Nusantara: Jurnal Pendidikan Indonesia
P-ISSN: 2774-3829|E-ISSN: 2774-7689
Vol. 5, No. 3, July 2025
https://journal.rumahindonesia.org/index.php/njpi/index

The Influence between Self-Efficacy and Resilience on Mathematics Learning Outcomes among Fifth Grade Students

Intan Nugraheni[1], Dewi Nilam Tyas[1]
[1]Universitas Negeri Semarang, Indonesia

ABSTRACT
Purpose – Student learning outcomes are influenced by self-efficacy and resilience. This research aimed to examine how fifth graders at SDN Gugus Sedap Malam in East Semarang District performed in mathematics class based on their resilience and self-efficacy.
Method – This quantitative study used a correlational approach. It involved 178 fifth-grade students, with a sample of 65 students selected using proportional sampling. A closed questionnaire with a Likert Scale (four alternative answers) was used via Google Forms, with 30 questions for each variable.
Findings – Pearson correlation results showed a significant relationship between self-efficacy and mathematics learning outcomes ($r = 0.629$, $p < 0.001$), and resilience and mathematics learning outcomes ($r = 0.696$, $p < 0.001$). The r_count value (0.748) being higher than r_table (0.244) indicates a strong relationship between self-efficacy and resilience and mathematics learning outcomes. An R^2 value of 0.559 (55.9%) was obtained, indicating that self-efficacy and resilience contributed 55.9% to mathematics learning outcomes. This means higher self-efficacy and resilience lead to higher mathematics learning outcomes. Conversely, lower self-efficacy and resilience result in lower mathematics learning outcomes.
Research Implications – A practical implication is that teachers and schools should develop programs to improve student self-efficacy and resilience. The curriculum can be adjusted to emphasize mental strengthening and student motivation, focusing on cognitive, attitudinal, and psychomotor aspects.

OPEN ACCESS

ARTICLE HISTORY
Received: 27-05-2025
Revised: 28-06-2025
Accepted: 30-06-2025

KEYWORDS
self-efficacy, resilience, learning outcomes, mathematics education, elementary students, correlational research

Corresponding Author:

Intan Nugraheni
Pendidikan Guru Sekolah Dasar, Universitas Negeri Semarang, Indonesia
Email: intannugraheni06@students.unnes.ac.id

Introduction

As a fundamental subject taught beginning in elementary school, mathematics is relevant to daily life. Math is a great tool for honing your analytical, debating, and solving problems abilities (Susanto, 2016). On the other hand, a lot of kids struggle with both understanding and solving mathematical issues (Apriliansyah et al., 2024). Mathematics learning is a process through which students' develop an understanding of facts, concepts, principles, and skills based on their individual abilities (Rahma & Rahaju, 2020). According to Permendikbud No. 36 of 2018, the goal of teaching mathematics in Indonesian schools since 2013 is to produce loyal, hardworking, imaginative, and emotionally intelligent people (Kementerian Pendidikan dan Kebudayaan, 2018).

Data collected by the researcher from the fifth grade teacher at SDN Gugus Sedap Malam, East Semarang Sub-district, showed that fifth grade students had mixed learning outcomes in mathematics. The fifth grade teacher explained that one of the factors that contributed to the mixed learning outcomes was the difference in students' understanding of the material taught. Students in the concrete operational phase (Piaget's description of the developmental stage) are able to apply principles of logic while maintaining a connection to tangible things; this occurs between the ages of 9 and 11 (Marinda, 2020).

Nevertheless, the disparity between theory and practice often presents obstacles to the practical application of mathematical education. In addition, the lack of diversity in students' ability interests makes the learning process of mathematics more difficult. To attain learning outcomes, teachers often establish learning goals. Teachers are responsible for their students' entire development in addition to their involvement in the learning process (Go & Valle, 2023). Students who successfully achieve learning objectives are considered to have been successful in learning. Learning can be interpreted as a process of behaviour change that occurs due to interaction with the environment (Slameto, 2015).

Learning outcomes according to Sunal in Susanto (2016) is an evaluation process used to assess a learning programme in meeting student needs. Sudjana in Utomo (2017) states, learning outcomes are the skill and knowledge that acquire after completing the learning process. Learning outcomes also cover cognitive, affective, and piskomotor aspects (Susanto, 2016). In learning, each student has a different ability to absorb. Resilience is a personal trait that allows a person to develop and overcome challenges, even in unfavourable situations (Grotberg, in Saptariaji, 2021). Students who have resilience can overcome problems and negative experiences, so they can adjust well (Syam & Yusri, 2023). If students experience low academic resilience, then reinforcement from within or outside the individual, such as self ability, can help improve their academic resilience (Budiono et al., 2022).

A person's self-efficacy may be defined as their confidence in their own abilities to deal with challenges and accomplish goals (Ghufron, 2016). Optimism and high levels of self-confidence are common traits among students who score high on the self-efficacy measure. Low self-efficacy pupils, on the other hand, are less likely to believe in their own talents, more likely to give up quickly when things become tough, less motivated, and more likely to feel anxious or frustrated while learning (Rini & Agustika, 2023). Many theories suggest that self-efficacy and resilience influence learning outcomes. However, an empirical gap arises because not many studies have tested the two variables simultaneously using data from elementary students, and there is not much data or field evidence to support this research.

Some previous researchers also support the discussion of this problem solving. For example, research conducted by Muklis et al., (2016) It investigated the impact of sixth graders' mathematics communication skills and self-efficacy on their academic performance at SD Diponegoro Surakarta. Furthermore, Milatina (2017) discovered that fifth graders at Sidorejo Lor 01 Elementary School had a statistically significant negative correlation between their self-efficacy and anxiety levels after math classes. M. Azka Asa Munasiba (2017) also performed a comparable research to examine the impact of fifth graders' motivation in learning and self-efficacy on their mathematical achievement at SDN Gugus RE Martadinata in Batang District. In addition, research by Widayanti et al., (2020) it also discussed the connection between students learning results in mathematics and resilience was also covered. In addition, there is research from Yunita (2023) which examines the effect of mathematical resilience on mathematical understanding ability.

Although many studies have examined the effect of self-efficacy and resilience separately on mathematics learning outcomes, there are limited studies that examined the effect of both simultaneously on students, especially in the context of primary schools in Indonesia. In addition, most studies still focus on cognitive aspects without considering psychological factors such as resilience that can affect students' ability to face mathematics learning challenges. Therefore, further research is needed that explores the simultaneous role of self-efficacy and resilience and how they contribute to mathematics learning outcomes, in order to provide a more comprehensive and applicable picture. Based on the problem described, the main purpose of this study is to examine the influence between self-efficacy and resilience on mathematics learning outcomes among fifth grade students.

Methods

This study uses a type of correlational quantitative research that aims to determine the relationship between self-efficacy, resilience, and mathematics learning outcomes in elementary school students. This research os based on the assumption that psychological factors such as self-efficacy and resilience contribute to academic achievement, especially

in mathematics. A total of 178 fifth graders from SDN Gugus Sedap Malam in the East Semarang Subdistrict participated in the research, with a sample 65 students selected using a proportional stratified sampling. Proportional stratified sampling is used when the population consists of unbalanced strata (layers), and the sample must be taken proportionally according to the size of each stratum to maintain representativeness (Sugiyono, 2018). Data were collected using interviews, questionnaires, and documentation. The questionnaire used in this study is a closed questionnaire using a Likert Scale with four alternative answers in the form of a checklist using google form with 30 questions for each variable.

This research uses parametric statistical analysis, which requires the assumptions of normality and linearity of data. In this study, normality was tested using one sample Kolmogorov-Smirnov and linearity was tested using the deviation from linearity test, and hypothesis testing product moment correlation techniques with the help of the SPSS version 26 programme.

Result

After conducting research at SDN Gugus Sedap Malam, East Semarang Subdistrict, the results of the instrument (questionnaire) that has been tested from the variables of self-efficacy and resilience using google form with 30 statement items, which resulted in the calculation of descriptive statistics of the two variables using the SPSS version 26 programme. Based on a total sample of 65 students on the self-efficacy variable (X_1), the range is 37, minimum is 79, maximum is 116, sum is 6,520, mean is 100.31, std deviation is 7.701 and variance is 59.310. In the resilience variable (X_2) the results obtained range of 14, minimum of 100, maximum of 114, sum of 7,041, mean of 108.32, std deviation of 2.995 and variance of 8.972. While the variable of mathematics learning outcomes (Y) obtained the range of 17, minimum of 70, maximum of 87, sum of 5,221, mean of 90.32, std deviation of 3,138 and variance of 9,847.

It is necessary to conduct a normalcy test as a first step before investigating the relationships between self-efficacy, resilience, and learning outcomes, as well as between resilience and learning outcomes. Following is a normalcy test that was conducted on 65 out of 178 fifth graders from SDN Gugus Sedap Malam in the East Semarang District.

Table 1. Normality Test

Description	Unstandardized Residual	Conclusion
Asymp. Sig. (2-tailed)	0,063	Normally distributed data

This data is normally distributed, according to the results of the normalcy test, which was performed using the One-Sample Kolmogorov-Smirnov test in SPSS version 26. The significant value (Sig.) was 0.063, which is higher than the threshold of 0.05, as shown in

the table above. According to Yuwanto (2019), Data is considered to follow a normal distribution when the Sig value is greater than 0.05.

The linearity test was performed using the SPSS version 26 software to investigate the two variables' linear connection. Two relationships were tested for linearity: one between self-efficacy and the outcomes of mathematics learning, and the other between resilience and the outcomes of mathematics learning. Presented below are the test results.

Table 2. Linearity Test

Variable	Sig.
Self-Efficacy	0,480
Resilience	0,630

The significant value of the linearity test for self-efficacy (X_1) is 0.480, which is more than 0.05, as shown in the table above. The findings show a linear relationship between self-efficacy and learning outcomes. There is a linear link between resilience and learning outcomes, as shown by the linearity test for the resilience variable (X_2). The significance value is 0.630, which is larger than 0.05. According to Gunawan (2020), a linear relationship occurs if the Sig. (deviation from linearity) ≥ 0.05.

With the aid of SPSS version 26, researchers used pearson product moment analysis to ascertain whether self-efficacy and resilience are associated with mathematical learning results.

1. Relationship between Self-Efficacy and Learning Outcomes

Table 3. Relationship between X_1 and Y

Pearson Correlation	X_1	Y	Sig.	α
X_1	1	0,629	0,000	0,05
Y	0,629	1		

A pearson correlation coefficient of 0.629 was produced from a basic correlation study that linked self-efficacy with the outcome of mathematics learning. This points to a positive association, which means that students who have more faith in their own abilities to study mathematics tend to do better in class. The statistical significance of the association between self-efficacy and mathematical learning outcomes is further confirmed by the fact that the obtained significance value is 0.000, which is less than 0.05 (Jabnabillah & Margina, 2022).

2. Relationship between Resilience and Learning Outcomes

Table 4. Relationship between X_2 and Y

Pearson Correlation	X_2	Y	Sig.	α
X_2	1	0,696	0,000	0,05
Y	0,696	1		

The Pearson correlation coefficient between resilience and mathematics learning was determined to be 0.696 based on the obtained output of the simple correlation study. Resilience is correlated with better results in mathematics learning, according to a significance value of 0.000. A positive association, as shown by the 0.696 Pearson correlation value, indicates that students' resilience has a direct impact on their mathematical learning achievements. At the same time, a significance level of 0.000, which is lower than 0.05, suggests a strong correlation between resistance and mathematical achievement.

3. Relationship between Self-Efficacy and Resilience with Learning Outcomes

Table 5. Relationship between X_1 and X_2 with Y

Pearson Correlation	$X_{1,2}$	Y	Sig.	α
$X_{1,2}$	1	0,748	0,000	0,05
Y	0,748	1		

Based on the output obtained, multiple correlation analysis on self-efficacy and resilience with mathematics learning resulted in an R value of 0.748. Students' mathematical achievement is positively correlated with their levels of self-efficacy and resilience, as seen by the positive R value. Furthermore, the correlation between these variables is statistically significant, since the significance value is 0.000, which is less than 0.05.

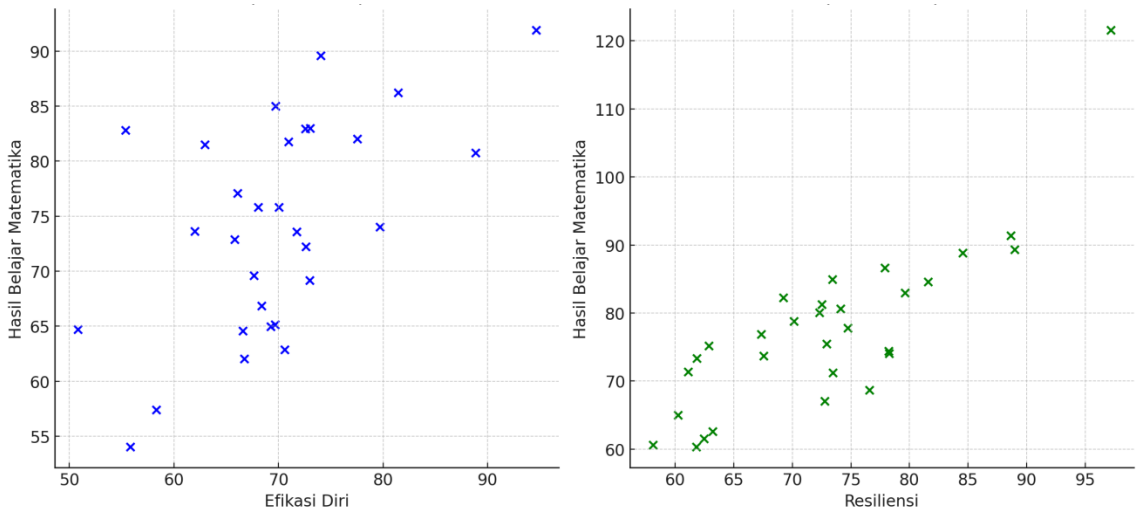

Figure 1. Scatter Plot of X and Y Variables

The results above show a strong positive correlation, with data point spreading, tending to form an upward patter. Shown in the left scatter plot (self-efficacy with mathematics learning outcomes) has a relationship of r = 0.629. While the right scatter plot (resilience with mathematics learning outcomes) has a relationship of r = 0.696. This explains that the higher the self-efficacy or resilience of students, the higher the mathematics learning outcomes.

To determine how resilience and self-efficacy affect mathematical achievement, this research used SPSS version 26 to conduct regression analyses.

Table 6. T Test

	t	Sig.
(Constant)	4,365	0,000
Self-Efficacy	-4,366	0,000
Resilience	3,819	0,000

The above table shows that the self-efficacy variable has a probability tcount value of 0.000, which is less than the significance level of 0.05. This demonstrates, with 95% confidence and a significance level of 5%, that self-efficacy significantly influences mathematical learning results. At the 5% significance level and the 95% confidence level, this suggests that self-efficacy significantly affects the outcomes of mathematics learning. The same holds true for the correlation between resilience and mathematics learning outcomes; the probability t-count value is 0.000, which is less than 0.05, thus, at the 5% significance level and 95% confidence level, it can be concluded that resilience significantly influences mathematics learning outcomes (Marisya, 2023). The argument given leads one to the conclusion that Self-Efficacy and Resilience significantly impact mathematics learning outcomes. If students have higher self-efficacy and resilience, their learning outcomes will also higher. Conversely, if the less self-efficacy and resilience in students, the less student learning outcomes.

An F-test was administered simultaneously to examine the impact of students' self-efficacy and resilience on their mathematical learning results. Presented below are the findings from the analysis.

Table 7. F Test

	F	Sig.
Regression	19,962	0,000[b]

From the data in the table, we can deduce that the Fcount is 19.962 and the sig probability is 0.000. With an Fcount of 19.962 > 3.15 and a sig value of 0.00 < 0.05, the null hypothesis (Ha) is accepted while the alternative hypothesis (H0) is rejected. Mathematical Learning Outcomes are profoundly affected by both Self-Efficacy (X_1) and Resilience (X_2) concurrently. Thus, it is clear that students' self-efficacy and resilience are significant factors impacting their mathematical learning outcomes (Ulum, 2018).

From these several calculations, further calculations of hypothesis test results were carried out using the SPSS version 26 programme, which can be read in the table below.

Table 8. Model Summary

R	R Square	Adjusted R Square	F Change	Sig. F Change
0,748[a]	0,559	0,545	39,305	0,000

An r-count value higher than the r-table value (0.748 > 0.244), indicating a strong link, is shown by the relationship between (X1) and (X2) with (Y) in Table 8 above. Furthermore, a combined R-squared value of 0.559 (55.9%) suggests that resilience and self-efficacy account for 55.9% of the variation in mathematical performance.

Discussion

Understanding the issue, developing a mathematical model, solving the model, and interpreting the outcome are the four pillars of primary school mathematics curriculum standards (Permendikbud Ristek No. 7 tahun 2022). One of the problems in learning mathematics according to Marpaung in Susanto (2016) is the challenge that pupils have while trying to grasp mathematical concepts. Students need to believe in themselves and their abilities to succeed in order for them to engage in learning activities. According to Syehabudin et al., (2019) and Syam and Yusri (2023) stated that efficacy and resilience have a relationship with students' mathematics learning results.

Students' levels of self-efficacy and resilience were positively correlated with their academic performance in fifth grade at SDN Gugus Sedap Malam in the East Semarang District, according to the data analysis. Students with higher self-efficacy and resilience tend to achieve better learning outcomes. This is because self-efficacy and resilience enable students to effectively navigate various challenges and difficulties they encounter. This is in accordance with Bandura's in Athia et al. (2024) theory of self-efficacy as an individual's belief in his or her ability to organise and carry out the actions necessary to achieve certain results. In addition, according to Martin and Marsh (2006), academic resilience is the ability of students to persist and achieve despite facing obstacles, pressures, or challenges in learning. This is in line with the view that the ability to endure adversity is as important as cognitive ability in the academic process.

With self-efficacy and resilience, students become more confident and are able to bounce back when they fail in facing various problems, especially in learning mathematics. This allows students to improve their mathematics learning achievement, as shown by the positive Pearson correlation results, indicating a positive relationship between the two variables (self-efficacy and mathematics learning outcomes $r = 0.629$, $p < 0.001$ and resilience and mathematics learning outcomes $r = 0.696$, $p < 0.001$). The rcount value which is higher than the rtable value ($0.748 > 0.244$) indicates a strong relationship between self-efficacy and resilience to mathematics learning outcomes. Then, the R^2 value of 0.559 (55.9%) was obtained, indicating that self-efficacy and resilience contributed to 55.9% of mathematics learning outcomes.

These results suggest that two non-cognitive aspects (self-efficacy and resilience) have a real and strong role in determining students achievement in mathematics. Students who are confidents in their abilities and resilient to difficulties are more able to achieve good learning outcomes. Therefore, teachers able to design learning that is not

only oriented towards mastery of material, but also on strengthening students character such as confidence building exercises, introducing failure strategies, and providing gradual and supportive challenges.

Based on the research above, students' self-efficacy and resilience reflect their confidence and resilience in facing challenges in learning mathematics, with a relatively strong relationship to student learning outcomes. Statistical tests were also run to determine the strength and significance of the association between the variables in order to assess the multiple correlation coefficient's significance level. Then the results of this hypotheses can be concluded that H_{a1} is accepted and H_{01} is rejected, which means that self-efficacy and resilience are significantly and positively correlated with the mathematics learning outcomes among fifth grade students of SDN Gugus Sedap Malam East Semarang District.

The results indicate that the significance level (sig.F Change) is less than 0.05, with a probability value of 0.000. Thus, it can be concluded that H_{a1} is accepted and H_{01} is rejected. According to Hadi (2017), When study findings corroborate a theory, it is deemed accepted. Fifth graders at SDN Gugus Sedap Malam in the East Semarang District exhibited a positive and statistically significant correlation between their levels of self-efficacy and resilience and the success they had in mathematics class. Conversely, if self-efficacy and resilience are low, then learning outcomes will decrease.

This is accordance with studies abroad that agree with the above research. One of them is a study from Spain according to Betoret et al., (2017) showing that academic self-efficacy affects achievement through the belief of student value expectations. In addition, another study from Mwangi et al., (2015) found that students with high level of academic resilience have better academic achievement compared to students who are lacking in resilience.

In this study, self-report questionnaires were used to measure the variables of self-efficacy, resilience, and learning outcomes. Therefore, there are potential biases that need to be considered, especially related to respondent honestly and social desirability bias. The risk is that many students answer carelessly and dishonestly either because they want to speed up the filling process or because they do not understand the questions well. As a result, the data generated is less biased to reflect the real perceptions and conditions of students. In addition, the use of self-report questionnaire can make students respond by reflecting positive impressions such as claiming high self-efficacy or resilience, because they feel it is a good characteristic or expected by researchers or teachers. This results in scores being unrealistically above average and makes correlations appear stronger or weaker than they really are.

Therefore, for teachers and the community, especially around the school environment, to always provide an understanding of self-efficacy and resilience, especially

in learning mathematics. Because of the importance of providing encouragement for students to have self-efficacy or resilience, so that later students are encouraged to have confidence or self-confidence to solve problems and tasks well so that good learning achievability is also achieved. By improving these learning results, students can gain self-confidence and persevere through challenging assignment or problems that they do not fully understand.

Conclusion

The findings of this research suggest that fifth graders at SDN Gugus Sedap Malam in the East Semarang District benefit significantly and favourably from resilience and self-efficacy when it comes to their mathematical learning outcomes. Students' mathematical achievement improves in correlation with their levels of self-efficacy and resilience. On the other side, pupils' mathematical learning results tend to decline when their self-efficacy and resilience levels are low. The fact that the multiple correlation coefficient value is significant (rcount = 0.748 vs. rtable = 0.244) proves that there is a strong association between the two variables. Thus, it can be concluded that H_{a1} is accepted and H_{01} is rejected. Students' mathematical achievement at SDN Gugus Sedap Malam in the East Semarang District is positively and significantly correlated with their levels of self-efficacy and resilience. The limitations in this study are the small sample size (the sample is not nationally representative or in the sense of limited generalisation of the results), then the correlational design can't show causality. Future research should apply a longitudinal or experimental design to examine causal mechanisms between self-efficacy and mathematics performance.

References

Apriliansyah, R. D., Susilo, A., & Kusumadewi, F. (2024). Peningkatan Hasil Belajar pada Mata Pelajaran Matematika Melalui Media Papan Diagram pada Peserta Didik Kelas 5 Anas di SD Al Azhar Syifa Budi Surakarta Tahun Ajaran 2024/2025. 7, 15015–15019. https://doi.org/https://doi.org/10.31004/jrpp.v7i4.36226

Athia, R. A. M., & Fatimahtuzzahro, L. (2024). Self-Efficacy Academic Pada Mahasiswa. *Jurnal Ilmiah Zona Psikologi*, *6*(3).

Budiono, A. N., Suryani, W., & Triana, D. (2022). Hubungan Academic Self Eficacy dengan Academic Resilience. *Jurnal Consulenza : Jurnal Bimbingan Konseling Dan Psikologi*, *5*(2), 147–157. https://doi.org/10.56013/jcbkp.v5i2.1589

Doménech-Betoret, F., Abellán-Roselló, L., & Gómez-Artiga, A. (2017). Self-Efficacy, Satisfaction, and Academic Achievement: The Mediator role of Students' Expectancy-Value Beliefs. *Frontiers in Psychology*, *8*(JUL), 1–12. https://doi.org/10.3389/fpsyg.2017.01193

Ghufron, N. M., & *Risnawita*, *R*. (*2016)*. *Teori-Teori Psikologi*. Ar-Ruzz. Media.

Gunawan, C. (2020). Mahir Menguasai SPSS Panduan Praktis Mengolah data Penelitian New Edition Buku untuk Orang yang (Merasa) Tidak Bisa dan Tidak Suka Statistika. Deepublish.

Hadi, S. (2017). *Statistik*. Pustaka Pelajar.

Jabnabillah, F., & Margina, N. (2022). Analisis Korelasi Pearson dalam Menentukan Hubungan antara Motivasi Belajar dengan Kemandirian Belajar pada Pembelajaran Daring. *Jurnal Sintak*, *1*(1), 14–18.

Kemendikbudristek. (2022). Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 7 Tahun 2022 Tentang Standar Isi Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah. *Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi*, 14.

Mae B. Go, C., & M. Valle, A. (2023). Ancillary Functions, Self-Efficacy, and Resilience among Elementary School Teachers. *International Journal of Research Publications*, *126*(1), 322–331. https://doi.org/10.47119/ijrp1001261620224974

Marinda, L. (2020). Teori Perkembangan Kognitif Jean Piaget dan Problematikanya pada Anak Usia Sekolah Dasar. *An-Nisa' : Jurnal Kajian Perempuan Dan Keislaman*, *13*(1), 116–152. https://doi.org/10.35719/annisa.v13i1.26

Marisya, M. (2023). Analisis Data Menggunakan Uji T : Menentukan Perbedaan yang Signifikan antara Dua Kelompok. *Regional Science and Urban Economics*, *39*(1), 90–96. https://doi.org/https://doi.org/10.31219/osf.io/t458y

Martin, A. J., & Marsh, H. W. (2006). Academic Resilience and its Psychological and Educational Correlates: A Construct Validity Approach. *Psychology in the Schools*, *43*(3), 267–281. https://doi.org/10.1002/pits.20149

Milatina, N. I. T. (2017). *Hubungan antara efikasi diri matematika dengan kecemasan mengikuti pelajaran matematika pada siswa kelas v di SD Sidorejo Lor 01* (Doctoral dissertation, Program Studi Psikologi FPSI-UKSW).

Muklis, Y. M., Chotimah, K., & Sanhadi, D. (2016). Kontribusi Self-Efficacy dan Kemampuan Komunikasi Matematis terhadap Prestasi Belajar Matematika Siswa. *Prosiding Konferensi Nasional Penelitian Matematika Dan Pembelajaran (KNPMP I) Universitas Muhammadiyah Surakarta*, *3*(1), 412–419.

Munasiba, M. A. A. (2017). Hubungan Minat Belajar dan Efikasi Diri terhadap Hasil Belajar Matematika Siswa Kelas V SDN Gugus Re Martadinata Kecamatan Batang. Universitas Negeri Semarang.

Mwangi C. N., Okatcha F. M., Kinai T. K., & Ireri A. M., (2015). Relationship between Academic Resilience and Academic Achievement among Secondary School Students in Kiambu County, Kenya. *Int J Sch Cog Psychol S2: 003,* https://doi.org/http://dx.doi.org/10.4172/ijscp.S2-003

Permendikbud. (2018). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 36 Tahun 2018 Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 59 Tahun 2014. *Permendikbud*, 1–12.

Rahma, N. N., & Rahaju, E. B. (2020). Proses Berpikir Reflektif Siswa Sma Dalam Menyelesaikan Soal Cerita Matematika Ditinjau Dari Kemampuan Matematika. *MATHEdunesa*, *9*(2), 329–338. https://doi.org/10.26740/mathedunesa.v9n2.p329-338

Rini, N. K. A. D. W., & Agustika, G. N. S. (2023). Self-Efficacy and Study Habits on Mathematics Knowledge of Fifth Grade Elementary School Students. *Mimbar Ilmu*, *28*(2), 273-282.

Saptariaji, N. H. (2021). Hubungan antara Efikasi Diri dengan Resiliensi Siswa Korban Bullying Pada SMA Negeri Kota Semarang. In *Uin Walisongo Semarang. Universitas Islam Negeri Walisongo Semarang.*

Slameto. (2015). *Belajar dan Faktor- Faktor yang Mempengaruhi.* Rineka Cipta.

Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods).* Alfabeta.

Susanto, A. (2016). *Teori Belajar dan Pembelajaran di SD*. Prenadamedia Group.

Syam, F. M., & Yusri, F. (2023). Hubungan Resiliensi Diri dengan Prestasi Belajar Siswa. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, *7*(1), 56–62. https://doi.org/10.26740/bikotetik.v7n1.p56-62

Syehabudin, A., Nurimani, & Nurfalah, D. (2019). Hubungan Efikasi Diri dengan Hasil Belajar Matematika Siswa di SMA Darul Muttaqin Bekasi. *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, 1–7.

Ulum, M. (2018). *Buku Statistik.* Stikes.

Utomo, J. (2017). Analisis Efektivitas Pelaksanaan Program Adiwiyata di SMA Negeri 4 Pontianak. *Jurnal Pendidikan Sosiologi Dan Humaniora*, *8*(1). https://doi.org/https://doi.org/10.26418/j-psh.v8i1.22053

Widayanti, A., Meifiani, N. I., & Mulyadi. (2020). Hubungan Antara Resiliensi Terhadap Hasil Belajar Matematika Siswa Kelas X Mipa Ma Negeri Pacitan. *Journal Pendidikan Matematika*, *1*(2), 1–7. http://repository.stkippacitan.ac.id/id/eprint/164

Yunita, S. (2023). Pengaruh Resiliensi Matematis terhadap Kemampuan Pemahaman Matematika Peserta Didik. *Universitas Islam Negeri Datokarama Palu.*

Yuwanto, L. (2019). Metode Penelitian Eksperimen (Edisi 2). *Graha Ilmu.*