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The Effect of Wattpad Application Use on Students' Reading Behavior in the Library and Information Science Study Program at Universitas Negeri Padang

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Abstract

Digital technology has transformed students' reading practices by shifting engagement from printed materials toward digital media. Wattpad provides access to diverse digital texts, predominantly fiction and user-generated content; however, its relationship with university students' reading behavior requires further examination. This study aimed to analyze the effect of Wattpad use on the reading behavior of students in the Library and Information Science Study Program at Universitas Negeri Padang. A quantitative descriptive approach was employed. The study population comprised 250 students, from whom a sample of 71 respondents was determined using the Slovin formula. Data were collected through a Likert-scale questionnaire and analyzed using descriptive statistics and simple linear regression with SPSS. The findings indicate that both Wattpad use and students' reading behavior were categorized as good. Wattpad use had a positive and statistically significant effect on reading behavior, explaining 36.3% of its variance ($R^2 = .363$). These findings demonstrate that engagement with Wattpad contributes meaningfully to students' reading behavior. The study highlights the potential of Wattpad as a complementary digital reading medium

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for promoting reading engagement and strengthening digital literacy initiatives in higher education.

Keywords: Digital Literacy; Digital Reading; Reading Behavior; University Students; Wattpad

INTRODUCTION

The development of information and communication technology has fundamentally transformed how individuals obtain, access, and use information. Digital transformation has also reshaped literacy practices, including reading activities that were previously dominated by printed materials. In higher education, students increasingly rely on digital devices to access reading resources because digital media offer greater convenience, flexibility, and efficiency. This transformation indicates a shift from conventional literacy practices toward technology-mediated forms of literacy (Nasrullah & Rustandi, 2016).

The transformation of reading media is important because reading is not merely an activity for obtaining information but also contributes to knowledge development, intellectual growth, and literacy culture. Printed books, which traditionally served as major reading resources for university students, now compete with a wide range of digital materials. This transition is influenced by practical considerations such as book prices, limited collections, and the inconvenience of carrying physical materials. Accessibility and economic considerations have been identified as important factors shaping students' preferences for reading resources (Srirezeki et al., 2024). Economic factors have also been found to contribute significantly to the relatively low utilization of printed books among university students.

This transformation has become increasingly visible through the emergence of digital reading applications that can be accessed through electronic devices. One platform that has become widely recognized among younger users is Wattpad, a digital platform providing written works and stories across various genres. The platform allows students to engage in reading without depending exclusively on physical collections. Wattpad use has been associated with changes in reading habits because of the flexibility and accessibility provided by the platform (Dalimunthe & Saputra, 2025).

Wattpad differs from conventional reading media because it integrates reading, writing, and social interaction within a single digital environment. Users can read available works, post comments, vote for stories, and communicate with writers or other readers. These characteristics make Wattpad more than a source of reading materials because it also functions as a participatory literacy space where users can actively engage with literary content (Andike et al., 2024). The development of Wattpad therefore demonstrates that digital transformation has changed not only the medium of reading but also users' experiences in interacting with reading materials.

The diversity of available content is one characteristic that makes Wattpad relevant to contemporary digital reading culture. Users can select works according to genres and themes that correspond to their personal interests. This flexibility allows readers to determine their reading materials based on individual preferences. The diversity of Wattpad content has been associated with increased reading engagement among young users because the platform allows them to discover materials that match their interests (Nariratri et al., 2024).

Wattpad may also contribute to the formation of more sustained reading habits. Users can follow stories over time, save preferred works, and discover additional recommendations. These characteristics allow reading activities to be repeated according to individual interests. Wattpad has been found to contribute to reading habits among young users through its interactive characteristics and opportunities for continuous engagement (Taboada et al., 2024).

These developments indicate that student reading behavior in the digital era is no longer limited to printed books. Students can access reading materials for both academic and recreational purposes. Digital media enable students to select materials according to their needs and interests, resulting in increasingly diverse reading patterns (Tabullo & Puliafito Hamann, 2024). This situation raises an important question as to whether increased access to digital platforms necessarily represents an improvement in reading behavior or instead primarily encourages the consumption of non-academic materials.

The issue becomes more complex because Wattpad is not used with the same intensity by every student. Differences in frequency, duration, purpose, and reading preferences may result in different patterns of reading behavior. High levels of application use do not necessarily indicate high levels of reading behavior. Therefore, the relationship between Wattpad use and reading behavior requires objective empirical measurement.

Students also differ in their ability to use digital media effectively. Digital literacy involves not only the ability to operate technological devices but also the ability to access, understand, evaluate, and use information and technology effectively. Differences in digital literacy levels may influence the intensity with which students use application-based media for academic and non-academic activities (Ashadi & Dewi, 2022). Consequently, the availability of a digital reading platform alone cannot fully explain variations in student reading behavior.

In this study, reading behavior is understood as a pattern of individual reading habits reflected through frequency, duration, intensity, and tendencies in selecting reading materials. Student reading behavior can also be observed through the choice of reading media and materials used in everyday activities (Bhirawa, 2020). This perspective allows the study to examine not merely students' interest in Wattpad but also the reading patterns associated with its use.

Students have different purposes for reading, ranging from acquiring academic information to fulfilling recreational needs. The materials and media selected may vary according to individual needs and preferences. Reading behavior therefore extends beyond academic purposes and includes the consumption of non-academic materials through digital media (Yusnita & Irwansyah, 2020). In the context of Wattpad, fiction constitutes an important category of reading material because the platform provides extensive access to fictional works.

Conceptually, reading behavior represents a habit developed through repeated reading activities. Such behavior can be observed through the regularity with which individuals engage in reading and their tendencies to select particular materials (Dalilan, 2021). Technological development has expanded these behaviors by allowing students to engage in reading through multiple digital media with greater flexibility (Supriyadi & Kholid, 2019).

Reading behavior is influenced by internal and external factors. Internal factors such as interest, motivation, information needs, and reading habits can encourage individuals to engage repeatedly in reading activities (Dalilan, 2021). External factors such as educational environments, reading material availability, and accessibility can also contribute to the development of reading habits (Tahmidaten & Krismanto, 2020). Digital technology has

subsequently become an external environment that provides new possibilities for student reading practices.

Within digital environments, students may select reading materials according to personal interests and needs. Non-academic reading has become part of students' reading activities because digital platforms provide accessible and attractive content. Students have demonstrated a tendency to use digital media to obtain reading materials that correspond to their preferences (Yusnita & Irwansyah, 2020). Wattpad is one platform that provides fiction in genres such as romance, fantasy, drama, and young-adult stories, thereby supporting flexible and recreational reading practices (Dafit et al., 2020).

Previous studies have provided substantial evidence regarding Wattpad's potential to support literacy activities. Wattpad can function as a digital literacy medium because users can read and produce written works within an interactive environment (Pratiwi & Dewi, 2023). The platform also provides novice writers with opportunities to publish their works and receive responses from readers, thereby creating a participatory digital literacy community (Habsari et al., 2021).

In educational contexts, Wattpad can serve as a medium for introducing literary works because it provides access to various fictional texts that can support the understanding of literary elements (Basri & Tamrin, 2020). Wattpad use has also been associated with improvements in reading comprehension because learners can engage with diverse texts that correspond to their interests (Abrar et al., 2024). Furthermore, the platform can encourage writing motivation because users can publish their works and receive feedback from readers (Agustina & Hidayat, 2023).

The features available on Wattpad further strengthen its characteristics as a digital literacy platform. Its reading feature provides access to diverse works across genres, allowing users to select materials according to their interests. Its writing and publishing facilities allow users to produce and distribute their own works directly through the platform (Pontjowulan, 2025). The comment feature facilitates two-way interaction between writers and readers, making reading a more participatory activity (Safriyani & Mufidah, 2022)

Wattpad also provides genre classifications and recommendation features that assist users in discovering materials that match their preferences (Pratiwi & Dewi, 2023). The Library feature allows users to save stories for later reading, providing greater flexibility in managing their reading activities. Meanwhile, the voting feature enables readers to express

appreciation toward works and contributes to interaction within the platform community (Mahmur et al., 2021).

Although previous studies demonstrate the potential of Wattpad to support literacy activities, research concerning its influence on student reading behavior remains open for further investigation. Utomo et al. (2022) found that Wattpad use significantly influenced adolescent behavior, but the dependent variable in their study represented general behavior. The study therefore did not specifically explain how Wattpad use may influence university students' reading behavior.

Andike et al. (2024) identified a significant relationship between Wattpad use and students' reading interest. However, reading interest does not fully represent reading behavior because interest concerns attraction toward reading, whereas behavior reflects actual patterns of reading activity. Manik et al. (2022) also found a relationship between Wattpad utilization and students' reading interest, but their study focused on students in Indonesian Language and Literature Education within the context of the Covid-19 pandemic.

Pratiwi & Dewi (2023) demonstrated that Wattpad can be used as a digital literacy medium supporting reading and writing activities. However, the study primarily examined Wattpad utilization as a literacy medium rather than quantitatively testing the magnitude of its influence on student reading behavior. This distinction indicates an opportunity to extend previous research toward a more specific examination of reading behavior.

The research gap in this study lies in the limited empirical research specifically examining the influence of Wattpad use on student reading behavior through measurable behavioral indicators. Previous studies have predominantly examined Wattpad in relation to reading interest, literacy, reading ability, or general user behavior. In contrast, the relationship between Wattpad use and reading behavior encompassing reading frequency, duration, intensity, reading type, reading purpose, and reading medium has received less attention, particularly among students in the Library and Information Science program at Universitas Negeri Padang.

This research gap is particularly relevant because Library and Information Science students are academically connected to literacy, information, collections, and user behavior. Examining their reading practices can provide insight into how future information professionals respond to the transformation of reading environments from printed

collections toward digital platforms. This context provides a distinct contribution compared with studies conducted among general student populations or students from other academic disciplines.

To explain this phenomenon, the present study employs the Uses and Gratifications Theory developed by Katz, Blumler, and Gurevitch. The theory conceptualizes media users as active individuals who select and use media to satisfy particular needs. In this study, students are understood as active users who select Wattpad to fulfill needs related to information, entertainment, leisure, or social interaction. This perspective provides a theoretical basis for understanding why students choose Wattpad as one of their reading media.

The Uses and Gratifications perspective is particularly relevant because Wattpad enables users to select content, determine their own usage patterns, and participate in interactive activities. Students can select stories according to genre, follow particular works, comment on stories, vote, save materials, and interact with other users. Such activities demonstrate that Wattpad use involves active media selection rather than passive consumption.

The study also employs the concept of reading behavior as the theoretical basis for examining students' reading practices. Reading behavior conceptualizes reading as a recurring habit that can be observed through frequency, duration, intensity, and tendencies in selecting reading materials. This concept enables the study to examine reading behavior more concretely than simply measuring students' reading interest.

The selection of reading behavior as the dependent variable is important because increased interest in Wattpad does not necessarily mean that students actually read more frequently or for longer periods. Measuring reading behavior allows the researcher to examine the actual patterns associated with digital platform use. The study therefore seeks to distinguish between attraction toward a reading platform and observable reading practices.

The novelty of this study lies in its empirical examination of the influence of Wattpad use on student reading behavior by conceptualizing reading behavior more comprehensively than reading interest alone. This novelty is operationalized through indicators covering reading frequency, duration, intensity, reading type, reading purpose, and reading medium among students in the Library and Information Science program at Universitas Negeri

Padang. The study therefore extends previous research on Wattpad beyond reading interest toward actual reading behavior within a digital environment.

The research context is further supported by preliminary interviews conducted on January 11, 2026, with eight students from the Library and Information Science program at Universitas Negeri Padang. The interviews indicated that four students used Wattpad as a digital reading medium, one student used another digital reading application, two students tended to use printed materials, and one student combined digital and printed media. These findings indicate that students are familiar with multiple reading media, while their patterns of use differ across individuals.

This variation demonstrates that Wattpad is recognized as a digital reading medium among students, but its utilization is not necessarily uniform. Such differences reinforce the need for quantitative measurement to determine whether variations in Wattpad use correspond to variations in reading behavior. The purpose of the study is therefore not to categorize Wattpad as inherently beneficial or harmful but to empirically examine whether its use influences student reading behavior.

Based on these considerations, the study focuses on students in the Library and Information Science program at Universitas Negeri Padang. The study aims to determine the level of Wattpad use, identify students' reading behavior, and analyze the influence of Wattpad use on student reading behavior. More specifically, it examines whether Wattpad use significantly influences reading behavior as reflected in reading frequency, duration, intensity, reading type, reading purpose, and reading medium. The findings are expected to enrich Library and Information Science scholarship concerning student reading behavior in digital environments and provide empirical evidence regarding the role of digital reading platforms in contemporary literacy practices.

METHODS

This study employed a quantitative approach using a descriptive method to examine the effect of Wattpad application use on the reading behavior of students in the Library and Information Science Study Program at Universitas Negeri Padang. A quantitative approach was selected because the study collected numerical data through a structured questionnaire and subsequently analyzed the data statistically to examine the relationship between Wattpad

use as the independent variable (X) and reading behavior as the dependent variable (Y). The descriptive method was applied to provide an empirical description of both variables based on respondents' responses before examining the effect between them, consistent with the use of numerical measurement and statistical analysis in quantitative research (Sugiyono, 2019).

The research design was structured to measure students' use of the Wattpad application and its relationship with their reading behavior. The Wattpad use variable was operationalized through five indicators, namely cognitive needs, affective needs, personal integration, social integration, and tension release. These indicators were used to represent the needs underlying students' use of Wattpad as a digital reading medium. The reading behavior variable was measured through six indicators, consisting of reading frequency, reading duration, reading intensity, types of reading materials, reading purposes, and reading media. Accordingly, the research design connected five indicators of the independent variable with six indicators of the dependent variable to empirically examine the relationship between Wattpad use and students' reading behavior.

The population comprised all students enrolled in the Library and Information Science Study Program at Universitas Negeri Padang from the 2022, 2023, and 2024 cohorts, totaling 250 students. The population consisted of 93 students from the 2022 cohort, 76 students from the 2023 cohort, and 81 students from the 2024 cohort. Based on the Slovin formula with a 10% margin of error, the required sample consisted of 71 respondents. The participants were selected using probability sampling with a simple random sampling technique, allowing members of the population to have an equal opportunity to be selected without distinguishing between population strata (Sugiyono, 2019).

The primary research instrument was a structured questionnaire developed according to the indicators of the two research variables. The questionnaire contained 30 statements, consisting of 15 items measuring Wattpad use and 15 items measuring reading behavior. The Wattpad use variable included three items for each indicator: cognitive needs, affective needs, personal integration, social integration, and tension release. The reading behavior variable consisted of three items measuring reading frequency, three items measuring reading duration, three items measuring reading intensity, and two items each measuring types of reading materials, reading purposes, and reading media. All statements were measured using

a four-point Likert scale consisting of strongly agree, agree, disagree, and strongly disagree, with scores of 4, 3, 2, and 1, respectively (Sugiyono, 2019).

Prior to data collection, the questionnaire was subjected to validity and reliability testing. Content validity was assessed through evaluation by a language expert to examine the clarity and appropriateness of the wording and by a subject-matter expert to assess the relevance of the questionnaire content to the concepts of Wattpad use and reading behavior. Construct validity was subsequently examined through a pilot test involving at least 30 respondents and analyzed using the Product Moment correlation with the assistance of SPSS. An item was considered valid when its correlation coefficient exceeded 0.30. Instrument reliability was assessed using Cronbach's Alpha through SPSS, with an alpha coefficient above 0.60 serving as the criterion for acceptable reliability.

Data collection was conducted through several stages. The study began with a preliminary investigation on January 11, 2026, involving eight students from the Library and Information Science Study Program at Universitas Negeri Padang. Preliminary information was obtained through direct and online interviews using WhatsApp as the communication medium. The purpose of this preliminary stage was to identify the initial pattern of students' reading media use and to determine the presence of Wattpad use among the target population. The preliminary interviews indicated that four respondents used Wattpad as a digital reading medium, one respondent used another digital reading application, two respondents primarily used printed reading materials, and one respondent combined digital and printed reading media.

The primary data were subsequently collected by distributing the questionnaire to 71 respondents through Google Forms, with the questionnaire link disseminated through WhatsApp. Secondary data were obtained through a literature review involving books, electronic journals, scientific articles, and previous studies relevant to Wattpad use and reading behavior. The literature review served as the theoretical foundation for defining the research variables, developing the indicators, constructing the questionnaire, and supporting the interpretation of the empirical findings.

Data analysis was conducted through several sequential stages, including data checking, tabulation, descriptive analysis, prerequisite testing, and hypothesis testing. Data checking involved examining the completeness and consistency of respondents' questionnaire responses, while tabulation involved organizing the collected data into tables

and processing them with Microsoft Excel. Descriptive analysis was then conducted to summarize the characteristics of the research variables based on respondents' responses. The normality test was performed using the Kolmogorov-Smirnov procedure, while the linearity test was conducted to determine whether a linear relationship existed between Wattpad use and reading behavior. Hypothesis testing employed simple linear regression with the assistance of SPSS to determine the extent to which Wattpad use influenced students' reading behavior. The analytical results were subsequently interpreted in accordance with the research objective and used as the basis for drawing conclusions. The research was conducted in 2026, beginning with the preliminary study on January 11, 2026, followed by the stages of instrument preparation and testing, data collection, data processing, statistical analysis, interpretation, and conclusion drawing as outlined in the research process.

RESULTS

Normality Test

The normality test was conducted to determine whether the residuals of the regression model were normally distributed. The *One-Sample Kolmogorov-Smirnov Test* was employed at a significance level of 0.05. The residuals are considered normally distributed when the significance value exceeds 0.05.

Table 1. Normality Test Results

One-Sample *Kolmogorov-Smirnov* Test		
		Unstandardized Residual
N		71
Normal Parameters[a,b]	*Mean*	.0000000
	Std. Deviation	4.23413536
Most Extreme Differences	Absolute	.178
	Positive	.118
	Negative	-.178
Test Statistic		.178
Asymp. Sig. (2-tailed)		.200[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: Compiled by the researcher (2026)

Table 1. Normality Test Results shows that the *Asymp. Sig. (2-tailed)* value is 0.200, which is greater than 0.05. Therefore, the residuals are normally distributed, indicating that the normality assumption has been satisfied.

b. Linearity Test

The linearity test was conducted to determine whether a linear relationship exists between *Wattpad* application use and students' reading behavior. The relationship is considered linear when the significance value of *Deviation from Linearity* is greater than 0.05.

Table 2. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Behavior * Wattpad Application	Between Groups	(Combined)	1011.533	17	59.502	3.291	.000
		Linearity	714.793	1	714.793	39.536	.000
		Deviation from Linearity	296.739	16	18.546	1.026	.446
	Within Groups		958.214	53	18.080		
	Total		1969.746	70			

Source: Compiled by the researcher (2026)

Table 2. Linearity Test Results shows that the significance value of *Deviation from Linearity* is 0.446, which exceeds 0.05. Therefore, the relationship between *Wattpad* application use and students' reading behavior is linear.

c. Simple Linear Regression Analysis

Table 3. Simple Linear Regression Analysis Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.786	5.244		2.820	.006
	Wattpad Application	.681	.109	.602	6.269	.000
a. Dependent Variable: Reading Behavior						

Source: Compiled by the researcher (2026)

Table 3. Simple Linear Regression Analysis Results shows that *Wattpad* application use has a positive effect on students' reading behavior, with a regression coefficient of 0.681. The resulting regression equation is Y = 14.786 + 0.681X, indicating that higher levels of *Wattpad* application use are associated with increased reading behavior among students.

d. Coefficient of Determination

Table 4. Coefficient of Determination Results

Model Summary				
Model	**R**	**R square**	**Adjusted R square**	**Std. Error of the Estimate**
1	.602[a]	.363	.354	4.265
a. Predictors: (Constant), Wattpad Application				
b. Dependent Variable: Reading Behavior				

Source: Compiled by the researcher (2026)

Table 4. Coefficient of Determination Results shows an *R Square* value of 0.363. This indicates that *Wattpad* application use accounts for 36.3% of the variation in students' reading behavior, while the remaining 63.7% is attributable to other factors outside the research model.

e. Hypothesis Testing

Table 5. Hypothesis Testing Results

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	14.786	5.244		2.820	.006
	Wattpad Application	.681	.109	.602	6.269	.000
a. Dependent Variable: Reading Behavior						

Source: Compiled by the researcher (2026)

Table 5. Hypothesis Testing Results shows that the *t-value* of 6.269 is greater than the *t-table* value of 1.995, with a significance value of 0.000 < 0.05. Therefore, H_0 is rejected and H_1 is accepted, indicating that *Wattpad* application use has a positive and significant effect on students' reading behavior.

DISCUSSION

The findings indicate that the use of Wattpad among students of the Library and Information Science Study Program at Universitas Negeri Padang falls within the good category. This finding suggests that Wattpad is not merely used as a platform for reading fictional works, but also functions as a digital medium through which students fulfill various needs associated with reading. This condition is reflected in the positive responses across the five indicators of Wattpad use, namely cognitive needs, affective needs, personal integration, social integration, and tension release. These dimensions demonstrate that students' engagement with digital reading platforms extends beyond the simple act of accessing textual content. Rather, students use Wattpad because the platform provides particular informational, emotional, personal, and social benefits within their reading experience.

The cognitive dimension indicates that students perceive Wattpad as a medium through which they can obtain information, broaden their knowledge, and encounter new perspectives. Although a substantial proportion of Wattpad content consists of fiction, reading such material may still provide opportunities for readers to engage with different themes, characters, social situations, and viewpoints. This finding is particularly relevant in the context of Library and Information Science students because it demonstrates that digital reading practices are not necessarily restricted to academic information sources. Instead, students appear to integrate diverse forms of digital content into their broader reading practices. Wattpad can therefore be understood as part of a wider digital information environment in which students encounter and select reading materials according to their interests and needs.

The positive findings on affective needs further demonstrate that emotional gratification is an important component of students' engagement with Wattpad. Students use the platform not only to obtain information but also to experience enjoyment and entertainment through reading. The availability of stories across different genres allows users to select content according to their personal preferences, potentially making reading a more engaging activity. This aspect is important because positive reading experiences may encourage users to return to the activity repeatedly. In this sense, the affective function of Wattpad provides one possible explanation for why a digital entertainment-oriented platform can simultaneously contribute to students' reading practices.

The personal integration dimension provides another important interpretation of the findings. Students' engagement with stories may expose them to different experiences, values, and perspectives that can subsequently be connected to their own lives. Through characters, narratives, and conflicts, readers may encounter situations that encourage reflection and personal interpretation. Thus, the function of Wattpad extends beyond information consumption and entertainment to include opportunities for personal development. This finding indicates that digital reading platforms may become personally meaningful when readers are able to connect narrative content with their own experiences, values, and aspirations.

The social integration dimension further demonstrates that Wattpad differs from conventional reading media because of its interactive characteristics. Features such as comments, story recommendations, and opportunities to share reading experiences provide

users with spaces to interact with others who have similar reading interests. Reading through Wattpad can therefore become both an individual and socially mediated activity. This finding challenges the assumption that digital reading necessarily reduces social interaction. Instead, the platform may create alternative forms of reader interaction based on shared interests and common reading experiences.

The tension-release dimension also reveals that students use Wattpad to alleviate boredom, fill leisure time, and obtain relaxation. Reading therefore serves not only an academic or informational function but also a recreational one. For students dealing with routine academic activities, access to enjoyable digital reading materials may provide an alternative form of leisure. The combination of the five indicators demonstrates the multidimensional nature of Wattpad use and corresponds conceptually with the Uses and Gratifications perspective, which positions media users as active agents who select media according to particular needs. In the present study, Wattpad serves cognitive, affective, personal, social, and tension-release functions.

The findings concerning students' reading behavior also show a good overall category across the six indicators: reading frequency, reading duration, reading intensity, types of reading materials, reading purposes, and reading media. This result suggests that students have developed relatively positive reading practices that are not limited to a single type of material or medium. Positive reading frequency and intensity indicate that reading has become a relatively established component of students' daily activities, while the diversity of reading materials demonstrates flexibility in selecting content according to personal and academic needs. The media dimension further indicates that students' reading practices have developed across both printed and digital formats.

The relationship between Wattpad use and reading behavior constitutes the central finding of this study. The simple linear regression analysis produced a positive regression coefficient of 0.681, while the hypothesis test yielded a t-value of 6.269 with a significance level of 0.000. These findings indicate that higher levels of Wattpad use are associated with better reading behavior among students. The implication of this result is that Wattpad may function not merely as a platform accessed when students intend to read, but also as a digital environment that supports the continuity of reading activities. Easy access to reading materials, content diversity, and interactive features may encourage students to discover and maintain reading activities as part of their routines.

The coefficient of determination provides further insight into the magnitude of the relationship. The R Square value of 0.363 indicates that Wattpad use explains 36.3% of the variation in students' reading behavior, while the remaining 63.7% is attributable to factors outside the research model. This finding should be interpreted proportionally because it demonstrates that Wattpad is an influential factor rather than the sole determinant of reading behavior. Reading behavior is inherently multidimensional and may be shaped by individual characteristics, social environments, educational conditions, availability of reading materials, and other contextual factors. Accordingly, the 36.3% contribution demonstrates a meaningful relationship between digital media use and reading behavior while simultaneously indicating the importance of other explanatory variables.

The findings are conceptually consistent with the Uses and Gratifications perspective because students actively use Wattpad to satisfy specific needs. Their use of the platform for knowledge acquisition, entertainment, personal development, social interaction, and tension release demonstrates that media consumption is motivated by particular forms of gratification. In turn, these gratifications are associated with more positive reading behavior. The contribution of this study therefore lies in connecting the multidimensional use of Wattpad with measurable reading behavior among Library and Information Science students. This connection is important because it places a popular digital reading platform within the broader discussion of contemporary literacy and reading practices.

From a practical perspective, the findings provide implications for Library and Information Science education and library services. Libraries and academic institutions may benefit from recognizing popular digital reading platforms as part of students' evolving information and reading environments. Rather than viewing platforms such as Wattpad solely as entertainment media, librarians may consider the reading practices that develop through these platforms when designing literacy programs and user-oriented services. Understanding students' preferences for accessible and interactive digital reading environments may help libraries develop literacy initiatives that are more compatible with contemporary user behavior. This approach may also encourage libraries to complement conventional collection-based strategies with digital literacy activities that acknowledge the diversity of students' reading practices.

Theoretically, the study contributes to the understanding of reading behavior by demonstrating that digital platform use can be associated with measurable changes in

students' reading practices. Reading behavior in the digital environment should therefore not be understood simply as the replacement of printed materials with electronic content. Instead, it encompasses frequency, duration, intensity, reading preferences, reading purposes, and the media through which reading takes place. Methodologically, the use of a quantitative approach and simple linear regression provides an empirical basis for assessing the relationship between Wattpad use and reading behavior. The statistical approach enables the relationship to be evaluated objectively rather than relying exclusively on participants' subjective accounts.

Nevertheless, several limitations should be considered when interpreting these findings. The study involved 71 respondents from a single Library and Information Science Study Program at Universitas Negeri Padang, which limits the extent to which the findings can be generalized to students from other programs or institutions. In addition, the use of a questionnaire means that the findings depend on respondents' perceptions and their accuracy in reporting their own reading practices and Wattpad use. The application of simple linear regression also restricts the analytical model to one independent variable, while the R Square value indicates that 63.7% of the variation in reading behavior remains unexplained by Wattpad use. Future studies may therefore examine additional factors related to students' reading behavior. Despite these limitations, the findings provide empirical evidence that Wattpad use is positively and significantly associated with students' reading behavior and demonstrate the relevance of digital reading platforms in understanding contemporary student reading practices.

CONCLUSION

Based on the findings of this study on the effect of Wattpad use on the reading behavior of students in the Library and Information Science Study Program at Universitas Negeri Padang, it can be concluded that the level of Wattpad use among students was categorized as good. This finding indicates that Wattpad has been utilized as a digital reading medium that serves multiple user needs, including acquiring information and knowledge, entertainment, personal development, social interaction, and tension release. In parallel, students' reading behavior was also categorized as good, as reflected in their reading frequency, duration, intensity, reading preferences, purposes, and choice of reading media. These findings suggest that digital platforms have become more than alternative channels

for accessing reading materials; they have also become part of students' everyday reading practices.

The hypothesis testing demonstrated that Wattpad use has a positive and statistically significant effect on students' reading behavior. The obtained t-value of 6.269 exceeded the critical t-value of 1.995, with a significance level of 0.000 < 0.05, leading to the acceptance of the proposed hypothesis. Furthermore, the coefficient of determination (R^2) of 0.363 indicates that Wattpad use accounts for 36.3% of the variation in students' reading behavior, while the remaining 63.7% is associated with other factors outside the research model. Therefore, the findings directly address the research objective by demonstrating that better utilization of Wattpad is associated with better reading behavior among students. The study contributes to the understanding of digital reading practices by empirically demonstrating that a digital reading application can function as one of the factors supporting students' reading behavior, particularly within the context of library and information science education. Practically, the findings highlight the potential of digital reading platforms as complementary resources for strengthening reading practices among university students.

For students, Wattpad should be used selectively and purposefully, not merely as a source of entertainment but also as a means of developing consistent reading habits and broadening knowledge while maintaining a balance between fictional and academic reading materials. For the Library and Information Science Study Program at Universitas Negeri Padang, the findings provide a basis for incorporating relevant digital media into literacy initiatives and reading promotion activities that correspond with students' contemporary reading practices. Future research should expand the explanatory model by examining other factors that may influence students' reading behavior, including reading interest and motivation, social environment, literacy culture, and accessibility of digital reading materials. Further studies could also involve students from different study programs or higher education institutions to provide broader evidence regarding the role of digital reading applications in shaping students' reading behavior.

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