

ABSTRAK

“ANALISIS KUALITAS INSTRUMEN TES LITERASI MEMBACA BERDASARKAN CAPAIAN PEMBELAJARAN FASE C KELAS 5 SD”

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Penelitian ini bertujuan untuk mendeskripsikan kualitas instrumen tes literasi membaca berdasarkan Capaian Pembelajaran (CP) Fase C kelas V Sekolah Dasar yang ditinjau dari aspek validitas tampilan, validitas isi, validitas empiris, reliabilitas, tingkat kesukaran, dan efektivitas pengecoh. Penelitian ini dilatarbelakangi oleh pentingnya penggunaan instrumen asesmen yang berkualitas agar mampu mengukur kompetensi literasi membaca peserta didik secara tepat sesuai dengan tuntutan Kurikulum Merdeka.

Penelitian ini menggunakan pendekatan *mixed methods* dengan dominasi pendekatan kualitatif (QUAL → quan). Data kualitatif diperoleh melalui studi dokumentasi terhadap instrumen tes literasi membaca, Capaian Pembelajaran Fase C, tujuan pembelajaran, kisi-kisi, dan pedoman penskoran untuk menganalisis validitas tampilan dan validitas isi. Data kuantitatif diperoleh dari hasil pengerjaan instrumen oleh 32 peserta didik kelas V SDK Wonosari II. Instrumen yang dianalisis terdiri atas 34 butir soal, sedangkan analisis validitas empiris, reliabilitas, tingkat kesukaran, dan efektivitas pengecoh dilakukan terhadap 22 butir soal pilihan ganda dan pilihan ganda kompleks menggunakan IBM SPSS Statistics. Hasil analisis kualitatif dan kuantitatif kemudian diintegrasikan untuk memperoleh gambaran menyeluruh mengenai kualitas instrumen.

Hasil penelitian menunjukkan bahwa validitas tampilan instrumen telah memenuhi kriteria pada aspek format, bahasa, penyajian soal, dan keterbacaan stimulus. Pada aspek format, sebanyak 32 butir soal (94,12%) berada pada kategori sesuai dan 2 butir soal (5,88%) berada pada kategori cukup sesuai, sedangkan aspek bahasa, penyajian soal, dan keterbacaan stimulus seluruhnya berada pada kategori sesuai. Validitas isi menunjukkan bahwa butir soal telah sesuai dengan Capaian Pembelajaran Fase C, tujuan pembelajaran, indikator, materi, dan kunci jawaban. Sementara itu, hasil validitas empiris menunjukkan bahwa 10 butir soal (45,45%) memenuhi kriteria valid, sedangkan 12 butir soal (54,55%) belum memenuhi kriteria valid. Reliabilitas instrumen memperoleh nilai Cronbach's Alpha sebesar 0,727, yang menunjukkan konsistensi internal yang cukup tinggi. Analisis tingkat kesukaran menunjukkan bahwa 14 butir soal (63,64%) berkategori mudah, 6 butir soal (27,27%) berkategori sedang, dan 2 butir soal (9,09%) berkategori sukar. Analisis efektivitas pengecoh menunjukkan bahwa 11 pengecoh (61,11%)

berfungsi dengan baik, sedangkan 7 pengecoh (38,89%) belum berfungsi secara optimal.

Berdasarkan hasil tersebut, secara keseluruhan instrumen tes literasi membaca memiliki kualitas yang belum cukup baik dan layak digunakan sebagai alat asesmen berdasarkan Capaian Pembelajaran Fase C. Sehingga instrumen masih memerlukan penyempurnaan, terutama pada butir soal yang belum memenuhi validitas empiris, distribusi tingkat kesukaran yang belum proporsional, serta pengecoh yang belum berfungsi secara optimal. Perbaikan pada aspek-aspek tersebut diperlukan agar instrumen mampu menghasilkan pengukuran kompetensi literasi membaca peserta didik yang lebih akurat, konsisten, dan representatif.

Kata kunci: kualitas instrumen, literasi membaca, validitas, reliabilitas, tingkat kesukaran, efektivitas pengecoh, Capaian Pembelajaran Fase C.



ABSTRACT

**“QUALITY ANALYSIS OF READING LITERACY TEST INSTRUMENT
BASED ON LEARNING OUTCOMES OF PHASE C GRADE 5
ELEMENTARY SCHOOL”**

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This study aimed to describe the quality of a reading literacy test instrument based on the Learning Outcomes of Phase C for fifth-grade elementary school students in terms of face validity, content validity, empirical validity, reliability, item difficulty, and distractor effectiveness. The study was motivated by the importance of using quality assessment instruments to accurately measure students' reading literacy competencies in accordance with the demands of the Merdeka Curriculum.

This study employed a mixed methods approach with a qualitative-dominant design (QUAL → quan). Qualitative data were obtained through document analysis of the reading literacy test instrument, Phase C Learning Outcomes, learning objectives, test blueprint, and scoring guidelines to analyze face validity and content validity. Quantitative data were obtained from the test results of 32 fifth-grade students at SDK Wonosari II. The analyzed instrument consisted of 34 items, while empirical validity, reliability, item difficulty, and distractor effectiveness were analyzed for 22 multiple-choice and complex multiple-choice items using IBM SPSS Statistics. The qualitative and quantitative results were then integrated to obtain a comprehensive description of the instrument quality.

The results showed that the face validity of the instrument met the criteria in terms of format, language, item presentation, and stimulus readability. Regarding format, 32 items (94.12%) were categorized as appropriate and 2 items (5.88%) as fairly appropriate, while all items met the criteria for language, item presentation, and stimulus readability. Content validity indicated that the items were consistent with the Phase C Learning Outcomes, learning objectives, indicators, materials, and answer keys. Meanwhile, empirical validity showed that 10 items (45.45%) met the validity criteria, while 12 items (54.55%) did not. The reliability analysis yielded a Cronbach's Alpha value of 0.727, indicating fairly high internal consistency. The item difficulty analysis showed that 14 items (63.64%) were easy, 6 items (27.27%) were moderate, and 2 items (9.09%) were difficult. The distractor effectiveness analysis showed that 11 distractors (61.11%) functioned effectively, while 7 distractors (38.89%) did not function optimally.

Overall, the reading literacy test instrument demonstrated fairly good quality and was suitable for use as an assessment instrument based on the Phase C Learning Outcomes. However, improvements are still needed, particularly for items that did not meet empirical validity criteria, the distribution of item difficulty, and distractors that did not function optimally. These improvements are expected to enhance the accuracy, consistency, and representativeness of the instrument in measuring students' reading literacy competencies.

Keywords: *instrument quality, reading literacy, validity, reliability, item difficulty, distractor effectiveness, Phase C Learning Outcomes.*

