

## ABSTRAK

### PENGEMBANGAN SOAL LITERASI MEMBACA BERSTANDAR ASESMEN KOMPETENSI MINIMUM TEMA EKOSISTEM UNTUK SISWA KELAS V SEKOLAH DASAR

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Latar belakang penelitian ini adalah kurangnya referensi soal-soal literasi membaca berstandar asesmen kompetensi minimum. Tujuan dari penelitian ini adalah 1) mengembangkan soal literasi membaca berstandar asesmen kompetensi minimum tema ekosistem untuk kelas V sekolah dasar, 2) mengetahui kualitas soal literasi membaca berstandar asesmen kompetensi minimum tema ekosistem untuk kelas V sekolah dasar.

Jenis penelitian yang digunakan adalah *Research and Development* (R&D) dengan prosedur pengembangan ADDIE yang terdiri dari lima langkah yaitu: 1) Analisis, 2) Desain, 3) Pengembangan, 4) Penerapan, 5) Evaluasi. Teknik pengumpulan data yang digunakan adalah wawancara, kuesioner, dan tes. Teknik analisis data yang digunakan adalah kualitatif dan kuantitatif.

Hasil penelitian menunjukkan 1) Pengembangan soal dengan 5 langkah ADDIE. Tahap analysis, peneliti melakukan analisis kebutuhan dengan mewawancarai guru kelas V SD. Tahap design peneliti melakukan perancangan produk soal. Tahap development, peneliti mengembangkan produk soal menjadi bentuk fisik dan dilakukan validasi. Tahap implementation peneliti melakukan uji coba produk soal kepada siswa kelas V SD. Tahap evaluation dilakukan evaluasi formatif dan sumatif. 2) Kualitas soal berdasarkan hasil validasi oleh 2 validator diperoleh rata-rata 3,31 dari skor maksimal 4 dengan kategori "Sangat Baik". Hasil uji coba kepada 25 siswa dari 40 soal menunjukkan 6 soal valid dan 34 soal tidak valid dengan reliabilitas *Alpha* sebesar 0,625. Hasil uji tingkat kesukaran 33 soal mudah, 6 soal sedang dan 1 soal sulit. Hasil uji daya pembeda 6 soal baik, 9 soal cukup, 6 soal kurang baik dan 19 soal jelek sekali. Hal tersebut disebabkan oleh siswa yang belum terbiasa dengan soal AKM. Soal yang memiliki kriteria rendah akan diperbaiki sehingga soal tersebut layak untuk digunakan sebagai sumber belajar siswa kelas V sekolah dasar.

**Kata kunci** : penelitian dan pengembangan, soal literasi membaca berstandar AKM, ekosistem.

**ABSTRACT**

**DEVELOPMENT OF READING LITERACY QUESTIONS MINIMUM  
COMPETENCY ASSESMENT STANDARS ON THE THEME OF ECOSYSTEM  
FOR FIFTH GRADE ELEMENTARY SCHOOL STUDENTS**

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*The background of this research is the lack of references to reading literacy questions with minimum competency assessment standards. The purpose of this research is 1) to develop reading literacy questions with minimum competency assessment standard for ecosystem theme for fifth grade students of elementary school. 2) determine the quality of reading literacy questions standardized minimum competency assessment of the ecosystem theme for fifth grade elementary school students.*

*The type of research used is Research and Development (R&D) with the ADDIE development procedure which consists of five steps, namely: 1) Analysis, 2) Design, 3) Development, 4) Implementation, 5) Evaluation. The data collection techniques used were interviews, questionnaires, and test. The data analysis techniques used are qualitative and quantitative.*

*Research results show: 1) Development of questions with five ADDIE steps. At the analysis stage, research conducted a need analysis by interviewing fifth grade teachers. At the design stage, the researcher designs the question product. At the development stage, researchers develop question products into physical form and validate them. At the implementation stage, researchers conducted product trials of questions to fifth grade students. The evaluation stage conducted formative and summative evaluations. 2) the quality of the questions based on the results of validation by two validators obtained an average of 3.31 out of a maximum score of 4 with the category "Very Good". The results of the trial to 25 students with 40 questions showed 6 valid questions and 34 invalid questions with an alpha reliability of 0.625. The results of the test of the level of difficulty of 33 easy questions, 6 medium questions, and 1 difficult question. The results of the differentiating test of 6 good questions, 9 questions are sufficient, 6 questions are not good, and 19 questions are very bad. This is caused by students who are not familiar with AKM questions. Questions that have low criteria will be improved so that the questions are suitable for use as learning resources fifth grade students.*

**Keywords :** *research and development, AKM standardized reading literacy questions, ecosystem.*