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Factors Influencing Learning Motivation in Civic Education among Elementary School Teacher Education Students

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Abstract

This study aimed to identify the factors influencing the learning motivation of students in the Elementary School Teacher Education Program in the Civic Education course at Universitas Sanata Dharma. The study employed a mixed-methods design. Quantitative data were collected through questionnaires and analyzed using exploratory factor analysis, while qualitative data were obtained through semi-structured interviews with ten students who voluntarily participated as informants to deepen the interpretation of the findings. The participants consisted of 42 second-semester students enrolled in the Civic Education course. The analysis revealed two main factors shaping students' learning motivation. The first factor, namely personal readiness and pedagogical support, includes learning satisfaction, health, and lecturer support. This factor indicates that students' learning motivation becomes stronger when they are physically and psychologically prepared, receive support from lecturers, and perceive the learning experience as meaningful. The second factor, namely self-regulatory drive, consists of curiosity and responsibility, indicating that motivation also grows from students' internal drive to explore civic issues and carry out their academic responsibilities consciously. These findings confirm that motivation in learning Civic Education is not only an individual student issue, but also a pedagogical one. Therefore, lecturers need to design learning that is more contextual, participatory, and reflective. One relevant recommendation is the implementation of Flipped-Case-Based Learning to foster curiosity, strengthen responsibility, and create more meaningful learning experiences for prospective elementary school teachers.

Keywords: Civic Education, Elementary School Teacher Education, Learning Motivation

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Abstrak

Penelitian ini bertujuan untuk menemukan faktor-faktor yang memengaruhi motivasi belajar mahasiswa Program Studi Pendidikan Guru Sekolah Dasar dalam mata kuliah Pendidikan Kewarganegaraan di Universitas Sanata Dharma. Penelitian menggunakan desain metode campuran. Data kuantitatif dikumpulkan melalui kuesioner dan dianalisis dengan analisis faktor eksploratori, sedangkan data kualitatif diperoleh melalui wawancara semi-terstruktur dengan sepuluh mahasiswa yang bersedia menjadi informan untuk memperdalam makna temuan. Partisipan penelitian berjumlah 42 mahasiswa semester dua yang sedang menempuh mata kuliah Pendidikan Kewarganegaraan. Hasil analisis menunjukkan dua faktor utama yang membentuk motivasi belajar mahasiswa. Faktor pertama, yaitu kesiapan personal dan dukungan pedagogis, meliputi kepuasan belajar, kesehatan, dan dorongan dosen. Faktor ini menunjukkan bahwa motivasi belajar mahasiswa menguat ketika mereka berada dalam kondisi fisik dan psikologis yang siap, memperoleh dukungan dari dosen, dan memandang pengalaman belajar sebagai sesuatu yang bermakna. Faktor kedua, yaitu dorongan regulasi diri, terdiri atas rasa ingin tahu dan tanggung jawab, yang menunjukkan bahwa motivasi juga tumbuh dari dorongan internal mahasiswa untuk mendalami isu-isu kewarganegaraan dan menjalankan kewajiban akademik secara sadar. Temuan ini menegaskan bahwa motivasi belajar Pendidikan Kewarganegaraan bukan hanya persoalan individu mahasiswa, tetapi juga persoalan pedagogis. Oleh karena itu, dosen perlu merancang pembelajaran yang lebih kontekstual, partisipatif, dan reflektif. Salah satu rekomendasi yang relevan adalah penerapan Flipped-Case-Based Learning untuk menumbuhkan rasa ingin tahu, memperkuat tanggung jawab, dan menciptakan pengalaman belajar yang lebih bermakna bagi calon guru sekolah dasar.

Kata Kunci: Pendidikan Kewarganegaraan, Motivasi Belajar, Pendidikan Guru Sekolah Dasar

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INTRODUCTION

Civic Education has been taught since elementary school and, at the university level, is included in personality development courses that instill national values, nationalism, and patriotism (Siregar et al., 2024; Wijaya et al., 2023). Amid globalization and rapid advances in science, technology, and the arts, the younger generation is required to adapt without losing their national identity, making learning motivation an important factor for achieving success (Haqiem & Nawawi, 2023). In the era of the Industrial Revolution 4.0, education is expected to become more adaptive and innovative, including in the Primary School Teacher Education Program (PGSD), which prepares future teachers with broad insights and readiness to face contemporary challenges. In this context, Civic Education plays an important role in shaping character, civic awareness, and moral and social values professionally (Khairunisa & Damayanti, 2023), so PGSD students have a strategic role in instilling civic values in future generations, which is also supported by teachers' professionalism in achieving educational goals (Cahyani et al., 2024).

The urgency of Civic Education, in line with current conditions, is no longer limited to the normative transmission of national values, but also extends to the development of digital citizenship competencies. This development is highly relevant, as the living space of young people is increasingly influenced by the digital ecosystem. UNESCO reported that in 2023, as many as 79% of youth aged 15-24 worldwide had used the internet (UNESCO, 2024). This situation indicates that students exist within a flow of information that is extremely rapid, vast, and not always verified. Therefore, Civic Education becomes essential, as it equips students with the ability to access, evaluate, use, and disseminate information in a critical, ethical, and responsible manner.

In line with this, studies on civic online reasoning show that many students still have limited ability to evaluate the credibility of online sources; two-thirds cannot distinguish news from disguised advertisements, and 96% do not consider potential conflicts of interest of a website (Breakstone et al., 2021). In addressing misinformation, disinformation, and hate speech, it is necessary to strengthen reflective civic values such as responsibility, deliberation, respect for diversity, information verification, and communication ethics. Therefore, Civic Education in the PGSD Program becomes increasingly strategic in equipping prospective teachers not only with civic knowledge but also with digital ethics and civic responsibility. Thus, the factors influencing learning motivation need to be examined to improve educational quality.

Current conditions in the field indicate that there are numerous challenges in the learning process, particularly in the Civic Education course. Based on initial observations during lectures, it was found that the learning atmosphere tended to be less enthusiastic. The researcher observed a tendency toward low student engagement in the learning process. Of the 42 students observed, approximately 11 arrived late, 13 appeared unfocused or sleepy during the lecture, 11 did not actively participate in discussions, and only 8 voluntarily asked questions or expressed opinions. These conditions are not yet aligned with the ideal expectations, as students are expected to have high learning motivation in studying civic values to develop character and national awareness.

Motivation itself is believed to be a driving force that can stimulate enthusiasm through certain stimuli combined with memory, thereby influencing students in directing, activating, and enhancing their learning activities (Harahap et al., 2021). This driving force is also often understood as an internal impulse that generates enthusiasm and provides direction for individual behavior in learning. In this context, motivation plays a role in encouraging individuals to engage in learning activities to achieve desired goals (Safarina & Darminto, 2022). Therefore, learning

motivation among students greatly influences their seriousness in participating in the learning process, including in Civic Education courses.

Previous studies on learning motivation have been conducted by Candra et al. (2023), who identified factors such as difficulties in understanding the material, non-conducive learning environments, and lack of parental support. In line with this, Amalia et al. (2022) emphasized that family environment, classroom atmosphere, self-awareness, and learning interest play important roles in academic success. Meanwhile, Munawarah et al. (2023) revealed that low motivation in Civic Education learning is also influenced by a lack of interest in the subject matter, health conditions, and limited use of learning resources.

Based on previous findings, learning motivation is influenced by both internal and external factors. Internal factors are related to psychological and physiological conditions, such as interest, curiosity, personal goals, and health, which can enhance motivation and learning independence (Wulan & Syaleh, 2023). Meanwhile, external factors include a conducive learning environment, family support, particularly the role of parents-peer interaction, and the availability of learning facilities, all of which contribute to learning motivation and outcomes (Handaru et al., 2022; Hendrawati & Wuryandani, 2023; Malau et al., 2022; Prameswari et al., 2024; Supit, 2022).

In the learning process, motivation is not only important for academic achievement but must also be understood based on course characteristics. Civic Education in the PGSD program is oriented toward developing civic knowledge, civic disposition, and civic responsibility among prospective elementary school teachers (Kasim et al., 2024; Prasitya et al., 2025). Therefore, motivation in this course is not only related to academic engagement but also to readiness in understanding national values, democracy, citizens' rights and responsibilities, and social diversity to be taught in elementary schools. Thus, low learning motivation is not merely a general issue but also a pedagogical concern affecting the quality of future teachers as agents of civic education.

Therefore, learning motivation among PGSD students in this course becomes a crucial aspect, as it is directly related to the development of academic, social, and moral competencies that will be applied in elementary school teaching. Students need to understand the educational process that equips them with various competencies, set clear learning goals, participate in lectures diligently and consistently, and create a supportive learning environment in order to achieve success and optimally develop their potential (Ziliwu et al., 2024).

From a state-of-the-art perspective, research on learning motivation in Civic Education in Indonesia shows several key trends. A meta-analysis of 22 studies indicates a strong and significant positive relationship between learning motivation and academic achievement. Other studies highlight that integrating Civic Education with digital learning can enhance motivation through interactive, participatory, and technology-based approaches such as animation media, supportive teaching strategies, and differentiated instruction (Anaet et al., 2025). However, research in higher education remains limited and still requires further investigation.

Most previous studies have focused on elementary and secondary school students and the effectiveness of learning media or models. Research on the factor structure of learning motivation in Civic Education among PGSD students remains limited. Therefore, this study aims to identify the factors influencing learning motivation using factor analysis supported by interviews to provide a more comprehensive and contextual understanding.

METHODS

This study employed a mixed-methods approach. Quantitative research focuses on the collection and analysis of numerical data to ensure objectivity and generalizability (Hasan, 2024; Mohajan, 2020), while qualitative research explores the deeper meanings and perspectives of participants. Quantitative data were collected through questionnaires and analyzed using Exploratory Factor Analysis (EFA), which aims to reduce the number of initial indicators into empirically derived factors. The purpose was to identify the main factors influencing the learning motivation of PGSD students in the Civic Education course. Meanwhile, qualitative data were obtained through semi-structured interviews to strengthen the quantitative findings. The research design was a survey with factor analysis to identify and group interrelated variables into several factors.

The participants in this study consisted of 42 students from Class B, who were part of approximately 160 second-semester students in the PGSD Program at Sanata Dharma University in the 2024/2025 academic year, all of whom were enrolled in the Civic Education course. Participants were selected using an accidental sampling technique, as the researcher could easily interact directly with the available sample. This sample size meets the recommended minimum requirement, which ranges from a ratio of 3:1 to 6:1 between the total population and the sample size (Hogarty et al., 2005).

Data were collected through observation, questionnaires, and interviews. Observations were conducted in the first two meetings to examine students' attitudes, behaviors, and engagement in Civic Education. The questionnaire used a Likert scale to measure learning motivation factors, including course attitudes, family support, and learning environment. Semi-structured interviews with 10 students provided deeper insights into factors not fully captured by the questionnaire and explored students' perceptions.

In this study, the validity and reliability of the instrument were based on previous research on internal and external factors of learning motivation in Civic Education, and it had also undergone expert validation. Data quality was assessed using the Kaiser-Meyer-Olkin (MSA) measure and Bartlett's Test of Sphericity, with criteria of MSA > 0.50 and significance < 0.05. Data analysis began with initial observations, while questionnaire data were analyzed using factor analysis with multivariate techniques to reduce data dimensions and identify latent factors explaining relationships among variables (Gower, 1972).

The analysis steps included variable selection, correlation matrix computation (KMO and Bartlett's Test), factor extraction using Principal Component Analysis (PCA), determination of the number of factors, factor rotation, and factor score calculation (Putri et al., 2025; Wangge, 2021; Watkins, 2021). The quantitative findings were further supported by interview data from ten respondents who provided additional insights.

RESULTS AND DISCUSSION

Selection of Variables for Analysis

Twelve variables were identified based on previous studies (Handaru et al., 2022; Hendrawati & Wuryandani, 2023; Malau et al., 2022; Prameswari et al., 2024; Supit, 2022) representing factors influencing learning motivation in Civic Education (see Table 1). These variables were then formulated into statement items, each consisting of two statements, which were incorporated into the questionnaire and interview instruments.

Table 1. Variables Analyzed

No.	Variable	Observed Aspect
1	Curiosity	X_1
2	Responsibility	X_2
3	Personal Goals	X_3
4	Learning Satisfaction	X_4
5	Learning Independence	X_5
6	Health	X_6
7	Lecturer Encouragement	X_7
8	Parental Support	X_8
9	Facilities and Infrastructure	X_9
10	Economic Condition	X_{10}
11	Peer Environment	X_{11}
12	Teaching Strategies	X_{12}

Correlation Matrix Calculation and Variable Analysis

After the data were collected, sample adequacy for factor analysis was tested using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity. A KMO value > 0.5 indicates that the data are suitable for analysis using Exploratory Factor Analysis (EFA) (Bartlett, 1954). The questionnaire data were analyzed using SPSS version 27. The analysis was conducted in two iterations, both of which produced KMO and Bartlett's Test values that met the required criteria (see Table 2).

Table 2. KMO and Bartlett's Test Values (2 Stages)

		Stage 1	Stage 2
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.517	.661
Bartlett's Test of Sphericity	Approx. Chi-Square	448.811	155.082
	df	66	15
	Sig.	.000	.000

Based on Table 2, the KMO-MSA values in both stages are greater than 0.50, indicating that the data meet the adequacy requirement (valid). The Bartlett's Test of Sphericity value of 0.00 (< 0.05) indicates that there are correlations among the variables. In Table 3, it can be seen that variables with MSA values less than 0.50 were excluded from the analysis (considered invalid), namely variables X_3, X_5, X_8, X_9, X_{10}, and X_{11}, which were not included in the subsequent analysis. In the second iteration, all Anti-Image Correlation values were above 0.05, indicating that the remaining variables were suitable for further analysis.

In addition, the Anti-Image Matrices indicated that all diagonal values were greater than 0.05 (see Table 3). The analysis process was concluded at this stage, as all values in the Anti-Image Matrices had exceeded 0.05, thereby satisfying the established criteria.

Table 3. Anti-Image Matrices Values (2 Stages)

Anti-image Correlation	Stage 1	Stage 2
X_1	.731[a]	.676[a]
X_2	.671[a]	.708[a]
X_3	.381[a]	-
X_4	.521[a]	.812[a]
X_5	.488[a]	-
X_6	.503[a]	.603[a]
X_7	.558[a]	.599[a]
X_8	.474[a]	-
X_9	.494[a]	-
X_{10}	.436[a]	-
X_{11}	.494[a]	-
X_{12}	.621[a]	.667[a]

Factor Extraction

At this stage, the researcher employed Principal Component Analysis (PCA) as the method for factor analysis. The purpose of this analysis is to reduce the number of highly correlated variables and simplify the data, thereby facilitating interpretation and enabling the identification of essential information derived from the analysis (Mishra et al., 2017).

Table 4. Communalities

	Variable	Initial	Extraction
X_1	Curiosity	1.000	.861
X_2	Responsibility	1.000	.655
X_4	Learning Satisfaction	1.000	.645
X_6	Health	1.000	.979
X_7	Lecturer Encouragement	1.000	.967
X_{12}	Teaching Strategies	1.000	.274

As shown in Table 4 above, variable X_{12} has a communality value of 0.274, which does not meet the adequacy criterion (< 0.50). Therefore, a reanalysis will be conducted (recomputing the correlation matrix) by excluding X_{12} from the subsequent analysis.

Table 5. KMO and Bartlett's Test Values (Stage 3)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.667
Bartlett's Test of Sphericity	Approx. Chi-Square	148.827
	df	10
	Sig.	.000

Table 6. Anti-Image Matrices Values (Stage 3)

Anti-image Correlation	Variable	Stage 3
X_1	Curiosity	.710[a]
X_2	Responsibility	.746[a]
X_4	Learning Satisfaction	.795[a]
X_6	Health	.598[a]
X_7	Lecturer Encouragement	.599[a]

Based on Table 5, the KMO MSA value is 0.667 (> 0.50), indicating that the data meet the adequacy requirement (valid), and the significance value is 0.00 (< 0.05), confirming that correlations among variables are present. Meanwhile, Table 6 shows that all variables have values greater than 0.50. Therefore, based on the first and second analyses, the data presented in Table 6 (excluding X_{12}) are valid and can be continued to the next stage of analysis.

Determining the Number of Factors Using Eigenvalues

To determine the number of factors formed from the remaining variables, eigenvalues are used. This aims to identify how many factors should be retained so that the data can be grouped into several meaningful principal components. Based on theoretical criteria, eigenvalues greater than or equal to 1 can be considered as factors.

Table 7. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.175	63.503	63.503	3.175	63.503	63.503
2	1.025	20.506	84.009	1.025	20.506	84.009
3	.475	9.499	93.508			
4	.306	6.117	99.625			
5	.019	.375	100.000			

From Table 7 above, it can be concluded that there are only two components with eigenvalues greater than 1. The eigenvalues and corresponding percentages of variance explained are as follows: (1) 3.175 with 63.503% and (2) 1.025 with 20.506%. For greater clarity, this can be seen in Figure 1.

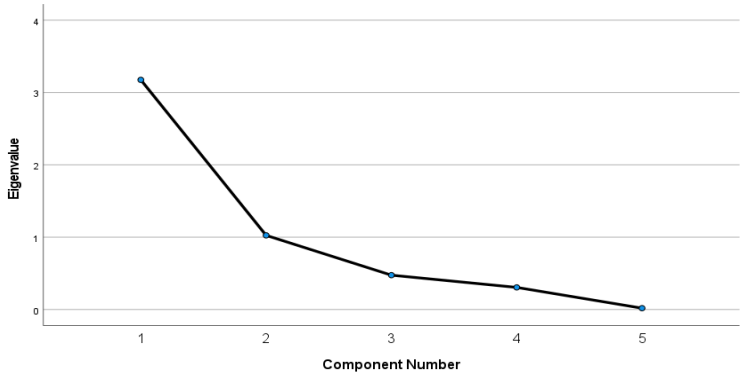


Figure 1. Screen Plot

In Figure 1, it can be observed that there are only two points with eigenvalues above the threshold of 1. This finding indicates that the factor analysis yields two main factors. These two factors are formed by the remaining variables from the previous analysis stage, namely X_1, X_2, X_4, X_6, and X_7.

Factor Rotation

Before interpreting the results of the factor analysis, the next step is to perform factor rotation in order to determine the relationship between factors and variables. In this stage, factor loading values are used as the basis for interpretation, where loadings above 0.30 are considered to indicate a sufficiently strong relationship between variables and factors.

Table 8. Component Matrix

Variable		Component	
		1	2
X_1	Curiosity	**.689**	**.612**
X_2	Responsibility	**.742**	**.430**
X_4	Learning Satisfaction	**.811**	.103
X_6	Health	**.869**	-.475
X_7	Lecturer Encouragement	**.858**	-.480

Table 8 presents the correlation values between each variable and the extracted factors. Factor 1 is correlated with variables X_1, X_2, X_4, X_6 and X_7, while Factor 2 is only correlated with X_1, and X_2. However, cross-loading is observed, where several variables (e.g. X_1 and X_2) are associated with more than one factor, making interpretation and clear factor classification more difficult. This indicates that the factor structure is not yet optimal and requires factor rotation to produce results that are more valid, clear, and representative.

Table 9. Rotated Component Matrix[a]

Variable		Component	
		1	2
X_1	Curiosity	.022	**.732**
X_2	Responsibility	.024	**.565**
X_4	Learning Satisfaction	**.837**	.255
X_6	Health	**.820**	.225
X_7	Lecturer Encouragement	**.901**	-.085

Table 9 presents the correlation values between each variable and the extracted factors. Factor 1 is correlated with X_4, X_6, and X_7, while Factor 2 is only correlated with X_1 and X_2. This finding indicates that each factor is composed of different groups of variables, allowing them to be interpreted as constructs representing distinct dimensions of students' learning motivation in a more specific manner across the two main factors.

Determining the Common Factors

Based on the previous stages, the final step is to interpret the variables into the extracted common (main) factors. The rotated results indicate that two common factors were formed.

Overall, the two factors show that students' learning motivation is influenced by personality, physical condition, and the academic environment, especially the role of lecturers. Therefore, efforts to enhance motivation should be integrated by considering these aspects. Meanwhile, interviews were conducted with 10 students from the same class using voluntary sampling, based on students' willingness to participate. The interview results are presented in Table 11.

Table 10. Common Factors

Factor	Eigenvalue	Variables		Factor Name
1	3.175	X_4	Learning Satisfaction	Personal Readiness and Pedagogical Support
		X_6	Health	
		X_7	Lecturer Encouragement	
2	1.025	X_1	Curiosity	Self-Regulation Drive
		X_2	Responsibility	

Table 11. Summary of Interview Results

Respondent	Internal Variables ($X_1, X_2, X_3, X_4, X_5, X_6$)	External Variables ($X_7, X_8, X_9, X_{10}, X_{11}, X_{12}$)
R_1	Loss of motivation & personal goals	Poor campus facilities and a lack of support
R_2	Neglecting tasks and low learning independence	Unsupportive peer group dynamics
R_3	Health issues and indifference toward lectures	Wrong major choice, but parental support is present
R_4	Frequent illness and perceived lack of learning outcomes	Lecturer indifference and low supervision
R_5	Lack of initiative in seeking information and falling behind	Family economic constraints
R_6	Forgetfulness in assignments and a lack of self-motivation	No sanctions for negligence
R_7	Wrong major and lack of responsibility	Exclusive social environment (feeling isolated)
R_8	Health issues and passive information seeking	Poor facilities and a lack of parental attention
R_9	Studying due to coercion and lack of goals	Boring teaching methods
R_{10}	Dependence on peers in learning	Lack of external encouragement/demand

These interview findings strengthen the results of the factor analysis while also providing contextual explanations for both the retained and non-retained variables in the analysis.

Discussions

This study aims to identify the factors influencing the learning motivation of PGSD students in Civic Education courses. The results of Exploratory Factor Analysis (EFA) indicate that motivation is not formed by independent variables, but rather by two interrelated constructs: 'personal readiness and pedagogical support' and 'self-regulation drive'. These two factors demonstrate that learning motivation emerges from the interaction between learning experiences and students' personal drive as prospective elementary school teachers.

The first factor consists of learning satisfaction (X_4), health (X_6), and lecturer encouragement (X_7). These variables should not be understood as separate elements, but as a unified construct representing 'personal readiness and pedagogical support' in Civic Education learning. This grouping indicates that students' motivation develops when they are in good physical and psychological condition, receive meaningful support from lecturers, and perceive Civic Education learning as a meaningful experience. Thus, this factor illustrates that learning motivation does not solely originate from internal or external sources independently, but from the interaction of both within concrete learning experiences.

Health (X_6) is not only related to students' physical condition but also reflects energy readiness, attention, and self-stability to engage optimally in learning. Healthy students tend to be more active and responsive (Huang et al., 2025). Meanwhile, lecturer encouragement (X_7) is not merely motivational support, but also contributes to creating a dialogic, reflective, and participatory learning environment. This support helps students not only understand concepts but also connect civic values with social realities and their future professional role as elementary school teachers, making learning more meaningful and relevant (Asadpour et al., 2025). In this context, learning satisfaction (X_4) emerges as a positive evaluation of students' learning experiences in Civic Education. Thus, the three variables in the first factor are interconnected through psychological and pedagogical mechanisms. This factor can be interpreted as learning engagement shaped by students' personal readiness and the quality of pedagogical support, where motivation grows through the reciprocal relationship between internal satisfaction and supportive learning conditions (Ishida & Sekiyama, 2024)

The second factor consists of curiosity (X_1) and responsibility (X_2), which represent students' self-regulated academic motivation. Curiosity drives deeper exploration and meaning-making, while responsibility reflects awareness of academic obligations. This grouping shows that motivation in Civic Education is shaped by internal personal drives; students learn not only due to external demands but also because of awareness of the importance of the subject and their role as future educators. In Civic Education learning, the relationship between curiosity and responsibility is essential because the course is not limited to normative concepts but also requires active engagement in analyzing civic issues such as democracy, rights and responsibilities, diversity, tolerance, and ethical social life. Curiosity encourages deep exploration, while responsibility ensures learning consistency. This finding aligns with Singh & Manjaly (2022) and Méndez et al. (2025), who emphasize curiosity as a strong learning driver and highlight responsibility as closely related to autonomous self-regulation.

At the international level, many studies indicate that parental support is positively associated with learning motivation; however, its effect tends to be small and context-dependent. A meta-analysis of 37 studies involving more than 45,000 participants shows that parental involvement has a positive but small effect, moderated by factors such as educational level and country context (Özyıldırım, 2024). Similarly, a study of university students in the Philippines found that parental support is related to academic motivation but not to other aspects such as self-concept, reflecting increasing student autonomy (Abay-Abay et al., 2024). Thus, parental influence should be understood contextually according to learners' developmental stage.

However, within Civic Education specifically, these findings reveal characteristics that cannot be fully explained by general academic motivation theories. International literature emphasizes that active engagement in contextual, interactive, and issue-based civic learning is more influential on engagement and learning outcomes than psychological factors alone. Previous studies show that motivation and student engagement significantly contribute to Civic Education

achievement (Gunadi et al., 2025), and that learning effectiveness is determined by the internalization of civic values, social engagement, and civic competencies through contextual learning experiences (Patmisari et al., 2021).

When this study shows that personal goals (X_3) and parental support (X_8) are not significant, while learning experience, health condition, learning readiness, and academic support are more dominant, it highlights a specific contribution within Civic Education. This suggests that learning motivation in Civic Education is more strongly influenced by the quality of pedagogical experiences that help students connect the material with their professional identity as future elementary school teachers. Variables that do not form the main factors are not unimportant; rather, their influence is not dominant. Interview findings also show that parental support and economic conditions are more related to educational continuity in general, consistent with Paparang et al. (2025), who state that socio-economic conditions play a greater role in determining educational sustainability.

Similarly, facilities and peer environment were not frequently identified as primary determinants of learning motivation. Students tend to emphasize the relevance of the material, the lecturer's encouragement, and personal awareness in participating in the course. This emphasis aligns with Murdaya et al. (2021) and Liulinnuha et al. (2025), who show that these factors represent the core of learning motivation, while other factors tend to be general and less dominant. Therefore, statistically non-retained variables still carry meaning, although they are not primary factors in this study. These findings also indicate that motivation in Civic Education cannot be separated from its learning characteristics. Learning satisfaction is related to perceived relevance to students' future role as teachers, while lecturer encouragement is crucial in creating a dialogic, reflective, and participatory atmosphere, enabling students not only to understand concepts cognitively but also to internalize civic values pedagogically.

The implication of this study is the need to develop Civic Education learning based on Flipped Case-Based Learning. This model is relevant to the main factors identified: curiosity, responsibility, learning satisfaction, health, and lecturer encouragement. Through pre-class case-based learning, students are encouraged to take responsibility for their preparation, while lecturers facilitate reflective discussions and value reinforcement during classroom sessions. Thus, learning focuses not only on conceptual mastery but also on preparing students as future elementary school teachers in a contextual and participatory manner. Since responsibility (X2) was identified as a key factor, the Flipped Learning model is highly relevant because it requires students to take responsibility for independent learning before coming to class. This uniqueness highlights the developmental stage of university students and contributes to the literature on learning motivation by emphasizing that motivation among prospective elementary school teachers is influenced by a combination of classroom learning experiences, physical conditions, and academic environment support, rather than solely family factors or personal goals. Therefore, this study does not merely confirm existing motivational theories but highlights local contextual dynamics and student developmental stages as an important novelty.

The limitation of this study lies in its sample, which is restricted to PGSD students at Sanata Dharma University and does not meet the minimum 1:5 ratio per item. Nevertheless, factor analysis remains acceptable as it meets criteria such as reliability > 0.5, item-to-total correlation ≥ 0.15, communalities ≥ 0.2, total variance ≥ 65%, and factor loading ≥ 0.4. Although the findings are considered valid, their generalization should be made cautiously due to differences in curriculum, instructional design, and socio-cultural context across institutions. Therefore, further studies across multiple institutions are recommended to test consistency and generalizability.

CONCLUSION

This study shows that the learning motivation of PGSD students in Civic Education courses is not formed by a single factor, but rather through the interaction between classroom learning experiences and self-regulated drive. The personal readiness and pedagogical support factor strengthens motivation when students are in good physical and psychological condition, receive lecturer support, and perceive learning as a meaningful experience. Meanwhile, the self-regulation drive factor highlights that curiosity and academic responsibility are key drivers of students' engagement in learning civic issues.

These findings also indicate that Civic Education learning motivation among university students has distinctive characteristics that do not fully align with general academic motivation patterns. Parental support and personal goals are not dominant factors, whereas the quality of pedagogical experience, learning readiness, health conditions, and lecturer support are more influential. This emphasizes that motivation is shaped by the relevance of learning content to the teaching profession, the quality of learning interactions, and students' self-awareness.

Therefore, the recommended instructional strategy based on these findings is Flipped Case-Based Learning, in which students study cases prior to class and engage in reflective discussions during lectures. This strategy should be supported by contextual case materials, consistent feedback, open dialogue, and the integration of reflective assignments, problem-based discussions, and micro-teaching activities related to civic values, so that learning becomes more meaningful and aligned with the needs of prospective elementary school teachers.

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