

Mapping reading attitudes of high school students: Information mastery strategy

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Abstract: This research aims to analyze the reading attitudes of high school students in order to develop effective strategies to improve mastery of information through reading. The research was conducted using descriptive methods. The data source is students at the high school level with a limited sample of 31. The data collection technique is in the form of a questionnaire. Data analysis was carried out by observing the items that determine students' attitudes related to reading. The analysis process is strengthened by descriptive statistics. The results of the research show the order of students' reading attitudes from highest to lowest, namely: observing the title of the reading source before reading, looking for a safe environment, looking for reading friends, helping friends in understanding reading, looking for information related to the benefits of reading texts, reading anything, motivating yourself, asking friends or teachers if you don't understand, trying to do assignments, using free time to read, and implementing the principle of mandatory reading. All attitudes carried out by students have a positive impact on strengthening reading skills and ultimately broadening horizons and information.

Keywords: Mapping, mastery information, reading attitudes, students

Pemetaan sikap membaca siswa SMA: Strategi penguasaan informasi

Abstrak : Penelitian ini bertujuan menganalisis sikap membaca siswa SMA dalam rangka mengembangkan strategi yang efektif untuk meningkatkan penguasaan informasi melalui membaca. Penelitian dilakukan dengan metode deskriptif. Sumber data adalah para siswa di jenjang SMA dengan sampel terbatas yaitu 31 orang. Teknik pengumpulan data yaitu berupa angket. Analisis data dilakukan dengan mengamati butir-butir yang menjadi keputusan sikap siswa yang berkaitan dengan membaca. Proses analisis diperkuat dengan statistik deskriptif. Hasil penelitian menunjukkan urutan sikap membaca siswa dari tertinggi ke terendah, yaitu: mengamati judul sumber bacaan sebelum membaca, mencari lingkungan yang aman, mencari teman membaca, membantu teman dalam memahami bacaan, mencari informasi terkait dengan manfaat membaca teks, membaca bacaan apa saja, memotivasi diri, bertanya dengan teman atau guru jika tidak paham, berupaya mengerjakan tugas, memanfaatkan waktu luang dengan membaca, dan menempatkan prinsip wajib membaca. Semua sikap yang dilakukan siswa memiliki dampak yang positif untuk memperkuat keterampilan membaca dan pada akhirnya dapat memperluas wawasan dan informasi.

Kata Kunci: Pemetaan, penguasaan informasi, sikap membaca, siswa

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INTRODUCTION

Education plays a crucial role in developing students' attitudes and skills, including reading skills. Good reading skills encompass not only text comprehension but also a positive attitude towards reading for instance direct involvement in reading sources (Fitriah, 2017). Particularly at the high school level, learning and mastering information through reading becomes increasingly essential because students will be exposed to various complex and diverse subject matter. Some research indicates that high school-level subjects are more challenging compared to those at the elementary and middle school levels, requiring a positive attitude towards learning, such as being diligent in reading or completing assignments (Changwong et al., 2018; Ogden et al., 2017)

Reading is an action to acquire information, thus expanding one's knowledge and abilities. Good reading skills encourage individuals to master information effectively, positively impacting students' academic quality (Alpian & Yatri, 2022). Students with reading skills find it easier to comprehend reading materials. In this context, students who read regularly will continually expand their knowledge and insights. Therefore, students who cultivate a reading habit have the potential to accumulate substantial knowledge from their reading materials. Students need to maintain and nurture their positive attitude towards reading, like doing tasks, summarizing, and so on (Ati & Widiyanto, 2019).

A positive attitude towards reading activities is an essential factor that influences students' interest in reading (Mumpuni & Nurbaeti, 2022). Furthermore, it is noted that this positive attitude can foster students' attention and motivation to engage in reading activities. Not only that, the reading environment and facilities are factors that can encourage a positive attitude towards reading among students. siswa Students who continually strengthen their reading skills have a significant influence on the quality of reading, enabling them to reinforce actions to acquire as much information as possible (Syah et al., 2019). This means that a reading attitude should not be underestimated because it is a crucial factor driving students to broaden their horizons. This is further supported research that suggests a positive reading attitude is essential for increasing reading interest (Marimbun, 2019).

Regarding reading activities, especially at the high school level, PISA (Program for International Student Assessment) explains the need for improving the quality of reading at the high school level. This improvement can be achieved by encouraging students to maintain a positive attitude towards reading wisely to acquire information from their readings (Harsiati, 2018). Furthermore, it is stated that this positive attitude will lead students to achieve their goals, gain knowledge, and develop their potential. In today's era, the quality of reading needs to be significantly improved by encouraging a positive attitude to reading (Muliastri, 2020). This is a step to address future challenges related to the abundance of information and critical thinking abilities.

The reading attitude of high school students has a significant impact on academic achievement, critical thinking abilities, and intellectual and personal development. This positive learning attitude can lead students to achieve good academic results, up to 74.5% (Putri & Rifai, 2019). This information highlights the importance of paying attention to the reading attitude. It is also in line with research findings that good reading quality affects students' abilities. This situation indicates that a positive attitude towards reading can

stimulate students to deepen their knowledge, develop creativity, and broaden their horizons. Therefore, it is essential to understand and analyze the reading attitudes of high school students to develop effective strategies for mastering information through reading.

Observations of reading activities have previously focused on reading culture to improve the quality of life (Friantary, 2019), motivation and reading attitudes among college students (Kassim et al., 2019), students' attitudes to excel in reading activities (Yusri et al., 2010), and reading attitudes for language mastery (Fadzil et al., 2022). Previous studies have shown that reading attitudes are linked to various aspects such as motivation and reading skills. In other words, previous studies did not focus on the connection between reading attitudes and information mastery. The importance of mapping reading attitudes for students can have an impact on increasing reading interest and motivation, literacy skills, and building a reading culture for students. Therefore, this research explicitly focuses on mapping reading attitudes as an action to master information

METHOD

The research was conducted using a descriptive method. The basis of this description was rooted in the instruments used for data collection, which were in the form of a scaled questionnaire. This questionnaire aimed to map the reading attitudes of students as actions to master information. This mapping served as a manifestation of how students seek information through the act of reading.

The research sample consisted of students at SMAN 5 Pekanbaru, with a sample size of 31 individuals. Data analysis was carried out by examining the items related to students' attitudes towards reading. This strategy was employed to understand the types of actions taken by students to master information, and these actions represented the creativity of the students. The analysis process was strengthened using descriptive statistics with the assistance of analytical tools such as SPSS and Microsoft Excel. The average interval (mean) of the respondents was referenced against the standards presented in the Table 1 (Fitria & Nugrahanta, 2023).

Table 1. Interval and respondent qualification

Achievement Level	Qualification
1.00 –1.75	Not High
1.76 –2.5	Less High
2.51 –3,25	High
3.26 –4.00	Very High

RESULTS

Mastering information is an essential effort to broaden one's knowledge. Among the ways to master information, reading is a key method. A good reading attitude can lead an individual to master a wide range of information. Those with a low reading attitude have a negative impact on their information mastery. It's crucial to convey this information regarding the actions or attitudes of students when it comes to mastering information, as follows:

Table 2. Description of reading attitudes for mastering information

No.	Attitude	Mean	%	Category
1	Seeking reading companions	3.52	87.90	Very High
2	Self-motivation	3.23	80.65	High
3	Assisting friends in understanding readings	3.35	83.87	Very High
4	Completing assignments	3.03	75.81	High
5	Finding a comfortable environment	3.55	88.71	Very High
6	Mandatory reading principle	2.39	59.68	Less High
7	Reading anything	3.29	82.26	Very High
8	Observing the reading titles	3.61	90.32	Very High
9	Searching for the benefits of reading	3.29	82.26	Very High
10	Utilizing free time	2.52	62.90	High
11	Asking if not understood	3.13	78.23	High

Based on the data in Table 1, it can be seen that there are 11 activities or attitudes towards reading among students for effective information mastery. Nine of these reading actions or attitudes are categorized as high: seeking reading companions (87.90), self-motivation (80.65), assisting friends in understanding readings (83.87), completing assignments (75.81), finding a comfortable environment (88.71), reading anything (82.26), observing the reading titles (90.32), searching for the benefits of reading (82.26), and asking if not understood (78.23). On the other hand, two reading attitudes are categorized as less high: the mandatory reading principle (59.68) and utilizing free time (62.90). Each of these actions has various intensity levels for each student. Nonetheless, all of these actions encourage students to effectively master information and expand their knowledge.

DISCUSSION

Seeking reading companions

Seeking reading companions is a great way to boost one's interest in reading, share insights, and motivate oneself to explore more sources of information. For example, joining a book club, visiting reading websites, using social media, engaging in online discussions, teaching friends and family to visit the library, local meetings; these activities can expand one's insights or information. In this context, the presence of reading companions is crucial as it motivates individuals to expand their horizons through reading (Destianingsih, 2023). The presence of reading companions cannot be considered ordinary because having reading companions can motivate someone to broaden their horizons through reading. This is evident from the research results, where 87.90% of students seek reading companions to keep their motivation and enthusiasm for reading high.

Self-motivation

Self-motivation to read is an essential step, especially if students want to develop a stronger reading habit. Motivating oneself can be done by setting reading goals to stay on track. It can also involve selecting interesting books to read, which can spark interest and motivation to read more. These methods are not to be taken lightly, as they significantly help motivate students to read. Readers should also choose the right place and time for reading, as an unsuitable environment can disrupt a student's reading motivation or

enthusiasm. This is perceived as important because inappropriate places and times can disrupt a student's reading spirit or motivation (Wulandari, 2023). It is essential to maintain a reading habit to ensure that the motivation to read remains stable and even increases. The research results show that 80.65% of students try to motivate themselves to boost their reading activities.

Assisting friends in understanding readings

Helping friends understand their readings is a positive action, especially when they are having trouble comprehending or analyzing specific texts. Assisting friends in understanding the content of their readings can be accomplished by discussing questions they may have, providing context to help them understand the content, jointly analyzing the text for better comprehension. Other actions can also include simplifying difficult terms, which can help them overcome language barriers that might hinder their understanding. Another way to help friends understand their readings is by guiding them to create summaries, teaching critical reading techniques, providing support or motivation to keep their reading spirit high. Regular reading activities are believed to strengthen sensitivity in understanding language and the content of reading (Putri et al., 2023; Supantriadi & Wardana, 2023). Consistent reading activities are believed to strengthen language and content understanding. In this context, 83.87% of students try to help their friends understand reading content. This action is a positive step to ensure that all students can understand reading content effectively.

Completing assignments

Completing assignments can enhance reading skills. The act of completing assignments is closely tied to reading activities. Even when answering questions, understanding the content is necessary. This confirms that having effective and critical reading skills is essential for completing assignments. Actions related to completing assignments can influence a student's accuracy and precision in reading texts, enhance their ability to identify text structures and language used. This effort engages students actively in reading and assignment activities. Training reading skills through assignment procedures is essential to mastering information effectively (Rahayu et al., 2020; Sinaga et al., 2023). The observation results show that 75.81% of students take action to complete assignments to master information. Although this action is not as high as the others, it remains an inspiring and creative step taken by high school students.

Finding a comfortable environment

Finding a comfortable reading environment can help improve the reading experience and understanding. Reading becomes more enjoyable when the environment is supportive, and an unsuitable environment can disturb the reader, potentially hindering comprehension, and information mastery. Strategies that enable individuals to find or create an appropriate reading environment include selecting a quiet location, avoiding noise disturbances, ensuring adequate lighting for comfortable reading, arranging chairs and tables, avoiding distractions such as music, mobile phones, social media, unpleasant smells, food, and drinks. Additionally, choosing the right time is crucial to ensure a comfortable reading experience. Therefore, the environment and timing are closely related

to creating a comfortable reading atmosphere to absorb information effectively (Alam et al., 2023). This action is taken by 88.71% of students to ensure that they can gain and master information effectively. This effort deserves attention among students when reading.

Mandatory reading principle

Reading is a crucial skill that enhances knowledge, understanding, and critical thinking abilities. Having a mandatory reading principle is a highly positive action that should be maintained. Principles like this led to regular reading habits and extensive knowledge. Although some people may engage in other activities, having a reading principle instilled within can serve as a self-control tool to keep reading continuously, anytime, and anywhere (Yunianika & Suratinah, 2019). This principle also serves as internal motivation that helps maintain reading quality. Through one's principles related to reading, one can develop a habit of reading regularly, have better reading quality, enhance reading skills, expand awareness or information, strengthen the interaction between text and author to connect information and turn it into knowledge, expand vocabulary, and make one more critical. Even perspectives can become broader due to the breadth of reading sources and information obtained. In a student context, the mandatory reading principle is relatively low, at only 59.68%. However, it should be emphasized that reading skills are a valuable investment in personal development, enhancing understanding and knowledge (Nuroini et al., 2020; Susilawati et al., 2023). In the end, it widens the horizons and information of individuals.

Reading anything

Reading various types of materials is a great way to enhance one's knowledge. The more diverse reading materials you read, the broader your knowledge and information become. Reading without focusing on a specific topic is a strategy to improve the quality of reading (Syaparuddin et al., 2020). This means that someone who makes reading a routine will lead to a higher quality of insight, both in terms of language and the information obtained. There are many types of reading materials available today, whether in digital or non-digital form, such as non-fiction books related to history, science, psychology, biographies, business, and many more. Reading non-fiction books can provide a deeper understanding of the world. Reading scientific articles in academic journals or magazines introduces the latest research in various fields of science. Reading daily news, magazines, and newspapers is a good way to stay informed about the latest news, global issues, and recent developments in various fields. Reading collections of short stories from authors of various genres and cultures can provide a deep understanding of human conditions. Similarly, reading online materials such as blogs, podcasts, and online learning platforms. From the observations, 82.26% of students have the attitude of reading anything they find, without focusing on a single source. In this context, one of the efforts to maintain a reading interest is to be open to various types of reading. Combining various types of reading can help individuals develop a broader insight and a deeper understanding.

Observing the reading title

Observing the reading title before reading is an important step in understanding the context and purpose of the reading. Titles often provide initial clues about what to expect

from the text. Another purpose of observing the reading title is to make assumptions about the information in the reading, filter out relevant information according to interests or needs so that you can make informed decisions, spark curiosity, assist in predicting the content of the text, help identify the theme of the writing, and more. At this point, the title becomes a tool for the author to explore the text in more detail (Abidin et al., 2023). On the other hand, observing the reading title can guide readers in understanding the writing style and the structure of questions related to the source. Research results show that 90.32% of students attempt to observe the reading title before reading. This action is highly effective before proceeding with the reading activity. That observing the reading title can ensure the information to be obtained (Hapsari et al., 2019). Such a simple yet effective attitude helps in better comprehension and more focused reading.

Seeking the benefits of reading

Finding and understanding the benefits of reading is a good way to maintain reading motivation. Some attitudes that encourage reading to enhance the motivation for more reading include increasing knowledge and broadening one's horizons, improving critical thinking skills to analyze information better, developing language skills, stimulating creativity and imagination, aiding in research and investigations in various fields, helping with relaxation and stress reduction as reading can be an escape from daily life issues. Additionally, the benefits of reading can improve writing skills by enhancing language proficiency and may also boost speaking skills. Emphasizes that reading can enhance various language skills (Susini & Ndruru, 2021). Furthermore, reading helps individuals increase concentration and provides entertainment. 82.26% of students have the attitude of seeking information about the benefits of reading before continuing their reading activities. The benefits of reading can vary widely depending on the type of reading chosen.

Utilizing leisure time

Utilizing leisure time for reading is an excellent way to develop productive reading habits. Available time should not be wasted, so adopting the attitude of reading various sources is a positive step. Nowadays, there is a wide range of reading materials available, both online and offline. Some efforts that can be made to enhance the quality of reading and its connection to time include creating a reading schedule, such as reading in the morning before going to school or engaging in other activities, creating a reading list based on topics or types of reading, using social media to access various sources, joining various reading communities or groups. This can be achieved by reading with study partners or engaging in group discussions. What is particularly interesting nowadays is the use of reading applications such as Kindle, Audible, Goodreads, Google Scholar, or the Garuda portal to access reading materials. Suggest that to make reading activities more effective, one needs to learn various effective reading techniques to be able to read in any situation (Apriyanti, 2016; Siddik, 2021). At the school level, this action is not very popular, with only 62.90% of students choosing to spend their leisure time on activities other than reading. Nevertheless, utilizing leisure time for reading is a valuable investment in expanding knowledge and insights.

Asking when unsure

Asking your teacher or friends if you don't understand the reading content is a very wise attitude. This is an effective way to gain a better understanding of the text. Allowing misunderstandings to persist is equivalent to postponing information. This postponement of information ultimately affects the breadth of information mastery. Asking questions or discussing directly with friends or teachers is a positive action to make the information read more meaningful and understandable (Prilanita & Sukirno, 2017). Another important reason for this questioning activity is to ensure that readers or students do not get confused about the reading outcomes, develop an understanding from various perspectives, enhance critical thinking abilities, obtain information from different viewpoints, aid in overcoming text comprehension difficulties, and potentially increase motivation, interest, and learning satisfaction. Based on the observations conducted, 78.23% of students tend to ask when they don't understand. However, other actions taken vary. It should be ensured that when asking questions, the other party understands and comprehends the issues at hand.

Based on the explanations provided and the percentage of student choices regarding their reading attitudes, we can prioritize the student's reading attitudes as follows:"



Figure 1. Mapping high school students' reading attitudes

CONCLUSION

Students' reading attitudes vary widely when it comes to information mastery efforts. Students tend to start by looking at or observing the titles of reading sources, then continue by seeking a safe environment, finding reading partners, helping friends understand the reading, and searching for information related to the benefits of reading the text.

Furthermore, they proceed with the attitude of reading anything, self-motivation, asking friends or teachers when they don't understand, trying to complete assignments, utilizing leisure time for reading, and the final attitude is students adopting the principle of mandatory reading. All the attitudes exhibited by high school students can be quite diverse and may also increase. This is closely related to the encouragement provided to students, both internally and externally. All the attitudes displayed by students have a positive impact on strengthening reading skills and ultimately expanding their knowledge and information.

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