
Cultural Heritage and Cognitive Growth: Unraveling the Link Between Self-Efficacy and Mathematical Reasoning

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ABSTRACT

The purpose of this study was to explain and show how self-efficacy relates to the mathematical reasoning ability of sixth-grade students at SD Islam Kamila Insan Cita. This study used a quantitative method with a correlational design. The study took place at SD Islam Kamila Insan Cita and involved all 19 sixth-grade students. Data were collected using questionnaires and tests. To analyze the data and test the research hypothesis, the Pearson product-moment correlation formula was applied. The findings revealed a relationship between self-efficacy and mathematical reasoning ability among sixth-grade students of SD Islam Kamila Insan Cita. This conclusion is supported by the detected significance value, which is below the predetermined significance limit ($0.001 < 0.05$), and the correlation coefficient of 0.688. The impact of variable X on variable Y is 47.33%, while the other 52.67% is influenced by various factors that are not examined.

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1. INTRODUCTION

Education is a purposeful, organized, and thoughtful process aimed at helping students grow in their abilities, skills, or potential, depending on the type and level of education they are pursuing (Beatres, 2023). Through education, people gain knowledge, learn important skills, improve their critical thinking and problem-solving abilities, and develop values that help them become helpful and active members of society (Kusumawati et al., 2023). Because of this, education is a good measure of how advanced and civilized a society is. The level of education in a country shows how much progress that nation has made (Sutianah, 2021).

The key to education is learning. Without learning, there is no education. Learning mathematics in elementary school is one of the main subjects. This is because many life challenges require careful, accurate answers that depend on mathematical reasoning. Therefore, understanding mathematical concepts must begin early (Rahayu, 2015). Learning mathematics can also help solve problems and share thoughts or ideas through signs, charts, visual representations, and other methods (Aprilia et al., 2023).

In learning mathematics, reasoning is an important part of it. As noted by the Ministry of National Education, "Mathematics and reasoning are closely related. We understand mathematics through reasoning, and we improve our reasoning skills by studying mathematics." This way of thinking needs to be fostered in students, such as making conclusions based on various facts or information they collect, both in situations related to mathematics and those not associated with mathematics (Burais et al., 2016). Therefore, for students to succeed in learning mathematics, they need to develop and excel at their mathematical reasoning skills.

Mathematical reasoning ability is one of the core cognitive skills in mathematics learning, which helps individuals understand information, analyze data adequacy, and solve problems using logical and systematic thought processes (Riyanto et al., 2024). Turmudin stated in 2008 that mathematical reasoning ability is like a habit of mind, like other habits that need to be cultivated regularly across various situations. Understanding reasoning and proof is an important part of mathematics. By using mathematical reasoning, students can propose ideas, collect evidence, work on mathematical challenges, and arrive at correct conclusions accurately (Sumartini, 2016). Meanwhile, Sriraman and others in 2011 described mathematical reasoning as a thought process used to generate ideas and arrive at conclusions when discussing issues intended to convince oneself and others of the accuracy of a claim. Mathematical reasoning means having the skills to identify problems, construct arguments, clarify answers, and convince oneself that the results are accurate (Riyanto et al., 2024).

Based on several explanations regarding the definition of mathematical reasoning ability according to experts, it can be concluded that mathematical reasoning ability is a systematic and logical thinking process that requires continuous practice and training. This reasoning ability enables a person to develop ideas, identify and solve problems, construct logical arguments, and draw accurate conclusions based on evidence. Furthermore, this ability also serves to convince oneself and others of the accuracy of a claim or solution in a mathematical context.

Ideally, a person should have mathematical reasoning skills, which various signs can identify. As stated by Romadhina, in line with the Technical Guidelines for the Regulation of the Director General of Elementary and Secondary Education Number 506/C/Kep/PP/204. The signs of mathematical reasoning skills described by Romadhina include: 1) Expressing mathematical

ideas verbally, through writing, or using visuals such as pictures and diagrams; 2) Proposing hypotheses; 3) Carrying out mathematical manipulations; 4) Collecting evidence and providing reasons to support the truth of the answer; 5) Summarizing from the statements given; 6) Verifying the validity of an argument; 7) Identifying tendencies or characteristics of mathematical situations to draw broader conclusions (Ariati & Juandi, 2022).

Steps to improve the way students learn mathematics involve using students' cultural backgrounds as a foundation for education. Education is closely related to cultural values. According to Article 1 of Law Number 20 of 2003, "National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, Indonesian national culture, and responsive to the demands of changing times". Education and culture are mutually integrated, and education evolves alongside cultural changes because it is a means of transmitting culture and representing cultural values. Education also develops, adapting to the needs of cultural growth (Normina, 2017).

Mathematics and culture are interrelated, as Naila's research findings show (Azizah, 2020). Mathematics has a significant impact on culture in many countries because its fundamental concepts help solve real-world problems (Putri et al., 2022). Mathematics teaching that combines culture is called ethnomathematics. Ethnomathematics is described as a mathematics learning technique that involves the activities or cultural elements of the local community, making it easier for individuals to understand it (Weniarni et al., 2022).

However, based on the results of observations on September 11, 2024, in class VI of SD Islam Kamila Insan Cita, many students had difficulty working on math problems. They could not provide reasons or explanations, put forward ideas, or draw conclusions from their answers. In addition, students still found it difficult to work on math problems, so they only looked at their classmates' answers without understanding the steps to solve them. When the teacher asked students to answer questions on the board, many of them hesitated to answer and were less confident in their own answers.

Various factors can affect students' mathematical reasoning abilities, including external and internal factors. External factors refer to influences from outside, while internal factors are factors that come from within the student. In addition to developing comprehensive mathematical reasoning abilities, it is important to focus on cognitive and emotional aspects. One of the key factors affecting students' reasoning abilities in mathematics is self-efficacy, which plays an important role in their learning success. Self-efficacy is closely related to a person's belief in their own abilities. Self-efficacy is a person's assessment of their ability to perform certain behaviors or achieve specific goals (Hadiat & Karyati, 2019).

According to Rozali (2015), self-efficacy is specific to the situation and conditions being faced. Furthermore, it is contextual, meaning it depends on the task and the context in which it is being worked on. Students with low self-efficacy will also have lower levels of mathematical reasoning abilities, and students with high self-efficacy tend to be more persistent and active and achieve more than students with low self-efficacy. Therefore, students with high self-efficacy tend to have high mathematical reasoning abilities as well (Umaroh et al., 2020).

Sawtelle (2012) defined self-efficacy as confidence in one's own abilities to perform a specific role or task (Syarifah et al., 2018). Meanwhile, Mukhid stated that self-efficacy is crucial because it is the primary factor dominating the implementation of learning methods and self-assessment. Furthermore, students believe they can improve their performance after being given

tasks and experiences that affect their lives. This belief will produce various effects through four major processes: cognitive, motivational, affective, and the action selection process. Action selection occurs after participation in the learning process (Suciati et al., 2022).

Another definition, according to Spears & Jordan (Prakoso), is self-efficacy as a person's belief that they can perform the behavior required for a task. Meanwhile, according to Baron and Byrne, self-efficacy is a person's belief in their ability to perform a given academic task and to identify their own level of ability (Fauziana, 2022). Based on the definitions explained by experts, self-efficacy can be concluded as a person's belief in their ability to carry out a specific task or role. This belief plays a crucial role in the learning process, determining a person's level of motivation, emotions, and choice of actions. Self-efficacy also influences how individuals face challenges, develop strategies, and perceive and evaluate their own abilities. In an educational context, self-efficacy encourages students to believe they can improve their performance and overcome difficulties, which, in turn, affects learning outcomes and attitudes toward the learning process.

Self-efficacy is recognized as a component of social cognitive theory developed by psychologist Albert Bandura. This idea relates to an individual's belief in their ability to complete a task assigned to them (Lianto, 2019). Furthermore, Bandura stated that this phrase also means "an individual's belief in their ability to plan and carry out the steps necessary to achieve a particular goal." Thus, self-efficacy refers to a person's perceived ability to complete a task or engage in an endeavor (Malureanu et al., 2021). According to Bandura, self-efficacy has three dimensions, namely: (Zagoto, 2019). (1) The level dimension refers to the level of difficulty of the task that an individual believes they will be able to overcome. If the tasks assigned to individuals are arranged according to their level of difficulty, then individual differences in self-efficacy may be limited to simple, medium, or high tasks. (2) The Generality dimension refers to the variety of situations in which judgments about self-efficacy can be applied. This dimension relates to the breadth of tasks or behaviors. Some experiences gradually lead to mastery of expectations in specific task or behavior areas, while other experiences generate beliefs that encompass a variety of tasks; (3) The Strength dimension, related to the strength of a person's self-efficacy when faced with task demands or a problem. A lower level of self-efficacy is easily shaken by experiences that undermine it. In contrast, someone with strong self-efficacy persists in increasing their efforts even when they encounter experiences that weaken it (Suciono, 2021).

Based on the information provided previously, we can conclude that self-efficacy and mathematical reasoning skills are very important and should be emphasized in mathematics learning. Thus, the purpose of this study is to explain and demonstrate the relationship between self-efficacy and mathematical reasoning skills among sixth-grade students at SD Islam Kamila Insan Cita.

2. METHODS

Research examining the relationship between self-efficacy and mathematical reasoning skills uses statistics to conclude a correlational research design. Research that relies on numbers consisting of numerical values, which are then processed with appropriate statistical methods. This approach is often used in research aimed at validating specific predictions. The results obtained from statistical analysis can indicate how important the relationship being studied is.

Therefore, the type of relationship found depends on the initial hypothesis and the results of the statistical analysis, not on scientific logic (Hardani et al., 2020). In addition, correlational research focuses on determining whether variables are related by examining the correlation coefficient (Komara et al., 2022).

This study aims to explain and demonstrate the relationship between self-efficacy, the independent variable (X), and mathematical reasoning ability, the dependent variable (Y). Therefore, this study examines the relationship between self-efficacy and the mathematical reasoning ability of sixth-grade students at Kamila Insan Cita Islamic Elementary School.

The sample of this study included all sixth-grade students of SD Islam Kamila Insan Cita in the 2024/2025 academic year, totaling 19 students. The selection of sample participants was carried out using Non Probability Sampling, namely the total sample technique. Non-probability sampling is a method in which not all group members have the same chance of being selected. Furthermore, total sampling is a technique that includes all members of the population as part of the sample (Sugiyono, 2019).

The data sources used in this study are primary data. Primary data refers to data obtained directly from primary sources at the research location or object (Bungin, 2009). For data collection, this study used a multiple-choice self-efficacy questionnaire designed using a Likert-type measurement scale with four options. The purpose of this was to prevent respondents or participants from remaining neutral, forcing them to take a stance on the social phenomena proposed or stated in the instrument, and to serve as a test of mathematical reasoning ability. The instrument served as a data collection tool in the study by assessing various aspects (Widoyoko, 2015). The mathematical reasoning assessment consists of 6 specific questions, while the self-efficacy questionnaire has 25 statements. The tools used in this study have been tested for validity, reliability, ability to distinguish differences, and level of difficulty.

In quantitative research, data analysis is the stage performed after data from all respondents or other data sources have been collected. This analysis involves calculations to answer the research question and test the proposed hypothesis. The type of hypothesis proposed will determine the statistical techniques used in the analysis (Riduwan, 2015). Data analysis in this study consists of descriptive and inferential analysis. Descriptive analysis involves reviewing the average, variation, maximum, and minimum values (Riskiah & Armiami, 2022). Information about each variable is then categorized using three groups: high, medium, and low, based on the criteria described in Table 1

Table 1. *Research Data Categorization*

Score Categorization	Data Categorization
Low	$X < M_i - 1SD_i$
Medium	$M_i - 1SD_i \leq X < M_i + 1SD_i$
High	$M_i + 1SD_i \leq X$

Meanwhile, inferential analysis is a type of statistics used to analyze sample data, the results of which are then used to draw conclusions or generalizations about the population (Firdausi, 2023). A statistical test is carried out to validate the research hypothesis. However, before testing the hypothesis, a prerequisite analysis is conducted. In this study, the prerequisite analyses include normality and linearity assessments. Hypothesis testing uses basic correlation analysis using the Pearson product-moment method. A significance level of 5% (0.05) is set as the standard for accepting or rejecting the hypothesis.

3. RESULTS AND DISCUSSION

The data obtained are described for each variable according to the established classification. Specifically, the results of the self-efficacy data analysis examined in this study consist of three-dimensional categories: the level dimension, the strength dimension, and the generality dimension. Self-efficacy score data obtained from a questionnaire completed by sixth-grade students at Kamila Insan Cita Islamic Elementary School can be found in the table below:

Table 2. *Description of Self-Efficacy Data*

Statistics	Statistical Value
N	19
Mean	65,74
Median	67
Mode	63
Standard Deviation	9,255
Minimum	46
Maximum	78

Based on Table 2, the average self-efficacy score of students is 65.74, with the highest score of 78 and the lowest of 46. In addition, the collected student self-efficacy data is compiled to determine the levels of self-efficacy across all students involved in the study. The composition of students' self-efficacy information is shown in the table below:

Table 3. *Distribution of Self-Efficacy Data*

Score Interval	Frequency	Relative Frequency (%)	Score Category
< 50	1	5,26%	Low
$50 \leq X < 75$	13	68,42%	Medium
$75 \leq$	5	26,32%	High
Total	19	100%	

Based on the data in Table 3 above, it shows that students' confidence in their abilities is in the moderate range. This is evident from the average value in the range of 50 to 75.

Specifically, the results of the data analysis of students' mathematical reasoning ability scores were obtained from a written test administered to sixth-grade students at Kamila Insan Cita Islamic Elementary School. The results of the mathematical reasoning ability can be seen from the scores of the mathematical reasoning ability test in the form of essays and story problems. Students' mathematical reasoning ability scores were calculated using a 100-point scale and can be found in the table below:

Table 4. *Description of Mathematical Reasoning Ability Data*

Statistics	Statistical Value
N	19
Mean	49,43
Median	50
Mode	37
Standar Deviation	15,364
Minimum	27
Maximum	87

According to Table 4, students have an average mathematical reasoning ability of 49.43, with a maximum score of 87 and a minimum score of 27. Furthermore, the data collected on students' mathematical reasoning abilities have been compiled to identify the levels of these

categories among all students in the study. Details of students' mathematical reasoning ability data are presented in the table below:

Table 5. *Distribution of Mathematical Reasoning Ability Data*

Score Interval	Frequency	Relative Frequency (%)	Score Category
< 33,3	3	15,79%	Low
33,3 ≤ X < 66,7	14	73,68%	Medium
66,7 ≤	2	10,53%	High
Total	19	100%	

Based on the data presented in Table 5 earlier, most students' mathematical reasoning skills are in the moderate range. This is evident from the average value, which falls within the range of 33.3 to 66.7.

The next step is to conduct an inferential analysis using a correlation test to conclude. However, before conducting a correlation test with the Pearson Product-Moment Correlation Test, two analytical tests need to be completed. The first prerequisite test is the normality test. This test was conducted to determine whether the self-efficacy and mathematical reasoning ability data in this study were normally distributed. Then, to decide whether or not normality can be seen from the Shapiro-Wilk significance value. The conclusion drawn is that if Sig > 0.05, then normal, but if the Sig < 0.05, then abnormal. The results of the normality test calculation on the self-efficacy and mathematical reasoning ability data with the help of SPSS 25 can be seen in the following table 6:

Table 6. *Results of Self-Efficacy and Mathematical Reasoning Ability Normality Tests*

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Self Efficacy	0,130	19	0,200	0,952	19	0,420
Mathematical Reasoning Ability	0,167	19	0,174	0,941	19	0,270

• This is a lower bound of the true significance
a. Lilliefors Significance Correction

By looking at the information from the SPSS results shown in Table 6 above, it can be seen that the level of significance for the self-efficacy data is 0.420, which exceeds 0.05. In addition, the level of significance for the mathematical reasoning ability data is 0.270, which also exceeds 0.05. Therefore, according to the criteria for concluding from the Shapiro-Wilk normality test, it can be determined that both sets of data in this study follow a normal distribution.

The next prerequisite test conducted was the linearity test. This test was conducted to determine whether the self-efficacy and mathematical reasoning ability data in this study were linear. Then, to decide whether or not linearity can be seen from the significance value of the deviation from linearity. The conclusion drawn is that if the Sig value > 0.05 is linear, but if the Sig value < 0.05 is not linear. The results of the linearity test calculation on the self-efficacy and mathematical reasoning ability data with the help of SPSS 25 can be seen in the following table:

Table 7. Linearity Test Results of Self-Efficacy and Mathematical Reasoning Ability

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig
Y	Between	(Combined)	3223,456	13	247,958	1,209	,448
*	Groups	Linearity	2010,734	1	2010,734	9,803	,026
X	Deviation	from	1212,722	12	101,060	,493	,854
		Linearity					
	Within Groups		1025,565	5	205,113		
	Total		4249,021	18			

Based on the results of the linearity test in SPSS 25, the significance value for the relationship between mathematical reasoning ability and self-efficacy is $0.854 > 0.05$. So it can be concluded that the relationship between self-efficacy and mathematical reasoning ability is linear.

Based on the results of the analysis prerequisite test, the normality and linearity tests were successful, allowing a Pearson Product-Moment correlation test to assess the relationship between students' mathematical reasoning skills and their self-efficacy. The results of the Pearson Product-Moment correlation test are shown in Table 8:

Table 8. Results of the Correlation Hypothesis Test: Correlations

Correlations		Self Efficacy	Mathematical Reasoning Ability
Self Efficacy	Pearson Correlation	1	0,688**
	Sig. (2-tailed)		0,001
	N	19	19
Mathematical Reasoning Ability	Pearson Correlation	0,688**	1
	Sig. (2-tailed)	0,001	
	N	19	19

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation test shown in Table 8 above, the Pearson correlation value is 0.688 with a significance value of 0.001. Based on these guidelines, if the p-value exceeds alpha (0.05), the null hypothesis (H0) is accepted. Conversely, if the significance value is less than alpha (0.05), then the null hypothesis is rejected. The results of the study show that 0.001 is indeed below 0.05.

Based on the research data, the null hypothesis is rejected, and the alternative hypothesis (Ha) is accepted. This shows that there is a relationship between self-efficacy and the mathematical reasoning ability of grade VI students of SD Islam Kamila Insan Cita. In addition, based on the coefficient of determination, self-efficacy accounts for 47.33% of students' mathematical reasoning ability, calculated as $KD = (0.688)^2 \times 100\% = 47.33\%$. Other factors influence the remaining 52.67%.

The relationship between self-efficacy and mathematical reasoning ability is relatively strong, as the correlation coefficient of 0.688 falls within the range of 0.60 to 0.79. Furthermore, the correlation coefficient shows a positive relationship between self-efficacy and mathematical reasoning skills. Therefore, it can be said that when students' self-efficacy increases, their mathematical reasoning ability also increases, and vice versa, which indicates a unidirectional relationship.

This concept relates to the idea of self-efficacy put forward by psychologist Albert Bandura. This theory explores an individual's belief in their ability to complete a given task. Higher levels of self-efficacy are associated with greater belief in one's ability to achieve desired outcomes (Lianto, 2019). Insights from this study emphasize mathematical reasoning skills. In addition, research by Aprisal and Sartika Arifin shows that as students' beliefs increase, their scores on tests of mathematical reasoning also increase. On the other hand, decreased self-confidence is associated with lower mathematical reasoning ability scores (Aprisal & Arifin, 2020).

CONCLUSION

This study shows that self-efficacy is related to the mathematical reasoning ability of grade VI students of SD Islam Kamila Insan Cita. This relationship is supported by the results of the hypothesis test, which shows a significance value of 0.001 or less than 0.05 and a correlation coefficient of 0.688. The impact of self-efficacy on mathematical reasoning ability is estimated at 47.33%, while the remaining 52.67% is attributed to factors not examined in this study.

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