



The Effect of Self-Concept and Family Environment on the Learning Outcomes of High School Students

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Abstract

This study was motivated by the phenomenon of low learning outcomes among students in Islamic Religious Education, which ideally should demonstrate higher achievement since it is closely related to religious values and attitudes. This condition prompted the researcher to examine the influence of self-concept and family environment on students' learning outcomes in Islamic Religious Education at the senior high school level. The study employed a quantitative approach with an associative method. The research population consisted of 497 students, from which 83 were selected as samples using a proportional stratified random sampling technique. Data were collected through questionnaires, and the analysis involved assumption testing and hypothesis testing using simple and multiple regression analyses. The results revealed that; i) self-concept had a positive and significant effect on students' learning outcomes, with a regression coefficient of 0.203 and a contribution of 17.2%; ii) the family environment had a positive and significant effect, with a regression coefficient of 0.094 and a contribution of 4.4%; and iii) self-concept and family environment jointly had a positive and significant effect, with a coefficient of determination of 17.3%. These findings indicate that the more positive the self-concept and the stronger the family support, the higher the students' learning outcomes in Islamic Religious Education. This study highlights the importance of synergy between internal psychological development and external family support in enhancing learning achievement and shaping students' religious character.

INTRODUCTION

Education is essentially a process of developing human resources aimed at nurturing the full potential of students, both physically and spiritually (Mata-McMahon et al., 2019; Megawati & Sulisworo, 2025; Sanjani, 2024). The success of a nation's development is largely determined by the quality of its human resources, making education a strategic instrument for creating intelligent, ethical, and competitive individuals. The objectives of national education, as stated in Law No. 20 of 2003 on the National Education System (Article 3), are to develop capabilities and shape the character and civilization of a dignified nation in order to educate its people (Aithal & Aithal, 2020; Baltodano, 2023; Putra, 2019). Education is expected to enable students to become individuals who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and responsible citizens who uphold democratic values (Rosmi, 2016).

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In this context, education focuses not only on the mastery of knowledge but also on the formation of a well-rounded personality. The success of the learning process is not solely determined by intellectual ability but is also influenced by various internal and external factors that interact with one another (Schunk & DiBenedetto, 2020; Usher & Schunk, 2017). One of the internal factors influencing learning outcomes is students' self-concept. A positive self-concept encourages students to have confidence in their abilities, the courage to face challenges, and the capacity to optimize their potential. Conversely, a negative self-concept can reduce motivation, self-confidence, and persistence in learning, leading to lower academic achievement (Brumariu et al., 2023; Deveci, 2018; González-Nuevo et al., 2023).

According to Carl Rogers' personality theory, self-concept describes an individual's perception of themselves, which is formed through experiences and social interactions (Crowter, 2022; Rowley & Lester, 2016; Woodward, 2020). Hurlock adds that self-concept represents a combination of physical, psychological, social, emotional, and achievement-related beliefs that influence a person's behavior in various situations (Epps, 1975; Rüschenpöhler & Markic, 2019). Pesu et al (2016); Sampthirao (2016); Rodriguez & Loos-Sant'Ana (2015) explains that self-concept encompasses perceptions, beliefs, and values related to one's self. Individuals with a positive self-concept tend to be optimistic, confident, and courageous in facing challenges, while those with a negative self-concept often feel inferior, easily give up, and avoid responsibility. In the educational context, a positive self-concept can foster intrinsic motivation, perseverance, and the ability to manage learning strategies effectively (Guay et al., 2019; Sunu & Baidoo-Anu, 2024; Zaben Khawwaf et al., 2024).

In addition to internal psychological factors, the family environment also has a significant influence on students' learning outcomes. The family is the first social environment that provides emotional, moral, and spiritual experiences for children (Abroto et al., 2022; Benitez-Lopez & Ramos-Loyo, 2022). Muhammad et al (2025) emphasizes that a family environment characterized by love, attention, and discipline helps children develop a positive attitude toward learning. Similarly, Andrabai (2019) explains that the family plays a crucial role in instilling moral and spiritual values that form the foundation of a child's personality and academic development. Family support through effective communication, motivation, and supervision of learning activities can create an emotionally stable atmosphere, enabling students to be more prepared to engage in learning at school. Conversely, an unsupportive family environment can hinder a child's potential and reduce learning achievement Muhammad et al (2025).

Learning outcomes are the main indicators of educational success, reflecting the extent to which students have mastered the expected knowledge, skills, and attitudes (Abdullah, 2025; Razaq & Umiarso, 2019). According to Subedi (2022), learning outcomes represent the abilities acquired by students after participating in learning activities, encompassing the cognitive, affective, and psychomotor domains. Bobbi DePorter, in *Quantum Teaching*, states that people learn more effectively when they are actively engaged in the learning process, as direct experiences through reading, listening, observing, and doing enhance knowledge retention (Cahyaningrum et al., 2019). Therefore, learning outcomes depend not only on intellectual ability but are also influenced by psychological and social factors, including self-concept and family environment.

Previous studies have shown that psychological factors such as self-concept and external factors such as the family environment influence students' learning

outcomes. However, research linking these two factors simultaneously within the context of Islamic Religious Education remains relatively limited. In fact, this subject emphasizes not only cognitive development but also character formation and religious values. The phenomenon of low learning outcomes among students in Islamic Religious Education suggests that the challenges are not purely academic but also psychological and social. Therefore, this study was conducted to analyze the influence of self-concept and family environment on students' learning outcomes in Islamic Religious Education at the senior high school level.

METHODS

This study employed a quantitative method with an associative approach. The quantitative method was applied because the collected data consisted of numerical values that could be statistically processed to determine the influence among the studied variables (Ahmad et al., 2019; Feng, 2024; Fisher et al., 2018; Le Pelley et al., 2016; Peroni et al., 2023). The associative approach was chosen to analyze the relationship between independent and dependent variables, namely self-concept and family environment, on students' learning outcomes. This research was categorized as an ex post facto study, as the researcher did not directly manipulate the variables but observed phenomena that had already occurred among the research subjects.

The study was conducted in a public high school in West Sumatra, with a population of 497 students. Given the large population size, a proportional stratified random sampling technique was used to select a representative sample from each grade level. Based on proportional calculations, a total of 83 students were selected to represent all grade levels, ensuring that each class group had an equal opportunity to represent the population as a whole.

Data were collected through a questionnaire that served as the primary research instrument. The questionnaire was developed based on indicators for each research variable, including self-concept, family environment, and learning outcomes. The self-concept variable was measured through three aspects self-knowledge, self-expectation, and self-assessment consisting of 40 statements with both positive and negative scales. The family environment variable included six aspects: parenting styles, relationships among family members, home atmosphere, family economic conditions, parental understanding, and family cultural background, comprising 35 statements in total. Meanwhile, students' learning outcomes were obtained from their final semester exam scores in Islamic Religious Education.

Prior to data collection, the research instruments were tested for validity and reliability to ensure measurement accuracy and consistency. The reliability test results indicated a high level of internal consistency, with Cronbach's Alpha values of 0.825 for the self-concept variable and 0.958 for the family environment variable. The collected data were analyzed using inferential statistical techniques to test the research hypotheses concerning the effect of each independent variable on students' learning outcomes, both individually and jointly.

RESULT AND DISCUSSION

This study aimed to analyze the influence of self-concept and family environment on students' learning outcomes in Islamic Religious Education at the senior high school level. Based on the results of the descriptive analysis of 83 respondents, it was found that all three variables were classified in the high category. The average score for learning outcomes was 83.00 with a standard deviation of 5.94. The mean score for self-concept was 112.94 with a standard deviation of 12.14, while

the family environment recorded an average of 111.10 with a standard deviation of 13.26.

Table 1. Description of Research Variables

Variable	Mean	SD	Category
Learning outcomes	83.00	5.94	High
Self-concept	112.94	12.14	High
Family environment	111.10	13.26	High

Based on these data, it was observed that students had a positive perception of themselves and came from family environments that supported the learning process. This condition provided a strong foundation for achieving good learning outcomes in Islamic Religious Education.

Before testing the hypotheses, the data were examined through several assumption tests, including normality, linearity, and multicollinearity tests. The results of the normality test indicated that the data were normally distributed ($p = 0.145 > 0.05$). The linearity test between self-concept and learning outcomes ($p = 0.361$) and between family environment and learning outcomes ($p = 0.698$) confirmed a significant linear relationship. The multicollinearity test produced a tolerance value of 0.793 (> 0.10) and a VIF of 1.261 (< 10), indicating that there was no multicollinearity between the independent variables.

The regression analysis results showed that self-concept and family environment had a positive and significant effect on students' learning outcomes, both individually and jointly. A summary of the regression analysis results is presented in Table 2.

Table 2. Regression Analysis Results

Relationship	Regression Equation	Sig.	R ²	Interpretation
$X_1 \rightarrow Y$ (self-concept on learning outcomes)	$Y = 60,088 + 0,203X_1$	0,00	0,172	Significantly influential
$X_2 \rightarrow Y$ (family environment on learning outcomes)	$Y = 72,513 + 0,094X_2$	0,05	0,044	Significantly influential
$X_1, X_2 \rightarrow Y$ (self-concept and family environment on learning outcomes)	$Y = 59,408 + 0,197X_1 + 0,012X_2$	0,001	0,173	Simultaneously significantly influential

Based on the analysis results, self-concept had a greater influence than the family environment, contributing 17.2% to learning outcomes. This suggested that the more positive the students' self-concept, the higher their learning outcomes. These findings indicated that internal factors played an important role in shaping readiness and motivation to learn. The results were consistent with Carl Rogers' theory, which emphasizes that a positive self-concept encourages individuals to actualize their potential optimally. Students with a healthy self-concept tend to have confidence in their abilities, are able to manage their learning strategies effectively, and show persistence in overcoming academic difficulties (Bucaille et al., 2022; Zuhri, 2017).

These findings also supported Hurlock's theory that self-concept is a combination of physical, psychological, social, and emotional beliefs that shape an individual's perception of self (Kanfer et al., 2017; Tatarinceva et al., 2018). Students with a positive self-concept usually display high motivation and strong self-

confidence in learning, whereas those with a negative self-concept tend to give up easily and show lower motivation to achieve optimal results (Kurniawan et al., 2025; Tyas et al., 2025). Therefore, improved learning outcomes can be achieved through the reinforcement of a positive self-concept that fosters self-confidence and responsibility for learning.

Meanwhile, the analysis of the family environment variable showed that external factors also played a significant role in students' learning outcomes. The R^2 value of 0.044 indicated that the family environment contributed 4.4% to learning outcomes. Supportive family involvement, warm communication, and parental attention to children's education positively influenced students' enthusiasm for learning and emotional stability. These findings were in line with the perspectives of Abu Ahmadi and Ibrahim Amini, who asserted that the family is the first social institution that shapes a child's character, discipline, and responsibility (Ganiyeva, 2022; Tyas et al., 2025). Families that provide attention and motivation help strengthen children's academic and spiritual achievement. In the context of Islamic Religious Education, the family serves as the first place for children to learn religious values; thus, a harmonious family environment contributes positively to the formation of religious behavior and Islamic Religious Education outcomes (Putra et al., 2022; Satrianis et al., 2021; Wijaya et al., 2024).

The multiple regression results also revealed that self-concept and family environment jointly had a significant effect on learning outcomes, with an F-value of 8.353 and a significance level of 0.001 (< 0.05). The coefficient of determination (R^2) value of 0.173 indicated that these two variables explained 17.3% of the variation in learning outcomes, while the remaining 82.7% was influenced by other factors beyond this study, such as learning strategies, intrinsic motivation, school environment, and teacher competence. Although this contribution was not large quantitatively, it remained academically relevant as it demonstrated the interaction between internal psychological factors and external support in influencing learning success.

These results were consistent with previous educational research emphasizing that learning success is determined not only by cognitive ability but also by a balance between psychological and social factors. Students with a positive self-concept, when supported by a good family environment, tend to be more emotionally stable and achievement-oriented. Conversely, students with low self-concept and inadequate family support often experience learning difficulties. Therefore, synergy among schools, families, and students is essential in fostering strong and sustainable learning motivation.

Overall, the results of this study highlighted that effective learning in Islamic Religious Education must consider both personal and social aspects of students. Teachers play a role not only as transmitters of knowledge but also as facilitators in developing a positive self-concept and reinforcing family-based values. Meanwhile, parents contribute by creating a home environment conducive to learning and instilling moral and religious values aligned with Islamic teachings. Through such synergy, the learning process becomes more meaningful and supports the achievement of optimal learning outcomes both academically and spiritually.

CONCLUSION

The results of the study indicated that students' self-concept had a positive and significant effect on learning outcomes in Islamic Religious Education. These

findings suggested that the better the students' self-concept, the higher their learning outcomes. Based on the analysis results, the contribution of self-concept to learning outcomes was in the moderate category, approximately 17.2%, while the remaining percentage was influenced by other factors beyond this study. This finding confirmed that self-concept played an important role in shaping students' motivation, self-confidence, and perseverance in learning.

In addition, the family environment also had a positive and significant effect on students' learning outcomes. This implied that strong family support through attention, communication, and a harmonious home atmosphere could enhance students' enthusiasm and readiness to engage in the learning process. The contribution of the family environment to learning outcomes was 4.4%, indicating that family factors still played an important role, although they were not dominant. A supportive family environment serves as an external factor that helps students achieve optimal learning outcomes. Simultaneously, self-concept and family environment had a positive and significant combined influence on students' learning outcomes in Islamic Religious Education, with a total contribution of 17.3%. These results indicated that both factors complemented each other in influencing academic achievement. Students with a positive self-concept and strong family support tended to demonstrate higher motivation and responsibility for learning.

These findings carry practical implications for improving student learning outcomes. First, teachers should foster and strengthen a positive self-concept through student-centered learning strategies, recognition of effort, and encouragement to realize individual potential. Second, schools and parents should collaborate to create a family environment that supports learning at home through supervision, open communication, and continuous motivation. Such efforts are expected to help students develop self-confidence and enthusiasm for learning, which in turn contribute positively to learning outcomes, particularly in Islamic Religious Education.

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Author Contribution

Aisy Alyna Binti Aspanizam: Writing-Preparation of original manuscript, Conceptualization, Visualization, **Ahmed Sagaff Ahmed:** Methodology, Improve Content, Data accuracy, Improve Language.

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The data and language usage in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

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