



## The Effect of Gadget Usage Duration on Students' Reading Interest at Madrasah Ibtidaiyah Muhammadiyah 16 Karangasem

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### ABSTRACT

This study aims to determine the effect of gadget usage duration on students' reading interest at MI Muhammadiyah 16 Karangasem. The increasing use of gadgets among elementary school students may divert their attention from reading activities. A significant number of students tend to spend more time on gadgets than reading books, which potentially leads to a low level of reading interest. This research employed a quantitative approach with a survey design. The sample consisted of 87 students from grades 4 and 5, who were divided into three groups based on their gadget usage duration: high, medium, and low. The instruments used were questionnaires that measured gadget usage duration and the level of reading interest based on four indicators: enjoyment in reading, interest, attention, and engagement in reading. The data analysis techniques included validity tests, reliability tests, normality tests, homogeneity tests, and hypothesis testing using One-Way Anova. The results showed a significant difference in reading interest based on the duration of gadget usage. The calculated F value was 7.373 with a significance level of 0.001, indicating that gadget usage duration significantly affects students' reading interest. The average reading interest score for students with low gadget usage duration was 73.75, for medium duration was 77.17, and for high duration was 71.21. Based on these results, it can be concluded that the higher the duration of gadget usage, the lower the students' reading interest tends to be.

*Keywords: Gadget, usage duration, student, reading interest*

## Pengaruh Durasi Penggunaan Gadget terhadap Minat Baca Siswa di Madrasah Ibtidaiyah Muhammadiyah 16 Karangasem

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh durasi waktu penggunaan gadget terhadap minat baca siswa di MI Muhammadiyah 16 Karangasem. Meningkatnya penggunaan gadget di kalangan siswa sekolah dasar, dapat mengalihkan perhatian mereka dari aktivitas membaca. Sejumlah besar siswa cenderung menghabiskan lebih banyak waktu dengan gadget daripada membaca buku, yang berpotensi menyebabkan rendahnya minat baca. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan desain survei. Sampel dalam penelitian adalah siswa kelas 4 dan 5 sebanyak 87 siswa. Jumlah sampel ini dibagi ke dalam tiga kelompok durasi penggunaan gadget yakni durasi tinggi, durasi sedang, dan durasi rendah. Instrumen yang digunakan berupa angket yang mengukur durasi penggunaan gadget dan tingkat minat baca berdasarkan empat indikator, perasaan senang membaca, ketertarikan, perhatian, dan keterlibatan dalam membaca. Kuesioner memenuhi syarat validitas isi karena disusun secara objektif dan sistematis. Teknik analisis data yang digunakan meliputi uji validitas, uji reliabilitas, uji normalitas, uji homogenitas, dan uji hipotesis menggunakan uji *One Way Anova*. Hasil penelitian menunjukkan terdapat perbedaan yang signifikan antara durasi penggunaan gadget dengan minat baca siswa. Nilai F hitung sebesar 7,373 dengan signifikansi 0,001 menunjukkan bahwa durasi penggunaan gadget berpengaruh signifikan terhadap minat baca siswa. Rata-rata minat baca siswa dengan durasi penggunaan gadget rendah adalah 73,75, durasi sedang sebesar 77,17, dan durasi tinggi sebesar 71,21. Berdasarkan hasil penelitian di atas, dapat disimpulkan bahwa semakin tinggi durasi penggunaan gadget, maka cenderung semakin rendah minat baca siswa.

*Kata Kunci: durasi, penggunaan Gadget, minat baca, siswa*

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## INTRODUCTION

In the current era of globalisation, science and technology are developing rapidly. The digital revolution has made people, including children, increasingly familiar with technology (Khasanah et al., 2024). The development of science and technology has brought significant changes to various dimensions of human life, including economic, social, cultural, and educational aspects (Putri et al., 2024; Yusuf & Syamsu, 2017). The most advanced technological development is communication tools. What used to be letters and landlines has now evolved into mobile phones, laptops, tablet PCs, iPads, and more (Watak et al., 2023; Hermoyo, 2015; Santoso & Nurchasanah, 2023). Technology was created to make life easier, and as technological developments accelerate, new types are emerging. Various types of technology are now easily accessible, as prices vary, from affordable to expensive.

Gadgets are the most popular type of technology among all groups, from children to adults. Gadgets can be defined as objects equipped with sophisticated capabilities and various interesting applications, providing facilities such as access to news, social networks, hobbies, and entertainment (Prasetyo et al., 2021). Indonesia has become a country highly addicted to gadgets, with an average of 5.7 hours per day spent playing with them in 2022. The amount of time has increased since 2021, when it was previously 5.4 hours per day (Putri et al., 2024). According to Sari and Mitsalia (2021), gadget use is categorised as high intensity if the gadget is used for more than 120 minutes/day and involves a single use of more than 75 minutes. In addition, it can be used multiple times a day (more than 3 times). Using gadgets for 30-75 minutes will lead to a tendency to use them more frequently.

Furthermore, moderate gadget use is recommended, with a duration of 40-60 minutes/day and an intensity of use of 2-3 times/day. Furthermore, the use of appropriate gadgets is categorised as low, with usage duration of less than 30 minutes per day and a maximum usage intensity

of two times a day (Widya, 2020). Gadget use exceeding three hours per day has the potential to decrease reading interest.

Based on preliminary survey results obtained at Muhammadiyah 16 Karangasem Elementary School, it was found that most students primarily use gadgets for playing games and watching YouTube videos, rather than reading textbooks or other reading materials. Excessive gadget use results in decreased concentration and attention during students' reading activities. According to research conducted by Suryadi (2020), uncontrolled gadget use in elementary school-aged children can hinder cognitive development and reduce motivation to learn, including reading.

Besides impacting children's growth and development, gadgets also affect children's reading interest. Reading interest is a desire, willingness, and drive that comes from within students. Furthermore, reading interest is a driving force that encourages us to feel engaged and enjoy reading activities, and to gain extensive knowledge through reading, whether it involves reading books or understanding written language. Reading interest is also a process that arises from within the students themselves. Reading interest requires guidance to foster individual creativity in reading. Reading interest will also grow if there is a willingness, desire, and encouragement from the student themselves, teachers, and parents. Curiosity about something, in the form of reading, that interests each individual will lead to finding answers to questions (Putri et al., 2024).

To determine a person's level of reading interest, some indicators help assess it. According to Safari (2007), there are four indicators of a student's reading interest, namely: (1) Feelings of enjoyment in reading. The first indicator of a person's reading interest is the enjoyment they feel about reading. The more they enjoy reading activities, the higher their reading interest is indicated. (2) Student interest in reading. The second indicator of reading interest, according to Safar, is the interest in reading itself. A person will have a high interest in spending free time reading



when their interest in reading is higher than in doing other activities. (3) Student attention in reading. The third indicator is a person's or a student's attention when reading.

When someone focuses on what they are reading and is not easily distracted by other things, this indicates a very high interest in reading. (4) Student involvement in reading. The final indicator is the involvement of students or individuals in reading. This means that the more involved they are in various reading and related activities, the higher their interest in reading will be.

Based on the background presented above, the research problem is formulated as follows: How does the duration of gadget use affect students' reading interest at MI Muhammadiyah 16 Karangasem?

The purpose of this study is to investigate the effect of gadget use duration on students' reading interest at MI Muhammadiyah 16 Karangasem.

This research is expected to contribute to the field of education, particularly in developing strategies for managing gadget use among elementary school students. From an educator's perspective, the results of this study can inform the design of policies or learning approaches that strike a balance between the use of technology and improving students' reading literacy.

Theoretically, this study examines two main variables. First, the duration of gadget use, defined as the length of time students use digital devices such as smartphones, tablets, or laptops per day. Second, reading interest is a driving force that drives children to pay attention, feel interested, and enjoy reading activities, so they want to read of their own accord. (Astuti, 2021; Nanda et al., 2025; Afia, 2024; Razak, 2018).

Previous research on the Effect of Gadget Use on Reading Enthusiasm in Grade IV students at MI An-Nur, Cirebon City, found a significant influence of gadget use. Although gadgets can be a source of entertainment, when used wisely, they can also serve as tools that support reading activities (Mauludhin & Mudiyanto, 2020). Further research on the Impact of Gadget Use on Student

Mental Health and Learning Motivation at School found that gadget use impacts students' mental health, such as anxiety, stress, and gadget addiction. Gadget use also impacts student learning motivation, including decreased interest in learning and concentration (Kamaruddin et al., 2023), further research on the Role of Smartphone Use on Reading Interest at SDN Lajer I. The study's results showed that smartphones can influence students' reading interest, as indicated by their use and the intensity of their use. Second, the condition of students' interest in reading can grow and be patterned due to two things, namely internal factors originating from the students themselves such as the strength of desire, will, motivation and habituation within the students, and external factors originating from external influences of students such as the influence of the environment of friends, objects, health conditions, facilities and places to read and others (Prasetyo et al., 2021).

## METHOD

This research uses a quantitative approach. Through this approach, the research data is described in several tables based on the results of parametric inferential statistical calculations using SPSS. The scientific articles in online journals that use this approach include (Budiana & Nisa, 2022; Fitri & Supriyatno, 2022; Razak, 2025).

The research was conducted during the even semester of the 2024/2025 academic year at MI Muhammadiyah 16 Karangasem. The school, located on Jl. Srikaya 05, Karangasem, Laweyan District, Surakarta City, Central Java Province, has 18 study groups.

The population in this study consisted of all fourth- and fifth-grade students, a total of 110 students. This number was divided into three parallel classes: grades 4 and 5.

The sample selected was 50 students. The determination of this number was based on Slavin's opinion (Amin et al., 2023; Santoso, 2023; Razak, 2015). Each member of the sample group was selected randomly from the population group using a technique that ensured no replacement was made



Students were then classified into three categories based on the duration of their daily gadget use: low (less than 60 minutes), moderate (60–120 minutes), and high (more than 120 minutes).

The data collection instrument used in this study was a questionnaire. The questionnaire was systematically developed to measure two main variables: duration of gadget use and student reading interest. The reading interest scale in the questionnaire was compiled based on four indicators: enjoyment of reading, student interest in reading, student attention to reading, and student engagement in reading activities.

Before being used for primary data collection, the questionnaire was tested for validity and reliability. Validity testing was conducted to ensure that each item in the questionnaire accurately measured the intended aspect, while reliability testing assessed the consistency of students' responses.

Data analysis was conducted in two stages. The first stage involved descriptive analysis, which entailed calculating the mean and standard deviation for each group of gadget usage duration. The purpose of this analysis was to gain a general understanding of students' reading interests based on the duration of gadget usage. The second stage was inferential analysis using a One-Way ANOVA test. This test was used to determine whether there were significant differences in gadget usage duration between groups and students' reading interest.

Before conducting the ANOVA, prerequisite tests were conducted, including normality and homogeneity tests. Normality testing was performed using the Shapiro-Wilk method to determine whether the data were normally distributed. Meanwhile, homogeneity testing used Levene's Test to determine whether the variance between groups was homogeneous.

All data analysis was conducted using SPSS version 25. The use of this approach is expected to provide a clear picture of the influence of gadget use duration on students' reading interest, both in

general and across groups based on the duration of daily gadget use.

## RESULT

The results of the study on the effect of gadget usage duration on students' reading interest at MI Muhammadiyah 16 Karangasem were examined through instrument prerequisite tests and hypothesis tests. The research instrument must first be piloted to ensure it meets the requirements. The researcher selected a sample of 30 students to conduct a validity test of the questionnaire. Data obtained from these 30 students were used to test the validity and reliability of the research instrument. The following are the instrument prerequisite tests.

### 1. Questionnaire Validity Test Results

The purpose of the validity test is to assess the accuracy and precision of a measurement instrument in performing its measurement function. A questionnaire is considered valid if the calculated *r* value is greater than the tabulated *r* value. If the calculated *r* value is less than the tabulated *r* value, the questionnaire is considered invalid. The following is an explanation of the validity test results.

Table 1  
Validity Test Results

No.	Validity Test Results		
	r count	r table	Description
1	0,575	0,374	valid
2	0,593	0,374	valid
3	30,65	0,374	valid
4	0,562	0,374	valid
5	0,599	0,374	valid
6	0,599	0,374	valid
7	0,739	0,374	valid
8	0,799	0,374	valid
9	0,626	0,374	valid
10	0,706	0,374	valid
11	0,739	0,374	valid
12	0,731	0,374	valid



13	0,605	0,374	valid
14	0,664	0,374	valid
15	0,667	0,374	valid
16	0,675	0,374	valid
17	0,572	0,374	valid
18	0,741	0,374	valid
19	0,725	0,374	valid
20	0,867	0,374	valid

The data processing above yielded the results of the student questionnaire validity test, which was processed using SPSS calculations. Based on the table above, the validity test results for the questionnaires were completed by 30 students. These data indicate that all questionnaires are valid because the calculated r-value is greater than the tabulated r-value. The information above indicates that all questionnaires are suitable for use. “2. Reliability Test Results” Reliability testing is used to determine whether the data generated is reliable or robust. The results of this reliability test are conducted using SPSS. The following are the results of the reliability test data processing:

Table 2  
 Reliability Test Results  
 Cronbach's Alpha N of Items

0.934	20
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The data processing above was obtained from the reliability test results, which were calculated using SPSS. The table above shows that the reliability test results for the trial instrument are categorized as very high. This can be seen from the reliability column, which shows a value of 0.934, which falls into the very high category.

### 3. Final Data Analysis Results

The final data analysis was used to examine the normality and homogeneity tests. The following is an explanation of the normality and homogeneity tests.

### 3.1 Normality Test

The normality test aims to determine whether the final data obtained is normal or not. Normality is considered normal if the data has a sig value > a (0.05). The following is an explanation of the final data normality test conducted using SPSS.

Table 3  
 Normality Test Results

duration	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
low	.143	20	.149	.939	20	.102
middle	.119	30	.200	.950	30	.168
high	.113	29	.200	.961	29	.347

It is known that the data on students' reading interest, grouped by gadget usage duration (high, medium, and low), was analysed using the Shapiro-Wilk normality test. A normality test was conducted to determine whether the data on students' reading interest, grouped by gadget usage duration, was normally distributed. Based on these results, it can be seen that all three duration groups had significance values above 0.05, indicating that the data were normally distributed. This indicates that the data from each group, including the low-, medium-, and high-duration groups, met the assumption of normality.

### 3.2 Homogeneity Test

The homogeneity test was conducted to determine whether the data from each group had equal variance. This is a prerequisite before conducting a One-Way ANOVA, as ANOVA assumes that the variance between groups is homogeneous. Therefore, the homogeneity test in this study used Levene's Test with a significance level of 0.05. Calculations were performed using SPSS. The results of the homogeneity test are presented in the following table.

Table 4  
The Results Test of Homogeneity of Variance

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	3,115	2	84	0,050
Based on Median	2,795	2	84	0,067
Based on Median and with adjusted df	2,795	2	66,708	0,068
Based on trimmed mean	3,207	2	84	0,054

Based on the results in the table above, the significance value is above the 0.05 threshold, so it can be concluded that there is no significant difference in variance between groups. Therefore, the data can be considered homogeneous, and the assumption of homogeneity is met.

### 3.3 Hypothesis Testing

In this study, an analysis was conducted on students' reading interest grouped by the duration of gadget use. Before proceeding to the hypothesis test using the One-Way ANOVA method, the first step was to calculate the average reading interest for each gadget use duration category. The following table shows the number of students and the average reading interest for each gadget use duration category:

Table 5  
Average Reading Interest

Duration	N	Mean	Std. Deviation
Low	28	73,75	3,42
Midle	30	77,17	4,47
High	29	71,21	2,60

From the table, it can be inferred that the categories of gadget usage duration differ

significantly in terms of average student reading interest. The average reading interest for students in the low category was 73.75 with a standard deviation of 3.42. This suggests that students who use gadgets for a short duration have a relatively high level of reading interest. The medium category showed the highest average reading interest, at 77.17, with a standard deviation of 4.47. This suggests that students with moderate gadget usage tend to have a higher interest in reading. This could be due to the balance between gadget use and time allocated for reading. Furthermore, the high category had an average reading interest of 71.21 with a standard deviation of 2.60, indicating that students who use gadgets for a high duration experience a decrease in reading interest.

A One-Way ANOVA test confirmed the results of this study. The One-Way ANOVA (Analysis of Variance) test aims to determine whether there are significant differences in average reading interest across the three categories of gadget usage duration. This test also seeks to determine whether there are substantial differences in reading interest scores between the three different groups. An ANOVA test was conducted because the data met the assumptions of normality and homogeneity of variance. The results of the ANOVA test can be seen in the following table.

Table 6  
One-Way ANOVA Test Results

One-Way ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	190,174	2	95,087	7,322	0,001
Within Groups	1,083,343	84	12,987		
Total	1,273,517	86			

Based on the results in the table above, the calculated F-value was 7.373 with a significance



value (Sig.) of 0.001. This significance value is smaller than the predetermined significance level of  $\alpha = 0.05$ . This indicates that there is a significant difference in reading interest based on the duration of gadget use. Therefore, it can be concluded that there is a significant difference in reading interest between the three groups tested. This means that the null hypothesis ( $H_0$ ), which states that there is no difference in reading interest between the groups, is rejected, and the alternative hypothesis ( $H_1$ ) is accepted.

## DISCUSSION

The results of this study indicate a significant difference in students' reading interest based on the duration of gadget use. The analysis process began with testing the research instrument to ensure the validity and reliability of the items used. Before the instrument could be officially used, a pilot test was conducted on 30 students as a sample to ensure that the items met the validity and reliability requirements.

The validity test results, analyzed using SPSS, indicated that all items used in this study were valid, with a calculated  $r$ -value greater than the table  $r$ -value. This suggests that the instrument used in this study is suitable for measuring students' reading interest. Furthermore, the reliability calculation, using Cronbach's Alpha and processed in SPSS, yielded a value of 0.934. This value indicates very high reliability, indicating that the research instrument produces consistent results and can be used to measure students' reading interest. "After ensuring the validity and reliability of the instrument, the researchers proceeded with the final data analysis, which involved normality and homogeneity tests. Normality tests were conducted to determine whether the data were normally distributed. The results of the Shapiro-Wilk normality test showed that all groups of gadget usage duration had a significance value above 0.05, indicating a normal distribution of the data.

Furthermore, a homogeneity test was conducted to ensure that the variance between

groups was homogeneous. Using Levene's Test, the results showed a significance value greater than 0.05 across all testing methods (based on the mean, median, median with adjusted degrees of freedom, and trimmed mean). This condition indicates that the variance between groups in gadget usage duration and student reading interest is homogeneous. Meeting the assumptions of normality and homogeneity is the primary requirement for conducting hypothesis testing using the One-Way ANOVA method.

Hypothesis testing using One-Way ANOVA was conducted to determine whether there were significant differences in reading interest between student groups based on the duration of gadget use. The average reading interest obtained for the low-duration category was 73.75, the medium-duration category had the highest average of 77.17, and the high-duration category had the lowest average of 71.21. These differences in averages suggest that the duration of gadget use varies significantly among students with different reading interests. Students who use gadgets for a moderate duration tend to have higher reading interest than those who use gadgets for a low or high duration.

This can be interpreted as an optimal balance between gadget use and reading activities that supports increased reading interest. Conversely, students who use gadgets for an extended period often experience a decline in reading interest, which may be attributed to impaired concentration or reduced time for productive reading due to excessive gadget use.

A One-Way ANOVA test was then conducted to determine whether there were significant differences between the three groups. The analysis results show a calculated  $F$ -value of 7.373 with a significance value of 0.001, which is smaller than the  $\alpha = 0.05$  threshold. This indicates that there is a significant difference in reading interest based on the duration of gadget use. Thus, the null hypothesis stating that there is no difference in reading interest between groups is rejected, and the alternative hypothesis is accepted, indicating that the duration of gadget use does have a



significant effect on students' reading interest at MI Muhammadiyah 16 Karangasem.

Research has shown that students who use gadgets for a moderate duration tend to have a higher interest in reading. This is because children who use gadgets for a moderate duration often receive significant support from their parents in encouraging reading interest. Reading facilities provided by parents and guardians, such as various reading books and reading applications on gadgets, play a crucial role. Parents who actively participate in developing children's reading interests help create a conducive environment for learning and reading. These results align with the theory put forward by Aysah and Maknun (2023) that parents are the primary role models for children, and their role in providing reading facilities significantly influences children's literacy habits. Children who are accustomed to a culture of literacy at home, such as being frequently read to or invited to discuss books, tend to have a higher interest in reading and better literacy skills.

Furthermore, the duration of moderate gadget use allows children to access a variety of valuable educational content. In today's digital era, gadgets have become an integral part of the learning process. Children can easily find various sources of information, such as ebooks and educational applications designed to increase their interest in reading. This finding is consistent with research indicating that good digital literacy can enhance students' learning independence (Simbolon et al., 2022; Trikora et al., 2023; Abubakar & Wibowo, 2014).

## CONCLUSION

Based on the results of the data analysis and discussion, it can be concluded that the duration of gadget use has a significant influence on students' reading interest at MI Muhammadiyah 16 Karangasem. Students who use gadgets for a moderate duration tend to have a higher reading interest compared to students who use them for a high or low duration. This is demonstrated by the

ANOVA test results, which yielded an F-value of 7.373 with a significance level of 0.001 ( $p < 0.05$ ), indicating a significant difference in reading interest based on gadget use duration groups. Therefore, the higher the duration of gadget use, the lower the students' reading interest. These results demonstrate the importance of parents and teachers monitoring and regulating the duration of gadget use to prevent disrupting the development of students' reading interest.

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