

THE INFLUENCE OF SOCIAL MEDIA TECHNOLOGY ON STUDENTS' READING INTEREST AT SMA NEGERI 1 MOGA PEMALANG REGENCY

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ABSTRACT

This research is motivated by the high intensity of social media use that has the potential to distract students from in-depth reading activities, even though students' literacy competency achievements are relatively adequate. The purpose of the study was to determine the effect of social media technology on students' reading interest at SMA Negeri 1 Moga. The research method used a quantitative approach with a correlational design. The study sample consisted of 292 students determined using proportional random sampling techniques. Data analysis was conducted using prerequisite tests and simple linear regression. The results showed that students' reading interest was generally in the low to moderate category, but the aspect of finding reading content on social media was classified as high. There was a positive and significant influence of social media technology on reading interest with a contribution of 30.8%. It was concluded that social media plays a significant role in influencing students' reading interest. It is recommended that schools implement pedagogical strategies to direct the use of social media as a means of supporting constructive literacy.

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INTRODUCTION

The development of information and communication technology, particularly social media, has brought changes to students' literacy patterns and reading habits. Multimodal-based social media, such as TikTok, can be utilized as a literacy tool that can increase students' interest in reading activities by presenting text content combined with visual and audio elements (Amin, 2023). However, Nur et al. (2021) stated that uncontrolled social media use tends to shift students' attention from in-depth reading activities to consuming short entertainment content, thus potentially decreasing reading interest. Meanwhile, Haeroni et al. (2023) emphasized that the influence of digital

technology on reading interest is greatly influenced by students' digital literacy levels. The better students' ability to access, evaluate, and utilize digital information, the greater the opportunity to increase reading interest. Therefore, social media technology is not only understood as a challenge to literacy, but also as a strategic opportunity that needs to be managed pedagogically to support the development of students' reading interest.

In the context of today's information society, digital change has fundamentally transformed human lifestyles, including educational practices at the senior high school level. SMA Negeri 1 Moga, one of the leading schools in Pemalang Regency, faces real challenges in the digitalization of learning. This is reflected in the high use of smart devices (smartphones) and the long-time students in grades 10, 11, and 12 spend accessing social media in their daily lives. On the one hand, digital technology makes it easy for students to quickly and widely access various online learning resources. However, on the other hand, high-intensity social media use often acts as a distraction, reducing students' focus on in-depth and sustained reading activities (Pérez-Juárez et al., 2023; Koessmeier & Büttner, 2021).

The 2025 Education Report Card data shows that 91.11% of students at SMA Negeri 1 Moga have achieved the minimum competency threshold in reading literacy, indicating that most students have adequate basic reading skills and are able to understand and evaluate various types of texts. However, this high literacy achievement occurs amidst the digitalization phenomenon where digital technology and social media have made it easier for students to access online learning resources quickly and widely, but at the same time also have the potential to distract them from reading in depth and continuously. Digital literacy activities for adolescents who are active on social media have a significant influence on reading comprehension, improving comprehension when digital literacy is utilized appropriately, while being less effective if its use is not directed educationally (Setyawati et al., 2021). The dominant use of social media for entertainment can result in learning distractions in the form of difficulty focusing and opening social media during class hours, thus disrupting the student learning process and having implications for decreased student engagement in academic activities, including reading (Padmasari et al., 2025; Malik et al., 2022).

Several studies have shown that social media technology has a significant influence on students' reading interest, both positively and negatively. Amin (2023) found that the use of multimodal social media, such as TikTok, can increase students' reading interest because the presentation of content that combines text, visuals, and audio can attract attention and encourage digital literacy engagement. Conversely, research by Jennah & Sholah (2025) showed that the use of social media dominated by entertainment content tends to decrease interest in reading long texts because students are more accustomed to short and instant information. These findings confirm that the characteristics of social media content are an important factor in determining the direction of its influence on students' reading interest.

Other studies emphasize the role of digital literacy as a key variable in the relationship between social media and reading interest. Syam et al. (2024) stated that students with good digital literacy levels showed higher reading interest because they were able to utilize social media as a source of information and learning. This is reinforced by Malik et al. (2022) who found that educational content on Instagram can increase high school students' reading interest if presented in a structured manner and relevant to learning needs. Furthermore, Norhidayah et al. (2025) concluded that social media can contribute positively to reading interest if used in a targeted, controlled manner, and supported by appropriate pedagogical strategies. Overall, these research results indicate that social media technology has dual potential that is relevant for further research in the context of student reading interest at SMA Negeri 1 Moga.

Based on this background, this study has a strong urgency because the high intensity of social media use among students of SMA Negeri 1 Moga occurs simultaneously with relatively high reading literacy achievements, thus giving rise to the need to understand more deeply whether and how social media technology plays a role in shaping students' reading interests, both as a supporter and an obstacle to sustainable reading literacy. The novelty of this study lies in the integration of empirical data from the 2025 Education Report with an analysis of the influence of social media technology on students' reading interests in the context of senior high schools that have achieved minimum literacy competencies, which has so far been rarely studied specifically. In addition, this study positions digital literacy and

the characteristics of social media use as an important context in explaining the paradox between formal literacy achievements and potential reading distractions. Thus, the purpose of this study is to determine the influence of social media technology on students' reading interests at SMA Negeri 1 Moga, Pemalang Regency.

METHOD

This study used a quantitative method with a correlational design to objectively measure the relationships and influences between variables, in line with Sugiyono (2022). Data collection was conducted at SMA Negeri 1 Moga, Pemalang Regency, Central Java, from September to October 2025. Prior to the study, the researcher obtained a research permit from the institution of origin and submitted a written request to the principal and coordinated with the homeroom teacher. Considering that the research subjects were students, the researcher also included a student participation consent form. The entire research process applied the principles of research ethics, including voluntary participation, anonymity and confidentiality of respondent data, and the right of respondents to withdraw at any time without consequence. The study population was 392 students, and sampling was carried out using the Slovin formula with a 5% error rate, resulting in a sample of 198 students. The sampling technique used stratified proportional random sampling based on grade level to ensure proportional representation of respondents and the validity of the generalization of the research results.

This study involved two main variables: social media technology (X) as the independent variable and student reading interest (Y) as the dependent variable. A visualization of the research design can be seen in the Figure 1 below.

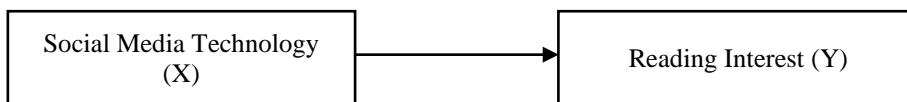


Figure 1. Research Design

Referring to the objectives and theoretical studies that have been presented, this study proposes a hypothesis formulation: there is an influence of social media technology on students' reading interest at SMA Negeri 1 Moga, Pemalang Regency.

Data were collected using a 5-point Likert-scale questionnaire developed based on theoretical constructs of social media technology and reading interest. The instrument was tested for validity and reliability prior to use. Item validity was examined using the Pearson Product Moment correlation, with items considered valid if the correlation coefficient exceeded the r -table at a 5% significance level (Sugiyono, 2022). Instrument reliability was assessed using Cronbach's Alpha, with coefficients closer to 1 indicating higher reliability. The indicators of the reading interest questionnaire are presented in Table 1.

Table 1. Reading Interest Questionnaire Grid

Indicator	Sub Indicators
Reading Frequency	Reading intensity for pleasure Daily reading consistency Utilizing free time for reading Reading patterns based on time
Reading Duration	Prioritize reading in your free time Daily reading duration Duration per reading session Flexibility of duration based on reading type Satisfaction with reading duration
Types of Reading	Adapt duration based on interest Non-fiction vs fiction preferences Preference of textbooks vs novels

Indicator	Sub Indicators
	Motivation to read non-fiction
	Orientation on educational themes
	Perception of the benefits of textbooks
Reading Purpose	Orientation towards useful information
	Real world insight preferences
	Orientation towards understanding the lesson
	In-depth reading preferences
	Orientation towards entertainment and pleasure

Source: (Setyawati et al., 2021;Safira et al., 2023)

Meanwhile, the social media technology questionnaire grid is presented in table 2 below.

Table 2. Social Media Technology Questionnaire Grid

Indicator	Sub Indicators
Reading Content Discovery	Frequency of finding interesting reading material
	Help find reading material that suits your interests
	Help finding reading material relevant to your hobby
	Expanding your knowledge of reading choices
	Introduction to a new genre/book
Motivation and Interest in Reading	Increased interest in reading
	Reading frequency from social media findings
	The influence of friend recommendations
Search Behavior and Reading Selection	Activity of following recommended accounts
	Influence on the choice of popular reading
Use of Digital Platforms and Applications	Frequency of reading via smartphone applications
	Utilization of e-book reader applications
	Reading efficiency with e-book applications
	The influence of video applications on reading interest
Search and Access Reading Materials	Help finding readings relevant to the lesson
	Use of technology to seek additional reading
	Ease of finding interesting books
	Easy access to materials from various genres
Social Interaction and Digital Community	Utilization of social media applications for sharing or recommendations
	Connecting with the reader community

Source: (Pérez-Juárez et al., 2023;Amin, 2023)

As a prerequisite before executing the regression analysis, a series of classical assumption tests were conducted to verify the model's feasibility. First, a linearity test was applied to confirm whether there was a linear relationship between the independent variable (social media technology) and the dependent variable (reading interest) at a significance level of 0.05. Second, data distribution was evaluated through a normality test using the Kolmogorov–Smirnov method assisted by SPSS. Referring to Nuryadi et al. (2017), data are categorized as normally distributed if the Asymp. Sig. (2-tailed) value exceeds 0.05. The process of converting quantitative data from the five-scale validation results to qualitative data using guidelines adapted from Soulisa et al. (2022) is presented in Table 3 below.

Table 3. Guidelines for Categorizing Questionnaire Results

Value Scale	Category
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4,50 – 5,00	Very high
4,00 – 4,49	High
3,25 – 3,99	Moderate
2,75 – 3,24	Low
0,00 – 2,74	Very Low

Hypothesis testing was conducted using the F-test to examine the influence of technology variables on students' reading interest at SMA Negeri 1 Moga, Pemalang Regency. The hypothesis will be accepted if it meets the following requirements: the calculated F-value exceeds the F-table or the significance level is below 0.05. Furthermore, the correlation coefficient (R) is used to measure the intensity and orientation of the relationship between variables, which ranges from -1 to +1. A value of -1 represents a perfect negative relationship, 0 indicates no relationship, while +1 indicates a perfect positive relationship. Finally, the coefficient of determination indicator (Adjusted R²) is calculated to estimate the percentage of variation in the dependent variable that can be explained by the independent variables in a simple linear regression model (Indartini & Mutmainah, 2024)

RESULTS AND DISCUSSION

Results

Results of Validity and Reliability Tests of Research Instruments

Instrument quality verification involved 30 respondents as a trial sample, with a reference r-table value of 0.361 at a significance level of 0.05. Based on the analysis results, all items in the school climate variable (X) and teacher pedagogical competence (Y) were declared valid. Furthermore, the reliability evaluation produced a Cronbach's Alpha value of 0.917 for the social media technology variable and 0.942 for student reading interest. Because both figures exceeded the threshold of 0.6, the overall research instrument was concluded to be reliable.

Results of Research Data Normality Test

The normality test using the Kolmogorov–Smirnov method assisted by SPSS is presented in Table 4 below.

Table 4. Results of the One-Sample Kolmogorov-Smirnov Test for Normality of Research Data

		Unstandardized Residual
N		292
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10,72824945
Most Extreme Differences	Absolute	.048
	Positive	.048
	Negative	-.042
Test Statistic		.048
Asymp. Sig. (2-tailed) ^c		.098
Monte Carlo Sig. (2-tailed) ^d	Sig.	.104
	99% Confidence Interval	
	Lower Bound	.097
	Upper Bound	.112

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the normality test using the Kolmogorov–Smirnov method, a significance value of 0.98 was recorded. Because this figure exceeds the 0.05 threshold, it can be concluded that the research data is normally distributed.

Description of Research Data

The description of the research data on the reading interests is presented in Table 5.

Table 5. Research Data on Reading Interest of Students at SMA Negeri 1 Moga

Indicator	Total Average	Category
Reading Frequency	3.21	Low
Reading Duration	3.43	Moderate
Types of Reading	3.21	Low
Reading Purpose	3.49	Moderate

The visualization of the pie chart for the reading interests is presented in Figure 2 below.

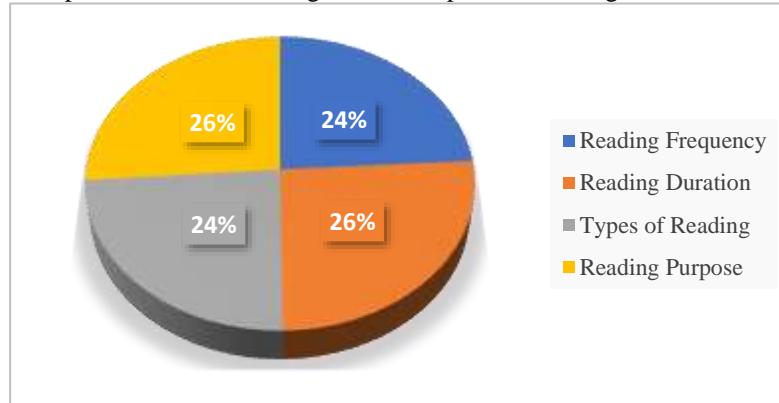


Figure 2. Diagram of Reading Interest of Students at SMA Negeri 1 Moga

Table 5 and Figure 2 show the results of research on the reading interest of students at SMA Negeri 1 Moga based on four indicators: reading frequency, reading duration, reading type, and reading purpose. Based on the table, reading frequency and reading type each have an average value of 3.21, which is included in the low category, while reading duration obtained an average of 3.43 and reading purpose 3.49, which is in the medium category. Visualization in the form of a pie chart strengthens these findings by showing the proportion of contributions of each indicator is relatively balanced, where reading duration and reading purpose each contribute approximately 26%, while reading frequency and reading type each contribute 24%. Overall, these data illustrate that students' reading interest tends to be at a low to moderate level, with the aspects of reading duration and reading purpose more prominent than the frequency and variety of reading types.

The description of the research data from social media technology is presented in Table 6.

Table 6. Data from the Results of the Social Media Technology Research of Students at SMA Negeri 1 Moga

Indicator	Total Average	Category
Reading Content Discovery	4.00	High
Motivation and Interest in Reading	3.79	Moderate
Search Behavior and Reading Selection	3.59	Moderate
Use of Digital Platforms and Applications	3.61	Moderate
Search and Access Reading Materials	3.85	Moderate
Social Interaction and Digital Community	3.48	Moderate

The visualization of the pie chart for social media technology is presented in Figure 3 below.

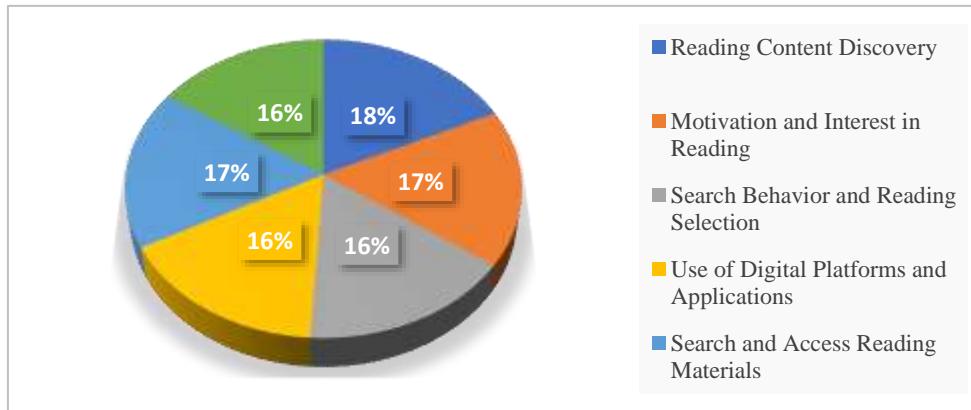


Figure 3. Diagram of Social Media Technology Usage by Students of SMA Negeri 1 Moga

Table 6 and the pie chart illustrate the results of research on the use of social media technology by students at SMA Negeri 1 Moga, reviewed through six indicators. Based on the table, the reading content discovery indicator obtained the highest average score of 4.00, which is in the high category, indicating students' good ability to find reading materials through social media. Meanwhile, the indicators of reading motivation and interest (3.79), reading search and selection behavior (3.59), use of digital platforms and applications (3.61), searching and accessing reading materials (3.85), and social interaction and digital communities (3.48) are in the medium category. The pie chart shows a relatively even distribution between indicators, with the highest percentage for reading content discovery at 18%, followed by searching and accessing reading materials at 17%, reading motivation and interest at 17%, and other indicators ranging from 16%. Overall, these data indicate that social media technology plays a significant role in supporting students' literacy activities, although most indicators are still at a moderate level.

Results of the Linearity Test of Research Data

The linearity test using SPSS is presented in Table 7 below.

Table 7. Results of the Linearity Test of Social Media Technology on Reading Interest

Between Groups	Sum of Squares	df	Mean Square	F	Sig.
(Combined)	22722,956	55	413,145	3,802	.000
Linearity	14873,322	1	14873,322	136,883	.000
Deviation from Linearity	7849,634	54	145,364	1,338	.074
Within Groups	25643,109	236	108,657		
Total	48366,065	291			

Based on Table 7, the linearity analysis between the school climate variables and teacher pedagogical competence yielded a significance value of 0.074 for the Deviation from Linearity indicator. This indicates that the two variables have a linear relationship.

Hypothesis Testing

Hypothesis testing using SPSS is presented in Table 8 below.

Table 8. Research Hypothesis Testing Using the F Test (Anova)

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14873,322	1	14873,322	128,782
	Residual	33492,743	290	115,492	
	Total	48366,065	291		

a. Dependent Variable: Reading Interest

b. Predictors: (Constant), Social Media Technology

Proof of the hypothesis through the F Test produces an F-count value of 128.782. This figure exceeds the F-table value (3.874) at degrees of freedom $df_1 = 1$ and $df_2 = 290$, and has a significance value of 0.000 which is far below the standard of 0.05. Based on the results of F-count > F-table and $Sig < 0.05$, H_0 is rejected and H_a is accepted. This confirms the real influence of social media technology on students' reading interest at SMA Negeri 1 Moga, Pemalang Regency.

Coefficient of Determination

The coefficient of determination (Adjusted R^2) using SPSS is presented in Table 9 below.

Table 9. Research Data Determination Coefficient

Model	R	R Square	Adjusted R	Std. Error of the
			Square	Estimate
1	.555 ^a	.308	.305	10,74673

a. Predictors: (Constant), Social Media Technology

b. Dependent Variable: Reading Interest

Data analysis shows a correlation coefficient (R) of 0.555, placing the relationship between social media technology use and reading interest among students at SMA Negeri 1 Moga in the moderate category. The contribution or R Square was recorded at 0.308 (30.8%), while the remaining 69.2% was determined by other determinants outside this research model.

Simple Linear Regression Equation

The simple linear regression equation using SPSS is presented in Table 9 below.

Table 10. Simple Linear Regression Equation Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1	(Constant) 24,147	3,581		6,743	.000
	Teknologi Social Media .525	.046	.555	11,348	.000
	Technology				

a. Dependent Variable: Reading Interest

The simple linear regression equation for school climate on teacher pedagogical competence is:

$$Y = 24.147 + 0.525X$$

Referring to the regression equation, the constant value (intercept) is 24.147. This figure means that if the social media technology variable is assumed to be constant or zero, then the initial estimated value of students' reading interest at SMA Negeri 1 Moga is 24.147. Furthermore, the regression coefficient of the social media technology variable is recorded at 0.525 with a positive direction. This implies a directly proportional relationship, where each one-point increase in the social media technology score is predicted to increase the reading interest score of SMA Negeri 1 Moga students by 0.525 units.

Discussion

The results of the study indicate that students' reading frequency and types of reading are in the low category, while the duration and purpose of reading are in the moderate category, which illustrates that although students frequently access digital content, their engagement in reading long texts or books is still less than optimal. This is in line with the findings of research by Jennah & Sholah (2025) which shows that the use of platforms such as TikTok can reduce students' motivation and interest in traditional reading because they tend to focus on short and fast content, so that serious book reading is reduced. In addition, a study by Tanggela et al. (2025) found that the use of communication devices such as smartphones and social media significantly affects students' interest in reading textbooks, where the focus is more on digital content than academic reading.

Although some indicators of social media technology use are in the moderate category, aspects such as reading content discovery show a positive response, reflecting that social media can also be a source of digital literacy if used appropriately. This is supported by research on digital literacy, which shows that students' skills in using digital technology have a positive and significant influence on their reading interest at the elementary school level, as technology helps students access and evaluate information more effectively (Simbolon et al., 2022). Furthermore, research on the use of digital reading applications found that digital reading applications positively contribute to students' reading habits, particularly through easy content access and interactive features that encourage reading frequency and duration (Adira et al., 2025).

Despite its positive potential, literature also indicates challenges and risks when technology and social media are used without guidance, which can create distractions and reduce students' reading focus (May & Elder, 2018). For example, several literature studies note that entertainment-based social media content can distract students from long, in-depth reading, ultimately reducing the quality of their academic reading interest (Amin, 2023). The intensity of social media correlates with learning motivation, but if not directed, social media can replace time that should be allocated for traditional reading activities (Abor & Setiawan, 2024). Therefore, the results of the study indicate that most indicators are at a moderate level, reflecting the need for pedagogical interventions to utilize technology constructively to increase students' reading interest.

The use of social media with fast and engaging content tends to distract students from reading books, especially long readings that require concentration, thus decreasing traditional reading interest (Sari et al., 2024). This finding underscores the importance of effective digital literacy strategies so that social media is not merely a distraction but also a tool that can encourage students' reading interest through educationally relevant reading content (Gani et al., 2024). Furthermore, the influence of Instagram social media content in increasing students' reading interest. The results indicate that content designed attractively and interactively on the Instagram platform can have a positive impact on students' reading habits, especially when the content contains educational information and is relevant to high school students' interests. This finding reinforces that social media use is not always negative but rather depends on how the content is utilized for literacy purposes (Malik et al., 2022).

Digital literacy has a significant positive influence on high school students' reading interest. Data analysis shows that students who can use digital technology and read digital literature tend to have a higher reading interest, although the general trend of reading interest is still relatively low (Agustin et al., 2025). Furthermore, a study of the influence of digital literacy on the reading interest of tenth-grade students also found that an increase in students' digital literacy skills was significantly correlated with an increase in their reading interest. This study emphasizes the need to strengthen digital literacy in the school curriculum because this ability helps students access digital reading sources, select information, and increase interest in reading (Syam et al., 2024).

This study has major limitations in the scope of generalization and the scope of the variables studied. This study was only conducted on a student population in one specific location, namely SMA Negeri 1 Moga, Pemalang Regency, so the findings may not fully represent the characteristics of students in other schools with different demographics or literacy cultures. Furthermore, this study limited its focus to the influence of social media technology as a single independent variable. This indicates a limitation in the research model other factors such as family environment or internal student factors that influence reading interest but are not included in this study.

CONCLUSION

Based on the research objective to determine the influence of social media technology on students' reading interest, it can be concluded that there is a real, positive, and significant influence between the use of social media technology on students' reading interest at SMA Negeri 1 Moga. This conclusion is supported by the results of the

hypothesis test which shows a significant value. Regression analysis confirms that this relationship is a positive linear one, where each increase in the intensity of social media technology use is predicted to increase students' reading interest scores. However, it should be noted that the level of closeness of this relationship is in the moderate category, which means that social media contributes partially in shaping students' reading interest amidst the digitalization phenomenon.

The implications of these findings indicate a gap between students' relatively high ability to find reading content on social media and their relatively low frequency and type of reading. This suggests that without proper guidance, social media tends to become little more than a short-term entertainment medium that distracts from in-depth reading. Therefore, concrete pedagogical interventions and digital literacy strategies are recommended from schools. Teachers and schools are advised to view social media not only as a challenge but also as an opportunity by integrating structured educational content into platforms favored by students, so that social media activities can be effectively directed to support improvements in the quality and duration of students' academic reading.

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Appendices

Appendix 1. Student Reading Interest Questionnaire Statement

No	Statement
Reading Frequency	
1	I read books more than once a week for my own enjoyment.
2	I read books every day, I read books more than once a week for my personal interest.
3	I read books when I have free time outside school.
4	I read more books on weekends than on regular weekdays.
5	I prefer reading books to doing other activities in my free time.
Reading Duration	
6	I read at least one hour every day.
7	I spend more than one hour each time I read.
8	The duration of my reading depends on the type of reading material.
9	I feel satisfied if I can read for more than one hour a day.
10	I tend to read longer when the book I am reading is interesting to me.
Types of Reading	
11	I prefer reading non-fiction books to fiction.

No	Statement
12	I prefer choosing textbooks rather than novels.
13	I often read non-fiction books to explore specific topics.
14	I tend to choose books with educational themes.
15	I feel that reading textbooks is more beneficial than reading novels.
Reading Purpose	
16	I am more interested in reading books that provide new and useful information.
17	I prefer reading books that broaden my understanding of the world rather than fiction books.
18	I tend to choose books that help me understand the subjects I am currently studying.
19	I prefer choosing textbooks that provide in-depth explanations rather than light novels.
20	I tend to avoid reading materials that are merely entertaining and provide personal pleasure, such as novels or fictional stories.

Appendix 2. Social Media Technology Questionnaire Statements

No.1	Statement
Reading Content Discovery	
1	I often find interesting reading materials on social media.
2	Social media helps me find books or articles that match my reading interests.
3	Social media introduces me to books or articles that I had not known before.
4	I feel that social media helps me find reading materials that are relevant to my interests.
5	I feel that social media helps broaden my insight into interesting reading materials.
Motivation and Interest in Reading	
6	The use of social media increases my interest in reading more frequently.
7	I often read articles or books that I find through social media.
8	I tend to be more interested in reading when there are recommendations on social media.
Search Behavior and Reading Selection	
9	I follow accounts that provide book or reading recommendations on social media.
10	Social media influences me in choosing popular books or articles.
Use of Digital Platforms and Applications	
11	I prefer reading books through applications on my smartphone.
12	The use of video applications such as YouTube influences my interest in reading more.
13	E-book applications such as Kindle help me read more books.
14	I prefer reading using e-book applications on my smartphone.
Search and Access Reading Materials	
15	Technology helps me find reading materials that are relevant to my lessons.
16	I use technology (such as a smartphone) to search for reading materials.
17	I find it easier to discover interesting books with the help of technology.
18	Technology helps me find reading materials that are relevant to my lessons.
Social Interaction and Digital Community	
19	I use social media applications to get book recommendations from my friends.
20	I feel more connected to book reader communities through social media and book applications.