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Influence of Self-Efficacy on Affective Learning Outcomes in Social Studies Education Toward Achieving Sustainable Development Goals (SDGs)

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ABSTRACT

This study aimed to investigate the influence of self-efficacy on affective learning outcomes in social studies education. The research employed a quantitative approach using a simple linear regression method with a sample of secondary school students. Data were collected through Likert-scale questionnaires validated for reliability and relevance. The findings revealed a significant positive relationship between self-efficacy and affective learning outcomes, especially in social behaviors such as honesty, responsibility, and cooperation. This relationship exists because self-efficacy supports students' confidence and motivation, which in turn strengthens their social engagement and empathy during learning. The study highlights the importance of developing students' internal psychological resources as part of educational efforts aligned with the Sustainable Development Goals, particularly those concerning quality education and social inclusion. The results suggest that enhancing self-efficacy can contribute to more holistic student development, integrating both academic success and character education for global citizenship.

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1. INTRODUCTION

Education is a conscious and deliberate effort to shape learning environments that allow students to actively develop their potential in spiritual, moral, intellectual, and social dimensions (Saadu, 2023). As emphasized in the Indonesian National Education System Law No. 20 of 2003, education must cultivate character, knowledge, and skills that enable individuals to contribute to society (Rozak *et al*., 2024; Susilowati *et al*., 2023; Fiandini *et al*., 2024; Ammatulloh *et al*., 2022; Riyanto *et al*., 2022; Fahrannisa *et al*., 2022; Nabil & Nugraha, 2024). Within this framework, social studies serves as a platform to instill foundational values and social awareness.

Affective learning outcomes (such as honesty, tolerance, responsibility, and cooperation) are central indicators of students' internalization of these values. One psychological construct that significantly influences the development of such outcomes is self-efficacy, which refers to an individual's belief in their ability to accomplish tasks and overcome challenges. Strengthening self-efficacy is thus not only essential for academic achievement but also aligns with the Sustainable Development Goals (SDGs), particularly SDG 4 on quality education and SDG 16 on promoting inclusive and peaceful societies. This research, therefore, seeks to explore how self-efficacy contributes to affective learning outcomes as reflected in students' social attitudes.

Previous studies have shown that students with higher self-efficacy tend to demonstrate better engagement and motivation in the learning process (Meral & Taş, 2017). Such students are more resilient in facing academic difficulties and are likely to display positive behaviors in classroom interactions. In contrast, students with low self-efficacy often lack motivation and struggle with social integration, which hampers both their cognitive and affective development. Learning outcomes are multidimensional, encompassing cognitive, psychomotor, and affective domains, with the affective domain closely linked to emotional responses, values, and attitudes that shape students' readiness to participate in social life (see https://bungonews.net/2021/07/11/tantangan-berat-mewujudkan-pendidikan-berkualitas-dan-sdgs-2030/) (Salwani & Cahyawulan, 2022). Empirical findings further suggest that affective engagement enhances cognitive learning by reinforcing emotional scaffolding and motivation (Alias *et al*., 2014). However, affective outcomes remain underexplored compared to cognitive ones, despite their vital role in shaping character and citizenship.

This study aims to examine the influence of students' self-efficacy on their affective learning outcomes in social studies, focusing on key social attitudes. Unlike previous studies that primarily emphasize cognitive performance, this research highlights how belief in one's abilities can translate into socially constructive behaviors and emotional competencies. The novelty of this study lies in its specific focus on the affective domain (particularly the manifestation of social attitudes) as an outcome of self-efficacy in the learning context. By linking psychological constructs to character education, this study contributes to a more holistic understanding of educational success and supports efforts to achieve the SDGs through value-based learning.

2. METHODS

This study employed a quantitative approach with a simple linear regression design to examine the influence of self-efficacy on affective learning outcomes in social studies. Detailed information regarding this method is explained elsewhere (Susilawati *et al*., 2025).

Simple linear regression is an analytical technique used to determine the effect of one independent variable on a dependent variable. In this research, the independent variable is self-efficacy (X), while the dependent variable is students' affective learning outcomes (Y).

The research population comprised all seventh-grade students (i.e., SMP Negeri 1 Bandung), totaling 309 individuals. Using the Isaac and Michael sampling table with a 5% margin of error, a sample of 167 students was selected through proportional random sampling. This sampling technique ensured that the sample proportionally represented the population, thereby enhancing the reliability of the findings.

The instrument used to collect data was a Likert-scale questionnaire, designed to measure both self-efficacy and affective learning outcomes. The Likert scale was chosen for its ability to assess respondents' attitudes and perceptions through a structured format. For the self-efficacy variable, the instrument was developed into three dimensions: level, which reflects the perceived difficulty of tasks; generality, which indicates the range of situations in which self-efficacy applies; and strength, which shows the intensity of belief in one's capability (Ridwan, 2020).

For the dependent variable, affective learning outcomes were measured based on the Indonesian 2013 Curriculum (KI-2), focusing on social attitudes such as honesty, discipline, responsibility, tolerance, cooperation, courtesy, and self-confidence. These indicators reflect the affective development expected from students in social studies education. The questionnaire items were validated through reliability and validity testing before data collection to ensure consistency and accuracy in measuring both constructs.

Data analysis involved the use of descriptive statistics to summarize student responses, followed by simple regression analysis to determine the extent to which self-efficacy predicts affective learning outcomes. The regression results served as the basis for hypothesis testing, supporting the investigation into whether students' internal beliefs significantly affect their social behavior in learning contexts. Detailed information on how to analyze using statistical analysis is reported elsewhere (Fiandini *et al*., 2024; Rahayu *et al*., 2024; Afifah *et al*., 2022).

3. RESULTS AND DISCUSSION

3.1. Descriptive Statistics

To begin the analysis, descriptive statistics were computed for both the independent variable (self-efficacy) and the dependent variable (affective learning outcomes). The results are shown in **Table 1**, which presents the number of observations (N), minimum and maximum values, means, and standard deviations.

Table 1. Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Self-Efficacy	167	71	118	93.02	9.672
Affective Learning Results	167	36	59	47.13	5.286
Valid N (listwise)	167				

The descriptive data reveal that the self-efficacy scores of the 167 student respondents ranged from a minimum of 71 to a maximum of 118, with a mean score of 93.02 and a standard deviation of 9.672. This suggests that the average level of self-efficacy among students lies within a moderately high range, indicating a general sense of confidence in their abilities. For effective learning outcomes, the minimum score was 36, while the maximum score was 59. The mean was calculated at 47.13 with a standard deviation of 5.286, suggesting that students' social attitudes were moderately developed. The spread of data also indicates that although some students performed exceptionally well or poorly in terms of affective learning, the majority fell within the mid-range.

Understanding these descriptive results provides foundational insight into how self-efficacy manifests within the learning context. Students with a solid level of self-efficacy are more likely to persevere through challenges and demonstrate behaviors aligned with desirable social values. These behaviors are crucial within the affective domain of education, particularly in subjects like social studies that emphasize civic responsibility and interpersonal skills (Alias *et al*., 2018).

To further elaborate on the distribution of self-efficacy, a frequency breakdown of the scores was constructed. **Table 2** shows the self-efficacy intervals and the number of students falling within each category. The highest concentration of respondents (55 students, or 32.9%) had self-efficacy scores within the 89-95 range. This interval dominated the distribution, suggesting that most students perceive themselves as moderately competent. Meanwhile, smaller groups of students were situated at the lower (71–76) and upper (114–119) extremes. These findings align with previous studies that suggest student populations are generally centered around a mean of perceived academic and social competence, with fewer outliers on either end (Meral & Taş, 2017).

Table 2. Frequency Distribution of Self-Efficacy Intervals.

Interval (Self-Efficacy)	Frequency	Percent	Valid Percent	Cumulative Percent
71–76	3	1.8%	1.8%	1.8%
77–82	21	12.6%	12.6%	14.4%
83–88	30	18.0%	18.0%	32.3%
89–95	55	32.9%	32.9%	65.3%
96–101	28	16.8%	16.8%	82.0%
102–107	14	8.4%	8.4%	90.4%
108–113	13	7.8%	7.8%	98.2%
114–119	3	1.8%	1.8%	100.0%
Total	**167**	**100.0%**	**100.0%**	

The overall tendency toward moderate self-efficacy is also reflected in the categorization of scores presented in **Table 3**. This classification divides self-efficacy into three levels (i.e., low, medium, and high) based on cut-off values derived from the data distribution. 117 students (71%) were categorized as having medium self-efficacy, while 26 students (15%) fell into the high category, and 24 students (14%) were categorized as having low self-efficacy. These results underscore that although a substantial number of students possess a healthy belief in their capabilities, a meaningful portion still experiences doubts about their effectiveness, which may negatively impact their academic behavior and social performance.

Table 3. Categorization of Self-Efficacy.

Category	Formula	Frequency	Percentage
High	X ≥ 103	26	15%
Medium	83 ≤ X < 103	117	71%
Low	X < 83	24	14%
Total		**167**	**100%**

The graphical representation of this distribution is shown in **Figure 1**, which presents the self-efficacy histogram. The histogram peaks around the middle categories, reinforcing the trend observed in the frequency and categorization tables. The curve demonstrates a normal-like distribution, slightly skewed toward higher values, indicating that while most students perceive themselves as moderately capable, there is a mild inclination toward higher self-efficacy among the population. This is consistent with previous studies that, while many students may show positive academic behaviors, issues such as self-doubt and poor classroom discipline still persist for some.

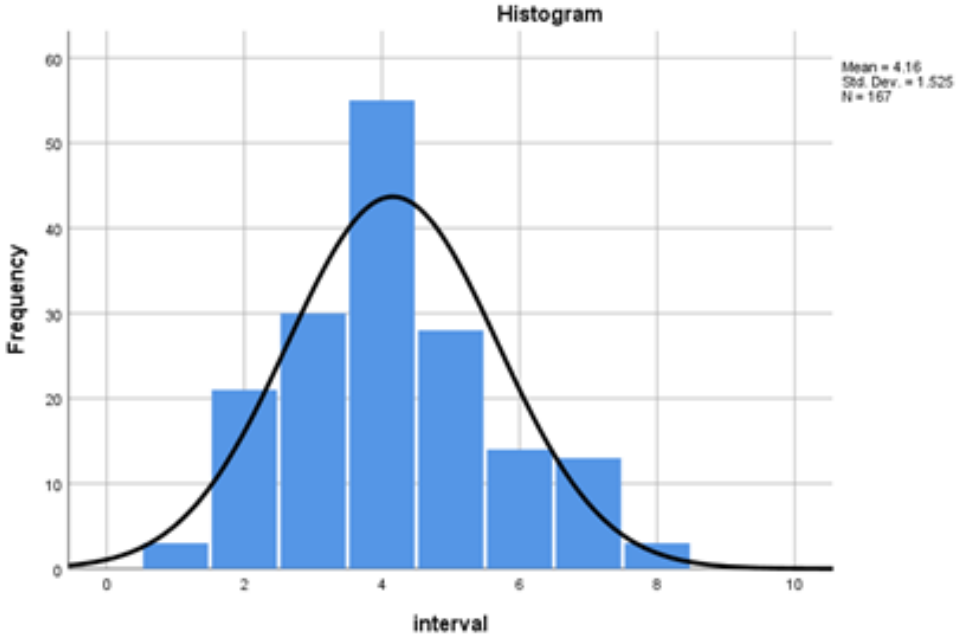

Figure 1. Self-efficacy histogram graph

From an educational standpoint, these findings highlight the importance of nurturing self-efficacy through both internal and external interventions. Internal factors such as psychological resilience and motivation must be supported by external factors, including teacher encouragement, peer relationships, and conducive learning environments (Sitinjak, 2019). Without such support systems, students with low self-efficacy may struggle to internalize key social values essential for holistic development.

3.2. Affective Learning Outcomes

To analyze the distribution of affective learning outcomes, the scores were similarly grouped into interval classes. **Table 4** displays the frequency distribution for these outcomes, showing that the majority of students achieved scores in the 42-44 and 45-47 intervals, with 39 and 34 students, respectively, falling within these categories. This distribution pattern implies that students generally exhibit a moderate level of affective development. Affective

learning outcomes are particularly important in subjects like social studies, where learning objectives go beyond cognitive acquisition to include emotional growth and behavioral disposition.

To provide a more nuanced understanding, the affective learning outcomes were also categorized into high, medium, and low levels, as shown in **Table 5**. According to Table 5, 64% of students were classified as having medium-level affective outcomes, while 19% achieved high levels and 17% were at the low end of the spectrum. These percentages reflect a generally balanced, though slightly skewed, pattern of affective development. Similar to the self-efficacy data, most students fall in the moderate category, indicating that while they possess an understanding of appropriate social behaviors, this has not yet translated into consistently high performance across all indicators.

Table 4. Interval Frequency Distribution of Affective Learning Results.

Interval (Affective Learning Outcome)	Frequency	Percent	Valid Percent	Cumulative Percent
36–38	5	3.0%	3.0%	3.0%
39–41	18	10.8%	10.8%	13.8%
42–44	39	23.4%	23.4%	37.1%
45–47	34	20.4%	20.4%	57.5%
48–50	28	16.8%	16.8%	74.3%
51–53	20	12.0%	12.0%	86.2%
54–56	13	7.8%	7.8%	94.0%
57–59	10	6.0%	6.0%	100.0%
Total	**167**	**100.0%**	**100.0%**	

Table 5. Categorization of Affective Learning Outcomes

Category	Formula	Frequency	Percentage
High	$X \geq 52$	32	19%
Medium	$37 \leq X < 52$	107	64%
Low	$X < 37$	28	17%
Total		167	100%

Figure 2 provides a visual representation of these outcomes through a histogram of affective learning scores. The histogram in Figure 2 exhibits a leftward skew, with a peak at the third-class interval, followed closely by the fourth. This pattern suggests that while a notable number of students perform well in social domains, a small but significant portion still struggles to meet expected standards. These outcomes can be tied to variations in individual motivation and emotional regulation, both of which are influenced by levels of self-efficacy (Alias *et al*., 2014; Calkins *et al*., 2021).

Collectively, the data presented so far illustrate that while students generally exhibit moderate self-efficacy and affective learning outcomes, there is ample room for improvement. The next section delves into regression and correlation analyses to explore the direct relationship between these two variables and the strength of their association.

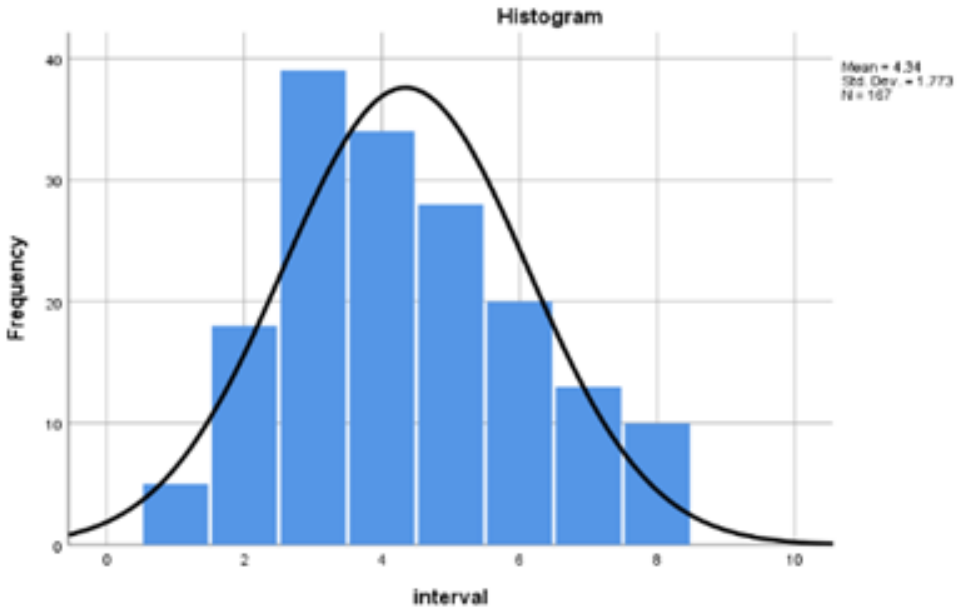

Figure 2. Histogram graph of affective learning outcomes.

3.3. Regression and Correlation Analysis

To examine the statistical influence of self-efficacy on affective learning outcomes, a regression analysis was conducted. As shown in **Table 6**, the regression coefficients help interpret the magnitude and direction of the relationship between the two variables. The unstandardized coefficient for the constant (α) is 4.792, indicating the predicted value of affective learning outcomes when self-efficacy is absent or held at zero. Meanwhile, the unstandardized coefficient (β) for the self-efficacy variable is 0.455 with a significance level of 0.000. This means that for each one-unit increase in self-efficacy, the affective learning outcome is expected to increase by 0.455 units. Since the p-value is below 0.05, the effect is statistically significant. The standardized beta coefficient of 0.833 also suggests a strong positive association between the variables, affirming that self-efficacy plays a vital role in shaping students' social behaviors and attitudes.

Table 6. Calculation of Y Regression on Affective Learning Outcome Variable X.

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	4.792	2.204	–	2.175	0.031
Self-Efficacy	0.455	0.024	0.833	19.317	0.000

Dependent Variable: Affective Learning Outcomes

The regression findings indicate that self-efficacy has a meaningful and measurable impact on the affective domain of learning, reinforcing that belief in one's capabilities influences goal-setting, emotional responses, and persistence in the face of challenges. Students with higher self-efficacy tend to show greater resilience and are more proactive in their learning, especially in social studies, where participation, empathy, and cooperation are central.

To validate the regression model, an ANOVA test was conducted to determine whether the model significantly predicts the dependent variable. The results are displayed in **Table 7**. The analysis of variance (ANOVA) shows an F-value of 373.154 with a significance level of 0.000. Since the p-value is less than 0.05, the regression model is statistically significant. This

confirms that the model, which includes self-efficacy as a predictor, effectively explains variations in affective learning outcomes. The significant F-value indicates that self-efficacy contributes meaningfully to the variance in students' affective development, especially in demonstrating social attitudes such as responsibility and cooperation.

Table 7. Regression equation test between self-efficacy and affective learning outcomes.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3216.736	1	3216.736	373.154	0.000
Residual	1422.365	165	8.620		
Total	4639.102	166			

Note: a. Dependent Variable: Affective Learning Outcomes; b. Predictor: (Constant), Self-Efficacy

Moreover, the strength and direction of the relationship between the variables were examined through Pearson's Product-Moment Correlation, presented in **Table 8**. **Table 8** reveals a Pearson correlation coefficient of 0.833 between self-efficacy and affective learning outcomes, with a significance level of 0.000. This strong positive correlation demonstrates that increases in self-efficacy are associated with improved affective learning outcomes. The coefficient exceeds the critical value (0.254), indicating that the relationship is not only statistically significant but also substantively meaningful. These results validate the theoretical framework of Social Cognitive Theory, emphasizing that students' internal beliefs substantially influence their emotional and behavioral engagement in learning (Meral & Taş, 2017; Alias *et al*., 2018).

Table 8. Correlation significance test.

	Self-Efficacy	Affective Learning Outcomes
Self-Efficacy	1	0.833** (0.000)
Affective Learning Outcomes	0.833** (0.000)	1

Note: N = 167; Correlation is significant at the 0.01 level (2-tailed)

The normality of the data distribution was also tested using the Kolmogorov-Smirnov test, with the results indicating a significance value of 0.200. As this value exceeds 0.05, it confirms that the data are normally distributed. This supports the appropriateness of using parametric tests such as regression and correlation analysis in this study.

Taken together, the regression and correlation analyses provide compelling empirical evidence that self-efficacy significantly influences students' affective learning outcomes. Students who believe in their capabilities are more likely to demonstrate emotional maturity, interpersonal respect, and pro-social behavior during the learning process. These traits are critical not only for academic success but also for fostering responsible citizenship and achieving the broader aims of education.

From a practical perspective, these findings highlight the importance of instructional strategies that cultivate students' self-belief and autonomy. Teachers should encourage student participation, provide positive reinforcement, and model social behaviors to strengthen students' self-efficacy. Such practices can help students internalize social values, improve classroom dynamics, and promote learning environments that align with SDG 4 and SDG 16.

Furthermore, the strong link between self-efficacy and affective learning supports the integration of psychological constructs into curriculum design. Educational policies should recognize that character formation is not a separate process from cognitive development but an interrelated aspect that must be nurtured throughout schooling. As students grow more confident in their academic and social abilities, their readiness to engage with societal issues, collaborate with peers, and uphold ethical standards will also increase.

This perspective aligns with the integrative approach to learning advocated by scholars (Appleton, 2008), who identified cognitive, behavioral, and affective engagement as interconnected dimensions of student success. In this study, affective engagement emerges as both a consequence and an indicator of strong self-efficacy, reinforcing the call for education that addresses the whole learner, not only intellect but also character and conscience.

3.4 Interpretation and Pedagogical Implications

The strong and statistically significant relationship between self-efficacy and affective learning outcomes found in this study affirms the theoretical and empirical foundation laid by previous research. Students with high self-efficacy tend to be more motivated, emotionally balanced, and socially engaged, leading to improved affective performance in the classroom. This is especially important in social studies education, where learning is not solely evaluated through cognitive tests, but also through the development of values, attitudes, and behaviors such as empathy, tolerance, discipline, and cooperation (Alias *et al*., 2018).

Self-efficacy is shaped by multiple factors: personal mastery experiences, vicarious experiences, verbal persuasion, and physiological states. Each of these sources contributes uniquely to a student's belief in their capability. For instance, when students successfully participate in classroom discussions or complete social projects, they accumulate mastery experiences, which reinforce their self-efficacy. Observing peers who behave respectfully or work collaboratively can also serve as a motivational mirror, encouraging students to model similar behaviors. Furthermore, teacher encouragement and a supportive environment function as verbal persuasion that solidifies self-belief (Dassa & Nichols, 2019; Calkins *et al*., 2021).

The findings of this study suggest that students who possess stronger self-efficacy are more likely to internalize the values emphasized in social studies. They are also better equipped to face social challenges, such as group conflicts, peer pressure, or ethical dilemmas, because their confidence enables them to respond thoughtfully rather than react impulsively. This emotional control is a hallmark of affective learning outcomes and illustrates how personal belief systems impact real-life behavior.

Another important implication of these results lies in the differentiation of internal and external influences on student learning. Internal factors such as motivation, self-concept, and psychological well-being work hand-in-hand with external factors such as teacher support, classroom climate, and peer interactions (Sitinjak, 2019). A student may possess the cognitive ability to understand social concepts but fail to express them appropriately without sufficient self-efficacy. Conversely, even students with average cognitive capacity can excel effectively when empowered with self-confidence and resilience.

In this study, it was observed that although most students displayed medium levels of self-efficacy and affective outcomes, a small yet significant proportion showed low performance in both domains. This finding calls for targeted interventions for students who may be at risk of disengagement or social withdrawal. Educators can implement strategies such as peer mentoring, value clarification sessions, and reflective exercises to help students recognize and

build upon their strengths. Additionally, continuous formative assessment that emphasizes not just what students know but how they behave and feel during learning can provide a more comprehensive picture of student development (Appleton, 2008).

The integration of affective education within the broader educational goals also aligns with the SDGs. Specifically, SDG 4 emphasizes inclusive and equitable quality education, while SDG 16 promotes peaceful and inclusive societies. Affective learning outcomes such as empathy, respect, and responsibility are essential building blocks for these global objectives. By reinforcing students' self-efficacy, schools can contribute not only to academic success but also to the cultivation of socially responsible individuals prepared to contribute meaningfully to society.

In practical terms, these findings underline the role of the teacher as a facilitator of both knowledge and character. Teachers must be equipped not only with content expertise but also with pedagogical and psychological skills to foster self-efficacy and social-emotional growth. This may involve integrating cooperative learning models, providing consistent positive feedback, and designing classroom activities that challenge students without overwhelming them. The classroom should become a space where students are encouraged to take risks, express themselves, and learn from both success and failure.

Moreover, school leadership should support teacher efforts through policies that value affective development. Curriculum design should intentionally include affective objectives, and assessment systems should recognize the importance of character and attitudes alongside academic performance. Without institutional backing, efforts to promote affective learning may remain fragmented and superficial.

The importance of self-efficacy in fostering educational equity cannot be overlooked. Students from disadvantaged backgrounds may face additional barriers to building confidence due to social stigma, limited parental support, or systemic inequalities. By placing emphasis on building self-efficacy, educators can help level the playing field, allowing all students to realize their potential regardless of background. In this way, self-efficacy becomes not only a psychological construct but also a tool for social justice.

The evidence provided in this study confirms that self-efficacy significantly influences affective learning outcomes in social studies education. It emphasizes the need for a holistic approach that integrates personal, social, and cognitive dimensions of learning. As educators, researchers, and policymakers strive to improve educational quality, they must recognize the centrality of self-belief in shaping student success, both within and beyond the classroom.

3.5 Final Synthesis and Global Perspective

The findings of this research contribute to a broader understanding of how psychological constructs like self-efficacy play a pivotal role in educational outcomes beyond academic achievement. In the global context of 21st-century education, there is a growing recognition that education must address not only the acquisition of knowledge but also the cultivation of values, attitudes, and behaviors that support sustainable and inclusive development. The results of this study affirm this perspective by demonstrating that students with higher levels of self-efficacy are more likely to exhibit socially desirable affective outcomes in the classroom, including empathy, cooperation, and responsibility.

This emphasis on character development is central to global educational frameworks such as the UNESCO Global Education 2030 Agenda, which calls for transformative education that empowers learners to assume active roles in building more just, peaceful, tolerant, and inclusive societies. The study's alignment with the SDGs, particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), highlights its relevance

beyond the Indonesian educational context. It provides evidence that improving students' confidence in their abilities can foster values aligned with global citizenship and social cohesion.

At the core of this synthesis is the understanding that self-efficacy is not an isolated trait but a dynamic construct shaped by the learning environment, instructional practices, and social interactions. In contexts where students are consistently exposed to constructive feedback, supportive relationships, and authentic opportunities to engage with real-world social issues, their belief in their ability to act effectively is strengthened. This self-belief then manifests in behaviors that reflect internalized social values, which are crucial for both academic and societal success.

One implication for educational systems worldwide is the need to rethink how learning success is defined and assessed. Traditional systems often prioritize cognitive and performance-based metrics while underemphasizing the affective and socio-emotional domains. However, as shown in this study, affective learning outcomes such as social awareness, cooperation, and integrity are just as critical in preparing students for the complexities of life and citizenship. These findings suggest that policy makers and curriculum developers should consider incorporating affective dimensions more explicitly into learning objectives and assessment practices.

Moreover, fostering self-efficacy and affective learning outcomes can have a ripple effect on other educational indicators. For instance, students with strong self-efficacy are more likely to engage actively in class, form positive peer relationships, and persist through academic challenges, all of which contribute to lower dropout rates and improved overall educational attainment (Alias *et al*., 2014; Appleton, 2008). In the long term, these outcomes translate into a more informed, empathetic, and socially responsible generation of citizens who are capable of contributing meaningfully to their communities and broader democratic institutions.

Another global implication is the potential for self-efficacy development to serve as a bridge between diverse cultural contexts. While expressions of self-efficacy and social behavior may vary across societies, the underlying principle that belief in one's abilities can enhance social outcomes remains consistent. This universality makes the construct a valuable lens for comparative education studies and international collaboration in education reform.

In multicultural and multilingual educational environments, fostering self-efficacy can also support inclusive education practices. Students from marginalized or minority groups may struggle with self-doubt or feel alienated in mainstream classrooms. By intentionally building their self-efficacy through culturally responsive teaching and inclusive pedagogy, educators can help these students develop a stronger sense of agency and belonging. This contributes to the realization of SDG 10 (Reduced Inequalities) by addressing educational disparities from within the classroom.

The findings of this research also offer a call to action for teacher education programs. Preservice and in-service teacher training should include modules on psychological principles like self-efficacy, affective learning strategies, and social-emotional learning. Teachers need tools not only to manage classroom behavior but to actively cultivate environments where students believe they can succeed and develop as whole individuals. Equipping teachers with this knowledge can empower them to serve as role models and facilitators of positive change in students' academic and social lives.

Finally, in light of global shifts toward digital and hybrid learning environments, it becomes even more critical to understand how constructs like self-efficacy interact with new modalities of instruction. Virtual classrooms may limit physical interaction but also open up

opportunities for differentiated support, self-paced learning, and reflective practices, all of which can nurture students' self-belief. Future research may extend this study by examining how digital pedagogies impact self-efficacy and affective learning, particularly in the context of post-pandemic education systems.

The present study offers not only empirical evidence but also theoretical and practical insights into the interconnectedness of psychological, affective, and educational dimensions. By centering self-efficacy as a driver of affective learning in social studies, the study reaffirms the transformative potential of education when it addresses the whole learner. As education systems continue to evolve in response to global challenges, fostering self-efficacy may well be one of the most impactful investments in building the resilient, empathetic, and socially conscious citizens that our world so urgently needs.

Finally, this study adds new information regarding SDGs, as reported elsewhere (**Table 9**).

Table 9. Previous studies on SDGs.

No	Title	Reference
1	Low-carbon food consumption for solving climate change mitigation: Literature review with bibliometric and simple calculation application for cultivating sustainability consciousness in facing sustainable development goals (SDGs)	Nurramadhani *et al*. (2024)
2	Towards sustainable wind energy: A systematic review of airfoil and blade technologies over the past 25 years for supporting sustainable development goals (SDGs)	Krishnan *et al*. (2024)
3	Assessment of student awareness and application of eco-friendly curriculum and technologies in Indonesian higher education for supporting sustainable development goals (SDGs): A case study on environmental challenges	Djirong *et al*. (2024)
4	A study on sustainable eggshell-derived hydroxyapatite/CMC membranes: Enhancing flexibility and thermal stability for sustainable development goals (SDGs)	Waardhani *et al*. (2025)
5	Integrating multi-stakeholder governance, engineering approaches, and bibliometric literature review insights for sustainable regional road maintenance: Contribution to sustainable development goals (SDGs) 9, 11, and 16	Yustiarini *et al*. (2025)
6	Computational engineering of malonate and tetrazole derivatives targeting SARS-CoV-2 main protease: Pharmacokinetics, docking, and molecular dynamics insights to support the sustainable development goals (SDGs), with a bibliometric analysis	Merzouki *et al*. (2025)
7	Innovative nanofluid encapsulation in solar stills: Boosting water yield and efficiency under extreme climate, supporting sustainable development goals (SDGs)	Namoussa *et al*. (2025)
8	Modernization of submersible pump designs for sustainable irrigation: A bibliometric and experimental contribution to sustainable development goals (SDGs)	Glovatskii *et al*. (2025)
9	Sustainable development goals (SDGs) in engineering education: Definitions, research trends, bibliometric insights, and strategic approaches	Ragadhita *et al*. (2026)
10	Sustainable packaging: Bioplastics as a low-carbon future step for the sustainable development goals (SDGs)	Basnur *et al*. (2024)
11	Production of wet organic waste ecoenzymes as an alternative solution for environmental conservation supporting sustainable development goals (SDGs): A techno-economic and bibliometric analysis.	Sesrita *et al*. (2025)
12	Hazard identification, risk assessment, and determining control (HIRADC) for workplace safety in the manufacturing industry: A risk-control framework complete with bibliometric literature review analysis to support sustainable development goals (SDGs)	Henny *et al*. (2025)

Table 9 (continue). Previous studies on SDGs.

No	Title	Reference
13	Techno-economic analysis of production ecobrick from plastic waste to support sustainable development goals (SDGs)	Syahrudin *et al*. (2026)
14	Techno-economic analysis of sawdust-based trash cans and their contribution to Indonesia's green tourism policy and the sustainable development goals (SDGs)	Apriliani *et al*. (2026)
15	The influence of environmentally friendly packaging on consumer interest in implementing zero waste in the food industry to meet sustainable development goals (SDGs) needs	Haq *et al*. (2024)
16	Effect of substrate and water on cultivation of Sumba seaworm (nyale) and experimental practicum design for improving critical and creative thinking skills of prospective science teacher in biology and supporting sustainable development goals (SDGs)	Kerans *et al*. (2024)
17	Characteristics of jengkol peel (Pithecellobium jiringa) biochar produced at various pyrolysis temperatures for enhanced agricultural waste management and supporting sustainable development goals (SDGs)	Rahmat *et al*. (2024)
18	Contributing factors to greenhouse gas emissions in agriculture for supporting sustainable development goals (SDGs): Insights from a systematic literature review completed by computational bibliometric analysis	Soegoto *et al*. (2025)
19	The relationship of vocational education skills in agribusiness processing agricultural products in achieving sustainable development goals (SDGs)	Gemil *et al*. (2024)
20	Sustainable development goals (SDGs) in science education: Definition, literature review, and bibliometric analysis	Maryanti *et al*. (2022)

4. CONCLUSION

This study concludes that self-efficacy significantly influences students' affective learning outcomes in social studies education. Students with higher self-efficacy tend to exhibit stronger social attitudes, including responsibility, empathy, and cooperation. These outcomes highlight the importance of nurturing students' internal belief systems to support their overall character development. The findings affirm that quality education must integrate cognitive and affective domains to achieve holistic learning, as emphasized in the SDGs. Strengthening self-efficacy through supportive environments and inclusive pedagogy is, therefore, essential in cultivating socially responsible learners prepared to contribute meaningfully to society.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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