
(Research/Review) Article

Influence of Discipline, Character, and Creativity on Noble Behavior in P5 IPAS Grade IV

Erwina^{1*}, Elpisah², Syarifuddin³

¹ Department of Master of Economic Education, Graduate School, Universitas Patempo, Makassar, Indonesia 1; e-mail: erwinaafiq@gmail.com

² Department of Master of Economic Education, Graduate School, Universitas Patempo, Makassar, Indonesia 2; e-mail: erwinaafiq@gmail.com

³ Department of Master of Economic Education, Graduate School, Universitas Patempo, Makassar, Indonesia 3; e-mail: erwinaafiq@gmail.com

* Corresponding Author : Erwina

Abstract: This study aims to analyze: (1) the influence of student discipline on noble behavior in the P5 dimension of IPAS learning among Grade IV students at SDN 112 Inpres Turikale, Maros; (2) the influence of student character on noble behavior in the P5 dimension of IPAS learning; (3) the influence of student creativity on noble behavior in the P5 dimension of IPAS learning; and (4) whether student discipline, character, and creativity simultaneously influence noble behavior in the P5 dimension of IPAS learning. This research employs a quantitative approach with a total population of 29 Grade IV students at SDN 112 Inpres Turikale, Maros, using total sampling. Data were collected using questionnaires and analyzed using multiple regression analysis, t-test, and F-test with SPSS 26. The findings indicate that (1) student discipline (X1) has a positive and significant effect on noble behavior; (2) student character (X2) has a positive and significant effect on noble behavior; (3) student creativity (X3) has a positive and significant effect on noble behavior; and (4) student discipline, character, and creativity collectively influence noble behavior (Y) in Grade IV students at SDN 112 Inpres Turikale, Maros. These findings highlight the importance of fostering discipline, character, and creativity in enhancing students' noble behavior.

Keywords: Discipline, Character, Creativity, Noble Behavior, P5 dimension, IPAS learning

1. Introduction

Education, at its core, is about shaping individuals who are not only knowledgeable but also possess strong moral character (Khairani, Dewi, & Furnamasari, 2021). However, today's educational landscape is plagued by a worrying decline in student character, particularly in discipline and creative thinking—two fundamental elements that define noble behavior. National education objectives, as outlined in Article 3 of Indonesia's Law No. 20 of 2003 on the National Education System, emphasize the development of student potential to foster well-rounded individuals. Yet, the reality in schools often tells a different story. A growing number of students struggle with adhering to fundamental ethical values such as respect, responsibility, and national pride, raising concerns about the long-term implications for both individuals and society.

This decline in character is not just an abstract concern—it manifests in daily behaviors within the school environment. Issues like tardiness, failure to complete assignments on time, disregard for school rules, and lack of respect for public spaces reflect a broader failure in character education (Sari, Jamaludin, & Taufik, 2019). Schools are meant to serve as a second home, a place where discipline and ethical conduct are instilled and reinforced. Yet, students

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often leave school without internalizing these values, highlighting a critical gap between what is taught and what is applied. This disconnect raises a fundamental question: How can educational institutions effectively instill discipline and creative thinking to shape students into individuals with noble character?

Character education has been extensively studied, with researchers emphasizing its integration into daily school activities. Berkowitz and Bier (Aeni & Astuti, 2021) argue that character education must go beyond classroom instruction and become an immersive school-wide culture. They suggest that moral development stems from a combination of parental influence, peer interactions, and structured learning environments. However, while schools have increasingly incorporated character-building programs, the effectiveness of these interventions remains inconsistent.

Sunarso Ali (2020) highlights that strengthening character education in today's world is more critical than ever, given the rise in moral deviations across all age groups. His research underscores that values such as motivation, discipline, and ethics are not innate but must be nurtured through intentional and sustained efforts. Meanwhile, Fiara et al. (2019) document specific behavioral issues observed in schools, such as failure to comply with dress codes, destruction of school property, and absenteeism. Their findings confirm that discipline is not merely a set of rules but a cultivated habit that needs reinforcement through structured environments. Similarly, Munandar and Utami (2009) explore creative thinking as a fundamental component of student development, identifying fluency, flexibility, originality, and elaboration as essential aspects. Hernawan (2013) and Nugroho (2015) further demonstrate that participation in school organizations enhances creativity and confidence, reinforcing the idea that structured extracurricular activities can serve as vehicles for character development. While these studies provide valuable insights, they fail to address how discipline, character, and creativity collectively shape noble behavior. The existing literature tends to examine these variables in isolation, leaving a gap in understanding how they interact within the framework of character education.

Despite the extensive literature on discipline and character education, a critical research gap remains in examining how discipline, character, and creativity work together to influence noble behavior. Most previous studies have treated these variables independently, failing to explore their interconnected impact within an educational setting. Furthermore, while existing research has identified the symptoms of declining character in schools, there is a lack of empirical analysis on how specific educational interventions—particularly in the context of P5 Dimensions in IPAS learning—can effectively enhance student behavior (Zubaedi in Kurniawan, 2013).

Another significant gap is the failure to link these findings to real-world application. Many studies emphasize the importance of discipline and creativity, but few have investigated how they translate into actual behavioral changes in students. Additionally, while scholars such as

Suparno (2012) criticize the overemphasis on cognitive learning at the expense of moral and social education, little research has been conducted on practical strategies to integrate character development into the existing curriculum without compromising academic outcomes. At SDN 112 Inpres Turikale, Maros, these challenges are particularly evident. Observations indicate that approximately 20% of students struggle with time management and adherence to school regulations. Similarly, there is a noticeable lack of creative output, suggesting that students are not being sufficiently challenged to develop innovative thinking skills. These issues underline the need for a more holistic approach—one that not only promotes discipline but also fosters creativity as a means of reinforcing noble character.

This study aims to bridge the existing research gaps by analyzing how discipline, character, and creativity collectively influence noble behavior in the P5 Dimension of IPAS learning among Grade IV students at SDN 112 Inpres Turikale, Maros. Specifically, it seeks to determine the individual and combined effects of these three factors in shaping student behavior. Unlike previous research, which has examined these elements separately, this study adopts a comprehensive approach, recognizing that character formation is a multidimensional process that requires an interplay of discipline, moral education, and creative engagement. The novelty of this research lies in its integrative framework, which acknowledges that discipline alone is insufficient without creativity, and that creativity, in turn, thrives in an environment of strong ethical values. By employing a quantitative methodology with multiple regression analysis, this study provides empirical evidence on how these factors interact in a real-world educational setting. The findings are expected to contribute to the growing discourse on character education by offering actionable insights for educators, policymakers, and school administrators.

2. Preliminaries or Related Work or Literature Review

Discipline

Discipline in education plays a crucial role in shaping students' character and academic success. Hurlock (2003) defines discipline as a process where students learn moral behavior from their environment, particularly from parents and teachers as role models. Similarly, Moenir (2000) emphasizes that discipline is not merely about obedience but also about maintaining order and efficiency through adherence to written and unwritten rules. Syafrudin (in Khafid & Suroso, 2007) categorizes learning discipline into four aspects: adherence to study time, compliance with academic tasks, responsible use of learning facilities, and punctuality in attending and leaving class. These elements contribute to fostering a structured and conducive learning environment (Khalsa, 2008).

The purpose of discipline, according to Hurlock (1993), is to align behavior with societal norms, while Charles (Schaefer, 1980) divides discipline goals into short-term, which focuses on immediate behavioral control, and long-term, which aims at self-regulation. Effective discipline is crucial in preventing disruptive behaviors that hinder academic achievement and

social integration (Wiyani, 2013). Additionally, Brooks & Goldstein (2004) argue that discipline should be internalized rather than enforced through punitive measures, as conventional punishment-based approaches can lead to anxiety and social rejection (Sheppard in Burnett, 2010).

Environmental factors significantly influence student discipline. Family upbringing, teacher behavior, peer influence, and school policies all contribute to shaping disciplined habits (Eng, 2011; Jinot, 2018). Bear & Duquette (2008) highlight that teachers play a key role in fostering discipline through positive reinforcement and structured classroom management. Moreover, school leadership and peer dynamics impact students' adherence to rules and norms (Kimani, 2013). Effective discipline, therefore, requires a collaborative approach involving families, educators, and school administrators to create an environment that nurtures self-discipline and responsible behavior (McDonald & Hershman, 2011).

Character

Character is a fundamental aspect of human development that distinguishes one individual from another. Etymologically, the term "character" originates from Latin (kharakter, kharassaein, and kharax) and Greek (charassaein), meaning to engrave or to sharpen (Abdul Majid et al., 2012). In the English language, "character" refers to mental or moral qualities that define an individual, while in the Indonesian context, the term is associated with moral values, temperament, and ethical behavior (Heri Gunawan, 2012). Character encompasses attitudes, motivations, behaviors, and skills that enable individuals to navigate social interactions and uphold moral integrity (Zubaedi in Kurniawan, 2013).

The process of character formation is not instantaneous but requires continuous learning, emotional reinforcement, and behavioral application (Kemendiknas, 2011). Kilpatrick highlights that individuals often fail to act morally due to a lack of training, emphasizing the role of education in fostering good habits (Abdul Majid et al., 2011). Al-Ghazali advocates for habitual moral training through guidance, practice, and effort, reinforcing the idea that strong character is built on deeply ingrained values (Yahya Jaya, 1994). The Ministry of Education of Indonesia (Kemendiknas, 2011) outlines three key stages in character education: moral knowing (understanding ethical principles), moral feeling (emotional reinforcement of values), and moral action (application in daily life).

Environmental influences play a crucial role in shaping character. The family serves as the first environment where individuals learn moral values, social norms, and ethical behaviors (Zakiah Dradjat et al., 2008). Schools function as the second sphere of character development, reinforcing values through structured education and role modeling by teachers (Syamsu Yusuf et al., 2011). Beyond the school setting, the broader society, including media, community norms, and social institutions, contributes significantly to character formation (Nana Syaodih et al., 2009). As character is not merely about personal traits but also about an individual's interaction with others and adherence to societal values, education must integrate moral,

intellectual, and emotional development to produce individuals with strong ethical foundations and social responsibility.

Creativity

Creativity is the ability to generate new and valuable ideas, transforming abstract concepts into tangible outcomes. It involves a combination of reasoning, skills, and motivation, enabling individuals to produce original solutions and innovations (Torrance & Goff, 1990). In education, creativity is particularly significant, as it fosters academic creativity, where students and teachers engage in innovative ways of thinking and learning. Creative thinking encompasses evaluating problems critically, engaging in divergent thinking, and redefining concepts to develop new perspectives (Munandar & Utami, 2009).

Creativity is often linked to problem-solving and innovation. While innovation refers to refining existing processes or products, creativity serves as the foundation for innovation, as seen in the distinction between creative nations like the UK and Germany, which produce groundbreaking scientific discoveries, and innovative nations like Japan, which refine existing technologies (Hellriegel & Slocum, 2011). The ability to think creatively also significantly impacts academic achievement, as students who develop fluency, flexibility, originality, and elaboration in their thinking processes tend to perform better in problem-solving tasks (Abdusysyakir, 2007).

Research supports the correlation between creative thinking and student success. Hernawan (2013) found that participation in extracurricular organizations enhances students' creativity and learning motivation. Nugroho (2015) demonstrated a positive relationship between self-confidence and organizational involvement, while Diana (2017) established a connection between confidence, creative thinking, and academic performance. These findings suggest that fostering creativity not only improves learning outcomes but also strengthens students' self-confidence and problem-solving abilities. Creativity can be identified through three primary indicators: the ability to generate new ideas, the capacity for innovative thinking, and the creation of useful solutions (Yusuf & Nurihsan, 2015). Similarly, Hellriegel and Slocum (2011) define creativity as the visualization and implementation of new concepts that are novel and beneficial. Given its importance in academic and social contexts, nurturing creativity in students is essential to preparing them for complex problem-solving in both educational and real-world settings.

3. Proposed Method

This study employs a quantitative ex post facto research design to examine the influence of student discipline, character, and creativity on noble behavior in the P5 dimension of IPAS learning among Grade IV students at SDN 112 Inpres Turikale, Maros, during the 2024/2025 academic year. The population consists of 29 students, with a total sampling technique ensuring all students participate. Data collection methods include questionnaires,

observations, and literature reviews, with Likert-scale measurements assessing discipline, character, creativity, and noble behavior. Validity and reliability tests (using Pearson's correlation and Cronbach's Alpha) are conducted in SPSS 26 to ensure the accuracy and consistency of instruments. The study applies multiple regression analysis to evaluate both the individual (t-test) and collective (F-test) impact of independent variables (discipline, character, and creativity) on the dependent variable (noble behavior). Assumption tests, including normality, multicollinearity, and heteroscedasticity tests, are performed to confirm the model's suitability. Additionally, the dominant variable test identifies the most influential factor based on standardized beta coefficients. The coefficient of determination (R^2) assesses the proportion of variance in noble behavior explained by the predictors, highlighting the extent to which discipline, character, and creativity contribute to behavioral development. Findings from this study provide empirical insights into the role of structured education in fostering noble character among elementary school students.

4. Results and Discussion

Classical Assumption Test

Table 1. Normality Test Results

Variable	N	Mean	Std. Deviation	Test Statistics	Asymp. Sig. (2-tailed)	Monte Carlo Sig. (2-tailed)
Student Discipline (X1)	29	24.1034	2.74311	0.106	0.200	0.551
Student Character (X2)	29	22.7586	3.72880	0.140	0.154	0.155
Student Creativity (X3)	29	16.1379	2.16670	0.115	0.200	0.402
Noble Moral Behavior (Y)	29	20.1034	2.43992	0.104	0.200	0.581

Source: SPSS 26 Data Processing Results (primary data processed, 2024)

Table 1 shows that the regression model, the interfering variables or residuals have a normal distribution. The results of the analysis provide evidence that the data is normally distributed, to see that the data is normally distributed is located at the Asymp. Sig. (2-tailed) value of Student Discipline (X1) 0.200, Student Character (X2) 0.154, Student Creativity (X3) 0.200, and Noble Moral Behavior (Y) 0.200 has a significance value > 0.05 . So based on these results it can be stated that the data used in the study is normally distributed and the data can be used for the next testing stage.

Table 2. Multicollinearity Test

Variable	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	1,082	1.127	-	0.960	0.346	-	-
Student Discipline (X1)	0.429	0.122	0.483	3,510	0.002	0.124	8,059
Student Character (X2)	0.181	0.068	0.277	2,661	0.013	0.217	4.608
Student Creativity (X3)	0.282	0.129	0.251	2.182	0.039	0.178	5,629

Source: SPSS 26 Data Processing Results (primary data processed, 2024)

Table2. shows that for each variable, namely Student Discipline (X1) has a tolerance value of $0.124 > 0.10$, the tolerance value of Student Character (X2) is $0.217 > 0.10$ and the tolerance value of Student Creativity (X3) is $0.178 > 0.10$. While the Value Influence Factor (VIF) value of Student Discipline (X1) is $8.059 < 10.0$, the Value Influence Factor (VIF) value of Student Character (X2) is $4.608 < 10.0$ and the Value Influence Factor (VIF) value of Student Creativity (X3) is $5.629 < 10.0$. then it can be concluded that there is no multicollinearity.

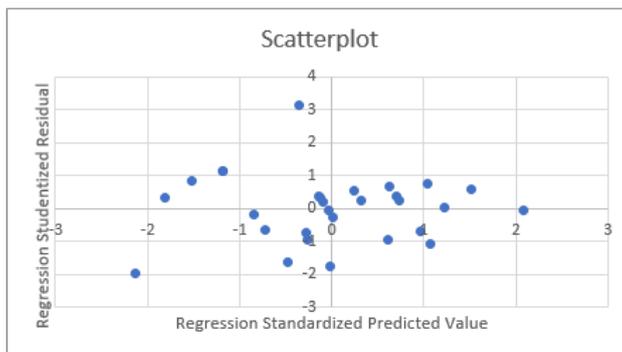


Figure 1.Heteroscedasticity Testing

Source: SPSS 26 Data Processing Results (primary data processed, 2024)

On the graph1 To find out whether there is a symptom of heteroscedasticity, it can be done by using a heteroscedasticity graph between the predicted values of the dependent variable and the independent variable. From the scatterplots above, it can be seen that the points are spread randomly and are spread both above and below the number 0 and the Y axis, it can be concluded that there is no heteroscedasticity in the regression model, so the regression model is suitable for use in conducting testing.

Multiple Linear Regression

Table 3. Multiple Linear Regression

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	1,082	1.127	-	0.960	0.346
Student Discipline (X1)	0.429	0.122	0.483	3,510	0.002
Student Character (X2)	0.181	0.068	0.277	2,661	0.013
Student Creativity (X3)	0.282	0.129	0.251	2.182	0.039

Source: SPSS 26 Data Processing Results (primary data processed, 2024)

Based on the output of table 3. above in the Coefficients column, the following multiple linear regression equation model is obtained:

$$Y = 1.082 + 0.429X_1 + 0.181X_2 + 0.282X_3$$

From the equation model above, it can be explained as follows:The constant coefficient is 2.029

- a. The constant coefficient is 1.082
- b. The coefficient of X1 is 0.429, meaning that every change in Student Discipline (X1) of 1 unit and other variables are considered constant, will increase the Noble Moral

Behavior of Dimension P5 in Science Learning of Grade IV Students of SDN 112 Inpres Turikale, Maros Regency by 0.429.

- c. The coefficient of X2 is 0.181, meaning that every change in Student Character (X2) of 1 unit and other variables are considered constant, will increase the Noble Moral Behavior of Dimension P5 in Science Learning of Grade IV Students of SDN 112 Inpres Turikale, Maros Regency by 0.181.
- d. The coefficient of X3 is 0.282, meaning that every change in Student Creativity (X3) of 1 unit and other variables are considered constant, will increase the Noble Moral Behavior of Dimension P5 in Science Learning of Grade IV Students of SDN 112 Inpres Turikale, Maros Regency by 0.282.

Hypothesis Significance Test

Table 4. Simultaneous Test

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	156,919	3	52,306	133,828	.000b
	Residual	9,771	25	0.391		
	Total	166,690	28			
a. Dependent Variable: Noble Moral Behavior (Y)						
b. Predictors: (Constant), Student Creativity (X3), Student Character (X2), Student Discipline (X1)						

Source: SPSS 26 Data Processing Results (primary data processed, 2024)

In table 4 Simultaneous test shows that there is a significant influence between independent variables (X) simultaneously on the dependent variable (Y) which can be seen in the table above, namely with a sig. value of F test of 0.000 at a significance level of 0.05. This value is smaller than 0.05 which indicates that all independent variables consisting of; Student Discipline (X1), Student Character (X2) and Student Creativity (X3) together influence Noble Moral Behavior (Y) in Science Learning of Grade IV Students of SDN 112 Inpres Turikale, Maros Regency.

Table 5. t-test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1,082	1.127		0.960	0.346
	Student Discipline (X1)	0.429	0.122	0.483	3,510	0.002
	Student Character (X2)	0.181	0.068	0.277	2,661	0.013
	Student Creativity (X3)	0.282	0.129	0.251	2.182	0.039

Source: SPSS 26 Data Processing Results (primary data processed, 2024)

In table 5. Partial test is a test to determine the effect of each independent variable on the dependent variable. The decision-making criteria can be done by comparing the probability value or sig. with a significance level of 0.05. If the probability value ≥ 0.05 then the effect between the independent variable (X) on the dependent variable (Y) is not significant. Conversely, if the probability value < 0.05 then the effect between the independent variable (X) on the dependent variable (Y) is significant.

The following conclusions can be drawn from the table above:

- a. The probability value of X1 is 0.002. This value is smaller than 0.05 or the calculated t value of 3.510 > t table 1.701 (n-1 = 28 alpha 5%) so it can be concluded that the Student Discipline variable (X1) has a positive and significant effect on the Noble Moral Behavior variable of Grade IV Students of SDN 112 Inpres Turikale, Maros Regency.
- b. The probability value of X2 is 0.013. This value is smaller than 0.05 or the calculated t value of 2.661 > t table 1.701 (n-1 = 28 alpha 5%) so it can be concluded that the Student Character variable (X2) has a positive and significant effect on the Noble Moral Behavior variable of Grade IV Students of SDN 112 Inpres Turikale, Maros Regency.
- c. The probability value of X3 is 0.039. This value is smaller than 0.05 or the calculated t value of 2.182 > t table 1.701 (n-1 = 28 alpha 5%) so it can be concluded that the Student Creativity variable (X3) has a positive and significant effect on the Noble Moral Behavior variable of Grade IV Students of SDN 112 Inpres Turikale, Maros Regency.

Table 6. Termination coefficient test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.970a	0.941	0.934	0.62518	1,759
a. Predictors: (Constant), Student Creativity (X3), Student Character (X2), Student Discipline (X1)					
b. Dependent Variable: Noble Moral Behavior (Y)					

Source: SPSS 26 Data Processing Results (primary data processed, 2024)

In table 6. The coefficient of determination (R-square) is a value (proportion) that measures how much the ability of the independent variables (X) used in the regression equation, in explaining the variation of the dependent variable. The value of the coefficient of determination ranges from 0 to 1.

From the table above, it is known that the coefficient of determination (R-square) value is 0.941. This value can explain that X1, X2 and X3 are able to influence Noble Moral Behavior simultaneously or together by 94.1%, in Grade IV Students of SDN 112 Inpres Turikale, Maros Regency and the remaining 5.9% is influenced by other factors outside the regression model used.

Table 7. Tables Unstandardized Coefficients Beta

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	2,029	2,521	
	Critical Thinking Ability (X1)	0.436	0.172	0.356
	Student Learning Independence (X2)	0.461	0.164	0.333
	Mutual Cooperation Attitude (X3)	0.354	0.149	0.290

Source: SPSS 26 Data Processing Results (primary data processed, 2024)

Based on table 7. above, it can be seen that the Unstandardized Coefficients Beta value of Student Discipline (X1) is 0.429, Student Character (X2) is 0.181 and Student Creativity (X3)

is 0.282. Of the three X Variables, the highest Beta coefficient is the Student Discipline Unstandardized Coefficients Beta variable with a value of 0.429. Thus, the most dominant variable influencing the Noble Moral Behavior of Grade IV Students of SDN 112 Inpres Turikale, Maros Regency is Student Discipline.

5. Discussion

The Influence of Student Discipline on Noble Character Behavior

The study results indicate that student discipline (X1) has a positive and significant influence on noble character behavior ($p = 0.002$; $t = 3.510 > t\text{-table } 1.701$). This finding aligns with Sunarsi (2017), who found that discipline significantly contributes to student character development. Discipline is not merely compliance with rules but also fosters self-control and responsibility (Terry in Amriana, 2022). Hurlock (2003) further emphasizes that discipline serves as a moral education tool taught through parental and teacher examples. Thus, discipline plays a fundamental role in shaping students' noble character.

The Influence of Student Character on Noble Character Behavior

Student character (X2) significantly impacts noble character behavior ($p = 0.013$; $t = 2.661 > t\text{-table } 1.701$). Sarjana (2016) highlights that teachers' ethics and behavior significantly shape student character. Berkowitz & Bier (Aeni & Astuti, 2021) also stress that character education is influenced not only by schools but also by family and community environments. By fostering strong religious values and ethical foundations, students can internalize moral values in their daily lives.

Student creativity (X3) also has a positive and significant influence on noble character behavior ($p = 0.039$; $t = 2.182 > t\text{-table } 1.701$). McCain (Sabar, 2022) argues that highly creative individuals tend to develop integrity and strong ethical values. Creativity enhances students' critical thinking skills, problem-solving abilities, and deeper moral comprehension. The Character Counts framework in the U.S. also identifies creativity as an essential factor in fostering honesty, respect, and responsibility.

The Simultaneous Influence of Discipline, Character, and Creativity on Noble Character Behavior

The F-test results show that all three independent variables (X1, X2, X3) collectively have a significant impact on noble character behavior ($p = 0.000 < 0.05$). Draver and Pidarta emphasize that discipline, character, and creativity are fundamental factors in shaping students' morality. Effective character education should integrate these aspects to develop responsible individuals with high integrity.

The Most Dominant Variable: Student Discipline

Among the three variables, discipline has the most dominant influence on noble character behavior. Discipline shapes thought patterns and habits that help students differentiate between right and wrong (Suparno, 2012). In an educational context, good discipline

enhances students' adherence to school regulations and fosters a sense of responsibility. Therefore, strengthening discipline values should begin at home, in schools, and within the community to ensure students develop a strong moral foundation in their daily lives.

6. Conclusion

After obtaining the results and discussion of the data that has been collected in this study, the following conclusions can be drawn:

- a. Student Discipline (X1) has a positive and significant effect on the Noble Behavior of Fourth Grade Students of SDN 112 Inpres Turikale Kab. Maros.
- b. Student Character (X2) has a positive and significant effect on the Noble Behavior of Fourth Grade Students of SDN 112 Inpres Turikale Kab. Maros.
- c. Student Creativity (X3) has a positive and significant effect on the Noble Behavior of Fourth Grade Students of SDN 112 Inpres Turikale Kab. Maros.
- d. Student Discipline (X1), Student Character (X2) and Student Creativity (X3) together have an effect on Noble Behavior (Y) in Class IV Students of SDN 112 Inpres Turikale Kab. Maros.

7. Limitation

This study has several limitations that should be considered when interpreting the findings:

- a. The study was conducted with a relatively small sample of 29 students from a single school, SDN 112 Inpres Turikale, Kab. Maros. As a result, the findings may not be generalizable to a broader population of elementary school students with different educational backgrounds, cultures, or socio-economic conditions.
- b. The research utilized an ex post facto quantitative design, which means data were collected at a single point in time. This approach limits the ability to determine causality between student discipline, character, creativity, and noble character behavior. A longitudinal study would provide a more comprehensive understanding of how these variables develop over time.

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