

THE IMPACT OF USING MOBILE PHONES OR GADGETS ON THE READING INTEREST OF SMAS BHAKTYARSA STUDENTS

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Abstract

The purpose of this research is to prove the impact or influence of the use of mobile phones or gadgets on students' interest in reading at Bhaktyarsa Catholic High School in Maumere. The method used to analyze the data in this research is quantitative research method, with questionnaires, face-to-face interviews, and literature studies as data collection techniques. The results of this research show that there is a significant impact or influence between the use of mobile phones or gadgets (X) and interest in reading (Y), namely $0.002 < 0.005$. Thus, hypothesis 0 (h_0) is ignored and hypothesis 1 (h_1) is accepted, that is, there is an impact or influence of the utilization of mobile phones or gadgets on students' interest in reading at SMAS Katolik Bhaktyarsa Maumere.

Keywords: Gadgets, Interest, Reading

INTRODUCTION

According to Widiawati et al. (2014:106), gadgets are high-tech devices intentionally designed with various applications capable of presenting diverse information, applications, lifestyles, and entertainment media. (Widiawati & Sugiman, 2014, pp. 1–6) A similar opinion is also expressed by Jati and Herawati (2014:56), stating that mobile phones or gadgets are intermediary tools used for communication in modern times with the aim of facilitating human interaction activities. (Herawati, 2014) This allows students to access various information easily, thereby increasing their reading interest.

Reading interest is defined as an attraction to interpreting diction or specific word choices to obtain the desired message. Aligning with this definition, Elendiana (2020:3) explains that reading interest is one aspect that impacts students' understanding of the information presented. (Elendiana, 2020) Therefore, students' ability to manage information can be carried out more easily. This effort requires conscious and continuous promotion. Efforts to increase students' reading interest can be implemented through collaboration among teachers, students themselves, and parents. One approach is by optimizing the use of gadgets among students.

Based on preliminary observations of gadget use among students at SMAS Katolik Bhaktyarsa Maumere, it was found that students generally use gadgets more for social media activities such as Facebook, Instagram, TikTok, Twitter, and others. This behavior is often observed during break times, when teachers are absent, and after school hours. This correlates with reading literacy habits, as shown by data indicating that the number of students using the SMAS Bhaktyarsa digital library is only 8 per day. Meanwhile, students visiting the offline library range from 20 to 40 people per day. Therefore, this study aims to further investigate the "Impact or influence of mobile phone or gadget utilization on the reading interest of students at SMAS Katolik Bhaktyarsa."

This study aligns with research conducted by Etnanta (2017:9), which concluded that the analysis of the variable utilization of smartphones scored 5.953, higher than the table value of 2.000, and the significance value was 0.000, which is less than 5 percent. (Etnanta & Irhandayaningsih, 2017)

This simple research highlights the utilization of mobile phones or gadgets and their impact on students' reading interest at SMAS Katolik Bhaktyarsa Maumere.

Interest is defined as a strong inner desire toward a specific object, while reading refers to deciphering letters, writings, and the like. Thus, the phrase "reading interest" is interpreted as a strong desire for written content presented through various media. Reading interest is also defined as an attraction to certain media, specifically reading materials. According to Anjani et al. (2019:5), reading interest is described as a deep willingness that can be indicated by the expression of joy shown by an individual. (Anjani et al., 2019)

Many efforts can be undertaken to enhance students' reading interest, including collaboration among teachers, students, and parents. According to Hapsari et al. (2019:373), the aspects affecting students' reading interest consist of internal and external factors. Internal factors include intelligence, motivation, perseverance, and reading habits. (Hapsari et al., 2019)

Students' reading interest will not emerge without a strong desire from within. Limited book collections, outdated and damaged reading materials, minimal motivation from educators and parents, and the lack of respect from parents for their children's reading interests are key contributors to the low level of reading interest. Generally, adults focus only on children's academic achievements while failing to model reading habits from an early age. The unregulated advancements in science and technology, such as smartphones or gadgets, are often not utilized effectively or efficiently, leading students to neglect their responsibilities as learners.

From the explanation above, it can be said that reading interest is an individual's attraction to deeply understand various literature. The medium referred to here is reading material. Techniques to enhance students' reading interest include collaboration among educators, adults, and the students themselves. Educators can cultivate literacy habits at school by asking students to create summaries of their readings. Parents can accompany their children to start reading from an early age and set an example for their children.

A gadget or mobile phone is an electrically powered tool that is easy to use and has specific benefits. Munir (2013:4) states that a gadget or mobile phone is a mini electronic device equipped with numerous features, each with its own utility. (Munir et al., 2020) Gadgets allow users to interact more conveniently, track information, broaden perspectives and scientific knowledge, simplify communication, serve as entertainment media, expand social networks, act as search engines, and accelerate tasks. However, gadgets also have negative impacts. According to Lestari (2020:265), gadgets can negatively affect children, including causing addiction and impacting their physical, mental, and emotional health. (Lestari & Millenia, 2020)

Based on the theoretical explanation above, it can be concluded that gadgets are electronic tools that can be utilized to expand social networks, increase knowledge, search for information, and stay updated on trending topics. However, it cannot be denied that these media also have negative effects on students.

METHOD

This research employs a quantitative research method. The data collection techniques used include questionnaires, face-to-face interviews, and literature studies. Questionnaires are utilized to gather data from students regarding their gadget usage and reading interest, as well as their use of the e-smabak application. Document analysis is conducted to collect data on the number of online library visitors during the research period.

The population in this study consists of all students of SMAK Bhaktyarsa Maumere, totaling 175 individuals, with a sample of 50 students. The sampling method applied is simple random sampling (SRS), where all students have an equal opportunity to be selected.

RESULTS AND DISCUSSION

Result

Descriptive statistics are used to analyze descriptive data, including the minimum-maximum values, averages, and standard deviations of all research variables. The processed data using SPSS is presented as follows:

Statistic Description Table

Minimum	Maximum	Mean	Standard Deviation
5.00	8.00	6.4600	.95212
.00	4.00	2.4200	1.07076

Valid N (listwise) 50

The data shows that the lowest value of variable X (gadget) is 5.00, and the highest value is 8.00. The lowest value of variable Y (reading interest) is 0.00, and the highest value is 4.00. The mean of variable X is 6.4600, with a standard deviation of 0.95212. The mean of variable Y is 2.4200, with a standard deviation of 1.07076.

Model Summary

The model summary is used to identify the proposed research model, which can be observed from the R Square value.

Summary Model Table

Model	R	R Square	Rounding R Squared	Std. Estimated Error	Durbin-Watson
1	.427 ^a	.182	.165	.97818	1.656

1. Predictors: (Constant), Gadgets
2. Dependent Variable: Reading Interest

The table shows that the R Square value from the data is 0.182 or 18.2%, which indicates that the impact of mobile phones or gadgets on reading interest is 18.2%, while the remaining 81.8% is influenced by other factors. Thus, the relationship between X and Y is not strong, as it is below 50%.

Anova

ANOVA is used to determine whether this research model can be considered significant or not. Based on the analysis using the SPSS application, the following data was obtained:

ANOVA Table

Model		Total	Df	Mean Square	F	Sig.
1	Regression	10.252	1	10.252	10.715	.002 ^b
	Residual	45.928	48	.957		
	Total	56.180	49			

1. Dependent Variable: Reading Interest
2. Predictors: (Constant), Gadgets

Based on the table, it can be seen that the significance value of this research is 0.002. This indicates that the reference or model presented in this research is a good reference since it is below 0.005.

Coefficients

Coefficients are used to observe the influence of independent variables on the dependent variable, as presented below:

Coefficients Table							
Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance VIF
1	(Constant)	-.683	.958		-.713	.479	

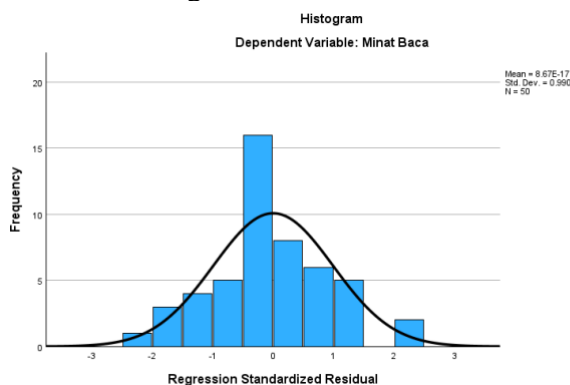
Gawai	.480	.147	.427	3.273	.002	1.000	1.000
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Dependent Variable: Reading Interest

According to the data, variable X (gadget) influences variable Y (reading interest) because its significance value is 0.002 (below 0.005).

Histogram

A histogram is used to assess data normality. Based on the analysis using the SPSS application, the histogram obtained is as follows:



Based on the histogram, it can be concluded that the data obtained in this study is normally distributed.

Discussion

The research results indicate several consequences, including low student engagement in the classroom, lack of active participation during learning activities, reduced motivation to complete assignments, and poor time management. (Rachmawati et al., 2018)

Proposed solutions from respondents for themselves include effectively utilizing literacy time and increasing curiosity. Respondents suggest that the school library should provide more appealing books, such as novels and comics appropriate for students' age.

The authors recommend that students reduce gadget usage, increase their interest in reading, and manage their time better. Increased reading interest will help students expand their knowledge.

Solutions to Enhance Reading Interest

Based on the research findings, several solutions are proposed to improve reading interest:

1. Developing Reading Habits from an Early Age

Reading interest should be nurtured from early childhood by parents. This way, children will feel accustomed to it as they grow older. As Masada (2022:119) emphasized, reading interest needs to be instilled during childhood. Parents and teachers play an essential role in fostering reading habits in children. (HT & Evitarini, 2022)

2. Providing Engaging Reading Materials

Engaging and meaningful literature is an excellent solution, as appealing reading materials encourage children to explore their content further. Human needs range from basic needs (food and drink) to self-actualization. Reading interest lies within the levels of self-esteem and self-actualization. Reading helps fulfill these needs by providing knowledge, information, and new experiences.

3. Creating a Pleasant Environment

Creating a pleasant environment makes children feel comfortable reading. Reading should be an enjoyable activity. Experts agree on the importance of creating a comfortable and conducive environment for reading. Reading can become a "flow" activity, especially when the material is interesting and challenging for the reader.

4. Providing Motivation and Encouragement

Motivation and encouragement are essential to fostering children's interest in reading. With such support, children feel driven and supported in their reading journey. Anjani, Dantes, and Artawan (2019:3) emphasized that reading interest requires awareness and encouragement from oneself and the surrounding environment. Parents and teachers can play a vital role in motivating children to read.

5. Connecting Reading with Other Activities

Teachers and parents can incorporate elements of play or storytelling to make reading activities more engaging. This approach highlights that readers not only receive information from texts but also construct their meanings and interpretations, connecting them to the activities they engage in. Reading interest can be influenced by the level of reader engagement in this process.

CONCLUSION

The conclusion of this research is that there is a significant impact between the use of mobile phones or gadgets (X) and reading interest (Y), with a significance value of $0.002 < 0.005$. Therefore, the null hypothesis (H₀) is rejected, and the alternative hypothesis (H₁) is accepted, which means that the reading interest of SMAS Bhaktyarsa students is influenced by the use of mobile phones or gadgets.

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