Exploring Students' Reading Interests in the Implementation of the Independent Curriculum Based on the Achievements of the National Assessment Results

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Abstract. This research aims to explore the reading interest of grade 7 students at SMP Negeri 3 Karangpandan during the implementation of the independent curriculum. The researcher will use the guidebook's basis to achieve the national assessment results made by Pusmendik (the Education Assessment Center). This research was conducted by giving questionnaires to grade 7 students by taking a sample of class 7B, totaling 32 students. Then the questionnaire results would be examined using a guidebook for achieving the national assessment results to know that the criteria for grade 7 students at SMP Negeri 3 Karangpandan include high, medium, or low reading interest. From the questionnaire results, the research continued to conduct short interviews with Indonesian language teachers. In addition, further interviews were conducted with several students based on the points or questionnaire questions provided. It aims to dig deeper and analyze students' interest in reading at SMP Negeri 3 Karangpandan.

Keywords: Exploration · Reading Interest · Independent Curriculum

1 Introduction

Reading interest in education is very interesting to explore in detail, especially in our country, Indonesia. We know that Indonesia has a low level of interest in reading. Based on sources from the KEMENDAGRI (Ministry of Home Affairs), Indonesia is ranked 62nd out of 70 countries with a very low-interest level in reading or literacy. In supporting the success of education, especially in Indonesia, students must have a broad enough insight into knowledge, which can be obtained by cultivating a high interest in reading [1]. This interest in reading is an intense desire or tendency to read [2]. Therefore, this interest in reading can only grow from within the students themselves. There is no element of coercion to increase this interest in reading.

According to [3], interest in reading has elements such as attention, will, and encouragement and can also be obtained from pleasure. In terms of attention, it can be seen from the emphasis on reading activities. If students are highly willing to read, this encouragement and pleasure from within themselves will carry it out well and optimally. When

they get influence from others to foster interest in reading, it will be carried out with the utmost diligence and will be stable and purposeful. Education itself is very closely related to literacy activities [4]. To do this literacy, students must be interested in reading first. This reading interest has a reading aspect, which is the key for students to develop other aspects, such as writing and listening.

In our life when we were in elementary school, the skill that the teacher taught at first was reading skill, because reading has many benefits and plays a role in our life. Good reading interest skills will become the foundation or support for students in facing future life challenges. This means that later if students have good reading skills, it is hoped that students will also have a high interest in reading to gain implied or explicit knowledge that will be useful in the future. In addition, according to [5], reading is also a window to the world. This expression means that when students increase their interest in reading, they read books frequently, and the knowledge obtained will be more expansive than students will have. If students are increasingly rare and lazy in reading books, they will have minimal knowledge.

Education is also the main path for students to achieve the future of the nation's next generation. This education is essential in assisting students to become successful people [6]. In education, students must have adequate knowledge and insight to achieve their future. The way to have this knowledge and understanding is that students must be highly interested in reading. By having a high interest in reading, students can have knowledge and insight for provisions that will later be useful to reach their goals. Students can read books from various sources. The books they read must contain knowledge or insights that are positively charged. According to [7], cultivating reading interest is one of the crucial efforts in teaching and learning activities. If you are lazy to read, then gaining knowledge while studying will not be possible. Because when studying, of course, we will do reading activities. This is intended so that the material read will be automatically transferred to our brains, and we will save it so we can use it at certain times.

This reading activity does not only apply to students, but according to [8], reading activities also apply in society, where in this reading ability, there are levels: (a) people who cannot read at all; (b) people who have the highest ability in carrying out reading activities; (c) people who are learning to read; (d) people who are literate, but only read limited literature in their daily life; (e) a literate person, but this person is not a book reader; (f) a literate person, but not a person who is a regular reader; (g) a literate person, then this person is also said to be a regular book reader. From this, we know that a high interest in reading will be the key to the success and progress of a nation because mastering science and technology can be achieved with a high interest in reading, not based on listening activities.

The researchers researched at a public junior high school in Karanganyar Regency, Central Java, to launch exploratory activities regarding students' reading interest in implementing this independent curriculum. The researchers did it at SMP Negeri 3 Karangpandan, Karanganyar Regency, Central Java. After exploring students' reading interests at this school, the researcher will use the national assessment results achievement guidebook to determine the level of student interest in reading, including very low, low, medium, or high.

2   Method

The researcher conducted this research at SMP Negeri 3 Karangpandan on Jalan Solo Tawangmangu, Gedangan, Karangpandan sub-district, Karanganyar district, Central Java. The time for this research was from September 2022 to October 2022. The researcher chose this school because this school felt that there was much information needed for analysis based on the title of this article, an exploration of students' reading interest in implementing the independent curriculum based on the national assessment results. Another reason is that this school has implemented an independent curriculum for grade 7 students, while grades 8 and 9 still use the 2013 curriculum.

This research used a qualitative approach design with descriptive methods. According to [9], qualitative research is the collection of data on a scientific background to interpret the phenomena that occur, for which the researcher is the key instrument. Furthermore, later, it is also used to test hypotheses with data in the form of words and can collect and analyze data narratively. The descriptive method is a procedure for solving the problem being investigated by describing the state of the subject or object in the article (can be people, institutions, communities, and others) based on the facts that appear when conducting research [10].

In this study, the sampling technique used was a proportionate stratified random sampling technique. According to [11], the proportionate stratified random sampling technique is used for populations with members or ages that are not homogeneous and are proportionally stratified. At the junior high school level, strata classes consist of seven, eight, and nine. SMP Negeri 3 Karangpandan consists of five classes for class seven, five for class eight, and four for class nine. Here the researchers only took samples from grade 7 because in this school, the independent curriculum was only grade 7, and for grade 7, this sample was taken even smaller. The researchers took a sample from class 7B, totaling 32 students, to be used as a research sample for reading interest. The participants in this study were students in grade 7B and a teacher representative at SMP Negeri 3 Karangpandan.

This research used data collection tools in the form of observations, interviews, document studies, and questionnaires. The observation technique used was structured observation in the form of giving students a questionnaire regarding reading interests. Meanwhile, the interviews were conducted directly with the participants, and the questions were open. The document study also used the guidebook on the achievement of the national assessment results.

When conducting data analysis, the researchers used descriptive analytic properties where these results are obtained based on existing facts found by the researchers in the field and will later become a generalization or theory. According to [12], descriptive analytics discusses how to summarize data so that it is easy to read and can provide precise information. In this research, data analysis uses the steps of analysis version of Miles and Huberman, which include data reduction, data display or presentation, and decision-making and verification.

3   Result and Discussion

3.1   Table of the Result of Filling in the Student Reading Interest Questionnaire

Table 1 presents results from filling out a questionnaire conducted by class 7B students at SMP Negeri 3 Karangpandan. For the self-read questionnaire, the researchers used fifteen questions. Three answer choices were given for the fifteen questions: agree, indecisive, and disagree. The questions posed to these students are positive and can be answered with three answers. Therefore, students are free and can choose answers according to their situation without looking at the answers from other friends (Tables 2 and 3).

Table 1. The result of filling in the reading interest questionnaire for grade 7B students

No	Question	Total of Students		
		Agree	**Indecisive**	**Disagree**
1	I like to read anywhere	8 (25%)	13 (40,6%)	11 (34,4%)
2	I like to borrow books from the library to read	13 (40,6%)	15 (46,9%)	4 (12,5%)
3	I read a book at least 2 h a day	2 (6,25%)	21 (65,63%)	9 (28,12%)
4	I visit the library at least twice a week	10 (31,2%)	11 (34,4%)	11 (34,4%)
5	Reading writings, newspapers or articles, in my opinion, is important to get the latest information	16 (50%)	12 (37,5%)	4 (12,5%)
6	I am happy if given the task of reading a passage by the teacher	15 (46,9%)	14 (43,7%)	3 (9,4%)
7	If any of my friends are reading, I join in to read	13 (40,6%)	19 (59,4%)	0 (0%)
8	Reading is more fun than playing	6 (18,75%)	18 (56,25%)	8 (25%)
9	I want to get good grades, so I have to study hard	28 (87,5%)	4 (12,5%)	0 (0%)
10	I like to read novels, comics, magazines	18 (56,25%)	12 (37,5%)	2 (6,25%)
11	If there is free time, I use it to read	5 (15,6%)	22 (68,8%)	5 (15,6%)
12	I want to go to the library where the books are more complete than at school	12 (37,5%)	18 (56,25%)	2 (6,25%)
13	I feel happy if there is a regional library visit (PERPUSDA) to the school	13 (40,63%)	17 (53,12%)	2 (6,25%)
14	While working on assignments, I looked for answers by reading textbooks	24 (75%)	8 (25%)	0 (0%)
15	I agree that at school, literacy activities are implemented for 15 min before starting learning	21 (65,63%)	9 (28,12%)	2 (6,25%)

Table 2. The Criteria for the Level of Student Interest in Reading

Above Minimum Competency	Achieve Minimum Competency	Under Minimum Competency	Far Below Minimum Competency
Students at school show a proficient level of reading literacy, and several students are at the proficient level.	Most students have reached the minimum competency point for reading literacy, but efforts must be made to encourage more students to become proficient.	Less than 50% of students have achieved the minimum competency for reading literacy.	Most students have not reached the minimum competency point for reading literacy
VALUE RANGE			
2,10 - 3,00	1,80 - 2,09	1,40 - 1,79	1,00 – 1,39

(Education Assessment Center, Kemendikbudristek, 2022)

3.2 The Results of the Criteria for Students' Reading Interest Based on the Results of the National Assessment

Table 1 shows the students' reading interest at SMP Negeri 3 Karangpandan at very low, low, medium, or high levels. Table 1 is sourced from the National Assessment Results Achievement Handbook compiled or made by the Education Assessment Center. The information is as follows so that it is easy to determine students' reading interest levels at SMP Negeri 3 Karangpandan.
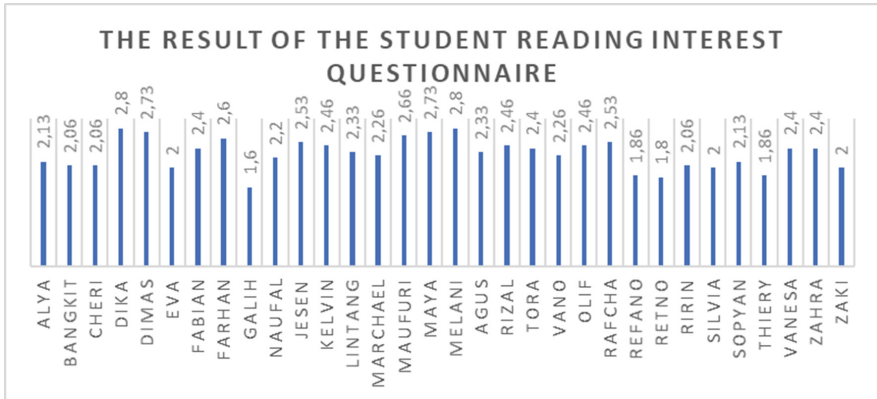
Description:

1. 2,10 - 3,00 = High (above minimum competency)
2. 1,80 - 2,09 = Medium (achieve minimum competency)
3. 1,40 - 1,79 = Low (under minimum competency)
4. 1,00 - 1,39 = Very low (far below minimum competency)

   Based on the student questionnaire recapitulation table, it can be concluded that the reading interest of grade 7B students of SMP Negeri 3 Karangpandan has a reading interest that shows a score of 2.29. This means that grade 7B students have a high level of interest in reading and can be said to have a level of interest in reading above the minimum competency. There are also the researcher's analysis results when conducting a short interview with one of the teachers at SMP Negeri 3 Karangpandan. He said students' interest in reading in implementing this independent curriculum in grade 7, especially in class 7B, is higher than in other classes. The teacher said that if class 7B were

Table 3. Recapitulation of Student Questionnaires

No	Name	Indicator			Result	Mean
		Agree	(Indecisive)	Disagree		
1	Alya	15	14	3	32	2,13
2	Bangkit	12	16	3	31	2,06
3	Cheri	9	20	2	31	2,06
4	Dika	36	6	0	36	2,8
5	Dimas	33	8	0	41	2,73
6	Eva	6	22	2	30	2
7	Fabian	18	18	0	36	2,4
8	Farhan	30	8	1	39	2,6
9	Galih	3	14	7	24	1,6
10	Naufal	15	16	2	33	2,2
11	Jesen	27	10	1	38	2,53
12	Kelvin	27	8	2	37	2,46
13	Lintang	24	8	3	35	2,33
14	Marchael	21	10	3	34	2,26
15	Maufuri	30	10	0	40	2,66
16	Maya	33	8	0	41	2,73
17	Melani	36	6	0	42	2,8
18	Agus	15	20	0	35	2,33
19	Rizal	21	16	0	37	2,46
20	Tora	21	14	1	36	2,4
21	Vano	12	22	0	34	2,26
22	Olif	24	12	1	37	2,46
23	Rafcha	24	14	0	38	2,53
24	Refano	12	10	6	28	1,86
25	Retno	12	8	7	27	1,8
26	Ririn	9	20	2	31	2,06
27	Silvia	6	22	2	30	2
28	Sopyan	18	10	4	32	2,13
29	Thiery	9	14	5	28	1,86
30	Vanesa	21	14	1	36	2,4
31	Zahra	21	14	1	36	2,4
32	Zaki	12	14	4	30	2
RESULT						73,3

Fig. 1. Diagram of Student Questionnaire Recapitulation Result

Description:

Result = $\dfrac{\text{(The result of all the average 32 students)}}{32}$

$= \dfrac{73,3}{32}$

$= 2,29$

Fig. 2. Result Description

tasked with carrying out an activity related to looking for new things in a reading, they would have high enthusiasm to find these new things. Apart from that, the questionnaire prepared by the researcher is a positively charged question, and of course, it follows the characteristics of the grade 7 students at SMP Negeri 3 Karangpandan.

The teacher also says that learning focuses on literacy and numeracy activities in implementing the independent curriculum. Therefore for these two activities, students must have high reading interest criteria. Students are also required to be active students and have a more progressive mindset than before, so students are required to be able to think critically and have high creativity as well. If there are many of these demands, then students must be able to follow the rules set out in this independent curriculum. The teacher also hopes that researchers can continue exploring reading interests in other classes so that teachers and schools can discover the reading interest of all students at SMP Negeri 3 Karangpandan. If they already know the criteria for reading interest in this school, follow-up actions can be carried out to increase students' interest in reading.

3.3   Analysis of Student Interest Questions

Saya Senang Membaca di mana pun Saya Berada (I like to read anywhere).

It was found that question one, 'I like to read anywhere,' gets responses from 25% of students agreeing, 40% with indecisive answers, and 34.4% disagreeing. From these data, for students' reading interest in question one, the most superior are students with indecisive answers, which in this indecisive answer have an average level of approval, yes and no. Then for the second order, some students disagree with the question, meaning they do not like reading wherever they are. In the last sequence, students agree, stating that these students love to read wherever they are.

Through basic literacy, Indonesia must develop a literacy culture as a condition for facing life skills in the 21st century. There are six types of basic literacy: literacy, numeracy, science, digital, financial, and cultural literacy [13]. The explanation for each type of literacy is as follows [14].

- Literacy to read and write is literacy related to text and the ability to read and write.
- Numeracy Literacy is the ability to apply the concept of numbers and arithmetic operation skills in everyday life.
- Scientific literacy is knowledge and scientific skills to identify questions, gain new knowledge, explain scientific phenomena, and make conclusions based on existing facts.
- Digital Literacy is a literacy ability that obtains information from digital or computer domains.
- Financial literacy is a literacy ability related to human and financial-economic activities.
- Cultural literacy is the ability to understand and behave towards culture in Indonesia as a national identity.

From the theory, the researcher then analyzed this one question with students at SMP Negeri 3 Karangpandan for grade 7, so the researcher conducted short interviews with students in class. The researcher explained first that reading activities are literacy activities, and six literacy activities have been described. When conducting short interviews, the researcher got responses from students if they carried out literacy activities anywhere: reading and writing literacy, digital literacy, and numeracy literacy. For literacy, for example, when students in class get assignments from the teacher to work on questions, students do reading activities first, then answer their questions by writing in their respective books.

In digital literacy, students can do it wherever they are. Because digital literacy can come from students' cell phones, they bring them wherever they go. An example of digital literacy is when students read a short story reading material from the internet, there is a lot of reading material that students can read on the internet. So students do not need to carry books here and there. With the convenience of technology now, students can do digital literacy. In numeracy literacy, when the researcher explains and continues by asking students, students also often do this numeracy literacy. For example, when students work on questions given by the math teacher, students also indirectly carry out two types of literacy: digital and literacy. Apart from that, students can do it for numeracy literacy when they pay for food while in the school office. This is called numeracy literacy because students use arithmetic operations skills in daily activities.

Saya Suka Meminjam Buku di Perpustakaan untuk di Baca (I like to borrow books from the library to read).

Question two, "I like to borrow books from the library to read," gets a response from 40.6% of students who agreed, 46.9% of indecisive students, and 12.5% of students who disagreed with this question. From the data in question two, the dominant student chose the indecisive option, which means that sometimes students can borrow books in the library and sometimes they do not. As for the second-choice position, students agree if they like to borrow books from the library to read. Moreover, the last place is students who disagree with the opinion that they like to borrow books from the library.

The library itself is an educational institution owned by the school. The function of the library is as a place to read, which today is less desirable for students to borrow books, let alone read them [15]. So at SMP Negeri 3 Karangpandan, the library has all the complete facilities and can be helpful for students, but many students rarely visit the library. Students who visit the library are only in grades 8 and 9 because there are library visiting hours. If there is no library visiting hours, they probably will not go to the library to read either. Whereas for grade 7, there were only 40.6% consisting of 13 students out of 32, who agreed with this opinion, which means that students still have less interest in reading.

Saya Membaca Buku dalam Sehari Minimal 2 Jam (I read a book at least 2 h a day).

The third question obtained responses in which 6.25% of students agreed, 65.63% doubted the question, and 28.12% disagreed. The results of these data show that the highest data for this third question is obtained by students who are in doubt, followed by students who do not agree, and those who agree are at the lowest level. Even though according to [16], reading is a window to the world where many people often hear this expression. People have never ignored this expression; it is only considered a passing wind.

Reading also has benefits [5], such as opening and broadening one's horizons and knowledge. Besides that, it can also increase intelligence in a person, so if we read books more often in a day for at least two hours, we will get more knowledge. Conversely, if we are lazy to read books, then we will have insufficient knowledge and may not even have any knowledge because we are lazy.

From the data, if you look at the existing theory, in this third question for grade 7 students at SMP Negeri 3 Karangpandan, many students still do not have the time to read books in a day for at least 2 h. From the data obtained for only two out of 32 students who agree to read books, this must change the mindset of students so that they have a high interest in reading. There must also be other strategies so students are diligent in reading books. If students do not read books, they will not have any knowledge, making them have a low mindset.

Saya Berkunjung ke Perpustakaan dalam Satu Minggu Minimal Dua Kali (I visit the library at least twice a week).

The fourth question gets responses from 31.2% of students who agreed with this question, 34.4% of doubtful students, and 34.4% who disagreed. From the data obtained for the fourth question, the positions for the responses of students who doubted and disagreed are equal, while those who gave responses that agreed are below it. According to [17], the library itself has the goal to increase the effectiveness and efficiency of

teaching and learning in schools, so it can also be said that this library can help students and teachers to find references or other learning resources derived from books in this library so that it can help in the learning process can run smoothly.

According to [18], the library service has seven types of services.

- Cross-service is a reciprocal relationship that comes from the library with visitors.
- Borrowing and Returning Service is a minimum service that must exist in a school library, such as a student who wants to borrow a book of novels or magazines.
- Referral services are related to books that students want to make into collections so they can be read on the spot, and some are not allowed to be borrowed.
- The library provides Internet service for visitors to search for information using the internet media.
- The library provides translation services for visitors if they have difficulty in the language of the book collection.
- Guidance services can be said to meet the visitor's needs while looking for information.
- Consulting service is provided to a visitor, group, or agency if you want to establish a library.

From the previous statement or opinion, the researcher can conclude that the SMP Negeri 3 Karangpandan already has 5 of 7 types of library services. This means that the school library is quite complete. However, for students who agree to visit the library with an agreed answer, it has the lowest level, only 31.2%, which consists of only ten students. Other students choose an indecisive answer, meaning they have not decided to visit the library and are equal to students who do not want or disagree with question four.

Membaca Tulisan, Koran, atau Artikel Itu Menurut Saya Penting untuk Mendapatkan Informasi Terbaru (Reading writings, newspapers, or articles, in my opinion, is important to get the latest information).

Question five gets responses from 50% of students who agreed, 37.5% who were indecisive, and 12.5% who disagreed. According to [19], newspapers are media that can help learn Indonesian in the community. The grammar written in the newspaper has essential points that are useful for information to the reader. Whereas an article is an essay of data made with real and factual results because it is done with research and then published in a media, which aims to provide information to the reader as well.

Therefore, it can be concluded that in this question five, writing, newspapers, and articles have an important role in getting the latest information from the reader. According to [20], reading alone is the key to the progress of a nation. If a nation has a high interest in reading, then the key to knowledge is already held by that nation. That way, if based on the data obtained by researchers from grade 7 students at SMP Negeri 3 Karangpandan, the opinion gets a high dominant agree response, which means that students are aware of the importance of reading from anywhere. Here students can further increase their interest in reading from any source, which can benefit them.

Saya Senang Jika Diberi Tugas untuk Membaca Sebuah Bacaan Oleh Guru (I am happy if given the task of reading a passage by the teacher).

Question six gets a response of 46.9% of students agreeing, 43.7% of students indecisive, and 9.4% of students disagreeing with this question. From the data in question

six, students are more dominant in choosing opinions that agree and are followed by indecisive and disagree opinions. Reading a passage by this teacher can be like reading short stories. According to [21], short stories are a type of literary work with a fictional genre and are certainly liked by students. Students like them because these short stories have a light language style and are easy for them to understand, and the story can also be imagined clearly in thought.

Besides novels, there is also reading material, such as comics. Comics contain fascinating illustrated stories combined with story text and are very well understood by junior high school students [22]. Based on this opinion, it can be concluded that if students are given reading material by the teacher using short stories and comics, many students will be interested in reading, which can provoke a high interest in reading.

Jika Ada Teman Saya Sedang Membaca, Saya Ikut Serta Bergabung untuk Membaca (If any of my friends are reading, I join in to read).

Question seven gets responses from students where 40.6% of students agree, 59.4% of students are indecisive, and 0% of students disagree. In this data, the dominant students doubted this opinion, followed by the opinions of students who agreed, and zero students chose not to agree. From this, students know the importance of the benefits of reading books. As [23] argue, reading has many benefits. For example, if we read often, we will gain new knowledge, increase or improve the quality of our memory, and focus more on reading something. Reading can also train us to write well and according to the applicable rules.

There is also an opinion. According to [24], if fellow students do interesting and positive things, their friends will appear or raise a sense of interest to participate in these positive activities. It can be concluded that if there are students who read, their friends also participate in reading because their friends raise curiosity about what their friends are doing. Finally, these students know it, and they join to read together. Reading together can also bring out positive things; for example, they will get new information and knowledge by reading together. They can exchange ideas about the information and knowledge they get.

Membaca Lebih Seru, Daripada Bermain (Reading is more fun than playing).

Question eight gets responses from 18.75% of students who agreed, 56.25% of indecisive students, and 25% of students who disagreed. In question eight, the dominant students chose the indecisive option, followed by students who disagreed and students who agreed. In question eight, students are dominantly doubtful about this question. They are confused here because they may, at one point, have a feeling that they prefer to read rather than play, and at one time, they may prefer to play rather than read.

Saya Ingin Mendapatkan Nilai Baik, Maka Saya Harus Rajin Membaca (I Want to Get Good Grades, so I Have to Study Hard)

Question nine gets responses from 87.5% of students who agreed, 12.5% who were indecisive or doubtful, and 0% who disagreed. From these results, students agree with this question because they know that reading diligently can get their desired grades. Moreover, they also understand that by reading, they can get a comprehensive insight into knowledge, especially if reading from various sources, they will get more knowledge, which can be helpful for them someday.

Saya Suka Membaca Novel, Komik, Majalah (I like to read novels, comics, and magazines).

Question ten gets responses from 56.25% of students who agreed, 37.5% who were doubtful or indecisive, and 6.25% who disagreed with this question. Students mostly agree with this question, followed by the choices of unsure students and students who disagree. According to [25], a novel is a work of fiction that offers a world that contains an idealized model or an imaginary world with events, plots, characters or characterizations, points of view, settings, and life values.

Comics can also be a means of student learning resources to help learning activities become more attractive [26]. However, in this comic, if you want to use it as a student learning resource, this comic must have solid characteristics and be following the needs of students. There are other supporting learning resources besides novels and comics, such as magazines. According to [27], magazines are a medium that can transfer culture and information, and these magazines can also be used as educational media for student learning.

It can be concluded that students mostly choose the agree option if they like reading novels, comics, and magazines as long as three reading materials meet the criteria for grade 7 students at SMP Negeri 3 Karangpandan. Each reading material certainly has its characteristics, advantages, and disadvantages. So, it depends on the reader making use of the reading material. If students are more diligent in reading other reading materials, students will begin to grow a high interest in reading and will have extensive knowledge.

Jika Ada Waktu Luang, Saya Gunakan untuk Membaca (If there is free time, I use it to read).

Question eleven gets responses from 15.6% of students who agreed, 68.8% who were doubtful or indecisive, and 15.6% who disagreed. In this question, many students answered doubtfully. Not all of them use free activities to read. It could be that when they have free time, they do it to play, sleep, eat, and do something else.

Saya Ingin Mendatangi Perpustakaan yang Bukunya Lebih Lengkap Daripada di Sekolah (I want to go to the library where the books are more complete than at school).

Question twelve gets responses from 37.5% of students who agreed, 56.25% of students who were doubtful or indecisive, and 6.25% who disagreed with the question. From the results described, students chose the doubtful option in this question. This is because they have never visited a library whose books are more complete than the school's, so they feel unfamiliar. The researcher wants to carry out activities for students to be able to visit a library where the books are more complete. Karanganyar Regency has provided complete facilities for the community. For school students, it could be a valuable regional library for students and the wider community.

Saya Merasa Senang Jika Ada Kunjungan Perpustakaan Daerah (PERPUSDA) ke Sekolah (I feel happy if there is a regional library visit (PERPUSDA) to the school).

Question thirteen gets responses from 40.63% of students who agreed, 53.12% of doubtful students, and 6.25% of students who disagreed. In these results, most students answered doubtfully because they could also be said to be unfamiliar with PERPUSDA visits to the school. If this visit can be implemented at SMP Negeri 3 Karangpandan,

the researchers are sure the students will feel happy because this is something new for them, and they can also get new insights from the books they read. Moreover, the books are varied and have significant benefits for students.

Saat Mengerjakan Tugas, Saya Mencari Jawaban dengan Membaca Buku Paket (While working on assignments, I looked for answers by reading textbooks).
Question fourteen gets responses from 75% of students who agreed, 25% of doubtful students, and 0% who disagreed. In this question, the students strongly agree that when doing the assignment, they have to look for answers by reading the textbook first because by reading the textbook, they can get answers to the questions they got. Not only textbooks, but students can also look for answers from various existing sources. If students want to read more sources, they will get more information from their reading material.

Saya Setuju Jika di Sekolah Di terapkan Kegiatan Literasi Selama 15 Menit, Sebelum Memulai Pembelajaran (I agree that at school literacy activities are implemented for 15 min before starting learning).
The last question is question fifteen, which gets responses from 65.63% of students who agreed, 28.12% of doubtful students, and 6.25% of students who disagreed with this question. On this last question, students strongly agree that literacy activities are held for 15 min in class before the start of learning. Literacy activities at the beginning of learning aim to foster an interest in reading from within students. It can add a new positive culture in schools that can foster students' knowledge skills in reading, seeing, listening, writing, and speaking skills. With this, learning activities can occur critically, conductively, and interestingly because the students' brains have been lured into doing light thinking activities and towards higher-level thinking when studying.

4   Conclusion

Based on the research results, it can be concluded that class 7B students at SMP Negeri 3 Karangpandan have a high level of reading interest. This is evidenced by the questionnaire results and a short interview with one of the teachers at SMP Negeri 3 Karangpandan. The questionnaire created by the researcher contained fifteen questions, and the questions were all positive. Then the results show that the average is 2.29 from 32 students. If you use a table reference from Guidebook for Achievement of National Assessment Results compiled or made by the Educational Assessment Center, students occupy a value range between 2.10 to.d. 3.00.

In addition, the researchers hope that all the questions made can be realized in real terms and become a habit for students at SMP Negeri 3 Karangpandan. If students carry out all the questionnaire questions, this can positively impact all students who carry them out. Moreover, the researchers also hope that students at SMP Negeri 3 Karangpandan can further increase their interest in reading in any situation and condition. Because by reading, it can give students or the more comprehensive community insight into knowledge that can be useful in their future lives.

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