

ABSTRAK

**PENGEMBANGAN INSTRUMEN ASESMEN KOMPETENSI MINIMUM
(AKM) LITERASI KELAS V BERBASIS BUDAYA DAERAH SANGGAU**

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Penelitian ini dilatarbelakangi oleh rendahnya kemampuan literasi peserta didik sekolah dasar dalam mengerjakan soal berbasis Asesmen Kompetensi Minimum (AKM), serta minimnya ketersediaan soal latihan AKM Literasi yang kontekstual dengan budaya daerah setempat. Penelitian ini bertujuan (1) mengembangkan soal AKM Literasi kelas V berbasis budaya daerah Sanggau, dan (2) mengetahui kualitas soal yang dikembangkan. Penelitian menggunakan metode *Research and Development* (R&D) dengan model ADDIE (*Analyze, Design, Develop, Implement, Evaluate*). Produk berupa 30 butir soal AKM Literasi dalam berbagai bentuk (pilihan ganda, pilihan ganda kompleks, benar-salah, menjodohkan, isian singkat, dan uraian) yang mengintegrasikan budaya daerah Sanggau sebagai stimulus bacaan, diujicobakan pada 30 peserta didik kelas V SD di Kabupaten Sanggau. Hasil penelitian menunjukkan: (1) skor validasi isi sebesar 3,3 dari skala 4 (82,5%), kategori "Sangat Baik"; (2) dari 29 soal objektif, 18 soal (62%) valid dan 11 soal (38%) tidak valid (r tabel 0,361), sedangkan 1 soal non-objektif tidak valid; (3) reliabilitas soal objektif sebesar 0,839 (kategori tinggi), sedangkan soal non-objektif tidak reliabel; (4) tingkat kesukaran didominasi kategori sedang (94%), dengan masing-masing 1 soal mudah dan sukar (3%); (5) daya pembeda terdiri atas 1 soal baik sekali (3%), 13 soal baik (45%), 8 soal cukup (28%), dan 7 soal jelek (24%); serta (6) efektivitas pengecoh menunjukkan 4 dari 15 soal pilihan ganda (27%) berfungsi optimal dan seluruh pengecoh pada 6 soal pilihan ganda kompleks (100%) berfungsi baik. Secara keseluruhan, soal yang dikembangkan memenuhi kriteria kualitas dan layak digunakan sebagai instrumen asesmen literasi peserta didik kelas V Sekolah Dasar.

Kata kunci: AKM Literasi, Budaya Daerah Sanggau, Pengembangan Soal, ADDIE, Sekolah Dasar

ABSTRACT

***THE DEVELOPMENT OF A MINIMUM COMPETENCY ASSESSMENT (AKM)
LITERACY INSTRUMENT FOR GRADE V BASED ON SANGGAU REGIONAL
CULTURE***

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This research is motivated by the low literacy skills of elementary school students in working on Minimum Competency Assessment (AKM) questions, as well as the limited availability of contextual AKM Literacy practice questions relevant to local culture. This study aims to (1) develop AKM Literacy questions for Grade V based on Sanggau regional culture, and (2) determine the quality of the developed questions. The study used the Research and Development (R&D) method with the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). The product consists of 30 AKM Literacy items in various forms (multiple choice, complex multiple choice, true-false, matching, short answer, and essay) integrating Sanggau regional culture as reading stimulus, trialed on 30 Grade V elementary school students in Sanggau Regency. The results showed: (1) a content validation score of 3.3 out of 4 (82,5%), categorized as "Very Good"; (2) of the 29 objective items, 18 (62%) were valid and 11 (38%) were invalid (r table 0.361), while the 1 non-objective item was invalid; (3) reliability of the objective items was 0.839 (high category), while the non-objective item was not reliable; (4) difficulty level was dominated by the moderate category (93%), with 1 item each in the easy and difficult categories (3%); (5) discriminating power consisted of 1 item excellent (3%), 13 good (45%), 8 adequate (28%), and 7 poor (24%); and (6) distractor effectiveness showed 4 of 15 multiple-choice items (27%) functioning optimally, with all distractors in the 6 complex multiple-choice items (100%) functioning well. Overall, the developed questions met the established quality criteria and are suitable for use as literacy assessment instruments for Grade V elementary school students.

Keywords: AKM Literacy, Sanggau Regional Culture, Question Development, ADDIE, Elementary School