

# The Effect of Academic Resilience and Self-Regulated Learning on Students' Social Studies Learning Outcomes

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## Abstract

Academic resilience and self-regulated learning significantly enhance student performance in social studies. However, these two critical factors are often underutilized in educational strategies. Effective social studies outcomes depend not only on academic prowess but also on psychological aspects such as academic resilience and self-regulated learning, which are crucial for student success. The purpose of this study was to investigate the effect of academic resilience and self-regulated learning on students' social science learning outcomes. This research method was a quantitative approach with elementary school students in Ambon, Indonesia with a total sample of 265. Data collection used a questionnaire instrument regarding academic resilience and self-regulated learning on students' social studies learning outcomes. Analysis of the research data used a structural equation model (SEM) with the help of the SmartPLS 3.0 application program. The findings of this study reveal that academic resilience and self-regulated learning significantly and positively impact students' social studies learning outcomes. Developing these skills among students can be an effective strategy to enhance their performance in social studies. Furthermore, the study emphasizes the importance of non-academic factors, such as resilience and self-regulation, in comprehending and improving educational outcomes in social studies. These insights suggest educators should integrate strategies that foster these psychological competencies to support student's academic success.

## Keywords:

Academic Resilience; Learning Outcomes; Self-Regulated Learning; Social Studies

## Introduction

The currently implemented education curriculum in Indonesia encourages teachers to raise the latest issues Education plays a crucial role in opening the door to developing students' potential and success in various aspects of life (Aiello et al., 2021; Mariati et al., 2021). Students through education are provided opportunities to hone skills, broaden knowledge, and develop the potential that exists within them. Students with a solid educational foundation can certainly achieve success in the future, both in their careers and in their personal lives (Kümmel et al., 2020;



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Triasningsih, 2020). Education gives them the tools to face challenges, create opportunities, and contribute positively to society.

Education is an important aspect of developing students' potential and success in life (Wulandari et al., 2023). Social science in the context of education is one of the subjects that provide an understanding of society, politics, economics, and culture (Amrina et al., 2020; Edinyang et al., 2020). Students in social studies learning not only learn facts and concepts but are also involved in a deeper understanding of how humans interact, how political decisions are made, how the economy operates, and how culture influences everyday life (Katilmis et al., 2011; McCorkle, 2020). Good social studies learning outcomes do not only depend on students' academic abilities but also on psychological factors that can affect their learning process.

Quality social studies learning outcomes do not only depend on students' academic abilities alone but are also influenced by psychological factors that influence their learning process (Sejati et al., 2019; Wahidmurni et al., 2021). Social studies learning outcomes also include students' ability to apply their knowledge in analyzing social situations, identifying problems, and formulating solutions based on contextual understanding. Solichin's et al., research (Solichin et al., 2021) explains that students' social studies learning outcomes in elementary schools are still low because there are challenges that need to be overcome in increasing learning achievement in social studies subjects. This low learning result can be caused by various factors, including ineffective teaching methods, inadequate curricula, and a lack of attention to psychological factors that affect student learning processes. Although intellectual intelligence has an important role in obtaining good learning outcomes, of course, other factors such as academic resilience and self-regulated learning also have a significant influence (Hartikainen et al., 2019; Syaifuddin et al., 2021; Ummah et al., 2020).

Intellectual intelligence involves students' ability to understand concepts, absorb information, and apply knowledge in the social studies context. However, several psychological aspects can affect the extent to which this intellectual intelligence can be expressed and applied effectively (Graham et al., 2020; Sahrnih et al., 2019). Academic resilience is the ability of students to overcome learning challenges and recover from failures or difficulties they may face (Hunsu et al., 2023). Academic resilience in social studies learning helps students stay motivated and focused on learning goals even though they face material complexity or difficulties in understanding socio-political aspects (Naqiyah, 2022; Salas Pilco, 2020; Wills & Hofmeyr, 2019). The ability to face failure, learn from failure,

and keep moving forward is an important factor in achieving good learning outcomes in social studies learning.

Good social studies learning outcomes can also be obtained through the important role of self-regulated learning. Self-regulated learning involves students' ability to regulate and control their learning process (Putri et al., 2020). Students who can set clear learning goals, plan effective learning strategies, monitor their learning progress, and carry out self-evaluations tend to achieve better learning outcomes in social studies learning (Sabrillah et al., 2021; S.G et al., 2023). This ability enables students to manage time, adopt effective learning strategies, and have strong intrinsic motivation in achieving a deep understanding of social issues.

Previous research (Galizty & Sutarni, 2021; She et al., 2023; Yoelianita & Toga, 2022) has explained that academic resilience and self-regulated learning in social studies learning can affect students' social studies learning outcomes. These two factors, both academic resilience and self-regulated learning, have an important role in increasing social studies learning outcomes. Students who have a high level of academic resilience tend to be better able to deal with learning difficulties, maintain motivation, and recover from failures or negative events in the learning process. Students through self-regulated learning can optimize their time and resources, adopt study techniques that suit their needs, and develop the analytical and reflective skills needed to understand social issues in social studies (Saufi et al., 2022; Sutarni et al., 2021). This research expands and deepens previous findings by simultaneously analyzing the interaction between academic resilience and self-regulated learning on students' social studies learning outcomes using the Structural Equation Modeling (SEM) method. This study offers a new perspective by including contextual factors in social studies learning, such as teaching methods and learning environment support. The results of this study are expected to contribute to developing more effective learning strategies based on students' psychological aspects.

This study aimed to comprehensively analyze the impact of academic resilience and self-regulated learning on students' social studies learning outcomes. Academic resilience and self-regulated learning are crucial in enhancing students' academic performance in social studies. Students with high academic resilience are more likely to apply self-regulated learning strategies effectively. In contrast, those who engage in self-regulated learning can further strengthen their academic resilience in overcoming challenges in social studies. Therefore, educators and mentors should provide targeted support and guidance to foster academic resilience

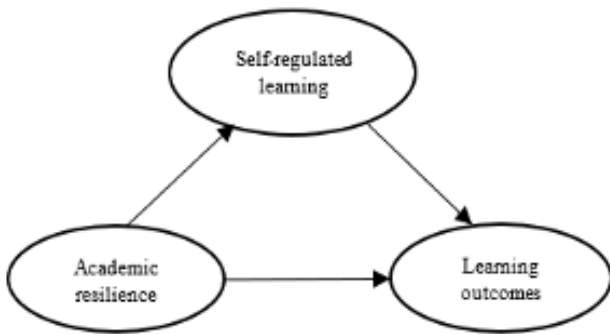
and self-regulated learning, ensuring an optimal learning environment for students.

**Research Method**

**Research design**

This study employs a quantitative method with a correlational design, aimed at analyzing variables that can predict outcomes using a Structural Equation Modeling (SEM) approach (Balnaves & Caputi, 2018; Z. Deng, 2023; T. Teo, 2014). The conceptual model of this research is titled "The Influence of Academic Resilience and Self-Regulated Learning on Students' Social Studies Learning Outcomes." In this model, academic resilience (AR) and self-regulated learning (SRL) are treated as exogenous variables, while social studies learning outcomes (LO) are considered endogenous. Academic resilience is posited to directly influence self-regulated learning, which in turn directly impacts social studies learning outcomes. Additionally, the model explores indirect relationships, such as the influence of academic resilience on social studies learning outcomes mediated through its positive impact on self-regulated learning. The research path model is illustrated in Figure 1 below.

**Figure 1.**  
*Research model framework*



**Population and Sampling**

The study applied specific inclusion and exclusion criteria to ensure a representative sample of elementary school students in Ambon, Indonesia. Participants were required to be enrolled in one of the selected schools—State Elementary School 92 Ambon, State Elementary School 58 Ambon, Inpres Elementary School 58 Ambon, Inpres Elementary School 57 Ambon, or Pattimura University Laboratory Elementary School—and be in grades IV, V, or VI. Additionally, parental or guardian consent was mandatory for participation. Students who were not enrolled in these schools, did not belong to the specified grade levels, or lacked consent were excluded. These criteria ensured a focused, ethical study while maintaining the validity and reliability of the findings. A total of 265 students were selected as the sample for this study using a cluster sampling technique within a survey-

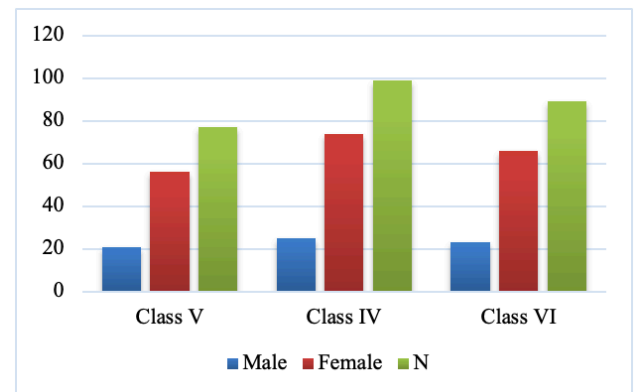
based approach. Further details about the population and sample distribution are provided in Table 1 below.

**Table 1.**  
*Total of classes and students as participation*

Grade	Pretest	Treatment	N
	Male	Female	
Class V	21	56	77
Class IV	25	74	99
Class VI	23	66	89
Total	69	196	265

Table 1 illustrates that data were collected through the distribution of questionnaires to a representative sample of students, accurately reflecting the demographic composition of the entire population. Of the participants, 30.54% were male (69 individuals), while 69.46% were female (196). The samples were also categorized by grade level, with 32.41% from grade IV (77 students), 34.87% from grade V (99 students), and 32.72% from grade VI (77 students). For a more intuitive understanding, please refer to the following graph, which visually details this distribution.

**Figure 2.**  
*Distribution of Students by Grade and Gender*



**Data Collection Techniques and Instruments**

Data collection techniques included surveys and tests. This study collected data on academic resilience (AR), self-regulated learning (SRL), and social studies (LO) learning outcomes using an instrument in the form of a Likert scale questionnaire adopted from previous research (Ariyani & Kristin, 2021; Turan & Koç, 2018; Ye et al., 2021). The process of developing this questionnaire was based on previous research which consisted of two separate questionnaires, namely academic resilience (AR), self-regulated learning (SRL), and social studies learning outcomes (LO).

The research instruments used to measure academic resilience, self-regulated learning, and social studies

learning outcomes comprise 31 questions. Academic resilience is assessed through key indicators such as resistance to failure, resilience under pressure, optimism, a positive outlook, and intrinsic motivation. Self-regulated learning is evaluated based on indicators including the setting of learning goals, self-monitoring, emotional regulation, and self-reflection. For social studies learning outcomes, the indicators focus on conceptual understanding, understanding of social contexts, analytical skills, critical thinking, social involvement, as well as cultural and civic awareness. Each item in the questionnaire is structured on a five-point Likert scale, allowing respondents to express their level of agreement with each statement presented. This Likert scale consists of five answer choices, namely "strongly agree" with a value of 5, "agree" with a value of 4, "somewhat agree" with a value of 3, "disagree" with a value of 2, and "strongly disagree" with a value of 1. This instrument is used to gain a better understanding of the effect of academic resilience and self-regulated learning on social studies learning outcomes of students.

### Data analysis

In this study, the researchers employed the Partial Least Squares (PLS) method within Structural Equation Modeling (SEM) to analyze the interrelations among various constructs, including exogenous and endogenous variables, while accounting for measurement errors. The analysis was conducted using SmartPLS 3.0 software, which facilitated the robust testing of research hypotheses due to its advanced capabilities in handling complex models (Khine, 2013). They also took into consideration measurement errors. The analysis process was facilitated using SmartPLS 3.0 software, which helped test the research hypotheses (Mueller & Hancock, 2018). PLS-SEM is adept at modeling latent variables and their indicators, aiming to elucidate how exogenous variables influence endogenous variables through structural paths.

To ensure the accuracy and integrity of the data, the outer model (measurement model) of PLS-SEM was crucial for assessing the validity and reliability of the questionnaire indicators. The evaluation of the outer model involved stringent criteria: each indicator's loading factor needed to exceed 0.7, and the Average Variance Extracted (AVE) required a minimum value of 0.5, ensuring adequate construct validity and reliability (Al-Emran et al., 2019; Wong, 2019). These standards confirmed that the constructs were measured precisely and reliably.

Moreover, hypothesis testing within the inner model employed the p-value criterion to validate the proposed relationships. A p-value less than 0.05 indicated significant support for the hypothesis, whereas a greater value of 0.05 led to its rejection. This meticulous approach in selecting SmartPLS 3.0 was

due to its efficiency in processing PLS path modeling, which is ideal for exploratory research where the primary focus is prediction and theory development.

### Results

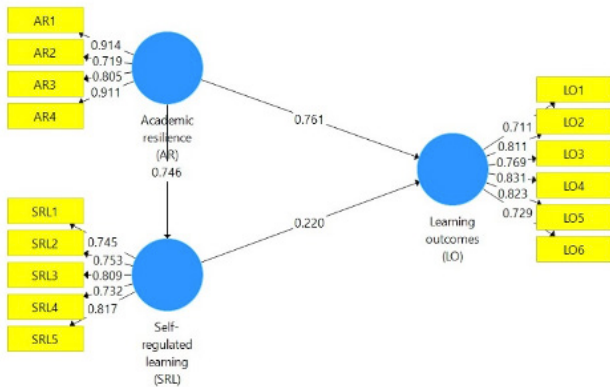
The purpose of analyzing the validity and reliability of the questionnaire for each variable is to ensure the reliability and validity of the research data. The results of the analysis show that the model meets the standards of validity (convergent and discriminant) and reliability. This study used the PLS-SEM method to analyze the results of the validity and reliability tests of questionnaires related to elementary school students. The focus of this research is on the quality of academic resilience (AR), self-regulated learning (SRL), and social studies (LO) learning outcomes in the context of the outer model. The loading factor was calculated using Confirmatory Factor Analysis (CFA) considering Cronbach's alpha, CR, and AVE values as needed. The outer model loading value for each latent variable factor exceeds 0.7 (Heale & Twycross, 2015). The results of the validity and reliability tests can be seen in Table 2 below.

**Table 2.**  
*Results of the analysis of the validity and reliability of the path model*

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Academic resilience (AR)	0.858	0.906	0.708
Learning outcomes (LO)	0.871	0.903	0.809
Self-regulated learning (SRL)	0.831	0.880	0.796

The results of the outer model analysis in Table 2 explain that all variables in this study were declared valid (0.711-0.914) and reliable (0.708-0.916). The validity test of each indicator for each variable has obtained a factor loading value above 0.7, which means it can explain the latent variables in this study. Furthermore, the reliability test obtained an AVE value above 0.5, which means that each variable is declared reliable (Lin et al., 2020). The questionnaire in this study was stated to be accurate and able to measure students' perceptions of academic resilience (AR), self-regulated learning (SRL), and social studies learning outcomes (LO) so that it could be carried out at the hypothesis stage. The results of the output of the outer model that has been carried out to analyze the validity and reliability values of the survey on academic resilience (AR), self-regulated learning (SRL), and social studies learning outcomes (LO) are shown in Figure 3 below.

**Figure 3.**  
Path diagram of validity and reliability test results



In this study, hypotheses were proposed and tested using the path coefficient test. Before testing the hypothesis, the first step is to analyze the suitability of the research data model using the goodness of fit test. The indicators used to determine whether the model is suitable or not are the values of the normed fit index (NFI) and standardized root mean square residual (SRMR) (Adam, 2018). The SmartPLS-SEM program is used as a tool in testing the suitability of the model. The model is considered suitable if the NFI value is more than 0.8 and the SRMR value is less than 0.10. The results of the model fit analysis in this study showed that the NFI value was 0.972 and the SRMR value was 0.083, indicating that the research variable model fits the data (Hoyle, 2023; T. , Teo et al., 2013). Research hypothesis analysis was carried out using the bootstrapping test method in SmartPLS 3.0. This method aims to test a hypothesis, obtain estimates of population parameters based on the available sample, and test the significance of the proposed hypothesis. The results of the hypothesis analysis using the bootstrapping test method can be seen in Table 3 below.

**Table 3.**  
Results of hypothesis analysis through SEM

Variable	Original Sample (O)	T-Statistics	P-Values
Academic resilience (AR) -> Learning outcomes (LO)	0.925	155.083	0.000
Academic resilience (AR) -> Self-regulated learning (SRL)	0.746	30.514	0.000
Self-regulated learning (SRL) -> Learning outcomes (LO)	0.220	6.711	0.000
Academic resilience (AR) -> Self-regulated learning (SRL)	0.464	6.134	0.000
Academic resilience (AR) -> Self-regulated learning (SRL)	0.536	6.334	0.000

The output results shown in Table 3 explain that the direct influence of the research hypothesis is 1) The coefficient of the academic resilience parameter (AR) on learning outcomes (LO) is 0.925, while the P-Value is 0.000 <0.05, which means that academic resilience has a positive effect on learning outcomes of 92.5%.

2) The parameter coefficient value for academic resilience (AR) on self-regulated learning (SRL) is 0.746, while the P-Value is 0.000 <0.05, which means that academic resilience has a positive effect on self-regulated learning by 74.6%. 3) The magnitude of the parameter coefficient for self-regulated learning (SRL) on learning outcomes (LO) is 0.220 while the P-Value is 0.000 <0.05 which means that self-regulated learning has a positive effect on learning outcomes by 22.0%.

The indirect effect of research can be seen from the total indirect effect which explains that the acquisition of the parameter coefficient values of all variables is equal to 0.464 and the acquisition of P-value is 0.000 <0.05, which means that the higher the AR and SRL values, the LO value will also increase around 46.4%. The overall direct effect of this study is seen from the total effect which explains that the acquisition of the R-Square coefficient of academic resilience (AR) on learning outcomes (LO) is 0.536 and the acquisition of academic resilience (AR) and self-regulated learning (SRL) values on learning outcomes (LO) is 0.877. While the acquisition of the p-value of all variables is 0.000 which means that simultaneously academic resilience and self-regulated learning have a positive and significant effect on learning outcomes with an increase of 53.6% so that the hypothesis Ha is accepted. The recapitulation results of the outer loading analysis can be seen in Figure 4 of the following path analysis.

**Figure 4.**  
Significant path coefficient results of hypothesis testing

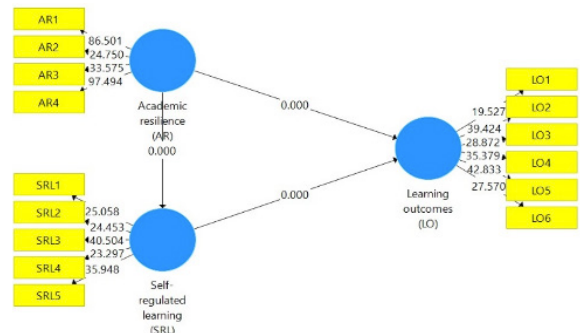


Figure 4 explains that the total p-value is 0.000, meaning that academic resilience and self-regulated learning have a significant influence on students' Social Sciences learning outcomes. Academic resilience is a student's ability to overcome obstacles and stress in learning. Students who are better able to overcome academic challenges tend to achieve better in social studies subjects. Self-regulated learning is students' ability to organize and manage their learning. Students who can organize their learning processes well, such as planning, monitoring, and evaluating, tend to achieve higher social studies learning outcomes. Academic resilience and self-regulated learning are very important and strong factors in influencing social studies learning outcomes, and this relationship does not occur by chance but is statistically significant.

## Discussion

The importance of social studies learning outcomes lies in students' ability to develop a deep understanding of social, cultural, and political issues that surround them (Fauzi & Widjajanti, 2018; Feraco et al., 2022). This allows students to develop critical, analytical, and reflective thinking skills in interpreting information and making decisions related to social and cultural contexts. Academic resilience and self-regulated learning are important factors in achieving deep understanding and optimal learning outcomes in social studies learning (Cobbinah & Amoako, 2021; Uge et al., 2019).

This study has revealed a positive and significant effect of academic resilience and self-regulated learning on students' social studies learning outcomes (Fadli et al., 2024). Although both have a positive influence on student social studies learning outcomes, academic resilience is more focused on the ability to overcome stress and academic difficulties, while self-regulated learning is more focused on the ability to regulate the learning process itself (Agung Ratih Rosmilasari & Adoe, 2021; Latif & Amirullah, 2020; Syawaluddin et al., 2020). Academic resilience can help students to excel in studying social studies despite facing challenges, while self-regulated learning helps students to become more independent and effective in learning social studies (Ramdani et al., 2021; Rudd et al., 2021). Both have a positive and significant influence, academic resilience and self-regulated learning have a different role in improving student social studies learning outcomes.

Academic resilience plays a key role in helping students overcome challenges and difficulties in social studies learning. When students face obstacles such as complex material or challenging assignments, their ability to stay focused, persevere, and overcome learning obstacles becomes crucial (Aliyev et al., 2021; Liu & Han, 2022). Academic resilience helps students not to give up easily, manage stress, and motivate themselves to keep learning. Academic resilience helps students deal with problems that arise in social studies learning and still excel (L. Deng et al., 2023). In addition, self-regulated learning is also important in social studies learning outcomes. Students' ability to organize and control their learning helps them optimize the learning process (Setiani et al., 2018). Students in social studies learning need to have the ability to plan, organize, and manage their time, choose effective learning strategies, and monitor their progress (Theobald, 2021). Self-regulated learning helps students become active in social studies learning, take responsibility for their learning, and adapt their learning approach according to their needs and goals (Guo, 2022).

This study builds upon and corroborates the findings of previous research (Badrus & Arifin, 2021; Ghimby,

2022; Zahro & Surjanti, 2021; Ziadat & Sakarneh, 2022) which highlighted that academic resilience and self-regulated learning enable students to surmount learning obstacles, maintain concentration, and enhance their learning processes in social studies. These capabilities are crucial for students to develop a profound comprehension of the complex social, cultural, and political landscapes they navigate. This research supports these assertions and further enriches our understanding by demonstrating that the interplay between academic resilience and self-regulated learning helps overcome barriers and significantly enhances the depth of learning in social studies. The findings suggest that educational strategies that strengthen these skills could lead to more effective and meaningful learning outcomes. Educators and policymakers should consider integrating targeted interventions to foster these attributes within the social studies curriculum.

The importance of developing academic resilience and self-regulated learning in the social studies learning context. Teachers and education policymakers can use these findings to design learning strategies that enhance these skills (Hawkman, 2020; Heliawati et al., 2022; Jumriani et al., 2021). Efforts to strengthen student academic resilience can involve social and psychological support, developing coping strategies, and providing constructive feedback (Aliman et al., 2019; Ruhjana & Aeni, 2019). On the other hand, the development of self-regulated learning can involve teaching time management skills, using effective learning strategies, and providing opportunities for students to take an active role in social studies learning (Hamilton et al., 2021; Pattiasina & Sopacua, 2022; Yu et al., 2022).

Strong academic resilience and self-regulated learning are pivotal in optimizing the learning process, enabling students to achieve superior outcomes in social studies. When equipped with these skills, students absorb information more effectively and gain a deeper understanding of the social, cultural, and political issues pertinent to their studies (Greenberg et al., 2021). This enhanced comprehension allows them to critically analyze and contextualize this knowledge, effectively applying their learned skills and insights in real-world scenarios. As such, cultivating these attributes is crucial for students to navigate the complexities of today's global society with acumen and responsiveness (Öncü, 2024).

Consequently, social studies education must strategically focus on developing academic resilience and self-regulated learning. By doing so, educational programs can foster environments that encourage the acquisition of factual knowledge and the development of critical thinking and problem-solving skills. This approach will significantly improve student

learning outcomes in social studies, preparing them to be more engaged and informed citizens. Educational policymakers and curriculum developers should consider these factors in their instructional strategies and resource allocations to ensure that students are adequately prepared for the challenges of the contemporary world.

## Conclusion

The results of this study conclude that there are gaps and limitations from previous research regarding academic resilience and self-regulated learning which affect students' social studies learning outcomes. This study found that academic resilience and self-regulated learning can have a positive and significant effect on social studies learning outcomes. The results of this study provide an important contribution in complementing our understanding of the effect of academic resilience and self-regulated learning on students' social studies learning outcomes. Previous research has provided initial insight into this relationship, but this research fills in the gaps and limitations of previous research by consistently demonstrating that academic resilience and self-regulated learning play an important role in improving student social studies learning outcomes.

These findings underscore the substantial impact of academic resilience and self-regulated learning on social studies learning contexts. Students who are adept at overcoming academic challenges, managing stress, and maintaining focus on their studies generally achieve superior outcomes in social studies. Additionally, their ability to effectively organize and control their learning processes plays a crucial role in enhancing their understanding of and ability to apply social studies concepts. Although this study provides a more comprehensive understanding of these dynamics, it is important to acknowledge its limitations. The research may be constrained by its focus on a specific demographic or educational setting. Moreover, other variables, such as motivation, environmental support, and psychosocial factors, also play significant roles in influencing social studies learning outcomes.

Future research should expand upon these findings by exploring a broader range of educational environments and demographic groups to verify the generalizability of the results. It would also be beneficial to investigate the interplay of additional factors like emotional intelligence, family background, and peer influence on learning outcomes. Further studies could also explore intervention strategies that effectively integrate academic resilience and self-regulated learning into diverse learning contexts, thereby enhancing the efficacy of social studies education across various student populations.

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