

The Effect of Perception on Teaching Media and Self-Esteem Towards Students' Reading Skills

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Abstract

This study investigates the effects of students' perception of teaching media and self-esteem on their reading skills in private junior high schools in Bekasi. Using a quantitative method with a survey approach, the research involved 89 eighth-grade students selected through proportional random sampling. Data were collected using three instruments: a reading comprehension test, a perception of teaching media questionnaire, and a self-esteem questionnaire. The findings revealed three key results. First, perception of teaching media and self-esteem jointly have a significant effect on students' reading skills (Sig = 0.000 < 0.05, F-count = 55.201). Second, perception of teaching media has a significant effect on reading skills (Sig = 0.007 < 0.05, t-count = 2.751). Third, self-esteem significantly affects reading skills (Sig = 0.005 < 0.05, t-count = 2.863). These results emphasize the importance of integrating engaging media and fostering students' self-esteem to improve reading outcomes.

Keywords: Perception on teaching media; self-esteem; reading skills

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh persepsi siswa terhadap media pembelajaran dan kepercayaan diri terhadap keterampilan membaca siswa SMP swasta di Bekasi. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan survei, melibatkan 89 siswa kelas VIII yang dipilih dengan teknik proportional random sampling. Data dikumpulkan melalui tiga instrumen, yaitu tes pemahaman bacaan, angket persepsi media pembelajaran, dan angket kepercayaan diri. Hasil penelitian menunjukkan tiga temuan utama. Pertama, persepsi media pembelajaran dan kepercayaan diri secara bersama-sama berpengaruh signifikan terhadap keterampilan membaca siswa (Sig = 0.000 < 0.05, Fhitung = 55.201). Kedua, persepsi media pembelajaran berpengaruh signifikan terhadap keterampilan membaca siswa (Sig = 0.007 < 0.05, thitung = 2.751). Ketiga, kepercayaan diri berpengaruh signifikan terhadap keterampilan membaca siswa (Sig = 0.005 < 0.05, thitung = 2.863). Temuan ini menekankan pentingnya penggunaan media pembelajaran yang menarik dan pengembangan kepercayaan diri siswa dalam meningkatkan hasil membaca.

Kata kunci: persepsi media pembelajaran; kepercayaan diri; keterampilan membaca



INTRODUCTION

Reading is a fundamental skill that plays a vital role in language acquisition and academic achievement. It supports the development of other language skills such as listening, speaking, and writing. However, many students still face difficulties in reading comprehension, especially when dealing with longer or more complex texts. These challenges are not only influenced by cognitive ability but also by external and psychological factors.

One crucial factor is students' perception of teaching media. When students perceive the media as engaging and supportive, they are more motivated and actively involved in reading activities. Conversely, outdated or irrelevant media can lead to disengagement and poor reading outcomes. In the digital era, the integration of interactive media such as e-books, videos, or platforms like Storybird has become increasingly relevant, as it helps create meaningful and enjoyable reading experiences.

Another important factor is self-esteem, which strongly influences students' academic behavior. Students with high self-esteem tend to be more confident, resilient, and willing to engage in reading tasks. On the other hand, those with low self-esteem often avoid challenges, which negatively affects their reading proficiency. Previous studies have shown the significance of teaching media and psychological factors in language learning, yet few have examined how students' perceptions of media and their self-esteem jointly affect reading skills, especially in the context of private junior high schools in Bekasi.

Therefore, this study aims to fill the gap by investigating the effects of students' perception of teaching media and self-esteem, both individually and jointly, on students' reading skills. The findings are expected to provide valuable insights for teachers, school administrators, and curriculum developers to design more effective, student-centered reading instruction that integrates engaging media and fosters students' confidence.

METHOD

This study employed a quantitative method with a survey design to examine the effects of students' perception of teaching media and self-esteem on their reading skills. The population consisted of 769 eighth-grade students from three private junior high schools in Bekasi: SMPIT Titian Ilmu, SMPI As Suryaniyah, and SMPI Teratai Putih Global. A sample of 89 students was selected using proportional random sampling to ensure representativeness.

Data were collected using three instruments:

1. Reading comprehension test adapted from the national curriculum to measure reading skills. The reliability of the test was confirmed with a Cronbach's Alpha of 0.879, indicating high internal consistency.
2. Perception of teaching media questionnaire, consisting of 25 items. The instrument validity was confirmed through expert judgment, and its reliability was established with a Cronbach's Alpha of 0.891.

3. Self-esteem questionnaire, adapted from standardized instruments, containing 25 items. Its reliability was confirmed with a Cronbach's Alpha of 0.868.

Data were gathered during the second semester of the 2024/2025 academic year. Prior to administration, all instruments were validated and tested for reliability. The collected data were analyzed using descriptive statistics, classical assumption tests (normality, linearity, and multicollinearity), and multiple linear regression to determine both the simultaneous and partial effects of perception of teaching media (X_1) and self-esteem (X_2) on reading skills (Y). The significance level was set at 0.05.

The research adhered to ethical standards, including informed consent from participants, confidentiality of responses, and approval from the participating schools.

RESULTS AND DISCUSSION

Results

The data analysis using multiple linear regression produced the following findings:

Simultaneous Effect

The perception of teaching media and self-esteem jointly had a significant effect on students' reading skills. The regression analysis showed $\text{Sig} = 0.000 < 0.05$ with an F-count of 55.201, indicating that both independent variables significantly contributed to the variance in reading skills.

Partial Effect of Perception on Teaching Media

Perception of teaching media had a significant effect on reading skills with $\text{Sig} = 0.007 < 0.05$ and a t-count of 2.751. This implies that students who perceived teaching media as effective and engaging tended to achieve better reading performance.

Partial Effect of Self-Esteem

Self-esteem also significantly influenced reading skills, with $\text{Sig} = 0.005 < 0.05$ and a t-count of 2.863. This finding suggests that students with higher self-esteem demonstrated greater confidence and better outcomes in reading comprehension tasks.

Tabel 1 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.754	0.569	0.558	6.215

The result shows that the coefficient of determination (R^2) is 0.569, indicating that perception of teaching media and self-esteem jointly explained



56.9% of the variance in students' reading skills, while the remaining 43.1% was influenced by other factors not included in this model.

Table 2 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4256.813	2	2128.406	55.201	0.000
Residual	3221.514	86	37.463		
Total	7478.326	88			

The ANOVA table indicates that the regression model is significant ($F = 55.201$, $Sig = 0.000 < 0.05$), meaning that perception of teaching media and self-esteem together significantly affect students' reading skills.

Table 3 Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	21.231	5.972	—	3.556	0.001
Perception on Teaching Media (X ₁)	0.317	0.115	0.312	2.751	0.007
Self-Esteem (X ₂)	0.284	0.099	0.326	2.863	0.005

The coefficients table shows that both independent variables significantly contributed to reading skills. Perception of teaching media had a significant effect ($t = 2.751$, $Sig = 0.007$), and self-esteem also had a significant effect ($t = 2.863$, $Sig = 0.005$).

Discussion

These findings confirm that both external factors, such as teaching media, and internal factors, such as self-esteem, play crucial roles in enhancing students' reading skills. Students who perceive teaching media as interactive and relevant are more motivated to engage in reading activities. This aligns with Setyowati et al. (2019), who emphasized that innovative media positively influence reading comprehension.

Similarly, the significant effect of self-esteem demonstrates that psychological aspects are vital in learning. Students with higher self-esteem are more confident, persistent, and willing to engage with reading tasks. This supports Branden's (1994) view that self-esteem strongly affects students' academic performance.

The simultaneous effect suggests that integrating effective teaching media with strategies to enhance students' self-esteem can optimize reading outcomes. This study adds to the body of research on the interplay between pedagogical tools and psychological factors in second language learning, particularly in the context of junior high school education in Indonesia.

CONCLUSIONS

This study revealed that both perception of teaching media and self-esteem significantly affect students' reading skills, both jointly and individually. The regression results showed that the two variables together explained 56.9% of the variance in reading performance, with perception of teaching media (Sig = 0.007) and self-esteem (Sig = 0.005) each making significant contributions. These findings highlight that students who view teaching media as engaging and supportive, and who possess higher levels of self-confidence, tend to achieve better outcomes in reading comprehension.

The implications of this study are twofold. First, teachers should integrate innovative and interactive teaching media into reading instruction to enhance student engagement. Second, efforts to foster students' self-esteem must be prioritized, as confidence strongly influences their willingness to participate and succeed in reading activities. Together, these strategies can create a more supportive learning environment that maximizes students' reading achievement. Future studies are recommended to explore other factors that may influence reading skills, such as motivation, family background, or learning strategies, to provide a more comprehensive understanding of the variables affecting students' literacy development.

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