The Impact of Learning Environment and Study Discipline on Social Studies Learning Motivation among Primary School Students

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Article Info	Abstract
	This study aims to examine the impact of the Learning Environment and Study Discipline on Social Studies Learning Motivation among fifth-grade students at State Elementary School Gugus I, South Kota District, Gorontalo. Using a quantitative approach with an explanatory design, the study seeks to analyze the relationship between these two factors and students' learning motivation. A survey method was employed with a questionnaire distributed to 41 students selected through purposive sampling. The validity and reliability tests showed that the instruments used in this study are valid and reliable. Based on multiple linear regression analysis, it was found that the Learning Environment has a greater impact on students' learning motivation than Study Discipline, although both factors have a significant influence. The coefficient of determination (R^2) of 0.956 indicates that over 95% of the variation in Social Studies learning motivation can be explained by these two variables. This study concludes that a conducive Learning Environment and the development of good Study Discipline play a crucial role in enhancing students' learning motivation. Creating a positive and well-organized learning environment not only affects students' engagement in learning but also improves their academic achievements, especially in Social Studies. Therefore, improving both factors is expected to have a positive impact on students' motivation and academic performance at the primary education level.

Introduction

Introduction Learning environment and study discipline are two critical aspects that significantly influence students' learning motivation, particularly in primary education (Lapedu et al., 2021). A conducive environment not only enhances the quality of learning but also has a profound impact on students' academic development and motivation. As discussed by (Syakrawi & Ponidi, 2025), a supportive school environment can contribute significantly to students' learning motivation. A good learning environment encompasses not only a comfortable classroom setting, adequate learning facilities, and available supporting resources, but also involves positive social interactions among students, teachers, and parents (Huang & Lee, 2023). Positive social interactions, sufficient emotional support, and a sense of safety in the learning environment can increase student engagement in learning and encourage them to achieve better academic outcomes (Yurtseven et al., 2021; Sökmen, 2021; Reyes et al., 2012; Kutsyuruba et al., 2015). Such a supportive environment fosters students' interest and enthusiasm for learning, thereby motivating them to achieve academic goals (Febriana et al., 2023).

The importance of a supportive learning environment is evident from numerous studies showing a direct relationship between the quality of the school environment and students' learning motivation (Li et al., 2024; Cayubit, 2022; Baeten et al., 2013). A supportive

environment, including classroom comfort, the quality of social relationships between teachers and students, and parental support, positively impacts the formation of students' learning motivation (Kurniawati et al., 2023; Koca, 2016; Descals-Tomás et al., 2021). Research by Azmi et al. (2024) emphasizes that a clean, well-organized, and well-maintained school environment can increase students' motivation to learn. These findings further reinforce the idea that a conducive environment not only enhances student involvement in learning but also improves their academic performance. (Wafiqni et al., 2023) also demonstrate that a good learning environment contributes 47.47% to increased student motivation, which shows the significant role that a supportive environment plays in motivating students to actively participate in learning, especially in subjects requiring higher involvement, such as Social Studies (IPS). A positive learning environment, as noted by Azmi et al. (2024) not only refers to the physical classroom but also includes the social atmosphere within the learning environment. An environment that is safe, comfortable, and supportive can encourage students to be more active in learning activities and strengthen their commitment to achieving academic goals. Positive social settings, whether between students and teachers or among classmates, can influence students' engagement in lessons and boost their confidence, ultimately leading to higher motivation and academic achievement (Murniyati, 2021; Bundick et al., 2014; Wang & Eccles, 2013).

In addition, study discipline is another fundamental factor influencing students' learning motivation (Nugrahani et al., 2022). Study discipline refers to students' ability to adhere to rules, manage time, and stay focused on learning objectives (Leobisa & Namah, 2022). In this context, study discipline is closely related to positive study habits adopted by students. (Agustin & Munisah, 2025) provide empirical evidence regarding the teacher's role in building study discipline through consistent rule enforcement. Their study shows that the discipline applied by teachers can help students manage their time better, maintain focus on the learning material, and set realistic learning goals. As a result, good study discipline can enhance students' motivation to learn, including in Social Studies education. High study discipline can also enhance intrinsic motivation to learn. (Chairiyah et al., 2023) explain that discipline applied from an early stage shapes positive learning habits in students. Consistent discipline helps students study in an organized and structured manner, increasing their sense of responsibility toward their studies. Students with disciplined study habits tend to complete assignments on time, maintain regular study routines, and develop positive learning habits, all of which contribute to greater motivation to learn (Nursanti & Sugiarti, 2022). Consistently applied discipline by teachers also positively impacts strengthening students' learning motivation, as discipline provides a clear structure and helps students stay focused on their learning goals. Both factors, learning environment and study discipline, interact and contribute to students' learning motivation (Lestari & Alam, 2024). A positive learning environment provides a comfortable and secure space for students to lear n better, while study discipline provides the necessary structure to ensure that students remain focused and motivated in achieving their learning objectives (Radojević et al., 2024). Therefore, a conducive learning environment not only encompasses physical classroom conditions but also includes the implementation of good study discipline within the classroom. Good study discipline helps create a more organized and structured learning atmosphere, which, in turn, enhances the effectiveness of the learning environment itself.

Previous studies have shown a significant relationship between the learning environment and students' motivation. (Takdir et al., 2023) emphasize that a good environment, both physically and socially, has a positive impact on students' learning motivation. Their research indicates that the influence of the learning environment on student motivation is reflected in supportive

physical conditions, such as a comfortable classroom, as well as harmonious social relationships between students and teachers (Saputra & Daliman, 2021). This research also reveals that students' motivation can decline if the learning environment is not conducive, which can affect the quality of learning, especially in subjects that require active involvement, such as IPS. However, while many studies have explored the relationship between learning environment, study discipline, and learning motivation, there is a gap in research linking all three factors simultaneously in the context of IPS education at the primary education level (Sukman et al., 2024). Most previous studies have focused on these factors separately or have not explored the combined influence of both factors on students' learning motivation in IPS subjects. Research by (Almagro & Edig, 2024) shows that the learning environment significantly affects student motivation but does not examine how study discipline impacts this within the context of specific subjects like IPS. On the other hand, while (Chimezie & Anyanwu, 2020) found that study discipline can increase learning motivation, they did not explore how both factors work together to improve motivation in IPS learning contexts.

This study aims to fill this gap by examining the impact of both the learning environment and study discipline on students' learning motivation in IPS for fifth-grade students at elementary schools in the Kecamatan Kota Selatan area, Gorontalo. The study focuses on students enrolled in IPS lessons, with the goal of identifying how these two factors interact to enhance student motivation (Syarifuddin et al., 2023). Considering the importance of motivation in the learning process, this research aims to provide a deeper understanding of the relationship between the learning environment, study discipline, and student motivation while offering practical recommendations for teachers and schools to create a supportive environment and promote good study discipline. The main objective of this study is to examine how the learning environment and study discipline interact to increase IPS learning motivation among primary school students. Based on existing research, it is expected that a combination of a supportive learning environment and good study discipline will lead to higher student motivation, which in turn will improve their learning outcomes in IPS. This is consistent with findings by (Giyato & Sridiyatmiko, 2022), which show that a good learning environment enhances learning motivation, while (Humaira et al., 2024) emphasize that good study discipline strengthens intrinsic motivation to learn.

This study is expected to fill the existing literature gap by integrating the two key factors—learning environment and study discipline—in the context of IPS education. This approach is different from previous studies that focused mainly on one factor or did not examine the relationship between both factors in specific subjects. Furthermore, this study introduces a new approach by simultaneously examining the impact of the learning environment and study discipline on IPS learning motivation (Susanti et al., 2020). By using this approach, the research is expected to make a significant contribution to the development of more effective and efficient educational strategies aimed at enhancing student motivation. In this context, the study also introduces innovation in its methodology, where a quantitative approach that combines both learning environment and study discipline measurements will provide a more comprehensive insight into their influence on learning motivation. Additionally, the research will explore the impact of both factors on IPS, a subject often considered less engaging by students but plays an important role in building students' social knowledge and awareness in primary education (Ummat et al., 2024). Therefore, this study has the potential to enrich the existing literature and provide practical guidance for implementing better educational strategies in primary schools. This study aims to contribute positively to improving the quality of education in Indonesia, especially in enhancing students' learning motivation at the primary

education level through the creation of a conducive learning environment and the development of good study discipline.

Methods

This study utilizes a quantitative approach with an explanatory design to examine the effects of the Learning Environment (X_1) and Study Discipline (X_2) on Social Studies Learning Motivation (Y) among fifth-grade students at SD Negeri Gugus I, Kecamatan Kota Selatan, Gorontalo (Rosfiani et al., 2023). The quantitative approach was chosen because the focus of this research is to measure and statistically analyze the relationship between two or more variables under study. The explanatory design is used to explain the influence of these variables in the context of student learning motivation. With this approach, the study aims to provide a clear picture of the relationship between the Learning Environment, Study Discipline, and Social Studies Learning Motivation among students (Chen et al., 2024).

The methodology employed in this research is a survey, which involves data collection using a questionnaire distributed to a sample of participants. The population of this study consists of all fifth-grade students enrolled at SD Negeri Gugus I, totaling 165 students across six primary schools in the Kecamatan Kota Selatan area. A proportional random sampling technique was used to ensure that the sample selected accurately represents the entire population. A total of 41 students were selected, with the sample being randomly chosen while maintaining proportional representation from each school. Data collection is divided into three main sections measuring the three research variables: Learning Environment, Study Discipline, and Social Studies Learning Motivation (Retti & Ernis, 2023). Each item in the questionnaire is measured using a five-point Likert scale, where 1 indicates strong disagreement and 5 indicates strong agreement (Şahin, 2025). This Likert scale is used to assess the degree to which respondents agree with statements related to factors influencing their learning motivation (Rosfiani et al., 2023). To ensure the instrument's validity, Pearson's correlation analysis was used, with items considered valid if the p-value was less than 0.05. Reliability testing was conducted using Cronbach's Alpha, with values above 0.60 indicating that the instrument is sufficiently reliable for data collection.

Before conducting multiple linear regression analysis, classical assumption testing was performed to ensure the data met the regression analysis requirements (Ummi et al., 2021). Normality testing was conducted to check data distribution, linearity testing to ensure a linear relationship between independent and dependent variables, multicollinearity testing to check for high correlations between independent variables, and heteroscedasticity testing to ensure that residual variance was constant. Once the classical assumptions were met, multiple linear regression analysis was conducted to examine the simultaneous and partial effects of the independent variables (Learning Environment and Study Discipline) on the dependent variable (Social Studies Learning Motivation). The coefficient of determination (R^2) was used to measure how much of the variation in Social Studies Learning Motivation could be explained by the Learning Environment and Study Discipline. Thus, the multiple linear regression analysis is expected to provide deeper insights into the relationship between the factors affecting students' motivation to learn Social Studies.

Results and Discussion

Explain In this study, we examine the impact of the Learning Environment (X_1) and Study Discipline (X_2) on Social Studies Learning Motivation (Y) among fifth-grade students at SD Negeri, Kecamatan Kota Selatan, Gorontalo. Based on the data analysis conducted through

statistical tests, validity and reliability tests, classical assumptions, and multiple linear regression analysis, the following are the detailed results of the study.

Descriptive Statistical Analysis

The results of the descriptive statistical analysis are presented in Table 1.1 The findings indicate that the average Social Studies Learning Motivation is 107, with the highest mode value being 109, suggesting that most students exhibit a relatively high level of learning motivation. The range of motivation scores, from 77 to 140, reflects significant variation among students, indicating differences in students' perceptions of their motivation to engage in Social Studies lessons. Meanwhile, for the Learning Environment variable, the recorded average is 79.87, with a standard deviation of 9.20, illustrating the variation in students' perceptions of environmental factors that influence them. This variation reflects differences in students' experiences regarding classroom comfort and the support they receive at school. For Study Discipline, the average score is 91.67 with a standard deviation of 11.67, indicating that most students exhibit good study discipline, although there is variation in habits and time management among students.

Table 1. Descriptive Statistical Analysis

Variable	Mean	Median	Mode	Minimum	Maximum	Standard Deviation
Social Studies Learning Motivation	107	108	109	77	140	-
Learning Environment	79.87	-	-	-	-	9.20
Study Discipline	91.67	-	-	-	-	11.67

Source: Processed data, 2024.

Validity Test

The results of the validity test presented in Table 1.2 indicate that all items in the questionnaire used to measure the Learning Environment, Study Discipline, and Social Studies Learning Motivation have significant Pearson correlation coefficients ($p < 0.05$). The Pearson correlation values for each item are above 0.60, indicating that all items in the questionnaire are valid for measuring the intended variables. For instance, in the Learning Environment, the classroom comfort (X1.1) and availability of learning resources (X1.2) have very high correlations of 0.880 and 0.892, respectively, with p-values of 0.000, indicating that these factors are highly relevant to students' learning motivation.

Table 2. Results of the Validity Test

Variable	Item	Pearson Correlation	Significance (p)
Learning Environment (X$_1$)	X1.1 Classroom comfort	0.880	0.000
	X1.2 Availability of learning resources	0.892	0.000
	X1.3 Social relationships (students, teachers, and parents)	0.843	0.000
	X1.4 Emotional support in the learning environment	0.614	0.000
Study Discipline (X$_2$)	X2.1 Students' study habits	0.715	0.000

	X2.2 Time management in learning	0.832	0.000
	X2.3 Focus in learning	0.797	0.000
Social Studies Learning Motivation (Y)	Y1 Interest in Social Studies subjects	0.765	0.000
	Y2 Participation in Social Studies learning	0.756	0.000
	Y3 Commitment to academic achievement in Social Studies	0.729	0.000

Source: Processed data, 2024.

Reliability Test

The results of the reliability test presented in Table 1.3 indicate that the Cronbach's Alpha values for the three variables are above 0.60, suggesting that the research instrument is reliable. For the Learning Environment (X_1), the Cronbach's Alpha value is 0.852, indicating very good reliability. Similarly, the Study Discipline (X_2) and Social Studies Learning Motivation (Y) variables have Cronbach's Alpha values of 0.764 and 0.770, respectively, which demonstrate that the instrument used in this study is adequately reliable.

Table 3. Results of the Reliability Test

Variable	Cronbach's Alpha	Remarks
Learning Environment (X_1)	0.852	Reliable
Study Discipline (X_2)	0.764	Reliable
Social Studies Learning Motivation (Y)	0.770	Reliable

Source: Processed data, 2024

Classical Assumption Tests

In the classical assumption tests, a normality test was performed to ensure the data follows a normal distribution, as visualized in Figure 1.1 (P-P Plot). The graph indicates that the data follows a normal distribution. The multicollinearity test presented in Table 1.4 shows that there are no issues with multicollinearity, as indicated by tolerance values of 0.689 and a Variance Inflation Factor (VIF) of 1.452 for both independent variables. This suggests that the two variables do not exhibit high correlation with each other, ensuring that no problems exist in the regression analysis.
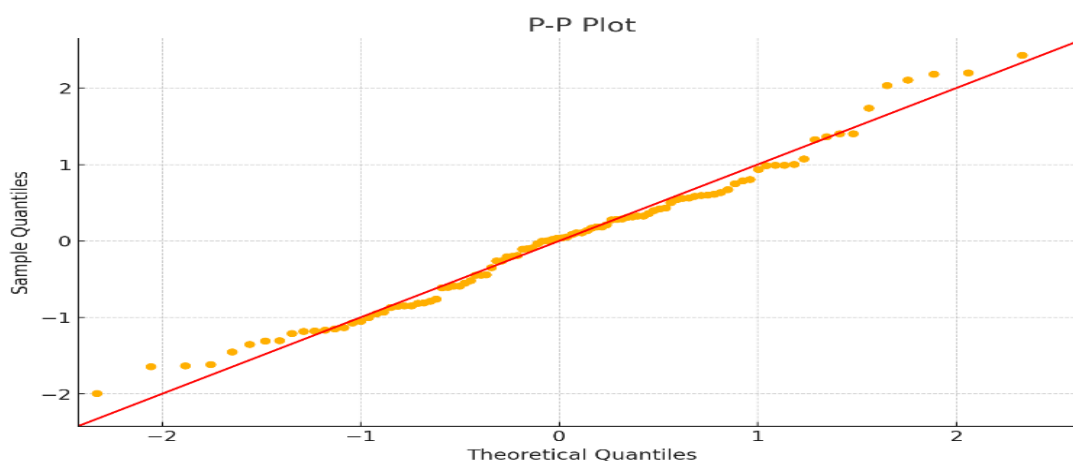

Figure 1. Grafik P-P Plot

493

Table 4. Results of the Multicollinearity Test

Model	Collinearity Statistics	
(Constant)	Tolerance	VIF
Learning Environment (X_1)	0.689	1.452
Study Discipline (X_2)	0.689	1.452

Source: Processed data, 2024

Heteroscedasticity Test

The heteroscedasticity test was conducted to examine whether the residual variance of the regression model is constant. This is crucial to ensure that the regression model meets one of the fundamental assumptions of regression, namely homoscedasticity, which requires the residual variance to remain constant across the values of the dependent variable. Figure 1.2 displays the results of the heteroscedasticity test in the form of a scatterplot. The graph does not reveal any clear patterns or significant clustering between the residuals and the predicted values. In other words, the residuals are randomly dispersed without any distinct pattern, indicating that the residual variance is constant. This suggests that the homoscedasticity assumption has been met, confirming that the regression model used is valid and acceptable.
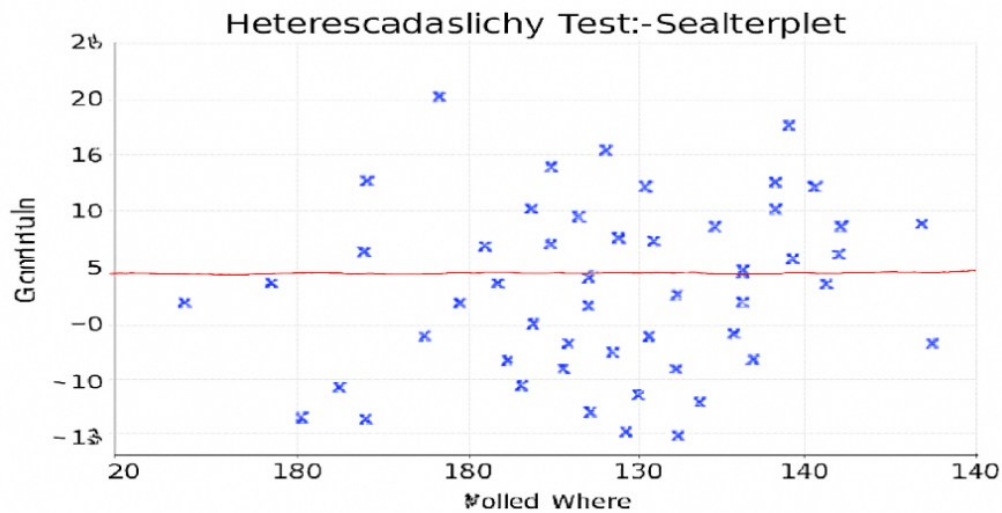

Figure 2. Scatterplot for Heteroscedasticity Test

Multiple Regression Analysis and Hypothesis Testing

The results of the multiple linear regression test presented in Table 1.5 indicate that the regression model is statistically significant overall ($p < 0.001$), suggesting that both Learning Environment and Study Discipline simultaneously influence IPS Learning Motivation. Furthermore, the partial t-test results presented in Table 1.6 show that both independent variables have a significant effect on IPS Learning Motivation, with p-values less than 0.05 for each variable. The regression coefficient for Learning Environment is 1.37, while for Study Discipline, it is 0.34. This indicates that both variables positively contribute to students' learning motivation.

Table 5. Simultaneous Hypothesis Testing (F-Test) ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4215.35	2	2107.67	415.7	<0.001

Error	167.45	47	3.56		
Total	4382.80	49			

Table 6. Multiple Linear Regression Analysis and t-Test Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	4.544	0.946		4.806	.000
Learning Environment (X_1)	1.37	0.052	0.446	5.792	.000
Study Discipline (X_2)	0.34	0.065	0.435	5.660	.000

Coefficient of Determination (R^2)

The R^2 value of 0.956, as shown in Table 1.7, indicates that the regression model explains 95.6% of the variation in IPS Learning Motivation influenced by Learning Environment and Learning Discipline. This demonstrates that these two factors contribute significantly to the enhancement of students' learning motivation in the subject of IPS.

Table 7. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	0.978	0.956	0.950	1.405	1.93

Based on the analysis results from multiple linear regression testing, it can be concluded that the Learning Environment and Learning Discipline have a significant impact on students' IPS Learning Motivation (Wati & Suarni, 2020). The Learning Environment, with a regression coefficient of 1.37, contributes more than Learning Discipline, which has a regression coefficient of 0.34. This indicates that a supportive learning environment has a stronger influence in enhancing student motivation, particularly in the IPS subject. In other words, creating a conducive learning environment, both physically and socially, provides a greater impetus to increase student engagement in learning. The ANOVA test results, which show a highly significant F value ($p < 0.001$), suggest that the regression model as a whole is very effective in explaining the relationship between the Learning Environment and Learning Discipline on IPS Learning Motivation (Anbarasu & Bhuvaneswari, 2020). Additionally, the coefficient of determination (R^2) of 0.956 reveals that 95.6% of the variation in students' learning motivation can be explained by these two variables. This indicates that both factors play a crucial role in increasing students' learning motivation, with only 4.4% of the variation potentially influenced by other unmeasured factors.

Furthermore, the t-test results for each independent variable indicate that both the Learning Environment and Learning Discipline significantly affect IPS Learning Motivation. With p-values < 0.05 for both variables, it can be concluded that these two factors indeed have a direct relationship with students' learning motivation. The positive influence of a conducive Learning Environment and good Learning Discipline not only boosts student motivation but also helps them stay focused and organized during the learning process. These findings have important implications for schools and educators in their efforts to improve student motivation. By creating a supportive environment and fostering good learning discipline, schools can

encourage students to engage more actively in learning and achieve better academic outcomes. This is particularly crucial as high learning motivation is closely related to students' academic achievement, especially in subjects that require active participation, such as IPS. Therefore, it is recommended that schools pay more attention to developing a comfortable environment and enhancing learning discipline among students.

Discussion

The findings of this research support the idea that learning environment and discipline has a considerable influence on the motivation of students in the fifth grade to study social studies. The first descriptive analysis showed that the average score of motivation was relatively high, median of 109. This number shows that a large number of students had already demonstrated a satisfactory degree of interest in the subject. But the large difference between the highest and lowest scores, 77 to 140, indicates that this motivation is not uniformly distributed. There are very motivated students and there are very lagging students. This disparity prompts us to take a closer look at what causes certain students to be more motivated than other students. The scales that were applied in this study were valid and reliable. All the question items were significantly correlated with the measured variables, and the reliability coefficients of all variables were higher than accepted values. This serves to affirm that the trends that have been drawn out of the data are indeed real indicators of what students are going through, and are not merely a coincidence of measurements. The extremely high correlations between classroom comfort and the presence of learning resources emphasize the significance of physical conditions and resource support. These apparently easy elements (a comfortable classroom and the possibility to use books) are directly connected to the fact that students are willing to work harder.

Greater dynamics were found with regression analysis. The learning environment and the learning discipline were both revealed to have a significant effect on motivation to learn social studies. But the learning environment became the more significant factor. This observation carries a significant implication: students working in a positive atmosphere will be encouraged to study, despite the fact that their discipline is not necessarily strong. On the other hand, when the learning environment is not conducive, the learning enthusiasm of students who relatively possess good study habits may be hampered. That is, the main basis of motivation is the learning surroundings and environment.

The explanatory power of the regression model is also very high. The R^2 of 0.956 means that the learning environment and learning discipline can explain nearly all of the variation of learning motivation. These findings validate that the two variables are not just support variables, but they are the essence of student learning motivation. Nevertheless, a negligible part of the variation remains dependent on additional factors, including family background, peer interactions or individual student characteristics. This leaves the door open to do further studies to identify other factors that could be contributing. The overwhelming power of the learning setting has definite practical consequences on schools. A comfortable classroom, a positive social relationship, and teacher emotional support not only make the learning process more enjoyable but have a direct positive impact on enthusiasm levels among the students taking part in the learning process. This is something many teachers are intuitively aware of, and this study offers evidence of this in quantitative form.

There is the discipline of learning which has a smaller but also important impact. The learning environment is capable of creating enthusiasm but the learning discipline prevents the enthusiasm to be lost very fast. Time management habits, concentration in studying and regularity in doing assignments have the effect of keeping the students motivated in the long

496

run. This way, the two elements complement each other: the environment gives the starting point and discipline tracks and maintains the starting point.

The general conclusions of this paper lead to a two-fold approach that should be adopted by schools. Enhancing the physical, social and emotional quality of the learning environment will have a profound effect on student motivation. Meanwhile, discipline development, habituation, and reinforcement of positive habits will help to make motivation actually translate into academic performance. The two together form a positive cycle of reinvention, with a positive atmosphere breeding enthusiasm and discipline keeping that enthusiasm alive, resulting in practical results.

Conclusion

Based on the analysis conducted, this study concludes that the Learning Environment and Learning Discipline significantly affect IPS Learning Motivation in Grade 5 students at the State Elementary School, Cluster I, South Kota District, Gorontalo. From the multiple linear regression results, the Learning Environment proves to contribute more to students' learning motivation, followed by Learning Discipline, which, although having a smaller effect, still provides a positive impact. The regression model tested shows that more than 95% of the variation in IPS Learning Motivation can be explained by these two variables, indicating that a conducive Learning Environment and good Learning Discipline play a significant role in enhancing student motivation to perform well, particularly in IPS. Other statistical tests, such as validity and reliability tests, also show that the instruments used in this study are reliable and valid. Therefore, the findings of this study offer valuable insights for schools and educators to focus on managing a supportive Learning Environment and cultivating good Learning Discipline habits in students. These two factors not only contribute to improving students' learning motivation but also have the potential to increase their academic achievements. To maximize students' potential, particular attention should be given to providing a comfortable and supportive learning environment and fostering strong discipline habits among students.

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