

## INFLUENCE OF SELF-EFFICACY, LEARNING INTEREST, AND FAMILY ENVIRONMENT ON SCIENCE LEARNING OUTCOMES

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### Abstract

This research aims to determine the influence of self-efficacy, learning interest, and family environment on learning outcomes. This research method is descriptive qualitative. The subjects were class X students. Data collection techniques used questionnaires and documentation. Data analysis techniques used are classical assumption testing, multiple regression analysis, and hypothesis testing. The research results show: 1) there is a significant influence between self-efficacy and learning outcomes, indicated by a coefficient value of 0.226, which means that every 0.226 increase in self-efficacy is accompanied by an increase in learning outcomes. 2) There is a significant influence between learning interest and learning outcomes, which indicated by a coefficient value of 0.221, means that every 0.221 increase in learning interest is accompanied by an increase in learning outcomes. 3) There is a significant influence between the family environment and learning outcomes, indicated by a coefficient value of 0.304, which means that every increase of 0.304 in the family environment is accompanied by an increase in learning outcomes. 4) Self-efficacy, learning interest, and the family environment simultaneously have a significant influence on the science learning outcomes. This shows that the higher the self-efficacy, interest in learning, and family environment, the higher the learning outcomes.

**Keywords:** Self-Efficacy, Interest to learn, Family environment, Learning outcomes

### INTRODUCTION

The rapid development of technology and information today has brought changes in various sectors, including the education sector. The sophistication of technology and information is starting to erode the foundations of life in a society where humans no longer have to carry out activities in certain places with limited space and time, but make it possible to carry out activities anywhere, anytime, and

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