

ABSTRAK**PENGEMBANGAN SOAL LITERASI MEMBACA ASESMEN KOMPETENSI MINIMUM (AKM) TEMA MAKANAN SEHAT UNTUK SISWA KELAS V SD**

Florentina Meliana Citra Aurelia

Universitas Sanata Dharma

2022

Latar belakang penelitian ini adalah kurangnya referensi soal-soal literasi membaca Asesmen Kompetensi Minimum (AKM) untuk siswa kelas V sekolah dasar. Penelitian ini bertujuan untuk mengembangkan soal literasi membaca Asesmen Kompetensi Minimum (AKM) tema makanan sehat untuk siswa kelas V sekolah dasar. Penelitian ini bertujuan untuk 1) mengembangkan soal literasi membaca berstandar AKM tema makanan sehat untuk siswa kelas V sekolah dasar dan untuk 2) mengetahui kualitas soal literasi membaca AKM tema makanan sehat untuk siswa kelas V sekolah dasar.

Penelitian ini menggunakan jenis penelitian pengembangan atau *Research and Development* (R & D). Prosedur penelitian pengembangan menggunakan tipe ADDIE yaitu *Analyze, Design, Development, Implementation, dan Evaluation*. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, kuesioner, dan tes. Teknik analisis data yang digunakan adalah teknik analisis data kualitatif dan data kuantitatif.

Hasil penelitian menunjukkan bahwa kualitas soal berdasarkan validasi oleh 4 validator termasuk dalam kategori “sangat baik” dengan skor 3,46 dari skor maksimal 4. Hasil uji coba kepada 30 siswa dari 40 soal menunjukkan 20 soal termasuk dalam soal valid, 20 termasuk dalam soal tidak valid dengan reliabilitas *Alpha* sebesar 0,870. Selain itu, berdasarkan hasil uji tingkat kesukaran dan uji daya pembeda diketahui 15 termasuk dalam soal mudah, 14 termasuk dalam soal sedang, 11 termasuk dalam soal sulit serta 19 termasuk dalam item soal sangat baik, 3 termasuk dalam item soal cukup baik, 7 termasuk dalam item soal sedang, dan 11 termasuk dalam item soal yang buruk. Hal tersebut disebabkan oleh belum semua siswa yang pernah mengerjakan soal AKM dan dalam kuesioner tanggapan siswa disebutkan bahwa soal bentuk pilihan ganda kompleks merupakan soal sulit.

Kata kunci: penelitian pengembangan, asesmen kompetensi minimum, literasi membaca, soal

***THE DEVELOPMENT OF READING LITERACY QUESTIONS ON MINIMUM
COMPETENCY ASSESSMENT (AKM) ON THE THEME OF HEALTHY FOOD FOR
FIFTH GRADE ELEMENTARY SCHOOL STUDENTS***

Florentina Meliana Citra Aurelia

Sanata Dharma University

2022

ABSTRACT

The background of this research is due to the lack of references to literacy questions for reading the Minimum Competency Assessment (AKM) for fifth grade elementary school students. This study aims to develop reading literacy questions for the Minimum Competency Assessment (AKM) on the theme of healthy food for fifth grade elementary school students. This study aims to 1) develop reading literacy questions with the AKM standard on the theme of healthy food for fifth grade elementary school students and 2) to determine the quality of the AKM reading literacy questions on the theme of healthy food for fifth grade elementary school students.

This research used research development type or Research and Development (R&D). The development research procedure used the ADDIE type, namely Analyze, Design, Development, Implementation, and Evaluation. Data collection techniques used in this study were interviews, questionnaires, and tests. Data analysis techniques used were qualitative data analysis techniques and quantitative data.

The results showed that the quality of the questions based on validation by 4 validators was categorized "very good" with a score of 3.46 out of a maximum score of 4. The test results on 30 students from 40 questions showed 20 questions were included in valid questions, 20 were included in invalid questions with Alpha reliability of 0.870. In addition, based on the results of the difficulty level test and the discriminatory test, it is known that 15 are included in the easy questions, 14 are included in the medium questions, and 11 are included in the difficult questions. Moreover, 19 are included in the very good questions, 3 are included in the quite well questions, 7 are included in moderate questions, and 11 are included in the bad questions. It happened because not all students have done the AKM questions and in the student response questionnaire, it is stated that the complex multiple-choice questions are difficult questions.

Keywords: research and development, minimum competency assessment, reading literacy, questions