

The Effects of Perception on Game-Based Learning and Self-Confidence towards Reading Comprehension

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Abstract

This study aims to investigate the effect of perception on game-based learning (X_1) and self-confidence (X_2) towards reading comprehension Y). The research employed a quantitative approach using a survey method. The subjects of this study were 84 students of grade VIII in two Islamic junior high schools in Bogor. Data were collected through questionnaires and reading comprehension tests. All instruments were adapted from prior studies that had undergone content validation and reliability testing, confirming their appropriateness for this research. Specifically, Perception on Game-Based Learning showed a significant positive influence with a regression coefficient of $B = 0.252$, $t = 2.634$, and $p = 0.010$, while Self-Confidence had a stronger positive effect with $B = 1.093$, $t = 9.792$, and $p = 0.000$. It can be said, that self-confidence and game-based learning experiences can significantly improve students' reading comprehension performance.

Keywords: *game-based learning; self-confidence; reading comprehension; junior high school; quantitative research*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh persepsi pembelajaran berbasis permainan dan kepercayaan diri terhadap pemahaman membaca. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan metode survei. Subyek penelitian ini adalah siswa kelas VIII di dua SMP Islam di Bogor yang berjumlah 84 orang. Data dikumpulkan melalui angket dan tes pemahaman bacaan. Seluruh instrumen diadaptasi dari penelitian sebelumnya yang telah menjalani validasi isi dan uji reliabilitas. Secara spesifik, Persepsi pada Game-Based Learning menunjukkan pengaruh positif yang signifikan dengan koefisien regresi $B = 0,252$, $t = 2,634$, dan $p = 0,010$, sedangkan Self-Confidence mempunyai pengaruh positif yang lebih kuat dengan $B = 1,093$, $t = 9,792$, dan $p = 0,000$. Dapat dikatakan bahwa kepercayaan diri dan pengalaman pembelajaran berbasis permainan dapat meningkatkan kinerja pemahaman membaca siswa secara signifikan.

Kata kunci: pembelajaran berbasis permainan; kepercayaan diri; pemahaman membaca; sekolah menengah pertama; penelitian kuantitatif

INTRODUCTION

Reading comprehension is a fundamental skill in language learning, particularly in English, which functions as a global means of communication (Harmer, 2007). In Indonesia, the junior high school curriculum emphasizes students' ability to



comprehend short functional texts and simple writings (Permendiknas No. 22/2006). However, many students still face difficulties in reading comprehension, such as limited vocabulary, inability to identify main ideas and factual information, misinterpreting references, and struggling to draw conclusions (Logdon, 2019). Psychological factors such as low motivation and lack of self-confidence also hinder their performance. Moreover, teachers' reliance on conventional teaching strategies has led to students' boredom and disengagement, which further impacts their achievement.

To address these issues, innovative approaches are required. Recent studies highlight the potential of game-based learning (GBL) as an effective instructional strategy that enhances engagement, motivation, and higher-order thinking skills (Wu et al., 2012; Sezgin, 2016). At the same time, self-confidence has been identified as a key factor influencing reading comprehension outcomes (Brown, 2000; Al-Hebaish, 2012). Previous research has examined GBL in relation to vocabulary and spelling, and self-confidence in relation to speaking, but there is still limited evidence on how GBL and self-confidence together affect reading comprehension at the junior high school level.

Therefore, this study investigates the effects of game-based learning and self-confidence on students' reading comprehension in the eighth grade of junior high school in Bogor. It seeks to provide both theoretical and practical contributions, offering insights for teachers, schools, and policymakers in designing more engaging and effective reading instruction.

METHOD

This research employed a quantitative method with a correlational design to investigate the influence of game-based learning perception and self-confidence on students' reading comprehension. The study was conducted at MTs Fathul Ulum and MTs Al-Ahsan in Bogor during the second semester of the 2024/2025 academic year (March–May 2025).

The population comprised 526 eighth-grade students, and a sample of 84 students was determined using Taro Yamane's formula with a 10% margin of error, selected through proportional random sampling. The instruments consisted of questionnaires measuring students' perception of game-based learning and self-confidence (using a Likert scale), as well as a multiple-choice reading comprehension test. The instruments were tested for validity using Pearson's product-moment correlation and for reliability using Cronbach's Alpha, which showed high reliability ($\alpha = .932$ for reading comprehension, $\alpha = .939$ for game-based learning, and $\alpha = .956$ for self-confidence).

Data were analysed through descriptive statistics and multiple regression analysis to examine both the simultaneous and partial effects of the independent variables on reading comprehension.

RESULTS AND DISCUSSION

The findings of this study demonstrate that both perception on game-based learning and self-confidence significantly affect students' reading comprehension. Descriptive statistics indicated that the overall levels of the three variables were high, with mean scores of 85.88 for perception on game-based learning, 84.88 for self-confidence, and 85.51 for reading comprehension. This suggests that students generally possessed positive perceptions, strong confidence, and good reading ability.

The regression analysis was conducted to examine the effects of perception on game-based learning (X_1) and self-confidence (X_2) on reading comprehension (Y). The results are summarized below:

Table 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803	.645	.636	3.91531

Table 2 Annova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2281.760	2	1140.880	74.423	.000 ^b
	Residual	1257.031	82	15.330		
	Total	3538.791	84			
a. Dependent Variable: Y1						
b. Predictors: (Constant), Self-Confidence, Perception on Game-Based Learning						

Table 3 Coefficient

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	1.571	6.306		0.249	.804
Perception on Game-Based Learning (X_1)	0.252	0.096	0.265	2.634	.010
Self-Confidence (X_2)	1.093	0.112	0.984	9.792	.000

The results in Table 1 indicate that 63.6% of the variance in reading comprehension is explained by perception on game-based learning and self-confidence (Adjusted $R^2 = .636$). Table 2 shows that the regression model is statistically significant ($F = 74.423$, $p < 0.05$). As presented in Table 3, both predictors had significant positive effects on reading comprehension, with self-confidence ($\beta = 0.984$, $p = 0.000$) exerting a stronger influence compared to perception on game-based learning ($\beta = 0.265$, $p = 0.010$).

These results highlight the importance of integrating interactive and engaging instructional strategies, such as game-based learning, while also fostering students' confidence. A positive learning environment supported by innovative teaching methods and high self-confidence can enhance students' motivation and persistence, ultimately leading to better reading comprehension. The findings are

consistent with previous studies that emphasize the combined role of cognitive and affective factors in language learning outcomes.

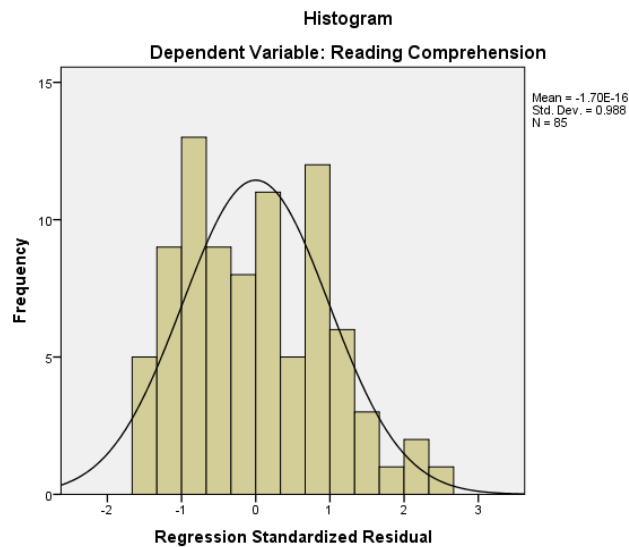


Figure 1 The P Plot of Normality Test

Based on the figure 1 above, it can be seen that the value in the Sig column of the one-sample Kolmogorov Smirnov is greater than 0.05, so H_0 is accepted, in other words that the data from all samples in this research is normally distributed. The results of the heteroscedasticity test which was carried out using the IBM SPSS statistics applications are as follows:

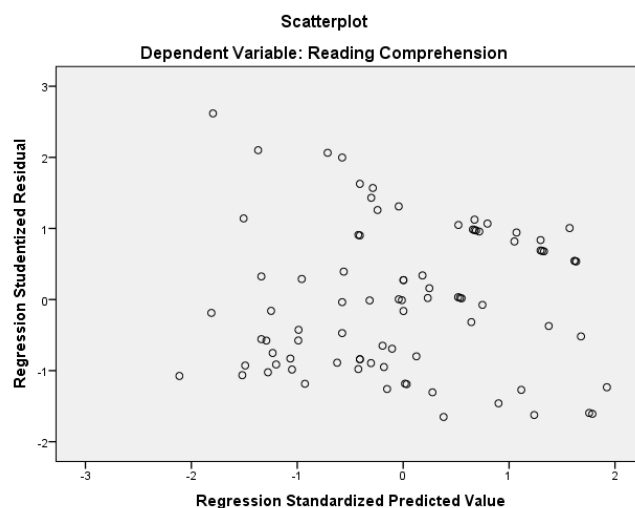


Figure 2 Heteroscedasticities Test

Figure 2 above explains that the points are scattered randomly above and below point 0 and do not form a particular pattern. This situation shows that heteroscedasticity does not appear in the regression model.

CONCLUSIONS

This study concludes that perception on game-based learning and self-confidence significantly influence reading comprehension among junior high school students in Bogor, both simultaneously and individually. Positive perceptions of game-based learning enhance student engagement and comprehension, while self-confidence also contributes to better reading outcomes.

The findings imply that English teaching should integrate both cognitive and affective aspects, combining game-based strategies with psychological support to strengthen students' comprehension skills.

Based on these results, teachers are advised to design purposeful game-based activities that align with reading objectives, students should balance game-based learning with structured practice, schools are encouraged to provide training for teachers in developing educational games, and future researchers are recommended to conduct experimental studies to further examine the direct impact of game-based learning on reading comprehension.

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