

**ABSTRAK**

**PENGEMBANGAN SOAL ASESMEN KOMPETENSI MINIMUM (AKM)  
NUMERASI UNTUK KELAS V SEKOLAH DASAR BERBASIS BUDAYA LOKAL  
MAGELANG**

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Asesmen Kompetensi Minimum (AKM) hadir sebagai pengganti Ujian Nasional untuk menilai kemampuan dasar siswa dan mutu pendidikan di suatu wilayah. Namun, guru sering mengalami kendala dalam memperoleh soal AKM numerasi karena keterbatasan referensi. Penelitian ini bertujuan mengembangkan dan mendeskripsikan kualitas soal AKM numerasi berbasis budaya lokal Magelang untuk kelas 5 SD, menggunakan metode Research and Development (R&D) model ADDIE. Penelitian melibatkan 1 guru kelas 5 pada tahap analisis kebutuhan, 4 validator ahli, dan 33 siswa kelas 5 untuk uji coba produk.

Hasil penelitian menunjukkan, 1) buku soal AKM numerasi dikembangkan mengikuti tahapan ADDIE, 2) buku soal AKM numerasi telah melalui proses validasi produk dengan skor rata-rata 3,39 dari skala 4 sehingga termasuk dalam kategori “Sangat Baik”. Uji validitas menunjukkan 19 soal objektif dan 1 soal non objektif dinyatakan valid dengan nilai lebih dari 0,344. Hasil uji reliabilitas soal objektif 0,821 (reliabel) dan soal non objektif tidak reliabel. Hasil uji tingkat kesukaran terdiri dari 6 soal mudah, 18 sedang, 5 sukar, serta 1 soal non objektif sukar. Uji daya pembeda menghasilkan 4 soal objektif sangat baik, 13 cukup, dan 1 soal non objektif cukup. Analisis keefektifan pengecoh menunjukkan 1 soal berfungsi baik dan 6 soal tidak berfungsi.

**Kata kunci:** Model ADDIE, Soal AKM Numerasi, Budaya Lokal

**ABSTRACT**

**DEVELOPMENT OF MINIMUM COMPETENCY ASSESSMENT (AKM) QUESTIONS  
IN NUMERACY FOR GRADE V OF ELEMENTARY SCHOOLS BASED ON LOCAL  
CULTURE OF MAGELANG**

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*Minimum Competency Assessment (AKM) is here as a substitute for the National Examination to assess students' basic abilities and the quality of education in a region. However, teachers often experience obstacles in obtaining AKM numeracy questions due to limited references. This study aims to develop and describe the quality of AKM numeracy questions based on local Magelang culture for grade 5 elementary school, using the Research and Development (R&D) method of the ADDIE model. The study involved 1 grade 5 teacher at the needs analysis stage, 4 expert validators, and 33 grade 5 students for product trials.*

*The results of the study showed that 1) the AKM numeracy question book was developed following the ADDIE stages, 2) the AKM numeracy question book had gone through a product validation process with an average score of 3.39 on a scale of 4 so that it was included in the "Very Good" category. The validity test showed that 19 objective questions and 1 non-objective question were declared valid with a value of more than 0.344. The results of the reliability test for objective questions were 0.821 (reliable) and non-objective questions were not reliable. The results of the difficulty level test consisted of 6 easy questions, 18 moderate, 5 difficult, and 1 difficult non-objective question. The discrimination power test produced 4 very good objective questions, 13 sufficient, and 1 sufficient non-objective question. The distractor effectiveness analysis showed that 1 question functioned well and 6 questions did not function.*

**Keywords:** ADDIE Model, AKM Numeracy Questions, Local Culture