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Holistic Learning Models in Remote Areas: Enhancing Student Motivation through Local Wisdom, Parental Collaboration, Teacher Capacity, and Government Support

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Abstract

This study explores a holistic learning model in elementary education that integrates local wisdom, parental collaboration, teacher capacity, and government support to enhance student motivation in remote areas of South Sulawesi, Indonesia. The research follows a quantitative approach, employing Structural Equation Modeling (SEM) with Smart PLS to analyze data collected through offline questionnaires from 159 respondents, including 18 school principals and 141 elementary school teachers. Results reveal that government support significantly boosts both teacher capacity (O = 0.64, P = 0.000) and student motivation (O = 0.36, P = 0.000). Teacher capacity plays a critical role in improving student motivation (O = 0.807, P = 0.000) and fostering parental collaboration (O = 0.289, P = 0.000). Surprisingly, a negative correlation was found between parental collaboration and student motivation (O = -0.289, P = 0.000), while local wisdom showed an insignificant impact on student motivation (O = -0.097, P = 0.215). Discussion suggests that government support and teacher capacity are key drivers of student motivation, though the complex dynamics of parental collaboration require further exploration. Conclusion: The study highlights the importance of teacher capacity and government involvement while recognizing the nuanced role of parental involvement. Future research should explore these factors across different cultural contexts, using mixed-methods approaches to provide a deeper understanding of the relationships and the role of cultural practices in motivating students.

Keywords: *Holistic Learning Models, Elementary Schools, Remote Areas, Student Motivation, Parental Collaboration, Teacher Capacity, Government Support, Local Wisdom.*

Introduction

Elementary education plays a foundational role in shaping lifelong learning habits and cognitive development, making it critical to address the challenges faced in remote areas. However, students in these regions often struggle with low motivation and academic performance due to barriers such as inadequate infrastructure, limited learning resources, and a shortage of qualified teachers (Cowie et al., 2020; Lembani et al., 2020). The disparities are more pronounced in rural areas of developing countries, where elementary education systems are less equipped to compete with their urban counterparts, further widening educational inequalities (Chesters & Cuervo, 2022; Xu, 2020). In these regions, where quality education remains inaccessible, students' lack of motivation to engage in learning activities is a pervasive issue that significantly impacts their academic success and future learning outcomes (Kambouri, 2022).

In Indonesia, these challenges are especially evident within elementary schools in remote areas. Despite government efforts to expand access to education, the country's vast and diverse geography creates obstacles that limit the effectiveness of educational programs. Schools in rural areas often lack essential resources, such as textbooks, digital tools, and adequately trained teachers, resulting in a learning environment that diminishes students' motivation (Juharyanto et al., 2020). Furthermore, teachers in remote

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areas frequently operate in isolation, lacking opportunities for continuous professional development and peer collaboration, which impairs their capacity to effectively support student motivation and academic growth (Ferri et al., 2020).

At the elementary level, the involvement of parents plays a crucial role in enhancing student motivation, yet in remote areas, parental engagement with formal education can be limited by socio-economic constraints and unfamiliarity with modern educational practices (Myende & Nhlumayo, 2022). Studies highlight that parental collaboration not only improves children's motivation but also fosters a positive attitude toward education by reinforcing learning beyond the classroom (Tan et al., 2020). However, rural parents often rely on traditional knowledge and community practices, suggesting that integrating local wisdom with formal education could enhance student engagement and motivation (Abas et al., 2022). Local wisdom, which includes indigenous knowledge, cultural traditions, and social values, provides a meaningful context for students to relate academic content to their everyday lives, promoting motivation and deeper learning (Li & Xue, 2020).

Teacher capacity, a vital component of effective elementary education, is another significant factor influencing student motivation. In remote schools, teachers often face unique challenges, such as limited instructional materials, large multi-grade classrooms, and cultural differences between teachers and students (Aguilera & Nightengale-Lee, 2020). Teachers who possess the capacity to adapt their teaching methods to local contexts and collaborate with parents are more effective in fostering motivation and positive learning outcomes (Berkowitz et al., 2021). However, without continuous professional development, many teachers struggle to address these challenges, underscoring the need for targeted interventions (Ferri et al., 2020).

Government support is essential for addressing the systemic issues that hinder education in remote areas. Effective policies and programs can provide schools with necessary resources, offer incentives for teachers to work in rural areas, and facilitate community-based education initiatives (Kosec & Wantchekon, 2020). However, the success of these initiatives often depends on their alignment with local contexts. Programs that fail to consider local cultural practices and community needs are less likely to achieve the intended outcomes (Salmi & D'Addio, 2021). In Indonesia, decentralized governance allows local governments to play a significant role in managing education. However, the impact of these efforts varies widely, with some regions excelling while others struggle to implement policies effectively (Turwelis et al., 2022).

Despite the growing body of research on parental involvement, teacher capacity, and government support in education (Berkowitz et al., 2021; Marschall & Shah, 2020), limited attention has been given to how these elements interact within remote elementary schools. Existing studies tend to examine these factors in isolation, without addressing the potential synergy among local wisdom, parental collaboration, and government initiatives. Furthermore, while local cultural practices significantly shape students' attitudes toward education in rural areas, the role of these practices is rarely integrated into formal educational frameworks (Abas et al., 2022).

This study aims to analyze the complex relationships among local wisdom, parental collaboration, teacher capacity, and government support and their impact on student motivation in elementary schools in South Sulawesi, Indonesia. The research employs Structural Equation Modeling (SEM) to evaluate the interactions among these variables and how they collectively influence student motivation. SEM provides a robust framework for examining multiple variables simultaneously, enabling a deeper understanding of the dynamics between cultural factors, community involvement, teacher preparedness, and government initiatives. By focusing on elementary education in remote areas, this study seeks to offer valuable insights for educators, policymakers, and researchers working to improve learning outcomes in marginalized communities. The findings will not only provide practical recommendations but also contribute to the broader academic discourse on community-based, holistic educational approaches in remote settings.

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Literature Review

Challenges of Elementary Education in Remote Areas

Elementary education in remote areas faces distinct challenges that significantly affect student motivation and learning outcomes. A primary obstacle is the limited access to resources, including textbooks, teaching materials, and digital technology. Schools in these areas often operate with outdated or insufficient educational supplies, limiting opportunities for modern, interactive learning. These resource limitations create disparities in educational quality between remote and urban schools, leading to lower engagement and student motivation (Abou-Khalil et al., 2021; Chiu, 2023).

Infrastructure deficiencies further hinder elementary education. In remote areas of Indonesia, many schools suffer from poor building conditions that are inadequately maintained and sometimes inaccessible during adverse weather. This disrupts students' learning routines and makes it difficult for teachers to provide consistent, high-quality education. Additionally, students in these areas often walk long distances to attend school due to the lack of reliable transportation, reducing their enthusiasm for learning (Cents-Boonstra et al., 2021). The absence of internet access in some remote schools also prevents the integration of digital tools, limiting students' ability to engage with technology-based learning materials.

Another persistent challenge is the shortage of qualified teachers. Remote schools struggle to attract and retain skilled educators due to geographical isolation, harsh living conditions, and limited opportunities for professional development. High turnover rates and reliance on temporary or underqualified staff negatively impact the continuity and quality of education, contributing to lower student motivation (Goldhaber et al., 2021; Mitchell et al., 2022). Without consistent and well-prepared teachers, students are less likely to engage actively and succeed academically.

Furthermore, social and economic pressures compound the difficulties students face. Many elementary students in remote areas balance their education with family responsibilities or contribute to household income, detracting from their focus on learning. The absence of educational role models within the community also diminishes students' motivation to regularly attend school and strive for academic success (Hermino & Arifin, 2020; Khlaif et al., 2021; Tulaskar & Turunen, 2022).

In summary, elementary education in remote areas faces interconnected challenges, including limited resources, poor infrastructure, teacher shortages, and low student motivation. Addressing these issues requires a multifaceted approach that considers the unique needs of these regions and offers targeted support to schools, teachers, and students.

The Synergy of Holistic Learning in Education

The integration of local wisdom, parental collaboration, teacher capacity, and government support within holistic learning models creates a dynamic and interconnected educational environment (Hidayati et al., 2020; Tohri et al., 2022). Each component contributes individually to student motivation and learning outcomes, but their combined synergy offers a more effective and sustainable approach to education in remote areas. By working together, these elements form a cohesive framework that addresses the multifaceted challenges of remote education while fostering an inclusive and community-driven learning environment.

Local wisdom serves as the foundation of culturally relevant education. When teachers incorporate local practices, traditions, and knowledge into their lessons, students are more likely to find learning meaningful and connected to their daily lives. For example, in rural areas of Indonesia, agricultural practices are deeply intertwined with the local economy and social structure. Schools that integrate these practices into science and vocational studies make education more practical and relatable, leading to increased student engagement and motivation (Kang et al., 2021; Wang et al., 2020). This not only preserves cultural identity but also strengthens the community's involvement in the educational process.

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Parental collaboration plays a crucial role in reinforcing the lessons learned in the classroom. When parents are actively engaged, they reinforce the importance of education at home, creating a supportive environment for their children's learning. In remote areas, where formal education systems might be under-resourced, the active participation of parents can fill gaps by providing emotional and sometimes financial support to schools. For example, a case study from Papua, Indonesia, highlighted how a strong parental involvement program helped boost student attendance and participation, as parents became more invested in their children's academic progress (Davis-Kean et al., 2021; Zhang et al., 2021). This collaboration creates a strong connection between home and school, ensuring students receive consistent support both in and out of the classroom.

Teacher capacity is enhanced when teachers are empowered to collaborate with parents and integrate local wisdom into their teaching. Professional development programs that train teachers to engage with community members and utilize locally relevant materials enable them to adapt their teaching methods effectively. A successful case study in the Philippines demonstrated that when teachers were trained to collaborate with parents and integrate local traditions into their curriculum, student motivation and academic performance improved significantly (Jabar et al., 2023). This highlights the importance of continuous teacher development that is tailored to the specific needs of remote areas.

Government support acts as the enabler of this holistic approach. Policies that provide financial resources, infrastructure, and teacher training programs ensure that schools in remote areas can effectively implement these integrated strategies. Government support that aligns with the local context helps bridge the gap between traditional educational models and the specific needs of remote regions (Joyce & Cartwright, 2020; Tan et al., 2021). When these components—local wisdom, parental collaboration, teacher capacity, and government support—are combined, they create a self-reinforcing cycle that promotes educational success.

Teachers are better equipped to deliver relevant and engaging lessons, parents are more involved and supportive, and government policies provide the necessary framework and resources to sustain these efforts. This synergy results in an educational environment where students are motivated not only by the content they learn but by the community's collective commitment to their success. In summary, the integration of these holistic components can transform education in remote areas, making it more effective and tailored to the unique needs of each community. By leveraging local strengths and fostering collaboration, holistic learning models offer a sustainable solution to the challenges faced by schools in underserved regions.

Research Hypothesis

Based on the literature review above, we have formulated the following research hypotheses to be tested in this study:

H1: Government Support positively influences Teacher Capacity.

H2: Government Support positively influences Student Motivation.

H3: Teacher Capacity positively affects Collaboration with Parents.

H4: Teacher Capacity has a positive impact on Student Motivation.

H5: Collaboration with Parents positively influences Student Motivation.

H6: The Use of Local Wisdom enhances Collaboration with Parents.

H7: The Use of Local Wisdom positively affects Student Motivation.

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Research Method

Research Participants

The respondents of this research consist of 159 individuals, with 53 males (33.3%) and 106 females (66.7%). These participants include both school teachers and school principals from two rural areas in South Sulawesi, Indonesia, specifically the Enrekang and Sidenreng Rappang regencies. The sample was selected using a convenience sampling method, chosen for its practicality in accessing respondents who were readily available and willing to participate. Given the logistical constraints of these rural areas and the time limitations of the research, this approach allowed for the efficient gathering of data from educational professionals. In terms of demographics, the respondents' age distribution shows that 25.2% are between 25-35 years, 44.0% are between 36-45 years, 22.0% are between 46-55 years, and 8.8% are 56 years or older. Regarding teaching experience, 15.7% have 1-5 years of experience, 31.4% have 6-10 years, 34.6% have 11-20 years, and 18.2% have more than 20 years of experience. In terms of educational background, 75.5% hold a Bachelor's degree, 22.0% hold a Master's degree, and 2.5% have obtained a Doctorate degree. These detailed demographic characteristics provide a comprehensive overview of the respondents' profiles, as outlined in Table 1.

Table 1. Demography of Participants

Profile	Frequency	Percentage (%)
Gender		
Male	53	33.3
Female	106	66.7
Age		
25-35 years	40	25.2
36-45 years	70	44.0
46-55 years	35	22.0
56 years and above	14	8.8
Teaching Experience		
1-5 years	25	15.7
6-10 years	50	31.4
11-20 years	55	34.6
More than 20 years	29	18.2
Educational Background		
Bachelor's Degree	120	75.5
Master's Degree	35	22.0
Doctorate Degree	4	2.5

Procedure and Materials

This study employed a quantitative research approach, utilizing a mixed-mode survey method. The primary data collection tool was a Likert-scale questionnaire, which provided five response options, ranging from "strongly disagree/never" (score = 1) to "strongly agree/always" (score = 5). The questionnaire was carefully designed by the researchers, focusing on five key variables, with each variable represented by five indicators (see Table 2). It was developed following an extensive review of relevant literature (e.g., Hidayati et al., 2020; Tohri et al., 2022; Kang et al., 2021; Wang et al., 2020; Davis-Kean et al., 2021; Zhang et al., 2021; Joyce & Cartwright, 2020; Tan et al., 2021).

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The survey comprised 30 questions, excluding those related to respondent identity. Based on the 25 identified indicators, the researchers calculated that a minimum of 125 respondents was necessary, ensuring five samples for each indicator, following the methodology cited (25 indicators x 5 samples = 125). However, during the data collection phase, a total of 159 respondents participated, surpassing the minimum requirement. To address varying levels of internet access, the questionnaire was distributed in two formats: printed questionnaires for areas with limited internet connectivity, and Google Forms for respondents in regions with stable internet access. This dual distribution strategy ensured comprehensive and inclusive data collection across different regions.

Table 2. Description of Variables

Variables	Indicators
Local Wisdom in Learning (LW)	Types of Local Wisdom Used (LW1)
	Level of Integration of Local Wisdom into the Curriculum (LW2)
	Effectiveness of Local Wisdom-Based Learning Methods (LW3)
	Project-Based Learning (LW4)
	Student Acceptance of Local Wisdom-Based Learning (LW5)
Teacher Capacity (TC)	Number of Training Sessions Attended (TC1)
	Teaching Quality (TC2)
	Innovation in Teaching (TC3)
	Professional Support Received (T4)
	Use of Simple Technology (TC5)
Parental Collaboration (PC)	Frequency of Parent Involvement (PC1)
	Parental Support in Learning (PC2)
	School Activities Involving Parents (PC3)
	Communication between School and Parents (PC4)
	Parent Participation in Decision-Making (PC5)
Government Supports (GS)	Number of Government Support Programs (GS1)
	Material or Financial Assistance (GS2)
	Training and Mentoring Facilitated by the Government (GS3)
	Policies Supporting Remote Schools (GS4)
	Collaboration with Non-Governmental Organizations (GS5)
Student Learning Motivation (SLM)	Student Attendance (SLM1)
	Active Participation in Learning Activities (SLM2)
	Interest in Learning (SLM3)
	Academic Achievement (SLM4)
	Involvement in Extracurricular Activities (SLM5)

Data Analysis

The research data collected from 159 respondents were analyzed using Structural Equation Modeling (SEM) with the SmartPLS software. The analysis followed several key steps. First, convergent validity was assessed to determine whether each indicator accurately measures the construct it is intended to evaluate. This was done by examining the outer loadings and Average Variance Extracted (AVE) values to ensure that the indicators correlate strongly with their respective constructs. Second, discriminant validity was evaluated to confirm that the constructs are distinct from one another. This step involved comparing the cross-loadings and the Fornell-Larcker criterion to ensure that each variable sufficiently differentiates itself from other variables within the model. Third, composite reliability and Cronbach's alpha were calculated to test the internal consistency of the constructs, ensuring that the indicators are reliable and that the

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constructs demonstrate adequate internal consistency. Finally, the hypothesis testing was performed to evaluate the relationships between the variables and assess the significance of the proposed paths within the model. This step involved examining path coefficients, t-values, and p-values to confirm or reject the hypothesized relationships.

Findings

Convergent Validity

Convergent validity analysis evaluates whether an indicator effectively measures the construct it is intended to assess. As stated by Yussof et al. (2020), an indicator is deemed valid if its value greater than 0.7 (see Table 2).

Table 2. Convergent Validity

Variables	Indicators	Outer Loading	Criteria
Local Wisdom in Learning (LW)	Types of Local Wisdom Used (LW1)	0.783	Valid
	Level of Integration of Local Wisdom into the Curriculum (LW2)	0.491	Not Valid
	Effectiveness of Local Wisdom-Based Learning Methods (LW3)	0.884	Valid
	Project-Based Learning (LW4)	0.920	Valid
	Student Acceptance of Local Wisdom-Based Learning (LW5)	0.887	Valid
Teacher Capacity (TC)	Number of Training Sessions Attended (TC1)	0.142	Not Valid
	Teaching Quality (TC2)	0.876	Valid
	Innovation in Teaching (TC3)	0.812	Valid
	Professional Support Received (T4)	0.764	Valid
	Use of Simple Technology (TC5)	0.546	Not Valid
Parental Collaboration (PC)	Frequency of Parent Involvement (PC1)	0.873	Valid
	Parental Support in Learning (PC2)	0.877	Valid
	School Activities Involving Parents (PC3)	0.830	Valid
	Communication between School and Parents (PC4)	0.919	Valid
	Parent Participation in Decision-Making (PC5)	0.866	Valid
Government Supports (GS)	Number of Government Support Programs (GS1)	0.687	Not Valid
	Material or Financial Assistance (GS2)	0.926	Valid
	Training and Mentoring Facilitated by the Government (GS3)	0.756	Valid
	Policies Supporting Remote Schools (GS4)	0.942	Valid
	Collaboration with Non-Governmental Organizations (GS5)	0.330	Not Valid

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Student Learning Motivation (SLM)	Student Attendance (SLM1)	0.813	Valid
	Active Participation in Learning Activities (SLM2)	0.769	Valid
	Interest in Learning (SLM3)	0.583	Not Valid
	Academic Achievement (SLM4)	0.778	Valid
	Involvement in Extracurricular Activities (SLM5)	0.763	Valid

Based on the data presented in Table 2, several indicators were found to be invalid as their outer loading values were below the 0.7 threshold. These indicators include Level of Integration of Local Wisdom into the Curriculum (0.491), Number of Training Sessions Attended (0.142), Use of Simple Technology (0.546), Number of Government Support Programs (0.687), Collaboration with Non-Governmental Organizations (0.330), and Interest in Learning (0.583). Since these indicators did not meet the minimum validity criteria, they were removed from the model to ensure that only reliable and valid indicators are used in the final analysis. The removal of these indicators is necessary to improve the overall accuracy and robustness of the model. By eliminating these low-loading indicators, we ensure that the remaining indicators better reflect the constructs they are intended to measure.

Discriminant Validity

Discriminant validity assesses whether a variable can sufficiently differentiate itself from others. This is done by comparing the variable's loading value, which should be higher on its own construct than on others. The Fornell-Larcker criterion test results confirm that for all variables, their values are greater than the corresponding construct values below, indicating acceptable discriminant validity (see Table 3).

Table 3. Discriminant Validity

Variables	**Local Wisdom in Learning**	**Teacher Capacity**	**Parental Collaboration**	**Government Support**	**Student Motivation**
Local Wisdom in Learning	**0.812**	0.529	0.462	0.487	0.503
Teacher Capacity	0.529	**0.844**	0.521	0.562	0.514
Parental Collaboration	0.462	0.521	**0.859**	0.533	0.476
Government Support	0.487	0.562	0.533	**0.849**	0.490
Student Motivation	0.503	0.514	0.476	0.490	**0.826**

The discriminant validity analysis using the Fornell-Larcker criterion confirms that each construct in Table 3 meets the required standards. According to the Fornell-Larcker approach, the square roots of the Average Variance Extracted (AVE), represented by the diagonal values, should be higher than the correlations with other constructs (off-diagonal values). In this case, Local Wisdom in Learning (0.812), Teacher Capacity (0.844), Parental Collaboration (0.859), Government Support (0.849), and Student Motivation (0.826) all have diagonal values greater than their respective correlations with other constructs. This confirms that each variable shares more variance with its own indicators than with other variables, thus establishing sufficient discriminant validity across the model.

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Composite Reliability and Cronbach's Alpha

Cronbach's alpha is a metric used to assess the reliability of data (see Table 4). As noted by Hair et al. (2014), a composite reliability value above 0.7 indicates high reliability, while Cronbach's alpha values should ideally exceed 0.6 to be considered acceptable.

Table 4. Composite Reliability and Cronbach's Alpha

Variables	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Local Wisdom in Learning	0.873	1.083	0.916
Teacher Capacity	0.809	0.814	0.887
Parental Collaboration	0.924	1.018	0.941
Government Support	0.79	0.805	0.861
Student Motivation	0.892	0.904	0.925

Based on the data in Table 4, all constructs exhibit acceptable to high reliability as measured by Cronbach's alpha and composite reliability. Local Wisdom in Learning demonstrates strong reliability with a Cronbach's alpha of 0.873 and a composite reliability (rho_c) of 0.916, indicating internal consistency. Teacher Capacity also shows good reliability, with a Cronbach's alpha of 0.809 and composite reliability of 0.887, both above the recommended thresholds. Parental Collaboration stands out with excellent reliability, having a Cronbach's alpha of 0.924 and composite reliability of 0.941. Government Support shows acceptable reliability, with a Cronbach's alpha of 0.790 and composite reliability of 0.861. Lastly, Student Motivation demonstrates strong internal consistency, with a Cronbach's alpha of 0.892 and composite reliability of 0.925. These values confirm that the constructs are reliable for further analysis.

Hypothesis Testing

The test results demonstrate a clear cause-and-effect relationship between the variables. The arrow symbol (→) represents how one variable influences another. Below are the key findings from the hypothesis testing, as outlined in Table 5.

Table 5. Hypothesis Testing

Variables	Original Sample (O)	P Values
Government Support →Teacher Capacity	0.64	0.000
Government Support → Student Motivation	0.36	0.000
Teacher Capacity → Collaboration with Parents	0.289	0.000
Teacher Capacity → Student Motivation	0.807	0.000
Collaboration with Parents→ Student Motivation	-0.289	0.000
Use of Local Wisdom → Collaboration with Parents	0.478	0.000

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Use of Local Wisdom → Student Motivation	-0.097	0.215

Based on the data in Table 5, it is evident that government support plays a significant role in influencing both teacher capacity and student motivation. The positive path coefficient of 0.64 between government support and teacher capacity, with a P value of 0.000, indicates a strong and statistically significant relationship. Similarly, government support positively affects student motivation, though to a lesser degree, with a path coefficient of 0.36, and this relationship is also statistically significant (P = 0.000). Furthermore, teacher capacity strongly impacts student motivation (O = 0.807, P = 0.000), highlighting the critical role of teachers in driving student engagement. Teacher capacity also positively influences collaboration with parents (O = 0.289, P = 0.000). Interestingly, the relationship between collaboration with parents and student motivation is negative (O = -0.289, P = 0.000), suggesting that increased collaboration may not always enhance student motivation. Additionally, the use of local wisdom positively affects collaboration with parents (O = 0.478, P = 0.000), while its impact on student motivation is weak and statistically insignificant (O = -0.097, P = 0.215). These findings highlight the importance of government support and teacher capacity, while revealing complex dynamics between parent collaboration and student motivation.

Discussion

The findings of the research highlighted several key relationships. First, it was found that government support plays a significant role in influencing both teacher capacity and student motivation. This aligns with studies such as those by Bandur et al. (2022), which emphasize the pivotal role of government policies and funding in building teacher capacity, thereby enhancing educational quality. A similar conclusion is drawn by Sims and Fletcher-Wood (2021), who found that sustained governmental involvement is crucial for professional development programs aimed at improving teaching practices. Both studies reinforce the idea that strong government support is a foundational element in boosting teacher effectiveness and, subsequently, student outcomes.

Second, government support was also found to positively affect student motivation, although to a lesser degree than teacher capacity. This result is comparable to the findings of Guay (2022), who argue that external support systems, such as school funding and programs backed by government policies, provide an environment conducive to student motivation by fostering autonomy and relatedness. However, as hypothesized by Berkovich and Hassan (2024), the degree of influence may vary depending on the nature of the support, with some forms of government intervention having more direct impacts on teacher capabilities than on students' internal motivation.

Third, the research showed that teacher capacity strongly impacts student motivation, highlighting the critical role of teachers in driving student engagement. This is supported by Bardach and Klassen's (2020) meta-analysis, which identifies teacher effectiveness as one of the most influential factors on student achievement. In a similar vein, Chan et al. (2023) found that well-trained teachers with high self-efficacy are more likely to foster student motivation and engagement, underlining the central role of teacher capacity in educational outcomes.

Fourth, the study revealed that teacher capacity also positively influences collaboration with parents. This finding echoes those of Gisewhite et al. (2021), who emphasized that teachers with strong instructional abilities tend to foster better communication and collaboration with parents, leading to more cohesive support for students. Similarly, Marschall (2020) noted that teachers who engage parents in educational activities see improvements in parental involvement and student outcomes, suggesting a reinforcing loop between teacher capacity and parent collaboration.

Interestingly, the relationship between collaboration with parents and student motivation was found to be negative, suggesting that increased collaboration may not always enhance student motivation. This finding contrasts with Tan et al.'s (2020) framework, which generally posits positive effects of parental involvement on student outcomes. However, Sak et al. (2021) found that excessive parental control or interference can

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sometimes demotivate students, especially as they seek greater autonomy, offering a possible explanation for the negative relationship observed in this study.

Furthermore, the use of local wisdom positively affects collaboration with parents, while its impact on student motivation is weak and statistically insignificant. This is consistent with findings by Lubis et al. (2022), who suggested that while incorporating local cultural elements may improve community engagement and parental collaboration, it may not directly translate into student motivation. Similarly, Amaliyah et al. (2022) highlighted that while culturally relevant pedagogy strengthens relationships with families, it may not always have an immediate or measurable effect on student performance. In conclusion, these findings underscore the importance of government support and teacher capacity in enhancing educational outcomes, while also revealing complex dynamics between parent collaboration and student motivation.

The implications of this research are significant for policymakers, educators, and school administrators. First, the strong influence of government support on both teacher capacity and student motivation highlights the need for sustained investment in teacher development programs. Governments should focus on providing continuous funding and professional development opportunities, as this will not only improve teacher skills but also have a positive ripple effect on student engagement and educational outcomes. For educators, the findings suggest that teacher capacity should remain a priority in school improvement plans, as well-trained teachers are pivotal to student success. The negative relationship between collaboration with parents and student motivation also presents important implications. Schools may need to reconsider how they engage with parents, ensuring that parental involvement is supportive rather than intrusive. Striking the right balance between fostering collaboration and promoting student autonomy will be key to maintaining student motivation. Finally, the weak impact of local wisdom on student motivation suggests that while culturally relevant practices are beneficial for building community and family ties, additional strategies are necessary to directly enhance student motivation. Tailoring educational approaches to individual student needs, rather than relying solely on cultural or community-based strategies, may be more effective in driving student achievement. These insights can guide more effective educational policies and interventions aimed at improving student outcomes holistically.

Despite its valuable insights, this research has some limitations. First, the study's focus on a specific context may limit the generalizability of the findings. Future research could explore similar dynamics across different cultural and educational settings to see if the results hold universally. Additionally, the study's quantitative approach may not fully capture the complexity of these relationships, so incorporating qualitative methods like interviews could provide deeper insights. The negative relationship between parental collaboration and student motivation also warrants further investigation. Future studies should explore the effects of different types of parental involvement to better understand its impact. Finally, the weak influence of local wisdom on student motivation suggests the need for research into how cultural practices can more effectively drive student engagement. Addressing these limitations would provide a more comprehensive view of the factors influencing educational outcomes.

To address the research limitations, future studies should replicate the findings in diverse cultural settings to ensure broader applicability. Using a mixed-methods approach, combining surveys with interviews, could provide deeper insights into how these variables interact. Additionally, further research should differentiate between supportive and controlling parental involvement to clarify its impact on student motivation. Finally, experimental studies should test specific cultural practices to determine how local wisdom can more effectively enhance student engagement.

Conclusion

This research aimed to explore the influence of government support, teacher capacity, parental collaboration, and local wisdom on student motivation in remote areas of South Sulawesi, Indonesia. The findings reveal that government support significantly boosts teacher capacity, which strongly impacts student motivation. However, government support has a lesser direct effect on student motivation. Teacher

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capacity also enhances collaboration with parents, highlighting the essential role teachers play in fostering both student engagement and family involvement. Interestingly, parental collaboration was found to negatively influence student motivation, suggesting that over-involvement may hinder students' autonomy, a finding that may be particularly relevant in the cultural context of South Sulawesi. While the use of local wisdom strengthens parent collaboration, its impact on student motivation is weak and statistically insignificant. The implications of these findings are vital for policymakers and educators in rural areas. Governments should prioritize teacher development, particularly in under-resourced regions. Schools need to balance parental involvement, ensuring it supports student autonomy. Additionally, while local wisdom plays a role in fostering community ties, more targeted approaches are needed to directly enhance student motivation. The study has limitations, as its focus on South Sulawesi may limit generalizability. Future research should explore similar dynamics in other regions in Indoensia and incorporate qualitative methods to capture the complexity of these relationships. Further investigation is needed into different types of parental involvement and how local wisdom can be better utilized to boost student engagement. Replicating this research in diverse settings and using a mixed-methods approach will provide more comprehensive insights for optimizing educational outcomes in rural areas.

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