

A Correlational Study of Gadget Used Towards Reading Interest

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ABSTRACT

The purpose of this study was to determine the relationship between the use of gadgets and reading interest of class XII students in one of the high schools. The approach in this study uses descriptive quantitative methods with a correlation approach. The population of this study were all XII grade students and the sample used was 30 students. The technique used in sampling is proportional stratified random sampling. Data collection was carried out using questionnaires, observation and documentation. Variable measurement was carried out using a questionnaire with a Likert scale. The data analysis technique is descriptive analysis and correlation test. The results of this study found that there is a relationship, where the use of smartphones affects students' reading interest. Based on the result the product moment correlation test analysis with a value of $X = 67,77$ and $Y = 80,4$ resulting in $r = 0,949$ meaning that there is a significant correlation between gadget used toward reading interest. This evidenced by the value of the product moment coefficient which shows that $r > 0.01$. Therefore, Teachers/parents are expected to be able to minimise students' gadget use, in addition, the role of teachers/parents in motivating providing reading materials or reading activities can be one aspect of supporting students' interest in reading.

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INTRODUCTION

Reading is a very important activity in learning and is the first step in fostering interest in reading. This means that all learning processes are based on a person's reading ability, any information or knowledge can be obtained if someone wants to read. The learning and education process will not run well and optimally without reading. In addition, knowledge can increase and the insight of thinking becomes broad by reading. Nasution et al., (2022) stated that, reading is an activity that can enrich knowledge and also broaden insights to be able to form characters and attitudes that cause knowledge to increase. Knowledge that increases from reading activities can come from various reading sources. Almost all reading sources such as newspapers, scientific literature (scientific articles, journals, etc.), books, and so on can increase knowledge. For students, reading can be useful to support learning activities at school (Alieto et al., 2020). By reading books and scientific literature, students can follow school activities well. Students can gain additional knowledge beyond the knowledge gained from their learning activities at school.

In addition to gaining knowledge, a person who likes to read will gradually develop a high curiosity. If curiosity is encouraged, there will be an interest in reading. Reading interest in the people of a nation is one of the indicators to measure the quality of a nation (Ama & Widiana, 2021). The higher the interest in reading in the people of a nation, the higher the quality of human resources. The higher the human resources of a nation, the more advanced the nation will be. According to Ama (2021) the majority of Indonesian people including school-age students have not done intense reading activities. Students' reading interest has not been encouraging even though, in the school environment reading activities have been included in the curriculum. In a study, the reading power of Indonesian people was ranked 39th out of 41 countries. Based on the discussion that has been presented above, it can be seen that the reading interest of Indonesian people is still low. This is because Indonesians do not consider reading books as a primary need.

In addition, Indonesian people are also not aware of the benefits of reading books. Laila (2021) suggests that many students who are in senior high school are examples of students who have not done intense reading activities. This can be seen from the low interest in visiting the school library (Bakar & Kaddas, 2021). Students visit the school library just before school exams to look for textbooks. High and low interest in reading can be influenced by several factors, both factors that encourage and inhibit the person concerned. The more factors that encourage interest in reading, the interest in reading will increase. Meanwhile, if there are more factors that inhibit reading interest, reading interest will decrease. The rapid advancement of technology as it is today,

smartphones have their own charm for their owners (Anggriani, 2020). Through the various features provided by smartphones, smartphones can make someone interested in exploring the features that are available. The features provided include social media, chat applications, video players, and so on.

Smartphone ownership is no longer a strange thing among teenage students, especially teenage students at the upper secondary level, especially those whose parents have an economically well-off background (Mauludhin & Mudiyanto, 2020). In addition, upper middle level teenage students are considered mature and responsible for utilising something, for example a smartphone. That is what makes almost all teenagers have smartphones at the upper middle level, teenagers have a high curiosity so that the teenagers concerned want to explore something they don't know, including the smartphones they have. This is in line with Sumiati et al., (2022) which mentioned that the development of technology on smartphones which have more and more uses every time. Smartphones can be a medium for obtaining information and knowledge instead of books. With various features, smartphones can replace books as a source of information and knowledge. This is in line with the many books that have been converted into electronic media that can use smartphones to access them. As we know, smartphones are information technology tools that have a small form and have special functions. So by utilising smartphones, people can get information anywhere and anytime because it is small and can be carried anywhere.

Suwa, Halim & Zainuddin (2020) mentioned that smartphones have various benefits and uses, namely a means to read books, read news, searching for information, and so on. In addition to having various benefits and uses, smartphones also have disadvantages, namely being prone to disease, decreased productivity, and so on. Apart from the benefits and disadvantages of smartphones, this paper focuses on the relationship between smartphone use and reading interest. The benefits that can be obtained from this research include: can provide information on how the use of smartphones should be used and utilised so that it can have a positive effect on its users, especially for the advanced features that smartphones already have at this time, as information material for researchers who want to conduct research on the same theme in the future and to provide an overview of the importance of smartphone utilisation in increasing reading interest.

REVIEW OF LITERATURE

Reading Interest

Reading interest is a combination of the words interest and reading. The two words have different meanings. There are several explanations of opinions

from several experts regarding interest. Interest is a factor that arises in a complex manner. The emergence of interest can be due to its compatibility with talent, the success of the teacher in stimulating students, the influence of familiar friends, the environment, and so on (Roe, Smith, & Kolodzie, 2018). According to Conard (2021), interest can be interpreted as a sense of pleasure or displeasure in dealing with an object. With a sense of pleasure with something, it can generate an interest. Meanwhile, according to Lustyantje & Aprilia (2020) stated that interest is a sense of preference and a sense of attachment to a thing or activity, without anyone telling you to. The definition based on these experts can be concluded that interest is a feeling, tendency, or factors that make someone remember and pay attention to something. The factors that determine the development of interest are not always clearly visible because the factors that influence it are more invisible such as needs that are not based on aggressive feelings, desires and so on. Interest is one of the psychological factors that helps and encourages individuals in stimulating an activity that is carried out to achieve a goal to be achieved. An interest can be expressed through a statement indicating that a person prefers one thing over another. It can also be expressed through participation in an activity. The interest that occurs in an individual is influenced by two determining factors, namely the desire factor from within the individual or the desire from outside the individual. Interest from within the individual in the form of desire or pleasure in the action. The person is happy to do the action for the sake of the action itself. Interest from outside the individual in the form of encouragement or coercion from outside the individual to do something.

Reading

Reading activities include three basic skills: recording, decoding, and meaning. Recording refers to words and sentences, then associating them with their sounds according to the writing system used. Decoding refers to the process of translating graphic sequences into words. Meanwhile, meaning is the process of understanding the meaning that takes place from the level of comprehension, interpretative understanding, creative, and evaluative. The process of recording and decoding takes place in early grade students, while meaning is more emphasised in high grades (Grabe & Stoller, 2019). It can be concluded that the definition of reading from these experts that reading is an effort to understand a reading that aims to get the ideas and information contained in the reading. If the notions of interest and reading are put together, it can be concluded that the attraction, factor, or drive to understand the ideas and information contained in a reading.

Smart Phone

Information Technology (IT) is a term for any technology that can assist humans in creating, transforming, storing, communicating and disseminating information. Information technology brings together computing and high-speed communications for data, voice, and video (Pangriptaningrum, 2022). Information technology that is developing today is not only computers but can also be televisions, electronic household appliances, and smart phones or commonly called smartphones. Smart phones, often referred to as smartphones, are one example of the development of information technology. Smartphones bring together high-speed computing and communications for data, voice, and video. While the smartphone itself can be interpreted as a telephone that has computer-like capabilities, usually has a large screen and the operating system is capable of running general application purposes. (Yuhani, Raudhoh, & Miliyani (2020) claimed that smartphone is a technology that has an operating system that has applications similar to computer technology that is packaged in a flexible form so that it is easy to carry anywhere. The functions of smartphones according to Anggriani (2020) such as personal assistants and internet connection facilities that can connect users with the virtual world such as through social media and others. In addition, smartphones also have the function of providing information, and as a long-distance communication tool.

RESEARCH METHOD

To obtain data in accordance with the topic of this research, the design and type of research used by researchers is descriptive quantitative with correlation method. According to Arikunto (2010) descriptive research is research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons, or connecting with other variables. Meanwhile, the correlation method according to Arikunto (2013) is "Research conducted by researchers to determine the level of relationship between two or more variables, without making changes, additions or manipulations to existing data". This study explained the relationship between smartphone use and students' reading interest in one of the senior high schools, with a total sample was 30 students. The technique used in sampling is proportional stratified random sampling. The research used several data collection techniques, namely: observation and questionnaire.

Observations made by researchers, namely by conducting direct observations on the object of research and recording things that may be related or related to the problems to be discussed in detail and systematically. Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. The type of questionnaire in this study is a closed questionnaire. A closed questionnaire is a

questionnaire that is presented in such a form that the respondent is asked to choose one answer that matches his characteristics by giving a mark (x) or checklist mark. The questionnaire in this study uses a Likert. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group about social events or symptoms. The questionnaire in this study consisted of 30 questions, divided in 15 to examine the gadget used and another 15 to examine the reading interest.

Validity

The researcher have measured the validity to show the validity of the insturement as research material in line with Grimes & Schulz (2002) satated that “validity is a measure that shows the level of validity of a test or instrument”. Test the validity of the instruments used microsoft excel with formula adapted from Thanasegaran (2009):

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{(N \sum Y^2) - (\sum Y)^2\}}}$$

Description : r = Correlation coefficient between variables X and Y

$\sum X$ = The sum of the scores in the X distribution

$\sum Y$ = The sum of the scores in the Y distribution

n = Number of respondents

From the results of checking validity, in this study, the significant level used is 10% with N = 30. The value of 0.280 r table is obtained from N = 30 with a significant level of 10%. The final calculated of validity shows that all question items have r count > 0.280, so it can be concluded that all question items are valid.

Reliability

In this test, the reliability test was carried out using the Cronbach alpha coefficient. Calculation of the alpha coefficient using SPSS version 21 and the critical limit of the alpha value to identify a reliable questionnaire is if it provides a value of 0.60, if the Cronbach alpha coefficient value > 0.60 is an indicator that the questionnaire is reliable. Reliability tests have been carried out by researcher through Microsoft Excel used the Alpha Cronbach formula with The Reliability level as follows:

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Description: r_{11} = Alpha reliability coefficient

K = Number of items

$\sum S_i$ = Total score variance of each item

S_t = Total variance

Variable	Alpha Score	Note
Gadget Used	0,617	Reliable
Reading Interest	0,759	Reliable

FINDINGS AND DISCUSSION

Findings

Education is important to advance one's life and become one of the aspects to be able to educate the nation, this is clearly written in the Preamble of the 1945 Constitution of the Republic of Indonesia which is a mandate that must be instilled and fulfilled by all Indonesian people (Yuhani, Raudhoh & Miliani, 2020). Clarified by the issuance of Law no. 20 of 2003 Article 3 on the National Education System that "National Education functions to develop knowledge and shape the character and civilisation of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens", from this it can be seen that education must be pursued and undertaken by all Indonesian people and one of the efforts to achieve this is by providing educators in teaching and learning activities on an ongoing and continuous basis. An important thing in the world of education is about reading, by reading someone will be able to take a good education.

Reading is not only as simple as reading word by word from reading material but it is also important to be able to understand and understand what is being read. In this case, reading must begin to be instilled in students at an early age, because the earlier students are introduced to reading, the easier it will be and the sentences read will affect the development of language and thinking of each student according to their abilities (Syadiyah, 2022). Reading in formal education usually begins to be introduced when in kindergarten where when

entering the age of 4-6 years, this system is considered capable of instilling a love of reading in students, but apparently this is not in line with what is said by Maribbay (2022) that students who are taught to read before entering formal education will be more advanced than students who have never received teaching about reading.

In today's globalised era, the development of information and communication technology is progressing so rapidly that without realising it, it has affected every aspect of human life. The use of television, telephones, computers, mobile phones, and the internet is no longer a new thing for the community. These electronic media were created to facilitate daily activities and obtain various information media.

Technology was originally developed in pre-historic times which functioned to help them introduce the forms they knew, at that time they used cave walls to record information (Lustyantie & Aprilia, 2020). As the times progressed, the way of delivery began to develop more sophisticated. Reading is an important thing in the learning process, because by reading we can achieve the ultimate goal of success (Luchiyanti & Rezania, 2022). In the learning process, technological developments can influence, one of them is on reading interest, because along with technological developments, students are required to be able to adjust to technology such as gadgets. Some students use gadgets as a tool to facilitate their learning, they can access anything about learning and with trusted sources

Technology is very diverse, one of which is a smartphone. Smartphone is a tool used to communicate. Not only that, nowadays smartphones are a tool needed to broaden horizons and knowledge. In this time, smartphones have become one of the main needs in living life, because we are currently in an all-digital era (Mauludhin & Mudiyanto, 2020). Smartphones are referred to as smart phones, because they can access anything and are in tune with the current digital era. At all levels, both teenagers and adults are required to master or understand technology. Mobile phones are one of the communication tools that are increasingly showing their sophistication. In the past, mobile phones were very different from what they are now. In the past, mobile phones were only used as a means of telephone and SMS communication, but with the advancement of highly sophisticated technology in the present, mobile phones with various types and attractive features such as television, online games, mp3, internet browsing and many more.

After collecting all the data, the researcher tested the hypothesis by calculating and correlate the data between the X and Y variables. The test was used product moment.

The equation for pearson (r) is a follow :

$$r = \frac{\sum x y}{\sqrt{(\sum x^2) (\sum y^2)}}$$

Where : r = correlation coefficient

$\sum x$ = the values for the X variable

$\sum y$ = the variable for the Y variable

$\sum x Y$ = the values for XY variable

After that the final analysis the result of correlation between X and Y variables was compared with the value (r table). The table value is 5 % or 1 %. If $r \times y > r$ table is significant or there is a correlation between Based on the result the product moment correlation test analysis with a value of $X^- = 67,77$ and $Y^- = 80,4$ resulting in $r = 0,949$ meaning that there is a significant correlation between gadget used toward reading interest. This evidenced by the value of the product moment coefficient which shows that $r > 0.01$ which this means that there is a correlation between gadget used toward reading interest. If $r \times y < r$ table is not significant. It means that, there is no correlation between gadget used toward reading interest.

Positive correlation indicates the scores move together either increasing or decreasing, while negative correlation indicates the scores on one variable increases and the scores on other the other variable decrease. Correlation doesn't imply caution means that two events are in some way correlated doesn't not mean that in always causes the other. The range of correlation coefficients is as follows:

0,00 - 0,199 means very low correlation

0,20 - 0,399 means low correlation

0,40 - 0,599 means fair correlation

0,60 - 0,799 means high correlation

0,80 - 1,000 means very high correlation

In this study, questionnaires were given to the research subjects to obtain valid data regarding the use of gadgets on their reading interest. Basically, the purpose and benefit of a questionnaire is to obtain some data or information relevant to the research topic. Generally, this method is more widely used in quantitative research to describe the relationship between variables. In accordance with the predetermined stages and the formula used to analyse the data, the researcher applied a closed questionnaire to each research subject, where this questionnaire was given a tick or cross mark. From the data analysis, a description of the use of gadgets on reading interest is presented in table 1 below:

Table 1. Correlation of gadget used toward students reading interest

Students	X	Y	X ²	Y ²	XY
1	59	86	3481	7396	5074
2	58	93	3364	8649	5394
3	78	86	6084	7396	6708
4	74	93	5476	8649	6882
5	67	40	4489	1600	2680
6	77	86	5929	7396	6622
7	59	93	3481	8649	5487
8	51	40	2601	1600	2040
9	51	86	2601	7396	4386
10	54	93	2916	8649	5022
11	48	80	2304	6400	3840
12	53	93	2809	8649	4929
13	75	46	5625	2116	3450
14	54	60	2916	3600	3240
15	76	100	5776	10000	7600
16	76	100	5776	10000	7600
17	75	60	5625	3600	4500
18	81	100	6561	10000	8100
19	51	100	2601	10000	5100
20	75	60	5625	3600	4500
21	66	33	4356	1089	2178
22	79	100	6241	10000	7900
23	52	100	2704	10000	5200
24	58	86	3364	7396	4988
25	63	93	3969	8649	5859
26	76	40	5776	1600	3040
27	81	93	6561	8649	7533
28	69	86	4761	7396	5934
29	64	93	4096	8649	5952
30	48	80	2304	6400	3840
Total	1943	2412	129717	207422	155737

$$\begin{aligned}
 r &= \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}} \\
 &= \frac{155737}{\sqrt{(129717)(207422)}} \\
 &= \frac{155737}{\sqrt{26906159574}} \\
 &= \frac{155737}{164030,971} \\
 &= 0,949
 \end{aligned}$$

Based on the result the product moment correlation test analysis with a value of $\bar{X} = 67,77$ and $\bar{Y} = 80,4$ resulting in $r = 0,949$ meaning that there is a significant correlation between gadget used toward reading interest. This evidenced by the value of the product moment coefficient which shows that $r > 0.01$ which this means that there is a correlation between gadget used toward reading interest.

Discussion

The Fact of Technology Nowadays Influence Reading Interest

Currently, the development of information technology is very rapid, technology has been used in various fields of life as entertainment, education and even economic activities. Technology is a process of increasing added value which will use or produce products that are not separate from other products because they have become an integral part of the system (Mauludhin & Mudiyanto 2020). The use of technology, especially gadgets, ranging from students to even the elderly using gadgets. If the use of Gadgets in students is not limited, students will be dependent and will result in things that are not good for the students themselves, both in health, social interaction, and the cognitive side of students. Students' interest in reading can be supported by technology, but its use must be limited and accompanied by parents. All forms of activities carried out with Gadgets must always be accompanied by parents, but in reality today many parents let their students play Gadgets by themselves without any restrictions so that this becomes a complex problem.

In modern life like now, we cannot ignore the name of technology. One of them is a smartphone. In using smartphones, there are several positive impacts in general, namely smartphones make it easier for us to communicate with people we cannot reach, add insight and make it easier for us to solve all problems. In the use of smartphones, there are also several negative impacts,

including according to Alieto et al., (2020) Mentioned that that a smartphone enthusiast will often open or check his smartphone an average of 1,500 times every day, that's why someone will rarely socialise with people around him, he will only focus on smartphones. Then, another negative impact is that someone who uses a smartphone will have poor sleep quality, because someone is too inattentive and is addicted to a smartphone and he will also not be able to focus on lessons.

The need for technology, whether information technology or telecommunications, is currently very high. Not because of what, the circumstances and situations that require this to happen. The development of technology is getting faster and the needs are also getting more complex, whether we want it or not, it forces people to use technology. The development of technology that produces various conveniences and sophistication has made people feel addicted, what happens is that the community cannot be separated in its use and if in using technology is not selective it can have a negative impact. Low interest in reading in the sense of understanding a reading can be a factor in receiving the adverse effects of technology. The use of gadgets has reached various age groups, including students. This affects students' interest in reading, as shown by research conducted by Anggriani (2020) which found that the use of Gadgets affects students' interest in reading statistically significantly. The concentration of students with various things faced, one of which is reading material, will also be affected due to prolonged use of Gadgets, this was revealed by Bakar & Kaddas (2021) the features provided on the Gadget have distracted students' attention to play more than read. Often students prefer to use features such as playing games and watching Youtube to get entertainment. This affects students' interest in reading, where if it is continued students will have a low interest in reading and in adulthood students experience a lack of knowledge because from an early age they did not have an interest and habit in reading.

There are still many parents who do not realise the benefits of using Gadgets to increase students' interest in reading, this results in students preferring to play Gadgets rather than increasing their interest in reading. There are still many parents who let their students play Gadgets without supervision and are left to do other activities. This may be more practical for daily activities but will have a negative impact on students. The need for technology, whether information technology or telecommunications, is currently very high (Sumiati et al., 2022). Not because of what, the circumstances and situations that require this to happen. The development of technology is getting faster and the needs are also getting more complex, whether we want it or not, it forces people to use technology. The development of technology that produces various conveniences and sophistication has made people feel addicted, what happens is that the

community cannot be separated in its use and if in using technology is not selective it can have a negative impact. Low interest in reading in the sense of understanding a reading can be a factor in receiving the adverse effects of technology.

The educational environment is a strategic environment for developing the habit of reading. Reading is an activity to gain knowledge or information that should be done for the scientific and educational community (Luchiyanti & Rezania 2022). The habit and interest in reading are important and fundamental things that must be developed from an early age with the aim of improving the quality and quality of education, both primary, secondary and higher education. The learning process in educational units is organised in an interactive, inspiring, fun, challenging, motivates students to actively participate, and provides sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. One way that can be done is to utilise Information and Communication Technology (ICT), one of which is a smartphone in the learning process. The use of smartphones among students has become commonplace, especially since current technological advances force students to have smartphones and they are required to be open to technology.

The latest information is currently easier to obtain by using a smartphone. Therefore, students nowadays have smartphones to make it easier for them to get or find the information they need such as completing assignments, finding information, and so on (Ama & Widyana, 2021). Student learning achievement is the result of an assessment of the learning activities that have been carried out and is a form of final formulation given by the lecturer to see to what extent the student's ability is expressed in the form of symbols, numbers, letters and sentences that can reflect the results that have been achieved. Student learning achievement can be seen from the Grade Point Average (GPA) obtained by students (Ama, 2021). To get a good learning achievement requires optimal effort which is expected to be able to describe the quality of good students as well. One important factor that affects learning achievement is reading interest, which is a strong desire accompanied by one's efforts to read. Someone who has a strong interest in reading will be manifested in his willingness to get reading material and then read it on his own awareness. Interest must be channelled otherwise it will be lost, because interest is a strong motivator or driver in someone doing activities so that the activities to be carried out will get maximum results. Likewise, with interest in reading, happy reading is a form of a person's interest by reading someone will master knowledge, therefore reading is one of the most important factors in the learning process. The existence of reading interest allows a person to be active in expanding his

knowledge and the learning outcomes he receives can achieve optimal goals if a person's reading interest is higher.

Everyone will want to do something related to what he thinks will give happiness and self-pleasure, by doing these activities will help someone in developing themselves and getting pleasure, this is often referred to as reading interest. According to Rosenblatt, (2018) interest is a feeling that a person has in the form of a sense of liking and feeling interested in something or activity without any coercion from outside which then gets satisfaction. Interest will encourage someone to do activities that please him even though he has to make some efforts, but it is not a problem because interest and liking become the basis of a person's activities. In accordance with what is expressed by Sumiati et al., (2022) that interest is a source of motivation and encouragement for a person to carry out some desired activities and efforts freely without any coercion with the aim of getting satisfaction. Reading is a process where a person understands a collection of words with the aim of gaining knowledge and messages that will be conveyed by the author to the reader. Reading includes activities such as recognising letters and collections of words which are then connected so that meaning can be known in order to draw conclusions and know the purpose of reading material (Rosenblatt, 2018). Reading activities are not only reading, but one must understand and understand the meaning of the reading material read. According to Rosenblatt (2018) reading is a complicated activity because it involves many things, not just reciting writing but must involve visualisation, thinking, psycholinguistic and metacognitive activities.

The application of reading interest in students can be started by providing reading materials that are interesting, fun and coupled with books that contain pictures. With this, students will begin to imitate and start reading without coercion, in this case there are two factors that influence students in reading interest, namely personal factors and institutional factors (Roe, Smith, & Kolodziej, 2018). Personal factors are factors that come from within individual students such as age, gender, intelligence, reading skills, attitudes and psychological needs of students, while institutional factors are factors that come from outside individual students, such as the availability of reading materials, types of books, family socio-economic status, ethnic background and the influence of parents, teachers and students' friends.

Meanwhile, Gadget is a technological tool that is the result of the development of technology and information today almost all the world's population uses Gadget without exception, starting from the population aged Students to adults use this technology. Gadget itself is made with the purpose and function to help humans in doing their work. Gadget comes from the term English word which refers to a tool or instrument which in its manufacture has a practical purpose and function that is useful for humans which is given to

something new (Laila, 2021). Currently, the development of technology and information has produced various kinds of technological sophistication, which in general, the functions and uses remain the same, namely to help and facilitate humans in carrying out their work, but there is one thing that distinguishes Gadgets from other devices, namely the element of novelty where Gadgets appear by providing and presenting new technology in helping human life become more practical.

Imbalancing Toward Reading Interest and the Solutions

The issue of reading interest in Indonesia is still a major problem in the field of education. In several surveys conducted by educational bodies and students, Indonesia is still a country with a low level of interest in reading. This is evidenced by a survey conducted by the Programme for International Student Assessment (PISA) 2018 written in the article of Maribbay (2022) showing that with the reading category Indonesia ranked 6th from the bottom, meaning it was ranked 74th with an average score of 371. This survey was conducted by assessing 600,000 15-year-old students from 79 countries every three years. The PISA survey compares students' maths, reading and science skills. This means that this survey not only assesses students' reading and writing skills but also their ability to read with various difficulties. Another survey also said the same thing, the Progress in International Reading Literacy Study (PIRLS) conducted a survey on the reading field of students conducted internationally. This survey shows that Indonesian students are in fourth place out of 45 countries in the world. This survey places 4th grade elementary school students at the lowest level in the Asian region. This means that students' reading skills are low, with only 30 per cent of the reading passages provided. Students have difficulty when answering questions about the reading and require comprehension and reasoning. Surveys that have been conducted by various institutions show that the condition of students' interest in reading in Indonesia is still low. Lack of support from the environment, whether from schools, neighbourhoods, and even the home environment may be a factor that makes students' interest in reading low. Various efforts have been made by the government and reading communities, but if it is not followed by parental support then this is considered useless, because students imitate parents, students are always with parents.

In relation to reading, reading habits must begin to be instilled from an early age, because reading habits and interest are fundamental problems in reading activities that are often ignored even though reading habits are a factor that determines success in reading (Mauludhin & Mudiyanto, 2020). The habit of reading from an early age will take place continuously as the age increases, in this case the ability of students will also increase. The habit of reading will run if there is interesting and adequate reading material both in quantity and quality.

Therefore, parents need to provide reading materials that are able to foster reading habits in students.

From the results of this study, it can be seen that the use of smartphones has a partial effect on learning achievement. This is due to the various uses of smartphones by students. Smartphones can be used for positive and useful things such as finding references in assignments, finding and learning the latest theories, listening to the latest news or knowledge, discussions on social media regarding academics and other matters related to lecture material. Conversely, smartphones are also often used for things that are less or even not useful at all such as playing games or empty chats that are not useful. From the results obtained in the formulation of the first problem, it can be observed that the use of smartphones has two contradictory sides, on the one hand it has an influence and is very useful for improving learning achievement when used properly as it should, but on the other hand it has no influence and is not even useful at all when used uselessly.

In addition, from the results of this study, it can be seen that reading interest has a partial effect on learning achievement. Reading interest can be interpreted as the desire to read. The effect of reading interest is not comprehensive on learning achievement because it is also influenced by what is read. Reading activities are not only limited to reading books, academic literature or things related to lecture material. Reading can also mean reading books or fictional writings or things that have nothing to do with academics. From the results of the research that has been obtained, good reading interest does not necessarily result in good learning achievement because there are also other factors that influence reading interest, especially regarding the content of what is read.

Proper use of smartphones and the right reading interest have a big influence on learning achievement. Smartphones can be an alternative reading media besides books or paper-based media. By using smartphones, students can access reading sources, literature, theories or the latest journals quickly and efficiently. Smartphones can overcome students' limitations in accessing libraries or books that are difficult to obtain. Smartphones have the convenience of getting readings in the form of e-books, e-journals and others so that they can fulfil students' reading interests and overcome the limitations and obstacles to getting reading sources in the form of books in the library. Good reading interest and proper use of smartphones in supporting reading interest will automatically improve the student's learning achievement. Regarding the overall research results, Pangriptaningrum (2022), in his research stated that the higher the intensity of smartphone use, the higher the achievement. Conversely, the lower the intensity of smartphone use, the lower the student learning achievement.

In addition, research conducted by Sumiati et al., (2022) on high school students mentioned that students use smartphones to support learning programmes inside and outside the classroom. Students prefer to use smartphones in learning because of the ease of accessing information anytime and anywhere without space and time constraints. Things that students do when using smartphones include accessing subject matter, searching for information, using social media to discuss, sending and receiving e-mails, downloading and watching videos containing discussion of subject matter, reading electronic books (e-books), and editing documents. The rapid development of information technology will bring mobile learning to be one of the practical learning alternatives in the future. Thus, teachers need to guide, direct, facilitate, as well as optimise the use of smartphones positively to improve students' motivation and learning outcomes. In line with these two studies, this research also found that the correct use of smartphones supported by good reading interest will affect student learning achievement. Improper use of smartphones will not have any effect on learning achievement. Likewise, if what is read is not related to lectures, of course there will be no effect on learning outcomes.

Reading habits must begin to be instilled in students at an early age, parents play an important role and have a great responsibility in instilling the habit and love of reading in students. Home is the most appropriate place to instil various good habits, one of which is reading. Parents must be able and encourage students to love books from the start. Of the various external factors in encouraging students to read on sociological factors, the family holds a very high influence in shaping students' interest and reading skills (Lustyantie & Aprilia, 2020). One of the small efforts that can be made by families is to read newspapers, books, and other readings that will encourage students to love reading. In reality, there are still many parents who have not instilled the habit of reading in students. Most parents will allow their students to play Gadgets, watch TV and only do activities that are not productive and do not support in instilling reading habits.

Conclusion

The conclusion that can be drawn from this research is that there is an correlation between the use of gadget on students' reading interest. This is based on from the result the product moment correlation test analysis with a value of $X^- = 67,77$ and $Y^- = 80,4$ resulting in $r = 0,949$ meaning that there is a significant correlation between gadget used toward reading interest. This evidenced by the value of the product moment coefficient which shows that $r > 0.01$ which this means that there is a correlation between gadget used toward reading interest. Thus, this is indicates that if the independent variable, namely the use of

smartphone is assumed to be constant then, the reading interest will decrease. Based on this conclusion, it can be suggest that the main capital in increasing students' interest in reading is to provide facilities and infrastructure to support, namely providing books that are interesting for students to read, but not all books can attract students to read and not all teachers/parents are able to provide books to read. The reason why parents are able to do this is due to low economic factors and low awareness of parents to instil and increase students' interest in reading.

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