

## The Relationship Between The Use Of Gadgets And Students' Interest In Learning Literature at Higher Education In Indonesia

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### Abstract

This study aims at investigating the effect of gadget on the students' interest in learning literature at higher education in Indonesia. This cross-sectional survey used an anonymous online questionnaire to obtain data from participants. Online questionnaire was distributed via WhatsApp. This is because during Covid-19 pandemic, the teaching – learning process taken place online. There were 92 participants in the study. The participants in this study were students from undergraduate degree, majoring Indonesian Language and Literature Study Program at the Faculty of Languages and Literature, State University of Makassar, Makassar, Indonesia. The online survey was done on February 2021. The instrument of the study was close-ended questionnaire consisting of demographic participants and some questions related to online learning practices in the outbreak of Covid-19 pandemic. Quantitative data were analyzed using descriptive statistics to present percentage, table, and graphic, and are therefore given comprehensive explanation and interpretation. Gadget has positive and significant effect on the students' interest in learning literature at higher education.

**Keywords:** Gadget, interest, literature, higher institution

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### 1. Introduction

Nowadays, the interest of students to learn literature is low. The students' interest in studying literature is not very encouraging. This can be seen from the lack of student applicants for literature majors in universities around the world. Students' interest in studying literature is also very minimal, both in the secondary schools and in universities. With the presence of technology in the digital era of technology, especially the presence of gadgets, it is hoped that it can provide new nuances for students to study literature. The interest of literature reading for students at undergraduate program of the linguistic and letters education program of Indonesian FKIP university of Bengkulu in the 2016 academic year is still low (Efendi, et al., 2017). The low interest of students in learning literature at the university level makes lecturers and educational practitioners to present the strategy, model, material, and approach to enhance students' interest in learning literature and the right way to increase students' interest in learning literature is through gadgets. Gadgets are the technological devices used in a variety of purposes in the internet and digital technology era. Saruji et al (2017) revealed that teachers and educational

organizations at any levels need to consider factors that may have a major impact on the use of electronic devices or electronic gadgets in their learning process. In keeping with Saruji et al (2017), Bayanova et al (2019) mention that a positive impact on students' achievement is that with the help of technical devices that the students receive information sharing, prepare for classes, take classes, view textbooks about scientific disciplines. These findings show that gadgets as vital technological devices are important to use in the learning process to improve students' achievement, especially students' interest in learning literature at higher education in Indonesia.

We are now in the era of digital technology and almost all of our activities are in direct contact with the presence of technology. The presence of technology provides convenience in human activities. One of the most important technologies today is the internet. The internet presents a variety of benefits, ranging from personal goals to common goals. Internet is also vital to improve the quality of education. The internet has vast potential to enhance the quality of education, which becomes one of the pillars of sustainable development (Internet Society, 2017). This shows an increase in internet users in various ways, both in the world and in Indonesia.

The number of internet users in Indonesia increased to 196.7 million in the second quarter of 2020. In 2018, the number of internet users in Indonesia was only 171.2 million (Pratama, 2020). Evidence of the rapid development of technology is the number of gadget brands in the world market, even in the Indonesian market (Sumarni, et al., 2019. P. 385). The modern world cannot be imagined without electronic gadgets; it is a variety of small devices whose function is to enhance and simplify one's life, making it more pleasant and comfortable (Kabanova & Vetrova, 2019, p. 524).

According to Bayanova, et al (2019, p.436), the ability to handle gadgets allows you to increase your involvement in the educational process. Another aspect of the new cognitive situation - the emergence of new situational effects caused by the presence of student gadgets in the classroom, provides opportunities for example here and now lectures to be online. In our study, we identified the motive structure of students' use of gadgets, according to teachers: learning objectives; verification of information received from teachers; entertainment; momentary information (Bayanova, et al., 2019, p. 436). This study will investigate that the gadgets can contribute to the students' interest in learning literature at higher education in Indonesia. As one of the digital technology devices, gadgets with their associated factors can contribute to the learning process in the classroom setting and outside the classroom. Many researchers have found that the gadgets at technological devices give significant contribution to the learning outcomes. Choiriyah (2018) argues that gadgets as objects that are commonly seen and used in everyday life can be used as alternative learning media to support learning programs with TPACK approach. TPACK (Technology, Pedagogical, Content Knowledge) is a framework (framework) in designing a new learning model with combines three main aspects, namely technology, pedagogy and material knowledge. Agung et al (2019) also suggested that teachers are able to develop and take advantage of the use of gadgets in teaching and learning activities for students, encourage a variety of activities, encourage creativity, improve critical thinking, make collaborative learning, and encourage problem-solving learning in the classroom.

There is a need to explore how the presence of gadget gives benefit on the students' interest in learning literature. This case study will examine the correlation of gadget and students' interest in learning literature. The research question is as follows: Does the gadget improve students' interest in learning literature?

## 2. Review of Literature

### *Previous Studies on the Use of Gadget in the Learning Literature*

Advances in digital technology, one of which gadgets have become part of the daily life of all levels of society (Agung, et al., 2019, p. 276). Regardless of gender, age, education level, ethnicity, economic status, modern people actively use gadgets in their lives, have quick access to any information, are always in touch with friends, relatives, colleagues, regardless of location. It is not surprising that today, modern electronic technology is firmly entrenched in education (Kabanova & Vetrova, 2019, p. 524).

The use of gadgets simultaneously affects student interest (Syaputri & Usman, 2019). Therefore, Syaputri and Usman added that the use of gadgets in education is an issue that must be studied in depth. Content or material that is often accessed by students can more or less influence the development of students in thinking, behaving, and acting.

Most people use gadget technology as a means of communication, learning and media to find information that is in line with the goals of the technology being developed. The results of technological advances not only provide benefits to the industrial sector but also help in the field of state education (Anshari, et al., 2018, p. 152).

The number of gadgets users worldwide currently exceeds three billion and is expected to increase to several hundred million in the next few years. China, India and the United States are the countries with the highest number of smartphone users, with each country easily surpassing the 100 million mark (O'Dea, 2020).

The activity of using gadgets is increasing rapidly every year. More and more students around the world cannot imagine their learning without modern gadgets (Bayanova, et al., 2019, p. 432). Therefore, Bayanova et al argue that the argument that gadgets act as opportunities to connect with the wider world, which is always more interesting than any interaction in the classroom with the teacher.

**Table 1. The Measurement of the Use of Gadget in Learning Literature in Previous Studies**

Researcher	Research Site & Year	Instrument	Subjects/Participants
Bayanova, et al	Russia, 2019	Questioning & Testing	University students
Mira Adila Mat Saruji, Noor Hafizah Hassan, &Sulfeeza Md. Drus	Malaysia, 2017	Literature review and Interview	The three respondents are two teachers and one parents
Sumarni, et al	Indonesia, 2019	Through participant, observation, and in- depth interviews	Children aged (2-3) years.
Syaputri & Usman	Indonesia, 2019	Questionnaire	200 respondents

Ashari, et al.	Malaysia, 2018	Questionnaire	260 students in three schools
Aribowo, et al.	Indonesia, 2019	Questionnaire	80 university students
Kavanova&Vetrova	Russia, 2019		
Agung, et al.	Indonesia, 2019	Questionnaire	elementary school students

### 3. Method

#### *Setting and Participants*

This cross-sectional survey used an anonymous online questionnaire to obtain data from participants. Online questionnaire was distributed via WhatsApp because during Covid-19 pandemic, the teaching – learning process taken place online. There were 92 participants in the study. The participants in this study were students from Indonesian Language and Literature Study Program at the Faculty of Languages and Literature, State University of Makassar, Makassar, Indonesia. The online survey was done on February 2021.

#### *Procedure*

Referring to the circular letter of the Government of the Republic of Indonesia to reduce and prevent the spread of the Covid-19 pandemic, the work and learning were designed from home (WfH). This research therefore collected data from the respondents using questionnaire which were distributed via WhatsApp. The participants in this study were students from undergraduate degree, majoring Indonesian Language and Literature Study Program at the Faculty of Languages and Literature, State University of Makassar, Makassar, Indonesia.

#### *Instrument and Data Analysis*

The instrument of the study was close-ended questionnaire consisting of demographic participants and some questions related to online learning practices in the outbreak of Covid-19 pandemic. Quantitative data were analyzed using descriptive statistics to present percentage, table, and graphic, and are therefore given comprehensive explanation and interpretation. Data analysis uses SPSS by displaying percentages, tables and graphs so that there is an explanation, interpretation and presentation of supporting data from previous related research. This descriptive statistic (percentage) is calculated for responses to survey items.

### 4. Result and Discussion

Table 2 presents demographic information of the participants. There were 11 or 11.96% male and there were 81 or 88.04% female. There were 55 or 59.78% of participants from Buginese, 30 or 32.61% from Makasarese, 5 or 5.43% from Mandarese, and 1 or 1.08% from Javanese and Florese respectively. There were 13 or 14.13% of participants from the second semester, 65 or 70.65% from the fourth semester, and 14 or 15.22% from the sixth semester.

**Table 2. Demographic Information by Frequency and Percentage**

Item	Description	Frequency	Percentage
Gender	Male	11	11.96

	Female	81	88.04
Race	Buginese	55	59.78
	Makassarese	30	32.61
	Mandarese	5	5.43
	Javanese	1	1.08
	Florese	1	1.08
Semester	Second	13	14.13
	Forth	65	70.65
	Sixth	14	15.22

**Table 3. Distributions for Participants' Perception on the Use of Gadget (N = 92)**

Item	Mean	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	4.4348	.54074	45.7	52.2	2.2	0	0
2.	1.9239	.63304	1.1	0	9.8	68.5	20.7
3.	4.4239	.53931	44.6	53.3	2.2	0	0
4.	1.9130	.76535	1.1	1.1	15.2	53.3	29.3
5.	4.3370	.54019	37.0	59.8	3.3	0	0
6.	1.8696	.51818	0	0	7.6	71.7	20.7
7.	3.6739	.99569	22.8	34.8	31.5	8.7	2.2
8.	2.2174	1.01447	6.5	2.2	18.5	52.2	20.7
9.	4.3804	.62621	45.7	46.7	7.6	0	0
10.	2.0217	.72594	0	1.1	23.9	51.1	23.9
11.	4.1630	.71525	30.4	59.8	5.4	4.3	0
12.	1.8913	.47939	0	0	6.5	76.1	17.4
13.	4.2391	.56197	30.4	63.0	6.5	0	0
14.	2.0217	.59260	0	0	18.5	65.2	16.3
15.	4.2609	.55211	31.5	63.0	5.4	0	0
16.	1.9565	.62745	0	0	17.4	60.9	21.7
17.	4.2717	.77180	46.7	33.7	19.6	0	0
18.	1.8370	.63380	0	1.1	9.8	60.9	28.3
19.	3.3804	.60841	6.5	25.0	68.5	0	0
20.	2.4130	.68182	0	3.3	42.4	46.7	7.6
21.	4.0870	.62285	23.9	60.9	15.2	0	0
22.	2.2065	.74918	1.1	2.2	27.2	55.4	14.1
23.	4.2391	.76128	40.2	46.7	9.8	3.3	0
24.	2.0435	.66135	3.3	14.1	66.3	16.3	0
25.	4.0761	.92859	39.1	37.0	16.3	7.6	0
26.	2.0543	.84339	3.3	1.1	15.2	58.7	21.7
27.	4.1522	.74028	34.8	46.7	17.4	1.1	0
28.	1.8696	.55899	0	1.1	6.5	70.0	21.7
29.	4.2717	.75743	42.4	45.7	8.7	3.3	0

30.	2.0000	.74125	0	2.2	20.7	52.2	25.0
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The most frequent response of the students' perception of the use of gadget in language literature at higher education is revealed in Table 3. This table illustrate the proportion of students who chose the five options on the Likert scale which show the choices (strongly agree, agree, neutral, disagree, and disagree). As displayed in Table 3, the majority of students expressed "Disagree" that "They often compose poetry and distribute it using gadgets" (Item 12, 76.1%). This means that the students do not often compose poetry and distribute it using gadgets. Followed responses "Disagree" on the statement: The gadgets could not enrich the materials obtained in their lectures (Item 6, 57 or 71.7%). This means that gadget can enhance the material obtained in the classroom lecture. The response is "Disagree" on the statement: The gadgets do not help the students to find various sources of reading (Item 28, 70%). This means that the gadget help students to find a variety of reading sources. Detail explanation is illustrated on Table 3.

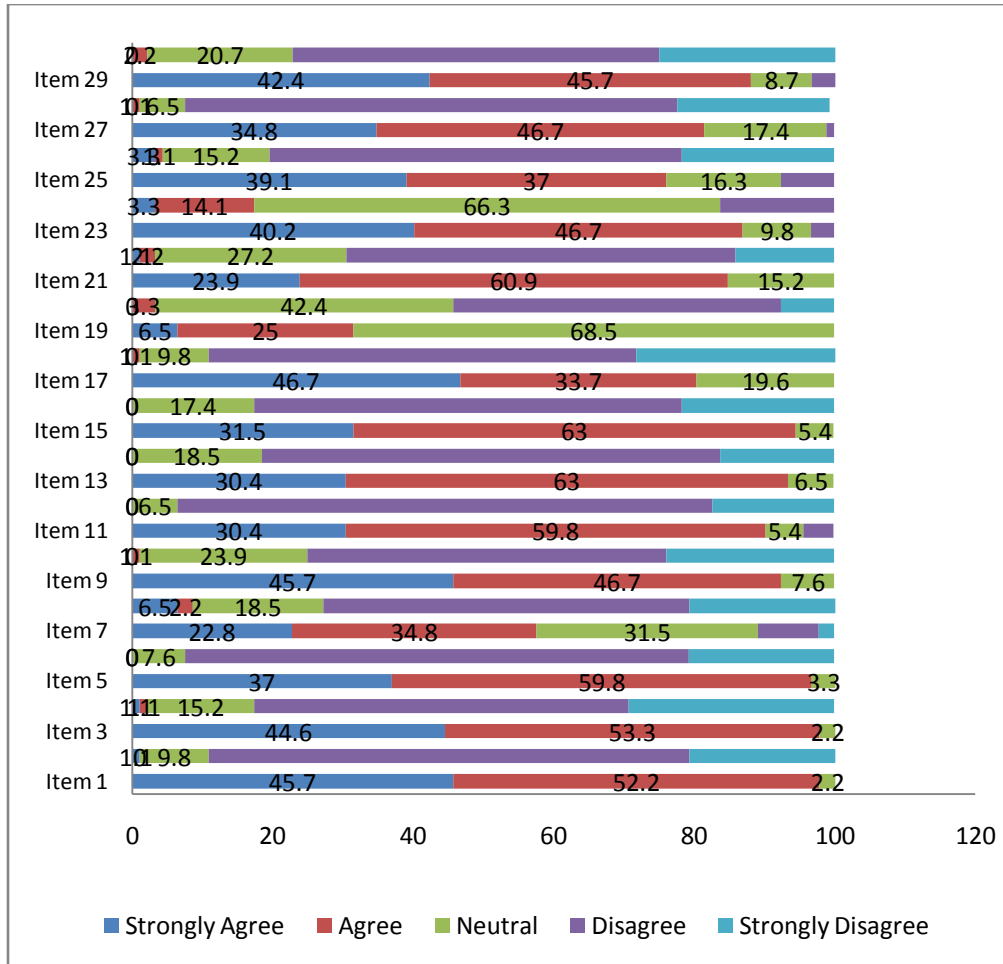
**Table 4. Distributions for Participants' Perception on the Students' Interest in Learning Literature at Higher Education (N = 92)**

Item	Mean	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	3.7065	.70381	13.0	45.7	40.2	1.1	0
2.	2.2391	.59981	0	2.2	26.1	65.2	6.2
3.	3.5652	.76034	10.9	39.1	46.2	2.2	1.1
4.	2.3261	.75751	1.1	3.3	33.7	51.1	10.9
5.	4.2065	.58438	28.3	65.2	5.4	1.1	0
6.	1.7609	.56197	0	0	6.5	63.0	30.4
7.	3.8370	.85520	28.3	28.3	42.4	1.1	0
8.	3.8152	.88863	28.3	28.3	40.2	3.3	0
9.	2.4348	.80253	2.2	2.2	43.5	41.3	10.9
10.	3.1630	.63380	6.5	9.8	77.2	6.5	0
11.	2.3696	.78050	1.1	4.3	35.9	47.8	10.9
12.	3.3804	.91198	9.8	34.8	42.4	9.8	3.3
13.	3.2826	.70049	4.3	29.3	56.5	9.8	0
14.	3.1522	1.10875	17.4	13.0	41.3	23.9	4.3
15.	3.0543	.84339	3.3	26.1	45.7	22.8	2.2
16.	3.3804	.75363	12	18.5	65.2	4.3	0
17.	2.1957	.71467	0	4.3	23.9	58.7	13.0
18.	3.9891	.67114	16.3	70.7	9.8	2.2	1.1
19.	2.1522	.75498	2.2	1.1	20.7	62.0	14.1
20.	4.1413	.79257	34.8	47.8	15.2	1.1	1.1
21.	2.2500	.72058	2.2	0	28.3	59.8	9.8
22.	3.6630	.90514	22.8	26.1	46.7	3.3	1.1
23.	7.3370	.73945	1.1	4.3	29.3	57.6	7.6
24.	4.1413	.76434	31.5	55.4	9.8	2.2	1.1
25.	2.2174	.73867	2.2	2.2	20.7	65.2	9.8

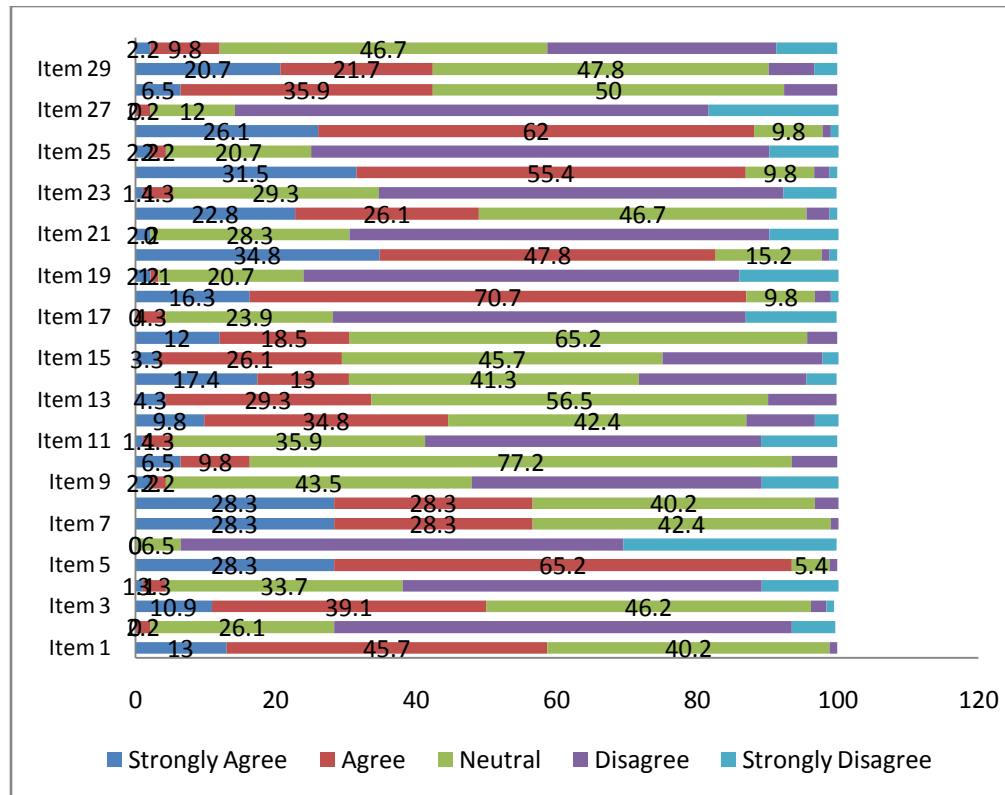
26.	4.1087	.70253	26.1	62.0	9.8	1.1	1.1
27.	1.9783	.62859	0	2.2	12.0	67.4	18.5
28.	3.4130	.72857	6.5	35.9	50.0	7.6	0
29.	3.5000	1.00000	20.7	21.7	47.8	6.5	3.3
30.	2.6413	.85910	2.2	9.8	46.7	32.6	8.7

The most frequent response of students' interest in learning literature at higher education is shown in Table 4. This table shows the proportion of students who endorsed the five options on the Likert scale (Strongly agree, agree, neutral, disagree, and strongly disagree). As revealed in Table 4, the majority of students expressed their responses "Agree" on the statement: Gadgets offer the opportunity to study a wide variety of literary works (Item 18, 70.7%). The next rank was the statement: The gadget does not contain interesting information about life (Item 27, 67.4%). This shows that gadget contain interesting information about life. Followed by responses "Disagree" on the statement: The gadget contains teaching materials that is not pleasant to students (Item 2, 65.2%). This means that gadget contains teaching material that is pleasant to the students, and the statement: The gadget does not contain a variety of literary learning resources (Item 25, 65.2%). This means that gadget contain various literary works as resource in learning literature. Detail explanation is displayed on Table 4.

#### *Frequency of Responses to FL/L2 UTC Scale*







*The Effect of Gadget on Students’ Interest in Learning Literature at Higher Education*

To answer the proposed alternative hypothesis (H1) which states that there is an effect of Gadget on the students’ interest in learning literature at higher education, simple regression analysis is used, with the IBM SPSS Statistics 19 program. The explanation of the analysis results can be seen in table 5 below.

Table 5. Descriptive Statistics between the Effects of Gadget on Students’ Interest in Learning Literature at Higher Education

Descriptive Statistics			
	Mean	Std. Deviation	N
Y	92.5870	4.92393	92
X1	91.9239	7.77603	92

Source: Data Processing IBM SPSS Statistics 19

Table 5 above explains that the descriptive statistical analysis results show that the descriptions of the two regressed variables are variable Y (Students’ interest) and variable X (Gadget), where the mean (mean) = 92.5870, standard deviation = 4.92393, and the number of cases is 92 for the students’ interest in learning literature at higher education in Indonesia (Y). Meanwhile, the Gadget (X) has an average (mean) = 91.9239, standard deviation = 7.77603, and the number of cases is 92.

Table 6. Coefficient Correlation between the Effects of Gadget on Students' Interest at Higher Education

		Y	X
Pearson Correlation	Y	1.000	.551
	X	.551	1.000
Sig. (1-tailed)	Y	.	.000
	X	.000	.
N	Y	92	92
	X	92	92

\*\* . Correlation is significant at the 0.01 level (1-tailed).  
 Source: Data Processing IBM SPSS Statistics 19

Furthermore, the correlation coefficient between the students' interest in learning literature at higher education and gadget is 0.551, with a significance level of 0.000 as shown in table 6 above. Then the table 7 below shows the summary model and the coefficient of statistical calculation results.

Table 7  
 Model Summary and Coefficient Determination of the Effects of Gadget on Students' Interest in learning literature at Higher Education

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.551 <sup>a</sup>	.303	.296	4.13249	1.749

a. Predictors: (Constant), X

b. Dependent Variable: Y

Source: Data Processing IBM SPSS Statistics 19

Table 7 above shows the correlation coefficient R value of 0.551, the coefficient of determination R<sup>2</sup> is 0.303 which is the index of determination, namely the percentage that contributes to the effect of Gadget (X) on the students' interest in learning literature at higher education (Y). R<sup>2</sup> is 0.303, indicating an understanding that 30.3% of Gadget (X) contributes to the students' interest in learning literature (Y), while the remaining 68.7% is influenced by other factors, or in other words, the magnitude of the influence of the independent variable or Gadget (predictor/X) on changes in the dependent variable or students' interest in learning literature (criterion/Y) is 30.3%, while the remaining 68.7% is influenced by variables other than

independent variables. The regression coefficient and the t value of the research variables as shown in table 8 below.

Table 8. Regression Coefficient and the Result of T-Test of the Effects of Gadget on Students' Interest in Learning Literature at Higher Education

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	60.526	5.139		11.777	.000
VAR00002	1.166	.248	.526	4.707	.000

a. Dependent Variable: Y

Source: Data Processing SPSS, 2017

## Discussions

Based on the results of the inferential statistical analysis stated above, this current study reveals that gadget has a positive and significant effect on the students' interest in learning literature at higher education. This is indicated by the value of the partial correlation coefficient of  $R^2$  0.303 or 30.3 percent of the contribution of gadget to the students' interest in learning literature at higher education. This contribution is quite strong because it is more than 30 percent. This means that the contribution of gadget above 30% has a strong enough influence on the students' interest in learning literature at higher education, and as much as 68.7% is influenced by variables other than gadget variable. Aribowo et al (2019) argues that the use of gadget-based learning models can be used as a learning strategy to attract the attention of students in a wide variety of learning.

The descriptive statistics analysis of the studies shows as follows: 1) Students rarely make poetry and distribute it using gadgets, 2) Gadgets can enhance the material obtained in the lecture class, 3) Gadgets help students find various reading sources in literature learning, 4) Gadgets offer the opportunity to study various kinds of literary works, 5) Gadgets contain interesting information about life., 6) Gadgets contain interesting teaching materials for students, and 7) Gadgets contain various literary works as source of learning literature at higher education. These findings are consistent with Bayanova et al (2019) who argue that the positive impact on academic performance consists in the fact that with the help of technical devices, students receive information sharing, prepare for classes, record lectures, view textbooks about disciplines. Similarly, Agung et al (2019) recommended that that teachers are able to develop and take advantage of the use of gadgets in teaching and learning activities for students, encourage creativity, critical thinking, collaborative learning, and encourage problem-solving learning. Saruji et al (2017) found that the outcome of their paper may be useful for teachers and

educational organizations to consider the factors that may have a big impact on the use of ICT and electronic gadgets.

## 5. Conclusion

The present study draws conclusion as follows. Firstly, gadget has positive and significant effect on the students' interest in learning literature at higher education. Other evidences are as follows: 1) The students do not often compose poetry and distribute it using gadgets, 2) Gadget can enhance the material obtained in the classroom lecture, 3) Gadget helps students to find a variety of reading sources in learning literature, 4) Gadgets offer the opportunity to study a wide variety of literary works, 5) Gadget contains interesting information about life., 6) Gadget contains teaching material that is pleasant to the students, and 7) Gadget contains various literary works as resource in learning literature. The implication of this study is that in the digital technology era, gadgets are important devices to enhance students' interest in learning literature, both in the classroom setting or outside the classroom. Therefore, teachers at schools and lecturers at the university are recommended to employ the use of gadgets in the learning literature.

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### Questionnaire

*The relationship between the use of gadgets and students' interest in learning literature at higher education in Indonesia*

Respondent Identity :  
Sex :  
Age :  
Ethnic Group :  
Semester :

Select one of the following options with the feeling that you are experiencing, by putting a check mark (√) on the available options:

**Strongly Agree**

**Agree**

**Neutral**

**Disagree**

**Strongly Disagree**

## 1. Gadget

No.	Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I use gadgets in the teaching and learning process.					
2.	I don't use gadgets in the teaching and learning process.					
3.	The gadget can provide a variety of information needed in the teaching and learning process.					
4.	The device could not provide a variety of information needed in the teaching and learning process.					
5.	The gadgets can enrich the materials obtained in my lectures.					
6.	The gadgets could not enrich the materials obtained in my lectures.					
7.	The gadget helps me with my homework.					
8.	The gadgets don't help me with my homework.					
9.	Literary works can be easily accessed via mobile.					
10.	Literary works are difficult to access through gadgets.					
11.	I can upload various kinds of literary works through my device.					
12.	I am unable to upload various literary works through my device.					
13.	The gadget offers a wide variety of literary works.					
14.	The device does not offer a wide variety of literary works.					
15.	Gadgets can increase my knowledge.					
16.	The gadget cannot increase my knowledge.					
17.	The gadget is one of the most important learning aids for					

	me.					
18.	The gadget is not one of the most important learning aids for me.					
19.	Gadgets can improve my emotional intelligence.					
20.	Gadgets cannot improve my emotional intelligence.					
21.	The gadget really helped me in studying the teaching materials.					
22.	The gadgets really didn't help me in studying the teaching materials.					
23.	The gadget really supports me in the teaching and learning process in class.					
24.	The device did not support me in the teaching and learning process in class.					
25.	The gadgets help me complete individual assignments.					
26.	It doesn't help me complete individual tasks.					
27.	The gadgets help me to find various sources of reading.					
28.	The gadgets do not help me to find various sources of reading.					
29.	The gadget helps us or students complete group assignments.					
30.	The gadget does not help us or the students complete group assignments.					

2. Students' Interest to Learn Literature

No.	Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The gadget contains teaching materials that are pleasant to me					
2.	The gadget contains teaching					

	materials that are not pleasant to me.					
3.	I am very interested in learning literature through gadgets.					
4.	I am not very interested in learning literature through gadgets.					
5.	The gadget presents a variety of literary, prose, poetry and drama works.					
6.	The gadget does not present a variety of literary, prose, poetry and drama works.					
7.	To enhance my literary insight, I always carry my gadget with me and open it every time.					
8.	I like it when lecturers allow students to use devices in the teaching and learning process in class.					
9.	I am not happy if lecturers allow students to use devices in the teaching and learning process in class.					
10.	I am interested in studying if the lecturer encourages students to open their gadgets.					
11.	I am bored or not interested in studying if the lecturer forbids students to open their gadgets.					
12.	I often compose poetry and distribute it using gadgets.					
13.	I often write short stories and distribute them through my gadgets/					
14.	I have written novels/romances and distributed them through my gadgets.					
15.	I used to make dramas and distribute them via gadgets.					
16.	I like learning to use my					



	gadget the most.					
17.	I hate learning to use the gadget the most.					
18.	Gadgets offer the opportunity to study a wide variety of literary works.					
19.	The gadgets do not offer the opportunity to study various types of literary works.					
20.	Learning literary works is very broad through gadgets					
21.	Learning literary works is very limited through gadgets.					
22.	I am very interested in learning literature through gadgets.					
23.	I am not interested in learning literature through gadgets.					
24.	The gadget contains a variety of literary learning resources.					
25.	The gadget does not contain a variety of literary learning resources.					
26.	The gadget contains interesting information about life.					
27.	The gadget does not contain interesting information about life.					
28.	Gadgets are the main source in the literature classroom.					
29.	Gadgets are the main source in the literature teaching and learning process.					
30.	Gadgets are not the main source in the literature teaching and learning process					