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## The Relationship Between Self-Efficacy and Social Studies Learning Outcomes: A Correlational Study of Fourth-Grade Students in Setiabudi District

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### Abstract

*This study aims to examine the relationship between self-efficacy and Social Studies learning outcomes of fourth-grade elementary school students in Setiabudi District, South Jakarta. A quantitative correlational method was employed, involving 116 students selected through cluster random sampling from three public elementary schools. Data were collected using a self-efficacy questionnaire (Likert scale) with indicators of magnitude, strength, and generality (Bandura), and a multiple-choice Social Studies achievement test based on the revised Bloom's Taxonomy. Instrument validity was assessed using Pearson Product Moment and Point Biserial correlations; reliability was measured using Cronbach's Alpha ( $\alpha = 0.84$ ) for the questionnaire and KR-20 ( $KR-20 = 0.79$ ) for the test. Pearson correlation analysis yielded  $r = 0.627$  ( $p < 0.05$ ), indicating a significant positive relationship between self-efficacy and Social Studies learning outcomes. The coefficient of determination ( $KD = 39.3\%$ ) suggests that self-efficacy accounts for approximately 39% of the variance in Social Studies learning outcomes. These findings highlight the importance of fostering self-efficacy in elementary school students to support academic achievement in Social Studies.*

**Keyword: Self-Efficacy; Social Studies Learning Outcomes; Elementary School; Correlational Study**

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### INTRODUCTION

Education is a systematic process through which individuals develop knowledge, skills, and attitudes necessary to participate meaningfully in society. School serves as the primary formal institution where this development occurs, requiring students to engage actively with subject matter content across multiple disciplines (Slameto, 2015). Among these disciplines, Social Studies (Ilmu Pengetahuan Sosial/IPS) holds particular significance in elementary education, as it prepares students to understand social phenomena, develop civic values, and become responsible members of their communities (Susanto, 2014; Tawil & Jaber, 2019).

Despite its importance, Social Studies is frequently perceived by elementary school students as a difficult and tedious subject. In Setiabudi District, preliminary observations in fourth-grade classrooms revealed that many students lack confidence when responding to Social Studies questions, tending to rely on peers' answers rather than their own judgments, and showing reluctance to engage in challenging tasks. These behavioral patterns are consistent with low self-efficacy, defined as an individual's belief in their capacity to execute the behaviors necessary to produce specific outcomes (Bandura, 1977).

Self-efficacy is recognized as one of the most influential internal psychological factors shaping students' academic performance. Bandura's social cognitive theory posits that self-efficacy influences individuals' choices of activities, effort investment, persistence in the face of difficulty, and ultimately, their achievement outcomes (Abd-Elmotaleb & Saha, 2020). Students with high self-efficacy approach challenging academic tasks with greater motivation and strategic effort, whereas those with low self-efficacy tend to avoid difficult tasks and underperform relative to their actual ability (Hammil, 2003; Li et al., 2024).

Research examining the relationship between self-efficacy and academic achievement has predominantly focused on secondary and higher education levels, and on subjects such as Mathematics and Science (Wei et al., 2021; Pan et al., 2024). Studies specifically addressing the relationship between self-efficacy and Social Studies learning outcomes at the elementary school level remain limited, particularly in Indonesian educational contexts. Karmila and Raudhoh (2021) identified a relationship between self-efficacy and learning independence, and Muhammad et al. (2021) found a significant association between self-efficacy and critical thinking in science subjects; however, direct empirical evidence linking self-efficacy specifically to Social Studies achievement among elementary school students in Jakarta remains insufficient.

This gap in literature underscores the need for localized empirical research to inform instructional decision-making. Understanding the magnitude of the self-efficacy–Social Studies achievement relationship in Setiabudi District specifically can assist teachers and school administrators in designing psychologically informed learning strategies. Therefore, this study aims to determine whether a significant positive relationship exists between self-efficacy and Social Studies learning outcomes of fourth-grade elementary school students in Setiabudi District for the 2024/2025 academic year

## **METHODS**

This study employed a quantitative correlational approach to examine the relationship between self-efficacy (variable X) and Social Studies learning outcomes (variable Y). The population consisted of all fourth-grade students in public elementary schools in Setiabudi District, South Jakarta. A total of 116 students were selected as the sample using cluster random sampling from three public elementary schools, ensuring representation across different school settings within the district.

Two instruments were developed for data collection. First, a self-efficacy questionnaire using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) based on Bandura's (1977) three dimensions: (1) magnitude — the level of task difficulty a student believes they can accomplish; (2) strength — the degree of confidence in their ability to perform the task; and (3) generality — the extent to which self-efficacy beliefs transfer across different tasks and situations. The questionnaire consisted of 30 items. Second, a multiple-choice Social Studies achievement test covering Chapter 5 of the fourth-grade

curriculum, aligned with the cognitive domain of the revised Bloom's Taxonomy (remembering, understanding, and applying).

Both instruments underwent validity and reliability testing prior to data collection. Questionnaire item validity was established using Pearson Product Moment correlation ( $r_{table} = 0.195$ ;  $n = 100$ ;  $\alpha = 0.05$ ), with 26 items retained as valid. Questionnaire reliability was measured using Cronbach's Alpha ( $\alpha = 0.84$ ), indicating high internal consistency. Test item validity was assessed using Point Biserial correlation, and test reliability was measured using the KR-20 formula ( $KR-20 = 0.79$ ), confirming adequate reliability for academic use.

Descriptive statistics were computed for both variables. Prior to hypothesis testing, a normality test (Kolmogorov-Smirnov) and a linearity test (ANOVA) were conducted to verify statistical assumptions. The primary hypothesis was tested using Pearson Product Moment correlation analysis, followed by a significance t-test and a coefficient of determination to quantify the proportion of variance in Social Studies outcomes explained by self-efficacy. All analyses were conducted using SPSS version 26.0. The coefficient interpretation guidelines used in this study are presented in Table 1.

**Table 1. Correlation Coefficient Interpretation Guidelines**

Coefficient Interval	Relationship Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

## RESULTS & DISCUSSION

### *Result*

#### *1. Descriptive Statistics*

**Table 2. Descriptive Statistics of Social Studies Learning Outcomes**

Variable	N	Min	Max	Mean	Std. Deviation
Social Studies Learning Outcomes	116	7	15	12.71	1.89

Based on Table 2, Social Studies learning outcomes of 116 students had a mean of 12.71 (SD = 1.89), with a minimum score of 7 and a maximum score of 15. The relatively narrow score range suggests moderate homogeneity in academic achievement within this sample.

**Table 3. Descriptive Statistics of Self-Efficacy**

Variable	N	Min	Max	Mean	Std. Deviation
Self-Efficacy	116	41	80	62.45	9.25

Based on Table 3, students' self-efficacy scores had a mean of 62.45 (SD = 9.25), with a minimum score of 41 and a maximum of 80 on the 30-item Likert questionnaire (maximum possible score = 150). This indicates that students' self-efficacy was in the moderate range overall.

## 2. Normality Test

**Table 4. Normality Test Results (Kolmogorov-Smirnov)**

Variable	n	L <sub>o</sub>	L <sub>table</sub> ( $\alpha = 0.05$ )	Result
Y over X (Regression Residuals)	116	0.113	0.125	Normal

The Kolmogorov-Smirnov normality test yielded  $L_o = 0.113$ , which is less than  $L_{table} = 0.125$  at  $\alpha = 0.05$  ( $n = 116$ ). Therefore,  $H_o$  is accepted, confirming that the regression residuals are normally distributed. This result satisfies the normality assumption required for Pearson correlation analysis.

## 3. Linearity Test

**Table 5. ANOVA Summary for Simple Linear Regression Linearity Test**

Source of Variance	df	SS	MS	F <sub>count</sub>	F <sub>table</sub>
Total	116	19,167	—	—	—
Regression (a)	1	18,755	18,755	—	—
Regression (b/a)	1	65.594	65.594	21.70	3.924
Residual	114	346.41	3.039	—	—
Lack of Fit	24	65.202	2.717	1.469	1.657

The linearity test yielded  $F_{count} = 1.469 < F_{table} = 1.657$  ( $\alpha = 0.05$ ) for the Lack of Fit test, confirming that the regression of Y on X is linear. The regression significance test showed  $F_{count} (21.70) > F_{table} (3.924)$ , indicating the overall regression model is statistically significant.

## 4. Hypothesis Testing

Pearson Product Moment correlation analysis yielded  $r = 0.627$ , indicating a strong positive relationship between self-efficacy and Social Studies learning outcomes. The

significance test produced  $t_{\text{count}} = 6.079$ , which exceeds  $t_{\text{table}} = 1.658$  ( $dk = 114$ ;  $\alpha = 0.05$ ), confirming that the relationship is statistically significant ( $p < 0.05$ ). The regression equation derived was  $\hat{Y} = 8.036 + 0.082X$ , indicating that each one-unit increase in self-efficacy score is associated with a 0.082-unit increase in Social Studies learning outcomes. The coefficient of determination ( $KD = r^2 \times 100\% = 39.3\%$ ) indicates that self-efficacy explains approximately 39% of the variance in Social Studies learning outcomes.

## DISCUSSION

The findings of this study confirm a significant positive relationship between self-efficacy and Social Studies learning outcomes of fourth-grade elementary school students in Setiabudi District ( $r = 0.627$ ;  $p < 0.05$ ;  $KD = 39.3\%$ ). This result falls within the "strong" range of the correlation coefficient interpretation guidelines and is consistent with prior research. Karmila and Raudhoh (2021) found that self-efficacy positively influenced students' learning independence, while Muhammad et al. (2021) reported a significant association between self-efficacy and critical thinking skills in science subjects. Dewantoro et al. found that self-efficacy significantly correlates with social studies learning outcomes, supporting the directional relationship identified in this study.

The coefficient of determination ( $KD = 39.3\%$ ) indicates that self-efficacy is an important but partial predictor of Social Studies achievement, accounting for approximately 39% of the variance. This finding is consistent with the broader educational psychology literature, which generally reports moderate correlations ( $r = 0.30\text{--}0.65$ ) between self-efficacy and academic outcomes in elementary-level populations (Li et al., 2024; Pan et al., 2024). The remaining 60.7% of variance suggests that other factors—including teaching quality, family support, learning motivation, and classroom management—also play significant roles in determining Social Studies achievement, warranting future multi-variable investigations.

Theoretically, these findings align with Bandura's (1977) social cognitive theory, which posits that individuals' beliefs about their capabilities to perform specific tasks directly influence their motivation, persistence, and ultimately their performance. Students with higher self-efficacy on the magnitude, strength, and generality dimensions are more likely to engage persistently with Social Studies content, invest greater cognitive effort, and recover from setbacks during learning activities (Abd-Elmotaleb & Saha, 2020; Hammil, 2003). The regression equation ( $\hat{Y} = 8.036 + 0.082X$ ) quantifies this relationship, showing that each unit improvement in self-efficacy corresponds to measurable gains in Social Studies outcomes.

Practically, these findings carry important implications for elementary school teachers and school administrators. Educators should design instructional strategies that explicitly cultivate students' self-efficacy beliefs, such as providing graduated challenge tasks that allow students to experience mastery (Bandura's mastery experiences dimension), incorporating peer modeling and collaborative learning to leverage vicarious experience, offering specific and encouraging feedback to strengthen students' confidence, and creating emotionally supportive classroom environments that reduce anxiety and facilitate risk-taking in academic tasks.

This study has several limitations that should be considered when interpreting the findings. First, the correlational design precludes causal inference; the direction of influence between self-efficacy and Social Studies outcomes cannot be definitively established. Second, the Social Studies achievement test was limited to Chapter 5 of the fourth-grade curriculum, which may not fully represent students' overall Social Studies competency. Third, the sample was drawn exclusively from Setiabudi District, limiting the generalizability of findings to other geographic or socioeconomic contexts. Future studies should employ longitudinal or experimental designs, use comprehensive achievement assessments spanning multiple content areas, and incorporate additional variables such as learning motivation and teacher effectiveness to build a more complete explanatory model.

## **CONCLUSION**

This study demonstrates a significant positive relationship between self-efficacy and Social Studies learning outcomes of fourth-grade elementary school students in Setiabudi District ( $r = 0.627$ ;  $p < 0.05$ ;  $KD = 39.3\%$ ). The regression equation  $\hat{Y} = 8.036 + 0.082X$  indicates that each unit increase in self-efficacy is associated with a 0.082-unit increase in Social Studies learning outcomes. These findings affirm Bandura's social cognitive theory and are consistent with prior empirical research identifying self-efficacy as an important predictor of academic achievement. Practically, schools should implement instructional strategies that strengthen students' self-efficacy through mastery experiences, peer modeling, constructive feedback, and emotionally supportive learning environments. Future research is recommended to use longitudinal designs, broader achievement measures, and multi-variable frameworks to further elucidate the determinants of Social Studies achievement in elementary school settings.

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