

# THE EFFECT OF SOCIAL SKILLS ON STUDENT LEARNING OUTCOMES WITH SELF-EFFICACY AS A MODERATING VARIABLE

<sup>1</sup>Bint Khoirunikmah, <sup>2</sup>Sri Marmoah, <sup>3</sup>Mintasih Indriayu

<sup>1</sup> Elementary School Teacher Education, Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, Indonesia

<sup>2</sup> Elementary School Teacher Education, Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, Indonesia

<sup>3</sup> Elementary School Teacher Education, Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, Indonesia

Author's email:

[bintikhairunikmah@student.uns.ac.id](mailto:bintikhairunikmah@student.uns.ac.id) ; <sup>2</sup> [marmuah@staff.uns.ac.id](mailto:marmuah@staff.uns.ac.id) ; <sup>3</sup> [mintasih\\_indri@staff.uns.ac.id](mailto:mintasih_indri@staff.uns.ac.id)

\*Corresponding author. [bintikhairunikmah@student.uns.ac.id](mailto:bintikhairunikmah@student.uns.ac.id)

**Abstract.** Many factors influence student learning outcomes. One of them is social skills where the ability of students can socialize with the environment in achieving an emotional and behavioral readiness. So that the self-efficacy possessed by students can believe in themselves in achieving success in learning. The purpose of this study was to determine the effect of social skills on learning outcomes and to determine self-efficacy moderation in the effect of social skills on learning outcomes. This research design uses a descriptive quantitative approach. The research sample was 111 students in grades IV, V, and VI. The data collection technique uses social skills questionnaires and self-efficacy questionnaires, and learning outcomes are obtained from the final assessment of the 2022/2023 odd semester. The data analysis technique used in this research is the multiple linear regression analysis techniques and Moderating Regression Analysis (MRA) analysis technique using the IBM SPSS statistics 26 application. The results show that social skills have a positive and significant influence on learning outcomes. Social skills make a big impact. 14.8%. and the rest is influenced by other factors. Self-efficacy moderation strengthens the influence of social skills on learning outcomes. Has a large  $t$ -count value of  $2.573 > 1.98217$  with a significant level of  $0.012 < 0.05$ . The conclusion is that there is an influence of social skills both directly and moderated by self-efficacy on student learning outcomes.

**Keywords:** Social Skills; Learning Outcomes; Self-Efficacy

## 1. INTRODUCTION

Learning outcomes are skills acquired by students through learning activities. Each student undergoes learning activities and obtains different learning outcomes, some are satisfactory, and unsatisfactory. According to (Lestari, 2015) the learning outcomes of students are used as a benchmark to check how far the ability of student participants is in understanding the learning material provided by the teacher. In addition, learning outcomes are part of the accumulation of influencing factors in learners (Amelia et al., 2016)

The factors that affect the learning outcomes of the learners themselves are internal factors and external factors. One of the factors that influence the learning outcomes of learners is social skills. Social skills are the ability to interact with others in different ways. Interaction occurs to meet the needs of others and enable a comfortable life. Social skills play an important role in a person's life to overcome various conflicts that arise in everyday life (Suswandari et al., 2020). The opinion (Triyanti, 2023) is that social skills are patterns of behavior that support successful social

relationships and allow a person to collaborate effectively with others. Lack of social skills negatively affects learning outcomes.

In addition to social skills, another internal factor that affects the achievement of learning outcomes is the psychology of learners, especially self-efficacy. According to Jatisunda (Nurul Adni et al., 2018), learning success can be achieved when supported by a psychological point of view, which refers to the attitude of students during learning. Self-efficacy is a psychological perspective with a significant contribution. Bandura (Nurul Adni et al., 2018) explained that self-efficacy is an individual's belief in his ability to complete tasks and overcome obstacles to learn successfully and survive in the future. Students with high self-efficacy are easier to express their thoughts, more easily solve the problems they face, and appear to be more active in learning. Conversely, students who generally have a low self-efficacy attitude tend to be nervous before facing problems, easily give up even though they have not tried, and passively accept Trinovita 2017 learning.

Facts are exposed when teachers provide learning materials and questions to students so that students also play a role in the learning process. However, several things arise during classroom learning, among others, some students who busy themselves chatting with their closest friends; Students lack good concentration and when doing group work students are reluctant to discuss in the group. After conducting interviews with several learners. They feel worried, afraid, and not eager to learn and do problems afraid of being wrong. When students can master learning. This is tested when guided by the teacher, students can do it. However, due to laziness in him, students are reluctant to do it themselves. Students also tend to be easily discouraged when solving problems given by the teacher. All behaviors shown by students are centered on the emotions contained in students. In addition to problems in school activities, the emotional condition of students also affects students when receiving lessons. If students are bored and angry, this can make it difficult for students to receive lessons in class.

Based on the explanation that has been described, research that intersects with the social skills, self-efficacy, and learning outcomes of participants is very important to do. This study aims to obtain information on the influence of social skills and to obtain information on the moderation of self-efficacy on social skills on student learning outcomes.

## **2. LITERATUR REVIEW**

### **2.1. Social Skills**

Social skills are very important in learning. Therefore, social skills are one of the capital of students to be able to interact with others. According to (Mahabbati et al., 2017) the social skills of primary school learners are based on awareness of diversity. This definition refers to the ability to accept social situations and behave according to the norms and rules established in verbal and non-verbal interactions with others.

Social skills are often described as sets of skills that enable learners to respond to specific social requests in an acceptable way. According to (El & Bali, 2017; Maryani, 2011; Ulum, 2019) states that social skills are behaviors that must be learned because they allow individuals to interact and receive positive or negative responses from various parties in the form of adaptation to the social environment.

Social skills have several important aspects including: 1) Interpersonal social behavior includes basic social behaviors that support social interaction, such as contact and communication, sympathy and empathy, compromise and cooperation; and problem-solving behaviors by responding to distractions and problems and overcoming aggressive behavior tendencies. 2) Social behavior between peers, or collaboration, includes friend acceptance, friendly interaction behavior, self-adjustment, helpful-help behavior, initiative, and positive skills. 3) School adaptation Behavior or behavior that shows the adjustment to learning activities, including time management skills, adherence to learning instructions, creative ability, and responses to learning. (Maryani, 2011; Merrel 2001:14.). Jarolimek suggests that social skills include: Living and working together

in turn, respecting the rights of others and being sensitive, learning to control and know oneself, sharing ideas and experiences with others (Maryani, 2011.)

## *2.2. Self-Efficacy*

According to (Prifti, 2022) self-efficacy is the belief or ability that in certain situations and circumstances each individual must perform and complete tasks to be able to overcome obstacles and achieve predefined goals. Then (Fitasari, 2019) self-efficacy is an individual's belief in his ability to organize and perform actions to achieve desired results and results. (Bandura, 2010) refers to a person's belief in their ability to mobilize the motivation, cognitive resources, and actions necessary to control events in their life. (Huang, 2016) argues that academic self-efficacy has been defined as a person's belief that he or she can perform or complete a specific academic task, meaning that self-efficacy is a person's belief that he or she can complete it. or work on academic assignments.

(Ugwuanyi et al., 2020) explained that self-efficacy is a person's belief in his ability to control circumstances and situations and produce something that benefits him. Meanwhile, (Sihaloho, 2018) self-efficacy is the result of interactions between the external environment, personal skills, self-regulation mechanisms, as well as education and experience. So it can be concluded that self-efficacy is believing or believing in one's ability to complete a particular task, overcome obstacles and take the necessary actions to achieve certain goals.

Self-efficacy in a person has a level of self-efficacy, namely high self-efficacy, and low self-efficacy. 1). High level, that is, high self-efficacy, ie. Learners usually choose to participate in person. 2) Low-level, i.e. self-efficacy learners always avoid difficult tasks and even give up on participating because the task is seen as a threat to them. (Bandura, 2010). While the aspects or indicators of self-efficacy proposed by Bandura include: 1). The level (level), which is the level of self-efficacy of each individual in doing and completing a task is different. That difference depends on the difficulty of the task. 2). Generality, which is the second dimension has a relationship with the skills possessed by a person in working on a field or something he is working on. Strength, which is more focused on the level of strength or resistance of a person to his beliefs. Self-efficacy will tell someone that all the actions and work they do will produce appropriate results

## *2.3. Student Learning Outcomes*

Learning outcomes can be said to be perfect if they meet the minimum standards of perfection set by the subject teacher. Learning outcomes are often used in a very broad sense, ie. Different rules for learner performance are noted, for example, daily exams, homework, oral exams in class, end-of-term exams, etc. Learning outcomes are skills that learners have after receiving their learning experience (Nana Sudjana, 2012). (Ropii & Fahrurrozi, 2017) explained that learning outcomes are in the form of behavior, values, understanding, attitudes, appreciation, and skills. In addition, the learning outcomes that become class assessment subjects are new skills acquired by students after following the teaching and learning process of certain subjects. (Alfianti et al., 2019).

Learning outcomes are the ultimate goal when carrying out learning activities at school. Learning outcomes can be improved through the conscious investment that is structured and leads to positive change, also called learning. The conclusion of the learning process is the recording of student learning outcomes. All of these learning outcomes are the result of the interaction between learning and teaching. Learning outcomes are skills acquired by students after learning activities so that there are changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes, and skills. This change can be interpreted as growth and development that is better than before and the unconscious becomes conscious. To achieve learning outcomes, an assessment or evaluation is carried out, namely monitoring or measuring the learning ability of students. Factors that affect learning outcomes can be classified into two, namely internal factors:

factors that exist in oneself such as physical and spiritual and external factors: factors that come from outside such as family factors, school and community factors

### 3. RESEARCH METHODS

This research was carried out at Muhammadiyah Elementary School 4 Cowshed located in Jalan Tentara Pelajar No. 1, Jebres District, Surakarta City, Java. The research method used is a descriptive quantitative approach. The population in the study, namely all high-class students of Muhammadiyah Elementary School 4 Jebres Cowshed with a total of 153 students. The sample used was 111 high-class students of AB (IV, V, VI) SD Muhammadiyah 4 Jebres Cowshed. Data collection in this study used observational data collection methods, social skills Likert scale questionnaires and self-efficacy Likert scale questionnaires, and documentation of student learning outcomes report cards for an odd semester 2022/2023 students. Testing the validity and reliability of the instrument is carried out by measuring the model through confirmatory factor analysis (CFA). The data analysis techniques used in this study are multiple linear regression analysis techniques and Moderating Regression Analysis (MRA) analysis techniques using the SPSS 26 application. (Sugiyono, 2018; George & Mallery, 2019)

### 4. RESULTS AND DISCUSSION

Data collection Using the independent variable of social skills (X1) with one moderator variable, namely *self-efficacy* (Z), and one dependent variable, namely learning outcomes (Y). Learning outcomes are obtained from the final grades of odd semesters of the 2022-2023 academic year. Table 1 tests the descriptive analysis of the data as follows:

**Table 1. Descriptive Statistical Data of Research Variables**

Statistics				
		Social Skills	-	Learning Outcomes
N	Valid	111	111	111
	Missing	0	0	0
Variance		42.748	36.671	13.683
Range		32.00	30.00	15.90
Minimum		48.00	50.00	75.10
Maximum		80.00	80.00	91.00

Source: Primary data processed 2023

Information:

The ideal score of the social skills variable obtained a score of 80.00

The ideal score of the self-efficacy variable obtained a value of 80.00

Ideal score Variable learning outcomes obtained a value of 91.00

The normality test in this study used the Kolmogorov-Smirnov test method. The results show that the value of sig. > 0.05. Data normality testing is carried out to determine the relationship that exists or that is estimated to have social skill variables whether they are normally distributed or not. A summary of normality test results is shown in Table 2 below.

**Table 2. Normality Test Test Results**

Sig	Information
0.261	Data based on normally distributed populations

Source: Primary data processed 2023

Based on these results, it can be concluded that social skills variables and learning outcome variables are normally distributed.

The multicollinearity test results show that the tolerant value is  $> 0.10$  and the VIF value  $< 10$ . So that multicollinearity does not occur. A summary of the results of multicollinearity is shown in the following table 3:

**Table 3. Multicollinearity Test Testing**

Type		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Social Skills	.956	1.046
	Self-Efficacy	.956	1.046

Source: Primary data processed 2023

The heteroscedasticity test showed that the significant value of social skill variables was 0.236 and self-efficacy was 0.537 which means  $> 0.05$ . It can be concluded that the data of this study did not occur heteroscedasticity. A summary of the results of heteroscedasticity is shown in the following table 4:

**Table 4. Heteroscedasticity Test Testing**

Type	Sig.
Social Skills	0.236
Self-Efficacy	0.537

Source: Primary data processed 2023

The above data have been fulfilled and are free from deviations from the requirements of classical assumptions. Next, hypothesis testing is carried out. The regression coefficient test (t-test) in this study uses the sig value and compares the calculated t value with the table t value. Test(t) social probability variable obtained a calculated t result of  $2.972 > 1.98217$  with a sig value of  $0.004 < 0.05$  so that accepted and rejected. A summary of the t-test results is shown in Table 5 below.

**Table 5. Regression Coefficient Test Testing (t-Test)**

Type	t	Sig.
Social Skills	2.972	.004

Source: Primary data processed 2023

Based on the data above, it can be concluded that social skills have a positive and significant influence on learning outcome variables.

The F test in this study uses the sig value and the comparison of the F<sub>calculate</sub> value with the F<sub>table</sub> value. The F test is obtained after knowing the F<sub>table</sub> value first. So to obtain, the calculated F value is 9.408 > 3.08 and the sig value. 0.000 < 0.05. Then the independent variable, namely social skills has a positive and significant influence on the learning outcomes of learners. A summary of the results of the model reliability test (test F) is shown in Table 6 below.

**Table 6. F Test Testing**

ANOVA <sup>a</sup>					
Type	Sum of Squares	Df	Mean Square	F	Sig.
Regression	223.317	2	111.659	9.408	.000 <sup>b</sup>

Source: Primary data processed 2023

The coefficient of determination test in this study obtained a coefficient of determination value of 0.148 < 0.5, meaning that there is an influence of social skills on learning outcomes. A summary of the results of the R test is shown in Table 7 below.

**Table 7. Testing Coefficient of Determination Test**

Model Summary				
Type	R	R Square	Adjusted R Square	Std. an error in the Estimate
1	.385 <sup>a</sup>	.148	.133	3.44509

Source: Primary Data processed 2023

Based on this, it can be concluded that social skill variables affect learning outcomes by 14.8% while the rest are influenced by other factors.

MRA test in this study variable (X) social skills that have moderated self-efficacy Z. The results of the variable (X1\_Z) obtained a t-count value of 2.571 > 1.98217 with a significant level of 0.012 < 0.05. A summary of MRA test results is shown in Table 8 below.

**Table 8. MRA Test Testing**

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	74.208	3.968		18.701	.000
	X1_Z	.002	.001	.354	2.571	.012

Source: Primary data processed 2023

This study tested the first hypothesis, namely the Effect of Social Skills on Learning Outcomes. The basis for decision-making is if the value of  $t$ -calculate  $>$   $t$ -table and the value of  $\text{sig.} < 0.05$ , there is a positive contribution of social skills to learning outcomes. Based on the results of the analysis test above, the results of the researchers show that social skills have a positive and significant influence on the learning outcomes of students which are shown through the results of  $t$ -count test values of  $2.972 > 1.98217$  and significant values of  $004 < 0.05$ . Showing the  $t$ -count is greater than the  $t$ -table, social skill variables influence student learning outcome variables. So that statement researchers can conclude that H1 is acceptable.

Research (Putra et al., 2021) confirms that social skills have a strong relationship significantly and are in line with learning outcome variables. According to research (Alfianti et al., 2019) social skills have a positive and significant effect on student learning outcomes. Research (Dewanti & Widada, 2016) Social skills have a significant effect on learning outcomes. The learning outcomes of learners with high social skills are higher compared to learners with low social skills. During the learning process, learners are actively involved in discovering what the teacher is teaching and what they are learning in the learning process. According to (Simbolon, 2018) symbolic research also says that social skills are very important and must be possessed by learners. Research skills, information collection skills, information analysis skills, and information presentation skills.

Meanwhile, testing the second hypothesis, namely Self-efficacy moderation on the influence of social skills on student learning outcomes. The basis for decision making, namely if the value of  $t$ -calculate  $>$   $t$ -table and the value of  $\text{sig.} < 0.05$ , there is an effect of self-efficiency moderation with social skills on learning outcomes. Based on the results of analytical research tests, it shows that self-efficacy has a strong and significant effect on social skills on learning outcomes. Based on the explanation above, the  $t$ -count value is  $2.571 > 1.98217$  with a significant level of  $0.012 < 0.05$ . then the moderation variable self-efficacy has a positive effect and moderates social skills and can be concluded under H3 acceptable.

According to the study (Ningrum & Rahmawati, 2021), self-efficacy has a positive and significant effect on the learning outcomes of grade IV elementary school students. The following applies: the higher the self-efficacy of students, the higher the learning outcomes. Conversely: the lower the self-efficacy of students, the lower the learning. According to research by Ros Mayasar (2014), social skills are positively related to self-efficacy. That is, learners, not only have social skills but also have confidence that they can use them in social situations to achieve expected learning outcomes. According to (Freire et al., 2020; Sidek & Bakar, 2020) self-efficacy and social skills affect learning outcomes. According to a study (Macakova & Wood, 2022), learners who consider themselves highly effective at empathizing and solving academic problems are more flexible than learners who consider themselves less effective at solving the same academic problems. In addition to moderating social skills, self-efficacy indirectly affects learners' learning outcomes. Learners with high self-efficacy and high social skills indirectly positively impact learning outcomes. Social skills and self-efficacy show a positive impact and change in the classroom in terms of treatment and control given by teachers both directly and indirectly (Cai et al., 2020).

## **CONCLUSION**

Learning outcomes are influenced by internal and external factors. Especially internal factors affect social skills and self-efficacy in learners' learning outcomes. Directly social skills have a positive and significant influence. Indirectly or moderated by self-efficacy there is a positive and significant influence on social skills on student learning outcomes. This shows that the components in social skills from students of SD Muhammadiyah 4 Kandang Sapi can communicate well and can solve the problems faced to improve learning outcomes.

## REFERENCES

- Alfianti, R. A., Suprpta, B., & Andayani, E. S. (2019). Interactive Learning Model and Social Skills on Cognitive Learning Outcomes of Students in History Learning in High School. *Journal of Education: Theory, Research, and Development*, 4(7), 938. <https://doi.org/10.17977/jptpp.v4i7.12636>
- Amelia, D., Susanto, S., & Fatahillah, A. (2016). Analysis of Student Mathematics Learning Outcomes on the Subject of Sets Based on the Cognitive Domain of Bloom's Taxonomy Class VII-A at SMPN 14 Jember. *Journal of Education*, 2(1), 1–4. <https://doi.org/10.19184/JUKASI.V2I1.3402>
- Bandura, A. (2010). Self-efficacy -Bandura. *The Corsini Encyclopedia of Psychology*.
- Cai, S., Liu, C., Wang, T., E. L.-B. J. of, & 2021, undefined. (2020). Effects of learning physics using Augmented Reality on students' self-efficacy and conceptions of learning. *Wiley Online Library*, 52(1), 2021–2235. <https://doi.org/10.1111/bjet.13020>
- Dewanti, T. C., & Widada, T. (2016). Hubungan Keterampilan Sosial dan Penggunaan Gadget Smartphone dengan Prestasi Belajar Peserta Didik SMA Negeri 9 Malang. In *Jurnal Kajian Bimbingan dan Konseling* (Vol. 1, Issue 3). <http://journal.um.ac.id/index.php/bk>
- El, M. M., & Bali, I. (2017). Model interaksi sosial dalam mengelaborasi keterampilan sosial. *Jurnal Pedagogik*, 04(02).
- Fitasari, N. P. D. dkk. (2019). Pengaruh Pola Asuh Orang Tua Terhadap Hasil Belajar Matematika dengan Efikasi Diri Sebagai Intervening. *International Journal of Elementary Education.*, 3(4), 404–414
- Freire, C., Ferradás, M. del M., Rigueiro, B., Rodríguez, S., Valle, A., & Núñez, J. C. (2020). Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/FPSYG.2020.00841/FULL>
- George, D., & Mallery, P. (2019). IBM SPSS Statistics 26 Step by Step: A Simple Guide and Reference. In *IBM SPSS Statistics 26 Step by Step*.
- Huang, C. (2016). Achievement goals and self-efficacy: A meta-analysis. *Educational Research Review*, 19. <https://doi.org/10.1016/j.edurev.2016.07.002>
- Lestari, I. (2015). Pengaruh Waktu Belajar dan Minat Belajar terhadap Hasil Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 3(2). <https://doi.org/10.30998/FORMATIF.V3I2.118>
- Macakova, V., & Wood, C. (2022). What Shapes Academic Self-efficacy? In *Academic Self-efficacy in Education*. [https://doi.org/10.1007/978-981-16-8240-7\\_6](https://doi.org/10.1007/978-981-16-8240-7_6)
- Mahabbati, A., Suhardini, T., Purwandari, P., & Purwanto, H. (2017). Pengembangan Pengukuran Keterampilan Sosial Peserta Didik Sekolah Dasar Inklusif Berbasis Diversity Awareness. *Jurnal Penelitian Ilmu Pendidikan*, 10(1). <https://doi.org/10.21831/jpipip.v10i1.16792>
- Mariani, E. (2011). *Pengembangan Program Pembeajaran IPS untuk Peningkatan Keterampilan Sosial*.
- Nana Sudjana. (2012). Penelitian Hasil Proses Belajar Mengajar. In *Bandung : Remaja Rosdakarya*.
- Ningrum, P., & Rahmawati, R. D. (2021). Pengaruh Self Efficacy terhadap Prestasi Belajar Matematika Peserta Didik SD dalam Pembelajaran Daring. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 3(1). <https://doi.org/10.37478/jpm.v3i1.1394>



- Nurul Adni, D., Nurfauziah, P., Eti Rohaeti, E., & Siliwangi, I. (2018). Analisis Kemampuan Koneksi Matematis Peserta Didik SMP Ditinjau Dari Self Efficacy Peserta Didik. *JPMI (Jurnal Pembelajaran Matematika Inovatif)*, 1(5), 957–964. <https://doi.org/10.22460/JPMI.V1I5.P957-964>
- Prifti, R. (2022). Self-efficacy and student satisfaction in the context of blended learning courses. *Open Learning*, 37(2), 111–125. <https://doi.org/10.1080/02680513.2020.1755642>
- Putra, A., Surya Damayanti, P., studi Pendidikan Guru Sekolah Dasar, P., & Yapis Dompou, S. (2021). Hubungan Keterampilan Sosial Terhadap Prestasi Belajar Peserta didik Kelas IV Sekolah Dasar. In *Ainara Journal* (Vol. 2, Issue 3). <http://journal.ainarapress.org/index.php/ainj>
- Ropii, M., & Fahrurrozi, M. (2017). Evaluasi Hasil Belajar. Evaluasi Hasil Belajar. In *Yogyakarta: Pustaka Pelajar*.
- Sidek, M. S., & Bakar, A. Y. A. (2020). Emotional intelligence and self-efficacy career decision making among high school students. *Education and Social Sciences Review*, 1(1). <https://doi.org/10.29210/07essr47600>
- Sihaloho, L. (2018). Pengaruh Efikasi Diri (Self Efficacy) Terhadap Hasil Belajar Ekonomi Peserta Didik Kelas XI IPS SMA Negeri Se-Kota Bandung. *JINoP (Jurnal Inovasi Pembelajaran)*, 4(1). <https://doi.org/10.22219/jinop.v4i1.5671>
- Simbolon, E. T. (2018). Pentingnya Keterampilan Sosial Dalam Pembelajaran. *Jurnal Christian Humaniora*, 2(1).
- Sugiyono. (n.d.). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*.
- Suswandari, M., Peserta didik dari, Sunardi, & Gunarhadi. (2020). Social skills for primary school students: Needs analysis to implement the scientific approach-based curriculum. *Journal of Social Studies Education Research*, 11(1).
- Triyanti, T. (2023). *Pengaruh Keterampilan Sosial Teman Sebaya terhadap Motivasi Belajar pada Peserta didik Kelas VII dan VIII di SMP Negeri 25 Kota Jambi*. <https://repository.unja.ac.id/46190/>
- Ugwuanyi, C. S., Okeke, C. I. O., & Asomugha, C. G. (2020). Prediction of Learners' Mathematics Performance by Their Emotional Intelligence, Self-Esteem, and Self-Efficacy. *Cypriot Journal of Educational Sciences*, 15(3), 492–501. <https://doi.org/10.18844/cjes.v%vi%i.4916>
- Ulum, C. (2019). Keterampilan Sosial Peserta Didik Dalam Pembelajaran Tematik Di Kelas V MI Muhammadiyah Selo Kulon Progo. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 10(2), 229–254. <https://doi.org/10.14421/al-bidayah.v10i2.169>