


# From Home to Self: Investigating the Correlation Between Family Harmony and Self-Acceptance

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<p><b>Submitted:</b> 2025-03-14</p> <p><b>Published:</b> 2025-05-05</p> <p><b>Keywords:</b> Family Harmony, Self-Acceptance, Family Cohesion, Home</p> <p><b>Copyright holder:</b> © Author/s (2025)</p> <p><b>This article is under:</b></p>  <p><b>How to cite:</b> Istiana, I. (2025). From Home to Self: Investigating the Correlation Between Family Harmony and Self-Acceptance. <i>Bulletin of Counseling and Psychotherapy</i>, 7(1). <a href="https://doi.org/10.51214/002025071340000">https://doi.org/10.51214/002025071340000</a></p> <p><b>Published by:</b> Kuras Institute</p> <p><b>E-ISSN:</b> 2656-1050</p>	<p><b>ABSTRACT:</b> A harmonious family dynamic provides students with the support and stability needed to develop a positive self-concept, which is crucial for their personal and academic growth. This research aims to provide an overview and determine the relationship between family harmony and self-acceptance of students at Universitas Medan Area. The research was carried out using a quantitative method with a correlational design, which aims to identify the relationship between two or more variables without manipulating them. The data for this study were obtained from students enrolled at several universities across North Sumatera, specifically Universitas Medan Area (UMA) with 252 participants, Universitas Muhammadiyah Sumatera Utara (UMSU) with 140 participants, and Universitas Pembangunan Panca Budi (UNPAB) with 78 participants, resulting in a total sample of 470 students. The sampling technique employed in this research was purposive sampling. The data analysis technique uses Pearson Product Moment Correlation. The results indicate a strong or significant influence between Family Harmony on Students' Self-Acceptance in Universitas Medan Area. This is known through analysis and processing of questionnaire data which results in a correlation coefficient of 0.497, this means that there is a positive relationship between self-acceptance and family harmony.</p>
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## INTRODUCTION

The demanding and competitive educational environment can lead to high levels of stress, potentially disrupting students' psychological well-being and academic performance (Ifdil, Lela, et al., 2022; Kamria & Anwar, 2023; Magfiroh et al., 2024). The stress experienced by students can negatively impact various aspects of their lives, including mental health, social relationships, and academic abilities (Ifdil, Syahputra, et al., 2022; Syahputra et al., 2024). University students undergo a critical transition period marked by academic challenges, social adjustments, and personal identity formation (Dewi & Herdiyanto, 2018; Ramadani et al., 2024). During this phase, family support becomes a crucial factor in shaping their self-acceptance. Research has shown that individuals from harmonious family backgrounds tend to have higher self-esteem and emotional resilience, enabling them to cope with stress more effectively. On the other hand, students from families with high levels of conflict may struggle with self-acceptance, leading to emotional distress and reduced academic motivation (Andani, 2020; Dewi & Herdiyanto, 2018). This highlights the need to explore how family dynamics contribute to students' self-acceptance.

The concept of self-acceptance is accepting yourself as you are, having a positive attitude towards yourself, not being burdened by anxiety or shame, and being willing to accept one's

strengths and weaknesses (Ashear, 2015). Self-acceptance does not imply that the individual has a perfect image of himself but that the individual can do something well about himself. According to (Branden, 1988) states individuals who can truly accept themselves will prevent individuals from feeling inferior and losing self-confidence. Adolescents who are raised in intact families with a positive and supportive atmosphere are more likely to navigate future challenges with resilience and stability. As they transition into adulthood and take on parental roles, they are also more likely to establish strong marital relationships and lead fulfilling family lives. (Papalia et al., 2009).

In reality, not all parents are able to provide the love, attention, warmth, and sense of unity that are essential for healthy child development. Various issues may arise within the family, including a lack of harmonious relationships between father and mother, which can negatively impact the overall family dynamic. A lack of harmony within the family can lead to serious consequences, such as divorce, separation between spouses, or ongoing conflict and tension in the household. (Papalia et al., 2009). Disharmonious family relationships can significantly affect a child's development, particularly during early adolescence, and may consequently influence their self-acceptance. This is supported by research conducted by Maria (2007) which shows that there is a role of perceptions of family harmony in the tendency for juvenile delinquency. Other related research is research by Alfiah & Purnamasari (2004) which shows that there is a very significant negative relationship between family harmony and attitudes towards premarital sex in adolescent. Thus, it can be said that the disharmonious relationship between father and mother can influence adolescents' self-acceptance, which in turn influences the behavior that adolescents exhibit. Family harmony and self-acceptance are two significant factors that can play a vital role in reducing stress and enhancing psychological well-being. Family harmony, which includes emotional support, good communication, and a stable family environment, can provide a sense of security and comfort for students. This can help them better cope with the pressures of the academic environment. Self-acceptance, the ability of individuals to accept and appreciate themselves with all their strengths and weaknesses, is also essential. Good self-acceptance can increase mental resilience and help students manage stress more effectively.

According to Yusuf (2012), a harmonious family is characterised by the following qualities: calmness, tranquilly, affection, the continuity of generations, compassion, sacrifice, mutual complementarity, and perfection, as well as the ability to assist and collaborate. These are all characteristics that define a harmonious family. If the happiness of one member of the family is connected to the happiness of other members of the family, then only in this way can a harmonious family life be realized. There are two possible interpretations of this term from a psychological standpoint: first, the formation of aspirations, ambitions, and desires for every member of the family. A second point to consider is that there is as little conflict as possible both inside each individual and between other individuals. It has been demonstrated via research carried out by Khairiyah (2019) that there is a beneficial connection between the harmony of the family and the self-acceptance of the student. When there is greater harmony within the family, the child's level of self-acceptance is higher; conversely, when there is less harmony within the family, the child's level of self-acceptance is lower. A notion of positive self-acceptance may be created in individuals via the presence of harmonious family settings. This is due to the fact that individuals receive love, attention, support, and warmth from their families. To put it another way, the environment of the family is a place where the personalities of its members are formed, and as a result, the characteristic of the family environment has the potential to have an effect on the development of self-acceptance.

## **Family Harmony**

The definition of family harmony, as stated by Yusuf (2012), is when all members of the family feel happy, which is characterised by reduced tension, disappointment, and satisfaction with all of their circumstances and existence (existence and self-actualization), which includes physical, mental, emotional, and social aspects. Specifically, according to (Shochib, 2007), a family is said to be "whole" if in addition to being complete in its members, it is also felt to be complete by its members, particularly their children." It is necessary to strike a balance between the quality and intensity of the relationship in order to ensure that the absence of the father or mother at home is still sensed and experienced psychologically. If there is a gap in relationships within the family, it is recommended that this gap be balanced. It is essential that this be done in order to ensure that the influence, direction, guidance, and value system that is realised by parents is constantly respected, hence colouring the attitudes and behaviour patterns of their children. Family characterised by harmonious relationships between father and mother, father and child, and mother and child (Andriyani, 2020; Sari et al., 2024). Within the context of the family, parents are expected to be responsible and trustworthy; they must respect one another and contribute to one another without being asked for anything in return. In the event that a child makes a mistake, it is imperative that parents promptly put things back in order. This is due to the fact that there are norms and expectations within the family that must be followed by all members of the family (Fitri & Erwinda, 2024; Ulfah, 2024). As a result of the opinions presented above, it is possible to draw the conclusion that family harmony is a condition that exists within the family in which a robust religious life is established, a warm atmosphere is created, mutual respect, mutual understanding, openness to each other, caring for each other, and affection and mutual trust are cultivated in order to provide children with the opportunity to grow and develop in harmony and balance.

## **Self-Acceptance**

Self-acceptance refers to the capacity of an individual to acknowledge and embrace their own existence. Positive attitudes, acknowledgement or admiration of individual values, and recognition of their behaviour are all characteristics that define acceptance. Acceptance also includes acknowledgement of their behaviour. When it comes to self-acceptance, it is possible to be realistic, but it is also possible to be unrealistic. The capacity to see one's own faults and talents in an objective manner is a defining characteristic of a realistic attitude of acceptance among individuals. On the other side, an unrealistic attitude of acceptance is characterised by an attempt to exaggerate oneself, an attempt to reject one's own inadequacies, and an attempt to ignore or avoid negative elements that are present within oneself, such as prior traumatic events. In Möbius et al. (2022) argues that individuals who can truly accept themselves will prevent individuals from feeling inferior and losing self-confidence. This statement is cited in the article. Accepting oneself in its current state, having a good attitude towards oneself, not being plagued by fear or shame, and being prepared to accept one's strengths and shortcomings are all components of self-acceptance. The concept of self-acceptance does not mean that an individual possesses a faultless view of themselves; rather, it suggests that the individual is capable of doing something positive towards themselves.

## **Study Aim and Hypothesis**

By understanding the connection between family harmony and self-acceptance, this study highlights the importance of strengthening family relationships to support students' emotional and psychological development. The purpose of this study is to analyse the correlation between family harmony toward students' self-acceptance. The findings may serve as a foundation for implementing counseling strategies that involve family engagement in fostering self-acceptance.

## METHODS

### Design

The research was carried out using a quantitative method with a correlational design, which aims to identify the relationship between two or more variables without manipulating them. Correlational research is used to determine the degree and direction of association between variables, helping to understand patterns and potential predictive relationships. A research approach that answers research problems requires careful measurement of the variables of the object under study to produce conclusions that can be generalized regardless of the context of time, place and situation. Quantitative research methods can be defined as "Research methods based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, quantitative or statistical data analysis with the aim of testing the hypothesis has been determined (Creswell, 2014). This study was conducted as a cross-university survey involving multiple universities in Kota Medan.

### Participants

The sampling technique used in this study was accidental sampling, which is a non-probability sampling technique. This method allows researchers to select online respondents based on opportunity (Vehovar et al., 2016). In the other words, individuals met by researchers through online advertisements, emails, blogs, social media, and online groups of Psychology Lecturers were selected to distribute the Family Harmony and Self-Acceptance Questionnaire to students spread across several universities in North Sumatera, namely: UMA = 252, UMSU = 140, and UNPAB = 78. Written consent was obtained electronically before data was collected from respondents. The sample in this study was 470 students ( $M = 46.97$ ;  $SD = 25.45$ ) consisting of 35.9% male and 64.1% female.

### Instruments

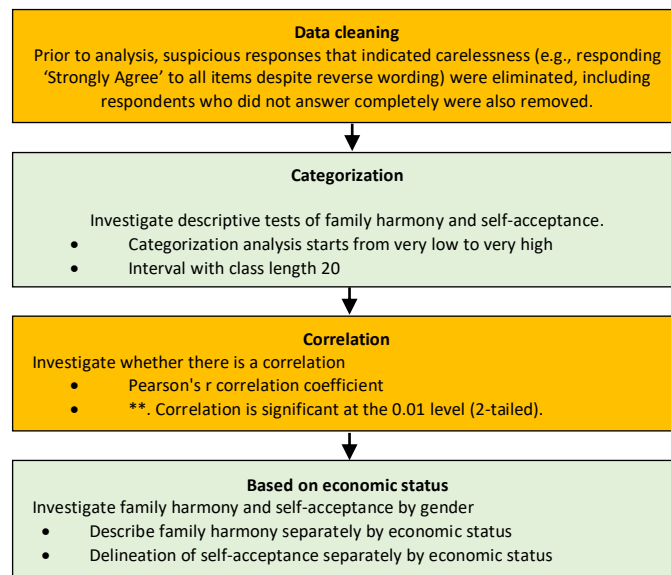
Data collection involved the use of two questionnaires. The first questionnaire, which is derived from family harmony developed from the theory of Kavikondala et al. (2016), there are five aspects of family harmony including: communication, conflict resolution, patience, identity, and quality time. The family harmony scale consists of 34 items. The second questionnaire, self-acceptance scale developed from the theory (Shepard, 1979), this scale measures eight indicators, namely: 1) accepting shortcomings, 2) recognizing strengths, 3) loving the life you have, 4) not comparing yourself with others, 5) doing something useful for others, 6) being optimistic, 7) being able to overcome problems due to their treatment, and 8) not blaming others. The self-acceptance scale consists of 38 items.

The survey method involves distributing written questions to the research subjects. Each variable within the study is associated with a varying number of questions. The research instruments, in the form of Likert scales, are utilized. These Likert scales consist of four response options: "Strongly Agree (SA)," "Agree (A)," "Disagree (D)," and "Strongly Disagree (SD)." The analysis of the family harmony instruments an item reliability of 0.85, indicating that the instrument is of high quality for measuring family harmony, and the items effectively capture the construct. Similarly, the analysis of the self-acceptance instrument resulted in an item reliability of 0.82, signifying good quality of items for measuring self-acceptance.

### Data Analysis

The collected data underwent comprehensive analysis utilizing the Statistical Package for the Social Sciences (SPSS) software version 20.0. The analytical approach employed the Pearson product-moment correlation technique, a robust statistical method designed to explore and quantify the relationships between different variables. This method allows for a nuanced

examination of the interconnections and associations within the dataset, providing a rigorous foundation for understanding the dynamics between family harmony and self-acceptance.



**Figure 1. Data analyses flow**

## RESULTS AND DISCUSSION

### Results

This study is correlational research that aims to examine the relationship between family harmony and self-acceptance among university students in North Sumatra. Both variables were measured using self-report questionnaires distributed online. The following table provides a detailed description of the demographic characteristics of the sample.

**Table 1. The demographic characteristics of the sample**

Category	Frequency (n)	Percentage (%)
<b>Gender</b>		
Male	169	35.9%
Female	301	64.1%
<b>Universities</b>		
UMA	252	53.6%
UMSU	140	29.8%
UNPAB	78	16.6%
<b>Age</b>		
18-20 years old	180	38.3%
21-23 years old	210	44.7%
> 24 years old	80	17.0%
<b>Socioeconomic Status</b>		
Low (< Rp. 3.000.000)	150	31.9%
Moderate (Rp. 3.000.000 - Rp. 7.000.000)	220	46.8%
High (> Rp. 7.000.000)	100	21.3%

The demographic characteristics of the study sample are presented in the table. Most participants were female (64.1%), while male participants accounted for 35.9%. In terms of age

distribution, most respondents were between 21-23 years old (44.7%), followed by those aged 18-20 years (38.3%), and a smaller proportion above 24 years old (17.0%). The analysis of the relationship between family harmony and self-acceptance will be rigorously examined using the Product Moment Correlation Test. This statistical method will allow for the measurement of the strength and direction of the linear association between these two variables. By applying the Product Moment Correlation Test, it will be possible to determine whether there is a significant correlation between the degree of harmony within a family environment and the level of self-acceptance experienced by individuals. Table 1 presents a concise overview of the degrees of family harmony among students at Universitas Medan Area. According to the research, 12.1% of kids have a very high level of family harmony, while 36.4% have high levels. This suggests that a considerable number of students have a pleasant home environment.

Table 1. Description of Family Harmony (n = 470)

Intervals	Categories	Frequency	%
> 115	Very High	57	12.1
95-114	High	171	36.4
75-94	Moderate	186	39.6
55-74	Low	56	11.9
< 54	Very Low	0	0

The majority, accounting for 39.6%, belongs to the moderate category, indicating that although family harmony exists, it may not be consistently robust for these youngsters. In contrast, a notable 11.9% of students indicate experiencing poor levels of family harmony, a circumstance that has the potential to impact their psychological well-being and academic success. It is worth mentioning that none of the students reported experiencing very low levels of family harmony, suggesting that instances of severe family discord are uncommon in this group. In general, most students encounter moderate to high levels of family harmony, which is generally advantageous for their well-being.

Table 2. Description of Self-acceptance (n = 470)

Intervals	Categories	Frequency	%
> 132	Very High	22	4.7
109-131	High	70	14.9
86-108	Moderate	289	61.5
62-85	Low	89	18.9
< 61	Very Low	0	0

The distribution of self-acceptance levels among students at Universitas Medan Area is depicted in Table 2. The data indicates that 4.7% of pupils have very high self-acceptance, while 14.9% report high self-acceptance. A general but not exceptional level of self-acceptance is indicated by the majority, 61.5%, who fell into the moderate category. Furthermore, 18.9% of students report experiencing low self-acceptance, which may have an impact on their academic performance and overall well-being. It is important to note that no students reported having extremely low self-acceptance, which implies that extreme self-acceptance issues are uncommon in this sample. In general, most students demonstrate moderate to high levels of self-acceptance; however, a significant number of them could benefit from additional support to enhance their self-acceptance.

Table 3. Pearson Product Moment Correlation Test Results

		Family Harmony	Self-acceptance
Family Harmony	Pearson Correlation	1	0.497**
	Sig. (2-tailed)		0.00
	N	470	470
Self-acceptance	Pearson Correlation	0.497**	1
	Sig. (2-tailed)	0.00	
	N	470	470

The data presented in Table 3 suggests a substantial correlation between self-acceptance and family harmony. The correlation is statistically significant, as evidenced by the significance value of .000, which is less than the standard threshold of 0.05. A moderate positive relationship between self-acceptance and family harmony is indicated by the Pearson Correlation coefficient of 0.497. This coefficient value, which falls within the range of 0.40 to 0.599, indicates that self-acceptance tends to improve in proportion to the increase in family harmony. In other words, pupils who experience higher levels of family harmony are more likely to have greater self-acceptance. This moderate correlation emphasises the significance of a supportive family environment in the development of positive self-esteem in students.

## Discussion

A fundamental concern regarding the extent to which education influences happiness or life satisfaction is raised when examining the relationship between education level and happiness in Indonesia. Nevertheless, the 2021 Happiness Level Measurement Survey, which was administered by the Central Statistics Agency, assesses life satisfaction as only one of three dimensions (Haryati, 2023). The central statistics agency investigates the meaning of life (eudaimonia) and familial harmony as the other two dimensions. These two dimensions are intriguing to investigate through quantitative methods that involve a substantial number of observations, as they are typically examined from a psychological perspective (Deci & Ryan, 2008; Szentagotai & David, 2013). According to (Ryff, 1989), self-acceptance is the primary factor that encapsulates an individual's interpretation of the purpose of existence, out of the six dimensions of eudaimonia. Furthermore, family harmony is one of the components of subjective well-being that is designed to achieve a subjective level of pleasure that is contingent upon family satisfaction (BPS, 2022). Based on the data from the research conducted at Universitas Medan Area with 470 respondents. This study aims to determine the relationship between family harmony and self-acceptance in students of Universitas Medan Area. Family harmony is a condition in which all family members feel happy, this can be marked by satisfaction with the situation and closeness in the family, reduced tension, and disappointment.

Figure 1 provides a detailed view of how family harmony and self-acceptance relate to students' economic status at Universitas Medan Area. The significant positive correlation depicted in the figure suggests that improvements in family harmony led to enhanced self-acceptance among students. This relationship is further amplified by economic status: higher family economic status not only boosts family harmony but also contributes to greater self-acceptance. In the context of Universitas Medan Area, where students face a rigorous and demanding educational environment, family support becomes crucial for their psychological well-being. The findings imply that students from higher economic backgrounds may benefit from more stable and supportive family environments, which in turn positively impacts their self-acceptance. Having a higher income would result in greater subjective well-being or contentment, as education is inextricably linked to determining personal income. Education may not only modify economic indicators but also increase life satisfaction (Cuñado & de Gracia, 2012; Powdthavee et al., 2015). Education has a more

profound impact on contentment by influencing a variety of life domains. For instance, numerous prior studies have categorised certain factors that influence happiness into various life domains, including income, health, children, marital status, leisure time, and neighbourhood (Kristoffersen, 2018; Nikolaev, 2018).

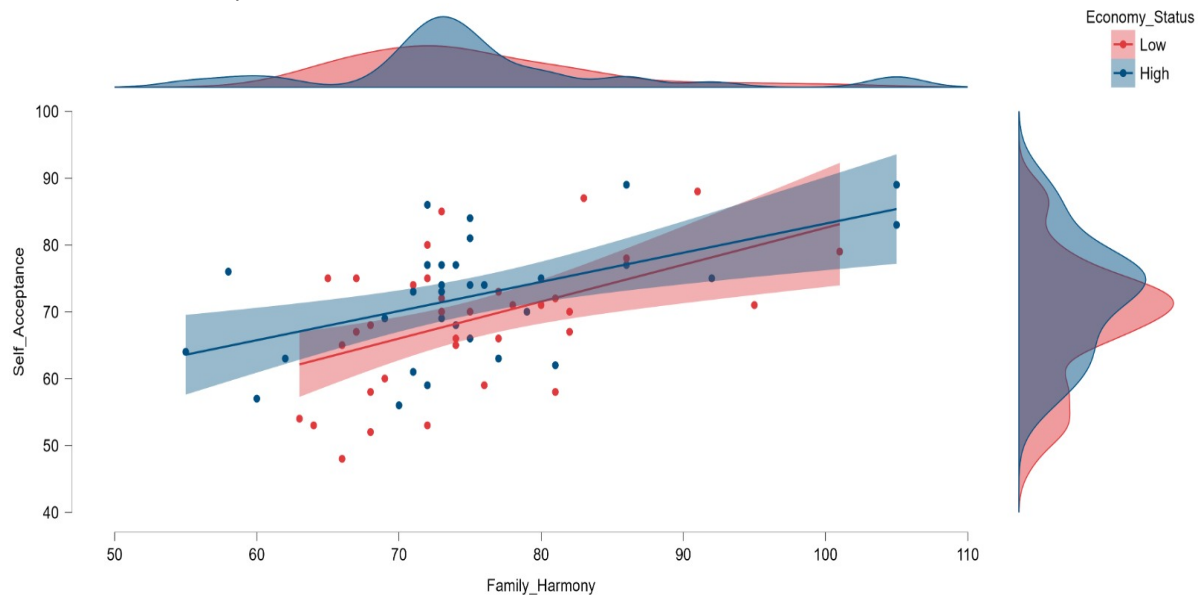


Figure 1. Relational Family Harmony and Self-Acceptance Viewed from Economic Status

Students from higher economic backgrounds likely experience fewer financial stressors, which can facilitate a more harmonious family life and greater emotional stability. This stability can help them develop stronger self-acceptance, which is essential for managing the stress and demands of their academic and professional pursuits. Conversely, students from lower economic backgrounds might face additional stressors that can affect both family harmony and their self-acceptance. For Universitas Medan Area, this analysis highlights the importance of addressing economic disparities and their impact on family dynamics and student well-being. Implementing support programs that consider these factors, such as counseling services or financial assistance (Syahputra, 2024), could help enhance family harmony and self-acceptance, ultimately contributing to better academic and personal outcomes for all students.

Based on the results of the research that has been conducted on the relationship between family harmony and self-acceptance, it shows that the relationship between family harmony and self-acceptance obtained a value of  $r_{xy} = 0.497$  with a significance level of  $0.00 < 0.05$ . The results of the data analysis show that there is a significant positive relationship between family harmony and self-acceptance, which means that the higher the level of family harmony, the higher the level of self-acceptance in students, and vice versa. The magnitude of the role of family harmony in increasing the level of self-acceptance in students is 0.435. This shows that family harmony affects self-acceptance by 43.5% while the other 56.5% comes from other variables that can affect self-acceptance. This is reinforced by the results of the descriptive analysis of the relationship between family harmony and self-acceptance in students with a picture of family harmony having a high category level of 30%, a medium category of 61% and a low category of 9% and a picture of self-acceptance having a high category level of 19%, a medium category of 56% and a low category of 26%. Meanwhile, self-acceptance is in the medium category with a value of 19%.

Based on research data on the relationship between family harmony and self-acceptance in students, it was found that there is a relationship between family harmony and self-acceptance. Based on the results of the correlation calculation test, both have a value of  $r = 0.497$  with a significance value of  $0.000 < 0.05$ , which means that the two variables of family harmony and self-



acceptance have a positive relationship where the higher the level of family harmony, the higher the self-acceptance and vice versa. Thus, it is stated that  $H_a$  is accepted and  $H_0$  is rejected, where  $H_a$  is the relationship between family harmony and Self-Acceptance students of Universitas Medan Area.

### Implications

The implications of these discoveries indicate that Universitas Medan Area should contemplate the implementation of targeted support programmes to cater to the diverse requirements of students, with a particular emphasis on those from lesser economic backgrounds. The institution can contribute to the improvement of self-acceptance among students by providing counselling services, family engagement initiatives, or financial assistance programmes that enhance family harmony. This could result in improved academic performance and overall well-being, as students who exhibit higher levels of self-acceptance are more likely to effectively manage academic stress and achieve better outcomes. Real evidence of harmony in the family needs to be improved because of the contribution of parental support to learning motivation (Purnomo et al., 2024). Addressing these factors in a comprehensive manner will foster a more supportive educational environment and enhance the psychological resilience of all students.

### Limitations and Further Research

The limitations of this study lie in the distribution of respondents from three different campuses, which may cause variations in academic, social, and cultural environmental conditions. In addition, limited access and coordination between campuses may be a challenge in ensuring uniformity of data collection procedures. The findings of this study may serve as a foundation for implementing counseling strategies that actively involve family engagement in fostering self-acceptance. By integrating family members into the counseling process, interventions can be more holistic, addressing both individual and relational dynamics that influence self-perception. Family support can reinforce positive self-views, provide emotional security, and create a nurturing environment that encourages personal growth. Additionally, these strategies can help bridge communication gaps, enhance empathy, and strengthen familial bonds, ultimately contributing to the long-term well-being of individuals struggling with self-acceptance.

### CONCLUSION

The results of the study showed a significant relationship between family harmony and student self-acceptance, with a Pearson correlation value of 0.497 at a significance of 0.000. This finding confirms that the more harmonious the family, the higher the level of student self-acceptance. In addition, economic status plays a role in strengthening this relationship, where students from more prosperous families tend to have higher family harmony and self-acceptance. However, there are still other factors that influence self-acceptance, so additional efforts are needed to support student development holistically.

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