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Research/Review

Motivation, Discipline, and Ethics : Determinants of Elementary School Students' IPAS Learning Attitude

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Abstract. This study investigates the influence of learning motivation, student discipline, and ethics on sixth-grade students' learning attitudes in IPAS at UPT SPF SD Negeri Ujung Tanah 1 Makassar. Employing a quantitative approach with a saturated sample of 65 students, data were collected using questionnaires and analyzed through multiple linear regression with SPSS 26. The results demonstrate that motivation, discipline, and ethics each positively and significantly affect students' learning attitudes. Simultaneously, these variables jointly influence learning attitudes significantly. Among them, student ethics was identified as the most dominant predictor. These findings suggest that fostering ethical behavior and enhancing motivation and discipline is critical in shaping positive learning attitudes among elementary students in the context of IPAS.

Keywords : Learning Attitudes, Learning Motivation, Student Discipline, Student Ethics

1. Introduction

a dynamically shifting social landscape, education plays a vital role in preserving the values and identity of a nation. It fosters not only how to know and do but, more importantly, how to be — a deep alignment between behavior, values, and learning purpose. The Indonesian government envisions a Golden Indonesia 2045, and this ambition hinges on building high-quality human resources. At the core of this vision lies formal education, especially at the primary level, where character formation begins. Yet, real classroom dynamics reveal gaps. In Indonesian public schools, including UPT SPF SD Negeri Ujung Tanah 1 Makassar, learning attitudes remain worryingly low, particularly in the Integrated Science and Social Studies (IPAS) subject. Observations show students lack enthusiasm, neglect homework, underutilize learning tools, and exhibit poor time management. These behaviors stem from weak motivation, lack of discipline, and underdeveloped ethical awareness. If education is to be transformative, it must address these affective and behavioral dimensions, not just the cognitive ones. However, current pedagogical approaches often miss this holistic target, overlooking the interconnected roles of motivation, ethics, and discipline in shaping learning attitudes.

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Recent studies have increasingly recognized that learning is not simply a matter of intelligence or teaching strategies, but a confluence of internal drivers like motivation, discipline, and ethical behavior. McDonald (Sardiman, 2015) defines motivation as an inner force marked by emotional responses and the presence of goals. Motivation is, therefore, a catalyst for action, rooted in personal desire and stimulated by perceived purpose. Meanwhile, Siagian (2014) identifies motivation as an interplay of needs, drives, and goals, emphasizing that behavior follows internal and external triggers. These frameworks underscore how deeply motivation shapes learning responses, engagement, and ultimately, academic success.

Similarly, discipline has been shown to support structured learning. Moenir (2000) and Syafrudin (Khafid & Suroso, 2007) emphasize discipline not only as rule adherence but as a set of habits aligned with values such as punctuality, responsibility, and self-regulation. School-based studies associate discipline with increased task completion, improved participation, and better academic performance. Furthermore, ethics — though often reserved for moral or religious discourse — emerges as a crucial educational dimension. Damanhuri (2014), citing the Indonesian Dictionary, defines ethics as the science of good and bad, right and wrong, making it inseparable from learning behavior, especially in formative years.

Kartiwi (Frederik, 2019) categorizes learning attitudes into cognitive, affective, and conative components. While cognitive learning may focus on content mastery, affective and conative aspects shape student interest, persistence, and classroom behavior. Azwar (Riwahyudin, 2015) complements this by identifying five attitude features: direction (positive/negative), intensity, breadth, consistency, and spontaneity. However, many of these studies treat motivation, ethics, and discipline as isolated variables, rarely exploring their combined influence on learning attitudes, particularly in the context of IPAS — a subject requiring both scientific and social comprehension.

While numerous researchers have explored the influence of motivation or discipline on learning outcomes, few have examined how motivation, discipline, and ethics simultaneously impact student attitudes toward learning — especially within the Indonesian primary school setting. Most existing literature tends to compartmentalize these factors, failing to explore how their interdependence may shape behavior more holistically. Furthermore, IPAS as a subject remains underexplored in the broader education literature, even though it presents unique pedagogical challenges by integrating two major domains — science and social studies — into a unified curriculum.

Empirically, studies rarely zoom in on classroom realities where learning attitudes are visibly declining despite improved access to learning resources. The observed disinterest and passive behavior among students in UPT SPF SD Negeri Ujung Tanah 1 Makassar suggest that affective variables are being overlooked. While some educators intuitively link low discipline or weak motivation to poor learning attitudes, few studies offer empirical validation, particularly within the specific cultural and educational context of Eastern Indonesia. Moreover, ethics — often viewed as abstract or unmeasurable — remains underutilized as a framework for evaluating learning behavior in primary education, even though its influence

may surpass cognitive factors. This research responds to these gaps by integrating motivation, discipline, and ethics as key determinants of learning attitudes and testing their individual and joint impacts. It also identifies which among these variables exerts the most dominant influence, thus offering practical insights for educators and policy-makers seeking targeted interventions.

This study aims to investigate the individual and combined effects of learning motivation, discipline, and student ethics on learning attitudes in IPAS among sixth-grade students at UPT SPF SD Negeri Ujung Tanah 1 Makassar. The research further identifies the most dominant factor among the three. Using a quantitative approach with total sampling and statistical analysis through multiple linear regression, this study generates evidence-based insights that have both academic and practical relevance.

What makes this research unique is its contextual sensitivity and multidimensional framework. By focusing on a public school in Makassar — a coastal city with unique socio-cultural dynamics — the study contributes a grounded perspective to the largely Java-centric educational research in Indonesia. Theoretically, it integrates behavioral science, educational psychology, and value-based education, offering a richer understanding of learning attitudes beyond traditional cognitive models. Practically, it empowers educators to design more effective, personalized interventions that align with students' internal drivers and ethical development. As Indonesia inches closer to its 2045 vision, such studies are not merely academic exercises but strategic investments in the future of the nation.

2. Literature Review

Motivation

Motivation is a psychological driver that activates, directs, and sustains behavior, particularly in the learning process (Santrock in Abdur Rosyid Ibrahim, 2020). It emerges from internal needs, desires, goals, and incentives (Siagian, 2014), and is defined as both a conscious and unconscious urge to act toward a particular objective (KBBI in Abdur Rosyid Ibrahim, 2020). McDonald (in Sardiman, 2015) identifies three core elements of motivation: energy initiation within the individual, goal-oriented response, and emotional engagement. Sardiman (2015) further defines learning motivation as the internal force that drives students to engage in learning activities continuously, ensuring the achievement of desired academic outcomes. Motivation is categorized into extrinsic and intrinsic types (Santrock, 2009), with the latter fostering deeper engagement when students feel autonomous, competent, and cognitively involved.

Motivation significantly influences student behavior and learning outcomes. It determines goals, enhances effort and persistence, supports initiative, affects cognitive processing, and often leads to improved academic performance (Ormrod, 2018). Motivated students are more resilient, self-directed, and eager to understand and apply knowledge meaningfully. According to Sardiman (2015), motivation serves three core functions: it energizes actions, guides behavior toward goals, and filters relevant from irrelevant activities. When aligned with students' personal needs and learning environments, motivation becomes a powerful factor in academic success, especially when supported by clear, purposeful

instruction (Ngalim Purwanto, 2013). Thus, understanding and strengthening student motivation is essential for effective and impactful education.

Discipline

Discipline in learning refers to consistent adherence to both written and unwritten rules that govern behavior in educational settings. It is seen not merely as restriction, but as a method of cultivating responsible and structured learners (Hurlock, 2002; Moenir, 2000). Syafrudin (in Khafid & Suroso, 2007) outlines four dimensions of learning discipline: compliance with study time, assignment responsibilities, use of learning facilities, and punctuality in attending and leaving class. This aligns with Khalsa's (2008) notion of school-based discipline behaviors such as arriving on time, following rules, and participating respectfully in classroom routines. Charles (in Schaefer, 1980) distinguishes short- and long-term goals of discipline—training learners to develop self-regulation without external pressure. When guided correctly, discipline fosters not limitation, but empowerment (Wiyani, 2013).

The importance of discipline lies in shaping a student's self-awareness, enabling them to take ownership of their learning behavior (Eng, 2011; Brooks & Goldstein, 2004). A well-disciplined environment supports academic success, emotional stability, and future workplace readiness (Tu'u, 2004). However, conventional punitive discipline may lead to anxiety, social rejection, and disengagement from learning (Burnett, 2010). Discipline is influenced by both internal and external factors: self-awareness as an intrinsic motivator, and environmental factors such as family upbringing, teacher behavior, peer pressure, and school leadership (Jinot, 2018; Bear & Duquette, 2008; Murray, 2010; Kimani, 2013; McDonald & Hershman, 2011). Effective classroom management, teacher modeling, and peer group dynamics all contribute significantly to cultivating disciplined learners. In this study, the focus is on external school-based factors, particularly classroom management practices that shape learning discipline in students.

Ethics

Ethics, derived from the Greek word ethos, refers to customs or habits and is conceptually distinct from morality and religious-based values (Soebani, 2010). The Indonesian Dictionary defines ethics as the science of right and wrong, and the moral rights and obligations of individuals (Damanhuri, 2014). Ethics serves as a philosophical framework guiding human behavior based on rational thought rather than solely religious doctrine. According to Sagala and Gultom (2011), ethics encompasses how individuals or groups assess right and wrong, examine moral norms, and adhere to universal values in society. Suwardi K. Lubis (in Novianti, 2017) further differentiates ethics from morality by emphasizing that ethics evaluates both outward behavior and internal values. In educational contexts, ethical behavior involves honesty, respect, fairness, and compassion—values that shape student conduct both in and outside the classroom.

Ethics functions through normative, conceptual, and descriptive dimensions that provide behavioral guidance and clarify moral reasoning (Darmodihardjo in Novianti, 2017; Tedjosaputro in Supriadi, 2008). These dimensions contribute to the development of

character and moral responsibility. Factors influencing ethical behavior are both internal—such as instinct, habit, will, conscience, and heredity (Gunawan, 2009; Nata, 2010; Yusuf, 2012)—and external, including education and environment (Tafsir in Gunawan, 2003; Suryosubroto, 2023). Ethical values are formed through social interactions, repeated behavior, and educational reinforcement. In this study, student ethics are conceptualized as behavior that reflects moral understanding and responsibility in academic settings, and are considered a critical determinant of students' attitudes toward learning and school engagement.

Learning Attitude

Learning attitude refers to a person's mental and emotional readiness to respond to academic stimuli, developed through experience, cognition, and emotional interpretation (Azwar in Riwahyudin, 2015; Allport in Adisusilo in Trisnawati, 2024). It includes dimensions of cognition (knowledge), affection (emotion), and conation (behavioral tendency), and reflects a student's agreement, interest, or preference toward learning materials, teachers, tasks, or educational goals (Nyanyu Khodijah, 2014; Parera in Thaeb, 2016). Attitudes are shaped by internal factors such as emotions, motivation, and psychological conditions (Purwanto in Trisnawati, 2024), and external factors including family environment, peer influence, school atmosphere, and social culture (Brown & Holtzman in Khodijah in Trisnawati, 2024). Positive learning attitudes correlate strongly with motivation, classroom participation, and academic performance (Nasution in Djaali, 2013).

Furthermore, learning attitudes are not innate, but are cultivated through repetitive exposure and reinforcement of meaningful educational experiences (Thorndike in Khodijah, 2014). These attitudes are influenced by media, educational institutions, and figures considered important by students, such as teachers and parents (Azwar, 2013; Suryosubroto, 2023). Evaluating learning attitudes can be conducted through observation, direct questioning, or student self-reports, and typically focuses on indicators such as consistency, conformity, and emotional response during the learning process. In the context of IPAS (Integrated Science and Social Studies), students' learning attitudes reflect their readiness and interest in engaging with interdisciplinary content, making them essential for measuring effective learning outcomes and shaping pedagogical strategies.

3. Methods

Research Design and Approach

This study employs a quantitative ex post facto design aimed at analyzing the influence of learning motivation, student discipline, and ethics on the learning attitudes in IPAS among sixth-grade students at UPT SPF SD Negeri Ujung Tanah 1 Makassar.

Population, Sample, and Data Collection Techniques

The population consists of 65 students from two classes (VI A and VI B), and total sampling was applied. Data were collected through Likert-scale questionnaires, direct observation, and literature review.

Instruments, Validity, and Reliability Testing

Instrument validity was tested using Pearson's Product Moment correlation, while reliability was assessed with Cronbach's Alpha. Instruments were considered valid if the correlation coefficient exceeded the critical value, and reliable if alpha was greater than 0.60.

Data Analysis Techniques

Data analysis included both descriptive and inferential statistics using SPSS. Hypothesis testing involved multiple linear regression, t-tests (partial influence), F-tests (simultaneous influence), beta coefficient analysis (dominant variable), and R^2 (coefficient of determination) to measure the contribution of independent variables to the dependent variable.

4. Results

Normality Test

The normality test aims to determine whether the independent variables and dependent variables contained in the regression model have a normal distribution or not.

Table 1. One-Sample Kolmogorov-Smirnov Test

			Learning Motivation (X1)	Learning Discipline (X2)	Student Ethics (X3)	Learning Attitude (Y)
N			65	65	65	65
Normal Parametersa,b	Mean		22.7231	13.8769	14.2154	16.9538
	Std. Deviation		3.04399	2.86415	2.54640	3.20854
Most Extreme Differences	Absolute		0.096	0.102	0.098	0.094
	Positive		0.071	0.082	0.072	0.094
	Negative		-0.096	-0.102	-0.098	-0.090
Test Statistic			0.096	0.102	0.098	0.094
Asymp. Sig. (2-tailed)c			.200d	0.092	0.200	.200d
Monte Carlo Sig. (2-tailed)e	Sig.		0.147	0.094	0.127	0.164
	99% Confidence Interval	Lower Bound	0.138	0.087	0.119	0.154
		Upper Bound	0.156	0.102	0.136	0.173
a. Test distribution is Normal.						
b. Calculated from data.						
c. Lilliefors Significance Correction.						
d. This is a lower bound of the true significance.						
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1993510611.						

Table 1 shows that the regression model, confounding or residual variables have a normal distribution. The analysis results provide evidence that the data is normally distributed, to see that the data is normally distributed lies in the value of Asymp. Sig. (2-tailed) of Learning Motivation (X1) 0.200, Learning Discipline (X2) 0.092, Student Ethics (X3) 0.200, and Learning Attitude (Y) 0.200 has a significance value> 0.05. So based on these results it can be stated that the data used in the research is normally distributed and the data can be used in the next testing stage.

Multicollinearity Test

The Multicollinearity test can be seen from the VIF (*Variance Inflation Factor*), if the Tolerance value> is 0.10 and VIF < 10.00 (ten), it means that there is no multicollinearity in

the data tested, while if the Tolerance value < 0.10 and VIF> 10.00 (ten), it means that there is Multicollinearity in the data tested.

Table 2. Multicollinearity test

Coefficientsa								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.869	2.225		0.390	0.698		
	Learning Motivation (X1)	0.307	0.131	0.291	2.345	0.022	0.535	1.869
	Learning Discipline (X2)	0.298	0.127	0.266	2.353	0.022	0.644	1.554
	Student Ethics (X3)	0.350	0.153	0.278	2.293	0.025	0.561	1.783
a. Dependent Variable: Learning Attitude (Y)								

Table 2 shows that for each variable, namely Learning Motivation (X1) has a tolerance value of 0.535> 0.10, a tolerance value for Learning Discipline (X2) of 0.644> 0.10 and a tolerance value for Student Ethics (X3) of 0.561> 0.10. While the *Value Influence Factor* (VIF) Learning Motivation (X1) value is 1.869 < 10.0, the *Value Influence Factor* (VIF) Learning Discipline (X2) value is 1.554 < 10.0 and the *Value Influence Factor* (VIF) Student Ethics (X3) value is 1.783 < 10.0. it can be concluded that there is no multicollinearity.

Heteroscedasticity Testing

This test aims to test whether in the regression model there is an inequality of residual variants between one another. If the residual variance from one observation to another is constant, it is called homoscedasticity. And if the variance is different, it is called heteroscedasticity. A good regression model is that heteroscedasticity does not occur.

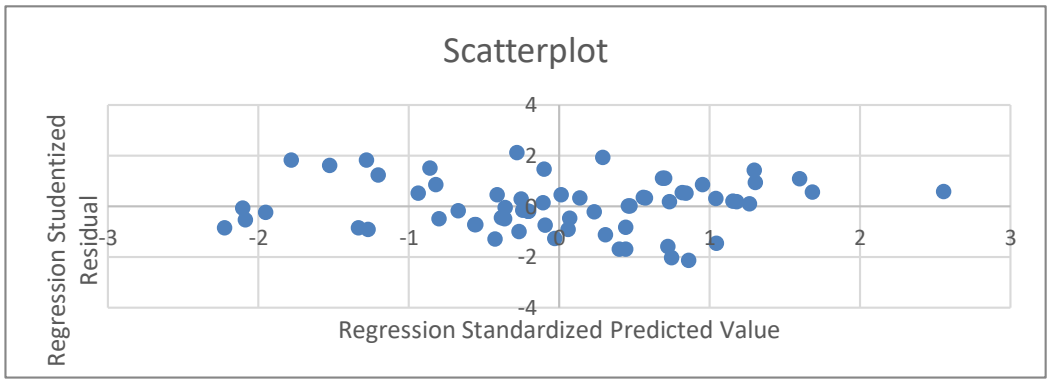

Figure 1. Graph Heteroscedasticity Testing

In graph 1 To determine the presence or absence of symptoms of heteroscedasticity can be done by using a heteroscedasticity graph between the predicted value of the dependent variable and the independent variable. From the scatterplots above, it can be seen that the points 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 testing.

Multiple Linear Regression

Table 3. Multiple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.869	2.225		0.390	0.698
	Learning Motivation (X1)	0.307	0.131	0.291	2.345	0.022
	Learning Discipline (X2)	0.298	0.127	0.266	2.353	0.022
	Student Ethics (X3)	0.350	0.153	0.278	2.293	0.025

a. Dependent Variable: Learning Attitude (Y)

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

$$\boldsymbol{Y = 0.869 + 0.307X_1 + 0.298X_2 + 0.350X_3}$$

The above equation model can be explained as follows:

a. The constant coefficient is 0.869

b. The X1 coefficient of 0.307 means that every change in Learning Motivation (X1) by 1 unit and other variables are considered constant, it will increase Learning Attitude IPAS Class VI UPT SPF SD Negeri Ujung Tanah 1 Makassar by 0.307.

c. The coefficient of X2 is 0.298, meaning that every change in Learning Discipline (X2) by 1 unit and other variables are considered constant, it will increase the Learning Attitude of IPAS Class VI Students UPT SPF SD Negeri Ujung Tanah 1 Makassar by 0.298.

d. The coefficient of X3 is 0.350, meaning that every change in Student Ethics (X3) by 1 unit and other variables are considered constant, it will increase Learning Attitude of IPAS Students in Class VI UPT SPF SD Negeri Ujung Tanah 1 Makassar by 0.350.

Simultaneous Test (F Test)

Table 4. Simultaneous Test

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	327.738	3	109.246	20.125	.000b
	Residuals	331.123	61	5.428		
	Total	658.862	64			
a. Dependent Variable: Learning Attitude (Y)						
b. Predictors: (Constant), Student Ethics (X3), Learning Discipline (X2), Learning Motivation (X1)						

In table 4, the simultaneous test shows that there is a significant effect between the independent variables (X) simultaneously on the dependent variable (Y) which can be seen in the table above, namely with a sig value. F test of 0.000 at a significant level of 0.05. This value is smaller than 0.05 which indicates that all independent variables which consist of; Motivation

to Learn (X1), Learning Discipline (X2) and Student Ethics (X3) together have an effect on Social Studies Learning Attitude (Y) in Class VI Students UPT SPF SD Negeri Ujung Tanah 1 Makassar.

Partial Test (t Test)

Table 5. t- Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.869	2.225		0.390	0.698
	Learning Motivation (X1)	0.307	0.131	0.291	2.345	0.022
	Learning Discipline (X2)	0.298	0.127	0.266	2.353	0.022
	Student Ethics (X3)	0.350	0.153	0.278	2.293	0.025

a. Dependent Variable: Learning Attitude (Y)

In table 5 Partial test is a test to determine the effect of each independent variable on the independent variable. The decision-making criteria can be done by comparing the probability value or sig. with the significance level of 0.05. If the probability value ≥ 0.05, the effect between the independent variable (X) on the dependent variable (Y) is not significant. Conversely, if the probability value <0.05, 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 0.022. This value is smaller than 0.05 or the value of t count 2.345 > t table 1.669 (n-1 = 64 alpha 5%) so it can be concluded that the Learning Motivation variable (X1) has a positive and significant effect on the variable Social Studies Learning Attitude of Grade VI UPT SPF SD Negeri Ujung Tanah 1 Makassar.

b. The probability value of X2 is 0.022. This value is smaller than 0.05 or the value of t count 2.353 > t table 1.669 (n-1 = 64 alpha 5%) so it can be concluded that the Learning Discipline variable (X2) has a positive and significant effect on the variable Social Studies Learning Attitude of Grade VI UPT SPF SD Negeri Ujung Tanah 1 Makassar.

c. The probability value of X3 is 0.025. This value is smaller than 0.05 or the calculated t value of 2.293> t table 1.669 (n-1 = 64 alpha 5%) so it can be concluded that the Student Ethics variable (X3) has a positive and significant effect on the variable Social Studies Learning Attitude of Grade VI UPT SPF SD Negeri Ujung Tanah 1 Makassar.

Determinant Coefficient Test

Table 6. Coefficient of determination test

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.705a	0.497	0.473	2.32986	2.538

a. Predictors: (Constant), Student Ethics (X3), Learning Discipline (X2), Learning Motivation (X1)
b. Dependent Variable: Learning Attitude (Y)

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 in the dependent variable. The coefficient of determination ranges from 0 to 1. From the table above, it is known that the coefficient of determination (*R-square*) is 0.497. This value can explain that X1, X2 and X3 are able to influence the attitude of learning social studies simultaneously or together by 49.7%, in class VI UPT SPF SD Negeri Ujung Tanah 1 Makassar and the remaining 50.3% is influenced by other factors outside the regression model used

Dominant Variable

Table 7. Table Unstandardized Coefficients Beta

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	0.869	2.225	
	Learning Motivation (X1)	0.307	0.131	0.291
	Learning Discipline (X2)	0.298	0.127	0.266
	Student Ethics (X3)	0.350	0.153	0.278

a. Dependent Variable: Learning Attitude (Y)

Based on table 7 above, it can be seen that the value of *Unstandardized Coefficients Beta* Learning Motivation (X1) is 0.307, Learning Discipline (X2) is 0.298 and Student Ethics (X3) is 0.350. Of the three X Variables, the highest Beta coefficient variable is the Student Ethics *Unstandardized Coefficients Beta* variable with a value of 0.350. Thus, the most dominant variable affecting the Social Studies Learning Attitude of Grade VI UPT SPF SD Negeri Ujung Tanah 1 Makassar is Student Ethics.

Discussion

The Influence of Learning Motivation (X1) on the Social Studies Learning Attitude of Grade VI UPT SPF SD Negeri Ujung Tanah 1 Makassar

The probability value of X1 is 0.022. This value is smaller than 0.05 or the value of t count 2.345 > t table 1.669 (n-1 = 64 alpha 5%) so it can be concluded that the Learning Motivation variable (X1) has a positive and significant effect on the variable Social Studies Learning Attitude of Class VI UPT SPF SD Negeri Ujung Tanah 1 Makassar. The results of this study are in line with the opinion of Alfitry 2017 Every human being has a different level of motivation to do something to achieve the desired goal. Learning motivation has two types, namely intrinsic and extrinsic motivation. This intrinsic motivation comes from a person's will and there is no coercion, while this extrinsic comes from outside, usually through invitation or suggestion. Motivation is something within students that must be endeavored to instill a desire to carry out the learning well, this is where students need motivation. Motivation itself is very mandatory for someone to provide in the implementation of learning, various

techniques such as awards, praise, and reproaches have been used to encourage students to want to learn.

The Effect of Learning Discipline (X2) on Social Studies Learning Attitudes of Grade VI UPT SPF Elementary School Ujung Tanah 1 Makassar

The probability value of X2 is 0.022. This value is smaller than 0.05 or the value of t count 2.353 > t table 1.669 (n-1 = 64 alpha 5%) so it can be concluded that the Learning Discipline variable (X2) has a positive and significant effect on the variable Social Studies Learning Attitude of Class VI UPT SPF SD Negeri Ujung Tanah 1 Makassar. The importance of learning discipline is to bring up self-awareness, students succeed in their studies. Discipline is a way for students to be successful in learning and later when working. Awareness of the importance of norms, rules, compliance, and obedience is a prerequisite for one's success. Conversely, students who often violate school regulations will generally be disturbed in optimizing their potential and achievements (Tu'u, 2004: 37). Without good discipline, the school and classroom atmosphere becomes less conducive to learning activities. Therefore, children must be familiarized with norms, life values, and discipline. Based on the opinions of the experts above, it can be concluded that the importance of learning discipline is to raise self-awareness so that social rejection does not occur. For this reason, discipline needs to be formed early. In this study, the meaning of the importance of learning discipline is to bring up self-awareness, students succeed in their studies. This is a way for students to be successful in learning and later when working to become an organized, orderly and disciplined individual.

The Effect of Student Ethics (X3) on Social Studies Learning Attitudes of Grade VI UPT SPF SD Negeri Ujung Tanah 1 Makassar

The probability value of X3 is 0.025. This value is smaller than 0.05 or the value of t count 2.293 > t table 1.669 (n-1 = 64 alpha 5%) so that it can be concluded that the variable Student Ethics (X3) has a positive and significant effect on the variable Social Studies Learning Attitude of Grade VI Students UPT SPF SD Negeri Ujung Tanah 1 Makassar.

This is in line with the opinion of Wiranata (in Rosina Harahap 2020).Ethics is a science that discusses the problem of human actions or behavior, which can be considered good and which can be considered bad. Learning is a mental or psychological activity, which takes place in active interactions with the environment that results in changes in knowledge, understanding, skills, values and attitudes Ihsana in Rosina Harahap 2020. Disciplined students will achieve good learning outcomes. students who have rules and regulations either at home or at school and obey these rules will make students get used to obeying existing rules and regulations, especially at school such as rules regarding dress standards, punctuality, as well as social behavior and learning ethics. Discipline education is very important in shaping good learning ethics by students.

The influence of Learning Motivation (X1), Learning Discipline (X2) and Student Ethics (X3) simultaneously affects the Social Studies Learning Attitude of Grade VI UPT SPF Elementary School in Ujung Tanah 1 Makassar

The simultaneous test shows that there is a significant influence between the independent variables (X) simultaneously on the dependent variable (Y) which can be seen in

the table above, namely with a sig value. F test of 0.000 at a significant level of 0.05. This value is smaller than 0.05 which indicates that all independent variables, which consist of; Motivation to Learn (X1), Learning Discipline (X2) and Student Ethics (X3) together have an effect on Social Studies Learning Attitude (Y) in Class VI Students UPT SPF SD Negeri Ujung Tanah 1 Makassar. These results are in line with theories such as Learning Motivation, Learning Discipline and Student Ethics will affect student learning skills such as motivation. Motivation is something within students that must be sought to instill a desire to carry out the learning well, this is where students need motivation. Motivation itself is very mandatory for someone to provide in the implementation of learning, various techniques such as awards, praise, and reproaches have been used to encourage students to want to learn. So with motivation, students will have a good learning attitude. Learning discipline is a learning attitude that raises self-awareness, students succeed in their learning. This is a way for students to be successful in learning and later when working to become an organized, orderly and disciplined individual. Learning ethics according to Rosina Harahap include: (1) ethics in speaking; (2) ethics in asking questions; (3) ethics in preparing lessons in class; and (4) ethics in giving assignments or materials in class ethics itself is the student's learning attitude.

Dominant Influence on Social Studies Learning Attitude (Y)

Unstandardized Coefficients Beta Learning Motivation (X1) 0.307, Learning Discipline (X2) 0.298 and Student Ethics (X3) 0.350. Of the three X Variables, the highest Beta coefficient variable is the Student Ethics *Unstandardized Coefficients Beta* variable with a value of 0.350. Thus, the most dominant variable influencing the Social Studies Learning Attitude of Grade VI UPT SPF SD Negeri Ujung Tanah 1 Makassar is Student Ethics. Learning attitude is a mental or psychological activity, which takes place in active interactions with the environment that produces changes in knowledge, understanding, skills, values and attitudes Ihsana (2017). The normality test aims to determine whether the independent variables and dependent variables contained in the regression model have a normal distribution or not.

5. Conclusion

The findings of this study affirm that learning motivation, learning discipline, and student ethics each have a significant and positive effect on the social studies learning attitude of sixth-grade students at UPT SPF SD Negeri Ujung Tanah 1 Makassar. Among these, student ethics emerged as the most dominant factor influencing learning attitudes, followed by learning motivation and discipline. This suggests that students' internalization of values—such as honesty, respect, and responsibility—serves as the most powerful predictor of how they engage in academic environments. While motivation provides the drive and discipline ensures structure, it is ethics that anchors student behavior in a broader social and moral context. The simultaneous regression results further reinforce the synergy between these three variables, indicating that they collectively shape the behavioral foundation of learning attitudes in meaningful and measurable ways.

This research adds meaningful value to the discourse on primary education by offering a multidimensional understanding of learning attitudes, grounded not only in cognitive or motivational factors, but also in ethical behavior. It challenges educators and school leaders to rethink how they foster learning environments—not merely through rules or external

incentives, but through cultivating internal virtues and moral reasoning in young learners. The originality of this research lies in its integration of ethical dimensions into the study of learning attitudes at the elementary level, an area often underexplored in quantitative educational research. For practitioners and policymakers, these findings advocate for a more holistic approach to character education, where motivation and discipline are supported by strong ethical foundations. By recognizing the importance of student ethics in shaping academic engagement, schools can better tailor interventions and curriculum strategies that develop not just competent, but conscientious learners.

6. Limitation

The research was context-specific, focusing solely on a single elementary school with a relatively small sample size, thus limiting its generalizability. Furthermore, the data collection relied heavily on self-reported questionnaires, which may introduce social desirability bias. Future research could benefit from expanding the sample across multiple schools with diverse cultural contexts and incorporating mixed-method approaches, including qualitative interviews or longitudinal designs. These directions will not only validate the current findings but also deepen our understanding of how student ethics, motivation, and discipline interact dynamically over time to influence learning behaviors. By addressing these gaps, future studies can further enrich the growing body of knowledge on value-driven education and its long-term impact on learner development.

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