

ABSTRAK

**PENGEMBANGAN SOAL ASESMEN KOMPETENSI MINIMUM
(AKM) LITERASI MEMBACA BERBASIS BUDAYA FLORES
TIMUR UNTUK KELAS IV SEKOLAH DASAR**

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2026

Penelitian ini dilatarbelakangi oleh terbatasnya ketersediaan soal Asesmen Kompetensi Minimum (AKM) literasi membaca berbasis budaya lokal di sekolah dasar serta kesulitan guru dalam menyusun soal yang kontekstual dan sesuai karakteristik siswa. Penelitian ini bertujuan mengetahui proses pengembangan dan kualitas soal AKM literasi membaca berbasis budaya Flores Timur untuk siswa kelas IV sekolah dasar. Penelitian menggunakan metode *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap *Analyze, Design, Develop, Implement, dan Evaluate*. Subjek penelitian terdiri atas guru kelas IV, validator ahli materi, ahli budaya, praktisi pendidikan SD, serta 30 siswa kelas IV dari salah satu sekolah dasar di Kabupaten Flores Timur. Teknik pengumpulan data meliputi wawancara, dokumentasi, angket, dan tes. Data kualitatif dianalisis menggunakan model Miles dan Huberman, sedangkan data kuantitatif dianalisis melalui uji validitas, reliabilitas, tingkat kesukaran, daya beda, dan efektivitas pengecoh.

Hasil penelitian menunjukkan bahwa produk yang dikembangkan memperoleh rerata skor validasi ahli sebesar 3,6 dari skala 1-4 dengan kategori sangat layak. Hasil uji validitas empiris menunjukkan 20 butir soal valid (67%) dan 10 butir tidak valid (33%). Hasil uji reliabilitas pada soal objektif memperoleh koefisien Cronbach Alpha sebesar 0,846 dan pada soal nonobjektif sebesar 0,809, keduanya berkategori sangat tinggi. Analisis tingkat kesukaran menunjukkan 26 butir soal berkategori sedang (87%) dan 4 butir berkategori mudah (13%). Analisis daya beda menunjukkan 5 butir soal berkategori sangat baik (17%), 11 soal baik (37%), 12 soal cukup (40%), dan 2 soal jelek (6%), serta pengecoh berfungsi efektif. Berdasarkan temuan tersebut, soal yang dikembangkan dinyatakan layak digunakan sebagai instrumen asesmen di sekolah dasar setelah dilakukan perbaikan pada beberapa butir soal.

Kata kunci: AKM, literasi membaca, budaya Flores Timur.

ABSTRACT

**DEVELOPMENT OF MINIMUM COMPETENCY
ASSESSMENT (AKM) QUESTIONS FOR READING LITERACY
BASED ON EAST FLORES CULTURE FOR GRADE IV OF
ELEMENTARY SCHOOLS**

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This study was motivated by the limited availability of local culture-based Minimum Competency Assessment (AKM) reading literacy questions in elementary schools and teachers' difficulties in developing contextual questions that are aligned with students' characteristics. This study aimed to determine the development process and quality of Flores Timur culture-based AKM reading literacy questions for fourth-grade elementary school students. The study employed a Research and Development (R&D) method using the ADDIE model, which consists of the Analyze, Design, Develop, Implement, and Evaluate stages. The research subjects included fourth-grade teachers, a material expert validator, a cultural expert, elementary education practitioners, and 30 fourth-grade students from an elementary school in Flores Timur Regency. Data were collected through interviews, documentation, questionnaires, and tests. Qualitative data were analyzed using the Miles and Huberman model, while quantitative data were analyzed through validity, reliability, difficulty level, discrimination index, and distractor effectiveness tests.

The results showed that the developed product obtained an average expert validation score of 3.6 from scale 1-4, categorized as highly feasible. The empirical validity test indicated that 20 items were valid (67%) and 10 items were invalid (33%). The reliability test results showed a Cronbach's Alpha coefficient of 0.846 for objective questions and 0.809 for non-objective questions, both categorized as very high. The difficulty level analysis revealed that 26 items were of moderate difficulty (87%) and 4 items were easy (13%). The discrimination index analysis showed that 5 items were categorized as very good (17%), 11 as good (37%), 12 as fair (40%), and 2 as poor (6%), while the distractors functioned effectively. Based on these findings, the developed reading literacy AKM questions based on Flores Timur culture were considered feasible for use as an assessment instrument in elementary schools after revisions were made to several items.

Keywords: development, Minimum Competency Assessment (AKM), reading literacy, Flores Timur culture.