

ABSTRAK

PENGEMBANGAN SOAL AKM LITERASI BERBASIS BUDAYA PULAU TIMOR UNTUK SISWA KELAS IV SD

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Penelitian ini dilatarbelakangi dari hasil analisis yang menyatakan bahwa guru dan peserta didik membutuhkan soal Asesmen Kompetensi Minimum (AKM) literasi yang mengintegrasikan unsur budaya sebagai landasan konteks soal. Penelitian ini bertujuan untuk; (1) mengembangkan soal AKM Literasi Berbasis Budaya Pulau Timor untuk Siswa kelas IV SD, (2) mengetahui kualitas soal AKM Literasi Berbasis Budaya Pulau Timor untuk Siswa kelas IV SD. Metode yang digunakan penelitian ini adalah R&D dengan model ADDIE.

Hasil penelitian adalah; 1) Pengembangan soal Asesmen Kompetensi Minimum (AKM) literasi berbasis budaya Pulau Timor untuk siswa kelas IV SD menggunakan tahapan ADDIE yang meliputi, *analyze, design, develop, implement, evaluate*; 2) Hasil kualitas soal AKM literasi dari validator memperoleh rerata 3,98 (sangat baik). Uji validitas terhadap 30 butir soal menunjukkan 20 soal (66,67%) valid, dan 10 soal (33,33%) tidak valid. Uji reliabilitas *cronbach's alpha* soal objektif sebesar 0,841 (tinggi), dan 0,144 (sangat rendah) untuk soal non-objektif. Tingkat kesukaran menunjukkan 2 soal (6,67%) sukar, 23 soal (76,67%) sedang, dan 5 soal (16,67%) mudah. Daya pembeda menunjukkan 5 soal (16,67%) dengan kriteria sangat baik, 8 soal (26,67%) baik, 12 soal (40%) cukup, 4 soal (13,33%) kurang baik, dan 1 soal (3,33%) sangat jelek. Efektivitas pengecoh pada 7 soal pilihan ganda menunjukkan 5 soal (71,43%) berfungsi, dan 2 soal (28,57%) tidak berfungsi, sedangkan pada 13 butir soal pilihan ganda kompleks menunjukkan seluruh pengecoh soal (100%) berfungsi dengan baik.

Kata Kunci: Soal Asesmen Kompetensi Minimum, Literasi, Budaya Pulau Timor, Sekolah Dasar.

ABSTRACT

DEVELOPMENT OF MINIMUM COMPETENCY ASSESSMENT (AKM) LITERACY QUESTIONS BASED ON TIMOR ISLAND CULTURE FOR GRADE IV ELEMENTARY SCHOOL STUDENTS

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This research is motivated by the results of an analysis indicating that teachers and students need Minimum Competency Assessment (AKM) literacy questions that integrate cultural elements as the basis of the question context. This research aims to; (1) develop AKM Literacy Questions Based on Timor Island Culture for Grade IV Elementary School Students, (2) determine the quality of AKM Literacy Questions Based on Timor Island Culture for Grade IV Elementary School Students. The method used in this research is R&D with the ADDIE model.

The research results are, 1) the development of Minimum Competency Assessment (AKM) literacy questions based on the culture of Timor Island for grade IV elementary school students used the ADDIE stages, which include analyze, design, develop, implement, and evaluate; 2) the results of the quality of AKM literacy questions from the validator obtained an average of 3.98 (very good). The validity test of 30 questions showed 20 questions (66,67%) are valid, and 10 questions (33,33%) are invalid. The Cronbach's Alpha reliability test showed 0.841 (high), and 0.144 (very low) for non-objective questions. The difficulty level showed 2 questions (6,67%) are difficult, 23 questions (76,67%) are moderate, and 4 questions (16,67%) are easy. The discrimination index showed 5 questions (16,67%) with very good criteria, 8 questions (26,67%) are good, 12 questions (40%) are sufficient, 4 questions (13,33%) are not good, and 1 question (3,33%) is very bad. The effectiveness of distractors on 7 multiple-choice questions showed that 5 questions (71,43%) functioned, and 2 questions (28,57%) did not function, while on 13 complex multiple-choice questions, all distractors (100%) functioned well.

Keywords: *Minimum Competency Assessment Questions, Literacy, Timor Island Culture, Elementary School.*