ISSN 2057-4549

Advances in Social Sciences Research Journal

Society for Science and Education United Kingdom

Advances in Social Sciences Research Journal

Editorial Team

Editor-in-Cheif

Name	Affiliation	Country
Dr. Stephen Pollard	California State University	United States

Editorial Advisory Board

#	Name	Affiliation	Country
1	Dr. Lynsey Melville	Birmingham City University	United Kingdom
2	Dr. Ari Warokka	North Sumatera University	Indonesia
3	Dr. Ikechukwu Kelikume	Swiss University Of Economics	Swaziland
4	Dr. T. C. Shamna	Central University Of Kerala	India
5	Dr. Andrew Manikas	Michigan State University	United States
6	Dr. Rahul Ravi	Concordia University	Canada
7	Dr. Renato Balbontin	Columbia University	United States
8	Dr. Philipp Sandner	Technische Universitat Munchen	Germany
9	Dr. Chekfoung Tan	University of Reading	United Kingdom
10	Dr. Marco Sorrentino	Institutions University Of Naples	Italy
11	Dr. Nnaemeka N. Obasi	University Of The West Of Scotland	United
12	Dr. Iskandar Muda	Universitas	

#	Name	Affiliation	Country
13	Dr. William Byrne	Birmingham City University	United Kingdom
14	Dr. Kofi Adjei Frimpong	Lincoln University	New Zealand
15	Dr. Sunil Kumar	Central University Of Himachal Pradesh	India
16	Dr. Carlos Moslares	Florida International University	United States
17	Dr. Isaiah Oino	University Of East London	United Kingdom
18	Dr. Joseph Leone	University Of Connecticut	United States
19	Dr. Chris Rigby	Middlesex University Business School	United Kingdom
20	Dr. M TICKLE	University of Liverpool	United Kingdom
21	Dr. Scott E Bryant	Montana State University	United States
22	Dr. Halil D. Kaya	Northeastern State University	United States
23	Dr. Joe Holland		United States
24	Dr. Kim Love Myers	University Of Georgia	United States
25	Dr. RabiU Abdullahi	Universiti Sultan Zainal Abidin	Malaysia
26	Dr. Riti Joshua Sunday	Huazhong University Of Science And Technology	China
27	Dr. Ronald A. Ratti	University Of Western Sydney	Australia
28	Dr. Eunice Tamoh Anu	University Of Wales	United Kingdom
29	Dr. Michael Godfrey	Northern Illinois University	United States
30	Dr. Hafezali Iqbal Hussain	University Of Hull	United Kingdom
31	Dr. Jason West	Griffith Business School	Australia
32	Dr. Marco Fazzini	European U	

#	Name	Affiliation	Country
33	Dr. Connie R. Bateman	University Of North Dakota	United States
34	Dr. Ernesto Escobedo	University Of Phoenix	United States
35	Dr. Nooraida Yakob	Universiti Sains Malaysia	Malaysia
36	Dr. Yapatake Kossele	Huazhong University Of Science And Technology	China
37	Dr. Mohamed M. Mostafa	University Of Manchester	United Kingdom
38	Dr. Jocelyne Abraham	Universite Francois Rabelais	France
39	Dr. Jean Yves Saulquin	France Business School	France
40	Dr. Robert Frankel	Michigan State University	United States
41	Dr. Scott R. Swanson	University Of Kentucky	United States
42	Dr. Salami Doyin	University Of London	United Kingdom
43	Dr. Sanetake Nagayoshi	Tokyo Institute Of Technology	Japan
44	Dr. RICHARD KENNON	The University of Manchester	United Kingdom
45	Dr. Stephane Renaud	Universite De Montreal	France
46	Dr. Tahir Abdulrahman Abubakar	Universiti Sultan Zainal Abidin	Malaysia
47	Dr. Victor G. Alfaro Garcia	University Of Barcelona	Spain
48	Dr. Chandana Sanyal	Middlesex University Business School	United Kingdom
49	Dr. Robinah Namuleme	University of Sheffield	United Kingdom
50	Dr. Angela Coscarelli	University C	
51	Dr. Alexandru Stancu	University C	

#	Name	Affiliation	Country
52	Dr. Alexander Nagel	Technische Universitat Munchen	Germany
53	Dr. Akira Otsuki	Tokyo Institute Of Technology	Japan
54	Dr. Adrienne Steffen	Hochschule Fur Internationales Management	Germany
55	Dr. Abdelmoneim Youssef	University Of Rome	Italy
56	Dr. Russell E. Triplett	University Of North Florida	United States
57	Dr. Ling T. He	University Of Central Arkansas	United States
58	Dr. M. Todd Royle	Florida State University	United States
59	Dr. Bernard Morard	University Of Geneva	Swaziland
60	Dr. David Strupeck	Indiana University Northwest	Thailand
61	Dr. Vipin Nadda	University Of Sunderland	United Kingdom
62	Dr. Anna Svirina	Kazan National Research Technical University	Russian Federation
63	Dr. David P Stevens	University of Louisiana	United States
64	Dr. Riffat Faizan	Open University Of Switzerland	Swaziland
65	Dr. Stephen Dearden	Manchester Metropolitan University	United Kingdom
66	Dr. Daniel Ospina	New Military University Granada	Canada
67	Dr. Krzysztof Kluza	Columbia University In New York	United States
68	Dr. Nataliya Yassinski	California State University	United States
69	Dr. William Nelson	Indiana University Northwest	United States
70	Dr. Sean Andre	York College of Pennsylvania	United States
71	Dr. Godfred Adjapong Afrifa	The Business School North Holmes Road	United Kingdom
72	Dr. Jing Jing Liu	Shanghai U	

#	Name	Affiliation	Country
73	Dr. Valentina Della Corte	University of Naples.	Italy
74	Prof. Colin C. Willaims	University of Sheffield.	United Kingdom
75	Dr. Stephen Arthur Lemay	Mississippi State University	United States
76	Prof. Eddie John Fisher	Univerzitat Palackeho, Olomouc, Czech Republic and Universidad de Oriente, Santiago de Cuba.	United Kingdom
77	Dr. Bruna Ecchia	University of Naples	Italy
78	Dr. Vahidhossein Khiabani	North Dakota State University	United States
79	Stefano De Falco	University of Naples Federico II	Italy
80	Dr. M. Ishtiaq Ishaq	Department of Economics & Management "M. Fanno", University of Padova.	Italy

Author Center

About the Journal

Current Issue

Archives

Make a Submission

Author Guidelines

Call for Papers

Indexing

Follow Us

Current Issue

ATOM 1.0

RSS 2.0

RSS 1.0

Most Read Last week

An Application of Timmons Model in the Mini Entrepreneurial Logistics Project
337

Age Periods Of Human Life
306

Explaining Ethnicity: Primordialism vs. Instrumentalism

Keywords

SCHOLARPUBLISHING

SSE-UK is an Open Access publisher empowering researchers to accelerate progress in basic applied and interdisciplinary sciences by leading a transformation in research communication.

RELATED JOURNALS

– Archives of Business Research

– Advances in Social Sciences Research Journal

– British Journal of Healthcare and Medical Research

– European Journal of Applied Sciences

– Transactions on Machine Learning and Artificial Intelligence

– Transactions on Networks and Communications

USEFUL LINKS

– About the Journal

– Archives

– Make a Submission

– Author Guidelines

– Call for Papers

Vol. 9 No. 10 (2022): Advances in Social Sciences Research Journal

Advances in Social Sciences Research Journal Vol. 9 No. 9 (2022)

DOI: https://doi.org/10.14738/assrj.910.2022

Published: 2022-10-08

Articles

PDF

The Influence of Entrepreneurial Ecosystem on SMEs Industry in Malaysia

Zarith Delaila Abd Aziz, Norashikin Hussein, Nor Azian Abdul Rahman

348-356

PDF

Guidelines for Scientific Writing

Omar Abreu Valdivia, Netzahualcoyotl Velasco Morales

357- 367

PDF

Educational Reform in Contemporary China: An Autobiographic Ethnographic Study of a Local University in Gansu Province

Wang Tianjin

368-397

PDF

Management of Self-Efficiency Management and Work Commitment at the School of the Cooperation Agreement Unit

Erni Murniarti, Hotmaulina Sihotang, Santri Chintia Purba

398-409

PDF

The Role of Women in Rural Development in Bangladesh

Sarawat Rashid, Maupiya Abedin

410-417

PDF

Assessing Confidentiality in the Lawyer-Client Relationship: A Client Perspective

Richard J. Hunter, John H. Shannon

418-430

PDF

A Study of Innovative HR Practices and Business Performance: Case of SMEs from AlDakliya Region, Oman

Mohammed Kutpudeen, Muhammad Tahir, Hajar Saud Muhanaa AlNabhani, Naseema Ahmed, Ahlam Eid Ghashim Al-Arini, Buthaina Saif Al-Fahdi, Raid Sultan Al-Hashmi, Shahad Ibrahim Al-Wardi

431-439

PDF

Strategic Awareness and Digitalization in the Supply Chains of the Agricultural and Food Industry

Gergely Ulechla, Zoltán Szegedi

440-453

PDF

Author Center

About the Journal

Current Issue

Archives

Make a Submission

Author Guidelines

Call for Papers

Indexing

Follow Us

Current Issue

Most Read Last week

An Application of Timmons Model in the Mini Entrepreneurial Logistics Project
337

Age Periods Of Human Life
306

Explaining Ethnicity: Primordialism vs. Instrumentalism
263

Assessment And Testing In Counselling Practice
235

An Overview of

Experiential Learning
in Nursing Education

Keywords

– Author Guidelines

– Call for Papers

Advances in Social Sciences Research Journal – Vol. 9, No. 10
Publication Date: October 25, 2022
DOI:10.14738/assrj.910.13278.
Bektiarso, S., Sudarti, & Wicaksono, I. (2022). The Effect of Self-Efficacy and Social Skills on Science Learning Outcomes for Junior High School Students in Jember Regency. Advances in Social Sciences Research Journal, 9(10). 340-347.

The Effect of Self-Efficacy and Social Skills on Science Learning Outcomes for Junior High School Students in Jember Regency

Singgih Bektiarso
University of Jember

Sudarti
University of Jember

Iwan Wicaksono
University of Jember

ABSTRACT

The purpose of this study was to examine the effect of self-efficacy and social skills simultaneously and partially on science learning outcomes for junior high school (SMP) students in Jember Regency. This research is a type of causality explanatory research, namely research that intends to explain the effect of the independent variables on the dependent variable. The data analysis technique used is statistical test with multiple linear regression test technique using SPSS version 25 statistical application. The results of the normality test for the variable data are self efficacy (X1) sig 0.2> 0.05, social skills (X2) sig 0.2> 0.05, and science learning outcomes (Y) sig 0.178>0.05, thus the data variance of all variables is normally distributed. Thus, data analysis with multiple linear regression test techniques can be continued. Based on the results of the regression analysis, it was found that 1) hypothesis testing there was a significant effect of self-efficacy and social skills on students' science learning outcomes simultaneously obtained sig 0.000, meaning that this number was below 0.05, thus the null hypothesis was rejected; 2) hypothesis testing that there is a significant effect of self-efficacy on students' science learning outcomes partially obtained sig 0.023, meaning this number is below 0.05, thus the null hypothesis is rejected; 3) hypothesis testing that there is a significant effect of social skills on students' science learning outcomes partially obtained 0.003 meaning this number is below 0.05, meaning the null hypothesis is rejected. Based on this description, it can be concluded that self-efficacy and social skills have a significant effect simultaneously and partially on science learning outcomes for junior high school students in Jember Regency.

Keywords: Self-Efficacy, Social Skills, Science, Learning Outcomes

INTRODUCTION

Law of the national education system No. 20/2003 (Indonesian Republic Government, 2003) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, control self, personality, intelligence, noble character, and skills needed by himself and society. Furthermore, according to Government Regulation No. 66/2010 Concerning Management and Implementation of Education (Indonesian Republic Government, 2010). It is

stated that education in junior high school is a formal education level that organizes general education in basic education as a continuation of SD, MI and other equivalent forms or advanced results. Learning that is recognized as equivalent to SD and MI. According to the 2013 curriculum, the objectives of junior high school education include factual, conceptual, procedural, metacognitive and creative skills, productive, critical, independent, collaborative, communicative (Kemendikbud, 2013). Based on the above, the process of education and learning in secondary schools requires strategies and approaches that match the targets and objectives of the curriculum.

Self-efficacy is an individual's belief about his ability to organize and complete a task needed to achieve certain results (Bandura, 1997). Produce something, and also implement actions in order to achieve a certain form of skill. This self-efficacy will affect the level of work productivity, stress levels and also the mental health of the workforce in the many demands they have to fulfill. The lower the level of self-efficacy in a person, the higher the pressure he will feel. Self-efficacy indicators according to Lauster (2002) include: 1) belief in self-ability; 2) optimistic/always good-looking to succeed; 3) objective according to the existing facts; 4) be responsible for all risks; and 5) rational and use common sense.

Humans as social beings need to communicate socially with other humans. Human activities in certain communities are determined by the smooth level of social relations. In other words, social interaction determines the success of programs that are run together in accordance with the goals set by an organization. Hurlock (1993) states that social adjustment is the success of a person adapting to other people or in general and to his social group in particular. In any organization, it is necessary to manage existing resources in order to create a situation that allows the achievement of goals. According to Comb and Slaby (1977) social skills are the ability to interact with other people in a social context in a specific way that is socially acceptable or valued and benefits others. Thus, it can also be said that social skills are a person's level of proficiency in communicating with others so as to create a conducive social atmosphere according to the values agreed by the social group. This means that a person is accepted or not accepted in certain social groups depending on the similarities and certain needs in the group that have been agreed upon by group members. Indicators of social skills according to Gresham and Elliot (1990) include 1) easy to work together; 2) assertive behavior is not prestige asking for help from others; 3) responsibility; 4) empathy others feel comfortable; 5) self-control to deal with other people's disturbances calmly.

In the process of education and learning, the measure of the achievement of the quality of the process and learning outcomes can be measured and assessed in terms of student learning success. Learning is a mental activity that takes place in active interaction with the environment that results in changes in knowledge, understanding and attitudes. The change in behavior is constant and scarred (Winkel, 2009). Learning outcomes are changes in knowledge, concepts and behavior experienced by students after going through a learning process guided by teachers as facilitators and learning dynamists (Sujana, 2010). Factors that can affect the quality and learning outcomes in general there are two factors, namely external, and internal. According to Slameto (2010) internal factors that can affect student learning outcomes are psychological factors, willingness, talent, and student interest in learning.

URL: http://dx.doi.org/10.14738/assrj.910.13278

Learning outcomes are knowledge, understanding, skills and attitudes obtained by students after going through the learning process. In learning, there are several supporting components, namely teachers, students, methods, and learning infrastructure (Sudjana, 2010). Learning outcomes are evaluation actions that can reveal aspects of thinking, as well as psychological or attitude aspects, value aspects, and certain skills aspects that already exist in students (Yusuf, 2018). Many internal factors of students' self that can affect student learning outcomes. Two internal factors that are quite important in influencing learning outcomes, for example, are self-efficacy and students' social skills. Science subjects in junior high schools are learning programs in the curriculum that develop the concept of natural phenomena and the process of acquiring concepts and their applications in everyday life (Kemendikbud, 2013). The results of Andriani's research (2018) state that students' self-efficacy has a significant effect on their learning outcomes. Likewise, the results of research by Nurulwati et.al (2020) stated that student self-efficacy had a significant positive effect on student physics learning outcomes. On the other hand, the results of research by Hurst et.al (2013) stated that students' social interactions can improve students' seeing various perspectives, critical thinking, and students' problem-solving abilities. Likewise, the results of research by Izzati (2014) state that students' social interaction skills have a significant effect on students' mathematical communication skills.

The material to be taught in this research is Light and Optical Instruments which will be studied by SMP/MTs students in class VIII in the second semester. There are two Basic Competencies (BC) to achieve learning objectives on Light and Optical Instruments based on the Circular Letter of the Minister of Education and Culture Number 37 of 2018, including: BC 3.12 Analyzing the properties of light, forming shadows on flat and curved planes and their application, and BC 4.12 Presenting the results of experiments on the formation of images on mirrors and lenses (Widodo, 2009).

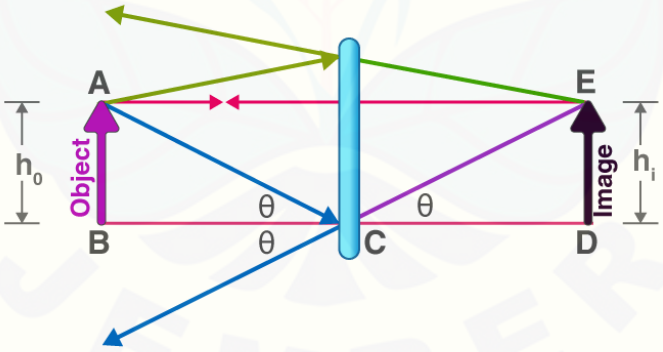

Figure 1. Flat Mirror

METHODOLOGY

The type of research is quantitative research, that is, the variables are expressed in quantitative data in the form of numbers (Arikunto, 2010). It can also be said that this research is called explanatory research. The purpose of explanatory research is to test hypotheses and test the effect of the independent variable on the dependent variable (Sugiyono 2012). The variables studied were job self-efficacy (X1), social skills (X2), and student achievement (Y). The research subjects are junior high school students in the city of Jember. The number of research samples used was 50 students. The research instrument used was a questionnaire with details of the self-efficacy variables 5 items, social skills 5 items, and student achievement 5 items. The

questionnaire statement of self efficacy variable and social skills variable uses a Likert scale with 5 answer options, namely 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree. Thus, each respondent in the self-efficacy variable and the social skills variable will get a score between the value intervals (5–25). While the value of student achievement will get a value interval of 0-100. The data analysis used is multiple linear regression test because all variables are in the form of interval data. Stages of analysis in this study include data normality test, regression test, and significance test. While the data analysis technique in this study used the SPSS application (Sujarweni, 2015, Erlina et. al, 2018).

The framework of this research can be described in the following figure.

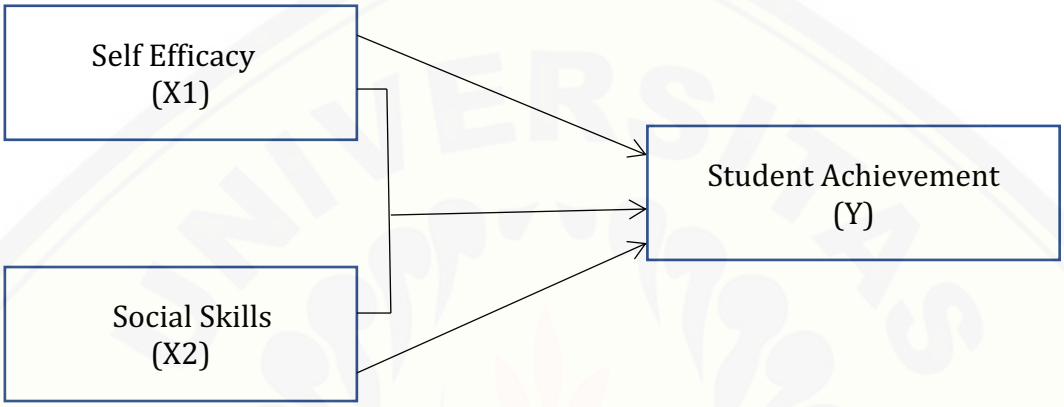

Figure 2. Research Conceptual Framework

Based on the background, theoretical and empirical studies, as well as the conceptual framework of the research, the following research questions can be asked:

1. Do self-efficacy and social skills simultaneously have a significant effect on science learning outcomes for junior high school students in Jember Regency?
2. Does self-efficacy partially have a significant effect on science learning outcomes for junior high school students in Jember Regency?
3. Do social skills partially have a significant effect on science learning outcomes for junior high school students in Jember Regency?

Based on the research questions above, the following hypotheses can be proposed
H1: self efficacy and social skills simultaneously have a significant effect on Science learning outcomes for junior high school students in Jember Regency
H2: Self-efficacy partially has a significant effect on the performance of junior high school teachers in Indonesia Jember
H3: social skills partially have a significant effect on science learning outcomes for junior high school students in Indonesia Jember

FINDING AND DISCUSSION

Research data on the variables of self-efficacy and social skills were obtained by data collection techniques through questionnaire answers to 50 junior high school teachers in Jember Regency. Meanwhile, data on student learning outcomes were obtained using the technique. Furthermore, based on the results of the recapitulation, data on the variables of self efficacy (X1), social skills (X2), and science learning outcomes (Y) were obtained from 50 respondents.

URL: http://dx.doi.org/10.14738/assrj.910.13278

The analysis was carried out with the stages of descriptive test, data normality test, multiple linear regression test, and significance test.

The description of descriptive statistics on the results of data collection on the variables of self-efficacy, social skills, and science learning outcomes can be shown in the following table.

Table 1. Descriptive Statistics of Self Efficacy, Social Skills, and Science Learning Outcomes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
self_efficacy	50	14.00	26.00	19.9000	2.67452
Social_Skills	50	13.00	25.00	18.9000	2.79394
Learning_Outcome	50	55.00	74.00	63.9000	5.23431
Valid N (listwise)	50				

Based on table 3.1, it can be interpreted that the highest average score is on the performance variable 20.94 with a standard deviation of 4.033. While the lowest score is the work motivation variable, which is 19.92 with a standard deviation of 4040.

The next step is to test the normality of the data. Based on the non-parametric statistical test with the one sample Kolmogorov-Smirnov technique, the following output was obtained.

Table 2. Non-Parametric One Sample Kolmogorov-Smirnov Statistical Test

One-Sample Kolmogorov-Smirnov Test

		self_efficacy	Social_Skills	Learning_Outcome
N		50	50	50
Normal Parameters[a,b]	Mean	19.9000	18.9000	63.9000
	Std. Deviation	2.67452	2.79394	5.23431
Most Extreme Differences	Absolute	.080	.074	.110
	Positive	.080	.070	.110
	Negative	-.080	-.074	-.078
Test Statistic		.080	.074	.110
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]	.178[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the output of the Kolmogorov-Smirnov one sample statistical test, it was obtained that the significance data (sig) on the job satisfaction variable sig = 0.200 means 0.2 > 0.05, thus the data on the self-efficacy variable is normally distributed. The social skills variable with a significance (sig) of 0.200 means 0.2 > 0.05, thus the data for the social skills variable is normally distributed. Furthermore, the variable learning outcomes obtained 0.1780 means 0.178> 0.05 thus learning outcomes data is normally distributed.

The next step is to test the hypothesis using parametric statistics with multiple linear regression test techniques. The output of statistical tests with multiple linear regression techniques can be displayed in the following output tables.

Table 3. Multiple Linear Regression Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.929[a]	.863	.857	1.97813

a. Predictors: (Constant), Social_Skills, self_efficacy

Based on Table 3.3 obtained R Square 0.863, this can be interpreted that students' science learning outcomes are influenced by self-efficacy and social skills by 86.3% while the rest is influenced by other factors. Furthermore, to test the hypothesis of the effect of self-efficacy and social skills partially and simultaneously on science learning outcomes, it can be explained in the following table output analysis.

Table 4 Multiple Linear Regression Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	29.168	2.138		13.644	.000
	self_efficacy	.786	.335	.402	2.344	.023
	Social_Skills	1.010	.321	.539	3.147	.003

a. Dependent Variable: Learning_Outcome

Based on table 3.4 above, it can be done a significance test by confirming the significance value of the influence of self-efficacy, social skills partially and simultaneously on students' science learning outcomes. The discussion of the hypothesis significance test can be described as follows.

Effect of Simultaneous Self Efficacy and Social Skills on Science Learning Outcomes of Junior High School Students

The hypothesis of self-efficacy and social skills simultaneously significantly influence the science learning outcomes of junior high school students can be tested for significance by comparing the sig value with a value of 0.05. Based on table 3.4, it is found that the significance value is 0.000, this value is smaller than 0.05. Thus, it can be concluded that self-efficacy and social skills simultaneously have a significant influence on the science learning outcomes of junior high school students in Jember Regency. It can also be interpreted that if the value of self-efficacy and social skills is higher, the higher the value of students' science learning outcomes.

The Effect of Partial Self Efficacy on Science Learning Outcomes of Junior High School Students

The self-efficacy hypothesis has a partially significant effect on performance, its significance can be tested by comparing the sig value with a value of 0.05. Based on table 3.4, it is found that the significance value is 0.023, this value is smaller than 0.05. Thus, it can be concluded that self-

URL: http://dx.doi.org/10.14738/assrj.910.13278

efficacy has a partially significant effect on the science learning outcomes of junior high school students in Jember Regency. It can also be interpreted that if the value of self-efficacy is higher, the higher the value of students' science learning outcomes.

The Partial Effect of Social Skills on Science Learning Outcomes of Junior High School Students

The hypothesis of social skills partially significant effect on science learning outcomes can be tested for its significance by comparing the sig value with a value of 0.05. Based on table 3.4, it is found that the significance value is 0.002, this value is smaller than 0.05. Thus, it can be concluded that social skills have a significant influence partially on the science learning outcomes of junior high school students in Jember Regency. It can also be interpreted that if the value of self-efficacy is higher, the higher the value of students' science learning outcomes.

CONCLUSIONS

Based on the data analysis and discussion, it can be concluded as follows:

1. Self efficacy and social skills simultaneously have a significant effect on science learning outcomes for junior high school students in Jember Regency.
2. Self efficacy partially has a significant effect on science learning outcomes for junior high school students in Jember Regency.
3. Social skills partially have a significant effect on science learning outcomes for junior high school students in Jember Regency.

References

Andriani (2018) The Influence of Confidence, Study Habits and Learning Motivation on Student Learning Outcomes in Economics Subjects, *Jurnal Pendidikan Ekonomi Manajemen dan keuangan, **2(1)*** 19-28.

Arikunto. 2010 *Research Procedure: A Practical Approach.* Jakarta: PT Rineka Cipta.

Bandura, A. 1997. *Self Efficacy – The Exercise of Control (Fifth Printing).* New York: W.H. Freeman and Company

Combs, M. L. and Slaby, D.A. 1977. *Social skill training with children*. New York: Plennum Press.

Erlina, N., Susantini, E., Wicaksono, I., & Pandiangan, P. (2018). The Effectiveness of Evidence-Based Reasoning in Inquiry-Based Physics Teaching to Increase Students' Scientific Reasoning. *Journal of Baltic Science Education*, *17*(6), 972-985.

Gresham, F. M., and Elliot, S. N. 1990. *The Social Skills Rating System.* Cirle Pines, MN : American Guidance Service.

Hurlock, E.B. 1993*. Child Development*. Jakarta: Erlangga Press.

Hurst, B., Wallace, and Nixon, S. 2013. The Impact of Social Interaction on Student Learning. *Reading Horizons: A Journal of Literacy and Language Arts. **52(4)*** 376-398.

Izzati. 2014.The Effect of social skills on students' mathematical communication skills. *Jurnal edueksos **3(1)*** 87-100

Indonesian Republic Government. 2003. *Law of the national education system No 20/2003.* Jakarta: Indonesian Republic Government.

Indonesia Republic Government. 2010. Government Regulation No. 66/2010 Concerning Management and Implementation of Education. Jakarta: Indonesian Republic Government.

Kemdikbud. 2013*. Junior high school curriculum 2013*. Jakarta: Kemendikbud.

Lauster, P. 2002. *The Personality Test*. London: Part Book

Nurulwati, Khairina and Huda. 2020. The effect of students self-efficacy on the learning outcomes in learning physics. *J. Phys.: Conf. Ser.* 1460 012113.

Sudjana, N. 2010. *Learning Process Basics*. Bandung:Sinar Baru.

Sugiyono. 2012. Qualitative, Quantitative Research and R&D Methods. Bandung: Alfabeta.

Sujarweni. 2015. *SPSS for Research.* (Jogjakarta: Pustaka Baru Press

Slameto. 2010, *Learning and the factors that influence it.* Jakarta: Rineka Cipta.

Widodo, T. 2009. IPA Terpadu untuk SMP/MTs kelas VIII. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Winkel. 2009. *Teaching Psychology.* Jakarta: Grasindo.

Yusuf, B. B. 2018. Effective Learning Concepts and Indicators. Jurnal Kajian Pembelajaran dan Keilmuan. ***1(2)*** 13-20.

URL: http://dx.doi.org/10.14738/assrj.910.13278