: primary and secondary data. Primary data was obtained directly from informants through field interactions and in-depth interviews to capture teachers' subjective perspectives. Meanwhile, secondary data was collected through a documentary study of official school records, relevant literature, and other academic documents, which served to strengthen the validity of the field findings and provide a broader theoretical context for the research.

The data collection process was thorough, using triangulation methods like interviews, observation, and documentation to make sure the research results were reliable. Semi-structured interviews were conducted to gain an in-depth understanding of teachers' perceptions and experiences. Participatory observation was conducted by directly monitoring the classroom environment and the effectiveness of teachers'

teaching strategies in the field. Finally, documentation techniques were applied through the analysis of Lesson Implementation Plans, attendance records, and student motivation reports to provide empirical evidence to support the verbal data.

All collected data was then analyzed using Miles and Huberman's interactive model, which involves three simultaneous stages. The first stage is data reduction, which is the process of selecting, focusing, and simplifying raw data from the field to make it more meaningful. The second step is data presentation, which means putting information into narrative text or charts so that patterns are easier to see. The final stage is drawing conclusions and verification, which is carried out continuously to test the consistency and reliability of the findings to produce valid and accurate research conclusions.

### 3. RESULTS AND DISCUSSION

#### Results

##### **The Role of PPKn Teachers in the Learning Process**

In the instructional process, teachers play a crucial role as the primary catalyst in fostering students' interest in learning. Pedagogical failure is often identified when students are unable to construct an understanding of the material presented, which is usually rooted in a lack of active engagement. Therefore, pre-learning preparation is a crucial phase; teachers must thoroughly design learning strategies, models, and methods, and prepare learning resources that can optimally stimulate student enthusiasm.

Beyond technical methodological aspects, the apperception phase plays a strategic role in building students' psychological readiness. In this phase, verbal motivation is necessary to strengthen students' intentions and learning orientation. This aligns with the results of interviews with Mr./Mrs. JL, who consistently applies an affective approach by encouraging students to think positively. By strengthening awareness of their potential, teachers strive to awaken students' internal aspirations, so they are motivated to develop, not only for academic achievement but also as a form of moral responsibility towards their parents and their future.

*"I encourage students to think positively and awaken their awareness that they possess potential." This certainly represents the most important approach in assisting students to build self-confidence and stimulate positive attitudes in the learning process.*

To strengthen students' motivation to learn, teachers need to integrate inspirational narratives that serve as role models to spark academic enthusiasm. Based on the researcher's observations of a fourth-grade class at Neniari Christian Primary School, it was apparent that during the Civics (PPKn) instruction, Teacher JL consistently included various inspirational stories about the heroism of independence fighters and the exemplary role of religious figures. This strategy is not merely a rhetorical tool, but rather a pedagogical instrument for instilling character values while maintaining student engagement.

This data was corroborated by interviews with Teacher JL, who verified that the inspirational stories were delivered systematically as a form of educational intermezzo. This approach has proven effective in overcoming student boredom when faced with theoretical or abstract material. By presenting real-life figures as references, the teacher successfully transformed the classroom atmosphere into a more dynamic one, thereby minimizing learning boredom and significantly increasing students' emotional engagement with the values of Pancasila.

*"I always share stories about inspirational world, national, and Maluku figures such as Nelson Mandela as the South African Independence Figure, Mahatma Gandhi as a spiritual figure, Ir. Soekarno, Muh. Hatta, and General Sudirman as Indonesian nationalist figures, and Christina Martha Tiahahu and Kapitan Pattimura, who made significant contributions to Indonesia's struggle for independence. Additionally, I provide motivation from the teachings of the Lord Jesus in the Bible."*

Besides sharing inspirational stories from various figures, Teacher JL also provided examples and experiences from senior students who had successfully completed their studies at tertiary education levels or who had successfully become civil servants.

*"I also provide concrete examples from the surrounding environment, such as their seniors (alumni) from Neniari Christian Primary School who succeeded in tertiary education studies or who successfully became soldiers and police officers. "*

Teachers as motivators are not merely about conducting the learning process in class but must provide inspiration and motivation for students. Furthermore, in the teaching and learning process, teachers must employ active, innovative, creative, and enjoyable learning approaches. This aims to facilitate students' comprehension of the material taught by teachers. This aligns with the interview results with Teacher JL:

*"I direct students towards interesting matters through easy and enjoyable steps in understanding the material I teach. In principle, I never say wrong regarding answers that students provide to me during question-and-answer sessions. Instead, I encourage students to think further. For example, in the material on Pancasila as Life Values, I always ask about the first principle in daily life, and when students answer, I always ask what else besides what was answered. When other students raise their hands to answer, others also raise their hands to answer, and suddenly the classroom becomes active."*

For learning to become active, teachers must create a conducive and enjoyable learning atmosphere for students, and teachers must not create barriers between themselves and students nor show favouritism between clever and less clever students. To enhance student motivation in the classroom learning process, teachers must be able to employ various methods, one of which is providing appreciation or rewards and punishment to students. Based on the researcher's observation results, it was found that the Year 4 teacher at Neniari Christian Primary School consistently provided appreciation to students who could answer questions posed by the teacher during classroom instruction. This aligns with interview results with Teacher JL, who indicated that during every learning process, they consistently provided appreciation to

students who could answer questions, both in regular face-to-face sessions and in group discussions.

*"Usually, when I pose questions to students regarding learning material and students who can answer them, I always provide appreciation by giving praise and asking their classmates to applaud the student who could answer the question I posed. This certainly motivates students to be brave in expressing opinions and presenting in front of the class."*

An in-depth analysis of the role of Pancasila and Citizenship Education (PPKn) teachers in the learning motivation of fourth-grade students at Neniari Christian Primary School in Taniwel District, West Seram Regency, concluded that teachers have maximized their role in constructing a supportive learning climate. Teachers proactively foster student motivation through the integration of diverse pedagogical approaches, focusing not only on mastery of the material but also on strengthening the affective aspects of students in remote areas.

One of the most prominent motivation-boosting instruments is the use of inspirational narratives that encompass the life stories of world figures, national heroes, and local Maluku figures relevant to the students' cultural context. Furthermore, teachers utilize alumni success stories as concrete references, demonstrating that geographical limitations are not a barrier to achievement. This approach has proven effective in broadening students' horizons, building self-confidence, and aligning their personal aspirations with the civic values they are learning.

### **Supporting and Inhibiting Factors Encountered by PPKn Teachers in the Learning Process**

The implementation of the instructional process in a school environment inherently involves the interaction of supporting and inhibiting factors, a dynamic that demands teacher professionalism in minimizing obstacles while optimizing existing potential. Based on observations, Neniari Christian Primary School faces significant geographical challenges as a school located in the mountainous region of Seram Island, which has implications for limited telecommunications and internet access and reliance on conventional printed learning resources from the school library. However, these limited facilities do not hinder educators from implementing pedagogical innovations in delivering interactive and enjoyable learning. This is supported by data from Principal ML, who confirmed that all educators at the school have undergraduate (S1) educational backgrounds and most have professional educator certifications. These academic qualifications provide a strong foundation for teachers to continue carrying out their strategic role as motivators, proving that teacher professional competence is a key determinant in increasing student learning motivation to achieve optimal learning outcomes even in conditions of limited facilities.

*"At our school, all educators are graduates with education degrees from the Faculty of Teacher Training and Education at Pattimura University."*

These findings align with field data show that fourth-grade teachers have a higher educational background at the undergraduate level (S1), which strengthens the foundation of professional competence in managing learning. Based on the results of the documentation study, the quality of school facilities and infrastructure is generally in good condition, including six classrooms, a computer laboratory, a library, a teacher's room, a principal's office, an administration room, as well as adequate School Health Unit (UKS) and sanitation facilities to support educational activities. However, the qualified educational background of educators and the conducive physical environment do not automatically eliminate the inhibiting factors in the implementation of the teacher's role as a motivator for students. Through the results of interviews with Teacher JL, it was identified that there are various situational challenges that still require adaptive strategies, indicating that optimizing student learning motivation is a complex process that goes beyond the mere availability of infrastructure and formal qualifications.

*"The obstacles encountered in the learning process are that students often lose focus, so they prefer to do other things in class compared to following classroom instruction."*

In general, the main obstacle in the instructional process at Neniari Christian Primary School lies in the fluctuations in students' focus, who are often distracted by activities outside the learning context during the presentation. This challenge is exacerbated by observations showing that the variety of learning strategies implemented is not fully optimal, leading to boredom and a decline in student motivation. As a professional response, teachers are required to be sensitive to students' psychological responses and proactive in identifying learning obstacles through ongoing observation. The reflection process is a vital evaluation tool for teachers to determine corrective actions and strategy adjustments to regain student attention and improve the quality of classroom interactions.

In carrying out his role as a motivator, Teacher JL has attempted to overcome this obstacle by integrating game-based learning innovations and the use of educational videos to create a more dynamic and interactive classroom atmosphere. This strategy has proven effective in transforming students' roles into more active ones and providing creative solutions amidst limited internet access. Analysis of supporting and inhibiting factors concluded that although school infrastructure is very adequate in supporting learning activities, the effectiveness of increasing student motivation still depends on the teacher's ability to diversify learning models, including conducting collaborative learning outside the classroom (outdoor learning) to avoid monotonous instructional patterns.

## **Discussion**

### **The Role of PPKn Teachers in the Learning Process**

The teacher's philosophy, within the local tradition of thought, formulated through the concept of digugu lan ditiru (trusted and imitated), emphasizes that every word and action of educators must be accountable and serve as a behavioral model for students.

As motivators, the teacher's role goes beyond simply stimulating academic enthusiasm in the classroom and encompasses systematic efforts to encourage students to take positive, future-oriented actions. The urgency of this role becomes even more crucial given that not all students possess strong internal motivation; some often attend without a clear orientation, thus becoming trapped in a passive state without adequate understanding of the material. According to [Umasugi \(2020\)](#), most students will develop learning motivation if teachers apply a variety of motivational techniques, although certain student segments require more specific, personalized approaches to foster engagement.

In line with this thinking, [Amalia and Maknun \(2022\)](#) emphasize that the teacher's role is expected to spark students' enthusiasm for learning even amidst various facility limitations, while still targeting maximum learning outcomes. This is supported by [Sakinah's \(2023\)](#) findings, which state that the effectiveness of student learning persistence is highly dependent on the encouragement, stimulation, and operational strategies implemented by teachers to increase learning motivation. As the primary motivator in the school environment, teachers hold the moral and pedagogical authority to transform students' attitudes through adaptive strategies, thus maintaining their essence as a source of inspiration even in the most challenging learning environments ([Khazen et al., 2025](#)).

Research at Neniari Christian Primary School shows that the strategic role of civics teachers in building fourth-grade students' learning motivation is manifested through strengthening their self-confidence. Teachers play an active role in building students' self-efficacy, as increased self-confidence is positively correlated with sustained enthusiasm for learning. This aligns with the findings of [Asiyah et al. \(2019\)](#), who stated a significant positive relationship between self-confidence and learning motivation, where higher levels of self-confidence lead to greater motivation. Furthermore, this finding is supported by research by [Adiwardana et al. \(2024\)](#), who highlighted the positive impact of strengthening Pancasila student profiles on students' motivation to respond to civic issues. Therefore, the implementation of student-centered, project-based learning that integrates Pancasila values is a vital tool for teachers to stimulate in-depth, active student engagement.

In addition to strengthening self-confidence, the application of a humanistic learning approach is a key pillar in building effective classroom interactions. In this approach, teachers position themselves beyond the conventional instructor role by becoming parent figures or friends to students, thus creating more open and comfortable communication. The basic principle is that students tend to be more receptive to material when taught by educators who demonstrate compassion and empathy than by temperamental educators. As explained by [Anggraini and Sukartono \(2022\)](#), low learning motivation often manifests itself in minimal student participation and activeness. As a solution, [Putri and Suriani \(2024\)](#) emphasize the importance of teachers creating an emotionally safe learning environment, where mistakes are not considered a source of fear but as an integral part of students' intellectual development.

The implementation of varied learning strategies and the use of innovative instructional media are key determinants in overcoming low student motivation in Civics (PPKn). Low student interest is often rooted in the use of monotonous methods, requiring teachers to creatively foster motivation through participatory discussions and the use of unique presentation media (Yumriani et al., 2022). The success of the educational process depends heavily on teachers' ability to transform the learning paradigm from teacher-centered to student-centered to foster effective learning behaviors (Arianti, 2018). This aligns with the findings of Jainiyah et al. (2023), who emphasized that teacher creativity in diversifying teaching methods is an absolute prerequisite for generating student enthusiasm and achieving optimal learning outcomes.

Beyond methodological aspects, consistent appreciation in the classroom is an essential measure that significantly impacts student self-confidence and motivation. Based on the perspective of educational anthropology, teachers must view each student as a unique individual with their strengths and weaknesses. Therefore, appreciation must be given fairly and non-discriminatorily (Siswanto & Cendana, 2022). Affective approaches, such as mentioning students' names accompanied by positive facial expressions and intonation when they participate, have been shown to strengthen emotional bonds and enthusiasm for learning. Furthermore, implementing a proportional reward and punishment system is also effective in maintaining and increasing student discipline and enthusiasm (Nurhidayah, 2024; Subakti & Prasetya, 2020). Through this mechanism, positive appreciation encourages repetition of desirable learning behaviors, while educational sanctions serve as a corrective instrument for behavior that deviates from class norms.

### **Supporting and Inhibiting Factors Encountered by PPKn Teachers in the Learning Process**

Research at Neniari Christian Primary School found that the primary supporting factor strengthening the role of civics and citizenship education teachers in enhancing fourth-grade students' learning motivation is the availability of excellent school facilities and infrastructure. Adequate facilities significantly influence learning motivation, with effective classroom management and comfortable infrastructure directly contributing to the achievement of instructional objectives at the Primary School level (Dila et al., 2024; Saepudin & Adri, 2025). This finding is further supported by Sitanggang et al. (2025), who stated that complete facilities create a conducive learning atmosphere, facilitating students' construction of understanding of the material and increasing their enthusiasm during the teaching and learning process.

In addition to physical factors, the presence of competent human resources is crucial in accelerating student motivation. The Civics and Citizenship Education teachers at this school are graduates of the Faculty of Teacher Training and Education, Pattimura University, possessing a strong theoretical foundation and pedagogical experience from higher education institutions. This professional competence is reflected in the implementation of their duties and responsibilities at the school

(Iskandar, 2018). Furthermore, teachers with strong pedagogical competence have been proven to present material in an engaging and effective manner (Geletu, 2022; Hendrawan et al., 2025) and play a vital role in the comprehensive development of student potential in Primary Schools (Rahma et al., 2023).

However, this study also identified a significant inhibiting factor, namely low learning interest among some students, which negatively impacts classroom attention levels. To mitigate this anomaly, teachers are required to implement creativity through approaches such as project-based learning and the use of digital and visual media (Gómez-Pablos et al., 2017; Ratno et al., 2025). In the context of civics instruction, teachers must fulfill a multi-faceted role as informants, motivators, classroom managers, and facilitators (Amelia et al., 2022). This low interest and motivation are often triggered by monotonous teaching methods, which, if not addressed promptly, will result in a poor understanding of civic values and a lack of student awareness of socio-political issues (Siregar et al., 2024).

Another obstacle identified was the lack of diversification of learning strategies, which directly reduced students' enthusiasm for participation. The use of less varied strategies triggered mass boredom in the classroom, which was an indicator of a drastic decline in learning motivation. Findings by Abidin et al. (2024) confirmed that external factors, including the choice of teaching methods, the use of teaching aids, and the quality of interpersonal relationships between teachers and students, were the main determinants of fluctuations in PPKn learning motivation. Therefore, mastering innovative learning strategies remains an urgent need for teachers to maintain the rhythm of student learning enthusiasm amidst the limitations of remote school environments.

Theoretically, this research enriches the scientific treasury in the field of Basic Education and PPKn Instruction, especially in the context of education in remote areas. These findings strengthen the relevance of Self-Determination Theory (SDT) and the humanistic approach in overcoming limited infrastructure through optimizing teacher pedagogical competence. In addition, this research provides a new foundation for the development of a learning motivation model based on local wisdom and exemplary values (digugu and ditiru) that are adapted to the geographical characteristics of the archipelago. Practically, as a strategic reference in implementing variations of active learning models and effective appreciation techniques to increase student engagement in the classroom. Become evaluation material in efforts to develop teacher competence sustainably and optimize school facility management to create a conducive learning environment. In addition, it provides an empirical picture of the dynamics of education in disadvantaged, frontier, and outermost (3T) areas, especially in West Seram Regency, as a basis for formulating policies on the distribution of human resources and more adaptive educational infrastructure.

#### 4. CONCLUSION

Pancasila and Citizenship Education teachers at Neniari Christian Primary School have actualized their strategic role as motivators through the implementation of four main pillars to accelerate the learning enthusiasm of fourth-grade students. These strategies include strengthening self-efficacy to foster students' confidence in responding to civic issues, as well as the application of a humanistic approach that prioritizes harmonious emotional relationships to create a psychologically safe learning environment. Furthermore, pedagogical innovation through diversified strategies and creative media is implemented to minimize instructional burnout, reinforced by an appreciation system that consistently provides rewards to reinforce positive learning behaviors. Despite being supported by adequate school infrastructure and the professional competence of teachers, the effectiveness of this process still faces challenges such as low student interest in learning and the lack of optimal diversification of learning strategies in the field.

As a recommendation, teachers are expected to be more consistent in exploring project-based learning models and utilizing the surrounding environment as a social laboratory. This approach aims to overcome student burnout and connect PPKn material to the realities of everyday life for students in remote areas. It is recommended that schools facilitate professional development activities for teachers, such as simple learning technology training or peer-to-peer discussions, to enrich teachers' repertoire of instructional strategies despite limited internet access. Furthermore, this research can be further developed by using action research in the classroom to test the effectiveness of a specific learning model in increasing PPKn learning motivation in similar geographical contexts.

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