

Using Text-Based Interactive Games as a Tool for Studying Decision Making Patterns

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Abstract - Decision making is a key factor in student success and wellbeing. Yet little is known about how interactive games foster reflection on daily habits. This study examined the influence of the text-based game A Day at Home on university students' free-time activities, satisfaction, and intentions to change habits. A qualitative descriptive design was applied with 29 participants aged 18–25 who completed pre- and post-game questionnaires. Data were analyzed thematically and supported by descriptive statistics. The findings show that most students (52 %) reported consistency between their real-life and in-game free-time activities, while 35 % noted differences. Satisfaction with free-time use remained unchanged for 65.5 % of students but decreased for 34.5 %, indicating greater self-awareness and critical evaluation of current routines. Nearly half (48.3 %) expressed new or stronger intentions to adopt healthier behaviors, such as exercising more or reducing gaming. These results suggest that although the game did not alter habits for the majority, it provided a reflective tool that encouraged students to assess their routines and consider alternatives. The study concludes that text-based interactive games offer a promising approach to support reflection, motivate behavioral change, and enhance student wellbeing in higher education.

Keywords: Decision-making; interactive games; free-time habits; satisfaction; reflection.

I. INTRODUCTION

Decision-making is a core attribute that influences academic achievement and overall well-being. For university students, daily choices about study, recreation, and leisure time accumulate into recognizable life patterns that strongly shape quality of life [1]. Research shows that free-time management and satisfaction with leisure are directly related to productivity and well-being [2]. Simulation games provide controlled environments where decision-making mirrors real-life situations [3]. Prior studies confirm that in-game decisions often correspond to actual behavioral patterns [4]. Educational gaming has also been linked to higher engagement,

reflection, and critical thinking, alongside cognitive and attitudinal benefits [5,6].

University students are an important group for this type of investigation. They face complex time-use demands and lifestyle challenges that affect both immediate performance and long-term health [7,8]. Studies highlight that time-management behavior is highly context-dependent, shaped by personal patterns, peer influence, and decision styles [9]. Gamification has been recognized as a valuable strategy for enhancing motivation and learning outcomes in higher education [10]. At the same time, text-based interactive games can act as reflective tools by presenting hypothetical situations that parallel real-life dilemmas. This approach facilitates comparison between in-game and actual choices, fostering awareness of habits, satisfaction, and behavioral intentions. Evidence links gameplay to motivation [11], healthy habit formation [12], and improved educational performance [13].

Although many studies have examined the cognitive and motivational impacts of game-based learning [6,10,13], much less is known about whether games encourage reflection on lifestyle routines, free-time use, and satisfaction. Reviews confirm that games can support collaboration and retention [14], while other research demonstrates that decision-making skills strongly correlate with problem-solving [15]. Yet most studies focus on younger learners or performance-based outcomes, leaving university populations underexplored. Moreover, work on virtual environments shows that gameplay can influence real-life behavior, sometimes promoting aggressive or overly tactical decision styles [16]. This underlines the importance of designing interventions that guide reflection toward positive lifestyle change.

Gamification research in higher education further emphasizes improved engagement and satisfaction [12], but few studies explicitly connect game experiences with daily routines, wellbeing, and intentions to change habits. Without this focus, opportunities to use games as reflective tools remain limited. Addressing this gap, the

present study examines whether the interactive text-based game *A Day at Home* influences university students' perceptions of their free-time activities, satisfaction with leisure use, and habit-change intentions [17].

While past research has investigated learning through games, cognitive results, or the influence of motivation, only a small number of studies have looked at games as organized methods for thinking about one's actions [18], especially concerning everyday activities and being aware of one's lifestyle among college students. Current research often centers on gaining skills, how well someone learns, or the features that keep people interested, which means there is a need to understand how games that you can interact with can cause people to think deeply about their habits and how they choose to spend their time. Recent studies have indicated that the way a story is told and the methods used in game storytelling can significantly change how players understand and think about themselves while playing [19]. This research aims to fill that need by using an interactive text based game, not just as a way to have fun or learn, but as a tool that helps students judge how consistent, satisfying, and deliberate their actions are when they have free time.

The importance of this research from a theoretical point of view is that it expands the existing information about learning through games to include ways of making decisions through reflection, showing how simple choices in a story can cause people to think about their daily lives in a thoughtful way. From a methods perspective, the research shows how simulations that use text, which are often not considered as important as games that use visuals or fully engaging experiences, can be simple, easy-to-use tools for understanding patterns in decision-making and encouraging the creation of plans for changing behavior. To make this importance clear, this research presents a way of thinking about things that links three parts:

- (1) interacting with the game.
- (2) thinking deeply.
- (3) planning to change behavior.

This way of thinking emphasizes how playing a game with a story can start thoughtful thinking that might cause someone to rethink their lifestyle.

In addition, recent meta-analyses and empirical work highlight the broader scope of game-based learning. Lu, Chiu, Cui, Mao, and Lei [20] showed that game-based interventions significantly improve computational thinking, demonstrating measurable cognitive gains in students. Vázquez-Calatayud, García-García, Regaira-

Martínez, and Gómez-Urquiza [21] found that both real-world and game-based learning enhance decision-making, supporting the relevance of games as reflective tools in professional and educational contexts. Smith and Basak [22] emphasized that the cognitive benefits of video-game training are strongly associated with game design factors, suggesting that specific mechanics play a crucial role in shaping outcomes. Similarly, Li, Chen, and Deng [23] confirmed that digital educational games positively affect student motivation, with learning engagement mediating the relationship between gameplay and performance. These findings strengthen the rationale for applying interactive games not only for entertainment but also as interventions that promote reflection, motivation, and improved decision-making.

The objectives of this study are threefold:

- (1) to examine the consistency of students' free-time activities before and after playing the game.
- (2) to assess changes in their satisfaction with free-time use.
- (3) to determine whether gameplay encourages intentions to modify leisure habits.

The contributions are also threefold. Theoretically, this work extends game-based learning research by incorporating lifestyle reflection alongside cognition and motivation. Practically, it provides insights into how gameplay can help students recognize unproductive routines and consider healthier alternatives. Educationally, it demonstrates the role of gamified tools in promoting student reflection and wellbeing in higher education.

II. METHOD

To achieve the research objectives, the activities of this study can be illustrated as shown in Fig.1.

A. Research Design and Flow

This study used a qualitative descriptive design to examine university students' free-time habits, satisfaction, and intentions to change habits before and after playing the interactive text-based game *A Day at Home*. The research was conducted at Universitas Internasional Batam during June 2025. The research flow consisted of the following steps:

- 1) *Literature review*: Identification of theories and prior studies on decision-making and game-based learning.
- 2) *Research Design*: Establishing the qualitative descriptive design to guide the study.

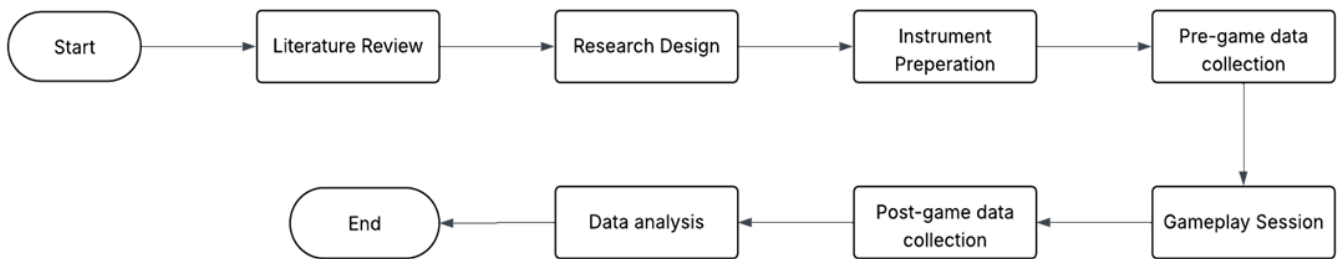


Fig. 1 Research flow

3) *Instrument preparation*: Reconstruction and deployment of the interactive text-based game *A Day at Home*, and development of across both sessions interview questionnaires.

4) *Pre-game data collection*: participants were provided with an overview of the study, gave informed consent, and completed pre-game interviews questions to capture free-time habits, decision-making rules, and satisfaction with time use.

5) *Gameplay session*: Participants play *A Day at Home* via the deployed version at <https://adayathome.biz.id>. The duration of a single gameplay session is 30-45 minutes

6) *Post-game data collection*: participants completed follow-up interviews questions that recorded reflections on similarity to real-life choices, decision difficulty, satisfaction with free-time, and intentions to change habits.

7) *Data analysis*: Thematic coding of open responses and descriptive summary of Likert-scale items to identify decision-making patterns.

B. Conceptual Framework

This research employs a theoretical model that illustrates how engagement within the textual game *A Day at Home* can stimulate thoughtful assessments regarding everyday routines and, consequently, the development of intentions to change behaviors. The framework is structured to illuminate the fundamental theoretical process underpinning the goals of the study and to aid in understanding reflections shared by participants before and after playing the game. The conceptual model consists of three core components:

Game Interaction, Reflective Processing, and Behavioral Intention. These elements function in a step-by-step manner, outlining how the choices students make during the game lead to recognition and possible re-evaluation of their actual daily practices:

1) *Game Interaction*: This aspect encompasses the choices made, the storyline paths taken, and the degree of involvement in scenarios that unfold as participants interact with the engaging text-based game. Through replicated everyday tasks like studying, relaxing, physical activity, or leisure pursuits. Students encounter circumstances that mirror their own routines. This phase captures the behavior patterns they demonstrate while immersed in the game's virtual setting.

2) *Reflective Processing*: Following their engagement with the game, students draw comparisons between their decisions in the game and their habits in reality. This thinking activity includes evaluating the degree of match between actions performed virtually and in real life, spotting any differences, and reassessing contentment with their allocation of downtime. This reflective stage aligns with research indicating that narrative choices have the ability to prompt self-examination, heightened self-understanding, and a vital examination of typical actions.

3) *Behavioral Intention*: The concluding element concerns the students' inclination or drive to alter their leisure habits following reflection. This may involve aims to increase physical activity, decrease time spent gaming, improve self-discipline regarding time, or engage in more valuable pursuits. While not all students might create new goals, the framework suggests that the act of reflection enhances the probability of reconsidering established habits.

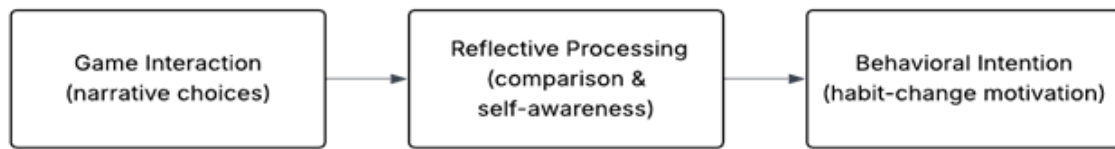


Fig. 2 Conceptual framework of game-based reflective decision-making

C. Research Object and Participants

The target population is university students aged 18–25. This group was chosen because university students face complex decisions about free time, study habits, and wellbeing, making them a relevant group for reflective game-based interventions. Sample selection used purposive sampling, with 29 respondents completing both pre- and post-game questionnaires. A relatively small but focused sample is consistent with prior studies in game-based learning and decision-making research.

The final sample consisted of 29 students. Although modest in size, this number is appropriate for qualitative descriptive research using thematic analysis. Earlier advice on how to do things like this suggests that finding all the main ideas in studies about how people live, what choices they make, or how students think about their actions usually happens with 12–30 participants, depending on how alike the information collected is. In this research, we stopped discovering new ideas around the time we talked to the 25th person, as nothing different came up after that. Because of this, having 29 people answer questions gives us enough information to be thorough and sure about the themes we found.

Out of the 29 individuals who took part, 19 were men (65.5 %) and 10 were women (34.5 %). Their ages went from 18 to 25 years old. We share details about who they are to help understand how choices about free time, decisions within the game, and ways of thinking might be different between genders and age ranges.

The Inclusion Criteria:

- 1) University students aged 18–25.
- 2) Access to digital devices (e.g., laptops, smartphones).

D. Instrument and Materials

The main research instrument was the interactive text-based simulation game *A Day at Home*. For this study, the game was reconstructed and deployed at <https://adayathome.biz.id> to serve as both an intervention and an analytical tool for exploring university students' decision-making patterns. In addition to the game, data collection instruments included:

- 1) *Pre-game interview questions*: focusing on free-time activities, decision rules (mood, habit, peer influence), and satisfaction with time use.

- 2) *Post-game interview questions*: reflections on similarity between in-game and real-life choices, difficulty of decisions, and whether gameplay prompted habit reconsideration.

- 3) *Likert scale items*: e.g., “How happy are you with your free time?” or “How close was the game to your real life?”

To confirm that the questions used before and after playing the game accurately measured what they were supposed to, two university experts in behavioral studies, and in educational technology, looked them over. These experts checked to make sure the questions were easy to understand, related to what the study was trying to find out, and lined up with the study's aims. After they gave their thoughts, some questions were made clearer and any confusing parts were taken out. Also, a small test was done with five students who weren't part of the main study to see if they understood the questions and if the questions made them think deeply. After this test, some small changes were made to how the questions were worded and in what order they came.

A Day at Home features roughly 20–35 moments where players must make choices, spread out over different story paths that represent typical free-time situations like studying, relaxing, working out, having fun, and talking with friends. Every situation provides a group of options meant to copy real-life problems that students face, such as deciding between doing something useful and just relaxing. The game includes things that make players think, like story results, what happens because of their choices, and small hints, which push players to think about how their choices in the game match their real-life habits. These parts are made to help players think deeply by causing them to compare choices and think about changing their lifestyles.

The way the game is set up follows ideas about learning through thinking, where seeing other ways of acting makes players think about how their choices compare to their own habits. Story prompts and giving only a few choices help players think about their own

thinking by making them actively consider why they pick certain activities. These parts are made to match the goals of the study: to get students to know themselves better, help them see their usual patterns, and inspire them to want to improve their lifestyles.

E. Research Procedure

The research was conducted in three phases:

1) *Pre-game phase*: Participants received an overview of the study, gave informed consent, and completed the pre-game questionnaire on free-time habits and perceptions.

2) *Game phase*: Participants played the modified text-based game *A Day at Home* for 30–45 minutes.

3) *Post-game phase*: Participants completed the post-game questionnaire and short interviews to capture reflections and comparisons.

F. Data Analysis

The Data analysis followed qualitative thematic analysis The procedure followed these steps:

1) *Data organization*: All responses from both questionnaires were collected, transcribed, and arranged in a structured dataset. Each participant was assigned an identifier to allow comparison across stages.

2) *Initial coding*: Open coding was applied manually by the researcher to identify recurring categories, such as relaxation, study habits, decision basis (mood, habit, peer influence), hesitation, and habit change.

3) *Theme development*: Codes were reviewed and grouped into broader themes through axial coding, including time management, decision influences, satisfaction with free time, and habit reflection.

4) *Reliability process*: All coding was conducted by the researcher. To improve consistency, the researcher reviewed the dataset in multiple rounds, refining codes and themes until stability was reached. Throughout the process, analytic memos were written to record coding decisions and reflections. This documentation increased transparency and reduced the risk of bias. To improve the consistency, a methodical and cyclical method was used for the coding activities. Even though the main coding tasks were done by the

researcher, another analyst having practical knowledge in qualitative studies examined a portion of the data, specifically 20 %. The two analysts talked about how they understood the coding and came to agreements to fix any differences. This action made the coding more consistent and lessened the chance of prejudice from the investigator. Analytic notes were kept during the coding phase to keep track of choices, reflection, and new trends, which made things more open and trustworthy.

5) *Comparative analysis*: across both sessions responses were compared to identify changes in free-time activities, satisfaction levels, and intentions to modify habits. Illustrative quotes were selected to represent each theme and highlight participant perspectives.

To increase analytic transparency, several examples of how participant statements were coded are provided below:

- “I usually scroll Tiktok or play games.” → Habit-driven decision → contributes to Routine-based behavior.
- “Yeah, sometimes I wanna be productive but have too much distraction.” → Distraction barrier → contributes to Decision influences.
- “After playing the game I realize sometimes I do the same thing every day.” → Self-critique → contributes to Satisfaction evaluation.
- “Yes, exercise more and have a stricter time schedule.” → Improvement goal → contributes to Habit-change motivation.
- “No, none.” → No change intended → contributes to Stable routines.
- “Sleeping too much.” → Unproductive habit → contributes to Satisfaction evaluation.

A simplified coding tree is presented in Fig. 3 to visualize how the initial codes were organized into categories and overarching themes.

6) *Descriptive statistics*: Five Likert-scale items (scored on a 1–5 scale) were summarized using counts and percentages. These statistics complemented the thematic analysis by providing a descriptive overview of trends in satisfaction and perceived similarity between in-game and real-life activities.

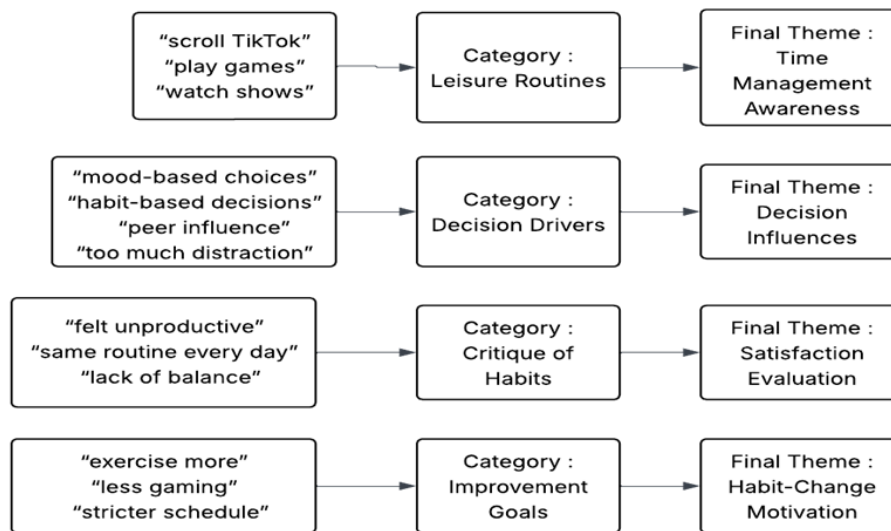


Fig. 3 Thematic map of codes, categories, and final themes

III. RESULT AND DISCUSSION

This chapter presents findings from 29 students who completed both pre- and post-game interviews. The results are structured around three key areas: free-time activities, satisfaction with free-time use, and habit-change intentions. Data were analyzed thematically, supported by descriptive tables, and interpreted in light of prior research on game-based learning, engagement, and cognitive outcome [24,25].

A. Free-Time Activities (Pre vs Post)

Most students' reported free-time activities showed consistency between their pre-game answers and post-game reflections. As shown in Table I, the majority of participants described their in-game decisions as similar to real life. While others reported changes, usually when the game presented options that did not exist in their actual routines. A few gave unclear or ambiguous responses.

TABLE I
SUMMARY OF STUDENTS' FREE-TIME ACTIVITIES BEFORE AND AFTER GAMEPLAY (PRE VS POST)

No	Name	Pre-Game Main Activity	Post-Game Reflection	Status
1	Student-A	Playing games, reading, movies	"No really, options are limited"	Not clear
2	Student-B	Play games, rest, guitar	"Not quite, real life is stricter"	Have changes
3	Student-C	Scrolling Tiktok	"No, in the game i just read book a lot but in real life i usually just scrolling my apps"	Have changes
4	Student-D	Music, games, friends	"Similar, but fewer options"	Consistent
5	Student-E	Watching korean drama	"Yes sometimes in my free time im just watching tv"	Consistent

TABLE II
SUMMARY OF STUDENTS' OVERALL CONSISTENCY IN FREE-TIME ACTIVITIES BEFORE AND AFTER GAMEPLAY

No	Result	Count	Percentage
1	Consistent	15	52 %
2	Have changes	10	35 %
3	Not clear	4	13 %

Most students (52 %) showed consistency between real-life and in-game decisions. About one-third (35 %) reported changes, usually when game scenarios did not match their daily habits. The remaining 13 % gave unclear answers.

These findings show that the A Day at Home game was largely relatable to participants' lived experiences, which is important for educational interventions. Research on project management education confirms

that relevance to real-world contexts enhances motivation and transfer of learning [26].

The fact that 52 % of students showed similar actions is consistent with behavioral ideas. These ideas suggest people usually make choices based on what they normally do when the stakes are not high. As habit theory suggests, doing things over and over again makes them become automatic. This makes choices in both real life and in the game look like what people usually [13]. On the other hand, the 35 % who acted differently show how game situations can push players to deal with tasks they do not normally do. This fits with reflective learning theory. This theory says that seeing different options makes people think about how their real and simulated actions are different [27]. Students who saw differences often said that the game "showed me options I do not normally choose." This suggests the game helped them understand the differences between what they meant to do and what they actually [21].

B. Satisfaction with Free-Time Use

The students were asked to rank their level of satisfaction on how they were spending their leisure time across both sessions. The contrast revealed that majority of the participants responses were no different, and some reported low levels of satisfaction and no participants reported an increase.

About 65.5 % of students said their satisfaction levels were the same before and after gameplay. In contrast, 34.5% indicated their satisfaction decreased. As for why, perhaps they're more aware and critical of themselves now, negatively comparing what they do during free time (in reality) to what they were offered as options in the game. At the same time, no one indicated an increased level of satisfaction, which means the game didn't facilitate an appreciation of how people were using their free time in the moment but instead promoted reflection which, for some, resulted in dissatisfaction.

This finding correlates with previous literature that finds aspects of gamification increase engagement but also encourage learners to reevaluate their existing habits [28]. The discovery that 34.5 % of the students indicated

a decline in contentment following game interaction can be understood using the concept of critical self-understanding, which is a vital aspect of Reflective Learning and Mezirow's Transformative Learning Theory [29]. According to these concepts, reflection usually causes uneasiness because people begin to see disparities, inadequacies, or counterproductive patterns in their everyday activities. In this research, the game made students face basic versions of their behaviors, such as repeated scrolling or unengaged leisure, which might have increased their awareness of wasted time.

Looking at it from the viewpoint of Self-Determination Theory (SDT), reduced contentment could mean there is a short-term gap between the students' present actions and their fundamental psychological needs (independence, skill, and connection). Realizing this difference is frequently the initial action toward changing behavior, even if it seems unfavorable [30]. Therefore, the decrease in contentment is not a game malfunction but instead shows that players have adopted a more thoughtful and judgmental frame of mind.

C. Habit-Change Intentions

The Students were also asked whether they wanted to change any of their free-time habits before and after playing the game. The comparison shows that while some students already mentioned possible changes in the pre-game phase, nearly half of the participants expressed intentions to change their habits after gameplay.

TABLE III
COMPARISON OF PRE- AND POST-GAME SATISFACTION SCORES REPORTED BY STUDENTS (PRE VS POST)

No	Nama	Pre	Post	Result
1	Student-A	3	3	Same
2	Student-B	3	3	Same
3	Student-C	4	3	Decreased
4	Student-D	2	2	Same
5	Student-E	5	5	Same

TABLE IV
OVERALL PERCENTAGE OF STUDENTS' SATISFACTION LEVELS WITH FREE-TIME USE BEFORE AND AFTER GAMEPLAY

No	Result	Count	Percentage
1	Same	19	65.5 %
2	Decreased	10	34.5 %
3	Increased	0	0 %

TABLE V
 FREQUENCY OF STUDENTS' INTENTIONS TO CHANGE THEIR FREE-TIME HABITS AFTER GAMEPLAY (PRE VS POST)

No	Nama	Pre-Game Habit to Change	Post-Game Reflection	Result
1	Student-A	Scrolling Tiktok	"Scrolling tiktok in my free time"	No change
2	Student-B	Playing games without time discipline	"Yes, exercise more and have a stricter time schedule"	Change
3	Student-C	Playing video games	"Exercise more"	Change
4	Student-D	Sleeping too much	"I want to implement productivity like reading and sport"	Change
5	Student-E	Procrastinating and playing games	"Yes, I know my habits are bad, so I want to change them"	Change

TABLE VI
 SUMMARY OF STUDENTS' HABIT-CHANGE INTENTIONS BEFORE AND AFTER GAMEPLAY

No	Result	Count	Percentage
1	No change	17	51.7 %
2	Change	11	48.3 %

Interestingly, about 52 % of students indicated no difference in intention to change before and after playing the game, meaning they didn't feel differently about their habits after gameplay. however 48 % of students either want or plan to change new intentions after gameplay (more exercise, less gaming, better time discipline, etc.). This shows that regardless of the need to change after gameplay was not evident for all participants, the opportunity to reflect was instilled through the gameplay experience, and for some, a reconsideration of their habits was encouraged.

The almost identical division between the groups that changed and those that did not indicates two different ways of thinking. Students who came up with fresh plans show what Self-Determination Theory (SDT) calls new self-ruling drive, where people make aims their own once they spot differences between what they usually do and how they want to feel good [30]. The game brought these mismatches into sharper focus, which fits with Reflective Learning Theory, highlighting how set-up events can spark deep rethinking of existing habits [29]. But, the fact that the other 52 % had no intention of modifying their routines shouldn't be interpreted as a lack of thoughtful consideration. An alternative perspective, aligning with concepts of self-acceptance and acting in line with one's own sense of self, suggests that certain students may have concluded their existing actions are suitable for their requirements or circumstances [30]. The process of reflective learning does not always lead to change, sometimes it leads to

validation of current behavior as appropriate or sufficient [27].

Higher educational faculty and students' perceptions support that games within this realm foster the motivation of learners to extend beyond the classroom into their lives [28]. Here, students not only reflected on their habits, but a few voiced intentions for self-betterment.

D. Comparative Interpretation

Three trends are apparent in pre- and post-game responses. First, student-reported free time activities exhibited high consistency to real life sequences, as 52 % of players described their in-game choices reflecting their actual routines. This aligns with Habit Theory, which argues that individuals rely on automatic, well-practiced behaviors when faced with familiar situations[13]. We discovered that the game represented routine leisure activities, thus lending its significance and ecological validity. Meanwhile, 35 % of students presented differences, indicating that game structured options were able to reveal discrepancies between perceived and actual habits. Prompting a period of thoughtful evaluation, which aligns with the principles of the Reflective Learning Framework[27]. These differences bring attention to the game's real-world relevance and its strength in showing the differences between existing routines and other options.

Second, changes in satisfaction levels provide insight into a glimpse into the thinking-related actions of students. Even though 65.5 % of those taking part stated they did not notice any changes, 34.5 % showed less satisfaction with the way they spent their spare moments. This drop does not suggest a bad result, rather it indicates a greater sense of serious self-evaluation, a vital element of reflective study and Mezirow's Transformative Learning Theory[29]. Temporary unhappiness arose when students identified repeating or unhelpful actions

by playing the game, which pointed to a more thorough review of what they usually do. Considering Self-Determination Theory (SDT), this unhappiness is a point where students became aware of an imbalance involving their actions and their emotional requirements for skill and independence[30].

Third, the near-even split in habit-change intentions (48.3 % change vs. 51.7 % no change) highlights two distinct thought processes. Those students who voiced a desire to modify their actions like exercising more, decreasing gaming, or enhancing self-control showed indications of self-governed drive, where contemplation results in setting individual objectives[30]. Meanwhile, students stating they would make no alterations might still possess reflective capabilities. Rather, they could have verified their present habits adequately fulfilled their mental requirements, an idea in line with Self-Determination Theory, suggesting people continue actions that already promote their independence, skill, or connections. Reflective processes do not always produce behavioral change sometimes they reinforce existing choices as appropriate[30]. Thus, the game operated as both a reflection tool and a driving force, permitting students to either confirm or reassess their habits, which aligns with studies demonstrating that reflective learning can generate both affirmation and transformation of everyday activities[27].

IV. CONCLUSION

This study investigated the influence of the text-based interactive game A Day at Home on university students' perceptions of their leisure habits, levels of satisfaction, and intentions to change behavior, finding that 52% of participants demonstrated consistency between their real-life behaviors and in-game decisions, indicating the game's effectiveness in reflecting typical daily activities, while 35% reported differences that revealed its capacity to expose contrasts between actual behavior and alternative lifestyle choices. Although overall satisfaction remained unchanged for most students, 34.5% experienced decreased satisfaction, suggesting increased critical self-reflection, and intentions to change habits were nearly evenly divided, with 51.7% reporting no change and 48.3% expressing new or strengthened motivation to improve their daily routines. Beyond these outcomes, the findings highlight important practical and pedagogical implications, as text-based interactive games represent affordable and easy-to-implement tools for fostering reflective learning in areas such as wellness, time management, self-regulation, and personal development, and can be integrated into class reflections, journals, preparatory learning activities, structured

discussions, and even as instruments for identifying student behaviors related to academic success and well-being. Looking ahead, the study underscores the potential for expanding and adapting such game-based reflection activities within blended and digital learning environments through learning management systems, orientation programs, or online modules, with future versions possibly incorporating adaptive decision paths, personalized feedback, and links to campus health resources, and with further development, these games could be embedded in semester-long courses, digital advising systems, or institution-wide health initiatives. Overall, the study demonstrates that interactive text-based games possess strong potential to enhance self-awareness, encourage reflective thinking, and prompt students to reconsider their behaviors, as consistent reflection emerges as a crucial foundation for self-improvement and more responsible decision-making, even when immediate increases in satisfaction or behavioral change are not universally observed.

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