

ABSTRAK

PENGEMBANGAN SOAL ASESMEN KOMPETENSI MINIMUM (AKM) LITERASI MEMBACA BERBASIS KEBUDAYAAN SURAKARTA UNTUK KELAS IV SEKOLAH DASAR

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Penelitian ini dilatarbelakangi oleh kebutuhan referensi soal Asesmen Kompetensi Minimum (AKM) literasi membaca yang sesuai dengan karakteristik peserta didik sekolah dasar dan mampu mengintegrasikan konteks budaya lokal untuk sarana pembelajaran yang bermakna. Tujuan dari penelitian ini untuk mengembangkan pengembangan soal AKM literasi membaca berbasis kebudayaan di Surakarta untuk peserta didik kelas IV SD dan mendeskripsikan kualitas soal AKM literasi membaca berbasis kebudayaan Surakarta untuk peserta didik kelas IV SD. Metode yang digunakan yaitu *Research and Development* (R&D) dengan model ADDIE.

Hasil penelitian menunjukkan 1) pengembangan soal AKM literasi membaca berbasis kebudayaan Surakarta untuk kelas IV SD dilakukan menggunakan model ADDIE; 2) hasil kualitas pengembangan soal AKM literasi membaca berbasis kebudayaan Surakarta mendapatkan skor rata-rata validasi 3,70 dari skala 4 dengan kategori sangat baik Hasil uji validasi dari 30 butir soal menunjukkan 22 soal valid dan 8 soal tidak valid dengan nilai persentasenya 26,67%. Hasil uji reliabilitas mendapatkan nilai *Cronbach's Alpha* sebesar 0,867 untuk soal objektif dan 0,676 untuk soal subjektif. Tingkat kesukaran menunjukkan 4 soal sukar (10,71%), 9 soal sedang (28,57%), dan 17 soal mudah (60,71%). Daya pembeda soal menunjukkan kriteria baik pada 15 soal (46,43%), 12 soal cukup (42,86%), dan 3 soal jelek (10,71%). Maka, soal AKM literasi membaca berbasis kebudayaan Surakarta yang dikembangkan memiliki kualitas baik dan dapat digunakan untuk referensi bagi guru dan meningkatkan kompetensi literasi membaca peserta didik melalui konteks budaya lokal.

Kata kunci: ADDIE, Asesmen Kompetensi Minimum (AKM), kebudayaan Surakarta, literasi membaca, sekolah dasar.

ABSTRACT

**DEVELOPMENT OF MINIMUM COMPETENCY ASSESSMENT (AKM) FOR
READING LITERACY BASED ON SURAKARTA CULTURE FOR FOURTH
GRADE ELEMENTARY SCHOOL**

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This study was motivated by the need for Minimum Competency Assessment (AKM) reading literacy items that are appropriate to the characteristics of elementary school students and capable of integrating local cultural contexts to create meaningful learning experiences. The objectives of this study were to develop Surakarta culture base AKM reading literacy items for fourth grade elementary school students and to describe the quality of the developed assessment items. The research employed the Research and Development (R&D) method using the ADDIE model.

The results of the study indicate that: 1) the development of Surakarta culture based AKM reading literacy items for fourth grade elementary school students was conducted using the ADDIE model; 2) the quality of the developed AKM reading literacy items was rated very good, achieving an average validation score of 3,70 out 4. The validation test results showed that, of the 30 items developed, 22 were valid and 8 were invalid representing 28,57%. The reliability test yielded a Cronbach's Alpha coefficient of 0,867 for objective items and 0,676 for subjective items. The item difficulty analysis indicated that 4 item were categorized as difficult (10,71%), 9 as moderate (28,57%), and 17 as easy (60,71%). The item discrimination analysis showed that 15 items (46,43%) had good discrimination power; 12 items (42,86%) had sufficient discrimination power, and 3 items (10,71%) had poor discrimination power. Therefore, the developed Surakarta culture based AKM reading literacy items are of good quality and can be used as a reference for teachers as well as to improve students reading literacy competence through the integration of local culture contexts.

Keywords: ADDIE, Minimum Competency Assessment (AKM), Surakarta culture, reading literacy, elementary school.