Teachers' Strategies Motivate Students To Improve Learning Outcomes (Case Study At Smp Negeri 2 Maba, East Halmahera)

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ABSTRACT

This study analyses teachers' strategies in enhancing students' learning motivation at SMP Negeri 2 Maba, East Halmahera, the multidimensional barriers they face, and the operational solutions applied to overcome them. Using a qualitative case-study approach, data were collected through in-depth interviews, field observation, and documentation, and analysed using the Miles, Huberman, and Saldaña interactive model supported by word-frequency analysis. The findings show that teachers combine a humanistic socio-emotional approach—through a safe classroom climate, ice-breaking activities, and humorous communication—with student-centred pedagogical innovation such as Contextual Teaching and Learning (CTL) and Project-Based Learning (PBL). However, the effectiveness of these strategies is constrained by systemic, multidimensional barriers: external environmental disruption (negative peer influence and weak parental control), infrastructural limitations (digital-facility deficits and hot classrooms), and students' internal barriers (low self-confidence and apathy). In response, teachers demonstrate high pedagogical resilience by engineering the surrounding natural environment and recycled materials as alternative media, integrating students' personal smartphones, and launching home-visit programmes and educative-spiritual sanctions. Theoretically, the findings affirm Self-Determination Theory (SDT) and Social Cognitive Theory (SCT): in a developing archipelagic region, the affective fulfilment of basic psychological needs (safety, autonomy, relatedness) plays a far more dominant role in sustaining intrinsic motivation than purely academic methodological renewal.

Keywords: island school; learning motivation; pedagogical resilience; SMP Negeri 2 Maba; Teacher Strategy

INTRODUCTION

Education in the 21st century faces increasingly complex global challenges in preparing students who not only excel academically, but also have strong learning motivation, critical thinking skills, good character, and readiness to face rapid social and technological changes. Various international reports show that low motivation to learn, declining student engagement, and gaps in learning outcomes are still problems faced by many countries (Wang et al., 2024). In the perspective of modern educational psychology, learning motivation is seen as one of the most important factors that determine academic success, academic resilience, and the sustainability of the lifelong learning process (Lazarides et al., 2024). In line with this, teachers not only play the role of transmitters of knowledge, but also as educators who are responsible for shaping character, guiding the development of students, and fostering their learning awareness. Therefore, teachers' strategies in building learning motivation are a very important aspect in efforts to improve the

quality of education and student learning outcomes.

Data from the Central Statistics Agency shows that education participation at the secondary level in North Maluku still faces various challenges, especially in the archipelago area which has limited access and educational facilities. North Maluku Province's education indicators in 2024 show that there is still a gap in school participation and educational attainment in several districts/cities in the archipelago (North Maluku Province Central Statistics Agency, 2024). Meanwhile, the publication of the 2024 East Halmahera Regency People's Welfare Statistics illustrates that the quality of human resources is still one of the strategic issues of regional development that is closely related to access to education, family socio-economic conditions, and equitable distribution of educational services (East Halmahera Regency Central Statistics Agency, 2024). This condition shows that the improvement of student learning outcomes does not only depend on the availability of educational facilities, but also on the ability of teachers to build students' learning motivation in the midst of various limitations. In the context of SMP Negeri 2 Maba in East Halmahera Regency, the results of initial observations show that some students still show low motivation to learn, characterized by a lack of participation in learning, low enthusiasm for participating in academic activities, and there are still students who have not reached the standard of learning completeness. This condition shows the need for an in-depth study of teachers' strategies in motivating students to improve learning outcomes in the context of island schools that have distinctive social, cultural, and geographical characteristics.

Various international studies show that teacher strategies have a significant influence on students' motivation and learning outcomes. Howard et al. (2021) through a meta-analysis study found that intrinsic motivation has a strong positive relationship with students' learning engagement and academic achievement. Lazarides et al. (2024) show that pedagogical and emotional support from teachers contributes significantly to increased motivation and academic achievement. Felgiansyah et al. (2025) found that the application of the cooperative learning model was able to significantly increase student motivation and learning outcomes, while Sakti and Saputri (2025) showed that the use of technology in learning can increase student motivation and engagement. In addition, Syamsuddin (2024) emphasized that student-centered constructivist learning strategies are able to create a more meaningful learning experience and improve learning outcomes. These findings show that learning success is greatly influenced by teachers' ability to design and implement strategies that are able to motivate students.

However, the study of teachers' strategies in motivating students still leaves a number of research gaps. Most previous studies have used quantitative approaches that focus on measuring the relationship between motivation and learning outcomes without explaining in depth how motivational strategies are constructed, implemented, and adapted to specific socio-cultural contexts (Howard et al., 2021; Wang et al., 2024). In addition, the majority of research was conducted in schools in urban areas with the support of relatively adequate facilities and infrastructure. As a result, there is still limited research that examines the real practice of teachers' strategies in motivating students in schools in archipelagic and developing regions that face various limitations of educational resources. Therefore, research is needed that is able to explain in depth the practice of learning motivation carried out by teachers in the context of schools with different characteristics from schools that have been widely researched.

This research offers novelty in three main aspects. First, this study examines teachers' strategies in motivating students through a qualitative approach to case studies that allow an in-depth exploration of motivational practices in real-world situations. Second, the research was conducted at SMP Negeri 2 Maba in the archipelago, so as to provide a new perspective on the implementation of motivational strategies in the context of schools with limited facilities and typical socio-cultural

characteristics. Third, this study not only identifies the motivation strategies used by teachers, but also analyzes the obstacles faced and the solutions applied to overcome these obstacles. Thus, this study expands the study of learning motivation from the perspective of intervariable relationships to a more comprehensive understanding of teacher motivation practices in the context of archipelago education.

Based on this description, this study aims to analyze the strategies applied by teachers in motivating students to improve learning outcomes at SMP Negeri 2 Maba. In particular, this research is directed to answer three questions: (1) how the strategies applied by teachers in motivating students to learn; (2) what obstacles teachers face in implementing the strategy; and (3) how solutions are used by teachers to overcome various obstacles in an effort to improve student learning outcomes. The answer to this question is expected to make a theoretical contribution to the development of learning motivation studies and learning strategies, as well as practical recommendations for teachers, schools, and policy makers in improving the quality of education in archipelagic and developing regions.

RESEARCH METHODS

This research uses a qualitative approach with a case study design. The qualitative approach was chosen because it aims to understand in depth social phenomena in their natural context, namely teachers' strategies in motivating students to improve learning outcomes at SMP Negeri 2 Maba. In line with Creswell's (2014) view, qualitative research is an approach to explore and understand the meaning that individuals or groups of people give to social and humanitarian problems. Case study design is used because it allows researchers to investigate phenomena holistically and contextually in real-life situations, especially when the boundaries between phenomenon and context are not apparent (Yin, 2018). This approach is relevant to answer the question of "how" and "why" the teacher's strategy is implemented in the learning process.

The research was carried out at SMP Negeri 2 Maba, East Halmahera Regency, North Maluku Province. The selection of the location was based on the consideration that this school is one of the junior secondary educational institutions that faces real challenges in improving the motivation and learning outcomes of students in remote island areas. The research lasted for three months, from February to April 2026, which included the preparation, data collection, analysis, and report preparation stages.

The data source consists of primary data and secondary data. Primary data was obtained through in-depth interviews with informants consisting of one principal, seven subject teachers, and two students of SMP Negeri 2 Maba. The selection of informants was carried out purposively (purposive sampling) based on the criteria of relevance of roles and direct involvement in the learning process. As stated by Lofland (in Moleong, 2017), the main source of data in qualitative research is words and actions, the rest is additional data such as documents.

Data analysis refers to the interactive model developed by Miles, Huberman, and Saldaña (2014) which consists of three stages. First, data reduction: all raw data from interviews, observations, and documentation is sorted, summarized, and focused according to the research objectives, supported by the use of the NVivo application to classify and connect data categories systematically. Second, data display: data that has been reduced is presented in the form of a structured descriptive narrative to facilitate the drawing of conclusions based on the patterns and relationships found. Third, conclusion drawing/verification: conclusions are temporary and continue to be verified throughout the research, then determined after the data has been thoroughly interpreted and dialogued with previous theories and findings.

RESULTS AND DISCUSSION

Initial Mapping through Word Frequency Analysis

As a first step in the stage of data reduction and presentation, the researcher conducted word frequency analysis of the entire corpus of data collected through in-depth interviews and field observation notes. The most dominant keyword search functions to identify the tendency of discourse focus and the main direction of attention of informants objectively before further coding is carried out. To provide a comprehensive visual representation of the word density distribution, the findings are presented in the form of a word cloud diagram, in which a larger font size reflects the high intensity of word occurrence in the informant's narrative (Figure 1).

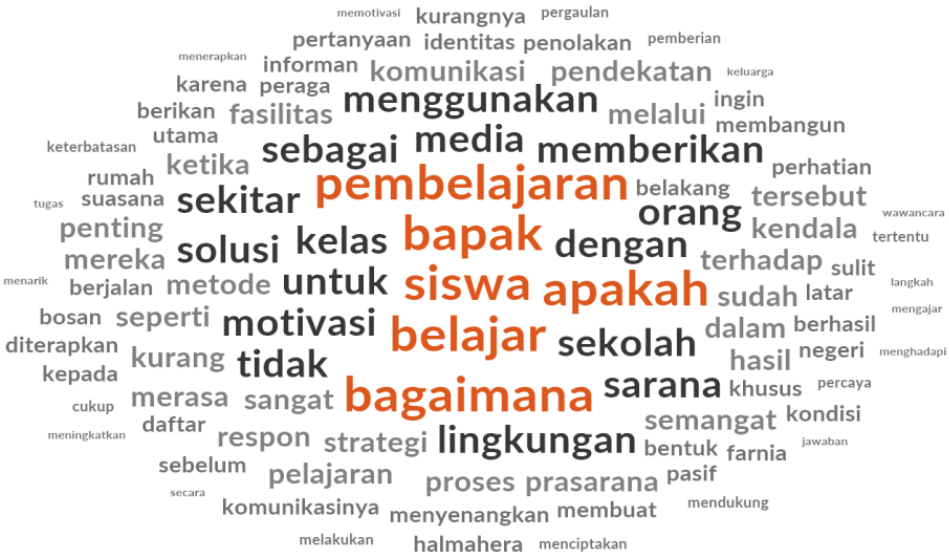

Figure 1. Word frequency visualization of interview and observation data

The word cloud visualization in Figure 1 shows the words that appear most often in the results of informant interviews. Dominant words such as "student", "learn", "learning", "motivation", and "how" have a larger size, which indicates a high frequency of occurrences. The dominance of the word shows that the main focus of informants is on teachers' efforts to increase students' learning motivation through various learning strategies. These findings show that learning motivation is a central issue because it is closely related to student engagement and the achievement of learning outcomes; Intrinsic motivation has a strong positive relationship with academic engagement and achievement (Howard et al., 2021).

The emergence of words such as "communication", "approach", "giving", and "person" shows that the interpersonal relationship between teacher and student is an important aspect of the learning motivation process. Teachers not only deliver material, but also act as guides, facilitators, and motivators who build effective communication. These findings are in line with Self-Determination Theory which emphasizes the importance of the need for relatability in building intrinsic motivation (Ryan & Deci, 2020), and is reinforced by Lazarides et al. (2024) who show the contribution of emotional support to motivation and learning outcomes.

Word cloud also shows the dominance of the words "media", "using", "environment", "classroom", and "means", which shows that informants discuss the use of learning resources a lot. In the context of SMP Negeri 2 Maba which is located in an archipelago with limited facilities, the use of the environment and simple media is a relevant strategy to create interesting and contextual learning—supporting the findings of Syamsuddin (2024) that contextual and student-centered learning can increase motivation and engagement, and Felgiansyah et al. (2025) that media that are in accordance with local conditions increase the effectiveness of learning in schools by resource limitations.

On the other hand, the appearance of the words "obstacles", "lack", "difficult", "bored", and "socializing" indicates that there are obstacles in efforts to motivate students, both from internal factors (low interest, lack of

confidence) and external factors (social environment, family conditions, limited facilities). The presence of the words "home" and "family" suggests that parental support remains an important factor—in line with Collie (2023) that family and school social support have a significant effect on motivation and learning engagement. Thus, the success of motivational strategies does not only depend on the teacher, but also requires family involvement.

Macro Framework of Research Findings

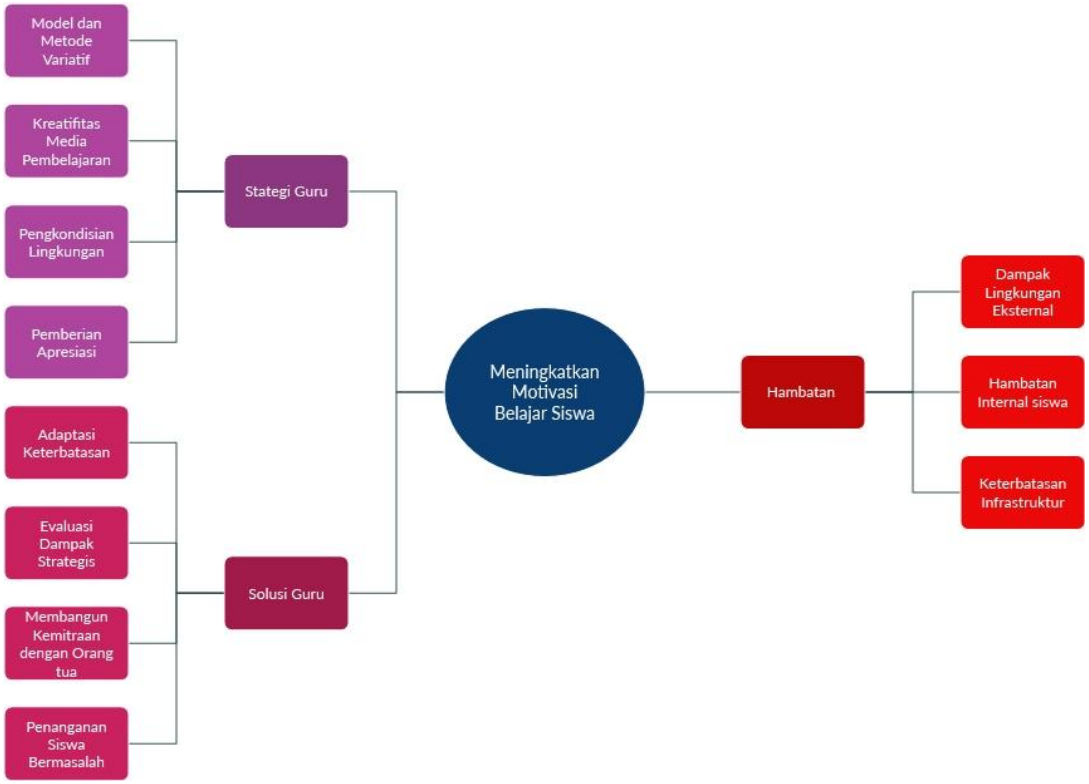

Figure 2. Mind map of the macro framework of research results

Based on the macro framework in Figure 2, efforts to improve student learning motivation are grouped into three main domains: teacher strategies, teacher solutions, and obstacles faced. Teachers' strategies include variations in learning models, media creativity, environmental conditioning, and appreciation; Meanwhile, Teacher Solutions focuses on adapting limitations, impact evaluation, partnerships with parents, and handling problematic students. This proactive approach is in line with contemporary motivation theory which states that teacher self-efficacy and the creation of a conducive classroom environment significantly stimulate intrinsic involvement of learners (Schunk & Mullen, 2012).

On the other hand, the framework identifies structured barriers that are divided into external environmental impacts, internal student barriers, and infrastructure limitations. The presence of these inhibiting factors requires synergistic intervention between teachers' strategies and solutions so that increased motivation is not alienated from the reality of obstacles in the field. According to the concept of reciprocal determinism, learning motivation does not stand alone but is the result of dynamic interactions between personal, behavioral, and environmental factors (Bandura, 1997). Therefore, collaborations such as partnerships with parents and adaptation of infrastructure limitations are crucial foundations to mitigate these barriers.

Teachers' Strategies in Motivating Students to Learn

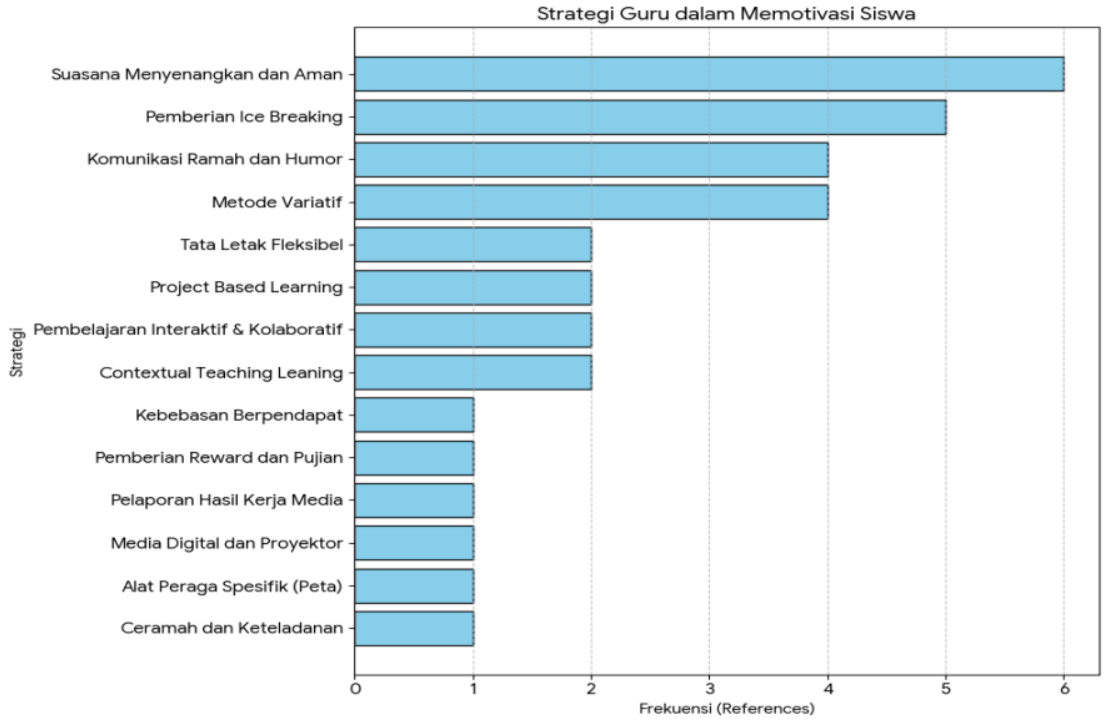

Figure 3. Diagram of teachers' strategies in motivating students

Based on the horizontal bar graph in Figure 3, there is a strong tendency that psychological-environmental aspects and interpersonal interactions occupy top priority. The strategy of creating a "fun and safe atmosphere" (frequency 6) and "ice breaking" (frequency 5) are the most commonly used techniques. This phenomenon confirms that emotional readiness and a decrease in affective stress levels in the classroom are prerequisites before the cognitive transfer process runs optimally. According to Self-Determination Theory, students' intrinsic motivation develops when the learning environment is able to meet basic psychological needs, especially relatedness and a sense of security (Ryan & Deci, 2017).

Methodological aspects and instructional variations such as "friendly communication and humor" and "varied methods" (frequency 4 each) also play an important role, followed by project-based strategies and contextual learning (frequency 2). Interestingly, conventional methods such as "lectures and examples" and the use of specific media are actually at the lowest frequency (frequency 1). This shows a paradigm shift from teacher-centered learning to a more dynamic and student-centered strategy. Interactive, collaborative, and varied learning has been proven to be able to retain students' attention and relate the material to the reality of their lives (Reeve, 2012).

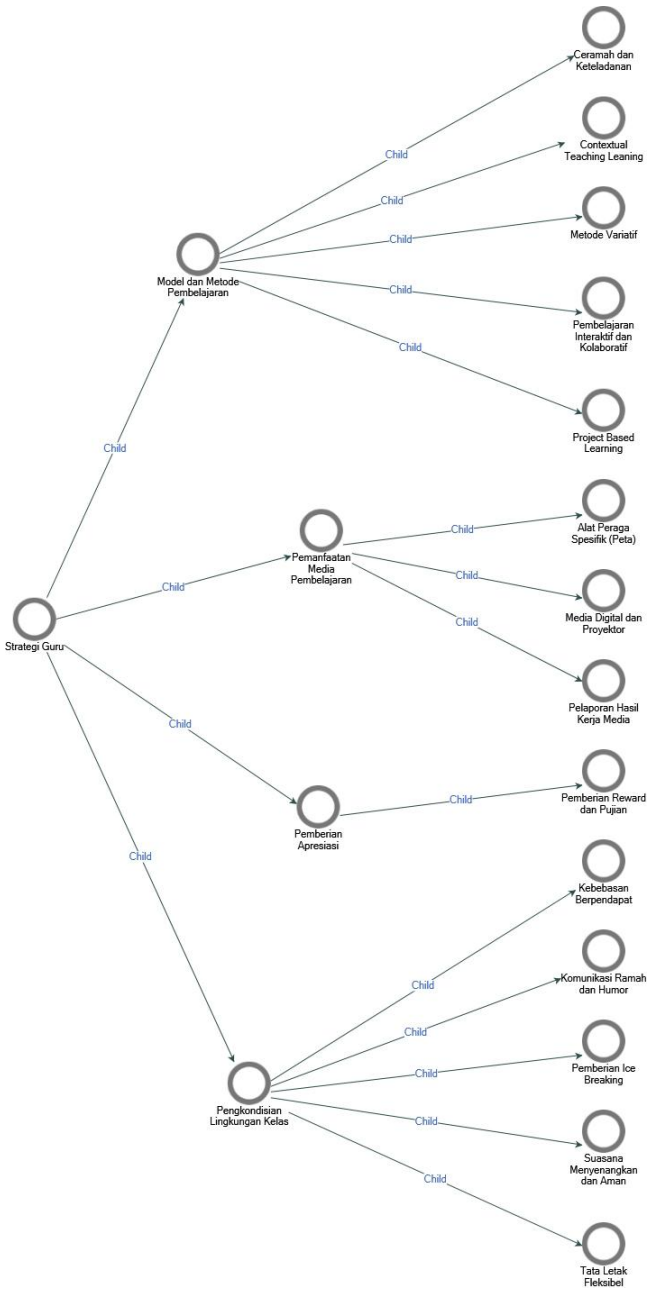

Figure 4. Project map of teachers' strategies in motivating students

The hierarchy chart in Figure 4 shows how teachers design a comprehensive instructional ecosystem through four main dimensions: learning models and methods, the use of learning media, the provision of appreciation, and the conditioning of the classroom environment. This hierarchical structure emphasizes that teachers' strategies are not single, but rather an integration between formal pedagogical aspects (such as Project-Based Learning and Contextual Teaching and Learning) and classroom psychosocial management. This approach is in line with the principles of differentiated learning and modern classroom management, which states that the effectiveness of teaching depends on the teacher's ability to align cognitive methods with a supportive affective environment (Jones & Jones, 2012).

Furthermore, the sub-components of classroom environment conditioning (freedom of opinion, friendly communication and humor, ice breaking, fun atmosphere, and flexible layout) interact symbiotically with the use of digital and physical learning media. This mapping shows the transition from a rigid classroom climate to an adaptive, student-centered learning space. Students' motivation to

learn and retain information is optimally increased when visual-technological stimulation of learning media is supported by an inclusive, flexible, and low-anxiety classroom atmosphere (Pintrich, 2003).

Socio-Emotional Approach and Humanist Learning Climate Conditioning

Empirical findings show that the conditioning of the classroom environment occupies a crucial position in teachers' instructional activities at SMP Negeri 2 Maba, where the creation of a fun and safe atmosphere emerges as a strategy with the highest intensity of implementation. A conducive classroom atmosphere is formed through planned actions to minimize the psychological tension of students during the learning process. Teachers deliberately design the learning space as an inclusive forum that provides a sense of physical and psychological security for students from various sociocultural backgrounds. In addition, it was found that the high frequency of ice breaking was applied, especially during critical lesson hours when student concentration decreased; This refresher activity is effective in reducing boredom, restoring focus, and re-stimulating students' cognitive readiness. The interpersonal communication dimension is also characterized by a friendly communication style and consistent humor—teachers do not appear as authoritarian figures, but rather use polite rhetoric interspersed with educational humor to bridge the psychological distance between generations.

Academically, the data confirms that educators understand the urgency of students' affective readiness before being faced with cognitive burden. In Self-Determination Theory (SDT), this series of socio-emotional strategies is a concrete fulfillment of basic psychological needs, especially the dimension of relatedness (Ryan & Deci, 2017). When teachers build a safe atmosphere and communicate warmly, students feel recognized and emotionally connected, which triggers the transformation of extrinsic motivation into intrinsic motivation. This humanist classroom conditioning strategy is also in line with the principles of education that originate from religious values, as recorded in Surah Ali 'Imran verse 159 which gives normative legitimacy that the softness of the educator's attitude is a blessing, while a harsh attitude actually makes students stay away (Shihab, 2021); It is also in line with the instructional communication rules of Qaulan Baligha (Surah An-Nisa verse 63), where the teacher's speech should be eloquent, on target, and touch the soul of students.

When compared critically with previous research by Rahayu (2019) regarding teacher motivation strategies at SMP Negeri 2 Gresik, there is a common point in the effectiveness of teachers' personal approaches. However, differences in geographical contexts give rise to their own uniqueness: if in urban areas personal strategies are combined with the use of modern technology, then in developing areas such as East Halmahera, the emotional approach is the main weapon of teachers to encourage the participation of coastal students who tend to be passive (Pajarianto et al., 2022). Managing affective aspects through the interweaving of compassion and example has proven to be a prerequisite for turning learning resistance into active participation.

Pedagogical Innovation and the Utilization of Varied Learning Methods

The second dimension of teacher motivation strategies shifts to the technical aspects of instruction. The data shows the commitment of educators to apply varied methods; The use of a single method in the form of conventional lectures began to be abandoned because it triggered boredom. Specifically, the field findings record the implementation of contemporary learning models such as Contextual Teaching and Learning (CTL) and Project-Based Learning (PBL). Through the contextual method, teachers ground abstract academic theories by relating them to the reality of the lives of the people of East Halmahera. The use of learning media includes teaching aids such as spatial maps to projector-based digital media; Although the frequency of digital media use is still low due to limited facilities, teachers' initiatives to present visualizations are appreciated. Teachers manipulate these limitations by optimizing flexible layouts and

assigning students to report on media work independently.

Theoretically, pedagogical innovation through varied methods represents a paradigm shift towards student-centered learning. In SDT, this model effectively facilitates the need for students' independence/autonomy (Reeve, 2012). When students are given an autonomous space to explore group projects, they feel they have a full share in the learning process. This is reinforced by Social Cognitive Theory (SCT), where collaborative project-based assignments train self-regulation and improve self-efficacy through successful experiences of solving problems together (Schunk & DiBenedetto, 2020). Judging from Bloom's Taxonomy, this method innovation encourages students' thinking skills from the realm of memory (C1) to application (C3) and analysis (C4), as well as training the psychomotor realm from readiness to action to habitual movement.

Compared to the results of Akib's (2018) research at MTs Negeri Turikale Maros, there is an alignment regarding the importance of variety of tasks to drive away learning boredom However, in Maros, teachers are greatly helped by the completeness of package books and adequate study spaces; on the contrary, pedagogical innovations at SMP Negeri 2 Maba were tested in the limitations of physical facilities, so that the variation of methods that were born purely relied on the creativity of teachers (Mustafa et al., 2023). This proves that limited infrastructure is not an absolute barrier to the creation of meaningful learning.

Psychological Strengthening through Appreciation and Reward

In addition to socio-emotional engineering and pedagogical innovation, the concept map of teacher strategies also records the pillars of giving appreciation which include rewards, praise, and providing space for freedom of opinion. This verbal and non-verbal appreciation acts as a fundamental motivational booster. In the framework of SDT, when appreciation is given objectively for the slightest achievement, it affirms the fulfillment of students' competency needs (Ryan & Deci, 2020). Positive validation of the results of hard work proves to be crucial to boost the self-efficacy of students who were originally passive, so that they slowly shift motivational regulation from external encouragement to integrated internal awareness.

In the perspective of value-oriented education, this competency strengthening tactic is rooted in the targhib method (providing motivation through promises of kindness or rewards) that encourages self-improvement (An-Nahlawi, 2014). This practice of providing positive motivation proves that humanistic psychological rewards have more effective leverage in maintaining students' learning perseverance than destructive threat or sanction approaches.

Obstacles Faced by Teachers in Implementing Motivational Strategies

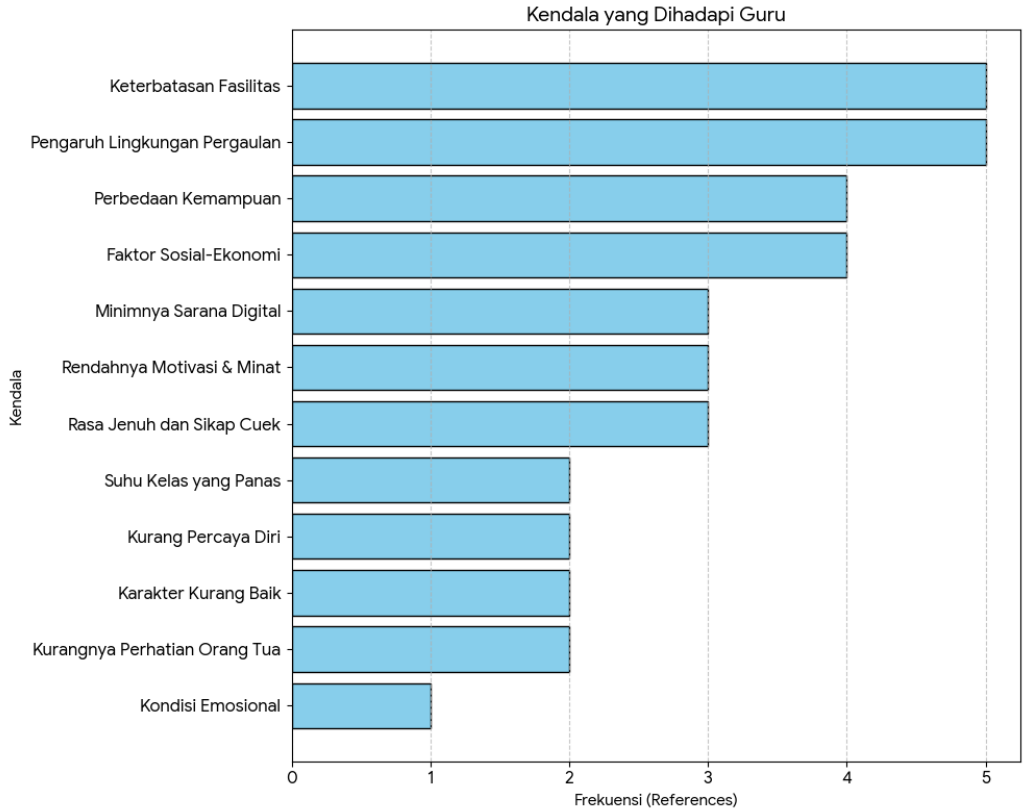

Figure 5. Project map of obstacles faced by teachers in motivating students

Based on the graph in Figure 5, it can be seen that there is an overlap of multidimensional barriers that affect teaching effectiveness. The most dominant barriers were identified in structural-environmental aspects, namely "limited facilities" and "influence of the social environment" (highest frequency: 5), followed by sociological barriers such as "differences in ability" and "socio-economic factors" (frequency 4). This pattern suggests that teachers' biggest challenges often stem from macro variables beyond the classroom's control. According to an ecological perspective, students' development and learning motivation are influenced by interconnected ecosystems, where the limitations of infrastructure (mesosystem) and socio-economic background (macrosystem) limit teachers' instructional space (Bronfenbrenner, 1979).

In addition to external constraints, the graph also highlights internal psychological barriers of students, such as "low motivation and interest", "lack of digital means", and "feeling bored and indifferent" (3 frequencies each). The combination of a less supportive environment and decreased affective engagement creates complex pedagogical challenges. Theoretically, when the needs of basic facilities are not met and the social environment is not academically supportive, students tend to experience a decrease in self-efficacy which triggers mental fatigue (academic burnout) and apathy (Schunk & DiBenedetto, 2020). This data confirms the need for comprehensive institutional policies that focus not only on teacher pedagogical training, but also on the fulfillment of basic facilities and student psychosocial interventions.

External Environmental Disruption and Its Determination to Student Psychology

Empirical findings on constraint maps present a severe sociological challenge, in which the influence of the social environment emerges as the main external barrier. Teachers complained about the strong pull of negative social currents outside school hours which is contrary to the value of academic discipline. This disruption is exacerbated by the socio-economic factors of parents, the majority of whom are in the lower middle class; Poor financial conditions trigger a domino effect, where children are forced to help ease the

family's economic burden so that they consume energy and study time. This condition is aggravated by the lack of parental attention at home—the absence of family control functions over children's learning development—which manifests in the formation of poor character, low manners, and neglect of learning agreements.

Dissected with SDT, this dysfunction of the role of the family directly hinders the fulfillment of children's basic needs for positive emotional relatedness from the primary environment (Ryan & Deci, 2017). The absence of support from home causes students to seek recognition in a peer environment that is often destructive to educational commitment. Based on SCT, negative outcome expectations due to marginal socio-economic realities create an internalization of failure attribution in students' minds (Schunk & DiBenedetto, 2021), which triggers a decrease in self-efficacy and apathy as a self-handicapping mechanism. In the perspective of value-based education, the family occupies the position of the first educator; When the supervisory function is released, there is an ethical vacuum that makes it difficult for the seeds of goodness from the school to grow. Judging from the affective realm of Bloom's taxonomy, this series of external constraints disrupts the students' value system at the valuing and organization stages.

Confronted with the results of Hairani's (2020) research in Bandar Lampung, a sharp contrast can be seen: in the urban school ecosystem, motivational constraints are generally internal-managerial such as lack of feedback, whereas in SMP Negeri 2 Maba teachers are faced with sociocultural barriers, where structural poverty and lack of domestic supervision are the main weakening variables (Sarnoto et al., 2023). This emphasizes that teachers cannot fight alone without restructuring the collaborative relationship between schools and the surrounding community.

Physical Infrastructure Problems and Heterogeneity of Students' Internal Abilities

The second dimension of constraints centers on school facilities and the internal psychological condition of students. Indicators of limited physical facilities and lack of digital facilities recorded a very high frequency of complaints; The absence of modern teaching aids and representative technological facilities limits teachers' creativity. This condition is exacerbated by the hot classroom temperature during learning, which drains physical stamina and damages students' concentration, resulting in a sense of boredom and ignorance. This challenge is intertwined with sharp differences in cognitive abilities between students, which gives birth to a crisis of confidence and low interest in learning in the lower group of students who tend to withdraw and passive. This accumulation of physical and internal constraints reveals excessive mental overload; Fulfilling safe and comfortable needs is a prerequisite before high-level academic actualization can be achieved.

Volatile emotional fluctuations in the early adolescence phase, aggravated by mental exhaustion due to domestic problems, create a mental block in the reception of information. In SDT, this emotional instability indicates that the need for security is not optimally met, so cognitive energy is drained to manage anxiety instead of processing material (Ryan & Deci, 2020). The deficit of digital facilities also clashes with the principle of competence in SDT; Failure to provide technology limits the space students demonstrate proficiency in the modern era and nurtures a crisis of confidence. Referring to SCT, the intensity of physical barriers and cognitive inequality lower students' outcome expectations (Schunk & DiBenedetto, 2020), so that low-ability students view assignments as a threat to self-esteem and develop apathy. This reality emphasizes the scientific gap from Rahmawati's (2020) research in a well-equipped school in Yogyakarta: findings at SMP Negeri 2 Maba prove that in developing regions, the discourse of learning motivation cannot be separated from the struggle to overcome limited physical carrying capacity (Sudarmo et al., 2021). Thus, education quality reform in the archipelago requires equitable distribution of school infrastructure development, not just teacher competency training.

Teachers' Solutions to Overcome Obstacles to Improve Learning Outcomes

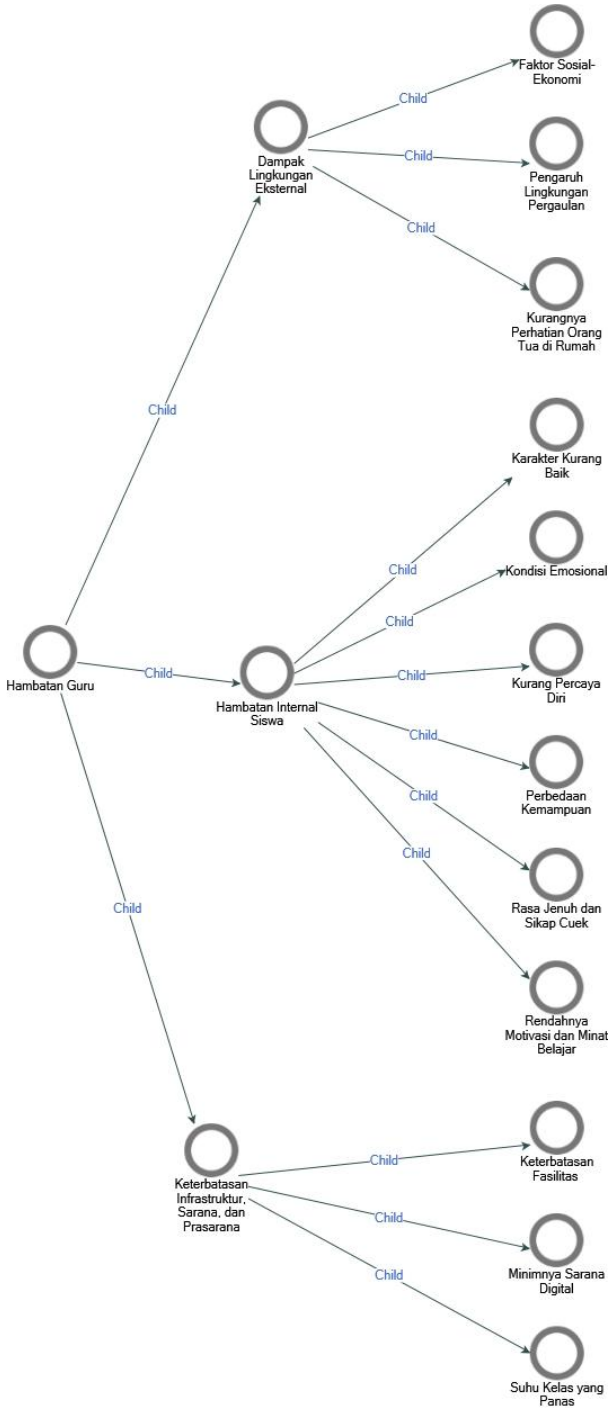

Figure 6. Project map of solutions and obstacles faced by teachers

As summarized in Figure 6, efforts to increase student learning motivation at SMP Negeri 2 Maba are a complex process that integrates the pillars of teacher strategy, solution intervention, and taxonomic mapping of obstacles. Through a modern, student-centered classroom management approach, teachers prioritize affective dimensions such as creating a safe atmosphere, humorous communication, and ice breaking to stimulate intrinsic engagement of learners (Ryan & Deci, 2017). However, the effectiveness of these strategies is hit by multidimensional obstacle structures—external environmental impacts, infrastructure limitations, and internal student barriers—where the limitations of digital facilities and less conducive classrooms trigger the accumulation of saturation, apathy, and a decrease in students' self-efficacy (Bronfenbrenner, 1979). Therefore, the pillar of

teachers' solutions in the form of adaptation of structural limitations and active partnerships with parents is the key to strategic mitigation.

Pedagogical Resilience through a Personal Approach and Environmental Utilization

Facing multidimensional constraints, the research data presents a portrait of educator resilience, where a humanist personal approach is the main intervention with the highest track record. Teachers take time outside of class hours to have heart-to-heart dialogue with students who show symptoms of decreased motivation, provide guidance and counseling (BK) assistance and individual programs for problem students, and engage passive students gradually. In order to break through the impasse due to the crisis of facilities, teachers use the environment around the school as an alternative nature laboratory, combined with the optimization of whiteboards, media from used materials, and small group discussions. This variety of solutions proves the running of a high level of pedagogical resilience, where educators transform physical limitations into opportunities for ecological innovation.

Another adaptive step that stands out is the integration of technology through the use of students' personal smartphones. Facing the deficit of school digital facilities, teachers direct students to use gadgets to look for references or do interactive quizzes. This solution is relevant to SCT, where teachers manipulate a limited environment with the tools at the hands of students to create a digitally connected learning experience (Bandura, 2018). This assignment of responsibility for the use of smartphones for academic purposes also fulfills the principle of autonomy in SDT: students are entrusted with managing their own devices, which shift their perception from a controlled object to a subject of science explorer (Ryan & Deci, 2020), while at the same time practicing discipline and digital literacy.

This personal-humanist approach is in line with the guidance of Surah Ali 'Imran verse 159, where the teacher positions himself as a protector who erodes psychological distance through dialogue spaces. Judging from SDT, personal interventions and group discussions restore students' needs for relatedness and autonomy (Ryan & Deci, 2017), so that emotional security becomes a catalyst that re-stimulates intrinsic motivation. With the parameters of SCT, passive student involvement is gradually coherent with the formation of self-efficacy through small success experiences (mastery experiences). Innovation in the use of the natural environment and used goods is an intelligent engineering of the learning environment; Learning in the outdoors stimulates the five senses, pushes cognition to the level of analysis (C4) and synthesis (C5), and trains psychomotor skills to the stage of adaptation.

Compared to the results of Rahayu (2019) research in Gresik, a conceptual leap can be seen: if in urban areas mitigation solutions are centered on technology and formality, in East Halmahera the solution jumps to local ecology-based curriculum engineering (Sukitman et al., 2024). Teachers prove that the absence of formal infrastructure can be substituted by professional creativity in utilizing the surrounding ecosystem. The combination of the recovery of socio-emotional affection and the adaptation of ecological methods succeeded in building a layered safety net for the rescue of students' learning motivation.

Community-Based Strategic Partnerships and Continuous Evaluation

The final dimension of the solution shifts to macro interventions involving ecosystems outside of school. The data shows the intensity of the implementation of the home visit agenda and formal meetings with parents. Realizing that the main obstacle is rooted in the dysfunction of supervision at home, teachers implement a pick-up strategy to build a synchronous learning partnership agreement. This step is balanced by tightening the internal managerial climate through activeness, assignments, and exams, routine evaluation meetings, and supervision of school principals. The data also recorded the implementation of educational punishment as the last control instrument to enforce discipline; This sanction is designed far from the element of violence and is diverted in the form of corrective tasks that

cause a psychological deterrent effect as well as spiritual strengthening. The formulation of this macro solution reveals a structural understanding that motivational crises require cross-sectoral intervention (tricenters of education).

In SDT parameters, the alignment of school instructional values with domestic culture through home visits aims to shift the regulation of student motivation from external pressure to the internalization of values that are autonomous (identified/integrated regulation) (Ryan & Deci, 2017). Based on SCT, the tightening of the daily evaluation system and regular meetings act as feedback loops that are vital to maintain a self-regulatory rhythm, so that motivational fluctuations can be detected and corrected early (Schunk & DiBenedetto, 2021). In the perspective of value-based education, community partnerships and educational sanctions go hand in hand with the rules of al-mau'izhah al-hasanah (Surah An-Nahl verse 125); The imposition of punishment in the nature of moral improvement transforms the essence of sanctions into an instrument of character building. Viewed from the affective realm of Bloom's Taxonomy, the evaluation of this behavior change encourages students from forced participation to internalization of values (valuing and organization) which eventually crystallizes into a disciplined lifestyle (characterization).

The presentation of this macro solution enhances the research recommendations of Akib (2018) in Maros which emphasizes the provision of productive-creative facilities as a primary solution. In SMP Negeri 2 Maba, which is limited in budget, the solution maneuver is intelligently shifted to strengthening family ties across institutions (Hidayat et al., 2022): schools prove that limited financial capital can be substituted by social capital optimization. Continuous managerial evaluation, supported by partnerships with parents, has been proven to break the chain of socio-economic constraints and lead students to achieve better academic achievement.

CONCLUSION

Increasing student learning motivation at SMP Negeri 2 Maba East Halmahera is the end product of tripartite interaction between humanist teachers' instructional strategies, multidimensional obstacle management, and adaptive problem-solving resilience. Educators combine a socio-emotional approach with student-centered pedagogical innovations: starting with conditioning affective readiness through a fun and safe classroom climate, ice breaking, and humorous friendly communication, then gradually moving from conventional lecture methods to contemporary models such as Contextual Teaching and Learning (CTL) and Project-Based Learning (PBL) to ground abstract material and erode student boredom. However, the effectiveness of the strategy is faced with systemic-multidimensional constraints that include external environmental disruptions (negative social flows, family economic limitations, lack of parental supervision), infrastructure limitations (deficit of digital facilities, absence of modern props, hot classroom temperatures), as well as internal student barriers (cognitive ability inequality, apathy, emotional fluctuations, and confidence crises). As a mitigation, educators demonstrate high pedagogical resilience and community-based strategic partnerships—through a personal approach, BK mentoring, the use of natural ecosystems and used goods as alternative media, the integration of students' smartphones, home visit programs, strict daily evaluations, and educational-spiritual sanctions. These findings confirm that, in the context of developing island regions, the fulfillment of basic psychological needs (sense of security, autonomy, connectedness) through a personal-humanist approach as emphasized by Self-Determination Theory and Social Cognitive Theory plays a much more dominant role in restoring learning motivation than simply updating purely academic methods. This research contributes to expanding the study of learning motivation in the context of island schools, as well as recommending strengthening school-family partnerships and equitable distribution of infrastructure as a

prerequisite for improving the quality of education in developing regions.

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