

ABSTRAK

PENGEMBANGAN SOAL BERSTANDAR ASESMEN KOMPETENSI MINIMUM (AKM) LITERASI MEMBACA UNTUK KELAS 4 SD BERBASIS BUDAYA LOKAL KABUPATEN KLATEN

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Asesmen Kompetensi Minimum (AKM) menggantikan Ujian Nasional dengan tujuan mengevaluasi kemampuan dasar peserta didik serta menggambarkan kualitas pendidikan di suatu daerah. Beberapa kesulitan yang ditemui oleh guru dalam memperoleh soal-soal AKM literasi membaca karena terbatasnya sumber referensi dan peserta didik kurang terbiasa mengerjakan jenis soal. Penelitian ini bertujuan untuk mengembangkan dan mendeskripsikan kualitas soal berstandar Asesmen Kompetensi Minimum (AKM) literasi membaca untuk kelas 4 berbasis budaya lokal Kabupaten Klaten. Metode yang digunakan adalah *Research and Development (R & D)* tipe ADDIE. Penelitian ini melibatkan satu guru wali kelas 4 SD untuk dilakukan analisis kebutuhan, lima validator sebagai *expert judgment*, dan 31 peserta didik kelas 4 SD untuk dilakukan uji coba produk soal AKM.

Hasil dari penelitian menunjukkan, 1) buku soal AKM literasi membaca dikembangkan dengan tahapan ADDIE, 2) buku soal AKM literasi membaca telah melalui proses validasi produk memperoleh rerata skor 3,65 dari skala skor maksimal 4 sehingga termasuk dalam kategori “Sangat baik”. Hasil uji validitas soal, terdapat 25 soal objektif dan 2 soal non objektif valid memiliki nilai lebih 0,355. Hasil uji reliabilitas pada soal objektif diperoleh skor 0,927 dan soal non objektif diperoleh 0,962, menandakan soal-soal tersebut reliabel. Hasil uji daya beda soal objektif diperoleh 19 soal kriteria sangat baik, 3 soal kriteria cukup, dan 2 soal non objektif kriteria sangat baik. Uji tingkat kesukaran butir pada soal objektif diperoleh 12 soal sulit dan 26 soal sedang, serta 2 soal non objektif sedang. Sedangkan pada uji keefektifan pengecoh menunjukkan 7 soal berfungsi baik dan 1 soal tidak berfungsi.

Kata kunci: model ADDIE, soal AKM literasi membaca, budaya lokal.

ABSTRACT

**DEVELOPMENT OF MINIMUM COMPETENCY ASSESSMENT (AKM)
READING LITERACY QUESTIONS FOR 4TH GRADE ELEMENTARY
SCHOOL BASED ON KLATEN REGENCY LOCAL CULTURE**

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The Minimum Competency Assessment (AKM) has replaced the National Examination, aiming to evaluate students' fundamental abilities and assess the quality of education in specific regions. Teachers have faced challenges in obtaining AKM reading literacy questions due to limited reference sources and students' unfamiliarity with this question format. This research aimed to development and describe the quality of AKM reading literacy questions for 4th grade, designed with a focus on the local culture of Klaten Regency. The study employed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model of Research and Development (R&D). Participants included one 4th-grade homeroom teacher for a needs analysis, five validators for expert judgment, and 31 4th-grade students who participated in the trial of the AKM question product.

The research yielded significant findings: 1) the AKM reading literacy question book was developed following the ADDIE stages; 2) the question book underwent a product validation process, achieving an average score of 3.65 out of a maximum of 4, placing it in the "Very good" category. Validity testing of the questions showed that 25 objective and 2 non-objective questions had a validity score greater than 0.355. Reliability testing resulted in a score of 0.927 for objective questions and 0.962 for non-objective questions, indicating their reliability. For the discriminating power of objective questions, 19 questions were categorized as "very good" and 3 as "sufficient," while 2 non-objective questions were rated as "very good." Difficulty level analysis for objective questions revealed 12 difficult and 26 medium questions, along with 2 medium non-objective questions. Furthermore, the effectiveness of distractors showed that 7 questions functioned well, while 1 did not.

Keywords: ADDIE Model, AKM Reading Literacy Questions, Local Culture.