

The Influence of Self Concept and Self Regulation on Student Learning Outcomes in the Tahfizh Al Qur'an Program at SMA-IT

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Abstract

In the learning process, students' self-concept and self-regulation will influence the quality of their learning and will determine what their learning outcomes will be like. These two components will apply in any field of study, including the field of tahfizh al-Qur'an. Therefore, this research aims to determine the influence of self-concept and self-regulation on learning outcomes in the tahfizh al-Qur'an program at SMA IT. The type of research used is multiple linear regression research with a quantitative approach. The population was 242 students and the sample was 23 students. Data collection techniques use questionnaires and documentation. The results of this research show that; Self-concept has a significant effect on student learning outcomes in the tahfizh al-Qur'an program, with a significance value of $0.029 < 0.05$. Self-regulation does not have a significant effect on student learning outcome variables, with a significance value of $0.836 > 0.05$. However, self-concept and self-regulation simultaneously appear to have a significant effect on student learning outcomes in the tahfizh al-Qur'an program. The significance value was found to be smaller than 0.05 and the contribution was 50.4%. Therefore, this research concludes that self-concept and self-regulation influence student learning outcomes in the Tahfizh Al-Qur'an program, contributing 50.4%.

Keywords:
Self Concept;
Self
Regulation;
Learning
Outcomes.

Abstrak

Dalam proses pembelajaran, konsep diri dan pengaturan diri siswa akan mempengaruhi kualitas belajarnya dan akan menentukan seperti apa hasil belajarnya. Kedua komponen ini akan berlaku dalam bidang studi apa pun, termasuk bidang tahfizh al-Qur'an. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengaruh konsep diri dan regulasi diri terhadap hasil belajar pada program tahfizh al-Qur'an di SMA IT. Jenis penelitian yang digunakan adalah penelitian regresi linier berganda dengan pendekatan kuantitatif. Populasi sebanyak 242 siswa dan sampel sebanyak 23 siswa. Teknik pengumpulan data menggunakan angket dan dokumentasi. Hasil penelitian ini menunjukkan bahwa;

Kata Kunci:
Konsep Diri;
Regulasi
Diri; Hasil
Belajar.

Konsep diri berpengaruh signifikan terhadap hasil belajar siswa pada program tahfizh al-Qur'an, dengan nilai signifikansi $0,029 < 0,05$. Regulasi diri tidak berpengaruh signifikan terhadap variabel hasil belajar siswa, dengan nilai signifikansi $0,836 > 0,05$. Namun konsep diri dan regulasi diri secara simultan ternyata berpengaruh signifikan terhadap hasil belajar peserta didik pada program tahfizh al-Qur'an. Nilai signifikansinya ditemukan lebih kecil dari 0,05 dan kontribusinya sebesar 50,4%. Oleh karena itu, penelitian ini menyimpulkan bahwa konsep diri dan regulasi diri berpengaruh terhadap hasil belajar siswa pada program Tahfizh Al-Qur'an dengan kontribusi sebesar 50,4%.

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1. Introduction

The Tahfizh al-Qur'an program is very popular with many groups of Muslims, from children to adults. This is all because of its many virtues, including those expressed in the following hadith:

إِنَّ لِلَّهِ أَهْلِينَ مِنَ النَّاسِ قَالُوا: يَا رَسُولَ اللَّهِ، مَنْ هُمْ؟ قَالَ: هُمْ أَهْلُ الْقُرْآنِ، أَهْلُ
اللَّهِ وَخَاصَّتُهُ

Meaning: "Indeed, Allah has many experts (family) from among humans." The friends asked; "O Messenger of Allah, who are they?" He said: "Experts of the Qur'an are experts of Allah and His special people." (HR. Ibnu Majah, no. 215)

Apart from that, there are many other forms of benefits from Tahfizh al-Qur'an which are mentioned by the ulama in their writings (Purnama, n.d.). Behind these many virtues there are great hopes that can be achieved by students who study tahfizh al-Qur'an. This great hope can be called learning outcomes, learning outcomes obtained from the process of memorizing the al-Qur'an.

The learning outcomes of the Tahfizh al-Qur'an program can be obtained from the objectives of studying the Al-Qur'an itself, including the aim of developing students' potential to become human beings who believe and are devoted to Allah Subhanahu Wa Ta'ala, intelligent, agile, good at reading and writing. Al-Qur'an has a noble character and understands and practices the contents of the Qur'an. Furthermore, the aim is to develop good character in students which is reflected in their behavior and thought patterns in everyday life (Zulfitria., 2018). This means that the learning outcomes of the tahfizh al-Quran program include changes in the students' cognitive, affective and psychomotor aspects.

Broadly speaking, there are two kinds of factors that can influence student learning outcomes, namely internal factors and external factors. All these factors form a student's self-concept, which in psychology is called self-concept. Therefore, researchers can emphasize that self-concept has a positive influence

on student learning outcomes, and the better the self-concept, the better the results.

This has been proven in many studies, including research from Shidik. The results of this research show that self-concept has a positive influence on learning outcomes. And simultaneously the motivation variable has an influence on learning outcomes of 84.4%. Meanwhile, the remaining 15.6% is influenced by other variables outside the variables he studied (Shidik, 2020).

An individual student can't achieve the lofty and noble goals expected from these learning outcomes if the implementation of their learning is not built on a positive self-concept. To achieve this big and noble goal, it is not possible to only rely on brain power and memory, but also requires mental or spiritual control to ensure consistency with the memorized verses.

Therefore, memorizers of the Qur'an must have a self-concept as a memorizer of the Qur'an. The self-concept of someone who always keeps the verses of the Qur'an in his memory. Then, to the best of his ability, he tries to incorporate the charitable values contained in the verses of the Qur'an into his daily life. So that this becomes part of him, he can memorize it and overcome all the obstacles he faces in maintaining this memorization. The self-concept here includes strong spiritual abilities and maximum self-confidence in carrying out the process of memorizing the Qur'an.

Apart from self-concept which can influence student learning outcomes, learning outcomes can also be influenced by self-regulation. This ability to self-regulate allows people to control themselves and monitor their thoughts, feelings, and decisions in everything they do, resulting in better learning outcomes..

Apart from self-concept which can influence student learning outcomes, learning outcomes can also be influenced by self-regulation. This ability to self-regulate allows people to control themselves and monitor their thoughts, feelings, and decisions in everything they do, resulting in better learning outcomes.

In an article, Rabella Tria Pardosi has conducted research with the results showing that there is a significant influence of self-concept on students' business economics learning achievement. Likewise for the self-regulation variable, the results also showed that there was a significant influence of self-regulation on students' business economics learning achievement. The correlation between self-concept and self-regulation simultaneously has a significant influence on students' business economics learning achievement (Pardosi, 2022).

This was also confirmed by research conducted by Mutia Farah, et al, where in their research Mutia Farah, et al studied the relationship between self-concept and self-regulation in learning. The results of the research show that the correlation between these two variables is quite correlated in learning, the two variables are positively correlated at 33.1%. This means that the more positive the student's self-concept, the higher the student's self-regulation in learning. Likewise, the more negative the student's self-concept, the lower the student's self-regulation in learning (Farah et al., 2019).

Then it can also be strengthened by research from Agus Poerwanto and Hetty Murdiyani, where in their research they also studied the relationship

between self-concept, self-regulation and the level of religiosity and students' adjustment. In the analysis, the results showed that there was a significant relationship between self-concept, self-regulation, level of religiosity and students' adjustment (Agus Poerwanto & Hetty Murdiyani, 2021).

Based on the description above, it can be seen that there is a positive relationship between self-concept and self-regulation that students have in learning. Besides that, these two elements significantly influence student learning outcomes. However, from the limited articles researchers have found, most of the analyses on the relationship and influence of self-concept and self-regulation on student learning outcomes were carried out in the general subject area. And to the knowledge of researchers, few still analyze the influence of self-concept and self-regulation on student learning outcomes in participating in the Al-Qur'an tahfizh program.

Researchers believe that student learning outcomes in the Tahfizh Al-Quran program can also be influenced by students' self-concept and self-regulation. The Tahfizh al-Qur'an program will require great effort and sacrifice. A student who has a positive self-concept will be motivated to do all forms of assignments in the Tahfizh al-Qur'an program well. So it will affect learning outcomes.

Likewise with self-regulation, students who have good self-regulation in implementing the Tahfizh al-Qur'an program that they participate in will be able to achieve good learning results. Because he was able to overcome all forms of obstacles and sacrifices in implementing the Tahfizh al-Qur'an program.

Among the great and great forms of sacrifice that must be carried out by a Muslim in memorizing the Qur'an, it can be seen from two sides: First, it can be seen from the perspective of the various types of tasks that must be carried out by memorizers of the Qur'an. These activities start from improving (tahsin) the way of reading the Qur'an so that the quality of the recitation is maintained, efforts in the process of memorizing it and then repeating the memorization which is called muraja'ah (Markhabi, 2024). Second, it can be seen from the efforts to maintain consistency among memorizers of the Qur'an, including efforts to maintain sincerity of intentions (Markhabi, 2024). Second, it can be seen from the efforts to maintain consistency among memorizers of the Qur'an, including efforts to maintain the sincerity of intentions (Fata, 2024), discipline and istiqamah in carrying out all memorization and muraja'ah activities in their daily lives (Markhabi, 2024). Apart from that, memorizers of the Qur'an must try to protect themselves from immoral and sinful acts, both when alone and in front of other people. All these activities are prerequisites for receiving the great benefits promised by Allah Subhanahu Wa Ta'ala and His Messenger Sallallahu Alaihi Wasallam (Fata, 2024).

Allah Ta'ala says:

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

Meaning: "And indeed, We have made the Qur'an easy for warning, so is there anyone who wants to take heed?" (QS. Al Qamar: 17) (Kementerian Agama RI, 2010)

In the verse above, the meaning is implied that in order for reading, memorizing and studying the Qur'an to bring good results and bring about change in oneself, one must try and devote all one's efforts to obtain the convenience of Allah Ta'ala. These are the challenges that must be faced and overcome by memorizers of the Qur'an, including students who are students of the Qur'an who are still children and teenagers. This is due to the many games and entertainment that might tempt them to abandon memorizing the Qur'an and murajah. In addition, according to psychologists, adolescence is a time when attitudes develop, depending on the direction parents, teachers and the environment want their self-image to take (Lita p, 2020).

Therefore, it is understandable if a teenager during his development period has not been able to recognize his true identity, and has not been able to recognize his positive potential, in fact, he always views himself negatively and this is compounded by his low ability to interact with other people. So it was realized in him that he would not be able to succeed in what he was doing. However, on the other hand, if a teenager is able to know his true identity, know the potential for excellence that exists in him and have a positive family and friendship environment, then he will have the concept that he is capable of achieving what he wants to achieve.

In the context of the Al-Quran tahfizh program, teenagers' positive self-concept can play an important role in giving teenagers the ability to self-regulate. This also includes the ability to control oneself and emotions during the process of memorizing the Qur'an. Having a positive self-concept will motivate him to keep trying, overcome obstacles, and remain consistent in carrying out the tahfizh program. With a positive self-concept, teenagers will be more confident in memorizing the Qur'an, overcoming difficulties, and remaining focused on their goals. They also tend to have better resilience in facing challenges that may arise during the process of learning to memorize the Qur'an as described above.

On the other hand, if a teenager's negative self-concept influences his efforts in the Al-Quran Tahfizh program, then he will not be able to discipline himself in memorizing the Al-Quran. A negative self-concept reduces motivation to try hard in studying, gets tired quickly in the face of all obstacles, easily gives up and despairs, and does not consistently follow the Tahfizh program. Therefore, the author believes that self-concept and self-regulation play an important role in determining the final results of someone who follows the learning process of memorizing the Qur'an.

One of the schools that has a superior school program in the field of Tahfizh and Al-Qur'an memorization is SMP IT and SMA IT Ma'had Al Utsaimin Islam in "Ridan Permai Village, Jalan Tuanku Tambusai, Bangkinang City, Kampar, Riau Province."

There are two forms of tahfizh al-Qur'an programs here, namely first, Tahfizh al-Qur'an with the target of memorizing 10 juz until graduating from IT

High School. Second, the Baitul Qur'an is intended for selected students, with a target of memorizing 30 Juz until they graduate from IT High School.

However, according to the data obtained, only a small number of students carry out the Al-Qur'an recitation program with focus, discipline and seriousness. In fact, if you look at the school environment, the facilities and number of teachers available are sufficient for students to learn the Qur'an well.

Based on the description above, the author feels that it is important and interesting to carry out research to dig up deeper information about the dominant factors causing students to be less serious, disciplined, and serious in carrying out the Al-Qur'an Tahfizh program at school. In this case, the author can formulate the problem that will be studied and researched in this research, namely as follows:

Is there an influence of self-concept and self-regulation in students partially or simultaneously (simultaneously) on the learning outcomes of the tahfizh al-Qur'an program at SMA IT Ma'had Al-Utsaimin Islamic Boarding School Bangkinang. With the aim of the research to be able to analyze the influence of self-concept and self-regulation on students partially or simultaneously (simultaneously) on the learning outcomes of the Tahfizh al-Qur'an program at SMA IT Ma'had Al-Utsaimin Islamic Boarding School Bangkinang.

2. Methods

This research intends to examine the influence of students' self-concept and self-regulation on learning outcomes from the tahfizh al-Qur'an program at SMA-IT Ma'had Al-Utsaimin Islamic Boarding School, Bangkinang City. This research uses a quantitative approach. This means that, as is the case with the definition of quantitative methods, the findings are neutral and objective and are not influenced by the values presented by researchers or respondents (Sugiyono, 2022).

The type of research that researchers will use is quantitative correlational research. So in this research the author tries to find evidence of concrete data regarding whether or not there is a significant influence between students' self concept and self regulation on their learning outcomes in the tahfizh al-Qur'an program at Ma'had Al-Utsaimin SMA IT Islamic Bangkinang Boarding School.

The subjects of this research were SMA IT Ma'had Al Utsaimin Bangkinang students. The subject of this research is students' self-concept and self-regulation when implementing the Al-Qur'an Tahfizh program. Meanwhile, the research population was 242 IT high school students with a sample size of 23 students, after searching using the Slovin formula. As a sampling technique, the author uses a simple random sampling technique, which is a type of probability sampling.

The data collection technique used was a questionnaire and documentation in the form of report cards for the Tahfizh al-Qur'an program for odd and even semesters of class 11 from all respondents. Then the instrument used is a checklist or questionnaire which is prepared based on a Likert scale. All statements in the research instrument have been tested for validity and rehabilitation with valid and reliable results for all statements.

The data analysis technique uses all quantitative data analysis steps. (1) Analytical assumption test, including normality test, linearity assumption test, and multicollinearity assumption test. (2) Data analysis using a simple multiple regression equation. In doing this, the author used the SPSS 27 for Windows application.

3. Result and Discussion

a. The Influence of Self Concept in Students on Learning Outcomes of the Tahfizh Al-Qur'an Program at SMA IT Ma'had Al-Utsaimin Islamic Boarding School Bangkinang.

The results of the research show that self-concept has a significant influence on the learning outcomes of the Al-Qur'an Tahfizh program at SMA IT Mahad Al-Utsaimin Bangkinang. This shows that the significance value of the self-concept variable is 0.029, smaller than 0.5. The results can be seen in Figure 1 below:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2544.940	816.073		3.119	.005
	Self Concept	-22.190	9.503	-.530	-2.335	.029
	Self Regulation	1.634	7.808	.047	.209	.836

a. Dependent Variable: Hasil Belajar

Figure 1. Image of T Test and Variable Coefficients

Based on Figure 1 above, it can be concluded that self-concept significantly affects student learning outcome variables in the tahfizh al-Qur'an program at SMA IT Ma'had Al Utsaimin Islamic Boarding Schools Bangkinang. This is understandable because the self-concept contained in a student can describe whether he will be able to carry out all his learning activities, including activities related to tahfizh al-Qur'an. As in the view of Calhoun and Acocella in Hartati, self-concept has three dimensions: knowledge of oneself, hopes to be achieved, and self-assessment (Hartanti, 2018). So in general there are two types of self-concept, namely positive self-concept and negative self-concept..

First; the Knowledge dimension, describes how much the student knows about himself. So with his introduction to himself, his self-concept was built. In carrying out the Al-Qur'an tahfizh program, for example, students have confidence that they can carry out well all the stages in memorizing the Al-Qur'an and those related to the Al-Qur'an tahfizh program. For this reason, students motivate themselves to be enthusiastic in carrying out these activities. Apart from that, there is also the student's ability to recognize his shortcomings so that he will try to find solutions to his shortcomings. So that his shortcomings do not become an obstacle for him to achieve success in carrying out the tahfizh al-Qur'an activities.

To grow adolescent students' self-confidence in their ability to carry out all activities in the Al-Qur'an tahfizh program requires hard work and serious attention from the teacher. Because in general, teenagers are not yet able to recognize the superior potential that exists within them (Hartanti, 2018). Therefore, the characteristics of the development of adolescents' self-concept must be a matter of concern for schools, including in the implementation of the Al-Qur'an tahfizh program. Because the tahfizh al-Qur'an program is a learning program whose dominant success is based on the independence of the students themselves. Meanwhile, the tahfizh method and regulations are only a complement to the program.

Second; The dimension of hope, students who have a positive self-concept will be able to raise bright and intelligent hopes for themselves, both for success, piety, and happiness in life in the future. So that students can motivate themselves to carry out all stages in memorizing the Al-Qur'an and everything related to the Al-Qur'an tahfizh program well and with discipline. Students who have a positive self-concept will always try to match their identity to the meaning implied in the verses they read and memorize. These students will always be motivated to become pious individuals, and special figures and always want to be close to Allah Subhanahu wa Ta'ala through the Qur'an.

However, if students have a negative self-concept from the dimension of hope then they will be weak in various things, including in participating in the tahfizh Al-Qur'an program. This is proven in the answers of some respondents to research statements about self-concept. Among them was the statement: "I complained when Ustaz gave a lot of corrections because there would be a lot of correction work later." It turns out that many of the students or respondents answered: "agree". In the Al-Qur'an tahfizh program, there are stages that students must go through and various kinds of tasks that they must carry out with a strong and tough mentality, seriousness and high discipline. This large amount of assignments will feel very heavy if offered to students who have a negative self-concept.

Therefore, teachers and parents must instill a positive self-concept in children, especially teenagers. In implementing the Al-Qur'an tahfizh program, attention must be paid to the memorization target and the number of assignments, then its alignment with the student's psychological development. So that as the Al-Qur'an tahfizh program progresses, a positive self-concept is also embedded in the student's personality.

Third; Students who have a positive self-concept will be able to realize themselves and set positive goals for themselves. So that students can take advantage of all available opportunities to improve their quality, including carrying out activities in the Al-Qur'an tahfizh program.

Success in carrying out the task of memorizing the Qur'an was used as encouragement to achieve maximum success in subsequent tasks. Likewise, failure will be considered as a challenge in carrying out the task and used as a moment to evaluate the implementation of the tasks that have been carried out, so that it does not happen again in the future. In contrast to students who have a

negative self-concept, they are not smart or they always evaluate themselves negatively. So it will affect learning outcomes.

This is because if students have a positive self-concept, then students will be able to: (a) Grow confidence and self-confidence in their ability to do well at all stages of memorizing the Qur'an. (b) Motivate himself to be enthusiastic in carrying out all stages of memorizing the Qur'an. (c) Recognizing his strengths and weaknesses gives birth to various ideas for responding to them. (d) Evaluate everything that has been carried out, etc., from what the researcher has explained before.

b. The Influence of Self-Regulation in Students on Learning Outcomes of the Tahfizh Al-Qur'an Program at SMA-IT Islamic Boarding Schools Ma'had Al-Utsaimin Bangkinang

Based on the results of simple linear regression analysis using SPSS 27, the significance value of the self-regulation variable was 0.836, smaller than 0.05. Therefore, it can be concluded that the self-regulation variable does not have a significant influence on the learning outcome variable. The results can also be seen in Figure 1 above.

Based on Figure 1 above, it can be concluded that the self-regulation variable does not have a significant effect on student learning outcome variables in the Tahfizh al-Qur'an program at SMA IT Islamic Boarding Schools Ma'had Al Utsaimin Bangkinang. This could be because in the implementation of the Tahfizh al-Qur'an program at SMA IT Islamic Boarding Schools Ma'had Al Utsaimin, Bangkinang City, student learning outcomes were only focused on measuring the achievement of the target number of memorizations. It does not pay special attention to training students' self-regulation skills, and this applies at all levels, including the SMA-IT level. So changes in self-regulation abilities do not affect the learning outcomes of the Tahfizh al-Qur'an program.

As evidence is the information that the researcher obtained from the results of the interview with Ustaz D when asked the question: "What is the form of supervision system for each student regarding carrying out rote tasks independently, such as memorizing new pages and memorizing old ones?". Ustaz D answered: "This is given to the students the freedom to carry it out.

Then the success of students in participating in the tahfizh program is only measured by the results of students' memorization exams which are carried out at each mid-semester or end of semester. If the student completes the memorization target, then successfully answers all the questions during the rote exam at the end of each semester and the exam is followed in an orderly manner then the student will be given a high score, with a maximum score of 100.

Based on the information above, it can be seen that in the implementation of the Al-Qur'an tahfizh program at Ma'had Al-Utsaimin Islamic Boarding School, Bangkinang City, there is little attention to students' interests, except for a few, namely when starting school to determine what tahfizh program the students will be placed in. A system like this applies to both levels, both SMP IT and SMA IT levels. So the results of learning tahfizh al-Qur'an obtained by students are purely taken from the cognitive aspect, not based on the student's interests.

c. The influence of Self-Concept and Self-Regulation Simultaneously on Students on the Learning Outcomes of the Tahfizh al-Qur'an Program at SMA-IT Islamic Boarding Schools Ma'had Al-Utsaimin Bangkinang

Still based on the information in Figure 1 above, the findings in this research show that self-concept and self-regulation in students simultaneously (simultaneously) have a significant influence on the learning outcomes of the tahfizh al-Qur'an program at SMA-IT Islamic Ma'had Al-Utsaimin Boarding School, Bangkinang city. By applying the multiple linear regression equation, researchers can provide the following analysis:

The constant value obtained is 2544,940, which means that if the self-concept and self-regulation variables have a constant value assumed to be 0 then the learning outcome value is 2544,940. Then look at the regression coefficient value for the self-concept variable which is negative at -22,190, which means that if there is a 1% increase in the self-concept variable it will cause a decrease in the learning outcomes value of -22,190. Then in Figure 1 above, it can be seen that the regression coefficient value of the self-regulation variable has a positive value of 1.634, which means that if there is a 1% increase in the self-regulation variable

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	990179.537	2	495089.768	3.736	.040 ^b
	Residual	2915453.903	22	132520.632		
	Total	3905633.440	24			

a. Dependent Variable: Hasil Belajar
b. Predictors: (Constant), Self Regulation, Self Concept

it will cause an increase in the learning outcomes value of 1.634.

Then, to find out whether the self-concept and self-regulation variables simultaneously influence the student learning outcome variables from the tahfizh al-Qur'an program at SMA IT Ma'had Al-Utsaimin Islamic Boarding School, Bangkinang City, it can be seen in Figure 2 below:

Based on the information in Figure 2 above, a significance value of 0.040 < 0.05 is obtained, so it can be concluded that the self-concept and self-regulation variables have a simultaneous effect on the student learning outcome variables from the tahfizh al-Qur'an program at SMA IT Ma'had Al-Utsaimin Islamic Boarding School, Bangkinang City.

To see the magnitude of the influence of the self-concept and self-

Gambar 2. Gambar Uji Simultan

regulation variables on the learning outcomes of students in the tahfizh al-Qur'an program, this can be done by looking at the magnitude of the R square (r²) number and then calculating the coefficient of determination also with the help of SPSS 27 for windows. This information can be seen in Figure 3 below:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.504 ^a	.254	.186	364.034

a. Predictors: (Constant), Self Regulation, Self Concept

Figure 3. Simultaneous Test Image

Based on the information in Figure 3 above, the results show that the coefficient of determination (Rsquare or Rsquared) or symbolized by "R2" is 0.504, which means that the self-concept and self-regulation variables contribute to an influence simultaneously of 50.4. % of the learning outcome variable and the remaining 49.6% is influenced by other variables outside this research. So it is concluded that the independent variables used, namely self-concept and self-regulation, have a simultaneous effect on the dependent variable (learning outcomes).

The self-concept according to Calhoun and Acocella in Hartati has three dimensions, namely knowledge of oneself, hopes to be achieved, and self-assessment (Hartanti, 2018). So it can be understood that self-concept is the core of a person's personality which plays a role in determining personality development and behavior. A positive self-concept can support students' confidence in their abilities in learning so that they are motivated to achieve all targets in learning.

Meanwhile, self-regulation is a proactive process where individuals consistently regulate and manage their thoughts, emotions, behavior, and environment to achieve learning goals or targets (Kristanto, 2022). It can be analogized that the self-concept is a mental computer that influences a student's thinking abilities, including interest and motivation. This then impacts a person's ability to self-regulate, which includes the ability to monitor and generate thoughts, feelings, and behavior to achieve their learning goals.

4. Conclusion

Based on previous research findings, it is known that self-concept and self-regulation influence student learning outcomes, especially simultaneously. Self-concept and self-regulation are positively correlated with student learning. This research also proves that. Self-concept and self-regulation influence student learning outcomes in the Al-Qur'an Tahfizh program.

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