

ABSTRAK

PENGEMBANGAN SOAL ASESMEN KOMPETENSI MINIMUM (AKM) LITERASI MEMBACA BERBASIS BUDAYA GUNUNGKIDUL UNTUK KELAS V SEKOLAH DASAR

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Asesmen Kompetensi Minimum (AKM) hadir sebagai pengganti Ujian Nasional untuk menilai kemampuan dasar literasi membaca dan numerasi peserta didik. Namun, soal AKM yang disusun secara terpusat oleh pemerintah belum mengakomodasi konteks dan budaya lokal daerah tertentu, sehingga guru memerlukan soal asesmen literasi alternatif yang kontekstual dan berbasis budaya lokal untuk mendukung pembelajaran di kelas. Penelitian ini bertujuan untuk mengembangkan dan mendeskripsikan kualitas soal asesmen literasi membaca bermodel AKM berbasis budaya lokal Gunungkidul untuk kelas V SD, menggunakan metode *Research and Development* (R&D) dengan model ADDIE (*Analyze, Design, Development, Implementation, Evaluation*). Penelitian ini melibatkan guru kelas V pada tahap analisis kebutuhan, 2 validator praktisi, 1 validator ahli bahasa, dan 30 siswa kelas V untuk uji coba produk.

Hasil penelitian menunjukkan bahwa buku soal AKM literasi membaca dikembangkan menggunakan model ADDIE dan menghasilkan 30 butir soal dengan 11 stimulus teks berbasis kebudayaan Gunungkidul. Hasil validasi produk oleh ahli memperoleh skor rata-rata 3,72 dengan kategori "Sangat Baik". Hasil uji validitas menunjukkan 10 soal (33,3%) valid dan 20 soal (66,7%) tidak valid, Hasil uji reliabilitas dinyatakan bahwa soal "Reliabel" pada soal objektif dengan hasil 0,733 atau setara dengan 73,3%, sebaliknya soal non objektif mendapatkan nilai Cronbach's Alpha sebesar 0,251 atau setara dengan 25,1% yang artinya kurang dari 0,60. Hasil uji daya beda menunjukkan sebagian besar soal berkategori kurang baik hingga jelek (23 dari 30 soal objektif, 76,7%), sedangkan hasil uji tingkat kesukaran menunjukkan mayoritas soal berkategori mudah (23 soal objektif, 76,7%; 1 soal non objektif, 20%). Analisis keefektifan pengecoh menunjukkan 63,6% soal pilihan ganda memiliki pengecoh yang tidak berfungsi optimal.

Kata Kunci : Soal AKM Literasi Membaca, Model ADDIE, Budaya lokal

ABSTRACT

**DEVELOPMENT OF MINIMUM COMPETENCY ASSESSMENT (AKM)
READING LITERACY ITEMS BASED ON GUNUNGKIDUL CULTURE OF
GRADE V ELEMENTARY SCHOOL**

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The Minimum Competency Assessment (AKM) was introduced to replace the National Examination in assessing students' foundational reading literacy and numeracy skills. However, AKM questions designed according to government specifications have not yet accommodated the specific local contexts and cultures of certain regions; consequently, teachers require alternative literacy assessment questions that are contextual and grounded in local culture to support classroom instruction. This study aimed to develop and evaluate the quality of AKM-style reading literacy assessment questions based on the local culture of Gunungkidul for fifth-grade elementary students, employing the Research and Development (R&D) method using the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). The study involved fifth-grade teachers during the needs analysis phase, two practitioner validators, one linguist validator, and thirty fifth-grade students for product field testing.

The research results indicate that the AKM reading literacy question book was developed using the ADDIE model, resulting in 30 test items based on 11 text stimuli rooted in Gunungkidul culture. Expert validation of the product yielded an average score of 3.72, placing it in the "Very Good" category. Validity testing showed that 10 items (33.3%) were valid while 20 items (66.7%) were invalid. Reliability testing determined that the objective items were "Reliable," with a score of 0.733 (73.3%); conversely, the non-objective items yielded a Cronbach's Alpha of 0.251 (25.1%), which is below the 0.60 threshold. Discrimination power analysis revealed that the majority of items fell into the "poor" to "bad" categories (23 out of 30 objective items, or 76.7%), while difficulty level analysis showed that most items were classified as "easy" (23 objective items, 76.7%; 1 non-objective item, 20%). An analysis of distractor effectiveness indicated that 63.6% of the multiple-choice items contained distractors that did not function

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