

Proceedings

The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan



Supported by :



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Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	Opening Ceremony 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: Prof. Dr. Syawal Gultom, M.Pd (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 Prof. Emmanuel Manalo (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 Dr. Susan Ledger (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 Assoc. Prof. Yuri Uesaka (The University of Tokyo - Japan)	
12.05 – 13.30	Break	
13.30 – 15.30 (pm)	Parallel Session 1 (divided to 19 parallel rooms)	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	Parallel Session 2 (divide to 19 parallel rooms)	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5th Annual International Seminar on Transformative Education
and Educational Leadership (AISTEEL 2020)**

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

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The Influence of PAIKEM Strategy on Reading Interests of VII Grade of SMP Negeri 2 Siberut Selatan

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Abstract— The study were aimed to finding out (1) analyze the interest reading using the PAIKEM strategy, (2) to describe the effect of using the PAIKEM strategy on students' reading interest in VII grade SMP Negeri 2 Siberut Selatan. The population as well as the sample of this study were all student VII grade of SMP Negeri 2 Siberut Selatan for the 2019/2020 academic year, totalling 40 people. The method used in this research is descriptive method. The instrument used in this study was a questionnaire. After the validity test, reliability test, normality test, multicollinearity test, heteroscedasticity test and linearity test, it is known that the regression coefficient of reading interest variable is 0.321 with a value of t count 2.034, $df = df = N-2$, namely $40-2 = 38$ with significance. $0.049 < 0.05$ then H_0 is rejected and H_a is accepted, indicating that reading interest has a positive and significant effect on the PAIKEM strategy. This means that every time there is a change in treatment or an increase in the PAIKEM strategy, the reading interest of SMP Negeri 2 Siberut Selatan will also increase. Meanwhile, the calculated F value is 30.080 and the significant value is smaller than the significant level used ($0.000 < 0.05$). In other words, the PAIKEM strategy for students of VII grade SMP Negeri 2 Siberut Selatan, KabupatenKepulauan Mentawai can be influenced by reading interest. Based on the results of data analysis, it can be concluded that the use of the PAIKEM strategy has an effect in increasing Reading Interest of VII Grade of SMP Negeri 2 Siberut Selatan.

Keywords— *Influence; Reading Interests; model PAIKEM Strategy*

I. INTRODUCTION

Interest is a person's affective (feelings, emotions) tendency to form activities, involves a person's psychic (mental) condition and is a driving force that causes a person to pay attention to other people or other objects. Meanwhile Hurlock (2009) expressed the same opinion, namely that interest is a source of the same motivation, is a source of motivation to do what they want if they are free to choose. Interest is a feeling of preference and feeling of interest in a thing or activity, without being asked. Interests as a source of motivation that will direct a person to what they will do if given the freedom to choose. When they see something that

has meaning for themselves, then they will be attracted to something which in the end will lead to their satisfaction.

Reading contains complex elements and involves many things such as pronouncing writing, visual activities, thinking, psycholinguistics, and metacognitive and has various benefits that are very important in life, namely providing broad insights and giving readers imagination, a foundation for someone to learn various knowledge and apply it in everyday life.

Reading cannot be separated from reading interest. Reading interest is someone's desire to read. Reading interest really needs to be developed. Reading interest is the top level that must be raised in reading activities.

Reading interest is a person's ability to communicate with oneself to capture the meaning contained in writing so as to provide emotional experiences as a result of a form of deep attention to the meaning of reading (Dalman, 2014). Reading interest is indispensable to develop students' knowledge and insight and improve their ability to understand reading content. People who have a strong interest in reading will be manifested in their willingness to get reading material and then read it on their own awareness.

Prasetyono in his book entitled the secret of Teaching Love to Read in Children from Early on (2008) states that the stages leading to the process of reading fondness are closely related to an AIDA framework (attention, interest, desire, and action). Prasetyono adds a sense of curiosity or attention to an object which can create a sense of interest or attract interest in an object. A sense of attraction will cause stimulation or desire (desire) to do something (read). High desire in a child will lead to passion to continue reading to meet needs (action), so that children always try to get reading to meet their needs.

According to Darmono (2001), interest in reading is a mental tendency to encourage someone to do something about reading. Reading interest is indicated by a strong desire to carry out reading activities. Growing children's interest in reading as early as possible will have an impact on increasing children's interest in reading. In this case, children's reading interest will increase if they are often faced with reading that

suits their needs. Therefore, parents need to motivate children and at the same time accept reading as a necessity. When a child is accustomed to reading, he will love reading and even reading is a necessity of his life and eventually there will be no day without reading.

From some of the definitions above, it can be concluded that reading interest is an activity that is carried out diligently in order to build communication patterns with oneself to find the meaning of writing and find information to develop intellectuality which is carried out with full awareness and feelings of pleasure that arise from within. Reading interest as a form of directed behavior to carry out reading activities is a strong level of pleasure, a strong desire from someone to read. Therefore, the level of interest in reading a person, the stronger his desire to read.

Someone's reading interest cannot grow by itself, but requires the role of others by encouraging or other efforts that can make children stimulated to read, and this cannot be separated from the quantity of reading and the quantity of reading material. Continuously, reading will become the habits of students. The indicators to determine whether someone has a high or low reading interest are the frequency of reading quantity and quantity of reading sources.

Aspects of reading interest include attitudes, feelings of involvement or psychomotor. So that the aspects of reading interest are as follows 1) a positive attitude towards reading activities in the form of feeling like or agreeing with reading 2) feeling like reading activities 3) interest in reading activities 4) desire to get readings either borrowing or buying 5) interest in reading activities without coercion.

Reading interest is a person's effort in reading activities. People who have a strong reading interest will manifest it in their willingness to get reading material and then read it on their own awareness. Some of the aspects of reading interest are 1) cognitive aspects including attention to reading activities, positive perceptions of reading activities 2) affective aspects in the form of feeling happy about reading activities, and making reading activities an important and valuable activity, 3) psychomotor aspects including involvement in reading activities include the intensity and quality of reading (Hurlock, 2009). These aspects are interrelated and become a core component of students' assessment of their reading interest.

The condition of reading interest in Indonesia itself is very alarming. Various facts show that the reading culture of the people in Indonesia up to now is very low, due to the low interest in reading in Indonesia as seen from several evidences and research that has been done. The low interest in reading is also caused by reading that requires a lot of free time, while Indonesians spend more time working to sustain life and improve welfare. Book prices also contributed to the low reading rate.

One of the efforts that can be made to increase students' reading interest is the use of learning strategies. Students must play an active role in learning. Students are no longer as objects but as subjects in learning. Teachers are not the only source of learning. The teacher in the learning process acts as

a facilitator. Student participation is critical to the success of learning so that it can foster initiative, creativity, and independence according to their talents, interests, and physical and psychological development.

Learning is one indicator of solving educational problems. Learning that is currently being developed and starting to become a reference is active, innovative, environmental, creative, effective and fun learning. This learning forces students to develop creativity so that learning is really fun and in this context the educator plays the role of transferring knowledge to students starting from facilitating memory to finding problem formulations. In this case, many learning models are used to solve educational problems and one of them is the PAILKEM learning model which will certainly affect the development of each child who has different characteristics from one another so that it can show the character of the child in solving the problems faced and according to some Psychologists, the above problems are included in the development of science, this can be observed through attitudes that describe the actualization of the child. Humans as organisms have the urge to develop which ultimately causes them to be aware of their existence and a negative attitude appears towards their abilities so that they see everything they do as something that is difficult to solve, on the other hand, for positive things they always see everything that is done as something very easy. resolved, in general the PAILKEM model is clearly influenced by the environment so that it needs a deeper study of how to address problems.

PAILKEM is a learning strategy to develop students' skills and understanding with an emphasis on learning while on the move. In PAILKEM educators use various learning resources to achieve the learning objectives set by the curriculum, the biggest hope is that educators need to take more efficient steps, starting from planning, strategy, material preparation and learning methods to providing evaluation to students. Students who learn by way of PAILKEM are expected to have a very big advantage, especially in reading interest, which begins with a process of student development that begins with arranging words into sentences that students think of through experiences and sources of information from various sources that students always do so that they feel responsibility and the existence of initiatives that result in a thirst for learning and gradually reduce dependence on educators or other people when they are just learning new things so that the problem formulations in this study are: (1) How does the direct use of the PAILKEM strategy affect improvement students' reading interest in VII grade SMP Negeri 2 Siberut Selatan? (2) Is there any growing interest in reading after following the PAILKEM strategy with the subject in VII grade SMP Negeri 2 Siberut Selatan.

II. METHOD

The method used in this research is a survey method. While the form of this research is descriptive research. Descriptive research was conducted using correlation and regression techniques. This technique is performed to analyze

the relationship between the independent variables and the effect of the interest in reading (X1) and variable bound namely the use of strategies PAILKEM (Y).

This research was conducted at SMP Negeri 2 Siberut Selatan, Mentawai Islands Regency, West Sumatra Province. The reason the researchers chose the location of this study was because the school had never conducted research with the same problem. The research was conducted in VII grade academic year 2019/2020 which only had 2 (two) grade VII with 40 students. The research period was 2 months, namely the month of Juni August 2020, but several preparations had been made beforehand.

Population and sample in this study were all students of VII grade academic year 2019/2020 SMPNegeri 2SiberutSelatan, Mentawai, amounted to 40 students. Based on these data, the sample of this study amounted to 40 students, because the population was less than 100 students. Thus this study is a population study (Arikunto, 2014).

This study uses an independent variable that is reading and the dependent variable is the use of strategies PAILKEM in VII gradeacademic year 2019/2020 SMP Negeri 2 Siberut Selatan, Mentawai.

The operational definition in this study is as follows:

A. *The use of the PAILKEM (Y) strategy*

Learning strategies are things that need to be considered by teachers in the learning process. The teaching delivery strategy emphasizes what learning activities are carried out by students and what media are used to deliver teaching (B, Hamzah, 2014). Learning strategies are the methods that will be used by teachers to select learning activity strategies that will be used throughout the learning process. The indicators of PAILKEM strategy are 1) active learning 2) innovative learning 3) learning to use the environment 4) creative learning 5) effective learning 6) learning interesting .

B. *Reading interest (X)*

Reading interest is the desire that arises in a person for a reading which he manifests in reading activities. The characteristics of people who have a high reading interest are always taking advantage of every spare time to read, like to find time or opportunities to read, always want to read all types of reading, and do reading activities happily.

The scores obtained by students reflect the level of students' reading interest. The scoring technique uses a Likert scale.

To obtain data in this study, data collection techniques were used, namely:

1. Library data collection techniques.
2. Field Data Collection Techniques.

The data analysis techniques used in this study consist of validity and reliability tests, descriptive statistics, correlation coefficient tests, classical assumption tests, and simple linear regression tests.

The results of the F test can be seen in the ANNOVA output from simple linear regression analysis, the level of significance is using 0.05 ($\alpha=5\%$). With the provision that if the significant value >0.05 there is a positive and significant

effect and a significant value <0.05 there is no positive and significant effect.

The t test results can be seen in the output coefficients of simple linear regression analysis , the level of significance is using 0.05 ($\alpha=5\%$). With the provision that if the significant value >0.05 there is a positive and significant effect and a significant value <0.05 there is no positive and significant effect.

III. RESULT AND DISCUSSION

Descriptions of reading interest and the use of the PAILKEM strategy for VII grade SMP Negeri 2 Siberut Selatan have different levels of achievement from each student. To uncover the satisfaction used each 10 item questionnaire distributed in 40 respondents. The level of achievement of students' reading interest can be described as being in a fairly good to good range. The average score for variable students read at 3.7175 with the achievement Level Respondents (TCR) of 74.35 with criteria quite well. This means that interest in reading VII grade SMP Negeri 2 Siberut Selatan pertained good enough. Meanwhile, the level of achievement of the PAILKEM strategy can be described as being in a fairly good to very good range. The average score for variable strategy PAILKEM at 4.2625 with Achievement Level Respondents (TCR) of 85.25 with criteria well. This means PAILKEM strategy applied to the students of VII grade SMP Negeri 2 Siberut Selatan relatively well.

The 10 statement items used in this study, it is proven that all statement items used in the reading interest variable and the PAILKEM strategy use variable have a calculated product moment r value greater than the r product moment in the table, so it can be stated that all items are valid.

Reliability test questionnaire variable interest in reading (X) and variable usage PAILKEM strategy (Y) by comparing the reliability coefficient alpha item or reliability coefficient with a value of Cronbach at $\alpha=0.6$. The questionnaires variable interest read (X) and use of strategy PAILKEM turns reliable or trustworthy, because all small alpha reliability coefficient alpha of standard items or coefficient reliability alpha variable interest in reading (0.752) is much larger than the value of Cronbach at $\alpha=0.60$ while the variable use PAILKEM strategy has alpha reliability coefficient 0.733 is much greater than the value of Cronbach at $\alpha=0.60$.

In the adjusted R2 test, the coefficient value is 0.427. This means that the proportion of PAILKEM's strategy directly explains the effect on reading interest of 42.7%, while the remaining 57.3% is explained by other variables not used in this study.

Based on the value of the regression coefficient using SPSS version 20.00 software, a simple regression equation can be made, namely:

$$Y = 14,372 + 0.760X1$$

A constant value for the variable interest in reading by 14.372 and the first independent variable is interest in reading has a value of regression coefficient of 0.760 means PAILKEM strategies affect the reading interest of 0.760 units.

From the test results of t-test to variable interest in reading obtained significant value for 0.000, while the level of fault tolerance that is used is at 5%. The t-count value is 5.485 with a sig.0.000. Significance value<0.05. It means that the decision is H_0 is rejected and H_a is accepted, which means that the PAILKEM strategy directly has a positive and significant effect on reading interest.

To obtain empirical evidence whether or not there is a real influence between the PAILKEM strategy variables on reading interest, an F-test is carried out.

From the results of the F- test on the reading interest variable, it was obtained a significant value of 0.000, while the tolerance level used was 5%. The F-count value is 30.080, so it can be concluded that the significance value is less than 0.05. Means the decision is H_0 refused and H_a is received, which means the use PAILKEM strategy against reading interest influence positively and significantly accepted.

The analysis is using simple linear regression which is a parametric statistic which requires that the classical assumption test is carried out first as follows:

From the normality test, the value of Asy m p. Sig (2-tailed) for reading interest variable 0.465 and PAILKEM strategy 0.285 looks greater than>0.05, which means the data is normally distributed.

In the coefficient table for multicollinearity testing, the standard error value is less than one, namely Reading Interest $X=0.158$ and the beta coefficient value is also less than one where Reading Interest $X=0.280$. So it can be said that the standard error value is low and multicollinearity is not detected. Furthermore, it is confirmed again with the upper and low-bound confidence interval values. In the coefficient table, it can be seen that the range value is narrow, namely Reading Interest=0.540 to 1.851. Because the range is narrow, multicollinearity is not detected. Meanwhile in this study the VIF value was less than 10, namely the Reading Interest variable was 1.851. The Tolerance value is more than 0.01, namely the Reading Interest variable is 0.540. So it can be concluded firmly that multicollinearity does not occur in the model, so that the test results are said to be reliable. Then the regression coefficient value is said to be reliable and robust or immune to changes that occur in other variables in the simple regression model. Thus the independent variables studied can meet the requirements for the use of a simple regression model.

Based on the results of the heteroscedasticity test, it can be seen that the point of all research data is scattered irregularly/randomly either above or below the number 0 on the Y axis and the variance value from residuals or observations to other observations is constant so that no certain patterns are formed on the the image. This shows that the simple linear regression model in the study did not occurred heteroscedasticity.

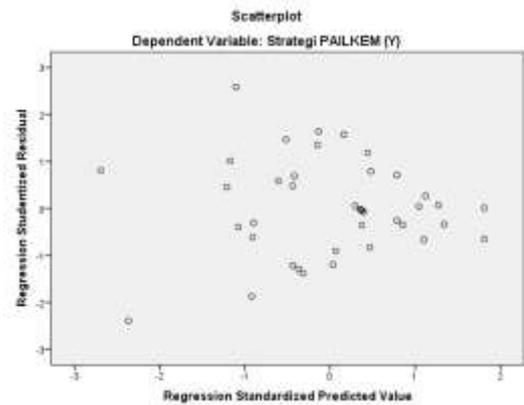


Figure 1. Heteroscedasticity Test Results

In the variable between the PAILKEM strategy and reading interest there is a linearity value of 0.000, so it is linear, so it can be concluded that it meets the linearity requirements, the value of Deviation from Linearity Sig.0.162, then there is a significant linear relationship between the independent variable (reading interest) and the dependent variable (PAILKEM strategy).

Based on the results of the hypothesis, it was found that the PAILKEM strategy use variable had a significant effect on the reading interest variable. Scor average for variabestudents read at 3.7175 with the achievement Level Respondents (TCR) of 74.35 with the criteria pretty well but still below the minimum completeness criteria (KKM) is 75. This means that interesting read of VII grade SMP Negeri 2 Siberut Selatan categorized quite good but still needs to be improved by the use PAILKEM strategy so as to achieve the KKM. The level of achievement of students' reading interest can be described as being in a fairly good to good range.

If described by the indicators above, it can be expressed in two indicators which has the level of achievement of respondents highs and lows of a variable interest in reading as follows:

- The highest indicator is reading material in item 1 with the level of achievement of the respondent, namely 84.5% with good criteria and meeting the KKM value. The indicator on this item includes "I like to borrow books from the library to read." On average, from 40 respondents, 15 respondents answered strongly agree with a percentage of 37.5%. 21 respondents answered agree with a percentage of 52.5 %. 2 respondents replied to the statement less agree with the percentage of 5%, 2 respondents replied to the statement does not agree with the percentage of 5%, and no one answered strongly disagree. Se to se how the average for the indicator is included in the category quite well with reading material that contains items that the student likes to borrow books from the library to read and it's so nice to foster interest in reading in order to reach the desired learning outcomes.

- The lowest indicator is the duration of reading activity in item 4 with the respondent's achievement level of 63% with poor criteria and not meeting the KKM score. The indicator on this item contains "I can read if my mind is calm". From 40 respondents on average respondents answered strongly agree as many as three people with a percentage of 7.5%, 6 respondents agree with the percentage of 15%, and the answer is less agree there are 25 people with a percentage of 62.5%, 6 respondents disagree with a percentage of 15% and no one answered strongly disagree. So that the average reading activity duration indicator shows that this indicator is in the unfavorable category and for that it is necessary to have a PAILKEM strategy to increase reading interest even though under any circumstances including an uneasy mind so that it can focus again.

The 10 statements on the reading interest variable (X), all are valid, because the value of $r_{count} < r_{critical\ value}$ (rtable) at $\alpha = 0.05 = 0.2638$ (r Pearson Correlation table $n = 40$) $40 - 2 = 38$ item. All statement items used have a product moment r value greater than r product moment in the table, so it can be stated that all items are valid and this statement can be used in this study.

The entire questionnaire variable interest in reading (X1) reliable or trustworthy because the coefficient of the reliability alpha is 0.752 is much greater than the value of Cronbach $\alpha = 0.60$.

The use of the PAILKEM strategy affects reading interest by 42.7% , while the remaining 57.3% is explained by other variables which are not used in this study. PAILKEM strategies affect the reading interest of 0.760 units. Value t-count of 5.485 with a value of $sig. 0.000 < 0.05$. It means the decision is H_0 rejected and H_a accepted. The PAILKEM strategy directly has a positive and significant effect on reading interest.

Based on analysis of significant influence with regression coefficient of variable interest in reading by 0.321 with t-count 2.034 with significance $0.049 > 0.05$ then H_0 is rejected and H_a accepted, show that the strategy PAILKEM positive and significant effect on the interest in reading. This means that every time there is a change in treatment or an increase in the PAILKEM strategy, the reading interest of SMP Negeri 2 Siberut Selatan students will also increase. Not only from the SPSS test which says it has a positive effect, but from the theory that we know the PAILKEM strategy is very important in increasing reading interest.

We can see from the data processing above that the PAILKEM strategy really plays a role in increasing reading interest. With an active, innovative, environmental, creative, effective and fun learning strategy, it will lead to high reading interest in students of SMP Negeri 2 Siberut Selatan. This influence can be described as follows:

A. Active Learning

Active in this strategy is that the researcher positions himself as a person who creates a conducive learning

atmosphere or as a facilitator in learning, while students as learning participants must be active. In the active learning process that occurs interactive dialogue between students and students, students with researchers or students with other learning resources. In an active learning atmosphere, students are not burdened individually in solving problems faced in learning, but they can ask each other and discuss so that the learning load for them does not occur at all, students' reading interest grows and develops so that in the end they can optimize learning the outcomes.

In using this PAILKEM strategy, researchers create student-centered learning by focusing on each student and seeing the abilities of each student. Researchers convey the material to be studied next and ask students to read books first in the school library so that students first understand what material is presented so that what is not understood can be asked directly. Researchers also provides learning that related to real life, provide learning that encourages students to think critically, serve the learning style of learning students are different and have the capability of understanding the different, learning that encourages multidirectional interaction (learner and researcher) either discussion and question and answer, structuring the learning environment that allows students to perform learning activities, monitor student learning, and provide feedback appreciation of the work of students with reward (reward) or praise .

B. Innovative Learning

In innovative learning activities, new things occur by implementing new things which according to researchers are very suitable and relevant to the problems that are being studied by students. Students also find their own ways to deepen what they are learning. Learning is colored by new things according to the development of science and technology.

C. Learning Using the Environment

The researcher puts forward that the things that need to be learned first by students are what is in their environment. By knowing the environment around them, students try to take advantage of this environment as a resource that will be managed as a source that can provide added value to them. Utilizing the environment as a learning resource in the learning process is an effort to optimize learning and improve learning outcomes.

D. Creative Learning

Researchers provide freedom to study the meaning that students learn and only provide direction. Researchers create diverse learning activities so as to meet various levels of students' abilities, develop students' thinking skills and develop their right brain .

E. Effective Learning

Researchers make learning that requires students who learn to have brought a number of potentials they have and then develop it through the competencies that have been determined by the researcher, and within a certain time the learning competencies can be achieved by students well or completely. Researchers set goals based on student abilities, selection of material that really supports the goals, determining methods that are in accordance with student characteristics, using appropriate media and evaluating aimed at predetermined goals, and managing the learning process.

F. Interesting Learning

Researchers make interesting learning in the position that the learning variables occupy the learning outcomes variable by preparing a learning atmosphere that encourages students to deepen what they are learning. Researchers provide a situation or atmosphere so that learning goes well, providing services to students. Researchers also saw the percentage of mastery achieved by students after going through the learning process within a certain time limit and seeing the results achieved by students by considering the cost aspect or how much money was spent to produce the percentage of mastery, including how long it took for learning outcomes.

Reading interest is a person's willingness or desire to recognize letters to capture the meaning of the text, a person's ability to communicate with oneself to capture the meaning contained in writing so as to provide emotional experience as a result of deep attention to the meaning of the reading. People who have a strong interest in reading will be manifested in their willingness to get reading material and then read it on their own awareness. Curiosity or attention to an object can create a sense of interest or attract interest in something that causes stimulation or the desire to read. High desire in a student will lead to passion to continue reading to meet needs, so that students always try to get reading to meet their needs. Reading interest is indicated by a strong desire to carry out reading activities. Students' reading interest will increase if they are often faced with reading that suits their needs so that the researcher tries to attract students' interest and provide interesting reading according to the student's needs. If the student is accustomed to reading, he will be fond of reading and even reading becomes a necessity of his life and eventually there will be no day without reading.

Reading interest is an activity that is carried out with full diligence in order to build communication patterns with oneself to find meaning in writing and find information to develop intellectuality which is carried out with full awareness and feelings of pleasure that arise from within. Reading interest can also be defined as a form of directed behavior in order to carry out reading activities as a strong level of pleasure. Reading interest is defined as someone's strong desire to read. Therefore, the higher a person's reading interest, the stronger his/her desire to read.

Researchers in all study materials taught at the time of research also act as motivators so that students are excited to

read a lot of supporting curriculum on their respective study materials. For example, by giving homework assignments after each meeting in the learning process.

High reading interest can be seen from the frequency and quantity of reading sources. To achieve this, the researcher encourages students to talk about what they have heard or read. This reading material becomes a necessity for students to interpret a reading that requires students to understand a reading and read a book repeatedly.

The researcher asks each student to visit the library with the aim of introducing students to the diversity of reading materials so as to foster a great sense of curiosity to read the reading material they see, the availability of reading material allows these students to choose reading according to their interests and interests so as to foster their reading interest. Researchers show interesting reading material that can be read by students. An interesting book will certainly give a response to students to open or read a book that catches their attention. The availability of various reading materials will create conditions for consuming books every day as a basic necessity in daily life.

Researchers also asked fellow students to exchange books and lend books to other friends so as to create a sense of interest in other reading materials. Researchers also give gifts (rewards) that increase the enthusiasm for reading which is one of the stimuli to generate responses to students to read more actively. The prize is a book that attracts these students to read. If the student is accustomed to reading, then reading will become a necessity that he must consume every day. The researcher also asked each student to read 1 book a week so that reading interest in students can be grown.

After using this PAILKEM strategy, the researcher saw that students focused on and understood the material being taught, did not go out of the room during the learning process, answered when asked questions about the subject matter, were active in discussing sample questions, students understood the learning objectives.

The learning strategy used will affect students' reading interest. This supports the results of previous research from namely Ati, Aster Pujaning and Widiyanto, Sigit (2020) with the title Research Language Literacy in Increasing Reading and Writing Interest in Bekasi City Junior High School Students and also supporting research from Anifah, Anifah and Manalu, Boy (2019) with the research title Management Efforts in Increasing Public Reading Interest in Community Reading Gardens Cell Power Indonesia aims to identify and describe the efforts of managers in increasing public interest in reading at TBM Cell Power Indonesia Kec. Medan Polonia Medan City. The school library as a learning tool by researchers who ask students to read the material to be taught in advance so that it fosters student interest in reading so as to create discipline, student habituation, reading interest, and the methods applied by researchers.

IV. CONCLUSION

- There are differences in reading interest, which are taught using the PAILKEM strategy and those who do not use the PAILKEM strategy.
- The use of the PAILKEM strategy has a positive and significant effect on reading interest. This means that every time there is a change in treatment or an increase in the PAILKEM strategy, the reading interest of SMP Negeri 2 Siberut Selatan students will also increase. Meanwhile, the calculated F value is 30.080 and the significant value is smaller than the significant level used ($0.000 < 0.05$). In other words, the PAILKEM strategy for VII grade SMP Negeri 2 Siberut Selatan, Mentawai Islands Regency can be influenced by reading interest.

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