

The Application of Adiksimba Technique to Improve the Ability to Understand Reading Information in SDN 2 Bancar

Destiana Vidya Prastiwi, Abdul Wachid Bambang Suharto

Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto, Indonesia

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.906000249>

Received: 01 June 2025; Accepted: 07 June 2025; Published: 10 July 2025

ABSTRACT

The ability to understand reading information is one of the skills that students must master. However, in reality, there are still difficulties in understanding the content of reading because reading with a thinking process has not been fully mastered. Rapid technological developments and a lack of literacy are contributing factors. This study aims to describe the application of the Adiksimba technique to improve reading comprehension skills at SDN 2 Bancar and address the challenges faced in the research. The method used is qualitative descriptive, with the research subjects being the school principal, teachers, and students at SDN 2 Bancar, selected through purposive sampling to obtain more relevant and in-depth information. Data collection techniques included interviews, observations, and documentation, with analysis using the Miles and Huberman model, which consists of data collection, data condensation, data presentation, and decision-making, as well as validity testing through triangulation of sources and techniques. The research results indicate that the Adiksimba technique improves students' reading comprehension skills through structured learning that includes reading comprehension activities, identifying main ideas, discussions, applying the Adiksimba technique, and teacher feedback. The challenges faced in applying the Adiksimba technique to improve reading comprehension skills at SDN 2 Bancar include the diverse abilities of students, lack of activity in discussions, limited vocabulary of students, and limited training for teachers. The solutions implemented to address these challenges include differentiating reading materials, conducting ice-breaking activities before discussions, expanding the collection of books and literacy facilities, and providing ongoing teacher training. This study contributes to the development of literacy strategies at the elementary school level and offers valuable insights, paving the way for new innovations in the field of education.

Keywords: Adiksimba, Information Comprehension Ability, Reading Comprehension, Literacy, Reading Culture.

INTRODUCTION

The culture of reading is still unfamiliar to students in schools. No one is motivated to read independently. In daily activities, reading is the least prioritized activity. Even the school library is quieter than the school playground or yard, which are used as places to play. This is because the environment is not supportive, which can affect the growth of a reading culture. Although schools have implemented reading culture initiatives such as the School Literacy Movement (GLS) through 10-15 minute reading sessions before lessons, this is insufficient to develop students' ability to think critically and understand the content of what they read. They tend to flip through the pages, read the captions in the illustrations, and fail to grasp the subject matter discussed in the book or text, rendering their reading comprehension meaningless.

On the other hand, students are more interested in spending time outside the home, using gadgets to access various applications such as chat rooms or online games, going to entertainment venues such as malls, rather than spending time visiting bookstores or simply reviewing the day's learning material. They also do not have any reading books other than textbooks, which are purchased specifically because of an interest in reading.

The lack of literacy, especially in the ability to understand reading information, is one of the issues that needs attention. Students lack the ability to understand the information presented in a reading text. Students tend to convey information by imitating or hearing from other friends and even remain silent when asked to present

information in the reading. Moreover, nowadays, there is a lot of fake news spread through chain messages, which are often shared without taking the time to understand their content, even though the accuracy of such news cannot be verified. In fact, one of the skills students must master when learning Indonesian is reading with critical thinking and comprehension. This indicates that good reading skills not only impact academic performance but also influence the development of critical thinking and creativity in students (Smith & Jones, 2020). In the Merdeka Curriculum, Indonesian language has four learning outcomes per element: listening, speaking and presenting, reading and viewing, and writing (Nurani et al., 2022). Students with good reading comprehension can independently understand information, while those without it may struggle in the learning process. Currently, many students read without understanding. If this situation persists, there is concern that students may struggle to solve problems and make decisions in real life.

Reading comprehension aims to actively interpret knowledge and learning experiences by aligning the knowledge previously acquired by the reader (Purnomo et al., 2022). According to Siswoyo et al., 2022, reading comprehension is a thinking activity in understanding writings, messages, and meanings conveyed explicitly or implicitly by the author to the reader, involving several senses (Prihartini, 2023).

In Indonesia, the ability to read and understand information in a text remains a significant challenge, especially for elementary school students. This is still considered difficult because teachers only use teaching materials in the form of reading texts without any media to convey the information. A common difficulty is that when answering questions based on the reading text, students often have to reread the text multiple times to find the correct answer. Even after rereading, the answers they provide may not align with the content of the text. This is due to the students' limited ability to comprehend the information in the reading text. According to Wikke Indra Cahya et al. (2019), understanding information is the activity of exploring information in more detail. The information that students explore is based on the 5W+1H aspects, namely what, who, when, where, why, and how. According to data from the Central Statistics Agency (BPS) in 2021, only around 58% of elementary school-aged students are able to read with good comprehension (BPS, 2021). The results of the PISA (Programme for International Student Assessment) in 2018 showed that Indonesia achieved an average score of 371 in the reading proficiency category, ranking 74th (Schleicher, PISA 2018). In 2022, the average score reached 359, ranking 69th out of 80 countries (PISA, 2022). Although the ranking improved, the average reading proficiency score decreased by 12 points. This data indicates the need for a new approach in teaching methods so that students not only read but also understand what they read and analyze the information contained in the text.

Iskandarwassid and Dadang Sunendar (2013:246) state that reading is an activity to obtain meaning from what is written in a text, so that in addition to mastering the language that needs to be used, a reader also needs to activate various mental processes in their cognitive system. According to Henry Guntur Tarigan (2008:9), the purpose of reading is to seek and obtain information, including content and understanding the meaning of the text. Reading as a whole is one way to help students understand information from reading texts. However, this method is not sufficient to improve students' ability to understand the information presented in reading texts.

Interviews with classroom teachers at SDN 2 Bancar revealed that "To improve students' ability to understand reading information in Indonesian language learning, in addition to reading activities as a whole, the Adiksimba technique, or more broadly known as 5W1H, can be used." The 5W1H formula, or what is often referred to as the Kipling method, was introduced by Rudyard Kipling. This method is frequently used due to its simplicity and ability to provide comprehensive information (Pandiangan et al., 2024). Adiksimba is a graphical organizer or learning approach where students are encouraged to identify information through question words such as what, where, when, who, why, and how (Kristini, 2021). Adiksimba provides students with a learning experience to understand information from a text, helping them solve problems and fostering creative thinking. Kosasih (2016:74) states that the main points of information are summarized in the 5W+1H formula (what, who, when, where, why, how). Information is considered well-received if students can answer questions using Adiksimba, which stands for what, where, when, who, why, and how.

Previous studies have shown that students' interest and learning activities can be facilitated through the Adiksimba learning approach to analyze reading material or information using the 5W1H questions, thereby developing understanding, writing skills, and communication skills. (Priyanto et al., n.d., 2018). A relevant

study conducted by Budi Prihatini titled “Improving Reading Comprehension Through Adiksimba for First-Grade Elementary School Students” (Prihartini, 2023). This study used a classroom action research method conducted over two cycles, with results showing an improvement in reading comprehension using the Adiksimba strategy over the two cycles, marked by high levels of student engagement and a conducive classroom environment. A limitation of this study is the time required to provide guidance to students, even outside of regular class hours. Another study was conducted by Yayuk Setyowati with the title “The 5W1H Strategy as a Tool to Improve Students' Understanding of Informational Texts in Grade 5 at SDN Wonokusumo V / 44 Surabaya.” The research results showed a positive impact of the 5W1H strategy on students' comprehension, with a pre-test score of 57.17 and an increase to 81.17 for the post-test score. This indicates an average increase of 24 points. This increase indicates that the 5W1H strategy successfully developed students' ability to comprehend information significantly (Setyowati, 2022). The advantages of this strategy can be seen from the students' satisfaction and increased self-confidence. However, this study has limitations as it was conducted at only one elementary school with a relatively small and homogeneous sample, which may limit the generalizability of these findings. Additionally, the study design used a single-group pre-test and post-test approach without a control group for comparison (Setyowati, 2022). Furthermore, a study titled “Learning Narrative History Text Comprehension Skills in Fifth-Grade Elementary School Students Using the Inquiry Learning Model Based on the 5W+1H Question Pattern” (Susanti & Muftianti, 2021) was conducted. The results showed an increase in the average pretest score from 59.66 to 87.82 in the average posttest score. This study has a positive impact on supporting students' reading comprehension skills, enabling them to summarize and confidently retell stories in accordance with proper Indonesian language conventions. A limitation of this study is that it requires a significant amount of time to conduct guidance activities at each stage.

Based on the above literature, the main objective of this study is to complement the shortcomings of previous studies by describing the application of the Adiksimba technique in improving the ability to understand reading information among students at SDN 2 Bancar. In addition, this study also aims to answer several key questions, including: (1) Can the Adiksimba technique improve students' ability to comprehend reading information? (2) What challenges were encountered during the implementation of the Adiksimba technique in the classroom? This study is based on the argument that active and interactive learning methods can increase students' interest and motivation in learning (Dewi, 2019). Therefore, the application of the Adiksimba technique is expected to have a positive impact not only on reading skills but also on students' reading comprehension abilities and to motivate students to study more diligently.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a descriptive type because the researcher wants to describe or illustrate the Adiksimba technique for improving reading comprehension skills. The research location is SDN 2 Bancar, located in Bancar Village, Purbalingga District, Purbalingga Regency. The research subjects are the school principal, teachers, and students at SDN 2 Bancar, selected through purposive sampling to obtain relevant and in-depth information. The data collection techniques used in this study were semi-structured interviews, which allowed the researcher to explore specific topics while still giving respondents the freedom to share their experiences. Then, observation techniques were used, where the researcher used passive participant observation, and finally, documentation, where the researcher collected documents that could support the research.

Data analysis used the Miles and Huberman model (Miles et al., 2020), which consists of four stages: 1) data collection; 2) data condensation, which involves selecting and categorizing data according to the research focus; 3) data presentation, which involves summarizing and analyzing the data concisely; and 4) drawing conclusions. Data validity testing in this study was conducted through careful observation and triangulation of sources and techniques.

RESULTS AND DISCUSSION

The results of the study show that the Adiksimba technique implemented at SDN 2 Bancar has a significant impact on improving reading comprehension skills. From the interviews conducted by the researchers, sixth-

grade teachers stated that “Various techniques can be used to understand information in reading materials. However, the most suitable, simple, and easy-to-understand technique for elementary school-aged children to effectively comprehend information from reading materials is the Adiksimba technique. The application of the Adiksimba technique can have a significant positive impact on students' ability to analyze and comprehend information from the reading materials they access.”

This is in line with what has been implemented in learning activities in each subject due to the positive response of students to think more actively. Teachers also find it easier to provide stimuli so that they can get the expected feedback. Based on this explanation, teachers at SDN 2 Bancar implement the following activities.

Comprehension Reading Activities

Based on the results of observations and interviews, teachers at SDN 2 Bancar implement several learning strategies, including the following comprehension reading activities. The first and foremost thing done by teachers at SDN 2 Bancar is to encourage students to read the entire text with careful comprehension. Reading comprehension, according to Dalman (2017:87), is a cognitive reading activity where a reader is required to be able to understand the content of a text (Susanti & Muftianti, 2021). Reading texts can be done in several ways. According to Saddono & Slamet (2014), there are two types of reading: reading aloud, which involves pronouncing the text loudly, and silent reading, which is reading in one's mind without pronouncing the words (Agatha Kristi Pramudika Sari & Shinta Shintiana, 2023). To ensure that information is well received and students can understand a text carefully, teachers at SDN 2 Bancar emphasize the application of reading aloud in a relay format. Students take turns continuing the sentence read by their peers to prevent their focus from being divided or disrupted and to ensure information is better received. The most important aspect of reading comprehension is how students are able to understand the content of the text they read. This is where the teacher's role is crucial in helping students comprehend the text (Susanti & Muftianti, 2021). It is not merely about reading comprehension but also about active reading, where students take notes on key points. In this case, students will have a better understanding of the text compared to readers who only read passively (Mason & Burning, 2007). The reading comprehension activity is concluded with the presentation of general questions or prompts about the content of the text using the Adiksimba technique, which can stimulate students to think critically about the content of the text.

Determining the Main Idea

After completing the reading comprehension activity, students will be guided to find the main idea in each paragraph. Teachers observe that in learning activities related to reading texts, a common problem encountered by students is difficulty in finding the main idea in a reading text (Anto, 2019). Based on the researcher's observations, this difficulty arises because of the students' bad habit of reading quickly without using any techniques.

The fourth-grade teacher at SDN 2 Bancar stated that “Students can extract important sentences or the main idea of each paragraph by using a specific strategy so that the main idea of a paragraph can be quickly found.” The steps taken include: 1) Students read and carefully examine the sentences in the text of each paragraph; 2) Mark the first and last sentences of the paragraph, as the main idea is often found at the beginning or end, especially in deductive and inductive paragraphs; 3) Identifying the main sentence, which is the most general and clear sentence containing keywords to convey the main idea; 4) Summarizing the main idea using their own words after identifying the main sentence. By following these steps, students will be able to quickly identify the main topic in each paragraph, ensuring that the information obtained is accurate. Additionally, students should complement this with regular practice to quickly master and improve their skills. As stated by Djuanda (2006, p.8), the more frequent and longer the practice given or performed, the higher the experience and skills gained (Maulani et al., 2017).

Adiksimba Technique

To make learning more lively and improve understanding of the information in the reading material, teachers

divide students into small groups to discuss with their peers. Research conducted by Johnson & Johnson (1994) shows that group discussion activities can improve students' understanding because they will exchange opinions and ideas with each other. When students have already been able to identify the main idea in a paragraph but some students are still struggling, the teacher will guide the group discussion to formulate the main sentence that summarizes the main idea using the Adiksimba technique by marking the sentences that the students consider important. After marking the sentences that are the core of each paragraph, students can use those sentences as the basis for their answers by applying the Adiksimba question words. Students will construct questions using Adiksimba that include those important sentences. This greatly helps children think critically about the information obtained from a reading passage. Next, students are encouraged to build new knowledge based on the information they have discussed. To make it more engaging and motivate students, present the information in a concept map or mind map that summarizes the important information from the text. Visualizing information can help students remember and understand concepts more effectively (Mayer, 2009). With this approach, students at SDN 2 Bancar not only remember the information from the reading but also organize it in a logical and structured manner.

Teacher Feedback

The final step is to involve feedback from teachers and peers. Constructive feedback can help students understand their strengths and weaknesses in comprehending information from a reading text. Effective feedback can improve student learning outcomes (Hattie and Timperley, 2007). At SDN 2 Bancar, teachers provide feedback through class discussions, where students can respond to each other well and improve their understanding. Through this method, the Adiksimba technique not only improves students' ability to understand information in a text but also builds their confidence in sharing their opinions and ideas. The hope is that the implementation of the Adiksimba technique will continue to improve students' ability to understand reading information, so that students will become an information-literate generation capable of reducing the spread of fake news or misinformation.

Challenges

From the results of interviews with teachers and observations during the implementation of the Adiksimba technique to improve reading comprehension skills, it was found that there are still several challenges, as follows.

Diverse student abilities: The main challenge is that diverse student abilities will cause gaps. Some students will find it difficult, while others will feel bored with reading material that they consider too easy for them.

Lack of participation in discussions; Not all students will actively participate in discussions due to a lack of confidence or fear of expressing their opinions.

Limited vocabulary; The limited vocabulary of students is also a challenge that cannot be ignored, as a lack of interest in reading means that students are not familiar with many words.

Limited teacher training; Not all teachers have sufficient experience or training in implementing innovative teaching methods such as the Adiksimba technique. The importance of teacher training in applying new teaching methods is to ensure that they can teach with confidence and effectiveness (Jannah, 2020).

Solutions

The study found the following solutions to address the challenges faced by researchers.

Differentiated reading; Teachers took a differentiated approach by providing different reading materials according to the students' level of understanding.

Ice breaking before discussion; To make students more courageous and confident, teachers applied ice breaking before starting the discussion to create a comfortable and relaxed atmosphere.

Expansion of book collections and literacy facilities; Resources such as reading materials are expanded annually using BOS funds to keep students motivated to read. Ensuring comfort in the library and reading corners is also an important priority.

Continuous teacher training; Teacher training is also important to improve skills and gain better learning experiences. The school principal gives teachers the freedom to participate in teacher training to enhance their quality and performance. Of course, such training does not interfere with their primary duty of teaching.

DISCUSSION

From the results of the study at SDN 2 Bancar, the application of the Adiksimba technique by teachers can have a significant impact on students' ability to understand information from reading texts. From the explanation above, it can be concluded that the steps for applying the Adiksimba technique can answer the following questions: (1) Can the Adiksimba technique improve students' ability to understand reading information? (2) What challenges are faced during the implementation of the Adiksimba technique in the classroom? Regarding the first research question, the Adiksimba technique can improve students' ability to understand reading information through various learning activities conducted by teachers. This can be seen from the steps taken in reading comprehension activities, determining the main ideas of the text, using the Adiksimba technique, and providing feedback during class discussions. These activities have proven effective in improving the ability to understand information from reading. Of course, students must continue to practice consistently to become more skilled. These findings align with previous research by Priyanto et al. (2018), which explains that students' interest and learning activities can be fostered through the Adiksimba learning approach to analyze texts or information, thereby developing understanding, writing skills, and communication abilities. The primary responsibility of teachers is to teach.

To identify the challenges faced during the implementation of the Adiksimba technique as the second problem statement, it can be concluded that in applying this technique, there will undoubtedly be challenges that must be faced, such as the diverse abilities of students, their active participation in expressing opinions, their limited vocabulary, and the teachers' insufficient experience. However, every challenge has a solution. The solutions include teachers adopting a differentiated approach, implementing ice-breaking activities, participating in teacher training, increasing the variety of reading materials, and providing a comfortable reading corner. Therefore, based on the research findings, the Adiksimba technique for improving reading comprehension skills at SDN 2 Bancar is deemed successful and achieves the research objectives. This finding aligns with research by Maulani et al. (2017), which states that learning techniques that encourage active engagement, such as Adiksimba, can significantly improve text comprehension.

The results of this study are not final. Other researchers can develop and continue the research to obtain even better results. Compared to previous studies, this research employs different steps in determining strategies for research success. The key areas to address in this study are the challenges identified in the research. This study is limited to a single school and location, so further research is needed to achieve a more comprehensive or in-depth understanding, thereby improving the quality of the results.

CONCLUSION

Based on the results of the study conducted at SDN 2 Bancar, it can be concluded that the application of the Adiksimba technique to improve reading comprehension skills must be implemented with appropriate and effective strategies. The steps in the learning activities must be precise, systematic, and not confusing for the students. This study differs from previous research, which focused solely on scores or numbers rather than the process, resulting in less effective implementation strategies in the learning process. In contrast, this study directly focuses on effective and efficient strategies or steps to avoid wasting time. However, it cannot be denied that this study has limitations, necessitating further research. Recommendations for future research include conducting a longitudinal study to examine the long-term effects of applying the Adiksimba technique. This is intended to provide new directions and more in-depth and comprehensive research findings. It is hoped that this study will contribute to the development of learning techniques at SDN 2 Bancar, provide valuable

insights for teachers at other schools facing similar challenges during the research, and pave the way for new innovations in the field of education.

REFERENCES

1. Alpian, Viny Sarah & Ika Yatri. (2023). Analysis of Reading Comprehension Ability in Elementary School Students. *Edukatif: Journal of Education* 4(4), 5573–5581.
2. Anto. (2019). Improving Fast Reading Skills for News Texts Through the 5W+1H Stimulus (Adiksimba) in Grade VIII D at SMP Negeri 1 Kunduran for the 2018/2019 Academic Year. *Journal of Theses from the Institute of Teacher Training and Educational Sciences, Bojonegoro*.
3. Central Bureau of Statistics. (2021). Basic Education Statistics.
4. Cahya, Wikke Indra et al. (2019). Improving Learning Outcomes in Understanding Information from Animal Tales through Audio-Visual Media in Elementary Schools. *Jurnal Wahana Sekolah Dasar*, 27(2), 73-79.
5. Dalman. (2017). Reading Skills. Jakarta: Raja Grafindo Persada.
6. Dewi, S. (2019). Active Education to Enhance Students' Learning Interest. Jakarta: Edukasi Publisher.
7. Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81-112.
8. Jannah, F. (2020). The Importance of Teacher Training in Innovative Education. *Journal of Education and Teachers*, 3(2), 200-215.
9. Kristini, E. (2021). Application of Discovery Learning Method with Adiksimba Approach to Improve Questioning Skills and Civic Education Learning Outcomes. *Journal of Education Action Research*, 5(3), 309–317.
10. Mason, L. H., & Bruning, R. (2007). Improving College Students' Self-Regulated Learning With a Web-Based Intervention. *Journal of Educational Psychology*, 99(2), 351-372.
11. Maulani, Mita et al. (2017). The Use of Pepetik Game Assisted by Adiksimba Analysis to Improve Students' Reading Skills in Determining Main Ideas. *Jurnal Pena Ilmiah*. 2(1)
12. Mayer, R. E. (2009). *Multimedia Learning*. Cambridge University Press.
13. Miles, M.B., Huberman. A.M & Saldana. J (2020). *Qualitative Data Analysis: A. Methods Sourcebook*. SAGE Publications.
14. Muhtar, Sarmin et al. (2022). Analysis of Reading Comprehension Skills in Grade V Students of SD Negeri 1 Gubukusuma. *Jp* 10(2), 2252-8431
15. Nurani, et al. (2022). Improving Students' Indonesian Language Skills Through Voice Notes as a Discussion Media Improving Student Indonesian Language Skills. 1, 27-32.
16. OECD (2023), PISA 2022 Result (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/53f23881-en>.
17. Pandiangan, Friska et al. (2024). Analysis of 5W+1H Elements and Sentence Structure in the News “Reasons for 19 UNIKA Students Suspended to Expulsion”. *PENTAS: Scientific Journal of Indonesian Language and Literature Education*, 10(2), 53-59.
18. Prihartini, B. (2023). Improving Reading Content Understanding Through Adiksimba for Grade 1 Elementary School Students. *Education Transformation Journal* 1(25), 1-7.
19. Priyanto, A. S. et al. (2018). Improving Student Activeness and Learning Outcomes in PPKn Learning Through the Adiksimba Approach Based on Information Outlets, 29(2), 124-134.
20. Purnomo, F.S et al. (2022). Bruner's Learning Theory and Reading Comprehension Skills. *Journal of Islamic Education*, 9(1), 46-50.
21. Saddhono, K., Slamet. (2014). *Indonesian Language Skills Learning: Theory and Application* 2nd Edition. Yogyakarta: Graha Ilmu.
22. Sari, A.K.P., & Shintiana, S. (2023). Analysis of Beginning Reading Ability and Difficulties Faced by Grade 1 Elementary School Students. *Jurnal Lensa Pendas*, 8(2), 113-122.
23. Schleicher, A. (2018). *PISA 2018 Insight and Interpretations*.
24. Setyowati, Yayuk. (2022). 5W 1H Strategy as a Tool to Improve Understanding of Information Texts for Grade 5 Students at SDN Wonokusumo V/44 Surabaya. *Paradigma: Journal of Educational Thought and Research* 6(1), 61-70

25. Smith, J., & Jones, M. (2020). The Importance of Reading Comprehension in Academic Achievement. "Reading Psychology", 41(6), 557-575.
26. Susanti, Lina & Agni Muftianti. (2021). Learning Reading Skills for Comprehension of Historical Narrative Texts in Grade V Elementary School Students Using the Inquiry Learning Model Based on the 5W + 1H Question Pattern. *Journal of Elementary Education* 4 (04)
27. Tarigan, H. G. (2008). *Reading as a Language Skill*. Bandung: Angkasa.