



The Influence of Gadget Use on Students' Interest in Reading Class VIII SMP Negeri 3 Palu

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ABSTRACT

This study aims to describe the influence of gadget use on students' reading interest and to measure the extent of this influence among grade VIII students of SMP Negeri 3 Palu. The research employed a quantitative descriptive design with a sample of 84 students selected through a simple random sampling technique. Data were collected using questionnaires, observations, and interviews, and analyzed through simple linear regression, F test, and coefficient of determination. The findings showed that gadget use had a positive and significant effect on students' reading interest. This was evidenced by the F-count value of 15.504 which exceeded the F-table value of 3.96, and the significance value of 0.001 which was smaller than 0.05. Furthermore, the determination coefficient analysis indicated that gadget use contributed 15.9% to students' reading interest, while the remaining 84.1% was influenced by other factors. These results suggest that gadgets can serve as a supportive tool for improving reading interest when utilized wisely for educational purposes, particularly in accessing information and digital learning resources. However, uncontrolled or excessive use may divert students' attention from developing consistent reading habits. Therefore, collaboration between teachers and parents is needed to supervise and direct students' gadget use so that its benefits can be optimized to strengthen literacy development.

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INTRODUCTION

Gadgets are sophisticated technological tools created with various applications that can present various news media, social networks, hobbies, and even entertainment (Marpaung, 2018). Gadgets with various features provided help users carry out all activities both in the world of work, education, and general daily needs (Seto et al., 2021). In addition, according to Etnanta & Irhandayaningsih (2017) gadgets can also be a medium for obtaining information and knowledge instead of books. This is in line with the many books that have

been translated into electronic media that can be accessed through device features such as *Google*. The features contained in the device can make it easier for students to find reading sources. But it does not demand the possibility that the development of technology can increase students' interest in reading. Because other factors can also affect the interest in reading, where according to Solahidin et al. (2022) there are two factors that can affect students' reading interest, namely internal and external factors. The internal factor is a factor that comes from the individual in the form of ability to understand reading, lack of motivation of students in taking the time to read, lack of enthusiasm of students looking for books because everything can be searched via the internet. While external factors are caused by the lack of supporting the role of school facilities to support literacy such as libraries, books, and the role of teachers.

The development of an increasingly modern and sophisticated era, people are required to be smarter in terms of sorting and selecting sources to increase knowledge for the development of an education. This is in accordance with the opinion of Marpaung (2018), where gadgets have many benefits if used in the right and proper way. Technology in the form of gadgets is no longer a strange thing in society, including among students, even many children of primary education age use it. This is in accordance with statement Simamora (2016), where gadget enthusiasts in Indonesia are growing very rapidly, marked by news put forward by the media that Indonesia is included in the 10 countries using gadgets in the world. In addition, Indonesians rank second with 3 hours 26 minutes using social media, while other media in the form of TV watching activities spend as much as 3 hours 4 minutes, 1 hour 30 minutes for streaming music, and 1 hour 23 minutes for playing games (Finishi & Friyatmi, 2023). So that before parents introduce gadgets to children, parents first need to know the impact that will be given. Because many students who misuse the sophistication of devices that should facilitate lessons actually have a bad impact.

Gadgets are one example of the development of information technology. According to Asrita (2023), a gadget is a device or instrument that has practical purposes and functions that are specifically designed to be more sophisticated than the technology created before. In addition, Khairat & Maharani (2023) argue that gadgets are small technological devices with a variety of special functions. As for the creation of gadgets to facilitate human work. Not only as a communication tool but also as a learning aid. Gadgets are also a tangible manifestation of current technological developments (Susanto & Akmal, 2019). The use of gadgets is an activity in using an electronic device that has various features that can be used with specific purposes (Ar-Rahman, 2021).

Reading is a process of finding various information in writing through the process of thinking. In addition, reading is also an activity or activity that provides information, news, and expands knowledge (Zuhria, et al., 2022). In addition, according to Hayadi (2018), reading interest is an internal force that encourages a person to be interested and happy in reading activities with their own wishes. So that to foster interest in reading requires the awareness of each individual. Reading interest that occurs in a person is certainly influenced by several factors. According to Azhari (2022), the supporting factor to increase interest in reading is the role of teachers and parents in providing motivation to students. In addition to supporting factors, of course, there are inhibiting factors in increasing interest in reading, where according to Atharina & Mudzanatun (2017) states that factors inhibiting students' interest in reading are influenced by internal and external factors. Internal factors in the form of feelings, attention, and motivation. Where situational interest makes students more picky about the types of books they read. While external factors consist of the role of teachers, environment, family, and facilities. In addition, the development of students' interest in reading is also influenced by the burden on students to learn all learning materials, because they only read when going to exams or doing assignments.

Gadgets have become an integral part of students' daily lives, and their use has a significant influence on students' motivation to learn. On one hand, gadgets such as

smartphones, tablets, and laptops can enhance motivation by providing interactive learning experiences, easy access to information, and educational apps that make learning more engaging. These tools can increase students' interest in subjects and support independent learning (Ardyansyah, 2019; Kamaruddin et al., 2023). Based on observations made at SMP Negeri 3 Palu, most students all have devices that can be accessed without time limits and direct assistance from parents and teachers. In addition, based on the results of interviews conducted with several students that most of them use gadgets as entertainment so that they forget about learning time, even most of them are less happy in reading activities. With the existence of information technology, it should be able to bring more changes, but instead it becomes an inhibiting factor for students in the learning process, especially reading. For this reason, it is necessary to conduct research on the effect of the use of gadgets on students' interest in reading, so that people can clearly know the effect given to students' interest in reading and can make better use of the use of gadgets.

METHOD

Research Design

The type of research used in this research is descriptive quantitative research. This research is used to examine a particular population or sample. The data collection uses a research instrument in the form of a questionnaire with the aim of testing the hypothesis that has been determined. This research method aims to collect data from a large number of respondents using a questionnaire that has been systematically arranged. The reason for using this research is that this research allows researchers to collect data from respondents in a relatively short time.

Population and Samples

The population in this study were students of class VIII of SMP Negeri 3 Palu, which was 342 students. While the sample in this study is part of the number of students who are considered to represent the entire population. According to Arikunto (2010) in determining the sample size if the subject is less than 100 then it is better to take all subjects. Meanwhile, if it is greater, it can be taken between 10-15% or 20-25%. Based on this explanation, the authors will take a sample of 25% of the existing population. As for calculating the sample size, it can be formulated as follows:

$$n = 25\% \times N$$

Description:

n = Sample Base

N = Population Size

Based on the formula, 25% of the population of 337 students was taken, resulting in a sample of 84 students.

Instrument

The instruments used in this study were questionnaires and interviews. The questionnaire is a data collection technique that is done by giving written questions to respondents to be answered according to the author's wishes (Etnanta & Irhandayaningsih, 2017). The interview was used to obtain data on students, as well as obtain preliminary information about the use of devices directly. The questions asked in the interview were unstructured. The interviews were conducted with selected students who had already filled out the questionnaire, allowing the researcher to follow up on specific answers or patterns that emerged from the quantitative data. The selection of interviewees was purposive, focusing on students who showed varying levels of reading interest and gadget usage, to ensure a broad perspective on the topic.

Procedure

Before analysis the data, first classify the data obtained in the field from the questionnaire results. Furthermore, the data that has been analysis is then entered into the data tabulation table that has been made according to the group of each statement. The data from the questionnaire that has been compiled is then entered into the computer and ready to be analyzed for calculation using the SPSS *version 30* program.

Data Analysis Techniques

This study employed statistical analysis to test the research hypothesis using simple regression analysis with the aid of SPSS *version 30*. Descriptive statistical analysis was first conducted to provide an overview of the independent and dependent variables, namely gadget use and reading interest. According to Sugiyono (2017), descriptive statistics are used to describe the collected data without the intention of making generalized conclusions. The results showed that the average score for gadget use was 38.55 with a standard deviation of 5.133, while the average score for reading interest was 37.42 with a standard deviation of 4.632, indicating sufficient variation among respondents.

To examine the relationship between variables, a simple linear regression analysis was applied to determine the effect of gadget use (X) on students' reading interest (Y). The regression equation obtained was $Y = a + bX$, where Y represents the dependent variable, X the independent variable, a the constant, and b the regression coefficient. The coefficient of determination (R^2) was then calculated to identify the percentage of influence exerted by the independent variable on the dependent variable. The results indicated that gadget use contributed 15.9% to reading interest, while the remaining 84.1% was explained by other factors.

Furthermore, an F test was carried out to evaluate the overall significance of the regression model. The results showed that the F-count value of 15.504 was greater than the F-table value of 3.96, with a significance level of 0.001, which is smaller than 0.05. These findings confirmed that gadget use has a positive and significant influence on students' reading interest.

RESULT AND DISCUSSION

RESULT

Descriptive Statistical Analysis

The data obtained from 84 respondents were tabulated with the help of *Microsoft Excel* which was processed with the help of SPSS *version 30* which can be seen in Table 1.

Table 1

Results of Descriptive Analysis of Research Variables.

	N	Range	Min.	Max.	Sum	Mean	Std. Deviation	Variance
The Use of Gadget	84	22	27	49	3238	38,55	5,133	26,347
Reading interest	84	23	25	48	3143	37,42	4,632	21,451

Based on the Table 1, it shows that the use of devices has sufficient variation. With an average value of 38,55 which shows that respondents generally use devices at a fairly high level, with a standard deviation of 5,133 and a variance of 26,347 indicating a fairly diverse distribution of data. Meanwhile, the mean value of reading interest of 37,42 indicates that respondents have reading interest that tends to be sufficient, with a standard deviation of 4,632 and a variance of 21,451 indicating that the reading interest of each respondent is relatively uniform.

Simple Regression Analysis

Simple regression analysis is used to answer a research hypothesis. The results of the analysis calculation can be seen in Table 2.

Table 2
Simple Regression Analysis Results.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	23,547	3,553		6,627	<,001
The Use of Gadget	0,360	0,091	0,399	3,938	<,001

Dependent Variable: Reading Interest

The results of the simple regression analysis showed that the regression equation could be expressed as $Y = a + bX$ or $Y = 23.547 + 0.360X$. The constant value of 23.547 indicates that if gadget use (X) is zero or remains unchanged, the predicted reading interest (Y) is 23.547. Meanwhile, the regression coefficient of 0.360 means that for every one-unit increase in gadget use, students' reading interest is expected to increase by 0.360 points. Conversely, if gadget use decreases, students' reading interest is predicted to decline by the same amount.

Coefficient of Determination Analysis

The coefficient of determination is used to determine how much the independent variable affects the dependent variable. The results of the coefficient of determination analysis can be seen in Table 3.

Table 3
Coefficient of Determination Analysis Results.

Model	R	R Square	Adjusted R Squer	Std. Error of the Estimate
1	0,399 ^a	0,159	0,149	4,273

Predictors: (Constant), The Use of Gadget

Based on the Table 3, it can be seen that the *R Square* value is 0.159 and this value explains that the influence given is fairly weak because the resulting value is less than 1. Furthermore, to determine the percentage given, the *R Square* value is multiplied by 100%. So as to produce a percentage of the influence given of 15.9% and 84.1% is influenced by other factors.

F test

The F test is used to determine whether the independent variable has an influence on the dependent variable. The results of the analysis can be seen in Table 4.

Table 4
F test analysis.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	283,110	1	283,110	15,504	<,001
	Residual	1497,307	82	18,260		
	Total	1780,417	83			

a. Dependent Variable: Reading interest
b. Predictors: (Constant), The Use of Gadget

Based on the Table 4, the F-count test result value of 15.504 is greater than the F-table value of 3.96 and the Sig. value of 0.001 is smaller than 0.05. So that H₀ is rejected and the alternative hypothesis is accepted, meaning that the use of gadgets has an influence on students' interest in reading.

DISCUSSION

Based on the results of the analysis obtained, the use of gadgets has a positive and significant effect on students' reading interest with a percentage of the influence of the use of gadgets on reading interest of 15.9% and 84.1% influenced by other factors. This positive and significant effect of using devices is due to access to information and educational content that can be accessed through devices, making it easier for them to find learning resources and reading sources. This means that the use of devices can be a tool to increase students' interest in reading. But to increase interest in reading, the use of devices is only used for learning purposes and completing school assignments. However, if the use of devices is not used wisely, it can distract students from reading activities. This is in accordance with the results of research by Adhari, et al., (2022) where the existence of can have a negative impact, especially on children who are not old enough and wise in using them. So that if it is not accompanied by adult supervision, the use of gadgets will have a negative impact on children. In addition, according to Asrita (2023), excessive use of gadgets will have a bad impact because students focus more on playing gadgets, so that students' concentration decreases when receiving material exposure from educators and causes a lack of interest in reading.

The use of devices can have various impacts, both positive and negative impacts. With the existence of devices, it can provide convenience in human life where a person does not need to waste a lot of time, money and energy to communicate with others wherever they are (Haya, 2018). In addition, according to Finishi & Friyatmi (2023), devices can affect students' reading interest by utilizing reading sources that are digital and can be accessed anywhere and anytime. In addition to having a positive impact, devices also have a negative impact if users do not use them appropriately. The results of this study are supported by previous research by stating that the influence of the use of gadgets on reading interest can have both positive and negative impacts. All of that depends on how the role of parents and teacher supervision at school in increasing students' reading interest (Isma, et al., 2022). In addition, based on the results of Aditya's research (2022), it explains that the use of gadgets has a positive and significant effect on students' interest in reading with the effect given of 93.3% and 6.7% influenced by other factors. Based on the above opinion, it is also in accordance with the results of research by Hidayat, et al. (2021) explaining that the factors that influence reading interest are divided into two factors, namely factors from within the individual in the form of talent, gender, education level, health and psychological conditions, habits, curiosity, and intelligence. Then the frying factor from outside is the type of reading, the surrounding environment, gifts, punishment, and competition.

CONCLUSION

The results of the research show that the use of digital devices has a clear impact on students' interest in reading. When students spend a significant amount of time using gadgets, especially for entertainment or non-educational purposes, their motivation and habit of reading tend to decline. This influence may be due to the fact that digital content often prioritizes speed and visual stimulation, which can reduce students' patience and interest in traditional reading activities. However, it is also important to recognize that students' interest in reading is shaped by many other factors, such as personal habits, family environment, and school culture. Devices are just one part of a larger picture that influences how students develop or lose their interest in reading.

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