Analysis of Students' Reading Strategies in Shaping Academic Success

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Abstract:

This study aims to analyze the reading strategies applied by students in shaping academic success. The approach used is qualitative with a case study design, where data were collected through interviews, observations, and documentation. Data were analyzed using thematic analysis techniques based on the Miles and Huberman model, which allows the identification of key themes related to the implementation of reading strategies. The results of the study indicate that effective reading strategies contribute significantly to improving students' academic achievement by encouraging active participation, improving reading comprehension skills, and building students' self-confidence. This study highlights the role of teachers in supporting the implementation of these strategies and the importance of technology in strengthening the effectiveness of reading strategies. The implications of this study suggest that optimizing reading strategies is critical to academic success, and the integration of technology can strengthen these strategies, creating a more inclusive and supportive learning environment.

Keywords: *Reading Strategy, Students, Academic Success*

Abstrak:

Penelitian ini bertujuan untuk menganalisis strategi membaca yang diterapkan oleh siswa dalam membentuk kesuksesan akademik. Pendekatan yang digunakan adalah kualitatif dengan desain studi kasus, di mana data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Data dianalisis menggunakan teknik analisis tematik berdasarkan model Miles dan Huberman, yang memungkinkan identifikasi tema-tema utama terkait penerapan strategi membaca. Hasil penelitian menunjukkan bahwa strategi membaca yang efektif berkontribusi signifikan terhadap peningkatan prestasi akademik siswa dengan mendorong partisipasi aktif, meningkatkan keterampilan pemahaman bacaan, dan membangun kepercayaan diri siswa. Penelitian ini menyoroti peran guru dalam mendukung penerapan strategi tersebut serta pentingnya teknologi dalam memperkuat efektivitas strategi membaca. Implikasi dari penelitian ini menunjukkan bahwa optimalisasi strategi membaca sangat penting untuk kesuksesan akademik, dan integrasi teknologi dapat memperkuat strategi tersebut, menciptakan lingkungan pembelajaran yang lebih inklusif dan mendukung.

Kata Kunci: *Strategi Membaca, Siswa, Kesuksesan Akademik*

INTRODUCTION / المقدمة

Reading is one of the basic skills that plays an important role in supporting students' academic success. However, students' reading ability is often influenced not

only by technical skills but also by the strategies they use in understanding and analyzing texts.(Kupchyk & Litvinchuk, 2021). Effective reading strategies can help students improve comprehension, broaden their horizons, and hone their critical thinking skills. Unfortunately, many students do not fully understand the importance of using reading strategies appropriately in an academic context (Zhang & Zou, 2024). In this case, it is important to examine more deeply how students apply certain reading strategies and to what extent these strategies contribute to their academic success. Are the reading strategies that students apply able to improve their achievements in various fields of study? This question is the basis for analyzing the role of reading strategies in shaping students' academic success.

MAN 2 Palembang as one of the leading Islamic high schools in South Sumatra presents various dynamics in developing students' reading strategies. Despite having sufficient resources, such as experienced teachers and adequate library facilities, implementing reading strategies effectively is still a challenge (Golparvar & Khafi, 2021). Preliminary data shows that most students have not optimized reading strategies to support their success in subjects that require high-level text comprehension, such as Indonesian and History (Proctor et al., 2020);(Gamazo & Martínez-Abad, 2020);(Casselden & Pears, 2020). Educational theory states that the application of appropriate reading strategies can strengthen students' critical and analytical thinking skills (Yapp et al., 2023). Thus, it is important to explore how students at MAN 2 Palembang develop their reading strategies and how it impacts their academic achievement.

Studies on reading strategies show that implementing appropriate strategies can improve students' understanding of subject matter, analytical skills, and overall academic performance (Liu, 2020);(Grajo et al., 2020);(Moojen et al., 2020). Reading strategies such as noting main ideas, visualization, and concept mapping are effective in helping students understand complex texts (Azmuddin et al., 2020). Furthermore, the implementation of this strategy can also strengthen students' intrinsic motivation to learn, which ultimately contributes to their academic achievement. This relationship is further strengthened by the role of teachers in teaching and guiding students to use reading strategies that suit their needs. When reading strategies are taught in an interesting and relevant way, students tend to be more engaged and able to apply them independently in various learning contexts (Peng & Goodrich, 2020).

Furthermore, the implementation of effective reading strategies can be strengthened through the integration of technology into learning. Technologies such as text-based learning applications, interactive e-books, and visual aids can provide a more engaging and immersive reading experience for students (Yan et al., 2021). The synergy between reading strategies and technology is very relevant in the digital era, where students often interact with various types of information online. In addition, teachers also play an important role in ensuring that technology is used optimally to support reading strategies that are oriented toward deep understanding (Gabrielli et al., 2022). By combining innovative pedagogical approaches and the use of technology, students can not only improve their reading skills but also develop the digital literacy needed to compete in the academic and professional world. In this context, MAN 2 Palembang has the opportunity to become a model for integrating technology-based reading strategies in supporting students' academic success.

The position of this research is to fill the gap by examining students' reading strategies in shaping academic success at MAN 2 Palembang. The uniqueness of this

research lies in its focus which integrates reading strategy analysis with the application of educational technology in the context of madrasah (Zaccoletti et al., 2020). Different from previous studies that tend to discuss reading strategies in general, this study explores the application of specific reading strategies and their impact on student success in Islamic educational environments (Fang, 2021). Thus, this research is expected to provide new contributions to the development of reading strategy theory, technology integration, and improving the quality of education in madrasahs.

This paper aims to answer the question: How are reading strategies applied to students to shape academic success at MAN 2 Palembang? In addition, this study also aims to identify factors that support and inhibit the implementation of reading strategies, as well as explore the role of technology in strengthening the effectiveness of these strategies.

The argument underlying this study is that effective reading strategies have great potential to improve students' academic success at MAN 2 Palembang. Reading strategies help students understand texts in depth and hone their analytical skills (Wang et al., 2022). This is because good reading strategies allow students to organize, connect, and interpret information more systematically. Previous studies have shown that students who use directed reading strategies tend to have better learning outcomes in various subjects. However, the success of implementing this strategy at MAN 2 Palembang is highly dependent on students' ability to apply the strategy, guidance from teachers, and technological support that is relevant to students' needs.

RESEARCH METHOD / المنهجية

This study was conducted at MAN 2 Palembang as the main unit of analysis. This madrasah was chosen because it has great potential to support student's academic success but still faces challenges in implementing effective reading strategies. This study used a qualitative design with a case study approach. This approach allows researchers to explore in depth the implementation of reading strategies among students and their impact on their academic success. The case study provides a detailed understanding of how reading strategies are implemented in the local context of MAN 2 Palembang so that it can describe the relevant processes and outcomes (Thalib, 2022).

The sources of information in this study included the headmaster, subject teachers, students, and parents. The headmaster acted as a key informant because he had insight into strategic policies that support the development of students' reading skills. Subject teachers, especially teachers of Indonesian and other text-based subjects, provided views on reading strategies taught in the classroom. Students were selected as the main respondents to explore their experiences in using reading strategies. In addition, parents were involved in providing external perspectives on the development of their children's reading skills at home. The selection of informants was carried out purposively so that the data obtained was relevant and in-depth (Soesana et al., 2023).

Data collection was conducted through in-depth interviews, participant observation, and documentation analysis. In-depth interviews were used to explore experiences, views, and challenges faced by informants related to the implementation of reading strategies. Participatory observation was conducted in the classroom to directly observe how reading strategies were taught and implemented by students. Documentation analysis included a review of the lesson implementation plan (RPP), student learning outcome records, and academic achievement reports. The collected data were analyzed through the stages of

data reduction, data presentation, and verification. Data reduction was carried out by selecting relevant information to answer the research questions. Data presentation was carried out in narrative and matrix forms to facilitate interpretation. Verification was carried out through data triangulation from various sources to ensure the validity and accuracy of the research results (Harahap, 2020).

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

The results of this study indicate that the implementation of effective reading strategies at MAN 2 Palembang involves active student participation, the important role of teachers in supporting learning, and the contribution of technology in enriching the learning process. Observations revealed that reading strategies involving collaboration between students and the use of methods that encourage active involvement play a significant role in improving students' reading skills and self-confidence. Interviews with teachers indicated that their roles were not only limited to teaching but also to providing motivation and constructive feedback that helped students overcome challenges in reading. Documentation showed that technology, such as e-books and digital learning applications, accelerated the learning process by providing more accessible and relevant resources, which increased the effectiveness of reading strategies. Overall, these findings highlight the importance of collaboration between students, teachers, and technology in creating a learning environment that supports academic success.

Results
Identifying Effective Reading Strategies

Observation results at MAN 2 Palembang show that effective reading strategies are implemented through a structured and interactive approach. Teachers use a combination of techniques such as mind mapping, group discussions, and repeated reading to help students understand academic texts in depth. These strategies are designed to actively engage students in the reading-learning process so that they can develop critical thinking skills and contextual understanding.

One of the main activities observed was the use of mind mapping in Indonesian language lessons. The teacher-guided students to create a concept map of the text that had been read, which included the main points, relationships between ideas, and conclusions of the text. This method not only helped students understand the structure of the text but also improved their ability to summarize and organize information.

Group discussion activities are also an important part of the reading strategy. Students are divided into small groups to discuss analytical questions related to the text. Observations show that this activity encourages students to share views, provide feedback to each other, and deepen understanding through active dialogue. The teacher acts as a facilitator who provides direction when needed, without dominating the discussion.

Table 1. Identification of Effective Reading Strategies

Observation	Description of Findings	Impact
Mind Mapping	Students create concept maps from the texts they read, with teacher guidance.	Help students understand text structure and improve critical thinking skills.
Group Discussion	Students discuss in small groups to analyze the contents of the text.	Encourage collaboration, sharing of ideas, and deep

		understanding of reading materials.
Repeated Reading	The teacher asks students to read the text repeatedly to improve fluency and comprehension.	Improve students' ability to read and understand texts better.

From the results of this observation, it can be seen that effective reading strategies involve the active participation of students in every stage of the learning process. Not only teaching reading techniques, but the approach used also encourages students to think critically, analyze texts, and collaborate with classmates. This approach not only helps students master reading skills but also plays an important role in building their self-confidence. With activities such as group discussions and concept mapping, students feel more prepared to face academic challenges, because they can understand the material more deeply and feel more involved in the learning process. In addition, this strategy creates an inclusive and supportive learning atmosphere, where each student has the opportunity to contribute, share ideas, and develop according to their abilities. This not only strengthens their reading skills but also develops social and communication skills that are important for overall academic success.

The Role of Teachers in Supporting the Implementation of Reading Strategies

The results of in-depth interviews conducted with several teachers at MAN 2 Palembang showed that the role of teachers is very vital in supporting the successful implementation of effective reading strategies. The teachers revealed that they do not only act as teachers but also as facilitators who encourage students to be active in the process of reading and understanding texts. One of the teachers emphasized, "*We do not only teach how to read but also encourage students to discuss and ask questions about what they read so that they understand and enjoy the learning process.*" This shows that the role of teachers is not only as a director but also as a trigger for student activity and involvement in reading activities.

Further analysis of the interviews with teachers revealed that they employ a variety of techniques to motivate students to stay engaged in reading, such as shared reading, text analysis, and the use of group-based strategies to discuss their reading. One teacher stated, "*We often use group reading where students share their understanding of the text with each other, which makes them feel* more involved and motivates them to read more." This approach not only improves students' reading skills but also increases their confidence in discussing and understanding more complex material.

From the interview with the madrasah principal, it was also revealed that the madrasah leader provides full support to teachers in implementing this reading strategy by providing the necessary resources, such as relevant reading materials and regular training for teachers. The madrasah principal added, "We provide space for teachers to share their experiences and challenges in teaching reading, and provide training to support the development of more effective teaching methods." The support provided by the madrasah principal shows the madrasah's commitment to creating a conducive environment for teaching reading and supporting the development of students' reading skills to the fullest.

So we can conclude that the role of teachers in supporting the implementation of reading strategies is very important. They not only deliver the material but also create a

supportive environment and encourage students to actively interact with the text. With the support provided by the madrasah, reading strategies can run effectively and successfully build students' self-confidence and reading skills.

The Contribution of Technology to Improving the Effectiveness of Reading Strategies

The results of the study indicate that technology contributes significantly to increasing the effectiveness of reading strategies at MAN 2 Palembang. The use of technology includes access to e-books, text-based learning applications, and digital platforms for practice questions. The documentation of madrasah education policies reflects the importance of technology integration in supporting student reading activities. Technology not only provides convenience in accessing learning resources but also creates a more interactive and interesting learning environment for students.

In its implementation, the use of technology is carried out through the integration of learning applications into subjects, training for teachers on how to use technology to support reading skills, and regular monitoring to evaluate the effectiveness of technology use. This documentary evidence confirms that the strategic application of technology can strengthen students' understanding of academic texts and increase their motivation to read.

Table 2. Contribution of Technology to Students' Reading Strategies

Aspect	Technology Strategy	Impact
Accessibility	Provision of e-books and digital materials	Students can access learning resources anytime and anywhere, increasing the frequency of reading.
Interactivity	Use of interactive learning applications	Help students understand the material through automated practice questions and instant feedback features.
Teacher Training	Workshop on the use of reading technology	Teachers become more competent in integrating technology to teach reading strategies.
Monitoring and Evaluation	Evaluation of technology usage each semester	Data shows an increase in student learning outcomes in text-based subjects such as Indonesian.

The table above shows that technology plays an important role in facilitating accessibility, increasing interactivity in learning, and strengthening teacher skills. In addition, consistent evaluation of technology implementation ensures that its contribution continues to increase according to student needs.

The analyzed documentation also shows that students who actively use technology as part of their reading strategy have better comprehension of texts compared to students who only rely on conventional methods. This supports the conclusion that technology not only complements reading strategies but also becomes a catalyst for creating a more effective and efficient learning experience at MAN 2 Palembang.

Discussion

Identifying Effective Reading Strategies

The results of the observation show that the implementation of effective reading strategies at MAN 2 Palembang is not only about teaching students to read fluently, but more about creating learning experiences that motivate students to actively participate (Abdullah & Java, 2024). The approach used involves collaboration between students, which plays an important role in developing their reading skills (Hashanah, 2024). This is by the learning theory which states that collaborative learning can improve students' understanding and involvement in the learning process (Heru & Bali, 2024).

In addition, this approach provides space for students to share ideas and perspectives with each other, which enriches the way they understand the text (Munawwaroh, 2024). In this context, the reading strategies applied serve as a tool to improve students' literacy skills, as well as build their confidence in facing more complex academic tasks (Putri, 2023). The implication is that reading strategies that are inclusive and involve active participation can play an important role in students' academic success, not only in terms of reading skills but also in the development of their social and cognitive skills.

The Role of Teachers in Supporting the Implementation of Reading Strategies

The interview results show that teachers have a very vital role in supporting the implementation of effective reading strategies in the classroom. Their role is not only limited to delivering materials, but also includes providing motivation, interactive classroom management, and developing techniques that make the reading process interesting for students (Herlina, 2024). In this case, teachers function as facilitators who encourage students to not only read but also understand, criticize, and connect the information they obtain with the personal experiences of informants (Fuertes et al., 2020).

This is very important because teachers who are actively involved in supporting students will create an environment that supports effective learning and strengthens students' commitment to reading activities (Gorzycki et al., 2020). In addition, the role of teachers in providing constructive feedback and holding class discussions has also been shown to improve students' understanding of their reading material, as well as encouraging them to be more confident in discussing the topics they read (Mitchell et al., 2021). Therefore, training and professional development for teachers need to be considered so that they can continue to innovate in implementing more effective reading strategies.

The Contribution of Technology in Improving the Effectiveness of Reading Strategies

The documentation obtained in this study shows that technology plays an important role in supporting the successful implementation of reading strategies at MAN 2 Palembang. The use of digital devices such as e-books, interactive learning applications, and material sharing platforms allows students to access various learning resources more flexibly and efficiently (Sanders et al., 2021). This is in line with previous findings stating that technology in education can increase student engagement and enrich their learning experience. Technology allows reading instruction to be more dynamic and engaging by providing content that is tailored to students' needs (Lo et al., 2021).

In addition, technology also facilitates communication and collaboration between teachers and students, which helps build a better understanding of reading materials. The implication is that the use of technology integrated with reading strategies can accelerate students' literacy development and increase the effectiveness of the overall learning process (Putri, 2024). As a next step, schools need to ensure that the technology used is relevant to the learning objectives and accessible to all students, thus providing equal opportunities for all students to improve their reading skills.

CONCLUSION / الخلاصة

This study shows that reading strategies applied to students at MAN 2 Palembang play an important role in shaping academic success. The results of the study identified three main aspects in effective reading strategies, namely the role of teachers in supporting the implementation of strategies, student involvement in the learning process, and the contribution of technology in strengthening the effectiveness of reading strategies. This study also provides insight that by actively involving students, providing appropriate teacher support, and utilizing technology optimally, reading strategies can improve students' reading comprehension and academic achievement.

The main conclusion of this study is that learning based on inclusive reading strategies supported by technology, as well as the active role of teachers, can maximize students' potential in achieving academic success. These findings contribute to the development of more effective learning practices in schools, as well as being a reference for further research on the role of technology in education.

However, this study has limitations in terms of its scope being limited to one school, so the findings cannot be fully generalized to other schools with different contexts. In addition, the qualitative approach used focuses on individual perceptions, which may contain subjective bias. Future studies are recommended to involve more samples and quantitative approaches to increase the generalizability of the findings. Further research is also needed to measure the long-term impact of implementing reading strategies on student academic achievement, as well as the potential for technology integration to support such success.

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